

TEST BANK

VISIONS OF AMERICA

A History of the United States

Third Edition

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CHAPTER ONE
PEOPLE IN MOTION: THE ATLANTIC WORLD TO 1590

Multiple Choice



1. In the engraving *Amerigo Vespucci Awakens a Sleeping America*, the native inhabitants of this new continent are portrayed as being _____.
- A) good-natured but primitive
 - B) sexual and savage
 - C) charitable and religious
 - D) well-educated but unsophisticated

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: Introduction

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Chapter opening image

2. The Paleo-Indians were _____.
- A) farmers with complex systems of trade and agriculture
 - B) residents of permanent settlements
 - C) the first human settlers of the Americas
 - D) those who migrated from Asia by land rather than by sea

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.1 The First Americans

Difficulty Level: Easy

Skill Level: Remember the Facts



3. Based on this map, scholarly theories reveal that the first inhabitants of the Americas arrived by _____.

- A) crossing a land bridge from Asia or traveling by boat
- B) sailing westward from Europe and Africa across the Atlantic Ocean
- C) migrating north from the southernmost points of South America
- D) journeying by boat from Greenland to the eastern coast of North America

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.1.1 Migration, Settlement, and the Rise of Agriculture

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 1.1 Migration from Asia to America

4. How did the Archaic Era Indians differ from the Paleo-Indians?
- A) Both men and women hunted large mammals together in small bands.
 - B) They developed a written language system.
 - C) They were the first to use the spearheads now known as Clovis points.
 - D) They learned how to collect and plant seeds.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.1.1 Migration, Settlement, and the Rise of Agriculture

Difficulty Level: Difficult

Skill Level: Analyze It

5. Olmecs, Maya, Toltecs, and Aztecs were advanced societies in _____.
- A) the Mississippi Valley
 - B) Mesoamerica
 - C) South America
 - D) the American Southwest

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.1.1 Migration, Settlement, and the Rise of Agriculture

Difficulty Level: Easy

Skill Level: Remember the Facts

6. How did the Aztecs modify their natural environment to develop a successful civilization centered on an island on Lake Texcoco?
- A) They implemented a system of slavery based on captured prisoners of war and criminals.
 - B) They created a central plaza with towering pyramids which served as temples.
 - C) They constructed a system of dams and aqueducts to control lake levels and bring in fresh water.
 - D) They built elaborate earthen mounds to bury their dead.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.1.2 The Aztec

Difficulty Level: Difficult

Skill Level: Analyze It

7. The system of housing developed by the Anasazi in the American Southwest differed from other housing systems constructed by early complex societies in the Americas because _____.

- A) they had a sophisticated system of interconnected multi-roomed structures used for both religious ceremonies and housing
- B) their homes were built on top of large earthen mounds
- C) their wooden and bark structures could easily be assembled and reassembled as they moved when the seasons of the year changed
- D) they lived on a series of islands connected by causeways and bridges

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.1.3 Mound Builders and Pueblo Dwellers

Difficulty Level: Moderate

Skill Level: Understand the Connections

8. Aztec society was different from that of the mound builders and Anasazi in that only the Aztec _____.

- A) created urban areas
- B) built remarkable structures
- C) traded with other groups
- D) practiced human sacrifice

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.1.2 The Aztec

Difficulty Level: Moderate

Skill Level: Understand the Connections

9. What left indigenous Americans most vulnerable to Europeans upon first contact?

- A) their isolation and lack of exposure to many diseases
- B) their conviction in magic and superstition
- C) their lack of such animals as horses and camels
- D) their lack of highly developed iron weapons

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.1.5 American Societies on the Eve of European Contact

Difficulty Level: Difficult

Skill Level: Analyze It



10. Based on this engraving of the village of Secoton, how did the Eastern Woodland Indians differ from Mesoamerican Indians?

- A) Their social structure was rigidly hierarchical.
- B) They constructed large homes of adobe and stone.
- C) Their food source was limited to hunting large game and gathering wild plants.
- D) Their outlook was more communal than individualistic.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.1.4 Eastern Woodlands Indian Societies

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 1.4 Engraving Based on John White's Painting of Secoton



11. The engraving system that emerged as a result of the invention of the printing press and transformed visual culture _____.
- A) relied on unskilled laborers
 - B) was a complicated multiple-stepped process
 - C) was a slow activity that led to the production of only one or two images per year
 - D) depended on simple and primitive tools

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.2.2 Trade, Commerce, and Urbanization

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 1.5 Copper Engraving

12. What defined the nation-states that emerged in Europe by the sixteenth century?
- A) adherence to the Protestant religion
 - B) an unorganized military system
 - C) increased trade
 - D) centralized power

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.2.4 New Monarchs and the Rise of the Nation-State

Difficulty Level: Moderate

Skill Level: Understand the Connections

13. What trade goods from Asia were most sought after by Europeans?

- A) new food products like chocolate and tomatoes
- B) gold and silver
- C) spices, silk, and cotton
- D) prized dyes such as indigo and cochineal

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.2.1 The Allure of the East and the Challenge of Islam

Difficulty Level: Easy

Skill Level: Remember the Facts

14. By 1400, most of the trade and finance in Europe was controlled by _____.

- A) Venice and other Italian city-states
- B) the new nation-states of Spain and Portugal
- C) Muslim merchants in Eastern Europe
- D) Dutch and Belgian cities like Amsterdam and Antwerp

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.2.1 Trade, Commerce, and Urbanization

Difficulty Level: Easy

Skill Level: Remember the Facts

15. In capitalism, the prices of goods and services are set by _____.

- A) the monarchy and the church
- B) bankers and merchants
- C) the market
- D) landowners

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.2.1 Trade, Commerce, and Urbanization

Difficulty Level: Easy

Skill Level: Remember the Facts

16. Eastern Woodlands Indians viewed nature as sacred, whereas Europeans primarily saw it as _____.

- A) a source of religious inspiration
- B) something to control and exploit
- C) an environment filled with animal spirits
- D) a resource to conserve

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.2.1 Trade, Commerce, and Urbanization

Difficulty Level: Moderate

Skill Level: Understand the Connections

17. The British monarch who separated from the Catholic Church to form the Church of England was _____.

- A) Elizabeth I
- B) Henry VIII
- C) Edward VI
- D) Ferdinand of Aragon

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.2.4 New Monarchs and the Rise of the Nation-State

Difficulty Level: Easy

Skill Level: Remember the Facts

18. What quality did the Renaissance and Reformation share?

- A) a desire to maximize profits through capitalism
- B) a rejection of the Bible
- C) acceptance of art and sculpture that emphasized the beauty of the human body
- D) a questioning of the status quo

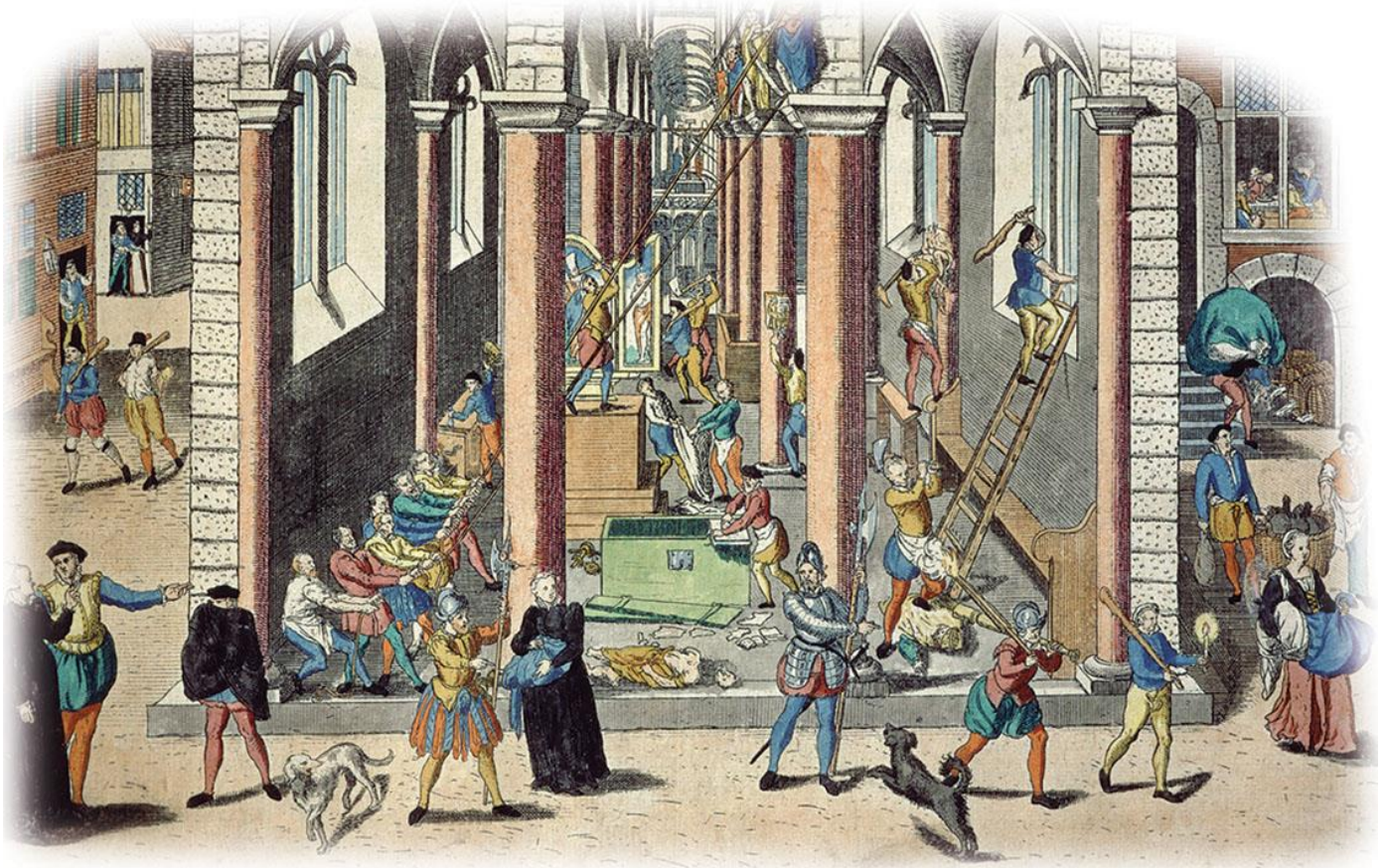
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.2.3 Renaissance and Reformation

Difficulty Level: Difficult

Skill Level: Analyze It



19. How does this illustration address one of the essential beliefs of Calvinism?

- A) All images were forms of idolatry that had to be purged.
- B) God had destined people for salvation before birth.
- C) The true church was embodied by an “elect.”
- D) The damned could find salvation through good works.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.2.3 Renaissance and Reformation

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 1.6 Protestants Stripping a Church of Images

20. How did Ferdinand and Isabella transform Spain into a world power in the late 1400s?

- A) They strengthened the power of the Roman Catholic Church.
- B) They appointed Jews and Muslims to a council of political advisors.
- C) They increased the power of the nobility.
- D) They lowered taxes and increased agricultural production.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.2.4 New Monarchs and the Rise of the Nation-State

Difficulty Level: Moderate

Skill Level: Understand the Connections

21. Christopher Columbus planned to find a more direct route to Asia by _____.

- A) traveling around the southern tip of Africa
- B) taking an overland trade route across the Middle East
- C) sailing west across the Atlantic Ocean
- D) finding a Northwest Passage through the Arctic Ocean

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.3 Columbus and the Columbian Exchange

Difficulty Level: Easy

Skill Level: Remember the Facts

22. The first Europeans to arrive in North America were the _____.

- A) Portuguese
- B) Vikings
- C) Spanish
- D) English

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.3.1 Columbus Encounters the “Indians”

Difficulty Level: Easy

Skill Level: Remember the Facts

23. What was the Columbian Exchange?

- A) the belief that Europeans should treat Indians as savages who were to be ordered about
- B) the implementation of new technological skills to explore new lands and water routes
- C) the biological encounter between the native peoples of the Americas and the first Europeans to cross the Atlantic
- D) the introduction of Christian beliefs to the native peoples found in the Americas

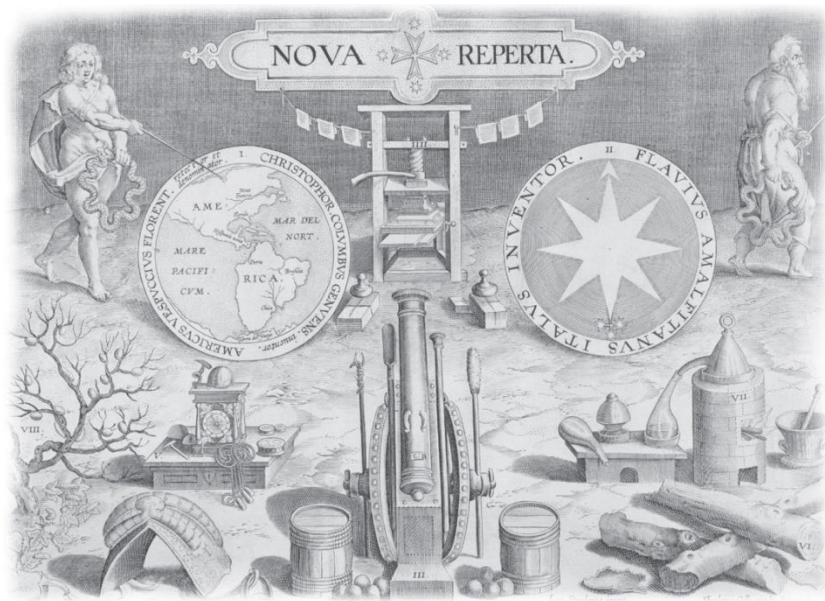
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.3.1 Columbus Encounters the “Indians”

Difficulty Level: Easy

Skill Level: Remember the Facts



24. The objects in the drawing “Nova Reperta” represent _____.

- A) religious artifacts used to convert Indians to Christianity
- B) new products introduced to Europe from North and South America
- C) technology borrowed from the Islamic world
- D) new discoveries that made the exploration and settlement of the “New World” possible

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.3.2 European Technology in the Era of the Columbian Exchange

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 1.9 Nova Reperta

25. The Spanish exported which of the following items from the lands they conquered in the Americas?

- A) horses
- B) gold and silver
- C) luxury cloth such as silk
- D) grains such as wheat and barley

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.3.3 The Conquest of the Aztec and Inca Empires

Difficulty Level: Easy

Skill Level: Remember the Facts

26. Although Hernán Cortés was greatly outnumbered by the Aztecs, he was able to conquer this powerful empire because of alliances that he made with _____.

- A) people who had been conquered by the Aztecs
- B) slaves looking to win their freedom
- C) the Inca Empire
- D) other European settlers

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.3.3 The Conquest of the Aztec and Inca Empires

Difficulty Level: Easy

Skill Level: Remember the Facts

27. Christopher Columbus's attitude toward the inhabitants of the Indies was primarily one of _____.

- A) resentment
- B) reverence
- C) cooperation
- D) superiority

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.3.1 Columbus Encounters the "Indians"

Difficulty Level: Difficult

Skill Level: Analyze It

28. What role did disease play in the Columbian Exchange?

- A) The negative impact of disease was limited to the Indian population.
- B) New food products discovered in the Americas infected Europeans with previously unknown diseases.
- C) “New World” Indians were decimated by smallpox and other diseases brought by Europeans.
- D) The diseases brought by Europeans to the “New World” wiped out large numbers of native animal populations.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.3.1 Columbus Encounters the “Indians”

Difficulty Level: Moderate

Skill Level: Understand the Connections



29. To the Indians of Central and South America, the painting “Heavenly Militia” demonstrates that the god-like power of the conquistadores mainly came from the Spanish practice of _____.

- A) wearing elaborate clothing
- B) conducting religious ceremonies
- C) using military weaponry
- D) developing skilled horsemen

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.3.3 The Conquest of the Aztec and Inca Empires

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 1.10 Heavenly Militia

30. After indigenous workers on the Caribbean islands were nearly wiped out by deadly diseases, the Spanish turned to _____ for a new supply of labor.

- A) Aztec prisoners of war captured after the conquest of Mexico
- B) the African slave trade
- C) Spanish prisoners and debtors
- D) Jews, Muslims, and others who were expelled from Spain

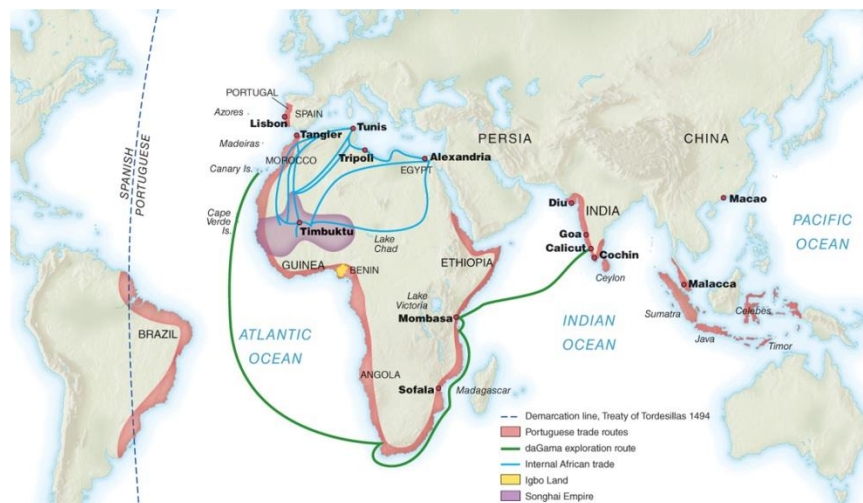
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.3.3 The Conquest of the Aztec and Inca Empires

Difficulty Level: Easy

Skill Level: Remember the Facts



31. According to the map, how did Portugal establish more direct trading networks with Asia?

- A) by sailing around Africa
- B) through existing Mediterranean sea routes
- C) along overland routes across the Middle East
- D) by sailing west across the Atlantic Ocean

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: Topic: 1.4.2 The Portuguese-African Connection

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 1.11 Internal African Trade Routes and Portuguese Trade with Africa

32. The Igbos of West Africa were similar to the Eastern Woodland Indians of North America in that both societies _____.

- A) practiced human sacrifice
- B) were hierarchal in structure and organization
- C) implemented a system of absolute rule by a monarch
- D) traced their ancestry through the matrilineal side of their families

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.4.1 West African Societies, Islam, and Trade

Difficulty Level: Moderate

Skill Level: Understand the Connections

33. The most essential item involved in the trade routes between North and West Africa was _____.

- A) sugar
- B) salt
- C) fruits and vegetables
- D) domesticated animals

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.4.1 West African Societies, Islam, and Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

34. The African slave trade was initially controlled by _____.

- A) Spanish conquistadores
- B) Portuguese merchants
- C) Muslim traders
- D) British sailors

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: Topic: 1.4.3 African Slavery

Difficulty Level: Easy

Skill Level: Remember the Facts

35. What argument was used to justify the enslavement of the Guanche of the Canary Islands by the Portuguese?

- A) The Pope described them as “infidels and savages.”
- B) The Guanche were experienced sugar planters.
- C) The Portuguese found them easy to capture.
- D) The Guanche were immune to diseases such as smallpox and measles.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: Topic: 1.4.2 The Portuguese-African Connection

Difficulty Level: Easy

Skill Level: Remember the Facts



36. The kingdom of Benin in West Africa used bronze obtained from exchanges with _____ to create items such as this panel for its royal palace.

- A) Muslim caravans
- B) Portuguese traders
- C) African kingdoms further to the south
- D) Spanish conquistadores

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.4.3 African Slavery

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 1.12 Benin Bronze Panel

37. Though West African societies were as diverse as those in the Americas, they were different in that only West Africans _____.

- A) had extensive trade networks
- B) followed polytheistic religious traditions
- C) practiced Islam
- D) had both patrilineal and matrilineal societies

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.4.1 West African Societies, Islam, and Trade

Difficulty Level: Moderate

Skill Level: Understand the Connections

38. How did the European concept of slavery differ from the African concept of slavery?

- A) Slaves owned by Europeans were treated respectfully because they were valuable property.
- B) European slavery was permanent and hereditary.
- C) Africans worked their slaves harder than Europeans.
- D) Slaves belonging to Europeans could attain positions of privilege.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.4.3 African Slavery

Difficulty Level: Moderate

Skill Level: Understand the Connections

39. Unlike other West African kingdoms and nations, Benin's decision to end its participation in the slave trade allowed it to _____.

- A) trade exclusively with the Spanish
- B) address humanitarian concerns for enslaved people
- C) remain isolated from Europe
- D) maintain its political autonomy longer than its neighbors did

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.4.3 African Slavery

Difficulty Level: Moderate

Skill Level: Understand the Connections

40. The demand for African slaves was fueled by the high profits being made from plantations on Portuguese colonies that grew and processed _____.

- A) sugar
- B) indigo
- C) tobacco
- D) cotton

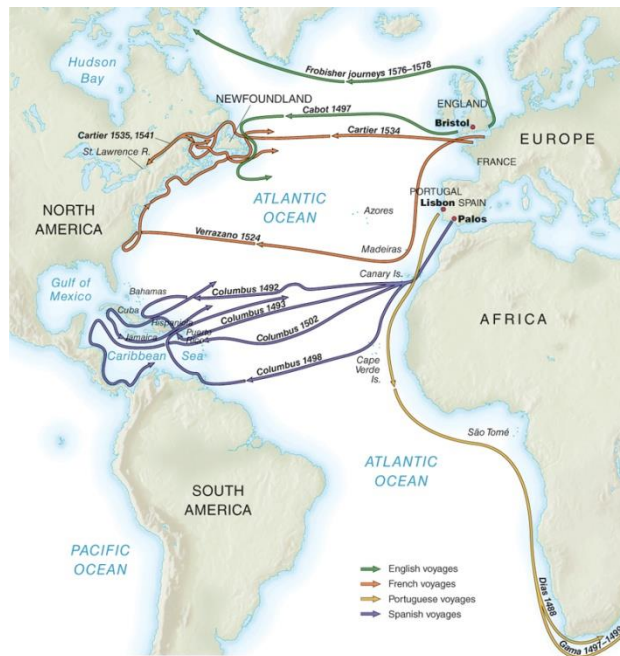
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.4.2 The Portuguese-African Connection

Difficulty Level: Easy

Skill Level: Remember the Facts



41. This map shows that in the exploration of the Atlantic world _____.

- A) European nations each took different routes
- B) the Caribbean Sea was in the control of the French
- C) Europeans lost interest in exploration after the beginning of the sixteenth century
- D) The English and French collaborated in exploring North America

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.5 European Colonization of the Atlantic World

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 1.13 Major European Explorations of the Atlantic



42. The writings of the Spanish bishop Bartolomé de Las Casas that appear in the English edition known as *The Tears of the Indians* portray the Spanish conquistadores as _____.

- A) religious and humane
- B) savagely brutal
- C) kind and generous slave owners
- D) victorious in celebration

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.5.1 The Black Legend and the Creation of New Spain

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 1.14 Illustration from Bartolomé de Las Casas, *The Tears of the Indians*



43. What was the Black Legend?

- A) Justifications for why Europeans in the Americas resorted to African slavery.
- B) The tales of fabled cities of riches in the unexplored interior of the African continent.
- C) The practice of French fur traders intermarrying with Indian women.
- D) The legacy of the Spanish cruelty toward the native peoples of the Americas.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.5.1 The Black Legend and the Creation of New Spain

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 1.15 Central Square of Mexico City

44. What does the architecture shown in this painting of the central plaza of Mexico City reveal about Spain's approach to colonization?

- A) Commerce was banned within the confines of the plaza.
- B) The design of the plaza demonstrates the lack of urban planning used in Spanish colonial towns and cities.
- C) The Spanish constructed buildings along the plaza to emphasize the strong power of the church and state.
- D) Women were forbidden from attending events in public areas like the plaza.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.5.1 The Black Legend and the Creation of New Spain

Difficulty Level: Difficult

Skill Level: Analyze It

45. The French sent the Italian mariner Giovanni da Verrazano to North America in 1524 in order to _____.

- A) establish fur trading stations along the St. Lawrence River
- B) discover the Northwest Passage leading from the Americas to Asia
- C) raid Spanish settlements and treasure ships
- D) start plantations to grow cash crops

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.5.2 Fishing and Furs: France's North Atlantic Empire

Difficulty Level: Easy

Skill Level: Remember the Facts

46. The occupants of the first fleets initially sent by France to Newfoundland _____.

- A) fished for cod
- B) hunted for furs
- C) mined gold
- D) gathered lumber

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.5.2 Fishing and Furs: France's North Atlantic Empire

Difficulty Level: Easy

Skill Level: Remember the Facts

47. What experiences learned during the colonization of Ireland were then applied by the English in their colonization of North America?

- A) the forcible conversions of the Irish from Roman Catholicism to the Church of England under the threat of death
- B) the lucrative routines learned about the wool trade in Ireland
- C) the practices of expelling Irish farmers from their lands and establishing English-occupied plantations
- D) the use of a tribute system where the English made the Irish perform hard labor in exchange for spiritual care

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.5.3 English Expansion: Ireland and Virginia

Difficulty Level: Easy

Skill Level: Remember the Facts



48. The French Jesuits' use of religious images to convert the Indians was most likely effective because these images _____.

- A) intimidated the Indians until they converted in fear
- B) were superior to the religious artwork of the Spanish and English
- C) reminded the Indians of familiar religious figures in their culture
- D) bypassed cultural and linguistic differences

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.5.2 Fishing and Furs: France's North Atlantic Empire

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 1.16 Two Europeans Show a Religious Painting to a Group of Native Americans



49. The portrait of Queen Elizabeth I shows that the balance of power in the Atlantic shifted near the end of the sixteenth century as a result of the English _____.

- A) discovery of the Northwest Passage to Asia
- B) establishment of tobacco plantations in Virginia
- C) defeat of the Spanish Armada in 1588
- D) development of a new colonial model in Ireland

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.5.3 English Expansion: Ireland and Virginia

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 1.17 Elizabeth's Armada Portrait

A monstrous pagan sculpture dominates the image, a reminder that the inhabitants of the New World were un-Christian savages.

The natives' nudity demonstrates that they are primitive peoples, who lack the most basic attributes of a civilized society.

Although the artist has conjured up an alien world, the physical features, including the faces of the Indians, still look very European.



50. How did Theodore de Bry represent the religious beliefs of Native Americans?

- A) His engravings showed that Indians participated in religious ceremonies similar to those of Catholic and Protestant Europeans.
- B) He emphasized the “otherness” of the indigenous ceremonies that promoted the people of the New World as being un-Christian savages.
- C) The European features shown on the Indians’ faces made Europeans sympathize with them and accept their religious practices.
- D) He showed how Catholic explorers from Europe exploited the indigenous people of the Americas.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.5.3 English Expansion: Ireland and Virginia

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Theodore de Bry’s *America*. The religious ceremony of the Indians.

Essay

51. What impact did agriculture have on the transformation of indigenous societies in the Americas?

The ideal answer should include:

1. Agriculture changed groups like the Archaic Era Indians, who implemented basic weeding practices to facilitate the growth of edible plants. They also learned about seeds and developed basic concepts about irrigation. Such groups increased their food supplies and needed to hunt less as a result. This phenomenon first appeared around 5000 BCE in what is now Mexico.
2. Working with crops required the creation of large permanent settlements that led to urbanization.
3. Increased food surpluses resulted in a shift of resources to a variety of cultural, artistic, and engineering projects.
4. Societies thus became more advanced and complex, with increased social stratification, written languages, mathematical systems, sophisticated irrigation techniques, and impressive architecture.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.1.1 Migration, Settlement, and the Rise of Agriculture

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. Discuss the transformations of the Renaissance and Reformation. How did these movements change the way Europeans viewed the world? How might they have influenced the drive to explore the Americas?

The ideal answer should include:

1. The revival of interest in ancient Greek and Roman cultures that led to the Renaissance changed the way Europeans thought about art, architecture, science, and politics. Humanists placed emphasis on theology, self-improvement, and the beauty of the human body. The spirit of exploration inspired Europeans to discover new lands and trade routes. Civic humanism encouraged people to participate in greater aspects of public life.
2. The study of ancient languages led to a new interest in the early church and resulted in a call for reform in the Roman Catholic Church by religious leaders like Martin Luther and John Calvin. Luther's attack on the sale of indulgences and other Catholic practices caused him to stress that only faith could lead to salvation. His rejection of monasticism led to Christians playing a greater role in the public world.
3. Calvin's ideas regarding predestination and power in the "elect" instead of the Roman Catholic Church stressed that Protestants could create a true church wherever they lived including the American wilderness. Having no physical place to worship or formal ministers did not prevent people from meeting their spiritual needs.
4. Several European monarchs were attracted to Luther's calls to reject the Pope's authority because they saw this as a way to strengthen their power. This was something that could be achieved through the establishment of foreign colonies.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology

in the Atlantic World to 1590

Topic: 1.2.3 Renaissance and Reformation

Difficulty Level: Difficult

Skill Level: Analyze It

53. What factors led to the defeat of the Aztecs by Hernán Cortés? How was this conquest similar to and different from other conquests by the Spanish in the New World?

The ideal answer should include:

1. Although they were outnumbered by the Aztecs, the Spanish had military advantages that led to a Spanish victory. These included horses, firearms like the arquebus, and steel weapons.
2. The Spanish were allied with people who had been conquered and exploited by the Aztecs.
3. The Spanish carried with them many diseases, including smallpox, that killed large numbers of Aztecs.
4. The conquest of Mexico was similar to Pizarro's conquest of the Incas in Peru in that both empires were subjugated through exposure to disease and military weaponry that led conquered people to see the Spanish as having god-like powers. The conquest of both of these empires resulted in the Spanish acquiring large amounts of wealth through precious minerals, new food, and luxury products.
5. In addition, the Spanish took advantage of existing systems of tribute and taxation within the realm of the Aztec empire to maximize the amount of wealth taken from that region.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topic: 1.3.3 The Conquest of the Aztec and Inca Empires

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. How were the civilizations of Africa and the Americas similar to and different from each other?

The ideal answer should include:

1. Both Africa and the Americas had societies with a wide range of social stratification and cultural and religious diversity. Africa and the Americas had urban centers, such as Timbuktu in the Songhai Empire of West Africa and the Aztec empire in Mesoamerica.
2. Some of the simpler, more egalitarian societies of West Africa were organized around kinship, like America's Eastern Woodlands Indians. Many of these were arranged through matrilineal lines.
3. Some groups in both Africa and the Americas practiced animist religions in which aspects of nature were considered to be gods and spirits.
4. There were also vast differences between the civilizations of Africa and the Americas. Islam spread through trade routes in various parts of Africa and became the dominant religion in many of these areas, especially in trade centers.
5. Slavery was widely practiced on a tribal level in Africa, even before the arrival of the Europeans. On the other hand, the empires of the Americas such as the Aztecs used systems of tribute and taxation instead of slavery.

6. There were large domesticated animals in Africa but not in the Americas prior to the arrival of the Europeans.
7. Trade also played a bigger role in the economic life of Africa than the Americas. The North African states on the Mediterranean had been trading with Europe since ancient times.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topics: 1.1.1 Migration, Settlement, and the Rise of Agriculture and 1.4.1 West African Societies, Islam, and Trade

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. Compare and contrast the political, economic, and social factors that Spain, France, and England used in colonizing and settling the Americas.

The ideal answer should include:

1. Politically, both the monarchs of Spain and France financially supported voyages of exploration. On the other hand, the English monarchy did not invest financial resources. Instead, English colonial ventures relied on private capital to finance plans for exploration and settlement.
2. The economy of New Spain was based on a highly exploitive system of forced labor known as the *encomienda* that was not much different than slavery. Indians were considered “vassals” who owed their labor to noblemen, who would save the souls of the Indians by converting them. This system led to a high mortality rate among the indigenous population, which resulted in the Spanish using other types of labor, including conscript labor, wage labor, and slavery. The French encounter with Native Americans was much different. They sought to maintain good relations with the local tribes because they depended on them to provide furs for trade. The English created a slave-based labor system in the Americas in the form of plantations. The indigenous populations were expelled from their lands, which were repopulated with colonists, instead of being incorporated into the English culture.
3. The Spanish wanted to convert the Indians in order to save their souls, but the Spanish used this as a guise to brutally exploit the Indians. The French population often intermarried with local Indians with the encouragement of the French government in the hope that this would facilitate a gradual assimilation of the Indian population into the French culture of New France, but French missionaries lived among Indians and learned their customs instead of imposing Catholicism by force. The first English contact with the indigenous populations of the Americas was marked by violence, with the first colony at Roanoke ending in disaster.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Atlantic World to 1590

Topics: 1.5 European Colonization of the Atlantic World

Difficulty Level: Difficult

Skill Level: Analyze It

CHAPTER TWO
MODELS OF SETTLEMENT: ENGLISH COLONIAL SOCIETIES, 1590–1710

Multiple Choice



1. How did the differing perceptions of diplomacy presented in Theodore de Bry's engraving *The Chickahominy Become "New Englishmen"* lead to future conflict between Native Americans and English settlers?
- A) The Chickahominy felt that the English were taking advantage of them when trading goods.
 - B) The English believed that tribes like the Chickahominy should submit to their rule instead of controlling their own affairs.
 - C) The Chickahominy resented the English attempt to force them to convert to Protestantism.
 - D) The English were reluctant to have personal contact with different Native American groups in their areas of settlement.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

2. English colonies in America were financed by _____.

- A) the monarchy
- B) the Church of England
- C) Dutch merchants
- D) joint stock companies

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.1 The Founding of Jamestown

Difficulty Level: Easy

Skill Level: Remember the Facts

3. Jamestown’s location made it a poor choice for settlement because it _____.

- A) provided easy access to possible enemy attacks
- B) failed to shelter the colonists from extremely high temperatures
- C) was located near a swamp that bred diseases like malaria
- D) lacked arable land for raising food crops

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.1 The Founding of Jamestown

Difficulty Level: Easy

Skill Level: Remember the Facts

4. The “starving time” refers to an event resulting in the _____.

- A) high mortality rates that occurred in Jamestown during the winter of 1609–1610
- B) expulsion of the Powhatan Indian confederacy from Virginia
- C) arrival of African slaves in Virginia
- D) large number of deaths among the neighboring Indian tribes due to exposure to new diseases

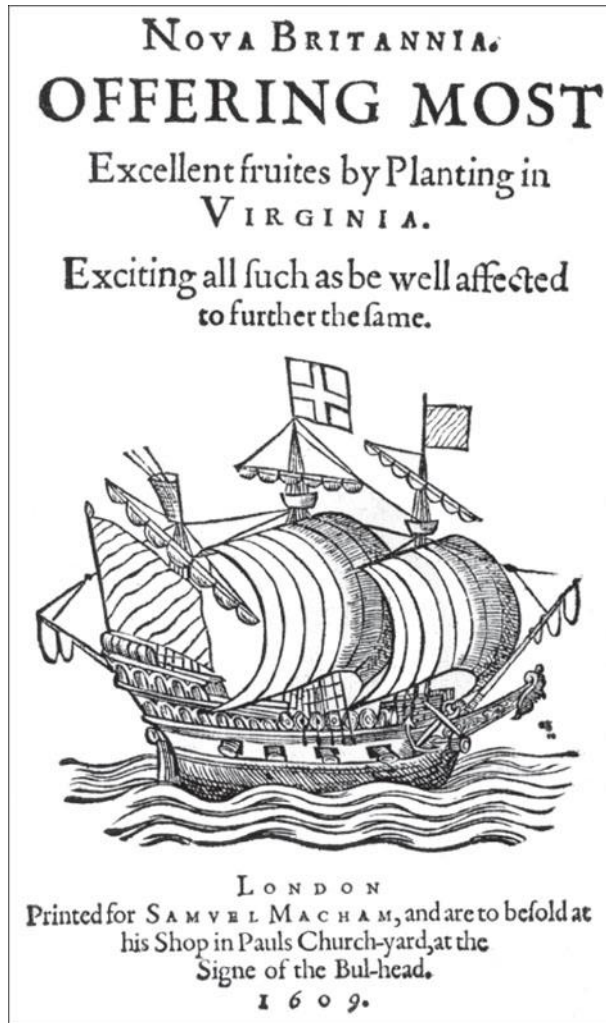
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.1 The Founding of Jamestown

Difficulty Level: Easy

Skill Level: Remember the Facts



5. How did this pamphlet printed by the Virginia Company contradict what actually took place in the Virginia colony?

- A) Ocean voyages to Virginia actually took longer than what the pamphlet advertised.
- B) Early colonists failed to get rich from farming and finding gold.
- C) The pamphlet ensured that colonists would get along with neighboring Indians.
- D) Virginia focused more on religious toleration than wealth.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.1 The Founding of Jamestown

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.1 Virginia Promotional Literature



6. Artist Abraham Teniers depicted monkeys as tobacco users in this painting in order to show that tobacco _____.
- A) offered numerous medicinal uses
 - B) harvests depended on animal labor
 - C) promoted bad habits that could be imitated by others
 - D) cost too much money to plant and yielded little profit

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.2 Tobacco Agriculture and Political Reorganization

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 2.2 Smoking Room with Monkeys

7. Governor Edwin Sandys made reforms in Virginia that included _____.
- A) the abolition of slavery
 - B) granting women who owned property voting rights
 - C) returning large amounts of land to the Indians
 - D) the House of Burgesses and the headright system

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.2 Tobacco Agriculture and Political Reorganization

Difficulty Level: Easy

Skill Level: Remember the Facts



8. What message about the English in Virginia does Theodore de Bry convey through this engraving of an Indian massacre?

- A) The English were civilized people in the wilderness as shown by the walled city and tablecloth.
- B) The English were fierce warriors against neighboring Indians as illustrated by the hatchet in the foreground.
- C) The primary concern for the English was Christianizing the Indians as depicted by the church within the walled city.
- D) Virginia was a hospitable place for additional settlers as exemplified by the number of women shown in the engraving.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.2 Tobacco Agriculture and Political Reorganization

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 2.3 Theodore de Bry Engraving of the “Massacre” of 1622

9. Maryland was founded as a _____ colony under the authority of Lord Baltimore.

- A) religious
- B) joint stock
- C) royal
- D) proprietary

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.3 Lord Baltimore's Refuge: Maryland

Difficulty Level: Easy

Skill Level: Remember the Facts

10. Maryland offered religious freedom to _____.

- A) Christians and non-Christians
- B) Catholics only
- C) all Christians
- D) Calvinists only

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.3 Lord Baltimore's Refuge: Maryland

Difficulty Level: Easy

Skill Level: Remember the Facts

11. Initially, _____ provided the chief source of labor for tobacco production in the Chesapeake.

- A) African slaves
- B) indentured servants
- C) English noblemen
- D) captured Native Americans

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.4 Life in the Chesapeake: Tobacco and Society

Difficulty Level: Easy

Skill Level: Remember the Facts

12. How did the unbalanced sex ratio of the Chesapeake affect gender roles in this colonial region?

- A) Women chose who to marry and often inherited large estates from deceased husbands.
- B) Women amassed significant political power through property ownership.
- C) The large number of Englishmen frequently intermarried with Native American females.
- D) Women were treated as pampered objects who were not required to do hard work.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.4 Life in the Chesapeake: Tobacco and Society

Difficulty Level: Moderate

Skill Level: Understand the Connections

13. Why were religious reformers in England called Puritans?

- A) They wanted to completely break away from the Church of England.
- B) They wanted to reestablish Catholic traditions and practices in the Church of England.
- C) They wanted to reform the Church of England so that all traces of Catholicism were removed.
- D) They wanted to spread the Protestant religion to Native Americans.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2 New England

Difficulty Level: Easy

Skill Level: Remember the Facts

14. The Pilgrims and others who traveled with them to North America in 1620 drew up the *Mayflower Compact* in order to declare that they would abide by the laws of the _____.

- A) Plymouth community
- B) English monarch
- C) Virginia Company
- D) English Parliament

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.1 Plymouth Plantation

Difficulty Level: Easy

Skill Level: Remember the Facts



15. How does Jan Steen's painting *The Topsy-Turvy World*, which depicts household life in Holland, justify why the Pilgrims wanted to leave that religious haven and begin a new life in America?

- A) They saw that Holland provided them with limited opportunities to acquire wealth.
- B) They discovered that the codes of social behavior in Holland were too strict for their lifestyle.
- C) They sensed that the lewd behavior encountered in Holland was a corrupting influence on their children.
- D) They disagreed with the Roman Catholic practices that they were forced to follow while living in Holland.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.1 Plymouth Plantation

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Corruption Versus Piety

16. Upon their arrival in Massachusetts, the Pilgrims encountered a relatively sparse Indian population resulting from _____.

- A) an unwelcoming land that had never been thickly settled
- B) conquest and expulsion by early Europeans in that region
- C) difficulties associated with a series of difficult winters
- D) diseases which had been contracted from European traders

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.1 Plymouth Plantation

Difficulty Level: Easy

Skill Level: Remember the Facts

17. The Puritans migrated to America after the ascension of Charles I to the throne of England because they feared _____.

- A) an imposition of higher taxes
- B) a revival of Catholicism in England
- C) imprisonment for their beliefs
- D) exile in Holland

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.2 A Godly Commonwealth

Difficulty Level: Easy

Skill Level: Remember the Facts

18. Voting privileges in Massachusetts were extended to _____.

- A) property owners
- B) English and Indian males
- C) male church members
- D) all townspeople, including women

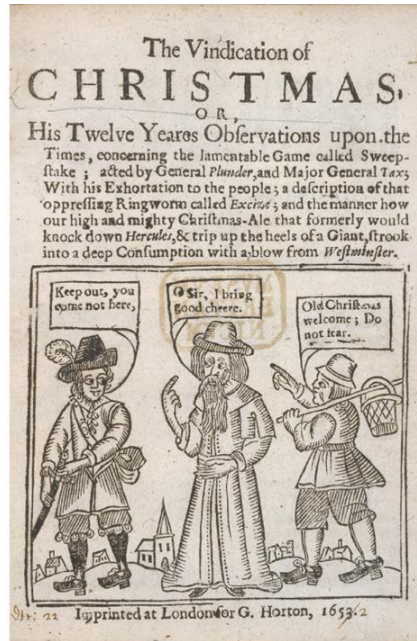
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.2 A Godly Commonwealth

Difficulty Level: Easy

Skill Level: Remember the Facts



19. This anti-Puritan woodcut is critical of the Puritan cultural belief that _____.
- A) Christmas should acknowledge the birth of Christ
 - B) nonreligious traditional Christmas customs should be outlawed
 - C) drunkenness and joy were essential in celebrating Christmas
 - D) Christmas should be celebrated with neighboring Indian tribes

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.2 A Godly Commonwealth

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 2.4 Puritans Chase Away Father Christmas

20. Settlements in Puritan New England differed from those in the Chesapeake colonies because Puritans _____.
- A) migrated as families
 - B) came from the upper classes of society
 - C) tended to establish remote independent farms
 - D) frequently clashed with Native Americans

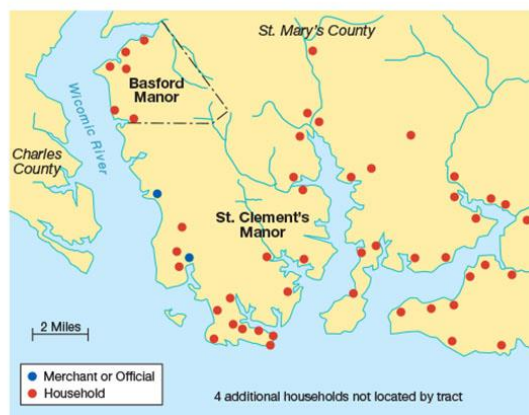
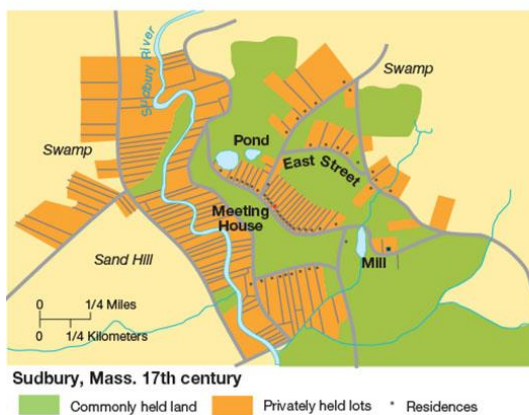
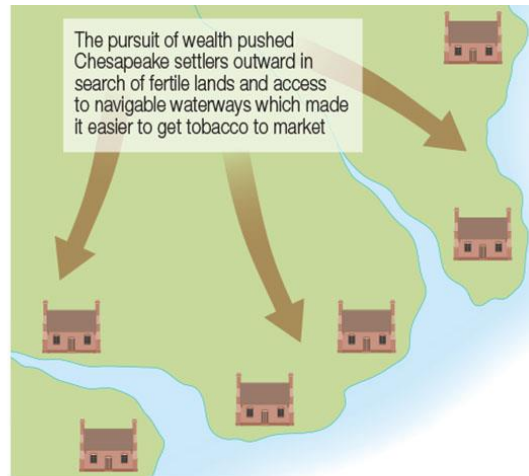
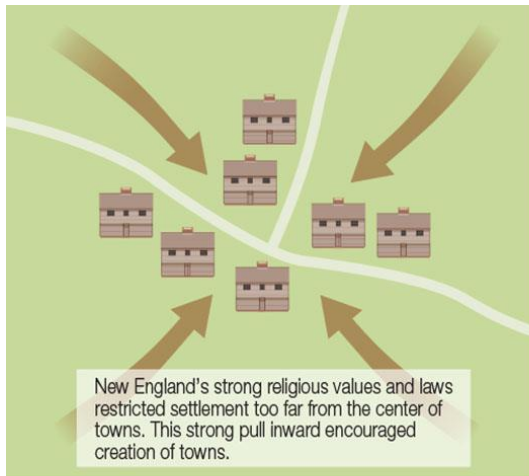
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.2 A Godly Commonwealth

Difficulty Level: Moderate

Skill Level: Understand the Connections



21. How were settlement patterns typical of Puritan New England and the Chesapeake different from each other?

- A) New England towns needed access to waterways for trade while Chesapeake settlements were located further inland.
- B) Settlers in New England were required to live near a meetinghouse while Chesapeake settlers pulled outward as they searched for good land.
- C) New Englanders tended to establish more remote farms while people in the Chesapeake lived in small clustered towns.
- D) Fortified settlements were more common in New England where settlers frequently clashed with Native Americans.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.2 A Godly Commonwealth

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Envisioning Evidence: Patterns of Settlement in New England and the Chesapeake Compared

22. Roger Williams established the colony of Rhode Island after he was threatened with arrest in Massachusetts for _____.

- A) preaching that one could earn salvation through good works
- B) claiming that he had received a direct revelation from God
- C) unjustly seizing Indian lands
- D) advocating the separation of church and state

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.3 Challenges to Puritan Orthodoxy

Difficulty Level: Easy

Skill Level: Remember the Facts

23. The Puritan elite in Massachusetts accused Anne Hutchinson of Antinomian heresy and considered her a threat to their lifestyle because she _____.

- A) supported the concept that women should play an inferior role in society
- B) denounced the colonists for unjustly seizing Indian lands
- C) claimed to receive a direct revelation from God
- D) advocated for a greater reliance on African slavery

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.3 Challenges to Puritan Orthodoxy

Difficulty Level: Easy

Skill Level: Remember the Facts

24. Puritan views on the family and the Fifth Commandment were also reflected in their _____.

- A) intolerance for unorthodoxy
- B) decision to migrate from England to America
- C) rejection of frivolous folk customs
- D) association of Indians with witchcraft

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.3 Challenges to Puritan Orthodoxy

Difficulty Level: Difficult

Skill Level: Analyze It

25. _____ led to direct conflict between New England settlers and the Pequot Indians.
- A) Pequot involvement with rival French fur traders
 - B) English expansion into the Connecticut Valley
 - C) The introduction of fatal diseases
 - D) English alliances with rival tribes

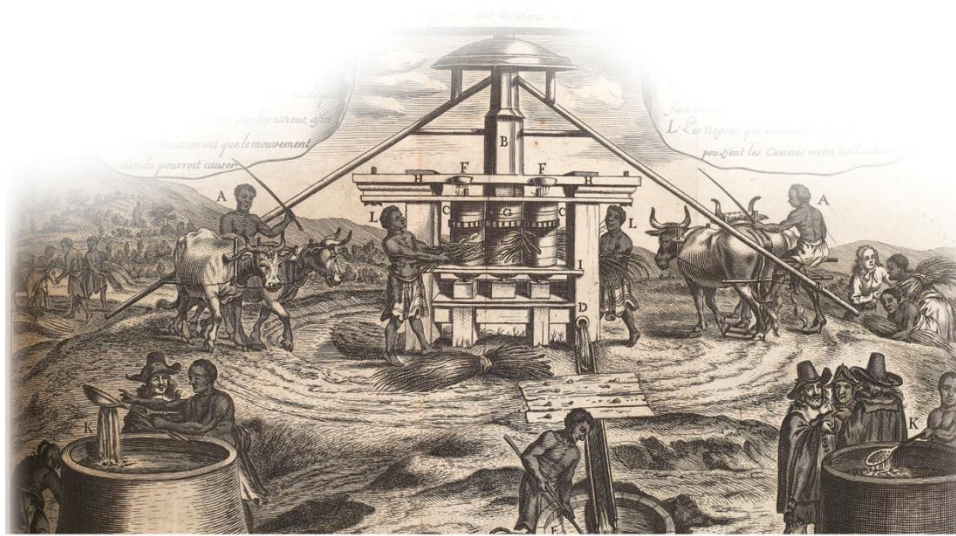
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.4 Expansion and Conflict

Difficulty Level: Easy

Skill Level: Remember the Facts



26. This engraving of laborers on a sugar plantation shows the _____.
- A) indentured servants from England processing sugar
 - B) lack of advanced tools found on the typical sugar plantation
 - C) need for cooler weather to raise sugar cane
 - D) multiple steps involved in sugar production

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.3.1 Power Is Sweet

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 2.6 Sugar Production



27. The presence of rival colonial European powers on the Caribbean “sugar islands” showed that _____.

- A) England controlled the larger islands in this region
- B) French possessions were found both in the Caribbean and in Mexico and Central America
- C) these European nations gained, exchanged, and lost colonial possessions through warfare
- D) Portugal acquired some of the smaller islands through diplomacy

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.3 The Caribbean Colonies

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 2.5 Caribbean Colonies

28. Barbados became England's most profitable colony in the Caribbean because of its _____.

- A) location far from routes used by Spanish fleets
- B) cooler temperatures needed for sugar production
- C) proximity to the North American colonies
- D) large size and high proportion of arable land

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.3.2 Barbados: The Emergence of a Slave Society

Difficulty Level: Easy

Skill Level: Remember the Facts

29. How did Barbados influence the institution of slavery in England's North American colonies?

- A) African slaves were used for agricultural production for the first time.
- B) Legal codes used to govern relations with slaves became a model for other colonies.
- C) An abolition movement began after the evils of slavery were made apparent.
- D) Practices developed that were more lenient than those of the Spanish and Portuguese.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.3.2 Barbados: The Emergence of a Slave Society

Difficulty Level: Moderate

Skill Level: Understand the Connections

30. The Restoration refers to the reestablishment of _____.

- A) Roman Catholicism as the state-sponsored religion in England
- B) Dutch rule in New York
- C) the English monarchy under Charles II
- D) legalized slavery in New England

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4 The Restoration Era and Proprietary Colonies

Difficulty Level: Easy

Skill Level: Remember the Facts

31. The English colonies established in America during the Restoration were all _____.
- A) royal colonies
 - B) located in the Chesapeake
 - C) acquired from the Dutch
 - D) proprietary colonies

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4 The Restoration Era and Proprietary Colonies

Difficulty Level: Easy

Skill Level: Remember the Facts



32. What does this map depict about English land holdings in colonial America by 1700?
- A) England controlled the Atlantic seaboard from the Carolinas to New England.
 - B) The New England colonies were established during the Restoration Era.
 - C) Restoration colonies were found mostly in the South.
 - D) The earliest English colonies were located in the mid-Atlantic region.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4 The Restoration Era and Proprietary Colonies

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 2.8 Seventeenth-Century English Mainland Colonies

33. How did the Dutch colony of New Netherland become an English colony?

- A) The English invaded New Amsterdam and defeated the troops led by Peter Stuyvesant.
- B) Dutch merchants decided to negotiate for favorable terms rather than resist the English.
- C) Greater English settlement in this region permitted settlers to vote out Dutch leadership.
- D) The Dutch lost to the English in a European war and turned over the colony in peace negotiations.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4.1 The English Conquest of the Dutch Colony of New Netherland

Difficulty Level: Moderate

Skill Level: Understand the Connections

34. The Dutch city of New Amsterdam welcomed _____.

- A) escaped slaves from the South
- B) non-Puritan settlers fleeing New England
- C) all Europeans including Jews
- D) Indians willing to convert to Christianity

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4.1 The English Conquest of the Dutch Colony of New Netherland

Difficulty Level: Easy

Skill Level: Remember the Facts

35. How did Pennsylvania embody Quaker ideals?

- A) Quaker leaders banned customs followed by local Indians like the Leni-Lenape.
- B) Quakers sought to forcibly convert the local Indian population to Christianity.
- C) Quaker leaders restricted ownership of property to the wealthy elite.
- D) Quakers lived in harmony with people from different faiths in a “peaceable kingdom.”

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4.2 A Peaceable Kingdom: Quakers in Pennsylvania

Difficulty Level: Moderate

Skill Level: Understand the Connections



36. What conclusion about the settlement of Pennsylvania can be reached from this engraving made almost a century after William Penn negotiated the original treaty with local Indians?

- A) The Quakers wore clothing that was in style 100 years later.
- B) The Quakers and Indians began to prepare for warfare against each other.
- C) The Quaker colony faced a difficult time due to the lack of lumber and other resources.
- D) Quaker leaders believed that community-owned property increased voter turnout.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4.2 A Peaceable Kingdom: Quakers in Pennsylvania

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.9 William Penn’s Treaty with the Indians

37. Why could Carolina be characterized as a “colony of a colony”?

- A) It was constantly under threat of takeover by the Spanish.
- B) It was effectively controlled by the proprietors of other colonies.
- C) Its Lords Proprietors treated its settlers cruelly.
- D) It produced goods to support West Indian agriculture and trade.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4.3 The Carolinas

Difficulty Level: Moderate

Skill Level: Understand the Connections



38. This map suggests that during King Philip's War _____.
- A) the conflict raged throughout most of New England
 - B) English colonists suffered many casualties
 - C) English settlement was limited to the coastal areas of New England
 - D) Indian settlements were extensively spread throughout this region

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.1 War and Rebellion

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 2.10 King Philip's War

39. What was the cause of Bacon's Rebellion in Virginia?

- A) a desire to ban royal rule in Virginia
- B) frustration with favoritism shown by the governor
- C) the masses' attraction to a charismatic leader
- D) a radical vision of a slave-free territory in the South

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.1 War and Rebellion

Difficulty Level: Easy

Skill Level: Remember the Facts



40. The symbols found on this commemorative medal of the Glorious Revolution convey the message that _____.

- A) the reign of William and Mary would be one of peace
- B) Biblical law should rightfully be the law of the land
- C) William of Orange restored liberty in England
- D) the Dutch gained dominion over England

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.2 The Dominion of New England and the Glorious Revolution

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.11 Glorious Revolution Commemorative Medal

41. Puritan minister Increase Mather reported that after King Philip's War, the Massachusetts government promoted "a Reformation of those Evils which hath provoked the Lord to bring the sword upon us." This view along with the hysteria associated with witchcraft in Salem showed that colonial Puritans _____.

- A) had forgotten their vision of creating a "city upon a hill"
- B) saw both God and Satan as active agents in their lives
- C) believed God favored their religious endeavors
- D) had begun to tolerate other Protestant denominations

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.1 War and Rebellion

Difficulty Level: Difficult

Skill Level: Analyze It



42. The idea of individuals entering into a contract with Satan as shown in this woodcut is parallel to _____.

- A) Puritan views on the lower status of women
- B) the Puritans' covenant with God
- C) perceptions of Indians torturing settlers on the frontier
- D) beliefs that wealthy people were unreligious and wicked

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.3 The Salem Witchcraft Hysteria

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.12 Signing Satan's Book

43. How did King James II apply the Spanish model of empire to the colonial administration of most of the English colonies located in the mid-Atlantic and New England?

- A) He lowered taxes and issued a higher number of land deeds.
- B) He made it easier for colonists to have access to their local courts.
- C) He increased the number of members elected to colonial representative assemblies.
- D) He created a larger administrative unit known as the Dominion of New England to govern these colonies.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.2 The Dominion of New England and the Glorious Revolution

Difficulty Level: Difficult

Skill Level: Analyze It



44. This cartoon depicting the bribery of voters outside of a tavern reinforced the Whig vision of _____.

- A) creating a voter constituency that could not be controlled by corrupt politicians
- B) reducing the number of elections to curb the influence of unscrupulous candidates
- C) increasing the number of candidates running for political office
- D) extending voting rights to men and women who did not own property

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.1 The Whig Vision of Politics

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.13 English Whig Cartoon on Electoral Corruption

45. After the Glorious Revolution, Whigs supported _____.

- A) the monarchy
- B) merchants and manufacturers
- C) Roman Catholics in positions of political power
- D) Parliamentary power

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.1 The Whig Vision of Politics

Difficulty Level: Easy

Skill Level: Remember the Facts

46. The 1707 Act of Union created the United Kingdom of Great Britain under which England was united with _____.

- A) its colonies in North America
- B) Scotland
- C) Ireland
- D) its possessions in the Caribbean

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.2 Mercantilism, Federalism, and the Structure of Empire

Difficulty Level: Easy

Skill Level: Remember the Facts

47. The distribution of power in the British Empire influenced the government of the future United States in its _____.

- A) creation of a two-chambered legislative branch
- B) division between church and state
- C) assertion that the rule of law limited the powers of the executive branch
- D) division between local and national authority

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.2 Mercantilism, Federalism, and the Structure of Empire

Difficulty Level: Moderate

Skill Level: Understand the Connections

48. Under Adam Smith's economic system of mercantilism, colonies were established by powerful nations in order to _____.

- A) supply raw materials to the mother country
- B) produce manufactured goods needed to compete directly with markets in the mother country
- C) develop a system of intercolonial commerce to strengthen their own economies
- D) encourage greater exports of commercial goods to the mother country

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.2 Mercantilism, Federalism, and the Structure of Empire

Difficulty Level: Easy

Skill Level: Remember the Facts



49. How does this image of Indians hunting beaver in the woodlands of the Eastern United States embody the theory of mercantilism?

- A) Colonists strengthened their own economies by producing their own hats.
- B) Beaver pelts were traded within the colonies for agricultural products.
- C) Beaver pelts trapped by Indians were exported to England for the production of hats.
- D) Hunting and trapping of beavers made it an endangered species in North America.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.2 Mercantilism, Federalism, and the Structure of Empire

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.14 Indians Hunting Beaver

50. The English Bill of Rights of 1689 protected the essential liberties of Englishmen by

- A) establishing the rights of free speech and assembly for the first time
- B) acknowledging that absolute power did not exist
- C) giving the crown the exclusive right to levy taxes
- D) creating a division between church and state

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.1 The Whig Vision of Politics

Difficulty Level: Moderate

Skill Level: Understand the Connections

Essay

51. How did tobacco agriculture transform the Chesapeake societies? Address economic, political, and social factors.

The ideal answer should include:

1. Economically, profits from tobacco created a boom for both Virginia and Maryland. Settlers in Virginia devoted most of the arable land for tobacco production but diverted themselves from other basic tasks such as production of food and shelter, which contributed to a rising mortality rate. Within 30 years of the establishment of Virginia, tobacco production and exportation rose from 10,000 pounds to well over a million pounds. The labor source used in producing tobacco eventually changed from utilizing indentured servants in both colonies to the importation of African slaves, which became more economical as the price of slaves decreased and the high mortality levels dropped.
2. Politically, reforms implemented in Virginia by Governor Edwin Sandys revolved around tobacco production. The House of Burgesses created in 1619 gave colonists more control over their own political affairs, which impacted the regulation of tobacco production. The headright system introduced by Sandys attracted more settlers by giving them 50 acres of land and an additional 50 acres of land for each person brought by each settler. The free acquisition of land by settlers promoted tobacco agriculture.
3. Socially, acquisition of land by settlers led to deteriorating relationships with the local Indians. Population in the Chesapeake largely remained male, with few women coming to these colonies during the early years of settlement. The women who were there, however, gained power by choosing who they could marry and inheriting sizeable estates. Tobacco agriculture also determined the pattern of settlement in that sites close to navigable rivers were essential and that instead of organizing towns, settlers spread out in search of additional fertile land.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1 The Chesapeake Colonies

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. How did the religious ideals of New England society shape its early history? How were these ideals challenged by some members from within this society?

The ideal answer should include:

1. Puritans and Separatists, who were also known as Pilgrims, emerged in England after fears about England's reversion to Catholicism emerged after the accession of King Charles I. Both groups eventually migrated to New England, where they created a society based on their personal religious ideals.
2. The Pilgrims of the Plymouth colony had a goal of Protestant purity by creating a pure form of Christian worship free of Catholic practices. Upon their arrival in Massachusetts, they determined that principles used to govern their community were agreed to in the presence of God through their agreements in the *Mayflower Compact*.
3. John Winthrop took a group of Puritans to New England in order to create a church and community without the corruption that existed in England. Winthrop's vision for the new settlement focused on the holy ideal of "a city upon a hill." This led to Puritans being selective about who could be part of their colony, which meant that they would select godly persons and try to establish "a right form of government" that would promote their religious mission.
4. During the Great Migration, whole Puritan congregations followed their ministers to America. Puritans settled in towns and villages to build stable communities, and the town structures consisted of homes clustered toward the center of town with fields at the outskirts. This allowed for defense against Indian attack and helped enforce communal norms and beliefs. With family being another building block of Puritan society, the Massachusetts colonists made disobedience to parents a crime punishable by death.
5. There were some challenges to the Puritan orthodoxy. Separatist minister Roger Williams attacked the government of Massachusetts Bay for using the power of the state to enforce religious orthodoxy. Williams supported the idea of complete separation of church and state. He wanted to protect religion from government corruption. Facing the prospect of being arrested for his religious views, Williams fled the colony and headed south, where established the Rhode Island colony.
6. Another challenge to Puritan orthodoxy was by Anne Hutchinson, who did not accept the inferior status that Puritan theology gave to women. She also openly questioned the theological purity of the colony's leading ministers. Thus, the Puritans charged Hutchinson with violating the Fifth Commandment by refusing to honor and obey the colony's ministers. Because the colony's leaders feared that Hutchinson and her followers had succumbed to the Antinomian heresy, she was tried before a special court and subjected to a grueling examination. She was subsequently banished from Massachusetts Bay Colony and eventually settled on Long Island.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2 New England

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. Why did Barbados turn to African slavery as its primary source of labor? What were the consequences for the institution of slavery in the English Atlantic?

The ideal answer should include:

1. Harsh working conditions and high mortality rates for workers on the sugar plantations on Barbados, in addition to a growing demand for sugar, forced planters to find an alternative source of labor to replace indentured servants and convict labor. English planters were then forced to emulate Portuguese and Spanish colonial economic systems by importing slaves from Africa. By 1660, African slaves outnumbered the white planters on Barbados by a margin of nearly 3 to 1.
2. English law had no precedent to regulate slavery. Early laws dealt with slave theft and other problems such as runaway slaves. By 1661, Barbados enacted a comprehensive set of laws that created a segregated society where race defined servitude. The code also minimized penalties for the mistreatment of slaves by their masters. The Barbadian slave code then became a model for English colonies on the Atlantic seaboard where slavery took place, including Virginia.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.3.2 Barbados: The Emergence of a Slave Society

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. How did the Restoration colonies differ from earlier efforts at colonization in British North America?

The ideal answer should include:

1. One major difference between the Restoration colonies and earlier efforts at colonization was that the impetus behind colonization came from a small group of courtiers and aristocrats rather than Pilgrims and Puritans seeking to establish Protestant purity in their settlements. The Restoration-era proprietors sought to increase their wealth as well as promote their own particular political and religious ideals.
2. The New York colony was different in that English forces seized lands already colonized by the Dutch (to make the New York and New Jersey colonies) instead of taking away lands from the Indians as done previously. This also eliminated the Dutch corridor between New England and the Chesapeake.
3. The Pennsylvania colony also differed from previous efforts in that the Quakers' "peaceable kingdom" embraced the Indians, who were known as "Neighbors and Friends," and sought to avoid conflicts with them. The tactic used by William Penn was to submit disputes regarding land claims to arbitration by a committee composed of Indians and Quakers. Pennsylvania was also influenced by the idea that a stable society depended on a broad distribution of property. In addition, the Charter of Liberties extended religious toleration to all monotheists, including Jews and Muslims.
4. The Carolinas were also different in that their economy was closely tied to that of the West Indies, especially Barbados. Many of the colony's first settlers came from the West Indies, which meant Carolina was essentially a colony of a colony. While prior New England colonies produced goods to export to England, Carolina provided goods such as

naval stores for the West Indian islands. Given the close economic ties between Carolina and Barbados, its early settlers were more familiar with slavery than colonists from earlier settlements.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4 The Restoration Era and the Proprietary Colonies

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. Who were the Whigs and how did they differ from the Tories? What political and legal concepts defined Whig ideology and how did these differ from other political views of that era? What lasting effect did these views have on society in the Americas?

The ideal answer should include:

1. With the emergence of Parliament as the preeminent power in the English political system after the Glorious Revolution, supporters of this system became known as Whigs. Their opponents, the Tories, favored monarchical authority instead.
2. The Whigs strongly believed in the ideal of civic virtue, or placing the public good above personal interest. This meant that property ownership should be widespread in society.
3. The Whigs also believed that an agricultural nation was less likely to become corrupt than a society based on commerce and manufacturing. Politics would have less of a divisive effect because everyone's interests would be similar. This would prevent representatives from subjecting the people to tyrannical laws.
4. The Whig view of politics was not democratic because only men who owned property were able to vote, given that they had an important and permanent stake in society. As a result, only the most virtuous men would serve as representatives, and frequent elections were a major facet of Whig politics. The fear of corruption mandated that the electorate could not be manipulated by unscrupulous politicians.
5. Parliament added the Bill of Rights of 1689, which established the ideal of the rule of law—that no one, not even the king, was above the law. The Bill of Rights protected the rights to petition government for redress of grievances, trial by jury, bail, and a ban on cruel and unusual punishment. These ideas were included in the United States Constitution's Bill of Rights a century later.
6. The 1707 Act of Union that brought England and Scotland together also divided power in the British Empire between local and imperial authorities. This system of divided power between central and local authority later became the basis for the system of federalism between national authority and state governments found in United States government.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6 The Whig Ideal and the Emergence of Political Stability

Difficulty Level: Difficult

Skill Level: Analyze It

CHAPTER THREE
GROWTH, SLAVERY, AND CONFLICT: COLONIAL AMERICA, 1710–1763

Multiple Choice



1. How does this mural from the eighteenth-century home of Captain Archibald Macpheadris represent an artistic style that is more European than American Indian?
- A) The Indian chiefs are posing with their hands on their hips, a style common to European aristocrats.
 - B) Weapons typical in European warfare like a tomahawk are featured in the mural.
 - C) Lighter European skin tones rather than darker American Indian skin tones are used to depict the Indian chiefs.
 - D) The Indian chiefs are in powdered wigs that were commonly worn by wealthy Europeans.

Answer: A

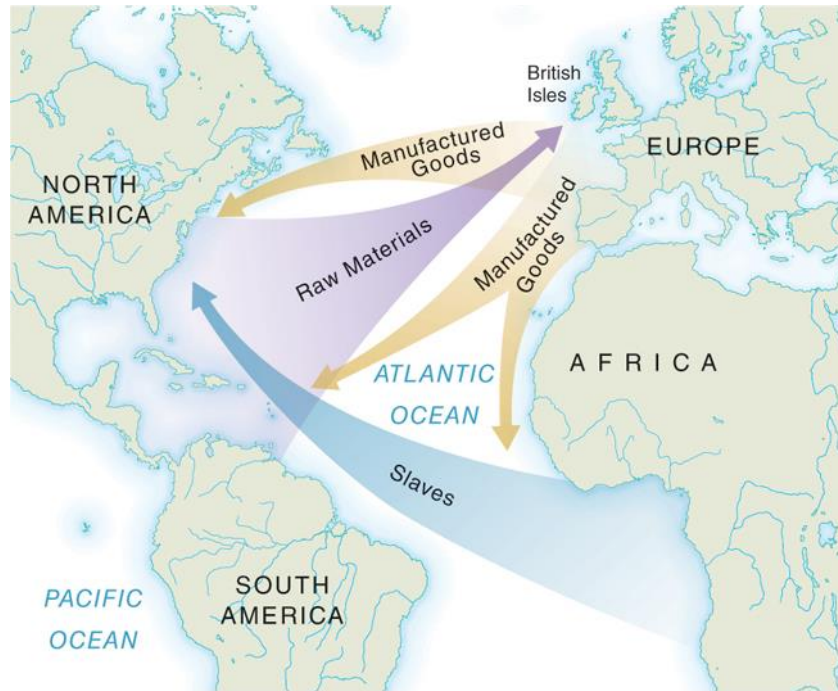
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: Introduction

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Chapter opening image



2. Goods coming from the American colonies such as tobacco and beaver furs that were involved in triangle trade were known as _____.

- A) raw materials
- B) luxury goods
- C) manufactured goods
- D) cash crops

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1.1 The Refinement of America

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: Image 3.2 The Triangle Trade

3. The increase of wealthy colonists and the flood of new luxury goods to the American colonies was most impacted by _____.

- A) greater reliance on goods traded with Indians
- B) the self-sufficiency developed by American colonists
- C) expanded trade with the British empire
- D) the greater role American colonial assemblies took in developing trade policies

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1.1 The Refinement of America

Difficulty Level: Moderate

Skill Level: Understand the Connections



4. The Hart Room, representing the home of a prosperous colonist, indicates that affluent colonists in the early eighteenth century _____.

- A) lived in primitive conditions much like those of the earliest settlers
- B) had simple homes that lacked ornamentation and were sparsely furnished
- C) demonstrated the fine furnishings and carpets imported from England
- D) used highly specialized construction techniques

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1.1 The Refinement of America

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 3.1 The Hart Room, Metropolitan Museum of Art

5. The term *Anglicization* refers to the _____.
- A) attempt to take over Indian lands
 - B) development of a unique political system established in the colonies
 - C) enslavement of non-white peoples
 - D) emulation of British customs and style

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1.1 The Refinement of America

Difficulty Level: Easy

Skill Level: Remember the Facts

The slave, silver shackle around his neck, is situated below his master and looks up at him adoringly. The image of the docile slave clearly reflected the slave owner's point of view, not the slave's.

Darnall's elegant suit testifies to his family's wealth and cosmopolitan taste.



The imaginary garden in the background represents the Darnalls' desires, but this level of grandeur was not yet attainable in the colonies.

Henry Darnall III as a Child by Justus Engelhardt Kühn

6. Which of the following best characterizes the portrait of the young Henry Darnall III?

- A) The portrait shows that most colonists wore homespun clothing.
- B) The portrait places young Darnall in surroundings that the English gentry aspired to but had not yet attained.
- C) The portrait indicates that African Americans lived freely among wealthy planter families.
- D) The portrait shows that wealthy families in the South were extremely religious.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1.2 More English, Yet More American

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: *Henry Darnall III as a Child* by Justus Engelhardt Kühn



7. How does this image of the Pennsylvania State House reflect the paradox between wealth and political power in the colonies?

- A) The windows and brick exterior symbolized a desire for orderliness while the lack of order within the Pennsylvania assembly showed how chaotic affairs were in the colonies.
- B) The design of the State House reflected the growing wealth of the colonies that was supported by the pro-slavery agenda of the Pennsylvania assembly.
- C) The architectural style of the State House was typical of local architecture and represented the local interests of the Pennsylvania assembly.
- D) The architecture denoted the influence of Anglicization while the role of the Pennsylvania assembly demonstrated the growing power of the American-born elite.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1.2 More English, Yet More American

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 3.7 Pennsylvania State House

8. Although American colonists sent no representatives to the British Parliament, the Whig theory of virtual representation stated that their interests were protected because members of Parliament stood for _____.

- A) the interests of landowners
- B) local interests
- C) the will of the crown
- D) the greater public good

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1.3 Strong Assemblies and Weak Governors

Difficulty Level: Easy

Skill Level: Remember the Facts

9. Why were colonial governors so weak?

- A) The voting population was larger in Britain, which meant that Americans were not politically active.
- B) Royal governors depended on the colonial assemblies for their salaries.
- C) The governors' councils were too powerful, thus making the assemblies reluctant to work with the governors.
- D) Royal governors had to be born in the colonies so they lacked the educational opportunities available to English-born assemblymen.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1.3 Strong Assemblies and Weak Governors

Difficulty Level: Moderate

Skill Level: Understand the Connections

10. Under the policy of “salutary neglect,” Parliament _____.

- A) allowed colonial assemblies to appoint royal governors
- B) banned the importation of African slaves to the North American mainland
- C) did not meddle in colonial affairs
- D) granted American colonists titles of nobility

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1.3 Strong Assemblies and Weak Governors

Difficulty Level: Easy

Skill Level: Remember the Facts



11. How did drop-leaf bookcases with writing surfaces such as the one shown on the left side of this image reflect deeper changes in colonial society and economy?

- A) New pieces of this type of furniture were symbolic of the expanding trade networks in the British Empire and the growing wealth of the merchant class in the colonies.
- B) Writers and poets now had resources to develop a unique American literary style.
- C) Furniture with writing surfaces promoted a higher level of educational advancement available to all levels of colonial society.
- D) Members of colonial assemblies had greater opportunities to develop local legislation from their homes instead of having to travel to distant cities where the assemblies met.

Answer: A

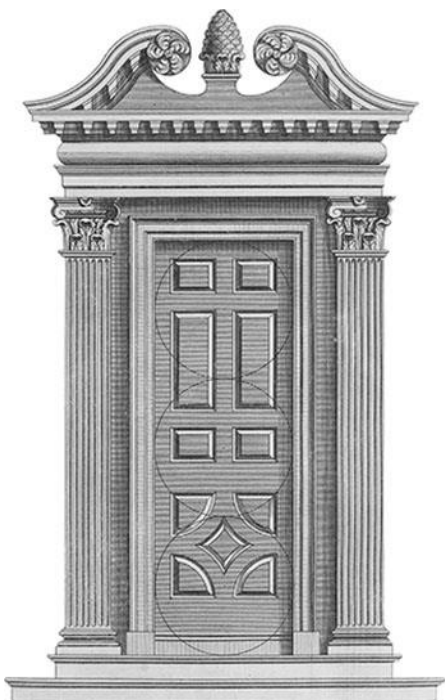
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1.1 The Refinement of American

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 3.3 The Verplank Room, Metropolitan Museum of Art



12. The carved pineapple found at the top of this doorway from the main entrance of Westover Plantation symbolized _____.

- A) the importance of locally grown crops in the lower South
- B) an architectural style unique to the American colonies
- C) affluent hospitality
- D) the dependence on African slave labor for agricultural production

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1.2 More English, Yet More American

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 3.6 English Pattern Book

13. How did the establishment of the colony of Georgia reflect Enlightenment ideals?
- A) The importation of rum to this colony strengthened the system of triangular trade.
 - B) The arrival of African slaves in Georgia created a wider gap between rich and poor.
 - C) The poor of England had an opportunity to earn a living in Georgia and avoid impoverishment.
 - D) The Georgia assembly supported ideas that promoted greater equality between the races.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.\

Topic: 3.2.1 Georgia's Utopian Experiment

Difficulty Level: Moderate

Skill Level: Understand the Connections



14. As illustrated in William Hogarth's painting *The Gaols Committee of the House of Commons*, Georgia proprietor James Oglethorpe primarily viewed that colony as _____.

- A) a buffer against the Spanish in Florida
- B) a way to prove that prisoners could be rehabilitated
- C) a laboratory for political experimentation
- D) an opportunity to enrich himself

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.1 Georgia's Utopian Experiment

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 3.8 *The Gaols Committee of the House of Commons*

15. The focus of Newtonianism was on _____.
- A) observations of the natural world
 - B) the perception of equality between different racial groups
 - C) belief in the supernatural
 - D) viewing God as a patriarch

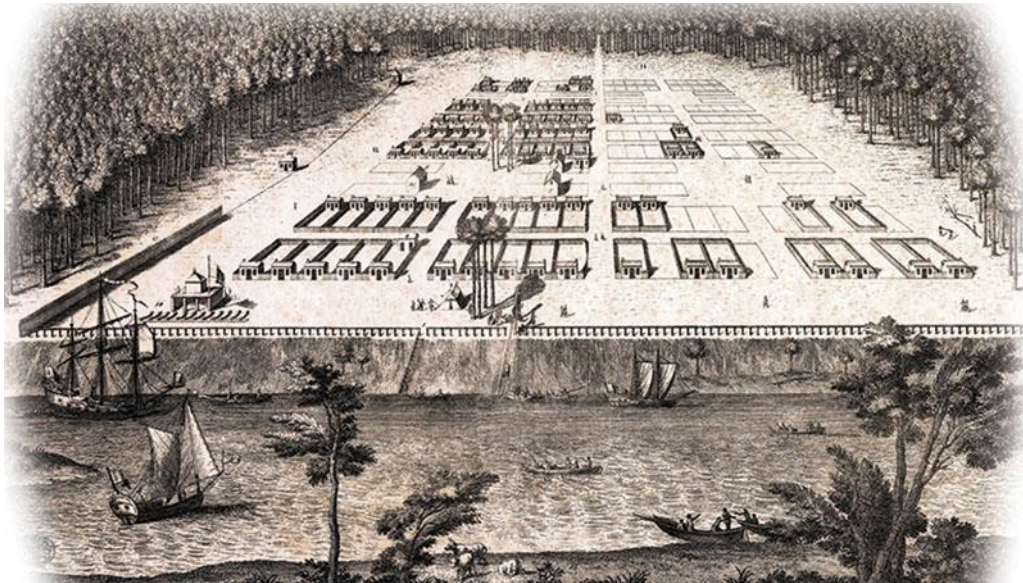
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.2 American Champions of the Enlightenment

Difficulty Level: Easy

Skill Level: Remember the Facts



16. James Oglethorpe designed the city of Savannah, Georgia, in the style of a Roman military encampment mainly to _____.
- A) prevent an attack from hostile Indians living on the coast
 - B) defend the city against the possibility of a slave rebellion
 - C) protect the coastline from pirate raids
 - D) launch an attack against the Spanish in Florida

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.1 Georgia's Utopian Experiment

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 3.9 Savannah, Georgia



17. This portrait of Benjamin Franklin with a lightning storm in the background depicts him as a champion of the Enlightenment because of his role as a _____.

- A) scientist
- B) diplomat
- C) printer
- D) reformer

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.2 American Champions of the Enlightenment

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 3.10 Benjamin Franklin and Electricity

18. The Great Awakening was a movement that reflected a renewed interest in _____.

- A) Enlightenment ideals
- B) trade with England
- C) spirituality and religion
- D) the abolition of slavery

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.3 Awakening, Revivalism and American Society

Difficulty Level: Easy

Skill Level: Remember the Facts

19. How did the Great Awakening encourage the growth of democracy in the colonies?
- A) Individuals were urged to keep the status quo by remaining in their current congregations.
 - B) Groups who had been previously excluded from colonial society such as Quakers, women, Indians, and blacks had greater voices in this religious movement.
 - C) Preachers of the Great Awakening inspired colonists to pursue greater economic opportunities.
 - D) Followers of the Great Awakening began to focus on the abolition of slavery.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.3 Awakening, Revivalism and American Society

Difficulty Level: Moderate

Skill Level: Understand the Connections

20. Who were the Old Lights?

- A) Ministers who rejected the emotionalism of the Great Awakening.
- B) Opponents to the Great Awakening who the revivalists claimed were damned.
- C) Religious leaders who favored leaving the Anglican Church.
- D) Those who believed that terror of hell was the best motivator of spirituality.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.3 Awakening, Revivalism and American Society

Difficulty Level: Easy

Skill Level: Remember the Facts

21. Who was the leading intellectual champion of the Great Awakening and offered parishioners a view of a fiery hell in the sermon “Sinners in the Hands of an Angry God”?

- A) George Whitefield
- B) Gilbert Tennent
- C) Jonathan Edwards
- D) Bathsheba Kingsley

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.3 Awakening, Revivalism and American Society

Difficulty Level: Easy

Skill Level: Remember the Facts

22. The preaching style of New Light ministers could be best described as _____.
- A) calming
 - B) optimistic
 - C) intellectual
 - D) emotional

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.3 Awakening, Revivalism and American Society

Difficulty Level: Easy

Skill Level: Remember the Facts

23. American colleges founded in the eighteenth century such as those that later became Princeton, Brown, and Rutgers were established in order to _____.
- A) strengthen connections to commerce with England
 - B) educate new ministers associated with the Great Awakening
 - C) establish a generation of American scientists
 - D) instruct colonists on British views of government and politics

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.3 Awakening, Revivalism and American Society

Difficulty Level: Moderate

Skill Level: Understand the Connections

24. How did the Great Awakening affect women in the colonies?
- A) Colonial women gained opportunities to become ordained ministers.
 - B) Colonial women were able to establish their own congregations.
 - C) Colonial women were empowered to lead religious revivals.
 - D) Colonial women gained a forum to testify publicly about their spiritual lives.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.3 Awakening, Revivalism and American Society

Difficulty Level: Moderate

Skill Level: Understand the Connections



25. How did artwork such as *Lamentation* help Moravian missionaries convert American Indians to Christianity?

- A) The crucified Jesus appealed to young male Indians who viewed him as a brave warrior.
- B) Christianity attracted Indians because images of Jesus were pleasant and peaceful.
- C) Indian women took pity on the images of a crucified Jesus.
- D) Indians believed that Christianity would revitalize their native traditions and customs.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.4 Indian Revivals

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 3.11 *Lamentation*, Moravian Painting of Christ

26. By the 1730s, Indian prophets like Neolin began preaching that Indians should _____.
- A) abandon their traditional religious customs
 - B) reject European influences and revive traditional beliefs
 - C) encourage trade with the American colonists
 - D) consume greater quantities of alcohol during religious ceremonies

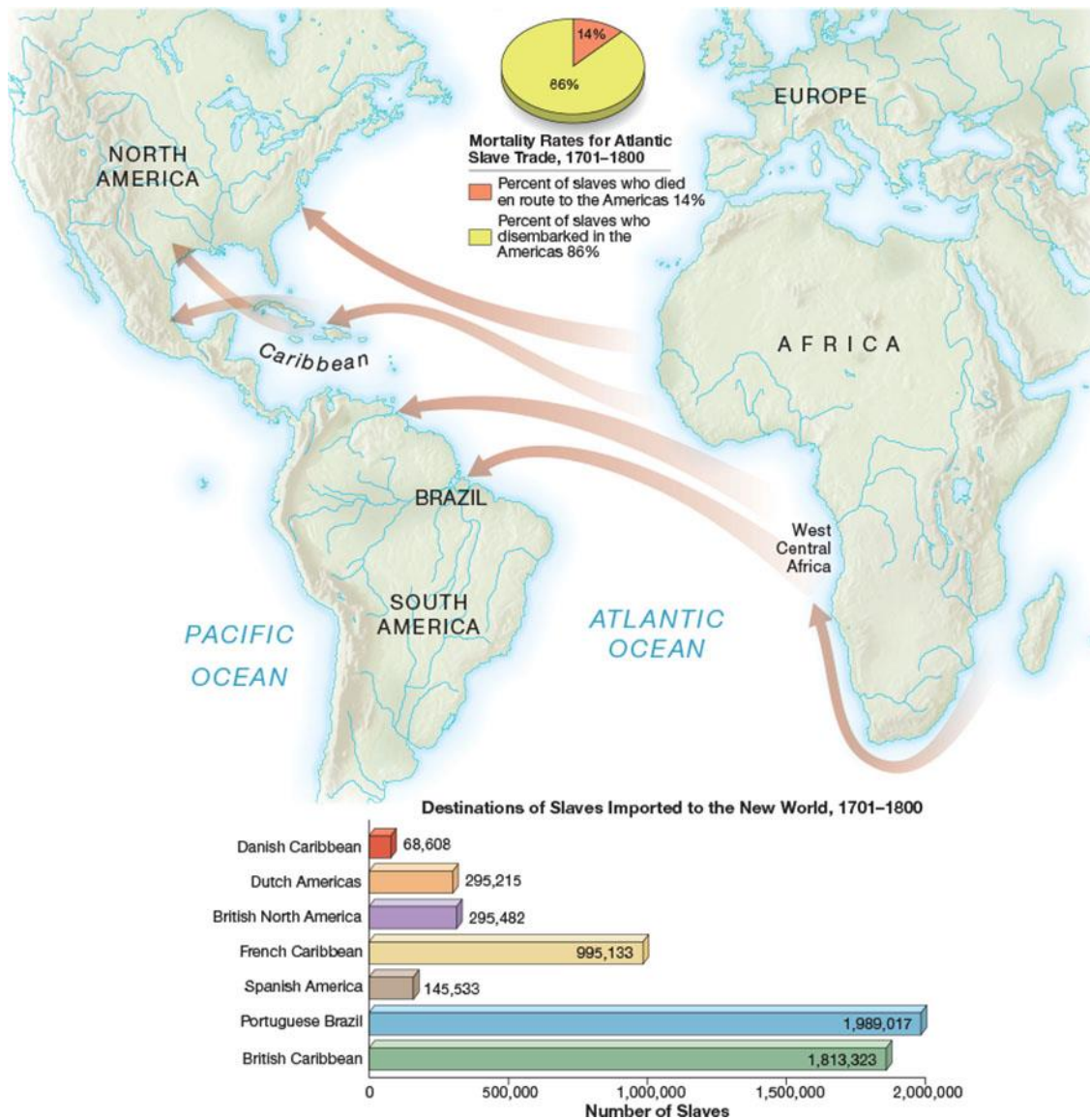
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2.4 Indian Revivals

Difficulty Level: Easy

Skill Level: Remember the Facts



27. Most African slaves imported to the New World during the eighteenth century were sent to _____.

- A) Brazil and the Caribbean
- B) British North America
- C) Spanish America
- D) Dutch America

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3.1 The Atlantic Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: Envisioning Evidence: The Eighteenth-Century Atlantic Slave Trade

28. How was the slave population in the lower South different from that of other regions in the American colonies?

- A) Slaves mostly harvested tobacco while working in gang systems.
- B) Higher mortality rates for slaves occurred because they lacked immunity to malaria.
- C) African slaves outnumbered the white population in this region.
- D) More slaves worked in seaports than on plantations.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3.1 The Atlantic Slave Trade

Difficulty Level: Moderate

Skill Level: Understand the Connections

29. In the Atlantic slave trade, the journey from Africa to the Americas was called the _____.

- A) Middle Passage
- B) Great Awakening
- C) task system
- D) “seasoning” process

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3.1 The Atlantic Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts

30. As the demand for slave labor grew during the eighteenth century in colonial America, “saltwater slaves” were directly imported from _____.

- A) the Caribbean
- B) Africa
- C) Brazil
- D) Spanish America

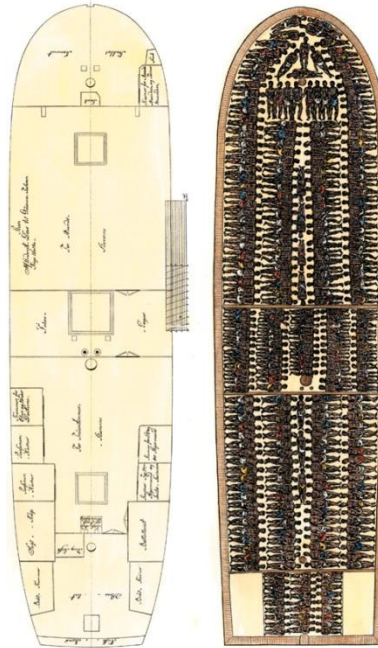
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3.1 The Atlantic Slave Trade

Difficulty Level: Easy

Skill Level: Remember the Facts



31. The depiction of tight packing of Africans on this slave ship demonstrates which of the following views that Europeans and colonists had toward enslaved Africans?

- A) Slaves were regarded to be valuable property.
- B) Slaves were thought to prefer living in close proximity to each other.
- C) Slaves were treated more like objects than people.
- D) Slaves were tenderly cared for so that they could remain healthy during the voyage.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3.1 The Atlantic Slave Trade

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 3.12 Tight Packing

32. Slaves had more autonomy and free time under _____.

- A) the gang system
- B) the Great Awakening
- C) tight packing
- D) the task system

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3.2 Southern Slavery

Difficulty Level: Easy

Skill Level: Remember the Facts

33. Which two cash crops introduced in the lower South before 1750 led to a higher population of slaves in that region?

- A) cotton and tobacco
- B) rice and indigo
- C) corn and flax
- D) sugar cane and wheat

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3.2 Southern Slavery

Difficulty Level: Easy

Skill Level: Remember the Facts

34. In New York, the African-American festival called “Pinkster” was adapted from the _____.

- A) Dutch religious holiday of Pentecost
- B) Catholic traditions associated with Lent
- C) English traditions connected to Christmas
- D) fiery religious sermons from the Great Awakening

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3.3 Northern Slavery and Free Blacks

Difficulty Level: Easy

Skill Level: Remember the Facts

35. Under the slave codes of the mainland British colonies, children born to slave mothers and free white fathers were _____.

- A) born free
- B) guaranteed the rights to vote and own property as adults
- C) allowed to purchase their freedom once they reached adulthood
- D) slaves themselves

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3.4 Slave Resistance and Rebellion

Difficulty Level: Easy

Skill Level: Remember the Facts



36. What evidence found in this illustration shows how American slaves used African customs and traditions as a form of cultural expression?

- A) Both the style of dance and the use of the banjo had their roots in African musical traditions.
- B) Clothing was based on traditional styles of African outfits.
- C) The slave quarters were laid out in a pattern unique to African settlements.
- D) The application of vibrant colors was an exclusive practice related to African artwork.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3.5 An African American Culture Emerges under Slavery

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 3.14 Slaves Dancing and Playing Banjo

37. What factor contributed most in making South Carolina's Stono Rebellion of 1739 the largest slave uprising of the colonial era?

- A) Slaves could hide in the swamps of the low country and evade capture.
- B) Slaves were adept at making and seizing weapons that were used against whites.
- C) Slaves hoped to find refuge in nearby Spanish Florida.
- D) Slaves joined forces with the neighboring Seminole Indians to defeat their white owners.

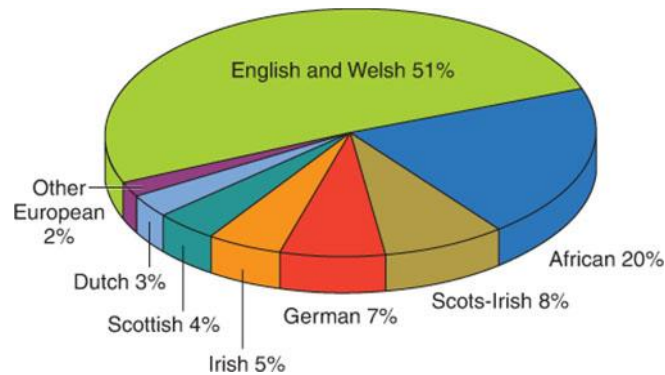
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3.4 Slave Resistance and Rebellion

Difficulty Level: Easy

Skill Level: Remember the Facts



38. What conclusion can be made about the ethnic composition of the British North American colonies during the eighteenth century?

- A) Immigrants from other parts of the British Empire besides England and Wales made up the majority of settlers in these colonies.
- B) Over 20 percent of settlers in these colonies came from continental Europe.
- C) Non-European and non-African immigrants to these colonies comprised a quarter of the population.
- D) One-fifth of the immigrants in these colonies were of African descent.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.4.1 Immigration and Regionalism

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 3.15 Ancestry of the Population of the British Mainland Colonies in the Eighteenth Century

39. Which region of colonial America was the most ethnically homogenous?

- A) New England
- B) the mid-Atlantic
- C) the upper South
- D) the lower South

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.4.2 New England

Difficulty Level: Easy

Skill Level: Remember the Facts

40. The chief labor force in the mid-Atlantic colonies during the eighteenth century was made up of _____.

- A) African slaves
- B) indentured servants
- C) captured Indians
- D) large landowners

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.4.3 The Mid-Atlantic

Difficulty Level: Easy

Skill Level: Remember the Facts

41. Which of these factors made the upper and lower South two distinct regions?

- A) The population of the upper South was more diverse and came from different parts of Europe.
- B) The lower South depended on a cash crop economy based on tobacco and grains.
- C) People in the upper South had access to prestigious colleges like William and Mary while those in the lower South lacked access to such institutions.
- D) The economy of the lower South was based on indentured servitude rather than slave labor.

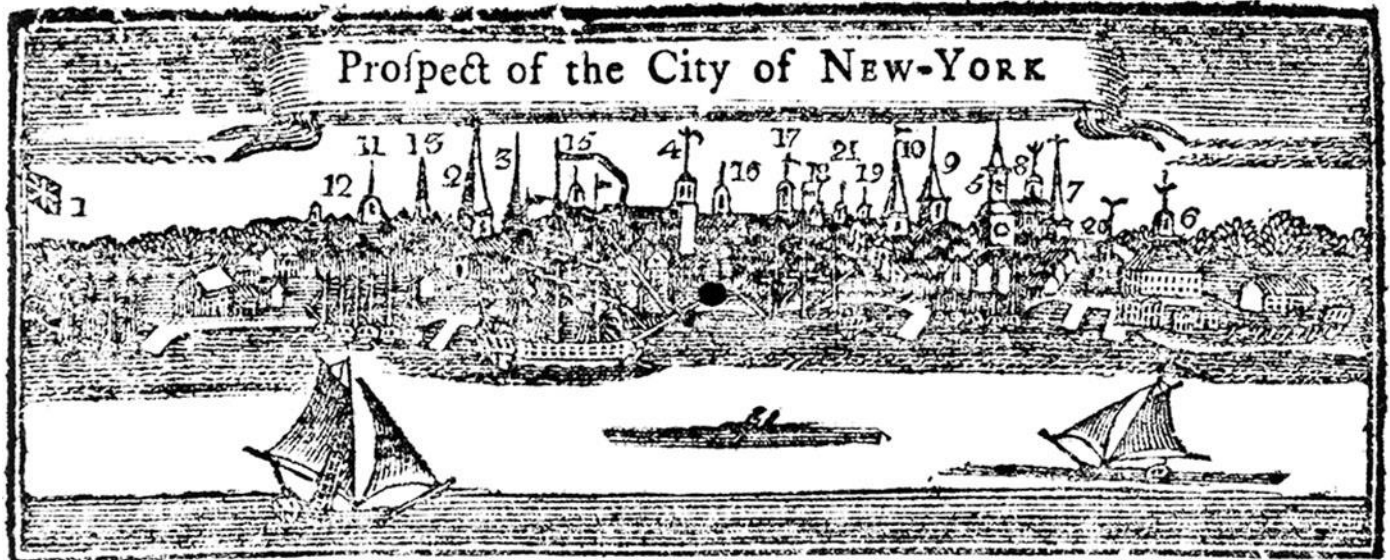
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.4.4 The Upper and Lower South

Difficulty Level: Moderate

Skill Level: Understand the Connections



- | | | | |
|-----------------------|-------------------------|-----------------------|-----------------------|
| 1 Fort George | 6 The Prifon. | 11 Old Dutch Church | 16 Quaker's Meeting |
| 2 Trinity Church | 7 New Brick Meeting | 12 Jew's Synagogue | 17 Calvinist Church |
| 3 Presbyter. Meeting | 8 King's College | 13 Lutheran Church | 18 Anabaptist Meeting |
| 4 North D. Church | 9 St. Paul's Church | 14 The French Church | 19 Moravian Meeting |
| 5 St. George's Chapel | 10 N. Dutch Cal. Church | 15 New Scot's Meeting | 20 N. Lutheran Church |
| | | | 21 Methodist Meeting |

42. This engraving of the New York skyline revealed that this city _____.

- A) lacked a seaport
- B) depended on walled fortifications to defend itself
- C) was divided along ethnic lines
- D) tolerated different forms of religion

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.4.3 The Mid-Atlantic

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 3.17 Engraving of New York Skyline

43. The growth of power for the merchant class in the New England and mid-Atlantic colonies during the eighteenth century demonstrated that _____.
- A) commerce became increasingly important in these regions
 - B) religious interests began to decline in these regions
 - C) the importation of African slaves to these regions increased significantly
 - D) a growing availability of farmland in these regions led to greater agricultural production

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.4.3 The Mid-Atlantic

Difficulty Level: Difficult

Skill Level: Analyze It



44. The graph “Poor Relief in Boston 1710–1775” demonstrates that _____.
- A) the public lacked interest in assisting the poor
 - B) poverty among urban dwellers was successfully contained due to financial relief
 - C) the population of the urban poor continued to increase throughout the eighteenth century
 - D) living conditions between the urban poor and other economic classes were equitable

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.4.6 Growth, Inequality, and Land Scarcity

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 3.18 Poor Relief, Boston

45. What made the middle ground a distinctive region of North America?

- A) The Indians of the middle ground remained isolated from European settlers.
- B) Indians living here established deep-seated economic and cultural ties with French traders.
- C) Indians in this region often allied themselves with the English in conflicts against the French.
- D) Indian chiefs in this region ran their societies through a powerful patriarchal system.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.5.1 The Rise and Fall of the Middle Ground

Difficulty Level: Moderate

Skill Level: Understand the Connections



46. Benjamin West's depiction of the death of General James Wolfe at the battle of Quebec reveals _____.

- A) the consequences of collusion between the British and the Indians
- B) religious imagery comparing the dying general to a crucified Christ
- C) the massacre of British forces during the Seven Years War
- D) a departure from European influence on American art

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.5.2 The Struggle for North America

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 3.20 The Death of General Wolfe

47. Britain's desire to seize Fort Duquesne was part of its military goal to gain control of

- A) Montreal
- B) the Great Lakes region
- C) the Gulf of St. Lawrence
- D) the Ohio Valley

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.5.2 The Struggle for North America

Difficulty Level: Easy

Skill Level: Remember the Facts

49. The Quakers of Pennsylvania opposed the formation of a militia in that colony during the French and Indian War because they _____.

- A) were pacifists
- B) lacked the resources to manufacture rifles
- C) preferred to pay a fine instead of bearing arms
- D) were currently at peace with Indian tribes near their western settlements

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.5.2 The Struggle for North America

Difficulty Level: Easy

Skill Level: Remember the Facts

50. What prediction can be formulated from the interaction between population groups in the colonies and the line fixed by the Proclamation of 1763?

- A) Emigration would likely result, as colonists decided to return to Europe.
- B) Displacement would likely result, as colonists abandoned farming for life in the cities.
- C) Peace would likely result, as colonists and Indians found ways to live in prosperity in the lands allotted to each.
- D) Conflict would likely result, as colonists pushed for settlement in the land reserved for Indians.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.5.2 The Struggle for North America

Difficulty Level: Difficult

Skill Level: Analyze It

Essay

51. How did American colonial society become more English during the eighteenth century? How did these trends reflect changes in trade and prosperity in the colonies?

The ideal answer should include:

4. How expanding trade with the British Empire increased the presence of wealthy colonists who could add luxury goods such as imported porcelain into their affluent American homes. This allowed colonists to have a more cosmopolitan lifestyle.
5. How increasing Anglicization of colonial America was typified by the tea serving ritual, which became more refined and complicated.
6. How the rising popularity of writing desks and drop-leaf bookcases with writing surfaces corresponded with the needs of merchants to keep better track of a variety of written documents they encountered in business and political matters.
7. How the use of formal portraits by wealthy colonists was a way to show their riches and gentility. Men and women would strike aristocratic poses in such portraits.
8. How colonial houses and public buildings became more English-looking. English-style manor houses used ideas from English pattern books. For instance, the pineapple became a common architectural motif in the mansions of wealthy Americans because it was both a culinary delicacy and a symbol of affluent hospitality. In addition, the Pennsylvania State House was built in the Palladian style and symbolized the colonists' interest in and knowledge of the latest English architectural styles.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.1 Culture and Society in the Eighteenth Century

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. What were three important themes of the Enlightenment? How did the Enlightenment shape American values and practices?

The ideal answer should include:

1. Prison reform was an important theme in the Enlightenment. James Oglethorpe wanted to create the colony of Georgia as an alternative to imprisonment where criminals and the poor had the opportunity for reform. Oglethorpe supported the views of Enlightenment thinkers such as John Locke, who believed that humans could be rehabilitated if placed in a healthier environment.
2. Newtonianism was another main idea of the Enlightenment. This concept focused on the visible world of nature rather than the invisible war of the supernatural that had been common in earlier colonial society. This concept was based on observation and reason. In the Newtonian vision, God created the universe to run according to predictable natural laws.
3. Practicality was another theme related to the Enlightenment in America. Benjamin Franklin was the symbol of this in his life as a printer, scientist, reformer, and statesman. Franklin was famous for his experiments with lightning and electricity and his commitment to the advancement of knowledge. Franklin furthered the belief in education and the spread of knowledge by his founding of various institutions, such as the

American Philosophical Society, the College of Philadelphia, and the Library Company.
Franklin also opposed slavery although he initially was a slave owner.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.2 Enlightenment and Awakenings

Difficulty Level: Easy

Skill Level: Remember the Facts

53. How did the experience of slavery differ between the upper South, the lower South, and northern colonies?

The ideal answer should include:

1. The highest proportion of slaves lived in the lower South and outnumbered the white population in that region. Slaves cultivated rice and indigo and worked under the task system where they had a sense of autonomy over their work. When the slaves completed their tasks, they were able to use the remaining time to hunt, fish, or tend their own gardens. The swampy regions in the lower South required a work force that had some immunity toward malaria, which was found in African slaves. Because slave owners were frequently absent from the coastal lowlands, slaves had greater opportunities to preserve many aspects of their African culture.
2. In the upper South, slaves were a minority. Slavery replaced indentured servitude. The major cash crop was tobacco, which required greater oversight. As a result, slaves were organized into gangs and did not have the free time available through the task system. The smaller number of slaves in this region along with a wider distribution made it difficult for them to preserve their African cultural heritage.
3. Slavery was significant in the economies of the mid-Atlantic and New England colonies. Slaves in rural areas worked as field hands on small farms, while urban slaves either worked as domestics for the wealthy or in maritime or manufacturing professions. Former slaves who were able to purchase their freedom or were freed by their masters established communities of freed blacks. Freed slaves usually tended to live in thriving seaports. Urban settings also provided African Americans with opportunities to blend with other cultures and develop unique celebrations.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.3 African Americans in the Colonial Era

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. How did economic forces contribute to the development of distinctive regional cultures in colonial America during the eighteenth century?

The ideal answer should include:

1. The thirteen colonies were grouped into five regions—New England, the mid-Atlantic, the upper South, the lower South, and the backcountry. Each of these regions was shaped by diverse economies that led to a distinctive culture in each region.

2. The New England economy depended on the sea. During the eighteenth century, its maritime economy expanded beyond fishing and whaling. It also became a center of shipbuilding and merchant trade, which included the production and trade of alcoholic beverages. The rising merchant class became more powerful during this time although ministers continued the control of this region, which included Connecticut, Massachusetts, New Hampshire, and Rhode Island.
3. The mid-Atlantic – made up of New York, Pennsylvania, New Jersey, and Delaware – was the most ethnically diverse region in the colonies, which was reflected in its economy. Major cities like Philadelphia and New York were centers of commerce and finance and traded with Europe and other ports in the Atlantic world. Agricultural products from rural Pennsylvania and Delaware were sold in the markets of Philadelphia. New York’s Hudson River carried agricultural products from upriver farms and furs from northern New York. The mid-Atlantic region also had small manufacturing enterprises, such as flour milling, lumber, mining, and metal foundries. The region depended on indentured servants for much of its labor. The region’s merchant class was very influential in mid-Atlantic society.
4. The culture of the South was closely tied to slave labor. The South was comprised of two distinct regions: the upper South (Chesapeake Region) and the lower South (parts of South Carolina and Georgia). Both regions produced different cash crops and used slave labor in different ways. The upper South had immigrants mainly from England and Scotland. These colonists dominated this region and became the planter elite who built great fortunes from their tobacco plantations through the use of slave labor, which required close supervision through a gang system. The major cash crops of the lower South were rice and indigo, and the task system used when working with these crops gave slaves opportunities to have more free time and preserve aspects of their African heritage. Charleston was a major cultural and economic center of the lower South.
5. The backcountry region was mainly settled by Scots-Irish who established farmsteads. This led to tensions with the Indians, who were displaced from their lands. Backcountry settlers were less connected to the Atlantic economy and more independent than people in other regions. They farmed, hunted, and raised livestock for their own consumption and for local trade. The egalitarian culture of the backcountry meant that there were few representatives of either the colonial or the British governments.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.4 Immigration, Regional Economies, and Inequality

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. How did the British victory in the French and Indian War impact relations between the British colonials and the Indians living on the lands acquired from France?

The ideal answer should include:

1. Relations with the Indians on the frontier, especially in Ohio, remained tense after this conflict ended.
2. The Treaty of Paris ceded French lands between the Mississippi River and the Appalachian Mountains to the British, who established an Indian reserve in this region.

3. In 1762, Indian revivalist prophet Neolin organized a pan-Indian movement in the Midwest against British colonial expansion into the Indian reserve.
4. Pontiac's Rebellion took place the following year when Indians attacked weakly defended garrisons in the Great Lakes region and western Pennsylvania. This made the British take a more conciliatory tone with the Indians on the western frontier.
5. In retaliation to the Indian attack in western Pennsylvania, the "Paxton Boys" took revenge on friendly Indians and demanded the creation of a militia to fight the Indians.
6. The defeat of the French reconfigured the balance of power in the middle ground. Without French support, the pan-Indian alliance that was part of Pontiac's Rebellion collapsed.
7. The Proclamation of 1763 set a fixed line and banned colonial settlement west of the Appalachians, which increased hostile feelings toward Indians living in this region.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in Colonial America, 1710-1763.

Topic: 3.5 War and the Contest for Empire

Difficulty Level: Moderate

Skill Level: Understand the Connections

2. How did the end of the French and Indian War lead to deteriorating relationships between Britain and its American colonies?

- A) Britain outlawed slavery in the territories won from France.
- B) Americans called for a change to a representative government instead of remaining a monarchy.
- C) Americans demanded greater property rights for colonial women.
- D) The British raised taxes without colonial consent in order to pay off the war debt.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1 Tightening the Reins of Empire

Difficulty Level: Moderate

Skill Level: Understand the Connections

3. How did the Whig theory of virtual representation contribute to the tensions leading to the American Revolution?

- A) The colonists felt that they were entitled to trial by a jury of their peers.
- B) The British placed more faith than the colonists did in the power of the crown.
- C) The British did not comprehend the colonists' view that they had no voice in Parliament.
- D) The colonists believed that Parliament could represent their interests but the king could not.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.1 Taxation without Representation

Difficulty Level: Difficult

Skill Level: Analyze It

4. Prime Minister George Grenville and Parliament passed the Sugar Act in order to

- _____.
- A) tax sugar and other goods imported to the colonies
 - B) raise duties on molasses
 - C) reduce penalties for smuggling
 - D) subject violators of this act to trials by jury

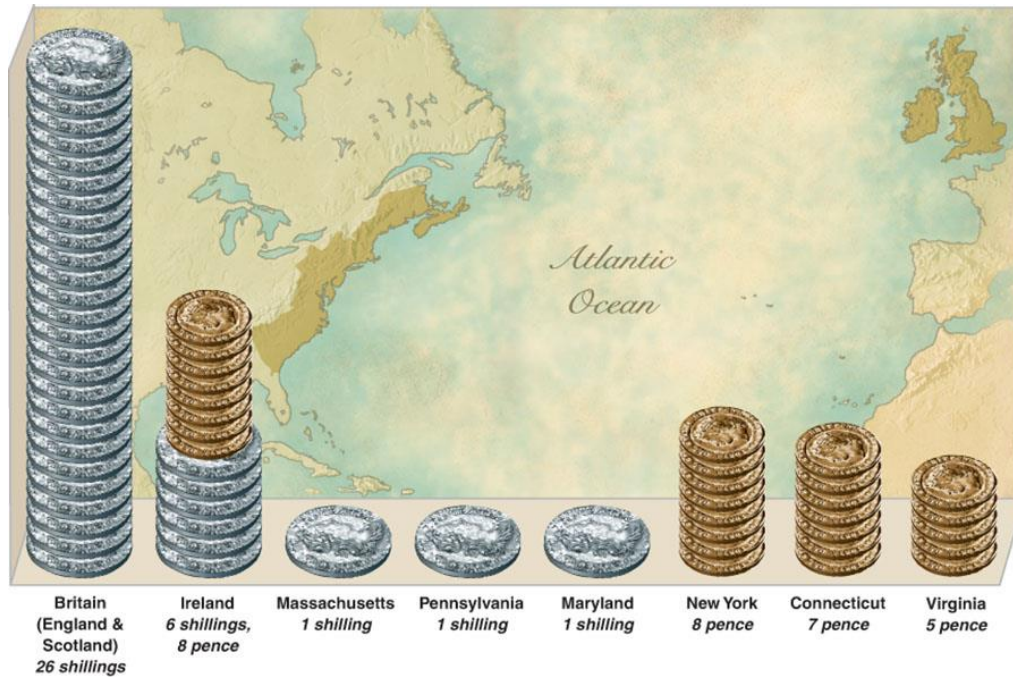
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.1 Taxation without Representation

Difficulty Level: Easy

Skill Level: Remember the Facts



5. What conclusion can be reached by interpreting this graph that compares annual per capita tax rates between Britain and its American colonies in 1765?

- A) Americans paid more than their fair share of taxes to support the British Empire.
- B) Americans opposed taxation because they were not represented in Parliament.
- C) British citizens paid less tax money than the colonists in America and Ireland.
- D) Americans were generally wealthier than comparable workers in Britain.

Answer: D

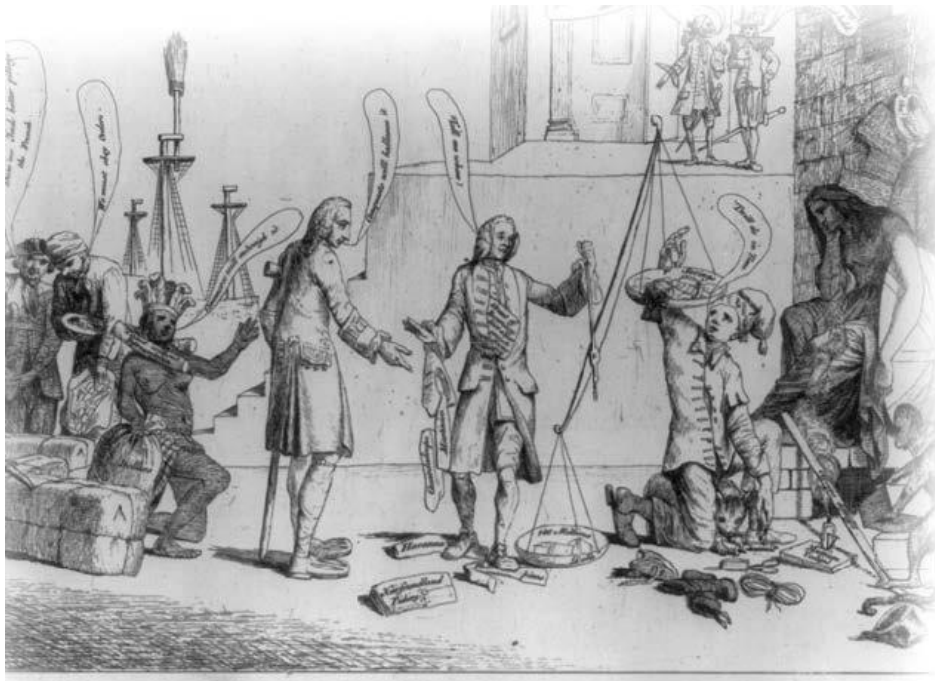
Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.1 Taxation without Representation

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Envisioning Evidence: A Comparison of Annual Per Capita Tax Rates in Britain and the Colonies in 1765



6. The scale in the cartoon *The Great Financier* is out of balance because _____.
- A) people in Britain were paying heavier taxes than Americans to manage their country's debt
 - B) Britain's debts far outweighed its profits in administering the American colonies
 - C) most of the taxes imposed by Britain were on the shipping industry
 - D) Native Americans were required to pay more taxes than white colonists

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.1 Taxation without Representation

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 4.1 The Great Financier

7. The "Declaration of the Rights and Grievances of the Colonies" drafted by the nine colonies represented at the Stamp Act Congress demonstrated that _____.
- A) most of the colonies were ready to declare independence from Britain
 - B) the different colonies had to work together for a common goal
 - C) colonists no longer advocated for a monarchical form of government
 - D) most Americans favored the policies of the Stamp Act

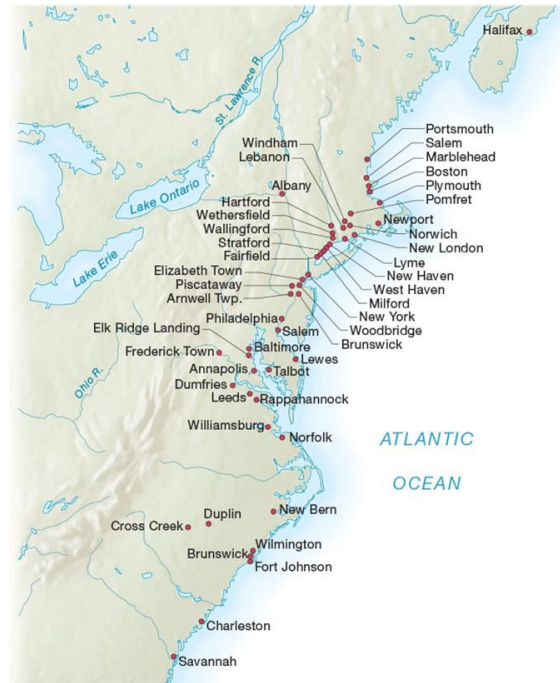
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.2 The Stamp Act Crisis

Difficulty Level: Difficult

Skill Level: Analyze It



8. This map of the American colonies shows that protests to the Stamp Act were most frequent in

- A) the Indian reserve
- B) the lower South
- C) seaports
- D) the backcountry

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.2 The Stamp Act Crisis

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 4.2 Stamp Act Protests

9. Parliament affirmed that it had the power to pass binding laws on the colonies under the _____.

- A) Declaratory Act
- B) Sugar Act
- C) Intolerable Acts
- D) Townshend Acts

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.2 The Stamp Act Crisis

Difficulty Level: Easy

Skill Level: Remember the Facts



10. This British cartoon portrays American women from Edenton, North Carolina, who participated in the colonial boycott of tea as _____.

- A) weak and ineffective
- B) powerful politicians
- C) aspiring to usurp male authority
- D) insubordinate and lacking virtue

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.3 An Assault on Liberty

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 4.3 Patriotic Ladies of Edenton

11. Colonial women who boycotted imported British goods such as fabrics and tea did so as part of nonimportation agreements in response to the _____.

- A) Sugar Act
- B) Intolerable Acts
- C) Townshend Acts
- D) Tea Act

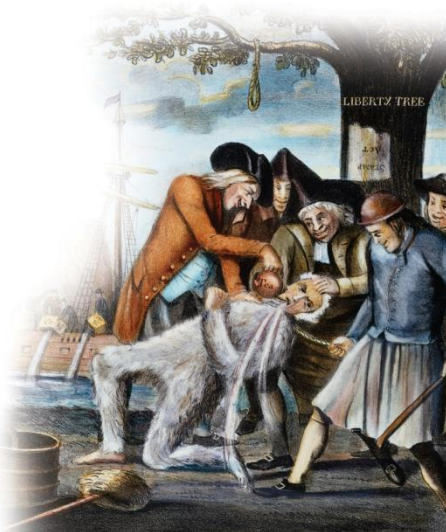
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.3 An Assault on Liberty

Difficulty Level: Easy

Skill Level: Remember the Facts



12. How are the pro-British cartoon showing a tarred-and-feathered customs official and Paul Revere's engraving *The Able Doctor, or America Swallowing the Bitter Draught* similar?

- A) They both show each side's perception of the Boston Tea Party.
- B) Each features allegorical figures that represent the colonies and Britain.
- C) Each shows its subject as the victim of cruel violence.
- D) They both portray Americans as crude and thuggish.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.4 The Intolerable Acts and the First Continental Congress

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 4.5 *Bostonians Paying the Excise-Man* and 4.6 *The Able Doctor, or America Swallowing the Bitter Draught*

13. The British passed the Intolerable Acts as a direct reaction to _____.
- A) American boycotts of tea and other imported goods
 - B) colonial participation in the Boston Tea Party
 - C) the mob violence associated with the tar-and-feathering of tax collectors
 - D) punish colonists for settling west of the Appalachians

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.4 The Intolerable Acts and the First Continental Congress

Difficulty Level: Easy

Skill Level: Remember the Facts

14. George Mason stated that "...the natural strength and only stable security of a free Government" came from _____.
- A) well-regulated militias
 - B) alliances with foreign powers
 - C) dependence on using slaves to fight enemies
 - D) colonial assemblies

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.5 Lexington, Concord, and Lord Dunmore's Proclamation

Difficulty Level: Easy

Skill Level: Remember the Facts

15. Lord Dunmore's Proclamation promised to _____.
- A) outlaw colonial militias
 - B) free any slave who joined the British forces
 - C) give free land to any colonist who settled west of the Appalachians
 - D) lower taxes in Virginia

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.5 Lexington, Concord, and Lord Dunmore's Proclamation

Difficulty Level: Easy

Skill Level: Remember the Facts

16. The First Continental Congress approved the Resolves of Suffolk County, Massachusetts, which denounced the Intolerable Acts because these laws were _____.

- A) unenforceable
- B) a violation of rights and liberties
- C) poorly written
- D) an attempt by the monarchy to impose additional taxes

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.4 The Intolerable Acts and the First Continental Congress

Difficulty Level: Easy

Skill Level: Remember the Facts



17. What impression of the conflict between Britain and the American colonies is represented in the British cartoon *The Political Cartoon for the Year 1775*?

- A) the idea that Americans should remain loyal to King George III
- B) the strong regard that King George III had for the Magna Carta and the British Constitution
- C) resignation about the inevitability of war between Britain and the American colonies
- D) the fact that the colonists could no longer expect the British political and legal systems to protect their liberty

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2 Patriots versus Loyalists

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 4.8 *The Political Cartoon for the Year 1775*

18. Which of the following best describes the position of the Loyalists?

- A) They wished to maintain allegiance with the British crown.
- B) They were on the side of neither the Patriots nor the British forces.
- C) They believed that democracy was the best form of government.
- D) They wanted to return to Great Britain.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.3 The Plight of the Loyalists

Difficulty Level: Moderate

Skill Level: Understand the Connections

19. What percentage of the white population in the American colonies were Loyalists?

- A) 50 percent
- B) 40 percent
- C) 30 percent
- D) 20 percent

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.3 The Plight of the Loyalists

Difficulty Level: Easy

Skill Level: Remember the Facts

20. Under the Prohibitory Act, Parliament outlawed _____.

- A) trade with the thirteen colonies
- B) printing and distribution of publications supporting independence
- C) colonial militias
- D) possession of property by Loyalists

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.2 *Common Sense* and the Declaration of Independence

Difficulty Level: Easy

Skill Level: Remember the Facts

21. How did Thomas Paine's pamphlet *Common Sense* change Americans' views on politics?

- A) It denounced monarchy as being ridiculous and incompatible with liberty.
- B) It viewed democracy as a danger to be avoided.
- C) It explained that independence could be achieved without war.
- D) It argued that constitutional monarchy is the best system of government.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.2 *Common Sense* and the Declaration of Independence

Difficulty Level: Moderate

Skill Level: Understand the Connections



22. How did John Trumbull's *The Death of General Warren at the Battle of Bunker Hill* enhance the moral complexity of the events taking place at this first major battle of the American Revolution?

- A) African Americans like Peter Salem, who supposedly killed Major Pitcairn, are prominently featured as the heroes of this battle.
- B) Trumbull focuses more on the chaos of the battle rather than the heroic actions of the soldiers involved from each side.
- C) General Warren's sacrifice of life and British Major John Small's intervention to prevent one of his own men from bayonetting Warren show that both sides displayed virtue and heroism.
- D) The refusal of American soldiers to follow military orders from their own officers illustrates the spirit of independence and insubordination.

Answer: C

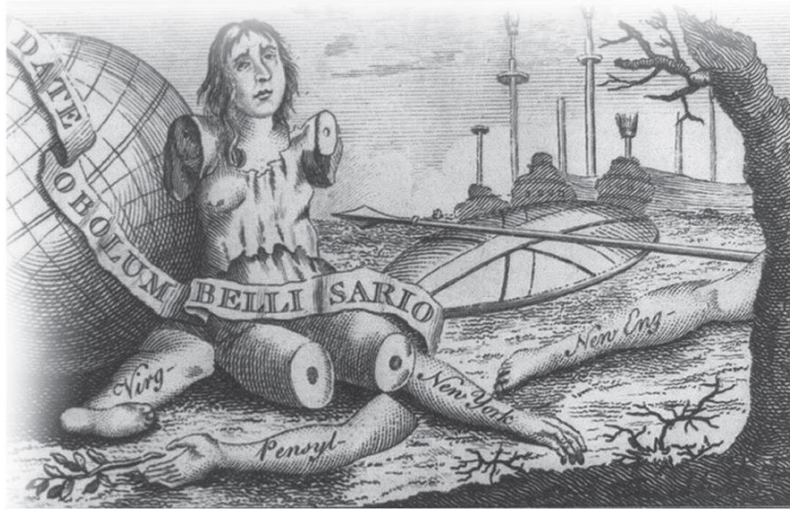
Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.1 The Battle of Bunker Hill

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Trumbull's *The Death of General Warren at the Battle of Bunker Hill*



23. During the American Revolution, Loyalists used this 1760s engraving designed by Benjamin Franklin to display their personal fear that _____.
- A) women married to Loyalists would lose their property and face harsh consequences
 - B) the colonies would not be able to function separately from Britain
 - C) the division between Patriots and Loyalists would result in the collapse of the colonial economy
 - D) war would destroy the British Empire

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.3 The Plight of the Loyalists

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 4.10 *Magna Britannia Her Colonies Reduced*

24. Why was the Declaration of Independence aimed at a foreign as well as a domestic audience?
- A) to encourage other nations to turn to democracy
 - B) to defend the new nation from attack
 - C) to gain support from other nations against the British
 - D) to denounce monarchies worldwide

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.2 *Common Sense* and the Declaration of Independence

Difficulty Level: Moderate

Skill Level: Understand the Connections

25. The Battle of Lexington took place when British troops marched from Boston in order to _____.

- A) capture Paul Revere
- B) seize military supplies from nearby Concord
- C) invade the mid-Atlantic colonies
- D) punish civilians who had not paid their taxes

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.5 Lexington, Concord, and Lord Dunmore's Proclamation

Difficulty Level: Easy

Skill Level: Remember the Facts

26. The person responsible for drafting the formal resolution that became the Declaration of Independence was _____.

- A) Richard Henry Lee
- B) Benjamin Franklin
- C) John Adams
- D) Thomas Jefferson

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.2 *Common Sense* and the Declaration of Independence

Difficulty Level: Easy

Skill Level: Remember the Facts

27. Why was there a possibility that the property belonging to Grace Growden Galloway of Philadelphia would be confiscated during the Revolution?

- A) She was married to a Loyalist.
- B) She permitted British troops to use her home.
- C) She had decided to take up the cause of the Patriots against her husband's wishes.
- D) She had abandoned her property and fled with her husband.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.3 The Plight of the Loyalists

Difficulty Level: Easy

Skill Level: Remember the Facts

28. What did the court decision in the 1805 case of *Martin v. Commonwealth*, which returned a Loyalist woman's confiscated property to her heir, reveal about women's roles in the decades immediately after the American Revolution?

- A) The ideals of individual autonomy and liberty emphasized during the Revolution gave them the right to decide whether to flee or to stay on Patriot-controlled lands during that conflict.
- B) They had gained the power to execute their final wills and testaments and could choose to pass on property to whomever they wanted.
- C) The doctrine of coverture took away their legal rights and personal identity when they married so that they had to abide by their husbands' decisions.
- D) Women who owned property at the time of the Revolution received the right to vote in state elections.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.3 The Plight of the Loyalists

Difficulty Level: Difficult

Skill Level: Analyze It

29. How did King George III's rejection of the "Olive Branch" petition sent by the First Continental Congress impact British relations with the colonies after July 1775?

- A) The Continental Congress declared war on the British government.
- B) British troops were given the authority to arrest Patriots and seize their property.
- C) Great numbers of Loyalists decided to become Patriots instead.
- D) Those who supported independence believed that reconciliation was no longer possible.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.1 The Battle of Bunker Hill

Difficulty Level: Moderate

Skill Level: Understand the Connections

30. At the beginning of the America Revolution, which of the following was an advantage in favor of Patriot forces?

- A) a colonial population greater than that of Britain
- B) the support of militia forces
- C) French military and naval support
- D) a population overwhelmingly in support of independence from Britain

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3 America at War

Difficulty Level: Moderate

Skill Level: Understand the Connections



31. Charles Wilson Peale's portrait of George Washington at the Battle of Princeton shows that he became a symbol of the virtuous new American republic as a result of the _____.

- A) success in defeating the British army
- B) sacrifices made by his soldiers
- C) military support given by France and other European powers
- D) heroic efforts of African Americans under his command

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3.1 The War in the North

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 4.11 Washington at the Battle of Princeton

32. In his September 24, 1776, letter to the President of Congress, George Washington referred to the disorderliness and independence of _____ by describing them as “men accustomed to unbounded freedom, and no control, [who] cannot brook the Restraint which is indispensably necessary to the good order and Government of an Army.”

- A) British soldiers
- B) soldiers in the standing Continental Army
- C) African American soldiers
- D) colonial militias

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3.1 The War in the North

Difficulty Level: Easy

Skill Level: Remember the Facts



33. As illustrated on this map, what was one major difference in the troop movements of the Patriot and British forces?

- A) Patriots troops remained within the boundaries of the thirteen colonies.
- B) British troops generally moved north from the Southern colonies to engage the Patriots.
- C) British troops heavily relied on their navy to transport them to and within the colonies.
- D) British troops stayed near the coast, whereas Patriot troops remained inland.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3.1 The War in the North

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 4.12 Northern Campaigns

34. Why did the British retreat to New York after defeating the Patriots in Boston?
- A) They wanted to isolate Patriot New England from the rest of the colonies.
 - B) There were too many Loyalists in New England.
 - C) The terrain in New England was far more treacherous for fighting than that in New York.
 - D) They hoped to destroy Patriot morale by occupying New York City.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3.1 The War in the North

Difficulty Level: Moderate

Skill Level: Understand the Connections

35. The Battle of _____ was a turning point in the American Revolution that convinced France to commit forces to aid the colonists.
- A) Bunker Hill
 - B) Brooklyn Heights
 - C) Saratoga
 - D) Princeton

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3.1 The War in the North

Difficulty Level: Easy

Skill Level: Remember the Facts

36. Britain declared war on Holland during the American Revolution because _____.
- A) Holland had sent troops to fight on behalf of the Patriots
 - B) Holland was a significant source of supplies to the Patriots
 - C) Holland tried to take away control of Canada from Britain
 - D) Holland was trying to persuade other nations to join the struggle against the British

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3.1 The War in the North

Difficulty Level: Easy

Skill Level: Remember the Facts

37. How did the British respond to the strong Patriot resistance encountered at Bunker Hill and the creation of the Continental Army under General George Washington?

- A) They offered incentives to Loyalists to join their side.
- B) They prepared for a sustained military conflict.
- C) They explored options for withdrawal from the conflict.
- D) They sought more assistance from European powers.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3.1 The War in the North

Difficulty Level: Moderate

Skill Level: Understand the Connections

38. In 1779–1780, the British turned their attention to the South because of their greater _____.

- A) opportunity to use their navy to capture ports and cities in this region
- B) reliance on slaves to tip the balance of power in their favor
- C) possibility of fighting the Continental Army in a conventional style
- D) prospect of gaining support from the large Loyalist population

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3.2 The Southern Campaigns and Final Victory at Yorktown

Difficulty Level: Easy

Skill Level: Remember the Facts

39. The unconventional style of guerrilla warfare used in the South during the American Revolution was most closely associated with _____.

- A) Lord Cornwallis
- B) Horatio Gates
- C) Francis Marion
- D) George Washington

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3.2 The Southern Campaigns and Final Victory at Yorktown

Difficulty Level: Easy

Skill Level: Remember the Facts



40. How does this French image of the victory at Yorktown portray the French forces?
- A) Their army and navy are shown as the reason for defeating the British.
 - B) They are depicted as surrendering in humiliation to the British.
 - C) They are responsible for constructing the fortified walls that protect Yorktown.
 - D) They recognize that the American forces were equal partners in this battle.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3.2 The Southern Campaigns and Final Victory at Yorktown

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 4.14 Defeat of Cornwallis at Yorktown

41. The American Revolution officially came to an end when _____.
- A) Cornwallis surrendered to Washington after the Battle of Yorktown
 - B) British and American diplomats signed the Treaty of Paris in 1783
 - C) France joined forces with the Americans after the Battle of Saratoga
 - D) Britain declared war on Holland

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3.2 The Southern Campaigns and Final Victory at Yorktown

Difficulty Level: Easy

Skill Level: Remember the Facts

42. Which of the following factors motivated the Regulators to take the ideals of equality and liberty in their attempt to reform society in the Carolinas?

- A) resentment of backcountry farmers
- B) a belief in abolition
- C) a desire to eliminate government corruption
- D) support for a larger tax base to finance local government

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.4.1 Popular Politics in the Revolutionary Era

Difficulty Level: Easy

Skill Level: Remember the Facts

43. The Pennsylvania Constitution was considered more radical than other state constitutions because it _____.

- A) extended suffrage to women
- B) immediately abolished all slavery
- C) banned the use of militias
- D) did away with property requirements for voting

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.4.2 Constitutional Experiments: Protecting and Testing the Limits of Democracy

Difficulty Level: Easy

Skill Level: Remember the Facts

44. What view might have contributed most to Americans' continuation of slavery while also supporting liberty for themselves?

- A) the belief that only property owners have a stake in government
- B) distrust of powerful central governments
- C) the notion that government rests on the consent of the governed
- D) an understanding that abolition would ultimately be inevitable

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.4.3 African Americans Struggle for Freedom

Difficulty Level: Difficult

Skill Level: Analyze It

Rights Provisions Past and Present

Specific Right Protected by Constitution	Protected in the Original State Constitutions (1776–1780)	Protected in Contemporary World Constitutions	Percentage of Contemporary World Constitutions Protecting the Right as of 2006 (N=188)
Freedom of Religion	Yes*	Yes	97%
Freedom of the Press	Yes*	Yes	97%
Right of Privacy	No**	Yes	95%
Right to Work	No	Yes	82%
Right to Unionize or Strike	No	Yes	72%
Right to Healthy Environment	No	Yes	63%
Right to Bear Arms	Yes†	Yes	2%

45. What conclusion can be made about modern constitutions when comparing them to the state constitutions written in the United States in the years after the American Revolution?

- A) A large number of modern constitutions make the right to own firearms a priority.
- B) Modern constitutions place little emphasis on environmental issues.
- C) Most of the rights protected by modern constitutions deal with social and economic issues.
- D) The right of privacy was a major concern for Americans living in the eighteenth century.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.4.2 Constitutional Experiments: Protecting Rights and Testing the Limits of Democracy

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 4.15 Protecting Rights in Eighteenth-Century and Modern Constitutions

46. Why did many Indian nations ally with the British during the American Revolution?

- A) They believed that they could defeat the British following a victory over the Americans.
- B) The British had promised to cede territory within the thirteen colonies to them.
- C) The British regarded them as equals, whereas the colonists did not.
- D) They feared that a Patriot victory would mean westward expansion into their territory.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.4.4 The American Revolution in Indian Country

Difficulty Level: Moderate

Skill Level: Understand the Connections



47. How did John Vanderlyn's painting depicting the death of Loyalist Jane McCrea by Mohawk Indians influence and shape colonial attitudes during the American Revolution?
- A) American perceptions about Indians being barbaric savages were intensified.
 - B) American Patriots deepened their resentment toward Loyalists in the colonies.
 - C) Americans realized that the sacrifices made by colonial women entitled them to participate in political affairs.
 - D) Americans recognized the heroic efforts of Indians who sided against the British and their Loyalist supporters.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.4.4 The American Revolution in Indian Country

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 4.16 Death of Jane McCrea

48. What made New Jersey unique with regard to suffrage?
- A) Suffrage was limited to those who fought for the Patriot cause.
 - B) Suffrage was extended to those without property.
 - C) Suffrage was granted to former slaves.
 - D) Suffrage was initially extended to both men and women.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.4.5 Liberty's Daughters: Women and the Revolutionary Movement

Difficulty Level: Easy

Skill Level: Remember the Facts



49. Charles Wilson Peale's portrait of Benjamin and Eleanor Ridgely Laming breaks with the tradition of painting separate portraits of husbands and wives to reflect the concept of _____.

- A) companionate marriage
- B) political equality between men and women
- C) patriarchal authority
- D) the supremacy of fatherhood

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.4.5 Liberty's Daughters: Women and the Revolutionary Movement

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 4.17 Benjamin and Eleanor Ridgely Laming

50. John Adams's dismissive reply to his wife Abigail's appeal to "Remember the Ladies" contradicted his ideal of _____ during the American Revolution.

- A) abolishing slavery
- B) reforming property laws
- C) reorganizing the legal system
- D) extending democracy

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.4.5 Liberty's Daughters: Women and the Revolutionary Movement

Difficulty Level: Difficult

Skill Level: Analyze It

Essay



51. Why was Paul Revere's representation of the Boston Massacre in his famous engraving a good example of the use of propaganda? How did this engraving stir up resentment against the British? How did Revere manipulate the events to present them in the worst possible light? What eventually happened to the British soldiers responsible for the shooting?

The ideal answer should include:

1. Revere's version of the event was an example of good propaganda but was not an accurate rendering of the massacre. His engraving of the Boston Massacre makes it appear as if the British intentionally fired on the unarmed crowd of colonists. Revere depicted the British troops in a formal military pose that seems to indicate that they acted under the orders to fire from the officer who was standing beside them.
2. Besides showing the British as intentionally firing on the colonists from a very close

position, Revere also portrays these colonists as innocent bystanders without weapons when they were actually taunting them and pelting them with snowballs. The sign on the shop behind the soldiers says “Butcher’s Hall,” while in reality there was no such building at this location.

3. Five civilians were killed in the Boston Massacre. Just using the term “massacre” implies that this was a large-scale murder of innocent people. The soldiers indicted for murder were represented by John Adams in court, and he sought to show the British that the Americans were not a lawless mob but rather a law-abiding people. All but two of the soldiers were acquitted of all charges. The other two were charged with the lesser offense of manslaughter.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1.3 An Assault on Liberty

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 4.4 Boston Massacre

52. Based on the colonial policies of Britain before the American Revolution, describe the views of Parliament and King George III on their relationship with the colonies. For what reasons did the colonists oppose taxation by the British? In what ways did the British misunderstand the motives and position of the Patriots? Show what methods the colonists employed in their resistance to British laws between 1764 and 1774 and the effects of their protests.

The ideal answer should include:

1. American colonists opposed British taxation because they considered this taxation without representation as they had no colonial members in Parliament. People in America and Britain developed two different views on taxation revolving around legal and moral issues.
2. Britain followed the Whig ideal of virtual representation in Parliament, which clashed with colonial impressions of this. While Parliament believed it represented the interests of all British subjects, Americans believed that the tax laws were a form of taxation without representation. Britain also needed to impose taxes on its colonies in order to pay off debts from the French and Indian War and to administer the colonies. Prime Minister George Grenville justified this by revealing that American custom duties were less than those paid in Britain.
3. Colonists protested the various tax laws through different methods. While many saw the Sugar Act as a burden and violation of their rights, lawyer James Otis attacked this law in his pamphlet *The Rights of the British Colonies Asserted and Proved* as taxation without representation. He stopped short of recommending active resistance and urged obedience to Parliament until the act was repealed.
4. In retaliation, Britain passed the Stamp Act, which taxed a variety of documents. Although this tax was lower for colonists than for people in Britain, colonists still saw this as taxation without representation, which led to angry protests, especially in colonial seaports. Nine colonies met in New York as the Stamp Act Congress and sent a common response in the “Declaration of the Rights and Grievances of the Colonies,” thus showing that representatives from different colonial regions could work together. Colonial mobs

attacked tax collectors and burned the homes of British officials. King George dismissed Grenville as prime minister, and the Marquess of Rockingham replaced him. Under him, Parliament passed the Declaratory Act that affirmed Parliament's authority to make laws and repealed the Stamp Act.

5. Britain imposed the Townshend Acts in 1767 and levied new taxes on glass, paint, paper, and tea imported to the colonies. British finance minister Charles Townshend mistakenly believed that colonists only opposed internal taxes dealing with commerce and that Americans would accept external taxes such as customs duties. In *Letters from a Farmer in Pennsylvania*, John Dickinson disputed Parliament's right to tax the colonists at all, stating that only the people's representatives could enact taxes. Americans began organized boycotts of taxed goods as part of the nonimportation movement. Women took active roles by making homespun fabric for clothing and by boycotting tea.
6. Britain took more aggressive policies toward the colonies and moved the bulk of their military forces to major seaports between 1765 and 1768. They seized merchant John Hancock's ship *Liberty* after suspecting him of smuggling. Bostonians responded with riots and drove out customs officials. This unrest culminated with the Boston Massacre.
7. Colonial resistance to new taxes and pressure to compliance stiffened colonists' resistance. The Sons of Liberty were organized to enforce protests. Colonists defied the Tea Act that kept the tax on tea and gave the East India Company a monopoly on the tea trade in the colonies. The British even lowered the price of tea in America, but colonists continued to see this as a way for the British to reassert their right to tax the colonies. A Tar and Feathering Committee threatened ships' captains who landed with British tea. Over 300 chests of tea were destroyed by disguised Bostonians in December 1773, which the British considered an act of vandalism.
8. In retaliation, the British passed the Intolerable Acts that closed the Port of Boston, annulled the Massachusetts colonial charter, restricted that colony's political institutions, and allowed the British to quarter troops in private homes. British officials charged with capital crimes were tried outside of the colonies. Colonists responded by convening the First Continental Congress where each colony except Georgia sent representatives. They urged colonists to nullify these acts as a violation of their rights and liberties as shown in the Resolves of Suffolk County, Massachusetts.
9. Between the Sugar Act in 1764 and the meeting of the First Continental Congress, relations between America and Britain steadily deteriorated. British policy during this decade only strengthened the resolve of Americans to defend their rights.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.1 Tightening the Reins of Empire

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. What were some of the similarities and differences in the arguments, methods of persuasion, and formatting used in Thomas Paine's *Common Sense* and the Declaration of Independence?

The ideal answer should include:

1. Both Paine and Jefferson concluded that separation from Britain was the only action that made sense for America. Paine attacked British policy that justified this separation.

Jefferson's Declaration took this conclusion several steps further by defending the reasons for declaring independence. Like Paine, he attacked British policy and stated the reasons for separating from Britain, including a long list of grievances against George III to specifically show why independence was necessary. Jefferson also targeted a foreign audience besides the American domestic audience, including a justification to Britain on why the colonies were taking up arms and an appeal to foreign nations like France, Spain, and Holland for their help. Although both documents opposed King George, Jefferson refrained from using inflammatory language that was common in Paine's pamphlet in order to not offend any of the European monarchs who could possibly support America.

2. Both documents also gave voice to those who wanted to transform American political life. Paine stressed that Americans should experiment with democratic representative government although not all colonists who favored independence supported this. Jefferson used text to reflect the "sentiments of the day," including a powerful defense of liberty and equality that led to the affirmation that "all men are created Equal" and entitled to the inalienable rights of "life, liberty, and the pursuit of happiness."
3. Both *Common Sense* and the Declaration of Independence were easily accessible to the American public. Paine's work was printed in an inexpensive format as a pamphlet that allowed the working class to purchase a copy. He used simple language that made sense to the common people. Copies of the Declaration of Independence were printed as broadsides and distributed throughout the colonies. This single-sheet format made it easy to post in public places and the layout, including typography and paragraphing, guided the reader through key points of the Declaration of Independence's arguments.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.2.2 *Common Sense* and the Declaration of Independence

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. Identify the major battles and turning points in the American Revolution from the summer of 1776 to its conclusion in 1781. Explain how these events either helped the Americans win their struggle for independence or contributed to their struggles during the course of this conflict.

The ideal answer should include:

1. General Washington suffered a major defeat at Brooklyn Heights in August 1776 and was eventually driven by British Major General Sir William Howe from New York and across the Delaware River into Pennsylvania. However, this led to Howe becoming overconfident and complacent in New York City, where he established his base camp for the winter holidays. Washington subsequently launched a surprise attack on Christmas night 1776 when he took his troops across the partially frozen Delaware River and stormed an outpost manned by German mercenaries at Trenton. This was a turning point because it led to Washington's victory at Princeton, took advantage of Howe's overconfidence, and completely changed his strategy of fighting a conventional war to one where he wanted to wear down his opponents and avoid a decisive defeat.
2. This caused Howe to change his strategy to focus on using British naval power to capture American cities and to isolate ardently Patriot New England from the rest of the nation with the help of General John Burgoyne, who came down from Canada. This failed,

however, when American General Horatio Gates defeated Burgoyne at Saratoga, New York. This victory helped persuade the French to send troops and naval forces to aid the colonists. This changed the entire scale of the conflict, as France was at war with Britain and committed to helping America win its independence. Spain later joined France as an opponent of Britain and attacked the British in the Mississippi valley and Florida.

3. In 1779–1780, the British focused on the South in the hopes of taking advantage of Loyalist sympathies there, as well as in the hopes of retaining the more economically valuable southern colonies. Colonial militias, however, led by people such as South Carolina’s Francis Marion used hit-and-run tactics to prevent the British from consolidating their power in the region. American forces inflicted heavy losses on the British at the battles of Cowpens and Guilford Court House, which caused the British commander Lord Cornwallis to commit a major strategic blunder in retreating to Yorktown to regroup. The French dispatched a strong naval fleet from the Caribbean to North America, which gave the Americans a naval advantage. A large French army in the North under the Comte de Rochambeau then joined American troops in an assault on Yorktown, which trapped Cornwallis there and forced his surrender in October 1781. The British defeat at Yorktown led to the Treaty of Paris (1783), which officially ended the war.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.3 America at War

Difficulty Level: Easy

Skill Level: Remember the Facts

55. How did the American Revolution’s ideals of liberty and equality significantly affect the lives of blacks, American Indians, and women during and immediately after this conflict? Provide specific examples for each group to support this understanding.

The ideal answer should include:

1. Some slaves were able to escape bondage by fleeing to Britain. The Revolution intensified the ideas of liberty and equality, which increased the abolition movement in New England and the mid-Atlantic regions. Slaves often implemented the Revolution’s language of liberty in their protests, as in the Stamp Act protests in South Carolina. This put the South Carolina militia on alert to quell any possible slave rebellion. Blacks in New England were more successful. They petitioned the government of Massachusetts for their freedom using the language of the Declaration of Independence, including the idea of natural rights and consent of the governed. This foreshadowed the achievements of another slave named Mum Bett, who successfully sued for her freedom in western Massachusetts based on the ideas of the state’s Declaration of Rights. The state’s highest court later abolished slavery in Massachusetts in the 1780s. The Vermont 1777 constitution became the first constitution in the colonies to prohibit slavery.
2. Neutrality appealed to many Indians, but they could not avoid becoming involved in the conflict between Britain and America. Many Indians sided with Britain because its colonial policies, such as the Proclamation of 1763, blocked American westward expansion. The Indians did not want more settlers coming into their lands and

destroying their critical habitats. Additionally, anti-Indian sentiment was high among the colonists despite the Revolution's ideals of liberty and equality. America had a deep-seated fear and hostility toward Indians, as exemplified by Thomas Jefferson's view of Indians as being "savages" engaged in acts of barbarism and through the cruelty shown in the painting depicting the death of Jane McCrea.

3. The ideals of liberty and equality inspired women to take an active role in the revolutionary cause. Mercy Otis Warren wrote satirical plays that mocked British policy and leading British politicians and military figures. Women also served in the war effort by providing moral support, making cartridges, and by carrying water and other supplies to soldiers. A few women even disguised themselves as men and served in the Continental Army. The concept of gender equality was also boosted by the ideals of liberty and equality. Abigail Adams demanded that men "remember the ladies" and work toward greater legal equality for women. Abigail Adams's demand for women's rights was a fight against the tyranny of males over females. She believed that people should "not put such unlimited power into the hands of the Husbands" and "all Men would be tyrants if they could." Some women such as Hannah Corbin wanted political equality for women who owned property. She felt that women who owned property should be able to vote. Corbin also rejected contemporary moral codes by having a common-law relationship with a man in order to preserve control of her estate. Women also started to put forth the view that marriage was an egalitarian relationship between husband and wife in which the two lived together as companions. This was known as companionate marriage. Attitudes regarding patriarchal authority also changed, as evidenced by the portrait of Benjamin and Eleanor Ridgely Laming, which depicts a companionate marriage showing an intimacy between husband and wife. Women's suffrage was not improved much by the Revolution, however. Every state, except New Jersey, limited suffrage to men. New Jersey women who fulfilled the state's property requirements could vote in elections until the state legislature revoked this right in 1807.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, connections, and chronology of the Revolutionary War

Topic: 4.4 The Radicalism of the American Revolution

Difficulty Level: Difficult

Skill Level: Analyze It

CHAPTER FIVE
A VIRTUOUS REPUBLIC: CREATING A WORKABLE GOVERNMENT, 1783–1789

Multiple Choice



1. Buildings designed after the American Revolution, such as the Virginia State Capitol, displayed architectural features from the Roman Republic as a way to make connections to that republic's ideals of _____.

- A) imperial power
- B) public virtue
- C) separation of church and state
- D) equality and democracy

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: Introduction

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Chapter opening image

2. American women assumed the roles of republican mothers and wives and participated in the political life of the new republic by _____.

- A) adorning their homes with patriotic images
- B) managing their households
- C) taking up the profession of teaching
- D) cultivating patriotism and virtue in their children

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: Introduction

Difficulty Level: Easy

Skill Level: Remember the Facts

3. The Newburgh Conspiracy was an attempt by military officers in the Continental Army to _____.

- A) restore seized property to Loyalists
- B) remove George Washington as general of that army
- C) plan a military coup against Congress
- D) break apart from the United States

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.1 George Washington: The American Cincinnatus

Difficulty Level: Easy

Skill Level: Remember the Facts

4. George Washington is often compared to the Roman hero Cincinnatus because both men _____.

- A) returned to farming after retiring as generals of their armies
- B) became the first presidents of their republics
- C) developed friendly alliances with their enemies
- D) presided over conventions that resulted in written constitutions

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.1 George Washington: The American Cincinnatus

Difficulty Level: Moderate

Skill Level: Understand the Connections



5. George Washington’s sword that rests on the bundle of rods known as “fasces” symbolizes that _____.

- A) farming is more important than warfare
- B) a republic must always be prepared for war
- C) military generals are the most powerful members of a virtuous republic
- D) civilian leaders control a republic’s military power

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.1 George Washington: The American Cincinnatus

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Image 5.1 George Washington as the Modern Cincinnatus



6. This page from a book of children's verse shows that schools in the new republic were intended to teach such skills as reading, writing, and arithmetic in addition to _____.

- A) the development of artistic skills
- B) patriotism
- C) scientific observation
- D) Christian values

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.2 The Politics of Virtue: Views from the States

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: Image 5.3 Book of Children's Verses

7. In order to broaden educational opportunities for white children in Virginia, Thomas Jefferson proposed "A Bill for the More General Diffusion of Knowledge" in 1778 in an attempt to _____.

- A) send large numbers of Virginia's male students to prominent New England colleges
- B) open secondary and college education to female students
- C) provide greater funding to private and parochial schools
- D) educate both boys and girls for three years at the primary level

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.2 The Politics of Virtue: Views from the States

Difficulty Level: Easy

Skill Level: Remember the Facts



8. Although student Martha Ryan inscribed “Liberty or Death” in her cipher book, penmanship exercises in this book such as “Honour Father and Mother...A good girl will mind” reveal that in the period of the new republic _____.

- A) women had many opportunities to attend established colleges and universities
- B) education for women exclusively took place at home
- C) women were still expected to follow traditional roles
- D) education prepared women for a public life in politics and government

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.2 The Politics of Virtue: Views from the States

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 5.4 Martha Ryan’s Cipher Book

9. In *The Memorial and Remonstrance Against Religious Assessments*, James Madison and Thomas Jefferson argued against _____.

- A) the inclusion of Catholics and Jews in government
- B) public funding for religion
- C) the failure to institute an established state church in Virginia
- D) the taxing of religious institutions

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.2 The Politics of Virtue: Views from the States

Difficulty Level: Easy

Skill Level: Remember the Facts

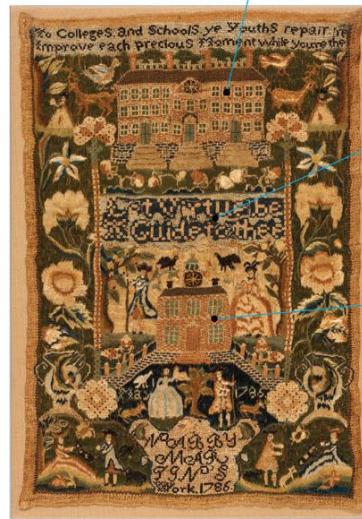
The text that accompanied this image advised: "Keep within Compass and You shall be sure to avoid many troubles which others endure."



Keep Within the Compass, 1784
[Courtesy, Winterthur Museum]

When a woman steps outside the compass, she faces arrest and imprisonment.

The building pictured is The College of Rhode Island, the forerunner of Brown University.



Nabby Martin, Sampler, 1786

The message of the sampler is announced in the central text: Let Virtue be a Guide to Thee

Instead of a home, the Rhode Island State House is the central image.

10. How do the 1780s engraving *Keep Within the Compass* and the needlework sampler created by Rhode Islander Nabby Martin illustrate contradicting viewpoints on the roles of womanhood in the new republic?

- A) The engraving shows that women should remain within their traditional confined roles in society while the sampler demonstrates that women should focus on a wider world.
- B) The engraving implements symbols from the ancient Roman Republic while the sampler focuses more on themes from the Enlightenment.
- C) The engraving illustrates that women were only happy in their traditional roles and not in the newer roles of education and government shown in the sampler.
- D) More women preferred to create artwork with traditional themes such as those found in the engraving instead of more radical concepts.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.2 The Politics of Virtue: Views from the States

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Women's Roles: Tradition and Change



11. What is the most likely reason that the artist of this portrait depicted merchant Daniel Boardman as a country gentleman?

- A) Merchants preferred to be shown in grand style, whether or not this was accurate.
- B) Visual images in the portrait that represented his role as a merchant emphasized his success.
- C) The life of a prosperous merchant was not perceived as being most compatible with republican virtue.
- D) By presenting himself as a simple working man, Boardman believed he would gain more business from his customers.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

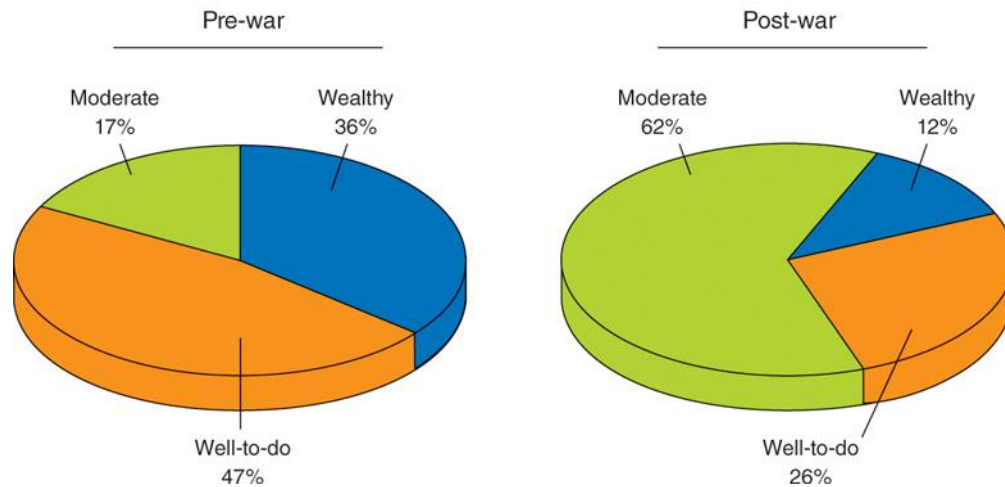
Topic: 5.1.3 Democracy Triumphant?

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 5.5 Portrait of Daniel Boardman

**Economic Status of Legislators in
New Hampshire, New York, and New Jersey**



12. The graphs titled “Economic Status of Legislators in New Hampshire, New York, and New Jersey” imply that the change in the makeup of state legislatures after the Revolution would lead to a new nation that would _____.

- A) eliminate class distinctions
- B) do away with titles of aristocracy and nobility
- C) allow the wealthy to become much more powerful
- D) become more democratic and representative of the population

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.3 Democracy Triumphant?

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 5.6 The Democratization of the State Legislatures

13. Why did the Confederation Congress start printing paper currency after the American Revolution?

- A) to placate merchants
- B) to pay soldiers in the Continental Army on a regular basis
- C) to make up for the shortage of silver and gold
- D) to encourage exports

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.4 Debtors versus Creditors

Difficulty Level: Easy

Skill Level: Remember the Facts

14. “Tender laws” allowed farmers to pay debts with _____.

- A) paper money
- B) goods
- C) gold and silver
- D) depreciated currency

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.4 Debtors versus Creditors

Difficulty Level: Easy

Skill Level: Remember the Facts

15. Although Rhode Island used the most paper money to deal with its financial problems, _____ refused to accept this type of currency and had to pay steep fines for doing so.

- A) merchants
- B) farmers
- C) industrial manufacturers
- D) fishermen

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.4 Debtors versus Creditors

Difficulty Level: Easy

Skill Level: Remember the Facts

16. America’s first federal constitution was known as the _____.

- A) Constitution of 1787
- B) Articles of Confederation
- C) Bill of Rights
- D) Northwest Ordinance

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2 Life under the Articles of Confederation

Difficulty Level: Easy

Skill Level: Remember the Facts

17. After the American Revolution, the United States encountered new economic problems including a trade deficit with Britain which resulted from _____.

- A) expenses for reimbursing Loyalists for confiscated property
- B) continuing boycotts
- C) the desire for luxury goods that had been unavailable during the war
- D) the refusal of banks to extend credit

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.1 No Taxation with Representation

Difficulty Level: Easy

Skill Level: Remember the Facts

18. Why did the Confederation Congress have trouble meeting its financial obligations needed to fund government business?

- A) It did not have the power to levy taxes.
- B) It could not print currency.
- C) It had no authority to make laws.
- D) It was dominated by poorly educated representatives.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.1 No Taxation with Representation

Difficulty Level: Easy

Skill Level: Remember the Facts

19. In addition to experiencing diplomatic problems with neighboring European powers in North America, the United States also had to deal with the _____.

- A) British navy in the Atlantic Ocean
- B) Indian tribes west of the Mississippi River
- C) Spanish raids on frontier settlements
- D) Barbary pirates on the Mediterranean Sea

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.2 Diplomacy: Frustration and Stalemate

Difficulty Level: Easy

Skill Level: Remember the Facts



20. Based on this map of North America that shows border disputes at the end of the American Revolution, the United States encountered diplomatic problems with Great Britain due to British

- A) denial of free access of the Mississippi River to western American farmers
- B) disputes over territory between the Mississippi River and Spanish Florida
- C) occupation of territory near the Great Lakes
- D) attacks on American naval forces in the Atlantic Ocean

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.2 Diplomacy: Frustration and Stalemate

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 5.8 Border Disputes in Old Northwest and Southwest

21. How did the theory of conquest influence diplomatic relations with Indian peoples?
- A) Americans and Indians in the lands west of the Appalachians came to a compromise on American settlement of this territory.
 - B) British officials in Canada promised the Indians land in the United States if they defeated American settlers on the frontier.
 - C) Americans saw Indians as a “subdued people” who should relinquish all claims to Western lands.
 - D) Americans and Indians began an era of peaceful cooperation.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.2 Diplomacy: Frustration and Stalemate

Difficulty Level: Moderate

Skill Level: Understand the Connections

22. The Treaty of Paris failed to recognize the _____.
- A) authority of American diplomats to negotiate abroad
 - B) Mississippi River as the western border of the United States
 - C) independence of any state beyond the original thirteen
 - D) interests of the Indian peoples

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.2 Diplomacy: Frustration and Stalemate

Difficulty Level: Easy

Skill Level: Remember the Facts

23. What was the most important achievement of the Confederation Congress?
- A) the development of paper money to fund the government
 - B) plans for the settlement and eventual statehood of the Northwest Territory
 - C) resolving economic problems for the farmers in western Massachusetts
 - D) creating a plan for the joint administration of western lands with Britain

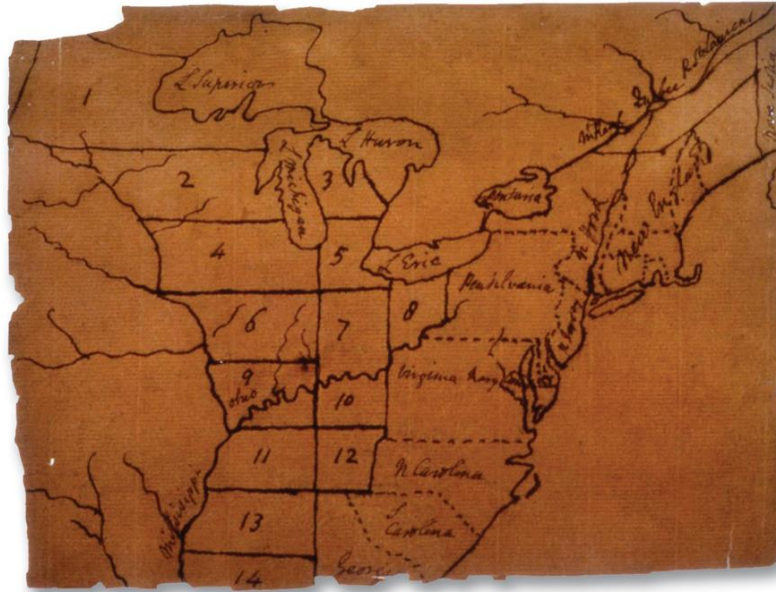
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.3 Settling the Old Northwest

Difficulty Level: Easy

Skill Level: Remember the Facts



24. How does Thomas Jefferson's map for the settlement of the west reflect Enlightenment thinking?

- A) The territories are named for the heroes of the American Revolution.
- B) The territories are arranged in a grid.
- C) Natural features are disregarded in the borders of the territories.
- D) The territories are much larger than the first thirteen states.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.3 Settling the Old Northwest

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Image 5.9 Jefferson's Plan for the West

25. Thomas Jefferson's initial plan for the Northwest Territory reflected in the Ordinance of 1784 called for the _____.

- A) curtailment of westward expansion
- B) end of slavery in the western territories after 1800
- C) reservation of one section of land in each township to create a public school
- D) creation of townships of 36 square miles

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.3 Settling the Old Northwest

Difficulty Level: Easy

Skill Level: Remember the Facts

26. Why was Jefferson unable to fulfill his desire to create a republic of small independent farmers in the Northwest Territory?

- A) Small farmers did not have the hard currency needed to purchase land at one dollar an acre.
- B) Indians were allowed to remain in their ancestral lands.
- C) The territories created in this region could not become states in their own right.
- D) Southern protests forced Congress to open this region to slavery.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.3 Settling the Old Northwest

Difficulty Level: Moderate

Skill Level: Understand the Connections

27. Language in the Northwest Ordinance showing that the foundation of new states in the Northwest Territory was based on the “fundamental principles of civil and religious liberty” reflects _____.

- A) the right to own slaves and other property
- B) the need for an educated citizenry
- C) republican ideals
- D) a willingness to compromise with Indians in this territory

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.3 Settling the Old Northwest

Difficulty Level: Moderate

Skill Level: Understand the Connections

28. The Northwest Territories could apply for statehood with the Confederation when each of their populations reached _____.

- A) 5,000 adult males
- B) 10,000 adult males
- C) 50,000 free inhabitants, including women
- D) 60,000 free inhabitants, including women

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.3 Settling the Old Northwest

Difficulty Level: Easy

Skill Level: Remember the Facts



29. This map shows that the movement of Shaysite rebels in Massachusetts was _____.

- A) centered around Boston
- B) limited to the western section of the state
- C) along the coastal regions of Massachusetts Bay
- D) prevalent across the entire state

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.4 Shays's Rebellion

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 5.10 Court Closings and Major Battles in Shays's Rebellion

30. How did Shays's Rebellion lead to the reform of the Articles of Confederation?

- A) It revealed the vulnerability of a nation with a weak central government.
- B) It showed that the judicial branch had overstepped its authority.
- C) It exposed the need for better checks and balances.
- D) It demonstrated the failure of republican ideals.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2.4 Shays's Rebellion

Difficulty Level: Moderate

Skill Level: Understand the Connections

31. The writers of the Constitution of 1787 created a powerful central government that shifted away from the concept of virtue and instead emphasized _____.

- A) federalism
- B) checks and balances
- C) domestic tranquility
- D) virtual representation

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.3 The Movement for Constitutional Reform

Difficulty Level: Easy

Skill Level: Remember the Facts

32. The convention to reform the Articles of Confederation met in _____.

- A) Philadelphia
- B) Annapolis
- C) New York
- D) Boston

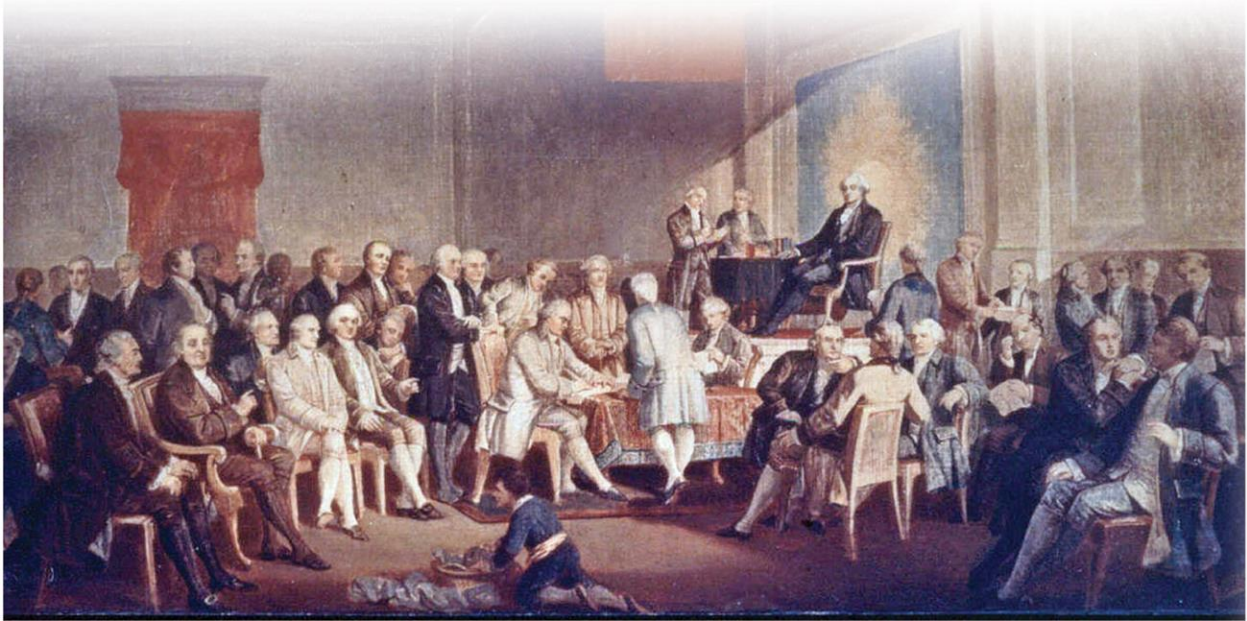
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.3.1 The Road to Philadelphia

Difficulty Level: Easy

Skill Level: Remember the Facts



33. Why does Thomas Rossiter portray the delegates to the Constitutional Convention in this nineteenth-century painting as haloed by light?

- A) He wanted to emphasize the virtue of the delegates because they opposed slavery.
- B) He wanted to make sure that every viewer could identify George Washington as president of the convention.
- C) He wanted to show that the delegates were not a covert group who met in secrecy.
- D) He wanted to make up for the deficiencies and lack of experience possessed by the delegates.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.3.1 The Road to Philadelphia

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Image 5.11 Constitutional Convention

34. Which of the following is a major feature of the Virginia Plan?

- A) It proposed a judicial branch dependent on Congress for its powers.
- B) It recommended an executive system where three representatives from the various regions of the United States would govern together.
- C) It offered a proposal to create a unicameral legislature.
- D) It called for representation in Congress to be proportionate to each state's population.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.3.2 Large States versus Small States

Difficulty Level: Easy

Skill Level: Remember the Facts

35. The New Jersey Plan was proposed to protect the interests of _____.

- A) larger states
- B) smaller states
- C) individual citizens
- D) the Indian population





Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.3.2 Large States versus Small States

Difficulty Level: Easy

Skill Level: Remember the Facts

	Articles of Confederation	Virginia Plan	New Jersey Plan
 Structure of the Legislature	Single house, one state one vote	Two houses, both determined by population	Single house, one state one vote
 Taxation	No power to tax	Power to tax	Power to tax
 Judicial Power	No judicial power apart from courts to hear admiralty cases	Federal judiciary	Federal judiciary
 Executive Power	No permanent executive, a committee of the states exercises executive functions when Congress is not in session	Single executive chosen by national legislature	Single or plural executive elected by Congress

36. Even though both the Virginia and New Jersey Plans differed on how to structure the government of the United States, they both shared a common vision of _____.

- A) expanding public participation in the process of electing a chief executive
- B) bestowing all states equal power in the legislative branch
- C) giving the government stronger powers over the economy
- D) reducing the power of the federal courts

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.3.2 Large States versus Small States

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 5.12 Comparison of the Articles of Confederation, Virginia, and New Jersey Plans

37. The Great Compromise, devised by Roger Sherman and Oliver Ellsworth, impacted Congress by _____.

- A) resolving the dispute over representation in Congress
- B) aggravating the tension between free and slave states over the slave trade
- C) proposing that members of Congress be directly elected by the people
- D) giving each state one vote in Congress

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.3.2 Large States versus Small States

Difficulty Level: Moderate

Skill Level: Understand the Connections

38. What compromise did the Constitutional Convention reach in regards to the slave trade?

- A) Congress did not have the authority to ban the slave trade until 1808.
- B) The slave trade was banned in all states but Virginia.
- C) Only Southern states could conduct the slave trade.
- D) The international slave trade continued, but interstate trade was banned.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.3.3 Conflict over Slavery

Difficulty Level: Moderate

Skill Level: Understand the Connections

39. How was the slave population in states which legalized slavery addressed when determining the apportionment of representatives to the lower house of Congress?

- A) Every slave in a state was counted as a whole person when determining legislative apportionment.
- B) Slaves were not included in the population count from each state.
- C) Slavery was abolished, and the former slaves were included in population counts.
- D) Slaves were counted as three-fifths of a person for purposes of taxation and apportionment.





Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.3.3 Conflict over Slavery

Difficulty Level: Easy

Skill Level: Remember the Facts

	Articles of Confederation	Constitution
 Structure of the Legislature	Single house, one state one vote	Two houses, one determined by population, upper house equal state representation
 Taxation	No power to tax	Power to tax
 Judicial Power	No judicial power apart from courts to hear admiralty cases	Federal judiciary
 Executive Power	No permanent executive, a committee of the states exercises executive functions when Congress is not in session	Executive chosen by electors chosen by state legislators

40. What conclusion can be made about the new federal government created by the Constitution?
- A) The people had greater power in selecting a chief executive.
 - B) The federal government was more powerful than it had been under the Articles of Confederation.
 - C) The federal government continued to lack any power over economic matters.
 - D) The interests of the larger states were better served under the Constitution than under the Articles of Confederation.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.3.4 Filling Out the Constitutional Design

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 5.13 Comparison of the Articles of Confederation and the Constitution

41. What is the most likely reason why most state politicians were Anti-Federalists?
- A) They were angry that the states had retained the majority of power in the new Constitution.
 - B) They could lose a lot of power relative to the new central government established by the Constitution.
 - C) They felt that without a bill of rights, the new government would do little to protect states' rights.
 - D) They wanted to be able to negotiate treaties and engage in foreign diplomacy.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.4.1 Federalists versus Anti-Federalists

Difficulty Level: Difficult

Skill Level: Analyze It



42. How did the political cartoon *The Looking Glass for 1787* differ from the articles written in *The Federalist*?

- A) It was crude rather than sophisticated in its methods of persuasion.
- B) It supported the Anti-Federalist rather than the Federalist position.
- C) It promoted a hopeful future for the United States.
- D) It appealed to reason rather than to emotion.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.4.1 Federalists versus Anti-Federalists

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 5.14 *The Looking Glass for 1787*

43. Most Anti-Federalists _____.

- A) opposed individual states having more power than the central government
- B) felt that the influence of the average citizen on government should be checked
- C) placed their trust in the virtue of representatives and leaders
- D) distrusted the social and economic elite

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.4.1 Federalists versus Anti-Federalists

Difficulty Level: Moderate

Skill Level: Understand the Connections

44. In *The Federalist*, James Madison argued that including a written bill of rights was dangerous because it _____.

- A) was likely to ignore and alienate minority groups in the United States
- B) would give too much power to the national government
- C) did not reflect the goals of the American Revolution
- D) could leave out other rights that were not included on this list

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.4.1 Federalists versus Anti-Federalists

Difficulty Level: Moderate

Skill Level: Understand the Connections

45. On June 21, 1788, which state's vote gave Federalists the nine states needed to ratify the Constitution?

- A) New Hampshire
- B) New York
- C) Delaware
- D) Virginia

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.4.2 Ratification

Difficulty Level: Easy

Skill Level: Remember the Facts

46. Successful and unconditional ratification of the Constitution can be attributed to _____.

- A) decisive victories in states with larger populations including Virginia and New York
- B) powerfully written articles by Anti-Federalists like George Mason who urged ratification
- C) capitalization of early momentum gained by quick ratification in five states
- D) Federalist determination to not compromise with Anti-Federalists

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.4.2 Ratification

Difficulty Level: Moderate

Skill Level: Understand the Connections



47. Federalists organized and staged a “grand federal procession” in New York City where many associations such as the pewter workers carried banners like this one to demonstrate that support for the Constitution was _____.

- A) tentative until greater rights were given to the working class
- B) strongly favored by workers who wanted a powerful government to protect their interests
- C) advantageous because Congress’s power to levy taxes would lead to higher salaries
- D) negative because it relied too heavily on many British anti-labor policies

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.4.2 Ratification

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 5.16 Pewterers’ Banner

48. After the Constitution was ratified, Anti-Federalists chose to _____.

- A) support the Constitution provisionally unless certain amendments were made
- B) work within the framework provided by the Constitution to secure their goals
- C) continue to publish newspaper articles explaining why they opposed the Constitution
- D) leave the United States

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.4.2 Ratification

Difficulty Level: Moderate

Skill Level: Understand the Connections



49. What does this map reveal about the patterns of support for and against the Constitution during the ratification process?

- A) Federalist support was strongest in coastal areas while Anti-Federalist support was strongest in the backcountry of various states.
- B) Federalists had more support in states with larger populations than those with smaller ones.
- C) South Carolina was the only state in the South where the Federalists had complete support.
- D) Support for and against the Constitution was evenly divided in every state.

Answer: A

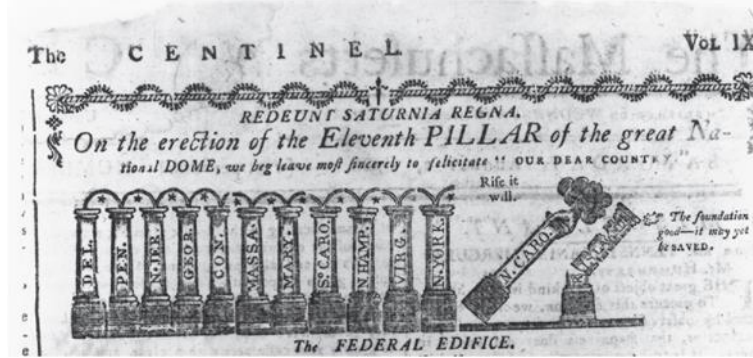
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.4.2 Ratification

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 5.17 Geographical Distribution of the Vote on Ratification



50. In this image from a Massachusetts newspaper, the “Eleventh Pillar” represents _____.
- A) the Constitution becoming the new law of the land
 - B) New York being the final state to ratify the Constitution
 - C) New York’s decision to vote against the Constitution
 - D) New York’s ratification of the Constitution

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.4.2 Ratification

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Choices and Consequences: To Ratify or Not

Essay

51. What role did the concept of virtue play in American politics after the American Revolution? What qualities constituted republican virtue? By what methods were these qualities supposed to be instilled in the citizenry, including American art and architecture, education, ideas from the Enlightenment, and religion?

The ideal answer should include:

1. After the Revolution, virtue was an ideal held in high esteem by many Americans. John Adams wrote that “virtue is the only foundation of Republics.” This meant that one quality was to pursue public good and place it ahead of personal interest. George Washington used a plea of “reason and virtue” to prevent a possible military coup by the Continental Army’s officers, who were angry at Congress regarding their pay and pensions. Washington’s passionate speech quelled the Newburgh Conspiracy and allowed civic virtue to triumph over corruption. He later resigned from office to take leave of “the employments of public life” and go back to a simple life of the plow. Washington was seen as placing the good of the nation ahead of personal glory.
2. The republican emphasis on virtue permeated American culture. The first state constitutions in places such as Massachusetts and Virginia contained declarations of rights in which the ideal of virtue was literally written into American law. These

declarations outlined the rights of citizens and also taught citizens the premises of virtuous republican government.

3. Virtue was also reflected in the nation's art, architecture, and fashion. Republican values were often based on Roman styles since that had been the first great republic. After the Revolution, the decorative elements of home furnishings that copied British fashions were replaced with the symbols that represented the new republican values. Jefferson's design for the new Virginia Capitol that included Roman columns demonstrated the reformation of architecture to connect with republican values. As far as art, educators used illustrations to reinforce a republican message. For example, the bald eagle from the Great Seal might be used in a book of alphabet rhymes. The design of the Great Seal also reflected virtue. It depicted an American eagle clutching an olive branch and thirteen arrows, which symbolized the new government's power to make war and negotiate peace. The thirteen states are represented by the same number of stars, stripes, and arrows. The fact that the eagle bore a shield symbolized that "the United States ought to rely on their own Virtue."
4. Education was also linked with virtue in the new nation. The Massachusetts Constitution expressly linked republicanism, virtue, and education by providing public primary education for boys and girls. In Virginia, Thomas Jefferson sought to have a publicly funded system of education where white children, including boys and girls, would be educated at public expense for three years; however, Jefferson's bill never passed in the state legislature. In schools, educators used patriotic lessons with illustrations that reinforced their republican message. Women also had new opportunities, as reformers sought ambitious plans to educate the nation's female population.
5. Enlightenment ideas were also used to further the concept of virtue. Jefferson and other American Founders felt that people should cultivate their innate morality to become enlightened citizens. Such a fusion of Lockean psychology and Enlightenment moral theory resulted in the belief that education could shape morality and mold character. This led to the founding of new educational institutions to help create an enlightened citizenry.
6. Other Americans used religion to foster virtue in the new nation. Some ministers believed that religion was closely tied with the morals of the people, though post-revolutionary America remained a predominantly Protestant culture where religious dissent was only somewhat tolerated. Some states continued to bar Catholics and Jews from public office because the underlying notion was that only Protestants had the necessary virtue to seek the public good. This idea slowly changed as America moved toward the separation of church and state, and religious tests requiring potential office holders to swear a belief in the divinity of Jesus were abolished in many states.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1 Republicanism and the Politics of Virtue

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. Describe Republican ideals of womanhood. What roles were women expected to play in the new republic? How did republican ideas change notions about women's roles?

The ideal answer should include:

1. As the mothers of future citizens of the republic, women had a special role to play. This led to the creation of new institutions for educating women. Educational reformers such as Benjamin Rush recommended more ambitious plans to educate the nation's female population to increase their role as republican citizens. New institutions like the Philadelphia Young Ladies Academy were established not just to teach females about subjects traditional to their field but also subjects that were once exclusively taught to boys, such as rhetoric, oratory, and history.
2. Republican ideas mostly kept the traditional view that a woman's primary duties were to her family. Stepping out of this role often carried grave consequences for women. In some needlework imagery, however, politics replaced the home as the symbol of domesticity. For example, a needlework sampler prepared by a school girl might center on the Rhode Island State House instead of the home.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.1.2 The Politics of Virtue: Views from the States

Difficulty Level: Easy

Skill Level: Remember the Facts

53. Describe the economic, diplomatic, and domestic challenges faced by the United States in the years directly following the American Revolution. How did the structure of the government established by the Articles of Confederation contribute to the difficulties of the new nation?

The ideal answer should include:

1. The economy was a problematic issue during the Confederation period. Congress had relatively little power compared to the states. Congress did not have the power to tax, so it could not resolve the nation's economic problems after the Revolution. The Articles relied on the states providing funding for government business, but few states complied with these requisitions in a timely manner, which led to a shortage of funds in Congress. Because of the dire lack of funding, Congress was forced to print almost \$250 million in paper currency, which had no gold or silver backing. Staggering inflation occurred as a result of this and the Continental dollars had very low purchasing power. Other economic issues arose due to the boycotts of British goods and the disruption of trade during wartime. Post-war, the demand for British luxury goods soared, and the new nation was flooded with imports. Americans often bought those goods on credit, while few American goods went to Britain to offset the increase in imports. This trade deficit cleared the country's remaining gold and silver reserves, which eventually resulted in a constriction of credit by the bankers and merchants, who were forced to call in debts to satisfy their British suppliers. The economy suffered drastically, with a drop in agricultural prices and falling wages. This period marked the nation's first depression.
2. There were also various military and diplomatic issues faced by the nation during the Confederation period. There was not a powerful navy to protect American commerce, which meant that ships were often attacked by pirates, especially from the Barbary States

of North Africa. American sailors who could not pay the ransom required by Barbary pirates were taken captive and moved to North African prisons or they were sold into slavery. The American navy was too weak to challenge these pirates, which was a source of embarrassment for the new nation. The nation also faced threats along its borders from Indians, the British, and the Spanish in North America. Because Congress had little power to make the states follow the treaties it had negotiated, Americans did not pay prewar debts and compensate Loyalists for property confiscated during the war. Britain used the non-repayment to justify keeping control of its forts in the Old Northwest, which allowed it to continue a lucrative fur trade with the Indians. Issues with the Indians were also prevalent because of the fact that the Treaty of Paris was unfavorable to their interests. The treaty gave the entire Old Northwest territory to the United States, and the American diplomats were not sympathetic to their claims. Indians organized to resist the encroachment of their lands and the post-Revolution period was one of continued conflict between Indians and Americans. As a result of the Indians' resistance, Congress was forced to shift its policy toward Indians and negotiate more fairly and peacefully through such means as missionary work and trade. The Spanish were also a threat in that they denied Americans free access to the Mississippi and New Orleans, which were important to the economy since they were along the transport route for ocean-bound goods.

3. The economic downturn in the United States caused by the depression resulted in domestic problems, such as Shays's Rebellion. In it, Daniel Shays and an armed crowd of protesters shut down the local courts of Northampton by preventing the judges from entering the courthouse. The protesters were alarmed by the increase of farm foreclosures and wanted to stop creditors from taking away their farms for the "good of the commonwealth." This inspired angry farmers in Great Barrington in western Massachusetts to close their local court, which drew the state militia. Shays and his followers were later defeated in a battle near Springfield. Despite this failure, Shays's Rebellion was a major impetus to those eager to reform the structure of the Articles of Confederation and create a more powerful central government.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.2 Life under the Articles of Confederation

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. The Constitution is usually referred to as a "bundle of compromises." What were the most divisive issues the Constitutional Convention faced and what compromises did the delegates reach to solve them?

The ideal answer should include:

1. One issue focused on how the states would be represented in the legislatures. The small states favored the one state–one vote idea presented in the New Jersey Plan, while the large states favored the Virginia Plan that proposed that representation be in proportion to their populations. The Great Compromise that was reached resulted in there being two houses: one determined by population, and an upper house with equal state representation.

2. Another major issue was slavery, although that word never appears in the Constitution. The issue was whether to count slaves in the apportionment of the new lower house. The Southern states wanted slaves to be counted, while opponents of slavery wanted to see slaves taxed as property but did not wish to count them when calculating representation in the new lower house. The convention settled on a solution in which slaves were counted as three-fifths of a person for purposes of taxation and legislative apportionment. In addition, George Mason, the largest slave owner in the convention, warned that slavery was a threat to the republic and proposed abolishing the African slave trade as a first step in eliminating slavery. Southern delegates opposed this measure and threatened to vote against the Constitution. In order to prevent this from happening, the delegates compromised and decided to wait until 1808 to ban the slave trade.
3. The executive branch needed a compromise as well. Some people wanted a plural executive, which could better represent the different regional interests of the nation. The method to elect the executive was also a contested issue. Some wanted the people to elect him, while others proposed that the national legislature choose this person. The convention settled on a unitary executive, who was chosen by electors that were chosen by state legislators. Alexander Hamilton proposed that the executive have a life term while others feared this idea was too close to monarchy. Others wanted a single term of seven years while other delegates proposed a shorter term with the possibility of reelection. Eventually, the executive was given a four-year term with the possibility of reelection.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.3 The Movement for Constitutional Reform

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. Compare and contrast the Federalist and Anti-Federalist positions on the Constitution. For what reasons did the Federalists support ratification of the Constitution? For what reasons did the Anti-Federalists oppose it? What different visions of the American republic were represented by each position?

The ideal answer should include:

1. Federalists were the supporters of the Constitution. Many pamphlets such as *The Federalist* provided a sophisticated analysis of republican government along with a point-by-point discussion of the Constitution's merits. They felt that adding a written bill of rights to the Constitution was unnecessary because the new government was one of delegated powers while the people and states kept all other powers. In *The Federalist*, Publius argued that including a list of rights was dangerous since the new government could exclude any right not specifically on a written list. Federalists also supported a federal standing army over militias, which they thought were ineffective. Instead of virtue, which provided a weak foundation for republicanism, they preferred a system of checks and balances to prevent government corruption.
2. The Anti-Federalists felt that they were the true supporters of federalism and called pro-Constitutional forces "consolidationists" who wished to consolidate the union into a single national government and take away the states' power. Anti-Federalists wanted the

bulk of governmental power and most functions to be in the hands of the states. Anti-Federalists supported the theory that a republican government could only survive if a nation remained small, and the people's interests were homogeneous. The Anti-Federalist author Brutus argued that when a republic becomes too large, the common good is sacrificed because competing factions are only concerned with their own narrow interests. Many Anti-Federalists felt that the lawyers and rich merchants who backed the Constitution favored the interests of the aristocratic few over those of the democratic many. In short, Anti-Federalists feared that the federal government would become tyrannical under the Constitution and demanded the inclusion of a written bill of rights in the Constitution.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology that led to the adoption of the Constitution

Topic: 5.4.1 Federalists versus Anti-Federalists

Difficulty Level: Difficult

Skill Level: Analyze It

CHAPTER SIX
THE NEW REPUBLIC: AN AGE OF POLITICAL PASSION, 1789–1800

Multiple Choice



1. What message does the political cartoon *The Times, A Political Portrait* send about the situation facing the United States government during the 1790s?

- A) The American army was strong enough to do battle with France and other European powers.
- B) Political cartoonists used dignified techniques rather than crude ones to convey key messages.
- C) Partisan animosities between Federalists and Republicans intensified during this decade.
- D) Thomas Jefferson and James Madison were strong advocates of the Federalists in Congress.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

2. According to the Constitution, how was the president chosen for office?

- A) the House of Representatives
- B) the electoral college
- C) the direct vote of the people
- D) the Senate

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.1.1 President Washington and the Politics of the First Congress

Difficulty Level: Easy

Skill Level: Remember the Facts

3. What was the major reason why James Madison shifted his views on the need for a Bill of Rights in the Constitution?

- A) He wanted to eliminate lingering Anti-Federalist suspicion of the new federal government.
- B) He did not want Congress to give itself salaries while they were still in session.
- C) Jefferson convinced him that including this list would guarantee safeguards for the people.
- D) He wanted to further restrict the powers of the new central government.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.1.1 President Washington and the Politics of the First Congress

Difficulty Level: Moderate

Skill Level: Understand the Connections

4. The Twenty-Seventh Amendment that was ratified over 200 years after it was originally introduced by Madison in 1789 called for _____.

- A) allowing voters to directly elect the president
- B) taxing religious institutions so that they could assist funding the federal government
- C) preventing Congress from giving itself a pay raise while it is in session
- D) providing the accused with speedy and public trials by jury

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.1.1 President Washington and the Politics of the First Congress

Difficulty Level: Easy

Skill Level: Remember the Facts

5. How did Congress address Senator William Maclay's concerns about the broad appellate jurisdiction held by the federal courts?
- A) They established district courts only in largely populated states.
 - B) Appeal cases were restricted to just the circuit courts.
 - C) Cases between citizens of different states were banned in federal courts.
 - D) They created a three-tiered system of district and circuit courts along with the Supreme Court.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.1.2 Filling Out the Branches of Government

Difficulty Level: Moderate

Skill Level: Understand the Connections

6. Who were the first secretaries of state and treasury in Washington's cabinet?
- A) James Madison and Thomas Jefferson
 - B) Thomas Jefferson and Alexander Hamilton
 - C) Edmund Randolph and Alexander Hamilton
 - D) John Jay and John Adams

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.1.2 Filling Out the Branches of Government

Difficulty Level: Easy

Skill Level: Remember the Facts

7. How did the size of the federal government during Washington's presidency contradict the fears that Anti-Federalists had about the government?
- A) Anti-Federalists feared that the government would be large and expensive, but it was quite small at that time.
 - B) Anti-Federalists feared that the government would be small and weak, but it employed thousands.
 - C) Anti-Federalists feared that the government would be weak, and under Washington, the United States was defeated in various wars by European powers.
 - D) Anti-Federalists feared that the government would be weak, but under Washington, the United States projected a powerful image.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.1.2 Filling Out the Branches of Government

Difficulty Level: Moderate

Skill Level: Understand the Connections

8. Alexander Hamilton's major goal in issuing various reports on the new nation's economy was to _____.
- A) create stronger trade relations with France
 - B) promote agrarian interests
 - C) encourage economic growth
 - D) give greater financial powers to the states

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2 Hamilton's Ambitious Program

Difficulty Level: Easy

Skill Level: Remember the Facts

9. Why did Alexander Hamilton base the economy of the United States on Great Britain's economy?
- A) Americans used British currency.
 - B) Britain was the United States' main trading partner.
 - C) The American economy was already similar to that of Britain.
 - D) Britain was a powerful nation with a diverse economy.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2 Hamilton's Ambitious Program

Difficulty Level: Moderate

Skill Level: Understand the Connections

10. Alexander Hamilton can best be described as a(n) _____.
- A) self-made man who lacked aristocratic upbringings
 - B) native of New York
 - C) member of the Southern aristocracy
 - D) immigrant from Great Britain

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2.1 Hamilton's Vision for the New Republic

Difficulty Level: Easy

Skill Level: Remember the Facts



11. Why did Alexander Hamilton choose to be portrayed as a serene statesman in a plain brown suit instead of having symbols of his political life included in this 1792 painting?

- A) He was proud of his aristocratic upbringing as a child.
- B) He did not want to appear to be greater or more powerful than George Washington.
- C) His political career had been steeped in controversy.
- D) He wanted to be portrayed as a country gentleman in support of agrarian reforms.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2.1 Hamilton's Vision for the New Republic

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 6.2 Alexander Hamilton

12. How did Hamilton address the debt from the American Revolution in his “Report on Public Credit”?

- A) He required the states to pay off their own accrued debts.
- B) He had the federal government fund the national debt and assume states’ debts.
- C) He discontinued financial relations with Britain.
- D) He had private citizens of all classes fund the debt.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2.2 The Assumption of State Debts and Madison’s Opposition to Hamilton

Difficulty Level: Easy

Skill Level: Remember the Facts

13. What made Alexander Hamilton’s plan to honor state- and Confederation-issued paper at face value so controversial?

- A) Some of the paper notes may have been counterfeit.
- B) It could lead to staggering levels of inflation.
- C) It allowed foreign investors to stake a claim in the American economy.
- D) It rewarded speculators with wealth.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2.2 The Assumption of State Debts and Madison’s Opposition to Hamilton

Difficulty Level: Moderate

Skill Level: Understand the Connections

14. What was the reasoning behind James Madison’s opposition to the policies of his former ally Alexander Hamilton?

- A) Madison was shocked to learn about Hamilton’s affair with a married woman.
- B) Madison believed that Hamilton’s economic plans would undermine republican values.
- C) Madison believed that Hamilton’s rigid Federalist views were encouraging partisanship.
- D) Madison felt that the United States should not have a Treasury Department, let alone a powerful one.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2.2 The Assumption of State Debts and Madison’s Opposition to Hamilton

Difficulty Level: Moderate

Skill Level: Understand the Connections

15. In exchange for Thomas Jefferson's and James Madison's support of his economic program, Hamilton agreed to _____.
- A) move the nation's capital from New York City to the banks of the Potomac River
 - B) drop his proposals supporting the promotion of industry
 - C) join the Republican party
 - D) travel to Britain as a diplomat

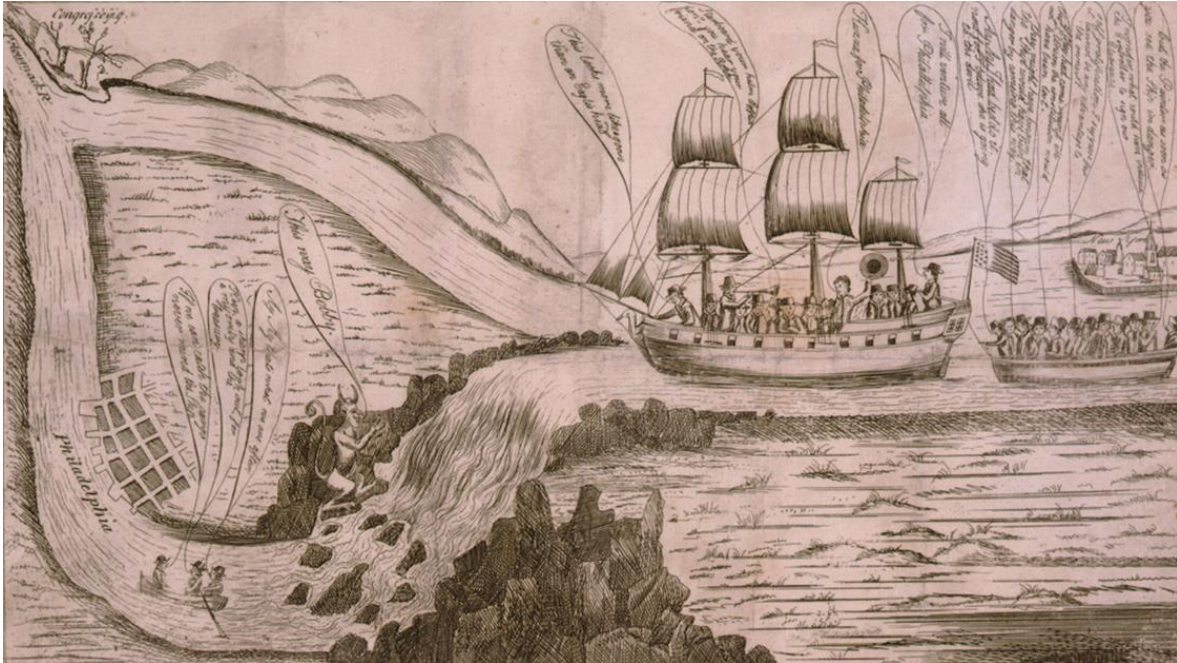
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2.2 The Assumption of State Debts and Madison's Opposition to Hamilton

Difficulty Level: Easy

Skill Level: Remember the Facts



16. This cartoon shows Congress sailing toward Philadelphia in the ship *Constitution*. How does this image address Republican perceptions, such as those belonging to Jefferson and Madison, about cities like Philadelphia?

- A) Cities nurtured the growth of the republic.
- B) Cities were dangerous for democracy.
- C) Cities provided safe havens from the threat of the frontier.
- D) Cities welcomed the democratic process.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2.2 The Assumption of State Debts and Madison’s Opposition to Hamilton

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 6.3 Congress Embarked on the Ship *Constitution*

17. Thomas Jefferson felt that the creation of the Bank of the United States was unconstitutional because _____.

- A) banking powers were delegated to Congress, not to the secretary of the treasury
- B) state banks and not a federal bank had the power to mint money
- C) banking powers had to be shared between the federal government and the states
- D) the Constitution did not specifically give the federal government the power to create banks

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2.3 The Bank, the Mint, and the Report on Manufactures

Difficulty Level: Moderate

Skill Level: Understand the Connections

18. The one area in Hamilton’s economic reports that Jefferson fully supported was _____.

- A) creation of a federal mint
- B) increased trade with Great Britain
- C) incentives for industrial development
- D) establishment of a national bank

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2.3 The Bank, the Mint, and the Report on Manufactures

Difficulty Level: Easy

Skill Level: Remember the Facts

19. The statement that “while we have land to labour, let us never wish to see our citizens occupied at a work bench,” supports Thomas Jefferson’s vision of the United States as a nation of _____.

- A) thriving industrial artisans
- B) independent yeoman farmers
- C) fiery revolutionaries
- D) wealthy slave owners

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2.4 Jefferson and Hamilton: Contrasting Visions of the Republic

Difficulty Level: Easy

Skill Level: Remember the Facts

20. How did Jefferson and Hamilton differ on their views about the Constitution?

- A) Hamilton believed that most governmental power should rest with the states as opposed to Jefferson's view of a stronger central government.
- B) Hamilton believed the Constitution should address the needs of an agrarian republic while Jefferson favored greater incentives for industrial production.
- C) Jefferson believed in strict construction of the Constitution while Hamilton favored a broader interpretation of this document.
- D) Jefferson favored additional constitutional rights for slave owners while Hamilton called for the abolition of slavery.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2.4 Jefferson and Hamilton: Contrasting Visions of the Republic

Difficulty Level: Moderate

Skill Level: Understand the Connections

21. Political conflict between the Federalist and Republican parties of the 1790s can best be described as the result of _____.

- A) a modern political two-party system
- B) a proto-party system not yet evolved into a modern political party system
- C) one dominant political party with a loyal opposition
- D) two political parties sharing power

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.3 Partisanship without Parties

Difficulty Level: Easy

Skill Level: Remember the Facts

22. John Beckley and other professional politicians began employing _____ as a tool when creating grassroots organizations during the rise of partisan politics in the 1790s.

- A) electoral fraud
- B) libel
- C) bribery
- D) gossip

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.3.1 A New Type of Politician

Difficulty Level: Easy

Skill Level: Remember the Facts

23. What factor in the 1790s best supports Madison’s idea that “all power has been traced to public opinion”?

- A) the expansion of the press
- B) the creation of a modern two-party political system
- C) the effects of the French Revolution
- D) the results of effective grassroots organizing by new types of politicians

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.3.2 The Growth of the Partisan Press

Difficulty Level: Moderate

Skill Level: Understand the Connections



24. What is one key idea found in this political cartoon addressing the partisan rancor promoted by the press that was caused by William Cobbett, who was also known as “Peter Porcupine”?
- A) Americans were pleased with the political attacks in the press.
 - B) The Republicans under Cobbett were successful in attacking the Federalists in the press.
 - C) Britain was the chief catalyst in urging Federalists to attack Republicans in the press.
 - D) Thomas Jefferson supported the attacks made by Cobbett in the press.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.3.2 The Growth of the Partisan Press

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 6.5 Peter Porcupine

25. How did the creation of Democratic-Republican societies in 1793 and 1794 transform political life in the United States?

- A) American citizens began to rally behind the Federalist Party.
- B) Many Americans became interested in national politics.
- C) The Republican Party split into two factions.
- D) Americans were easily taken in by propaganda.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.3.3 The Democratic-Republican Societies

Difficulty Level: Moderate

Skill Level: Understand the Connections

26. Federalists tended to believe that the attitude of citizens toward their elected representatives should be one of _____.

- A) disinterest
- B) cooperation
- C) fear
- D) deference

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.3.3 The Democratic-Republican Societies

Difficulty Level: Moderate

Skill Level: Understand the Connections

27. The three key ideals that emerged from the French Revolution were _____.

- A) liberty, equality, and fraternity
- B) life, liberty, and the pursuit of happiness
- C) freedom, fear, and fortitude
- D) freedom of speech, religion, and of the press

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.1 The French Revolution in America

Difficulty Level: Easy

Skill Level: Remember the Facts



28. How did this commemorative plate depicting the execution of King Louis XVI during the French Revolution affect American views of this uprising?

- A) American support for the French Revolution cut across partisan allegiances.
- B) Republicans found this uprising too violent and withdrew their support.
- C) Federalists believed that the violence associated with the French Revolution was a small price to pay for liberty.
- D) Federalists desired to have a stronger alliance with Britain as a result of this violence.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.1 The French Revolution in America

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 6.6 Revolutionary Plate

29. How was partisan politics evident in the presidential election of 1792?
- A) Republicans directly challenged George Washington by running Thomas Jefferson against him.
 - B) Federalists carried the South but lost other regions of the United States.
 - C) Republicans launched a series of personal attacks against Washington in the press.
 - D) Republicans ran George Clinton for vice president against John Adams.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.2 Adams versus Clinton: A Contest for Vice President

Difficulty Level: Moderate

Skill Level: Understand the Connections

30. One unresolved issue with Britain stemming from the Treaty of Paris (1783) that was finally attended to under Jay's Treaty of 1794 was Britain's agreement to _____.
- A) set the Mississippi River as the western boundary of the United States
 - B) vacate its forts in the Northwest Territory
 - C) cede lands in Florida to the United States
 - D) compensate the United States for cargoes seized during the American Revolution

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.3 Diplomatic Controversies and Triumphs

Difficulty Level: Easy

Skill Level: Remember the Facts

31. British seizure of American ships in 1793 and 1794 resulted from their desire to _____.
- A) demonstrate their naval superiority
 - B) engage the United States in another war
 - C) stop American trade with France
 - D) acquire ships for their naval fleet

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.3 Diplomatic Controversies and Triumphs

Difficulty Level: Moderate

Skill Level: Understand the Connections



32. This map shows that as a result of Pickney's Treaty with Spain in 1795, the United States

- A) gained control of the southwestern territory disputed with Spain
- B) settled the boundary between its southwestern region and Spanish Florida
- C) acquired the city of New Orleans
- D) received Florida from Spain

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.3 Diplomatic Controversies and Triumphs

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 6.7 Map of Spanish Interests in the Southwest

33. The Battle of Fallen Timbers and the Treaty of Greenville that followed it resulted in _____.
- A) reorganization of the War Department
 - B) the decisive defeat of the Ohio Indians
 - C) a public humiliation for the Washington administration
 - D) the forcible removal of Indians to lands west of the Mississippi

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.4 Violence along the Frontier

Difficulty Level: Easy

Skill Level: Remember the Facts

34. During the Whiskey Rebellion, Republicans blamed the protest and resulting violence on an economic policy initially proposed by _____.
- A) Alexander Hamilton
 - B) George Washington
 - C) John Adams
 - D) Thomas Jefferson

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.4 Violence along the Frontier

Difficulty Level: Easy

Skill Level: Remember the Facts

35. The Whiskey Rebellion in western Pennsylvania came to an end when _____.
- A) the rebel leaders were hanged for treason
 - B) the conflict was settled peacefully between the rebelling farmers and the federal government
 - C) tax collectors gave into the demands of the rebels and stopped collecting the whiskey tax
 - D) Washington dispatched the militia against the rebels

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.4 Violence along the Frontier

Difficulty Level: Easy

Skill Level: Remember the Facts



36. Which word best describes the sentiment behind this cartoon supporting the Whiskey Rebellion?
- A) sorrowful
 - B) vengeful
 - C) triumphant
 - D) cowardly

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.4 Violence along the Frontier

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 6.9 Political Cartoon, Whiskey Rebellion

37. By the end of the 1790s, riots often broke out in cities like Philadelphia if citizens sported the “wrong” type of ornament on their hats, thus reflecting their _____.
- A) frivolity
 - B) intense interest in fashion
 - C) fervent political partisanship
 - D) extreme violence

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.5.1 Political Fashions and Fashionable Politics

Difficulty Level: Moderate

Skill Level: Understand the Connections



38. The objects in the foreground presented by the kneeling creative muse of *The Ladies' Magazine* to the goddess of liberty are all symbols promoting _____.
- A) a greater emphasis on women's education
 - B) women's suffrage
 - C) the abolition of slavery
 - D) the ideals of republican motherhood

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.5.2 Literature, Education, and Gender

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 6.10 "Genius of the Ladies Magazine" Presenting the Figure of Liberty with a Copy of Mary Wollstonecraft's *A Vindication of the Rights of Women*



39. In this image depicting former slaves taking their revenge on their French oppressors in Saint-Domingue, the black rebels are portrayed as _____.

- A) rash
- B) incompetent
- C) cowardly
- D) brutal

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.5.3 Federalists, Republicans, and the Politics of Race

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 6.11 Revenge Taken by the Black Army for the Cruelties Practiced by the French



40. What do the symbols and human figures portrayed in the painting *Liberty Displaying the Arts and Sciences* reveal about the sentiments that artist Samuel Jennings felt toward African Americans?

- A) African Americans depicted in the painting are shown as active participants in democracy.
- B) African Americans are responsible for being the agents of their own freedom.
- C) The broken chains in front of the goddess of liberty reflect his support for the abolition of slavery.
- D) Objects such as the telescope and the selections from classical literature reveal that African Americans were responsible for many cultural achievements.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.5.3 Federalists, Republicans, and the Politics of Race

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: *Liberty Displaying The Arts And Sciences*

41. Who led the slave uprising in Saint-Domingue?

- A) Edmund Genét
- B) Napoleon Bonaparte
- C) Gabriel Prosser
- D) Toussaint L'Ouverture

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.5.3 Federalists, Republicans, and the Politics of Race

Difficulty Level: Easy

Skill Level: Remember the Facts

42. What precedent, which was not broken until 1940 by Franklin D. Roosevelt, did George Washington set when he left the presidency after the 1796 election?

- A) a two-term limit on holding the presidency
- B) having a member of the same political party run for vice president on the same ticket
- C) not visiting a foreign country
- D) avoiding alliances with foreign nations

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.6 The Stormy Presidency of John Adams

Difficulty Level: Easy

Skill Level: Remember the Facts

43. In his Farewell Address, what did President Washington advise Americans with regard to foreign policy?

- A) remain an isolated nation
- B) avoid permanent foreign alliances
- C) go to war with France
- D) take on a belligerent attitude toward every foreign nation

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.6.1 Washington's Farewell Address

Difficulty Level: Easy

Skill Level: Remember the Facts



44. How does the imagery of the rainbow in Gilbert Stuart's portrait of George Washington contradict the political situation in the United States after Washington left office?
- A) The United States was preparing for war with Britain after it began to seize American ships.
 - B) Violent slave rebellions modeled on the one in Saint-Domingue became frequent in the South.
 - C) Partisan politics between Federalists and Republicans became even more contentious.
 - D) Washington became extremely ill when he left office and died shortly afterward.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.6.1 Washington's Farewell Address

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 6.12 Portrait of President George Washington

45. As envisioned by the Founders, how was the vice president chosen in 1796?
- A) The vice president was elected by the people rather than the electoral college.
 - B) The vice president was elected by Congress.
 - C) The vice president was selected by the president.
 - D) The vice president was the runner up in the presidential election.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.6.1 Washington's Farewell Address

Difficulty Level: Easy

Skill Level: Remember the Facts



46. Aside from the fact that the French Directory had five members, why might the “monster” in the political cartoon “The Paris Monster” have been portrayed as having five heads?

- A) to represent the French as deceitful and dishonest
- B) to represent the conflicting ideologies of the French leadership
- C) to represent the superior intelligence of the French
- D) to represent the overwhelming power of the French government

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.6.2 The XYZ Affair and Quasi-War with France

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Image 6.15 The Paris Monster

47. James Madison and Thomas Jefferson believed that the best judge to determine the constitutionality of the Sedition Act and other such acts was _____.

- A) the federal courts
- B) Congress
- C) the states
- D) the president

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.6.3 The Alien and Sedition Acts

Difficulty Level: Easy

Skill Level: Remember the Facts



THE PROVIDENTIAL DETECTION

48. How is Thomas Jefferson portrayed in this image drawn by a Federalist political cartoonist?

- A) as someone who hates the French
- B) as a traitor to American interests
- C) as a pious and moralistic leader
- D) as a heroic figure

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.6.4 The Disputed Election of 1800

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 6.16 Anti-Jefferson Political Cartoon

49. What was the major significance of the election of 1800?

- A) This was the first time that presidential power was peacefully passed on from one political party to another.
- B) This was the first time that the electoral college determined the winner of the presidential election.
- C) This was the first time that a president served more than two terms in office.
- D) This was the first time that the president and vice president ran together on the same ticket.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.6.4 The Disputed Election of 1800

Difficulty Level: Moderate

Skill Level: Understand the Connections

50. Events in the 1790s such as the French Revolution, the struggles between Federalists and Republicans, and the uprising in Saint-Domingue all influenced Gabriel's Rebellion in Virginia because they each promoted ideas about _____ in American society.

- A) political partisanship
- B) violence
- C) isolationism
- D) liberty

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.6.5 Gabriel's Rebellion

Difficulty Level: Moderate

Skill Level: Understand the Connections

Essay

51. How did the Constitution and Washington's first administration check the dangers of factionalism and neutralize Anti-Federalist fears of a federal government that was too powerful?

The ideal answer should include:

1. Washington was a leader who remained above partisanship. To demonstrate this, he appointed Thomas Jefferson and Alexander Hamilton, two men who were political opposites, to serve as secretary of state and secretary of war, respectively.
2. For the most part, the Washington administration and the first Congress were able to neutralize the Anti-Federalists' fears. To pacify the Anti-Federalists, James Madison helped frame the first ten amendments to the Constitution (later known as the Bill of Rights), which included protections for both basic individual liberties and for the states. These amendments resolved the most important issue remaining from the struggle between Federalists and Anti-Federalists.

3. To allay fears that the federal courts would “swallow all the State Constitutions,” Congress created a three-tier system of district courts, circuit courts, and the Supreme Court. In this system, each state would have at least one district court.
4. For the executive branch, Congress created new cabinet positions to advise the president on various policy matters, such as foreign affairs, the economy, and the military. For these cabinet positions, Washington assembled a group of leaders who had distinguished themselves in American public life during the Revolutionary War. Washington’s choices varied across the political spectrum, with Hamilton representing the extreme nationalist position and Jefferson being far more sympathetic to state power.
5. It turned out that the federal government was far less imposing than feared by Anti-Federalists, who envisioned a large and expensive government with a vast bureaucracy. In fact, the scale of the new government was modest, and its bureaucracy was small, with about 350 officers.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.1 Launching the New Government

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. What were the main features of Alexander Hamilton’s economic program? Describe the immediate goals of this program and how they reflected Hamilton’s broader vision of the future of the United States. How did his opponents react to these features of his economic program?

The ideal answer should include:

1. One of the main features was Hamilton’s idea that the nation should consolidate the war debt of the individual states and the federal government. This meant that the federal government would fund any outstanding debts that the states owed. Creditors who held state paper would exchange it for a new type of paper that promised to pay interest until the bearer redeemed the original value of the note. Hamilton’s “Second Report on Public Credit” focused on financing this scheme and included a plan for taxing whiskey. Hamilton envisioned a permanently funded national debt where income from taxes would service the interest. This would allow the federal government to pay its other expenses.
2. The most controversial feature of Hamilton’s plan related to the issue of speculation in these paper notes. After the adoption of the Constitution, a few financial speculators bought large amounts of this devalued paper while hoping that the new government would later redeem it at face value for a huge profit. Hamilton did, in fact, insist that the government redeem the debt at full face value. Republicans disagreed with Hamilton and favored paying the full value of the debt to the original holders, but not to the speculators. But Hamilton defeated his opponents, and it was agreed that state debt certificates would be exchanged for federal ones at full face value.
3. Hamilton also recommended that the federal government charter a national bank, called the Bank of the United States. This bank would serve as a depository for government funds, boost confidence in government securities, make loans, and provide a stable national currency. The government would own part of the stock in the new bank, but private investors could buy the majority of stock.

4. Hamilton also proposed the idea of a federal mint. The mint would create a currency that would include a variety of coins in different denominations emblazoned with patriotic symbols.
5. The final part of Hamilton's economic plan called for a comprehensive program that would encourage domestic industry by providing incentives for industrial development and tariffs to help American industry compete against cheaper imported foreign goods. But Congress refused to raise these tariffs sharply and was not very interested in Hamilton's scheme to encourage industrial development.
6. Republicans under the leadership of Thomas Jefferson and James Madison were highly critical of most of the components of Hamilton's economic policies. With the exception of creating a federal mint, which Jefferson strongly supported because of the need for a federal currency, Republicans strongly opposed the remaining components. Opponents such as Madison feared that the issuing of paper notes to speculators would undermine the republican values that the Constitution was set up to protect as well as undoing the constitutional system that Madison worked so hard to preserve. Madison feared that Hamilton's system would create inequalities in wealth and encourage corruption. Madison and Jefferson also thought that establishing the Bank of the United States was unconstitutional. Jefferson used his views of strict construction to state that the Constitution did not make the establishment of such a bank a power delegated to the federal government, while Hamilton argued that loose construction of the Constitution implied that the federal government had the right to enact laws that were "necessary and proper."

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.2 Hamilton's Ambitious Program

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. How did the emergence of a new type of politician, the growth of the partisan press, and the establishment of political organizations like the Democratic-Republican Societies promote partisanship between Federalists and Republicans in the 1790s? How did the Federalists and Republicans prefigure modern parties and in what ways were they unlike modern parties?

The ideal answer should include:

1. New politicians who were not from aristocratic backgrounds like Jefferson and Madison were able to mobilize voters and create effective political organizations. This was best exemplified by United States House of Representatives clerk John Beckley, a Virginia Republican who was once an indentured servant. Having worked as a clerk, Beckley felt a kinship to artisans and merchants as well as other self-made men. Although Beckley came from a background similar to Alexander Hamilton's, his loyalty was to fellow Virginian Thomas Jefferson, and he attacked Hamilton through the spread of gossip.
2. The partisan press played a major role in the politics of the 1790s. Many newspapers chose to align themselves with one or the other main political movements in the country. For example, John Fenno's *Gazette of the United States* articulated the Federalist point of view, while Philip Freneau created the *National Gazette* to combat Fenno's influence by rallying opposition to Hamilton and the Federalists. This led to a war of words between

the two publications that intensified the politically charged atmosphere. Federalists and Republicans realized that political success was correlated with managing public opinion. Another example is the Federalist William Cobbett, who wrote under the pen name Peter Porcupine and used the press to label the Republicans as atheists and radical democrats who sought to destroy government. He called the leading Republican newspaper, the *Aurora*, “a lewd and common strumpet” that was full of falsehood and slander. His attacks resulted in harsh replies from his Republican adversaries.

3. The goal of Democratic-Republican Societies was to influence public opinion in favor of the Republicans. The Federalists saw these societies as a dangerous means for sowing the “seeds of jealousy and distrust of the government.” Such societies would destroy the people’s confidence in their government and lead to an outgrowth of radical ideas. Federalists disagreed with the concept of this type of political organization and supported the more traditional republican ideal of virtue in which citizens trusted the wisdom of their leaders.
4. The Federalists and Democratic-Republicans had not yet achieved the organized structure of modern political parties. Rather, political conflict in the 1790s was a transitional phase in the evolution of a modern two-party system. Instead of being characterized as the first party system in the United States, these factions were seen as a proto-party system. Neither Federalists nor Democratic-Republicans organized loyal supporters around well-defined messages at a national level or created permanent political structures that brought local and state politics under one coherent national organization.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.3 Partisanship without Parties

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. How did the French Revolution influence American politics? Did the French Revolution fulfill or betray the ideal of the American Revolution?

The ideal answer should include:

1. The French Revolution had a major impact on American politics. At first, American support for the French Revolution had partisan ties, with pro-French Republicans even addressing each other as “citizen,” a custom borrowed from revolutionary France. After the French Revolution became more radical and violent, many Americans changed their tune, so to speak. Federalists were angered when King Louis XVI and Queen Marie Antoinette were executed in 1793.
2. The French Revolution did become a symbol for both Republicans and Federalists. When the French Revolution turned more radical and violent, it became a polarizing symbol for both Republicans and Federalists. Republicans celebrated the democratic ideals of the Revolution, and considered its violence a small price to pay for liberty. But Federalists despised the French Revolution’s violence and radicalism and saw it as representing the danger of taking liberty and equality too far.
3. At first, the French Revolution epitomized the ideals of the American Revolution, in that France was changing from a monarchy to a republic, just as had happened in America. So, in a way, the French Revolution grew “as it were out of the American Revolution.” In

a sense, the French Revolution both fulfilled and betrayed the ideals of the American Revolution.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.1 The French Revolution in America

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. What did the Alien and Sedition Crisis reveal about political tensions in the new republic? What constitutional ideas were used to challenge the Sedition Act?

The ideal answer should include:

1. The crisis reveals that the Federalist-controlled Congress greatly feared uprisings and revolt from pro-Republican citizens and resident aliens, as well as the press. The Alien Acts, which included three separate laws, made it more difficult to become a citizen and gave the government far-reaching powers to deport resident aliens.
2. The Federalists worried that rebels stirred up by the press might conspire against the government. As a result, the Sedition Act made it a crime to “combine or conspire together with the intent to oppose any measure or measures of the government of the United States.” The act also criminalized any attempt to “write, print, utter, or publish” statements “false, scandalous, or malicious” against “the government of the United States, or either house of Congress of the United States, or the President.” Notably, there were no penalties for attacking Republican Vice President Thomas Jefferson. Federalists used the Sedition Act to prosecute 25 people, all Republican sympathizers, including printers, outspoken politicians, and other prominent figures. The Alien and Sedition Crisis led to the development of the new theory of freedom of the press.
3. The Republicans subsequently used various constitutional means to protest the Sedition Act. Republicans first sought to petition Congress to repeal the Sedition Act and then tried to use the courts to challenge its constitutionality. When this failed, they tried to pass two separate documents, the Virginia Resolution (by Madison) and the Kentucky Resolution (by Jefferson), which defended the rights of the states to judge the constitutionality of federal laws. Later, Jefferson wrote a second set of Kentucky Resolutions, where he introduced the doctrine of nullification, which asserted that states could nullify unconstitutional laws. All of these efforts led to arguments about states’ rights. This theory said that the Constitution was a compact among the states and that the states had the right to judge when the federal government’s actions were unconstitutional.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the Federalist Era, 1791–1800.

Topic: 6.4.3 The Alien and Sedition Acts

Difficulty Level: Moderate

Skill Level: Analyze It

CHAPTER SEVEN
JEFFERSONIAN AMERICA: AN EXPANDING EMPIRE OF LIBERTY, 1800–1824

Multiple Choice



1. The 1800 cartoon *Mad Tom in a Rage* implies that Thomas Jefferson _____.
- A) supported the English monarchy
 - B) would undo the Federalist achievements of the Washington and Adams administrations
 - C) severed his political affiliations with former ally Thomas Paine
 - D) unified the Republican and Federalist parties

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

2. How did Jefferson demonstrate in his 1801 inaugural address that his idea of government differed from that of his Federalist predecessors?

- A) He planned to reduce the size of the federal government.
- B) He wanted to base the nation's commercial and military power on a British model.
- C) He wanted to increase the size of the nation's military forces.
- D) He favored an economic agenda based on commerce.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.1.1 Liberty and Small Government

Difficulty Level: Moderate

Skill Level: Understand the Connections



3. How does Jefferson's design for his home Monticello contradict the democratic style associated with his presidency?

- A) The design was uniquely American and reflected isolationist policies with other nations.
- B) The Federalist design of the home went against his ideas of stronger state governments.
- C) The architecture dates back to an age when there were limited scientific achievements.
- D) The classical elegance of the home reflected his aristocratic tastes.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.1.2 Political Culture in the Jeffersonian Era

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 7.1 Jefferson's Monticello



4. By focusing on the machine to remove water from the archeological dig, Charles Wilson Peale's painting *Exhuming the First American Mastodon* addresses _____.

- A) Jefferson's lack of interest in the study of fossils
- B) an examination of the past rather than the present
- C) the successes of American science and engineering
- D) opposition to the use of slave labor

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.1.2 Political Culture in the Jeffersonian Era

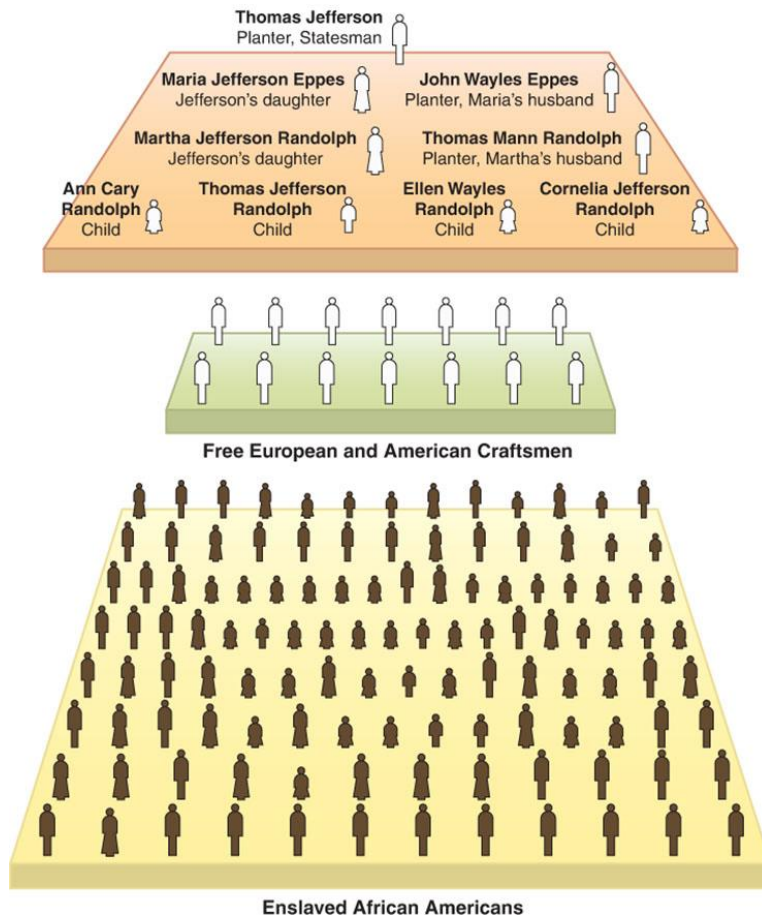
Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 7.2 *Exhuming the First American Mastodon*

Who Lived at Monticello?

Thomas Jefferson and his family lived at Monticello with enslaved African Americans and free European and American craftsmen. This chart represents the population of this busy plantation in the late 1790s.



5. This pictogram illustrating the population of Thomas Jefferson’s Monticello supports the idea that Jefferson _____.

- A) favored the abolition of slavery
- B) focused on ideas from the Enlightenment to improve his plantation
- C) maintained an aristocratic lifestyle despite his democratic beliefs
- D) was a small-scale slave owner

Answer: C

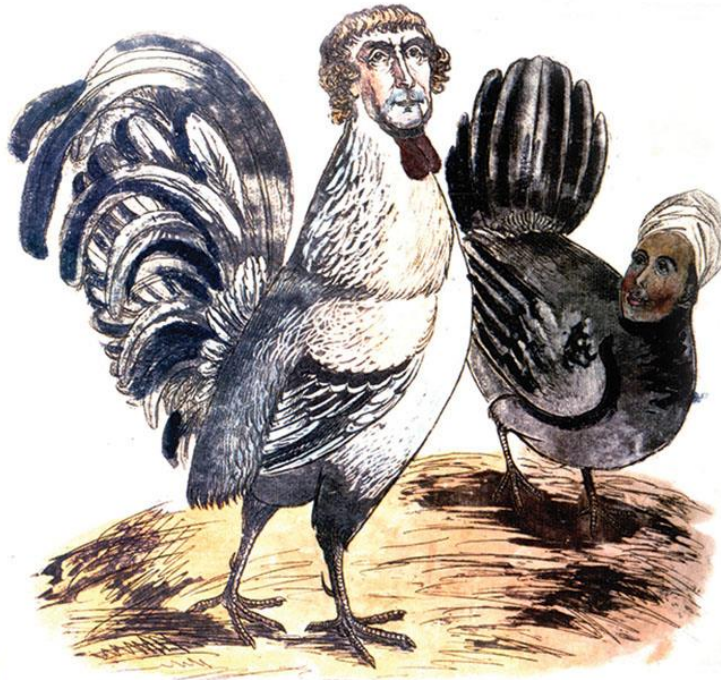
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.1.2 Political Culture in the Jeffersonian Era

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Envisioning Evidence: The World of Slavery at Monticello



6. This political cartoon of Thomas Jefferson and his slave Sally Hemings created by former Jefferson supporter James Callender demonstrates _____.
- A) that attacks on the president's character had become personal
 - B) Jefferson's support for granting freedom to his slaves
 - C) how Jefferson's plan for a republic of yeoman farmers was linked to slavery
 - D) that many African-Americans can trace their ancestry to Jefferson and Hemings

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.1.2 Political Culture in the Jeffersonian Era

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 7.3 Jefferson and Sally Hemings

7. An 1804 duel reflective of the early nineteenth-century American value of justice cost _____ his life.

- A) Aaron Burr
- B) Alexander Hamilton
- C) Thomas Jefferson
- D) John Marshall

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.1.2 Political Culture in the Jeffersonian Era

Difficulty Level: Easy

Skill Level: Remember the Facts

8. How did Thomas Jefferson reduce the size of the federal government during his first term?

- A) He purged all Federalists from positions in the central government.
- B) He dismantled the army and navy.
- C) He eliminated the national debt created by the Federalists.
- D) He declared the Sedition Act unconstitutional.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.2.1 Dismantling the Federalist Program

Difficulty Level: Easy

Skill Level: Remember the Facts

9. Why did the Judiciary Act of 1801 reduce the number of Supreme Court justices from six to five?

- A) Republicans felt that this reduction in membership would strengthen the district courts at the state level.
- B) Federalists wanted to minimize Jefferson’s opportunities to appoint justices to the Supreme Court.
- C) Congress realized that the Supreme Court already had more power than the legislative branch.
- D) Republicans wanted to remove the strong Federalist influence present in the Supreme Court.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.2.1 Dismantling the Federalist Program

Difficulty Level: Easy

Skill Level: Remember the Facts

10. The case of *Marbury v. Madison* is considered one of the Supreme Court's landmark cases in American constitutional law because it _____.
- A) abolished slavery throughout the United States
 - B) ordered Secretary of State James Madison to grant William Marbury's commission
 - C) created a federal judiciary for the first time
 - D) gave the Supreme Court powers through judicial review that made it equal to the other two branches of government

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.2.1 Dismantling the Federalist Program

Difficulty Level: Moderate

Skill Level: Understand the Connections

11. In the case of *Marbury v. Madison*, Chief Justice John Marshall opted to _____.
- A) acknowledge the legitimacy of Marbury's claim, but rule that the law authorizing his suit was unconstitutional, which satisfied no one
 - B) order that Marbury's commission be delivered, thus asserting the power of the Supreme Court but running the risk that the administration would ignore the order
 - C) refuse to order that Marbury's commission be delivered, thus appearing to buckle under to the executive branch
 - D) declare that Marbury was entitled to a commission, but decline to give the order due to a legal technicality, which gave everyone a partial victory

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.2.1 Dismantling the Federalist Program

Difficulty Level: Moderate

Skill Level: Understand the Connections

12. What was Jefferson's original goal when he sent a delegation to France to negotiate the issue of the Louisiana Territory with Napoleon Bonaparte?
- A) He wanted to buy the port of New Orleans to protect American shipping interests.
 - B) He was interested in purchasing the entire Louisiana Territory from France.
 - C) He was planning on resettling all African-American slaves west of the Mississippi.
 - D) He was hoping to declare war on France in response to its closure of New Orleans to American shipping.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.2.2 The Louisiana Purchase

Difficulty Level: Easy

Skill Level: Remember the Facts

13. What was the primary objective that Jefferson set for the Lewis and Clark expedition?

- A) seeking gold and other valuable minerals
- B) conquering the Indians of the West
- C) dividing the Louisiana Purchase into states and townships
- D) exploring and mapping the West

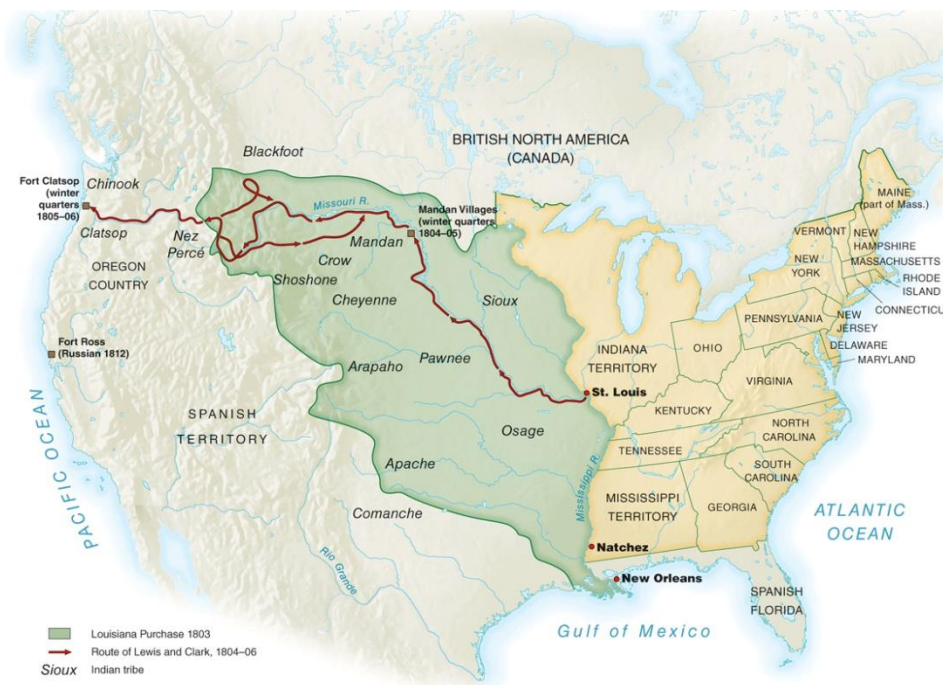
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.2.3 Lewis and Clark

Difficulty Level: Easy

Skill Level: Remember the Facts



14. The map of the Louisiana Purchase and the Lewis and Clark expedition illustrates that

- A) most of the terrain that the expedition traversed was mountainous
- B) the lands crossed by the expedition were relatively uninhabited
- C) the expedition primarily followed waterways such as the Missouri River across the West
- D) the expedition trespassed into Spanish Territory

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.2.3 Lewis and Clark

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Map 7.4 Louisiana Purchase



15. What do the artifacts found in the Indian Hall at Monticello imply about Thomas Jefferson's attitude toward American Indians?

- A) He saw American Indian culture as superior to American culture.
- B) He recognized American Indians to be noble savages who were under his paternalistic control.
- C) He believed American Indians were hostile and should be eliminated.
- D) He felt that American Indians had no place in American society.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.2.4 Indian Responses to Jeffersonian Expansion: Assimilation or Revivalism

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Image 7.5 Jefferson's Indian Hall at Monticello

16. How did the American Indian revival movements led by Handsome Lake and the Prophet Tenskwatawa differ from each other?

- A) Handsome Lake tried to find a diplomatic solution to dealing with Americans while Tenskwatawa favored a more militant stance.
- B) Handsome Lake's movement centered on the Indian tribes of the Great Lakes region while Tenskwatawa's goal was to revive the Great Iroquoian Confederacy.
- C) Handsome Lake championed abstinence from alcohol while Tenskwatawa failed to adhere to this value.
- D) Handsome Lake preferred to remain isolated from the American government while Tenskwatawa met with President Jefferson to defend his people's land claims.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.2.4 Indian Responses to Jeffersonian Expansion: Assimilation or Revivalism

Difficulty Level: Moderate

Skill Level: Understand the Connections

17. In the election of 1804, Jefferson won a second term after defeating _____.

- A) Aaron Burr
- B) John Marshall
- C) James Madison
- D) Charles Pinckney

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.3 Dissension at Home

Difficulty Level: Easy

Skill Level: Remember the Facts

18. Jefferson used the method of _____ to remove Judge John Pickering and to try to remove Judge Samuel Chase from the Supreme Court.

- A) impeachment
- B) forced resignation
- C) raising criminal charges
- D) imprisonment

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.3.1 Jefferson's Attack on the Federalist Judiciary

Difficulty Level: Easy

Skill Level: Remember the Facts

19. What factor led to Jefferson's call to charge his former vice president Aaron Burr with conspiracy and treason?

- A) Burr's attempt to assassinate Jefferson
- B) Burr's scheme to swindle settlers in the West through land speculation
- C) Burr's involvement in leading a slave rebellion in Virginia
- D) Burr's plan to organize a private army to conquer Mexico

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.3.2 The Controversial Mr. Burr

Difficulty Level: Easy

Skill Level: Remember the Facts

20. Aaron Burr was found innocent by the Supreme Court of treason charges because _____.

- A) Jefferson failed to appear in court to testify against him
- B) Jefferson claimed executive privilege and refused to turn over all documents that could have convicted Burr of treason
- C) Chief Justice John Marshall's broad interpretation of the Constitution's treason clause did not support the charges against Burr
- D) Burr and Chief Justice Marshall were political allies

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.3.2 The Controversial Mr. Burr

Difficulty Level: Easy

Skill Level: Remember the Facts

21. Impressment was the British practice of _____.

- A) blockading any port of a nation that supported France
- B) kidnapping merchant seamen, including Americans, to serve in their navy
- C) carrying on nonmilitary trade with French allies
- D) firing on the ships of nations not involved in its war with France

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4 America Confronts a World at War

Difficulty Level: Easy

Skill Level: Remember the Facts

22. The *Chesapeake* Affair occurred in 1807 when the _____.
- A) British hanged four American sailors accused of deserting their navy
 - B) American ship *Chesapeake* fired on the British warship *Leopard*
 - C) American government placed an embargo on British and French trade
 - D) British warship *Leopard* fired on the *Chesapeake* and abducted four of its sailors

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4 America Confronts a World at War

Difficulty Level: Easy

Skill Level: Remember the Facts

24. The presidential election of 1808 resulted in a victory for _____.
- A) John Quincy Adams
 - B) Charles Pinckney
 - C) James Madison
 - D) James Monroe

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.1 The Failure of Peaceable Coercion and Problems on America's Borders

Difficulty Level: Easy

Skill Level: Remember the Facts

25. Macon's Bill No. 2 stated that _____.
- A) whenever Britain or France removed restrictions on neutral trade, America would reinstate sanctions against the other nation
 - B) economic sanctions were removed on both Britain and France in hopes of resolving their conflict
 - C) the United States had the right to declare war on either Britain or France whenever American ships were seized by one of them
 - D) Britain would stop searching and seizing American ships in neutral waters

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.1 The Failure of Peaceable Coercion and Problems on America's Borders

Difficulty Level: Easy

Skill Level: Remember the Facts

26. Which of the following events led to a formal alliance between Tecumseh and the British?
- A) the arrival of new American settlers into the state of Ohio and Indiana Territory
 - B) the signing of treaties at Fort Wayne that resulted in large losses of Indian lands
 - C) the British attack on the *Chesapeake*
 - D) William Henry Harrison's attack on the Indian village of Tippecanoe

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.1 The Failure of Peaceable Coercion and Problems on America's Borders

Difficulty Level: Moderate

Skill Level: Understand the Connections

27. President Madison drew most of his support for declaring war on Britain in 1812 from a group of young Republicans known as War Hawks who mostly represented _____.
- A) New England
 - B) the South and West
 - C) the mid-Atlantic
 - D) the lower South

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.2 The War of 1812

Difficulty Level: Easy

Skill Level: Remember the Facts



28. The political cartoon *Columbia Teaches John Bull His New Lesson* shows that by 1812 the United States was _____.
- A) allied with Britain in a naval war against France
 - B) involved in a formally declared war with both Britain and France
 - C) restoring friendly diplomatic relations with both Britain and France
 - D) at war with Britain for the second time in less than half a century

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.2 The War of 1812

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 7.9 *Columbia Teaches John Bull His New Lesson*

29. What was one result of the British attack on Fort McHenry in Baltimore harbor?

- A) the burning of the White House by British soldiers
- B) the British surrender that finally ended the War of 1812
- C) Francis Scott Key's composition of "The Star-Spangled Banner"
- D) prevention of American forces from invading Canada

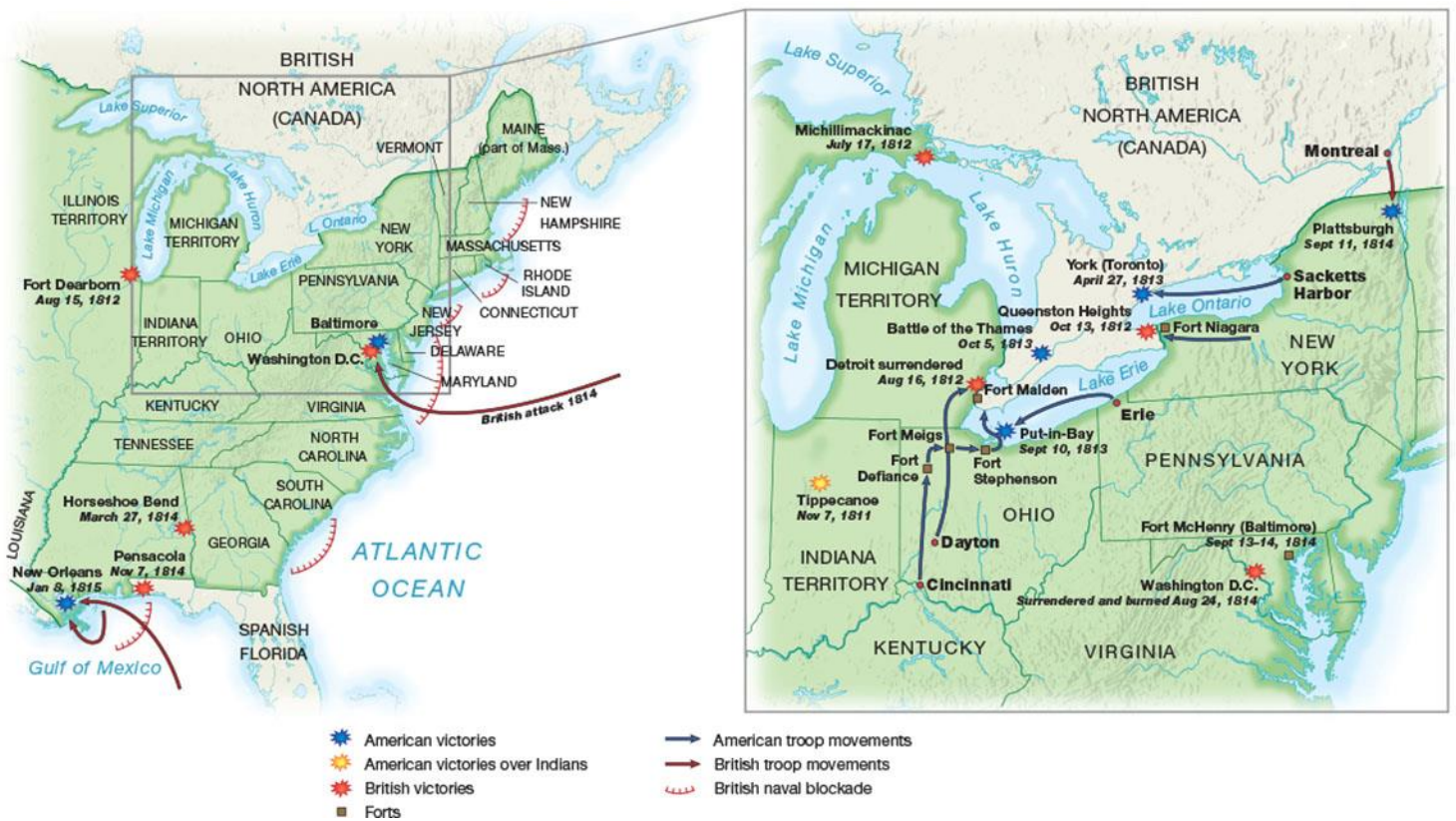
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.2 The War of 1812

Difficulty Level: Easy

Skill Level: Remember the Facts



30. The map showing battles and troop movements during the War of 1812 indicates that most of the major battles were fought in order to _____.

- A) control Canada
- B) secure the mouth of the Mississippi River
- C) capture the American government in Washington, D. C.
- D) break up the British blockade along the Atlantic seacoast

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.2 The War of 1812

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 7.10 Major Battles of the War of 1812



31. How does this cartoon support War Hawks' demand for war against Britain in 1812?
- A) It portrays the British as colluding with the Indians against Americans.
 - B) It declares that Indians had been unjustly deprived of their lands by white settlers.
 - C) It depicts the fertile lands the United States could claim through victory.
 - D) It expresses frustration with British domination of the fur trade.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.2 The War of 1812

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Competing Visions: War Hawks and Their Critics

32. The Battle of New Orleans was noteworthy not only because it was a crushing defeat for the British but because it _____.

- A) involved the Spanish in fighting alongside the Americans
- B) occurred after the Treaty of Ghent with Britain had been signed
- C) forced the British to make unwanted concessions in negotiating peace
- D) was catastrophic for the British Navy

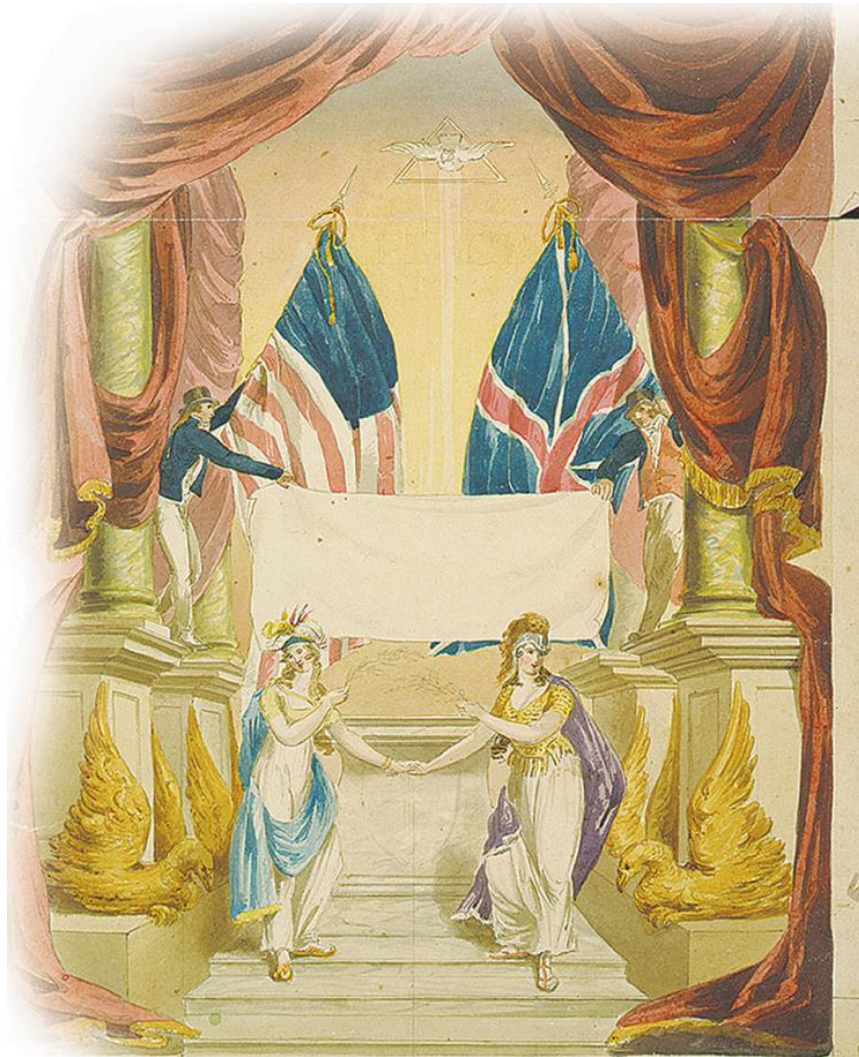
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.2 The War of 1812

Difficulty Level: Easy

Skill Level: Remember the Facts



33. What emotions do this image depicting relations between the United States and Britain after the signing of the Treaty of Ghent convey?

- A) nostalgia and melancholia
- B) sadness and gloom
- C) belligerence and hostility
- D) harmony and respect

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.2 The War of 1812

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 7.11 Treaty of Ghent



34. What is implied by the depiction of the three Federalists in this cartoon ridiculing the Hartford Convention?

- A) The men are kneeling, implying that three New England states were about to create a league of Puritan soldiers to fight Britain.
- B) The men are at the edge of a cliff, implying that three New England states were on the verge of seceding from the Union.
- C) The men are near the seacoast, implying that three New England states were dependent on a maritime economy.
- D) The men are speaking out loud, implying that three New England states were holding a possibly treasonous constitutional convention.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.3 The Hartford Convention

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Image 7.12 The Hartford Convention or Leap, No Leap

35. What was one of the main goals of the Hartford Convention?
- A) to make it easier to admit new states to the Union
 - B) to give states in the South the same equality that other states had
 - C) to plot the secession of the Northeastern states from the Union
 - D) to strengthen the position of New England within the Union

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4.3 The Hartford Convention

Difficulty Level: Easy

Skill Level: Remember the Facts

36. The beginning of the Monroe presidency became known as an “Era of Good Feelings” because _____.
- A) the presidency was once again held by a Federalist
 - B) there had been a shift away from partisan antagonism
 - C) conflicts over slavery and with the Indians had been resolved
 - D) the Federalist agenda had been abandoned entirely

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.5.1 The National Republican Vision of James Monroe

Difficulty Level: Moderate

Skill Level: Understand the Connections

37. The United States acquired _____ from Spain through the Adams-Onís Treaty, which was negotiated by Secretary of State John Quincy Adams in 1819.
- A) Florida
 - B) the Rocky Mountains
 - C) the Mississippi Valley
 - D) most of the Oregon Territory

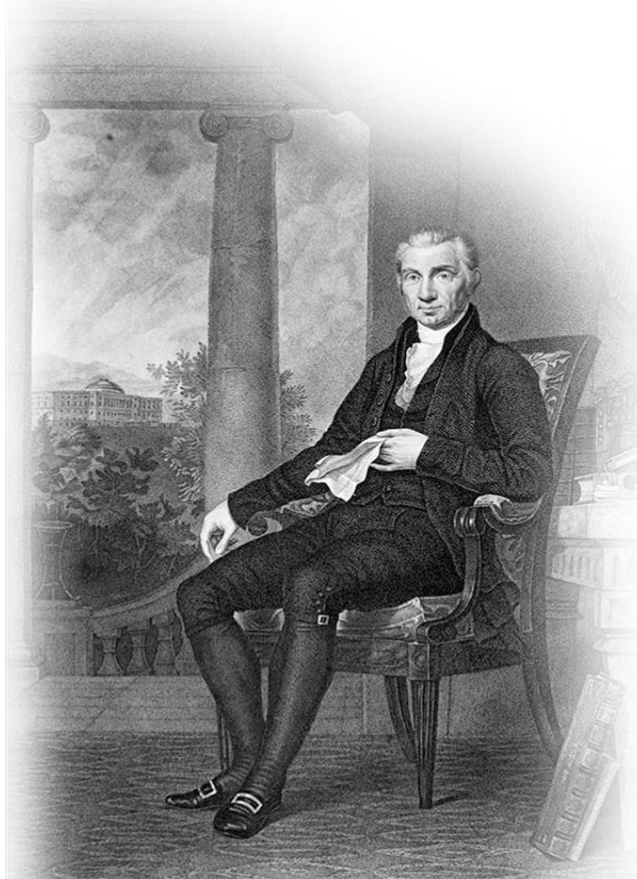
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.5.2 Diplomatic Triumphs

Difficulty Level: Easy

Skill Level: Remember the Facts



38. How does this portrait of President James Monroe reveal that he served as a bridge between the political cultures of the eighteenth and nineteenth centuries?

- A) The ornate chair reflects his eighteenth-century aristocratic background while his mode of dress is typical of the nineteenth-century common man.
- B) The Roman column represents the eighteenth-century politics of virtue while the rays of sun promise a bright future for the nineteenth century.
- C) His style of dress was eighteenth century in nature while his wigless hairstyle was nineteenth century in style.
- D) The United States Capitol building in the background is indicative of eighteenth-century architecture but promotes the political values of the nineteenth century.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.5.1 The National Republican Vision of James Monroe

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 7.14 Portrait of President James Monroe

39. The Monroe Doctrine warned European powers to _____.
- A) not invade the United States
 - B) stay out of the affairs of the former Spanish colonies in Latin America
 - C) stop declaring war against each other
 - D) halt its seizures of American ships in neutral waters

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.5.2 Diplomatic Triumphs

Difficulty Level: Easy

Skill Level: Remember the Facts

40. What was the economic significance of Eli Whitney's cotton gin?
- A) Cotton production doubled since it became easier to clean cotton.
 - B) Slavery declined as field workers were replaced with machinery.
 - C) New England factory production slowed down since cotton could be converted to textiles in the South.
 - D) The American economy faltered since most cotton products sent to Britain had high tariffs.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.5.3 Economic and Technological Innovation

Difficulty Level: Easy

Skill Level: Remember the Facts

41. The major outcome of the decisions made by Chief Justice John Marshall in cases such as *McCulloch v. Maryland* and *Gibbons v. Ogden* was that the Supreme Court _____.
- A) gave the states more power than the federal government
 - B) refrained from taking on cases dealing with taxation and the economy
 - C) relied on strict construction of the Constitution to reach decisions
 - D) strengthened the powers of the federal government

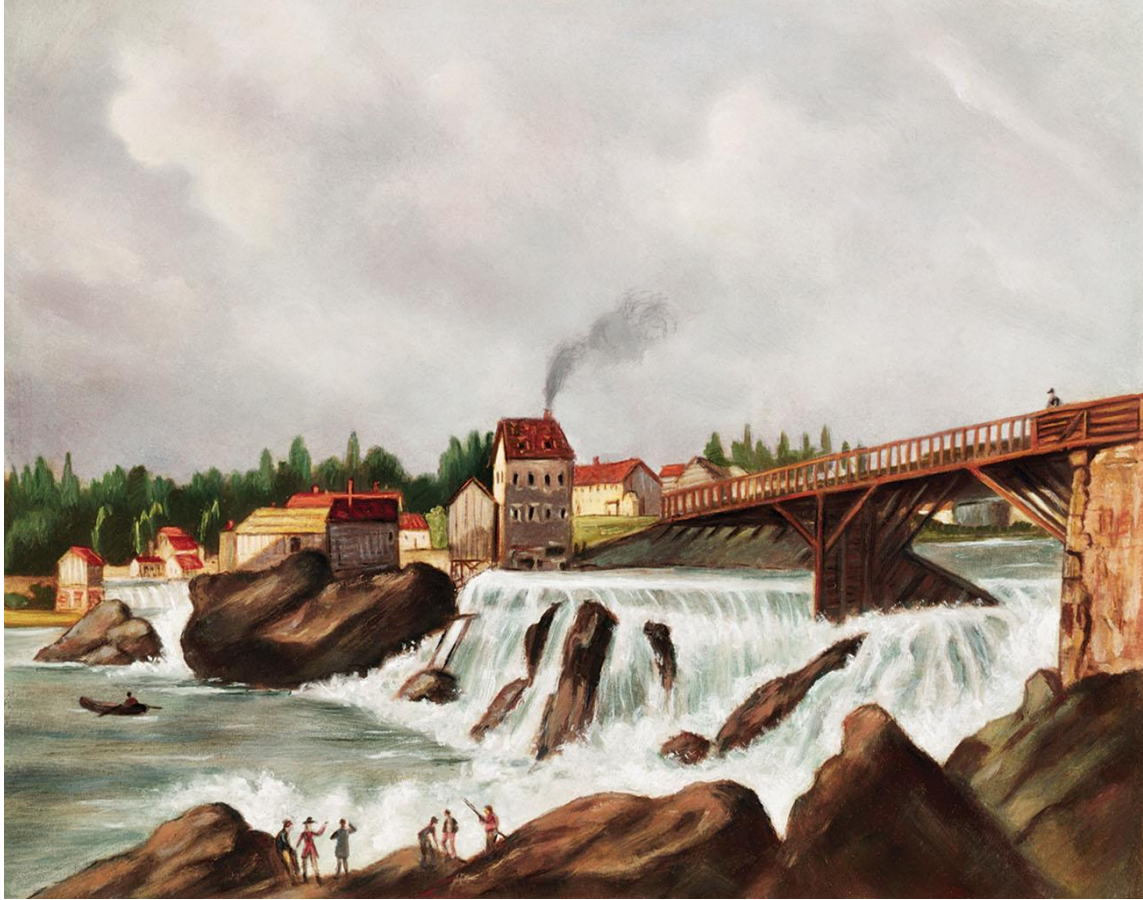
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.5.4 Judicial Nationalism

Difficulty Level: Moderate

Skill Level: Understand the Connections



42. This image of Samuel Slater's mill illustrates that early factories in New England used for spinning cotton _____.
- A) were large imposing structures
 - B) depended on water power
 - C) greatly transformed the surrounding landscape
 - D) relied on slave labor

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.5.3 Economic and Technological Innovation

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 7.15 Slater Mill



43. In Samuel Morse's painting *The Old House of Representatives*, what object symbolizes American technological progress?

- A) the elaborate dome
- B) the Roman columns
- C) the illuminated chandelier
- D) the multicolored stones found in each column

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.5.3 Economic and Technological Innovation

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: Images as History: Samuel Morse's *House of Representatives* and the National Republican Vision



44. The map indicates that the agreement reached by Congress through the Missouri Compromise _____.

- A) made the entire Louisiana Purchase slave territory
- B) outlawed slavery in the states of the former Northwest Territory
- C) admitted Missouri as a slave state but forbade slavery in any future state
- D) allowed slavery south of 36° 30' latitude in the Louisiana Territory but banned slavery in areas north of that line except for Missouri

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.6.2 The Missouri Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 7.17 The Missouri Compromise

45. What was the major cause of the Panic of 1819?
- A) the collapse of the Second Bank of the United States
 - B) the failure of Alexander Hamilton's economic policies
 - C) land speculation in the West
 - D) a fall in the price of cotton and other agricultural products

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.6.1 The Panic of 1819

Difficulty Level: Easy

Skill Level: Remember the Facts

46. Who created the Missouri Compromise, which averted a constitutional crisis over slavery in 1820?
- A) Henry Clay
 - B) James Monroe
 - C) John Quincy Adams
 - D) John C. Calhoun

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.6.2 The Missouri Crisis

Difficulty Level: Easy

Skill Level: Remember the Facts

47. Why did Thomas Jefferson compare the Missouri Compromise to “a fire bell in the night”?
- A) He believed that the issue of slavery in the United States had finally been resolved.
 - B) He was encompassed by a burning rage toward the pro-slavery movement in America.
 - C) He feared that slavery threatened the future of the nation.
 - D) He thought that Congress placed too much emphasis on slavery when it should address more pending issues.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.6.2 The Missouri Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

48. In 1792, James Madison wrote that in “every political society, parties are unavoidable.” How does the crisis that followed the application of Missouri for statehood relate to this statement?

- A) It shows that Madison understood that the institution of slavery would be at the core of the nation’s greatest conflict.
- B) It proves the statement false, because a compromise was easily worked out.
- C) The statement is irrelevant, because parties were not involved in the crisis.
- D) It demonstrates the truth of the statement, because new factions emerged in response to the crisis.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.6.2 The Missouri Crisis

Difficulty Level: Difficult

Skill Level: Analyze It

CLASS No. 1.

Comprises those prisoners who were found guilty and executed.

Prisoners Names.	Owners' Names.	Time of Commit.	How Disposed of.
Peter	James Poyas	June 18	Hanged on Tuesday the 2d July, 1822, on Blake's lands, near Charleston.
Ned	Gov. T. Bennett,	do.	
Roila	do.	do.	
Batteau	do.	do.	
Denmark Vesey	A free black man	22	Do. on the Lines near Ch. ; Friday July 12.
Jessy	Thos. Blackwood	23	
John	Elias Horry	July 5	
Gallah Jack	Paul Pritchard	do.	
Mingo	Wm. Harth	June 21	
Lot	Forrester	27	
Joe	P. L. Jore	July 6	
Julius	Thos. Forrest	8	
Tom	Mrs. Russell	10	
Smart	Robt. Anderson	do.	
John	John Robertson	11	Hanged on the Lines near Charleston, on Friday, 26th July.
Robert	do.	do.	
Adam	do.	do.	
Polydore	Mrs. Faber	do.	
Bacchus	Benj. Hammet	do.	
Dick	Wm. Sims	13	
Pharaoh	— Thompson	do.	
Jemmy	Mrs. Clement	18	
Mauidore	Mordecai Cohen	19	
Dean	— Mitchell	do.	
Jack	Mrs. Purcell	12	
Bellisle	Est. of Jos. Yates	18	
Naphur	do.	do.	
Adam	do.	do.	
Jacob	John S. Glen	16	
Charles	John Billings	18	
Jack	N. McNeill	22	
Cæsar	Miss Smith	do.	
Jacob Stagg	Jacob Lankester	23	
Tom	Wm. M. Scott	24	
William	Mrs. Garner	Aug. 2	

49. What does this page from the published trial records in Charleston indicate about the Denmark Vesey uprising?

- A) The rebellion was a failure and resulted in the execution of Vesey and his followers.
- B) Owners of the rebelling slaves were not compensated for the loss of their property.
- C) Vesey and his followers were responsible for the liberation of many slaves in Charleston.
- D) The suppression of the rebellion resolved the differences between abolitionists and slave owners.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.6.3 Denmark Vesey's Rebellion

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 7.18 List of People Executed as Listed in Published Trial Record

50. What role did the African Methodist Episcopal (AME) Church play in the Denmark Vesey Uprising?

A) The AME Church tried to intervene and convince Vesey to give up his insurrection.

B) Vesey supposedly held meetings at the church to recruit others to rebel against the white population in Charleston.

C) The church provided Vesey and his followers magic charms to protect themselves from harm during the rebellion.

D) Vesey and other rebels found safe places to hide in the church during the most violent part of the rebellion.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.6.3 Denmark Vesey’s Rebellion

Difficulty Level: Moderate

Skill Level: Understand the Connections

Essay

51. How did Jefferson continue to show his commitment to a republican system of government with strong state authority once he became president? Why did this disappoint many of his supporters?

The ideal answer should include:

1. Jefferson remained committed to a republican system in which the states, not the federal government, retained most authority. To Jefferson, the powers of government pertained to “the external and mutual relations only of these states.” As a result, Jefferson reduced the size of the federal government.
2. Jefferson directed Secretary of the Treasury Albert Gallatin to sever ties between the federal government and the Bank of the United States. He also ordered the repeal of unpopular taxes, such as Hamilton’s tax on whiskey. To make up for this loss of revenue, he relied on the sale of Western lands and more tariffs on imports.
3. He also slashed the budget for the army and navy, thinking that the militia could protect America’s peacetime interests. This, however, left American merchant ships open to seizure by France or Britain, something that happened frequently during his second term.
4. Jefferson’s approach was modest and less confrontational than what his supporters expected. They hoped that, as president, he would radically restructure the balance of power between the states and the federal government.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.2 An Expanding Empire of Liberty

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. Describe Thomas Jefferson’s views on interpreting the Constitution before he became president. What political realities compelled him as president to adjust his principles on his constitutional views?

The ideal answer should include:

1. Prior to becoming president, Jefferson believed that the Constitution should be interpreted through strict construction. To him, this meant that the powers of the federal government were limited to those expressly delegated in the Constitution. However, as he dealt with various issues during his administration, he had to turn to a broader interpretation of the Constitution in order to address his plans.
2. Napoleon offered Jefferson the opportunity to very inexpensively buy the Louisiana Territory from France in 1803. To Jefferson, this meant that the country could double in size and expand westward to fulfill his vision of a yeoman republic. The Constitution, however, did not authorize the president to purchase new territory, so Jefferson had to broadly interpret this document to infer that by negotiating treaties he could do so. He feared that proposing an amendment to give him this power would delay the sale, and Napoleon would withdraw it.
3. Jefferson had partial success in broadly interpreting the “high crimes and misdemeanors” clause of the Constitution to deal with controversial judges on the Supreme Court. He used the method of impeachment to remove Judge John Pickering, who he felt was unqualified for this court because of his frequent drunkenness. He was able to tie this deplorable behavior to the “high crimes” clause and persuaded the Senate to convict him. He was not successful though when attempting to impeach Judge Samuel Chase for his partisanship and obnoxiousness through the same routine that he took with Pickering. The Senate felt that these were not impeachable criminal charges, and Chase retained his judgeship.
4. Jefferson had no success in attempting to charge and convict his former vice president Aaron Burr of treason for his proposed invasion of Mexico. Jefferson believed that a broad interpretation of the treason clause proved Burr guilty of treason, but Chief Justice John Marshall used a strict interpretation to state that the charge did not fit this clause. Jefferson then tried to invoke executive privilege, a notion not specifically mentioned in the Constitution, to not release some of the documents requested by the Supreme Court as evidence in Burr’s trial. Burr was exonerated of all charges of treason by the Supreme Court.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.2.2 The Louisiana Purchase and 7.3 Dissension at Home

Difficulty Level: Easy

Skill Level: Remember the Facts

53. How did the United States become involved in the war between Britain and France during the Jefferson and Madison presidencies? How did each president and the federal government respond to this foreign policy crisis, and how did it, along with other conflicts with Britain, lead to the War of 1812?

The ideal answer should include:

1. Britain and France went to war with each other in 1803. During the early phases of this war, American merchants reaped great profits by trading with both sides. However, both Britain and France set out to blockade adversarial ports, which led the United States to argue that neutral nations had a right to carry on nonmilitary trade with both sides. Both Britain and France ignored this argument. The British navy boarded and searched American ships and seized cargoes without compensation. The British also abducted American seamen and forced them to serve in the British navy in a practice known as impressment. Between 1803 and 1812, the British had impressed over 6,000 Americans to serve in their navy.
2. In 1807, the British ship *Leopard* attacked the American navy ship *Chesapeake*, which resulted in three American deaths and four cases of impressment. Riots in American seaports intensified, and citizens demanded revenge. President Jefferson then instructed each state governor to be prepared to call up 100,000 militiamen.
3. Trying to avoid war with Britain and France, Jefferson proposed a policy of “peaceable coercion” that involved passage of the Embargo Act of 1807. Jefferson hoped that by keeping American ships out of harm’s way and depriving Britain and France of the economic benefits of American trade, both sides would be pressured to respect the rights of neutrals on the high seas. This act, however, was unsuccessful because smugglers ignored the ban, and it was unpopular in New England and in seaports, both of which depended on the shipping business. Jefferson also had to send troops to the Canadian border to enforce the embargo. The embargo failed to intimidate France or Britain and resulted in a weakened American economy.
4. After his election as president, James Madison continued to pursue a peaceful solution with both nations. Britain’s ambassador opened talks about ending the embargo and accepted Madison’s insistence that Britain pay reparations for the *Chesapeake* affair and offered to stop searching and seizing American vessels in neutral waters. However, the British government withdrew the ambassador’s offer.
5. Congress tried to pass Macon’s Bill No. 1 that proposed a revenue on customs by allowing British and French goods back in American harbors if they were transported by American ships. That measure failed, but Macon’s Bill No. 2 stipulated that when either Britain or France repealed its restrictions on neutral trade, America would reinstate sanctions against the other nation. Napoleon promised that France would honor the rights of neutrals although he had no intention of keeping this promise. Britain then pointed out that America’s new posture toward France and continuing hostility to Britain was not justified, so American policy merely heightened tensions with Britain.
6. Americans were also angry that Britain allied with and incited the Indians in the new state of Ohio and the Indiana Territory. Britain traded firearms with them, which were very useful to Tecumseh, who led a pan-Indian movement against Americans on the frontier. After William Henry Harrison burned the Indian village of Tippecanoe in

- 1811, Tecumseh entered into a formal alliance with Britain and stepped up attacks on the American frontier. Congressman Felix Grundy from Tennessee and other War Hawks charged that Britain had instigated the Indian attacks on the frontier, but “Old Republicans” like John Randolph of Virginia were vocal critics of war and instead put the blame for Western conflicts on settlers who violated Indian land claims.
7. Madison began preparations for war in the fall of 1811 but faced a divided Congress. Republicans from New York and the mid-Atlantic feared fighting the world’s most powerful navy. “Old Republicans” feared that war would lead to the creation of a large military establishment and new taxes. Most of Madison’s support for war came from the War Hawks, young congressmen from the South and West who were very nationalistic and favored an aggressive policy of expansion into Indian-occupied territory and Canada. In the end, Congress declared war on Britain in a vote that was shaped by regional, economic, and party identities.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.4 America Confronts a World at War

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. How did the War of 1812 change American society? Address governmental, diplomatic, and economic issues that led to these changes and promoted a higher degree of nationalism in the United States.

The ideal answer should include:

1. The patriotism and nationalism that the war created helped unify political parties that had previously been bitterly partisan. President Madison suggested in his 1815 annual message to Congress that the nation expand the size of its military and reaffirmed his support for a national bank and protective tariffs for American industry. The collapse of the Federalists after the war led to a shift away from rancor. After James Monroe was elected president in 1816, he sought to unite Jefferson’s political ideals with Hamilton’s economic theory. In a bipartisan move, he named Federalist John Quincy Adams as his secretary of state and embarked on a goodwill tour of the nation. A Boston newspaper described his presidency as an Era of Good Feelings. Through his dress and hairstyle, he sought to bridge the political cultures of the eighteenth and nineteenth centuries.
2. Secretary of State John Quincy Adams resolved outstanding border disputes with Britain and Spain. The Rush-Bagot Treaty of 1817 resulted in limited naval armaments on the Great Lakes by both the United States and Britain. A new boundary between the United States and Canada was set at the 49th parallel the following year, and Britain also recognized American fishing rights off Newfoundland and Labrador. The United States and Britain also agreed to jointly occupy the Oregon Country in the Pacific Northwest. Under the Adams-Onís Treaty of 1819, Spain ceded Florida to the United States. As Spain lost its colonies in Latin America, President Monroe issued his famous doctrine that promised the European powers that America would not meddle in its affairs and that they not intervene in the affairs of the newly independent republics of Latin America, which they would consider a threat to America’s own security.

3. The War of 1812 also led to a renewed commitment to economic development and spurred a remarkable period of technological development. The embargo against foreign goods and the demands of the wartime economy provided incentives for economic innovation. Firearms production improved, steam engines powered new modes of transportation, and new agricultural technology led to a boom in cotton production. John H. Hall perfected manufacturing techniques using standardized parts for a new breech-loading rifle. Eli Whitney had already invented the cotton gin before the war, which made the removal of seeds from short staple cotton quick, which in turn led to higher cotton production. Samuel Slater established his first mechanized spinning factory in Rhode Island in 1793, which was then adapted through the creation of new mill villages in which the company owned the adjacent farmland and rented it to men whose families worked in the mills. This process was known as the Rhode Island or “family” model.
4. The Supreme Court under Chief Justice John Marshall strengthened the national government and paved the way for economic growth. The Court generally spoke with one voice and rarely dissented. In *McCulloch v. Maryland*, the most nationalistic of Marshall’s cases, the Court decided that the state of Maryland could not levy a tax on a federally chartered institution such as the Second Bank of the United States. This decision affirmed the power of the federal government over state affairs and, most importantly, demonstrated that only the Supreme Court, not individual states, could determine when the federal government had exceeded its authority. The role of the federal government expanded its scope over commerce through the case of *Gibbons v. Ogden*, in which the Court decided that the federal government had power over interstate commerce, extending the federal government’s power beyond state boundaries.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.5 The Republic Reborn: Consequences of the War of 1812

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. Why did the application of Missouri for admission to the Union as a state instigate a crisis? What did this crisis reveal about tensions in American society? What were the main provisions of the Missouri Compromise?

The ideal answer should include:

1. The Missouri crisis brought the issue of slavery to national attention. Missouri applied for admission to the Union as a slave state in 1819, which caused a national debate of the institution of slavery. Northern congressmen argued that slavery violated the Declaration of Independence and the Constitution. They insisted that Missouri could only join the Union if it banned further imports of slaves and eliminated slavery.
2. For the first time, the depth of the divide between Northern and Southern economies, societies, and beliefs was exposed. Southern congressmen defended slavery, invoking the language of the Virginia and Kentucky resolutions, and the right of individual states to determine whether or not to allow it. When New York congressman John Tallmadge demanded that Missouri ban further imports of slaves and agree to eliminate slavery, a

Georgia congressman warned that Tallmadge had “kindled a fire which all the waters of the ocean cannot put out, which seas of blood can only extinguish.” Thomas Jefferson wrote that the crisis was like a “fire bell in the night” as he described the magnitude of this crisis, which he predicted would threaten the future of the nation.

3. Henry Clay was a key player in negotiating a solution to the Missouri crisis. Maine entered as a free state to create an equal balance of free and slave states after Missouri’s admission as a slave state. The Missouri Compromise also drew an imaginary line across the former Louisiana Territory at 36° 30 latitude and allowed slavery in all land below this line. Land north of this line with the exception of Missouri would ban slavery.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Jeffersonian Era, 1800–1824.

Topic: 7.6.2 The Missouri Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

CHAPTER EIGHT
DEMOCRATS AND WHIGS: DEMOCRACY AND AMERICAN CULTURE, 1820–1840

Multiple Choice



1. What similarity does George Caleb Bingham's painting *Stump Speaking or the County Canvass* and the illustration from *A Narrative of the Life of David Crockett* share regarding the new democratic style of politics that began to transform America in the 1820s?
- A) Both images reveal that African Americans, women, and American Indians gained political power during the 1820s.
 - B) Both pictures appealed to urban voters in New England and the mid-Atlantic.
 - C) Both scenes show that common voters from the West exemplified democracy with egalitarian ideals.
 - D) Both illustrations reflect aristocratic values associated with the political system of the late 1700s and early 1800s.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.1.2 Davy Crockett and the Frontier Myth

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: Chapter opening image and 8.2 Crockett as Politician



2. These maps showing data from 1800 and 1830 reveal that, in this 30-year period, democracy in America _____.

- A) remained stagnant because of the requirement to own property
- B) expanded due to universal white male suffrage
- C) grew because of suffrage extended to African Americans and Indians
- D) declined as stricter property-owning requirements were adopted by newer states

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.1.1 Democratic Culture

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 8.1 Changes in Suffrage Requirements between 1800 and 1828

3. After completing a tour of the United States, French nobleman Alexis de Tocqueville noted in *Democracy in America* that American society was more _____ than European society.

- A) ignorant
- B) intelligent
- C) sophisticated
- D) egalitarian

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.1.1 Democratic Culture

Difficulty Level: Easy

Skill Level: Remember the Facts



4. The scene in John Lewis Krimmel's *Fourth of July in Center Square* more than likely influenced the conservative lawyer and judge James Kent to call for _____.

- A) retention of property requirements for voting
- B) universal white male suffrage
- C) suffrage for African Americans, women, and Indians
- D) additional admission of states from the Western territories

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.1.2 Davy Crockett and the Frontier Myth

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Competing Visions: Should White Men Without Property Have the Vote?

5. The most important political figure to associate the West with democracy was _____.

- A) David Crockett
- B) Andrew Jackson
- C) John Quincy Adams
- D) George Caleb Bingham

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.1.2 Davy Crockett and the Frontier Myth

Difficulty Level: Easy

Skill Level: Remember the Facts

Our Country....Home Industry.



MANUFACTURERS AND MECHANICS,

Your enemies have rallied under the banner of Gen. Jackson—the same man whom they a few days since declared a tyrant and a murderer. One of their avowed objects is a repeal of all the laws which have been enacted for the encouragement of manufactures.

If the Jackson Party prevail, a majority of the next Congress will be opposed to the tariff, to mechanics, manufacturers, and domestic industry. As proof of this, the Jackson papers, nearly one and all, have published articles recommending the repeal of all laws that have been passed to encourage our mechanics and manufacturers. The consequence will be, that the sound of the shuttle will no more be heard. Our stores will be filled with British and Scotch gingham, shirtings, checks and bed-ticks; and not a piece will be found for a yard of American cloth. British goods, labelled with Jackson's name, and in large quantities, have been sent among us.

The Legislature of Virginia, a majority of whom were Jacksonians, solemnly resolved, that all the laws passed for the protection of mechanics and manufacturers were a violation of the constitution. At a great Jackson meeting, held in South Carolina, a committee, previously appointed to ascertain public opinion, reported that nineteen-twentieths of the southern section of the country were opposed to all laws enacted to encourage manufactures. These are the warm advocates of General Jackson.

Will you take away the power from such old tried friends as Henry Clay, who has always been your hearty supporter, and give it to your enemies? If you vote for the Jackson ticket, you will do it. If the Jackson Assembly ticket prevails, they mean to repeal the Electoral law, and appoint Electors that will drive Henry Clay, and all the friends of the American system, from office.

Fellow-citizens, Manufacturers, and Mechanics! be on the look out, or you will be most woefully betrayed. Don't suffer yourselves to be deceived by stories that General Jackson is your friend. He has conspired to serve your enemies, and he must be judged by his company. What will his battle of New-Orleans avail you, if you are thrown out of employment and made beggars? Don't fail to go to the polls, and show by your

votes that you are not the dupes of such men as Coleman, who has always been your enemy. He tells you to vote for General Jackson; vote directly opposite to his advice, and you will vote for your country. As a proof of this, I ask who has always sided with the British against his country? Will you not answer, Coleman? Who has abused the best patriots America ever produced? Is not Wm. Coleman the man? Who scandalized Madison? Who vilified Jefferson? Who has slandered Henry Clay? Has not Coleman been the man? He now asks you to vote for the party that uphold Jackson, and destroy your best friends; cripple your own occupation; build up England, and ruin the American system. This is the man who exulted when a British fleet lay off the Hook. The Evening Post was received wet from his office on board their ships every day. Nothing but respect for the laws prevented our incensed countrymen from demolishing the press and types that printed the diabolical treason.

Fellow-citizens! Henry Clay was your early friend. He first risked his all to sustain you. His speeches will be read as long as eloquence has admirers. By arguments unanswerable, he brought forward the American system. He has since sustained it; and if he is not sacrificed by those whom he has befriended, he will consummate the system he has begun. If General Jackson's party prevail, a majority of the next Congress will surely turn him, and every friend you have in the Administration, from their places; and the truest, ablest, and best friend you ever had will be destroyed. It is for his friendship to you that Virginia, his native state, has denounced him. It is for this that Georgia and the Carolinas have labelled him. It is for this that the enemies of the American system, the Colemans, Pickenses, and Coopers, whet or British by birth or choice, have vilified him, and cruelly endeavoured to blast his character. This is what has made every British agent that lurks in our city the inducer of Henry Clay. The history of depravity affords nothing that exceeds the villainess of their calumny towards him—witness the testimony of their own witness, Buchanan.

Go to the Polls—put down the favorite British candidate—vindicate your friends—and save yourselves and your country.
ON BEHALF OF THE MANUFACTURERS.

6. This political broadside used in the election of 1824 showed presidential candidate John Quincy Adams's belief that the federal government should support greater economic development through _____.

- A) elimination of the property-owning requirement for voting
- B) increased trade with Britain
- C) Henry Clay's American System
- D) the abolition of slavery

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.1 The Election of 1824 and the "Corrupt Bargain"

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 8.3 Our Country...Home Industry

7. Because he won the popular vote but lost his bid to be president, Andrew Jackson called the election of 1824 a “corrupt bargain” due to the fact that _____.
- A) the House of Representatives chose Henry Clay as president
 - B) he would have won the election if property requirements for voting were still in place
 - C) William Crawford won the Electoral College despite Jackson’s higher numbers in the popular vote
 - D) former candidate Henry Clay threw his support to Adams in exchange for an appointment as secretary of state

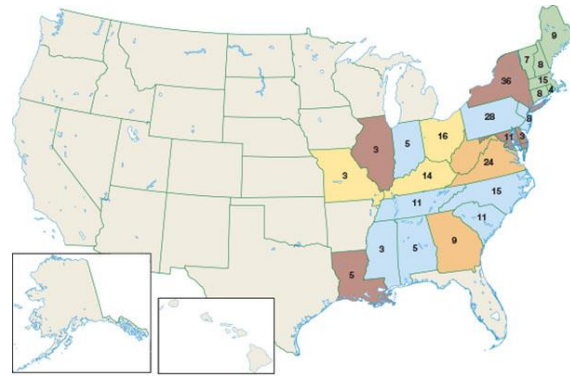
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.1 The Election of 1824 and the “Corrupt Bargain”

Difficulty Level: Moderate

Skill Level: Understand the Connections



Electoral vote by state	Electoral Vote (%)	Popular Vote (%)
John Quincy Adams (Democratic-Republican)	84 (32)	108,740 (31)
Andrew Jackson (Democratic-Republican)	99 (38)	153,544 (44)
William H. Crawford (Democratic-Republican)	41 (16)	40,856 (12)
Henry Clay (Democratic-Republican)	37 (14)	47,531 (14)
States that split electoral votes		

8. What theme was evident in this map as shown by the number of popular and electoral votes cast in the 1824 presidential election?

- A) an appeal to the economic interests of working men
- B) a desire to return to the republican values of the Founding Fathers
- C) an apparent rejection of the elite in favor of the common man as a leader
- D) the supremacy of propertied interests

Answer: C

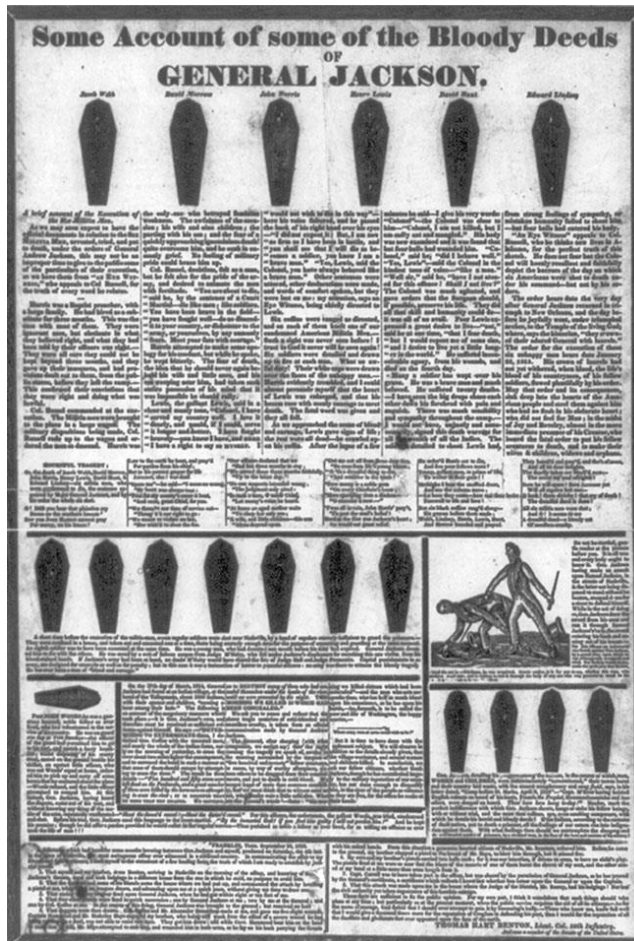
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.1 The Election of 1824 and the “Corrupt Bargain”

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 8.4 Electoral and Popular Votes 1824



9. John Quincy Adams’s campaign used printer John Binn’s “Coffin Handbill” as a way to show that opponent Andrew Jackson was unfit to be president because he _____.
- A) was a brutal despot who had no control over his actions
 - B) would probably die in office because of his advanced age
 - C) was responsible for the deaths of many Indians during the Creek Wars
 - D) brutally executed British prisoners of war after the Battle of New Orleans

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.2 The Election of 1828: “Old Hickory’s” Triumph

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 8.5 “Some Account of the Bloody Deeds of General Jackson”

10. Jackson's supporters nicknamed him _____ because he stoutly defeated the British during the Battle of New Orleans in 1815.

- A) "Young Hickory of the Stump"
- B) "Old Hickory"
- C) "Old Rough and Ready"
- D) "The New George Washington"

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.2 The Election of 1828: "Old Hickory's" Triumph

Difficulty Level: Easy

Skill Level: Remember the Facts

11. Which of the following was a pioneering technique used by Jackson's supporters to get his message to the public and secure his election as president?

- A) stump speeches
- B) organization of political clubs
- C) fundraisers such as banquets and the sale of campaign knickknacks
- D) rallies and parades

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.2 The Election of 1828: "Old Hickory's" Triumph

Difficulty Level: Easy

Skill Level: Remember the Facts

12. Who was chiefly responsible for formulating the political strategy that managed to get Andrew Jackson elected president in 1828?

- A) Henry Clay
- B) William Crawford
- C) John Calhoun
- D) Martin Van Buren

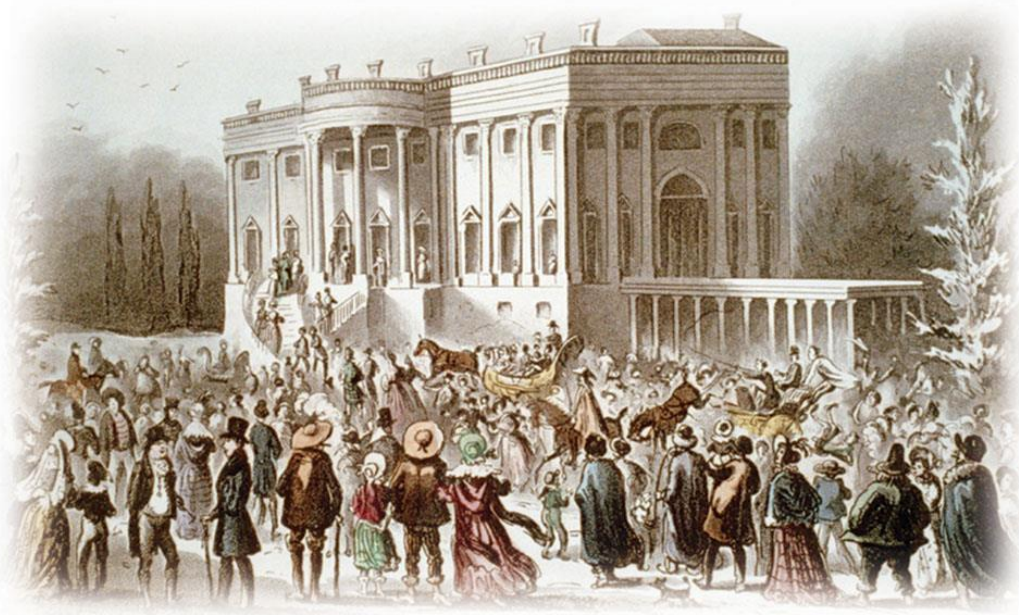
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.2 The Election of 1828: "Old Hickory's" Triumph

Difficulty Level: Easy

Skill Level: Remember the Facts



13. How did this image of the crowd in front of the White House during Jackson's first inauguration promote fear among many of his opponents?

- A) They were concerned that the population of the United States was growing too quickly.
- B) They complained that Jackson had ushered in mob rule.
- C) They felt that more white males should participate in the electoral process.
- D) They believed that the United States had become too aristocratic for the common man.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.3 The Reign of "King Mob"

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 8.6 "President's Levee, or All Creation Going to the White House"

14. What was the spoils system?

- A) the aggressive use of the military in foreign relations
- B) the granting of strong influence to large land speculators
- C) the custom of giving government jobs to supporters of the victorious party
- D) the practice of expanding white male universal suffrage to non-landowners

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.3 The Reign of "King Mob"

Difficulty Level: Easy

Skill Level: Remember the Facts



15. How does this cartoon of a demonic Andrew Jackson dangling the spoils of victory before eager office seekers contradict what actually happened during his presidential administration?
- A) Jackson limited his political appointments to a small elite group of well-educated men.
 - B) Jackson replaced every federal officeholder with his own political supporters.
 - C) Jackson was morally opposed to doling out federal office jobs to his supporters.
 - D) Jackson only replaced about 20 percent of current officeholders with his own supporters.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.3 The Reign of “King Mob”

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 8.7 Office Seekers

16. Why did President Jackson defend Secretary of War John Eaton's wife Peggy when Washington society began to spread rumors about her potentially promiscuous lifestyle?
- A) He sympathized with her because his late wife dealt with the same type of rumors.
 - B) He admired her tenacity to stand up to his nemesis John C. Calhoun's wife.
 - C) He was grateful to her for serving as his White House hostess after the death of his wife.
 - D) He felt connected to her because he too had gone through two marriages.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.3 The Reign of "King Mob"

Difficulty Level: Moderate

Skill Level: Understand the Connections

17. What was the doctrine of nullification?
- A) the belief that states should secede from the Union if federal power becomes too great
 - B) the belief that states have the right to void federal laws deemed unconstitutional
 - C) the belief that only federal courts have the final word on the constitutionality of legislation
 - D) the belief that all legislation should be tested in court before being considered law

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.4 States' Rights and the Nullification Crisis

Difficulty Level: Easy

Skill Level: Remember the Facts

18. The Force Bill gave Jackson the power to _____.
- A) use military power to collect revenues
 - B) engage in an undeclared naval war with Britain
 - C) remove the Cherokees from their homelands
 - D) reward his supporters with political appointments

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.4 States' Rights and the Nullification Crisis

Difficulty Level: Easy

Skill Level: Remember the Facts



19. How does the image of Daniel Webster on the right contrast to that of the stump speaker on the left?

- A) Webster is portrayed as a shady character, while the stump speaker reflects enlightenment.
- B) Webster speaks for states' rights, while the stump speaker promotes a strong union.
- C) Webster stands as a model of virtue, while the stump speaker bends to the will of the people.
- D) Webster speaks for the common man, while the stump speaker represents aristocrats.

Answer: C

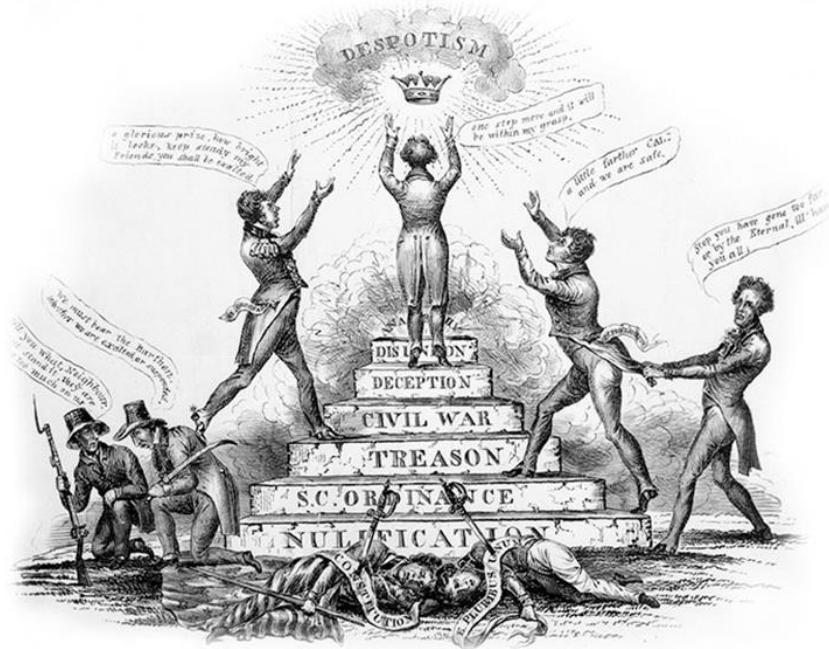
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.4 States' Rights and the Nullification Crisis

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: Chapter opening image and 8.8 Webster's Reply to Hayne



20. What message about President Jackson, who is standing on the right of this image, does the cartoonist convey regarding the Nullification Crisis in South Carolina?

- A) Jackson supported Calhoun's position on giving the states more power.
- B) Jackson did not believe that the Nullification Crisis was a threat to the Union.
- C) Jackson thought that South Carolina's position on nullification was an honorable act.
- D) Jackson threatened to use force if South Carolina nullified the Tariff Act of 1832.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.4 States' Rights and the Nullification Crisis

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 8.9 *Despotism*

21. Even though property restrictions were banned in several states from the North and West during the 1820s to increase universal white male suffrage, why did many African Americans in these states lose their right to vote?

- A) These states required African Americans to pay higher poll taxes.
- B) These states adopted a high property requirement for African Americans so they could vote.
- C) These states required that African Americans had to be literate in order to vote.
- D) These states adopted new laws that only allowed African Americans to vote in local elections.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.3.1 Race and Politics in the Jacksonian Era

Difficulty Level: Moderate

Skill Level: Understand the Connections



22. How does this cartoon lampoon the lifestyles of free blacks who were living in the North and West in the 1820s?

- A) The couple is ridiculed for trying to pretend that they were members of a higher class.
- B) The couple is dressed in old-fashioned styles that were typical of the early eighteenth century.
- C) The cartoon promises a grand lifestyle for slaves who could run away from the South.
- D) The cartoon implies that free blacks had few opportunities for success.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.3.1 Race and Politics in the Jacksonian Era

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 8.10 Life in Philadelphia

25. What did the Indian Removal Act of 1830 give Andrew Jackson the authority to do?

- A) negotiate a treaty with the Cherokee
- B) exchange Indian lands within the states for land west of the Mississippi
- C) represent the Cherokee in court in Georgia
- D) remove the rights of Indian tribes to seek legal redress in court

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.3.1 Race and Politics in the Jacksonian Era

Difficulty Level: Easy

Skill Level: Remember the Facts

26. What constitutional issue was central to both *Cherokee Nation v. Georgia* (1830) and *Worcester v. Georgia* (1832)?

- A) Can Indian land be located within the borders of a U.S. state?
- B) Can the United States change the terms of its treaty with the Cherokee?
- C) Which has authority over Indian land: state law or federal law?
- D) Are the Cherokee a sovereign nation or subjects of the United States?

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.3.2 The Cherokee Cases

Difficulty Level: Moderate

Skill Level: Understand the Connections

27. What do the Cherokee cases reveal about the limits of judicial power?

- A) The president must follow the decision made by the Supreme Court.
- B) A Supreme Court decision cannot supplant a decision from a lower court.
- C) Presidential power superseded judicial power in these two cases.
- D) The Supreme Court had no jurisdiction over a sovereign Cherokee nation.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.3.2 The Cherokee Cases

Difficulty Level: Moderate

Skill Level: Understand the Connections

28. When confronted with President Jackson’s Indian removal policy, most Cherokee supported Principal Chief John Ross in opting to _____.
- A) agree to relocate but negotiate for lands within the boundaries of the United States
 - B) reject relocation and prepare for a military fight to retain their land
 - C) reject relocation and try to rally congressional support against the state of Georgia
 - D) agree to relocate but negotiate for a more humane method of travel to the new lands

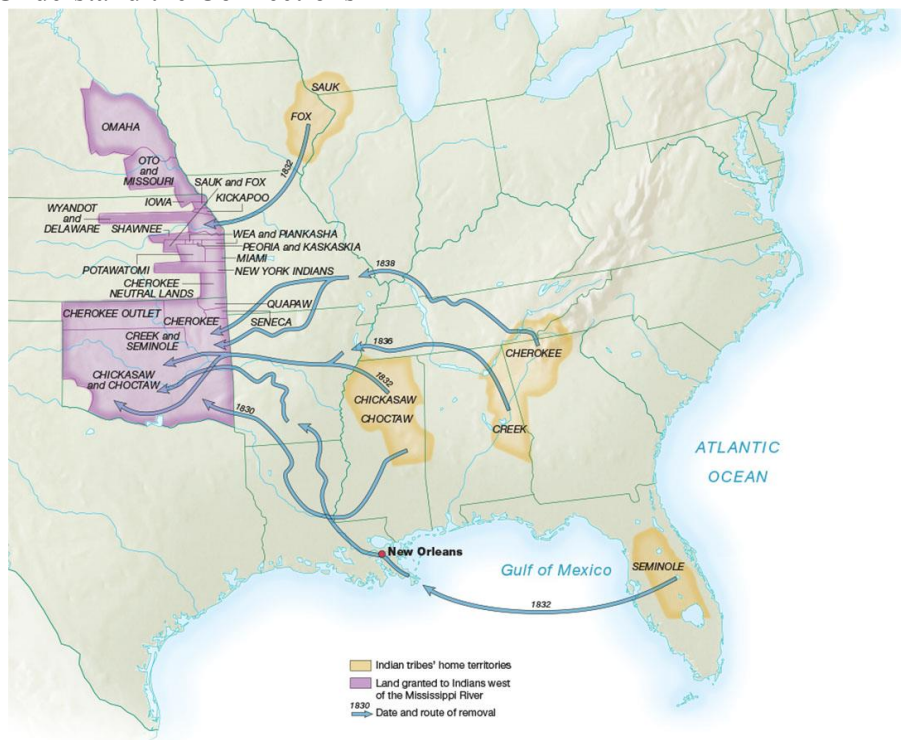
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.3.2 The Cherokee Cases

Difficulty Level: Moderate

Skill Level: Understand the Connections



29. This map addressing the Indian removal issues of the 1830s suggests that _____.
- A) President Jackson disregarded Chief Justice Marshall’s decision in *Worcester v. Georgia*
 - B) the affected tribes moved exclusively through land routes to reach their new lands
 - C) Indian removal was limited to the “Five Civilized Tribes”
 - D) Indian removal for all affected tribes took place simultaneously

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.3.3 Resistance and Removal

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 8.12 Indian Removal

30. What political technique first used by Anti-Masons was later adopted by mainstream parties?
- A) selecting a presidential candidate at a national nominating convention
 - B) establishing a nationwide network to keep party members on message
 - C) using presidential primaries as testing grounds for presidential candidates
 - D) organizing fundraising events for party candidates

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.1 Third Party Challenges: Anti-Masonic and Workingmen's Parties

Difficulty Level: Easy

Skill Level: Remember the Facts



31. Which organization created this image on an apron and for what reason?
- A) Anti-Masons did this to show they were more influential than Freemasons.
 - B) Freemasons did this to contrast their enlightened values to the Anti-Masonic vices.
 - C) Jackson's Democratic Party did this to show the evils of both Freemasons and Anti-Masons.
 - D) The Workies did this to show they were in collaboration with the Anti-Masons.

Answer: B

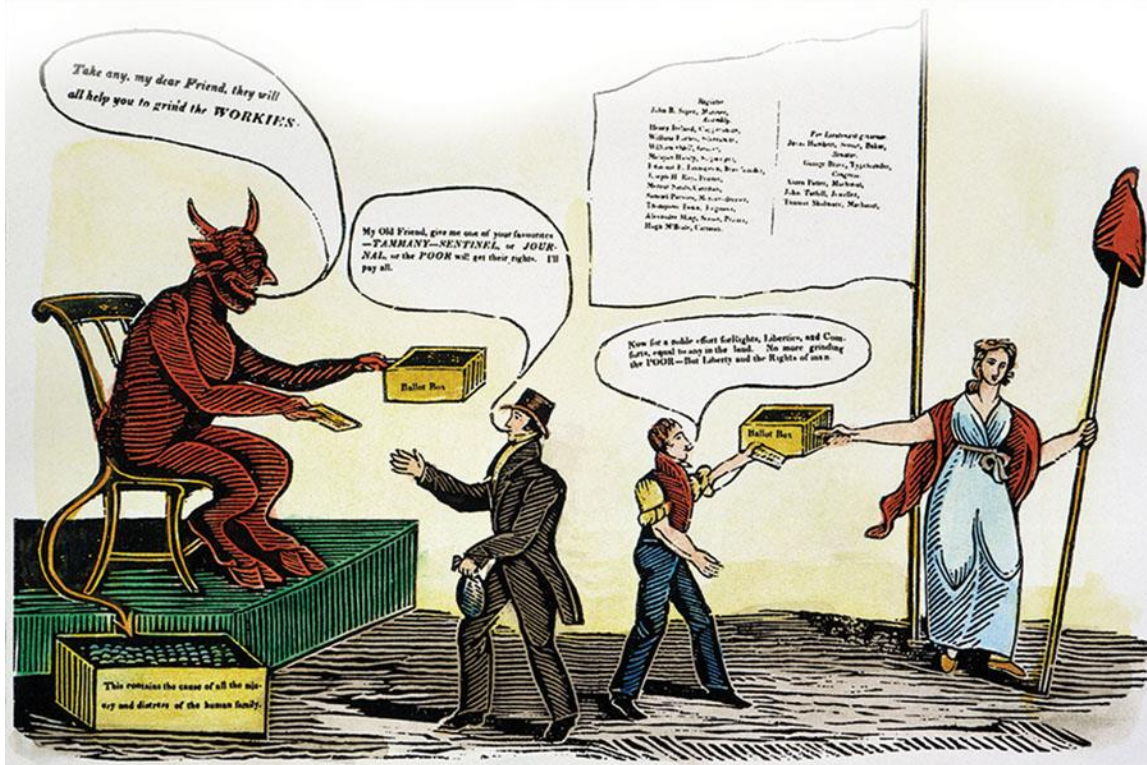
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.1 Third Party Challenges: Anti-Masonic and Workingmen's Parties

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 8.13 Parody of Anti-Masonic Apron



32. How does this pro-Workie political cartoon portray the average workingman in America?
- A) as a corrupt person selling his vote to the devil
 - B) as a suppressed individual lacking the privileges endowed to other citizens
 - C) as a loyal supporter of Andrew Jackson and the Democratic Party
 - D) as an honest person independently exercising his right to vote while invoking liberty

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.1 Third Party Challenges: Anti-Masonic and Workingmen's Parties

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 8.14 *No More Grinding the Poor—But Liberty and the Rights of Man*

33. What was one of the successful reforms achieved by the Workies?

- A) the use of inheritance taxes to equalize wealth
- B) the abolition of imprisonment for debt
- C) shortened work days for industrial workers
- D) full enfranchisement of white males

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.1 Third Party Challenges: Anti-Masonic and Workingmen's Parties

Difficulty Level: Easy

Skill Level: Remember the Facts

34. Thomas Skidmore advocated using large inheritance taxes in his book *The Rights of Man to Property!* in order to _____.

- A) return land seized from the Indians during the 1820s and 1830s
- B) abolish property requirements for suffrage
- C) grant parcels of land to free African Americans and poor whites
- D) equalize wealth that prevented a monied aristocracy

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.1 Third Party Challenges: Anti-Masonic and Workingmen's Parties

Difficulty Level: Easy

Skill Level: Remember the Facts

35. What was the major campaign issue in the 1832 presidential election between Andrew Jackson and Henry Clay?

- A) the corruption associated with the spoils system
- B) Jackson's forcible eviction of the Cherokee from their lands in Georgia
- C) Jackson's veto of the charter of the Bank of the United States
- D) the economic depression resulting from the Bank of England's decision to restrict credit

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.2 The Bank War and the Rise of the Whigs

Difficulty Level: Easy

Skill Level: Remember the Facts

36. Why did Jackson's Bank Veto Speech appeal to the more "humble members of society"?

A) He portrayed the Bank as a tool of those who used their wealth and influence to gain unfair advantages.

B) He condemned the Bank for not being cautious when lending money.

C) He advocated a combatively radical approach similar to the Workies' approach in dealing with the Bank.

D) He charged Henry Clay as being a corrupt agent under the Bank's power.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.2 The Bank War and the Rise of the Whigs

Difficulty Level: Easy

Skill Level: Remember the Facts



37. What was the main reason why some of the bystanders, such as Mother Bank on the left and the frontiersman on the right, were included in the lithograph *Set To Between Old Hickory and Bully Nick*?

- A) to show that boxing was a popular spectator sport in 1830s America
- B) to contrast Jacksonian democracy with the aristocratic bank
- C) to highlight the fact that alcoholic beverages were popular with all social groups
- D) to represent the interests of the East and West

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.3 Economic Crisis and the Presidency of Martin Van Buren

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Images as History: “Old Hickory” or “King Andrew”: Popular Images of Andrew Jackson



38. What trait associated with Andrew Jackson does the satirist use to describe him in the cartoon *King Andrew the First*?

- A) regal
- B) democratic
- C) tyrannical
- D) patriotic

Answer: C

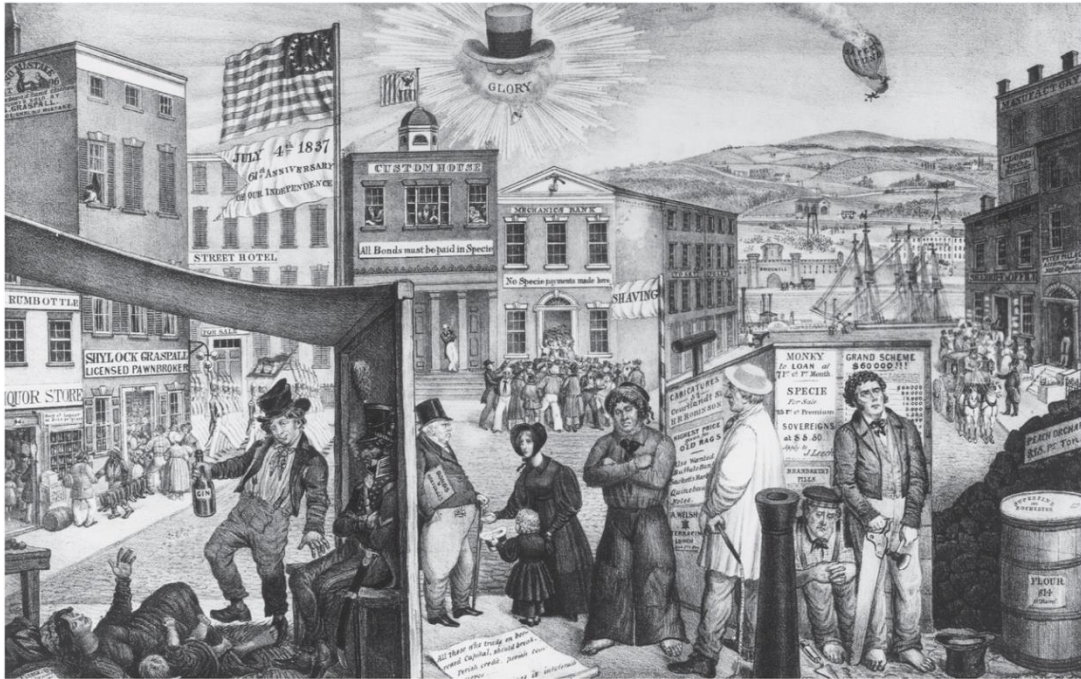
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.3 Economic Crisis and the Presidency of Martin Van Buren

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: "Old Hickory" or "King Andrew": Popular Images Of Andrew Jackson



39. In the cartoon *The Times*, Andrew Jackson's hat, glasses, and clay pipe superimposed over the sun symbolize Jackson's _____.
- A) benevolence toward the nation
 - B) responsibility for the Panic of 1837
 - C) vision for ending the economic crisis
 - D) actions that made America glorious again

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.3 Economic Crisis and the Presidency of Martin Van Buren

Difficulty Level: Moderate

Skill Level: Analyze It

Text Asset: 8.15 Panic of 1837

40. As land speculation went out of control in 1836, Jackson adopted the Specie Circular, which required that _____.

- A) settlers who could not afford to purchase land from the government could get easy terms of credit from state banks
- B) all land purchases from the government be paid with hard currency backed by gold and silver
- C) the government stop selling land to speculators
- D) all sales of federal land be done through bank notes

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.3 Economic Crisis and the Presidency of Martin Van Buren

Difficulty Level: Moderate

Skill Level: Understand the Connections

41. Which political party was Millard Fillmore describing when he referred to a “heterogeneous mass” that included “old national Republicans, Jackson men in revolt, Masons and Anti-Masons, Abolitionists, and pro-Slavery men”?

- A) Whigs
- B) Democrats
- C) Workies
- D) Anti-Masonics

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.5 Playing the Democrats’ Game: Whigs in the Election of 1840

Difficulty Level: Easy

Skill Level: Remember the Facts



42. How does this page of sheet music associating the symbols of a log cabin and a barrel of hard cider to William Henry Harrison during the campaign of 1840 contradict Harrison's background and lifestyle?

- A) Harrison was a long-time politician who lived in Washington, D. C., for most of his adult life.
- B) Harrison was a strong believer in temperance and did not imbibe liquor.
- C) Harrison was born and lived in an urban setting all his life.
- D) Harrison was a well-educated member of the elite Virginia planter class.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.5.1 The Log Cabin Campaign

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 8.16 Harrison Log Cabin and Hard Cider Sheet Music

43. Why did the Whig Party appeal to women in the United States during the 1840 campaign?

- A) The Whigs promised to give women the right to vote.
- B) Southern Whigs were in favor of abolishing slavery.
- C) The Whigs promoted family and Christian values.
- D) The Whigs were in favor of giving women equal pay for equal work.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.5.1 The Log Cabin Campaign

Difficulty Level: Easy

Skill Level: Remember the Facts

44. Why was Vice President John Tyler referred to as “His Accidency”?
- A) He ran a compelling third-party campaign during the 1840 election.
 - B) He was selected for the vice presidential position by the House of Representatives.
 - C) He became president after William Henry Harrison died in 1841.
 - D) He won more votes as president in the Electoral College despite coming in second in the popular vote.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.5.1 The Log Cabin Campaign

Difficulty Level: Easy

Skill Level: Remember the Facts

45. Whigs supported _____ in order to see the fortunes of both rich and poor Americans improve.
- A) Henry Clay’s American System
 - B) slavery
 - C) Indian removal
 - D) state banks

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.5.2 Democrats and Whigs: Two Visions of Government and Society

Difficulty Level: Easy

Skill Level: Remember the Facts

Democrats		Whigs	
Oppose tariffs		Favor tariffs	
Oppose federal support for internal improvements		Favor federal support for internal improvements	
Oppose Bank of the United States		Support the Bank of the United States	
Favor Indian removal		Oppose Indian removal	
States' rights		Support strong central government	

46. An examination of this chart showing the Whig positions on internal improvements and the Bank of the United States could lead one to infer that two supporters of this party in 1840 may have included _____.

- A) Andrew Jackson and Daniel Webster
- B) Henry Clay and Nicholas Biddle
- C) William Henry Harrison and Martin Van Buren
- D) John C. Calhoun and John Quincy Adams

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.5.2 Democrats and Whigs: Two Visions of Government and Society

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 8.17 Democrats and Whigs: Major Beliefs

47. Voters from which ethnic background were likely to support the Whigs in 1840?

- A) Scots-Irish
- B) African-American
- C) English
- D) German

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.5.2 Democrats and Whigs: Two Visions of Government and Society

Difficulty Level: Easy

Skill Level: Remember the Facts

48. Religious groups such as _____ usually voted for the Whig Party in the 1840s.

- A) free thinkers
- B) less affluent evangelical Protestant sects
- C) Roman Catholics
- D) mainstream Protestant denominations

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.5.2 Democrats and Whigs: Two Visions of Government and Society

Difficulty Level: Easy

Skill Level: Remember the Facts

49. What ideal did Jacksonian Democrats inherit from earlier Jeffersonian Democrats?

- A) fear of a centralized government
- B) a belief that the federal government should guide economic development
- C) an emphasis on manufacturing and commerce
- D) a strong alliance with France

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.5.2 Democrats and Whigs: Two Visions of Government and Society

Difficulty Level: Moderate

Skill Level: Understand the Connections

50. Developments in technology, the growth of the factory system, and the burgeoning economy that grew in the United States during the 1830s and 1840s were described by historians as _____.

- A) the American System
- B) commercialism
- C) the “market revolution”
- D) mercantilism

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.5.2 Democrats and Whigs: Two Visions of Government and Society

Difficulty Level: Easy

Skill Level: Remember the Facts

Essay

51. How did the frontier nurture the growth of democracy? What aspects of Davy Crockett and Andrew Jackson's lives made them symbols of frontier democracy?

The ideal answer should include:

1. Alexis de Tocqueville commented in *Democracy in America* that “in Western settlements we may behold democracy arrived at its utmost levels.” Many of the new Western states that entered the Union in the intervening years adopted constitutions with no property requirements. As population shifted westward, the nation's center of political gravity also shifted. Many of the politicians who dominated the national scene came from Western states such as Tennessee and Kentucky, not the older, settled regions such as Virginia and Massachusetts.
2. Additionally, in the Western states it was possible for figures like Davy Crockett who were not among the East Coast elite, to become important political figures. The egalitarian quality of life on the frontier allowed a greater portion of the population to meaningfully participate in government. Davy Crockett was not a career politician and did not come from a prominent family. He distinguished himself as a soldier under Andrew Jackson during the Creek War, and according to his own account, became a politician by accident when he came to town to sell pelts. He won election to Congress through his inspiring stump speeches and popular appeal, not the least of which was his fame undertaking daring feats and adventures such as wrestling crocodiles and hunting bears. Crockett's humble Tennessee background, his popular appeal, and his larger-than-life personality made him a symbol of frontier democracy.
3. Andrew Jackson earned a reputation as a fierce Indian fighter during the Creek Wars. He distinguished himself as the victor at the Battle of New Orleans during the War of 1812. One of his supporters described his political style as typical of the Western United States where democratic values and egalitarian ideals flourished. Jackson's effort to link his Western origins with his democratic values became a key component of his political message for the rest of his political career.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.1 Democracy in America

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. What triggered the nullification crisis, and what was the philosophy of those, such as John C. Calhoun, who supported nullification? What other issues besides the Tariff of 1828 intensified the debate over nullification? What was President Jackson's position during the nullification crisis, and how was it ultimately resolved?

The ideal answer should include:

1. The issue of nullification had its origins with the rights of the states. Vice President Calhoun's home state of South Carolina took a radical position centered around federal tariffs on imported goods. The Tariff of 1828 enacted high import duties on many goods including textiles from Britain. The South protested this tariff because they feared that the

British would retaliate by raising taxes on imported cotton, which would hurt Southern agriculture. The South Carolina legislature published their objections in *A Protest*. Calhoun described the underlying political and constitutional theory in his manifesto *The Exposition*, where he explained that the Union was a sovereign compact among the states. When the states disagreed with the constitutionality of a federal law, they were entitled to judge the constitutionality of all federal laws. This belief challenged the supremacy of the federal government and the power of the federal courts. Because Calhoun asserted that a state could call special conventions to nullify federal laws, his doctrine of nullification went further than either of Jefferson's or Madison's earlier defenses of state rights in the Kentucky and Virginia Resolutions.

2. The Webster-Hayne debate of 1830 further intensified the issue of the rights of states. Congress debated a proposal to limit the sale of Western lands, which was supported by New England as a means for industrialists in their region to maintain their supply of cheap labor by making it harder for laborers to settle in Western lands. South Carolina Senator Robert Hayne suggested that federal control over Western lands was a source of danger since it encouraged the growth of federal power. Senator Daniel Webster of Massachusetts attacked Haynes's theory and asserted the supremacy of the Union over individual states. His idea of constitutional nationalism denied that states could judge the constitutionality of federal laws and rejected the theory of nullification.
3. Jackson, who had always been a moderate supporter of states' rights, first made his position known at the Jefferson Day dinner when he offered a toast proclaiming the preservation of the Union, which was then refuted by Calhoun's toast stating that the Union was most dear after individual and state liberties. Calhoun then resigned as Vice President and was elected to the Senate from South Carolina.
4. Jackson signed the Tariff of 1832 as a conciliatory gesture to South Carolina. This tariff lowered import duties, but South Carolina continued to view tariffs as an effort by one section of the nation to wage war against another section. That state then called a convention and issued a declaration nullifying the tariff. Jackson denounced these actions as "subversive of the Constitution." Congress passed the Force Bill that gave Jackson the power to use military force to collect revenues, including tariffs. Henry Clay created a compromise that scaled back tariffs when it passed the Force Bill. South Carolina rescinded its act of nullification, but not before nullifying the Force Bill.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.2.4 States' Rights and the Nullification Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. What factors and events led to the removal of the Cherokee and other Southeastern tribes from their ancestral lands? How did white opponents and supporters view the Indians and their claims, and on what basis did the Cherokee argue for their rights in court? What does Indian policy reveal about the limits during the rise of Jacksonian democracy?

The ideal answer should include:

1. The Cherokee in Georgia declared themselves an independent republic and adopted a constitution modeled on the Federal Constitution. As a sovereign nation, they claimed to

enjoy all privileges that all nations enjoyed and were therefore not subject to the laws of the state of Georgia. The government of Georgia, however, did not agree with the Cherokee effort to become an independent nation within its territorial confines.

2. With the discovery of gold on Cherokee lands in 1828, white prospectors tried to stake out claims on Indian lands, which was a clear violation of tribal authority and law. Georgia declared tribal law null and void and passed a law that stripped the tribe of any legal authority over their lands. The state also created the Georgia Guard, a special force to patrol Indian lands.
3. The Cherokee turned to the federal courts, stating that Georgia's actions violated treaties between their nation and the United States. However, the Cherokee were not allowed to legally testify in Georgia courts and were left without any legal means of defending their rights under the laws of Georgia. In addition, Jackson refused to send federal troops to protect the Cherokee.
4. Casting himself as a benevolent patriarch, Jackson devised a plan to relocate the Cherokee beyond the Mississippi River, claiming that he was intervening to rescue them from extinction. Indians who refused to leave were relegated to the status of free blacks, who only had minimal legal rights. Jackson's plan left the Cherokee with two choices: to either accept the legal destruction of their tribal identity and live as second-class citizens or relocate to a distant territory far from their ancestral homes.
5. Many during the rise of Jackson's congressional opponents had close ties with Protestant churches and missionaries, who were no great champions of Indian culture. Yet, they believed that the supposed "inferiority" of these people did not sanction unjust treatment or the violation of Indian rights. They saw Indian removal as a threat to the ongoing effort to Christianize and civilize Indians.
6. The Indian Removal Act of 1830 gave Jackson the authority to exchange Indian land within the borders of the existing states for land west of the Mississippi. The federal government informed Indians that if they chose to stay in their homelands, they would allow the states to take away their rights. The Cherokee sued after Georgia violated their rights, and the case went to the Supreme Court.
7. The issue before the Court was whether or not a sovereign nation like the Cherokee was subject to the laws of the state of Georgia. In the cases *Cherokee Nation v. Georgia* and *Worcester v. Georgia*, the Supreme Court determined that Indian tribes retained certain rights such as the right to govern themselves by their own laws but lacked other rights, such as the ability to sue the state of Georgia. President Jackson refused to enforce Chief Justice Marshall's decision.
8. It is unclear whether resistance to removal would have led to further harassment and persecution and simply delayed the inevitable outcome, as Cherokee leader Elias Boudinot argued, or whether resistance could have won the support of enough during the rise of Jackson's political opponents to overturn the removal policy, as Cherokee leader John Ross argued. At the time, Boudinot's argument might have seemed more reasonable than resistance, but it is impossible to know whether continued resistance would have been viable or successful.
9. In the end, the Cherokee lost their homelands in Georgia and were forcibly relocated west of the Mississippi River. The route that relocated Cherokee people traveled from Georgia to Oklahoma became known as the "Trail of Tears" after 4,000 of the 12,000 Cherokee

who made the journey died along the way due to harsh weather, a shortage of supplies, and poor sanitation.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.3 White Man's Democracy

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. How did Jackson use democratic rhetoric to rally support for his opposition of the Bank of the United States? How did Jackson use this event to address relations between branches of the federal government? How did Whigs interpret the bank veto?

The ideal answer should include:

1. In his famous Bank Veto Speech, Jackson portrayed the Bank of the United States as a tool of the rich and powerful who had used their influence to win congressional support for the Bank. Jackson did not criticize the wealthy in general, only those who sought to impose their agendas on the "humble members of society." By vetoing the Bank, Jackson, according to this portrayal, was protecting the interests of the American public and the public's democratic voice.
2. Jackson also used his speech to defend his views on the federal judiciary. He did not believe that federal courts were the final judges of what the Constitution meant. In his view, each branch of the federal government had an obligation to interpret the Constitution on its own.
3. The Whigs argued that Jackson's veto, rather than protecting democracy and the voice of the American people, was the act of a tyrant who had contempt for Congress and its role in government. They felt that by advancing his own political agenda through whatever means necessary, Jackson was no better than King George III.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

Topic: 8.4.2 The Bank War and the Rise of the Whigs

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. Who were the Whigs and what were their core beliefs in 1840? In what ways did they contrast with the opposition Democratic Party, and in what ways did they carry on political beliefs from the past? Why did the Whigs win the election of 1840?

The ideal answer should include:

1. The Whigs were a political party opposed to the Democratic Party led by Andrew Jackson. They opposed Jackson's policy toward Native Americans, supported a strong central government that would be involved in the nation's economy in the manner outlined in Clay's American System, and sought to change the view of executive power that Jackson had established with his veto of the Bank of the United States. In their policies and beliefs, the Whigs were similar to the former Republican Party and fashioned themselves as defenders of the Constitution in the face of despotism.

2. The Whigs favored a strong central government that was heavily involved in financially supporting and promoting industry, innovation, and the market revolution. The Democrats did not want the federal government so involved in economic affairs and favored allowing states to promote their own economic growth.
3. Although the Whig version of democracy held that the country should be governed by a talented, virtuous elite class, the party appealed to groups that needed the protection that the elite could provide. These groups included free African Americans, women, and Native Americans. Those of English origin were also more likely to be Whigs. The Democrats appealed to white working men, such as farmers, urban workers, and planters, and also to Southern slaveholders. Catholics and less affluent Protestants were also more likely to be Democrats. These groups were drawn to the Democrats' egalitarian message and emphasis on states' rights.
4. The Whigs ran an innovative campaign for the 1840 election, using a Democratic derision of their candidate, William Henry Harrison, to their advantage by portraying him as a simple farmer who was born in a log cabin and enjoyed the same simple pleasures as common folk. By using the images of a log cabin and a barrel of hard cider wherever they could, writing campaign songs for their candidate, and attacking the Republican candidate as a dissipated aristocrat, the Whigs successfully caught the public's attention and mobilized the popular vote for Harrison. The Whigs were also successful in appealing to groups that were overlooked by the Democrats, such as women, free African Americans, and Native Americans. Their wide-reaching appeal and creative campaign led to victory in the election of 1840.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the rise of Jackson and his Whig opponents.

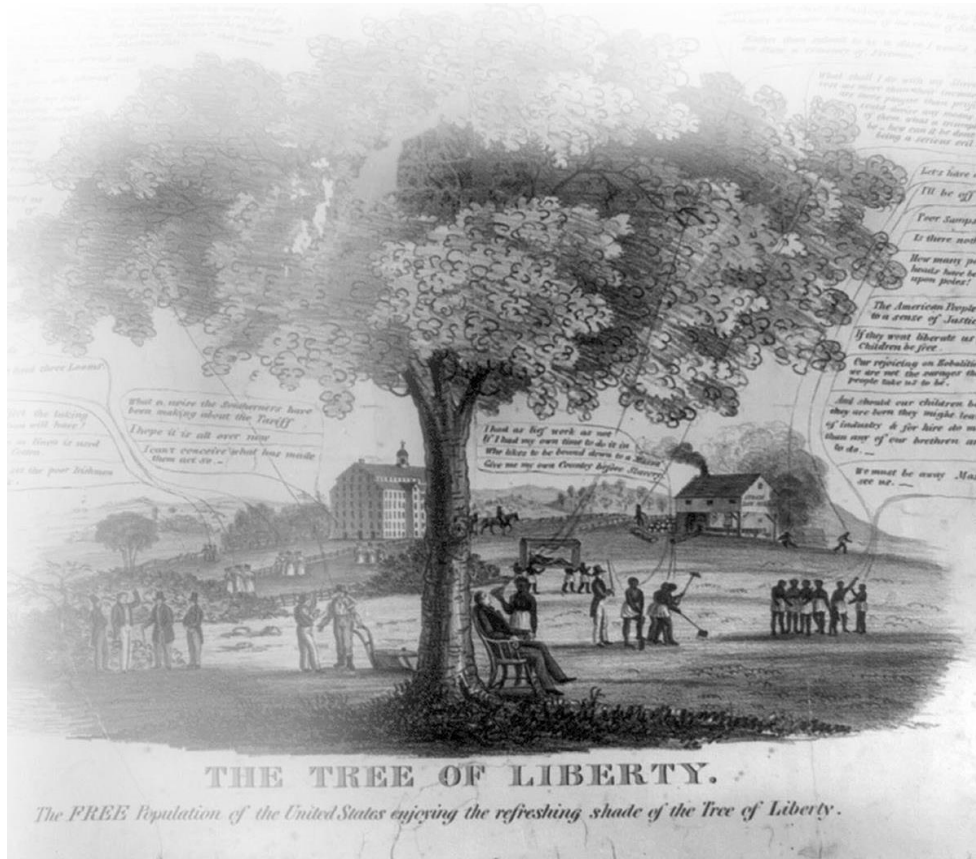
Topic: 8.5 Playing the Democrats' Game: Whigs in the Election of 1840

Difficulty Level: Moderate

Skill Level: Understand the Connections

CHAPTER NINE
WORKERS, FARMERS, AND SLAVES:
THE TRANSFORMATION OF THE AMERICAN ECONOMY, 1815–1848

Multiple Choice



1. In *The Tree of Liberty*, the illustrator portrays the differences between _____.
- A) small farms and large Southern plantations
 - B) the lives of immigrants and those of people born in the United States
 - C) eighteenth-century and nineteenth-century America
 - D) the organization of free and slave labor in the North and South

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: Introduction

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: Chapter opening image

2. The transformation that resulted from innovations in fields such as agriculture, industry, and transportation during the nineteenth century in the United States is known as _____.
- A) the American System
 - B) the market revolution
 - C) the Industrial Revolution
 - D) artisan production

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1 The Market Revolution

Difficulty Level: Easy

Skill Level: Remember the Facts

3. Before 1815, most American farmers in the North and South spent most of their efforts growing enough food to feed their families, which was known as achieving a _____.
- A) surplus
 - B) system of barter
 - C) “competence”
 - D) cash crop

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.1 Agricultural Changes and Consequences

Difficulty Level: Easy

Skill Level: Remember the Facts

4. How did the creation of a market economy affect many American farmers in the early nineteenth century?
- A) They began to grow a diverse array of crops to feed their families.
 - B) They began to focus on crops that they could sell for cash.
 - C) They began to grow crops exclusively for export.
 - D) They began to grow fruits and vegetables from different parts of the world.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.1 Agricultural Changes and Consequences

Difficulty Level: Moderate

Skill Level: Understand the Connections



5. How does William Sidney Mount's painting *Farmers Nooning* contradict the trends in farming that were taking place in the United States while a market economy was developing?

- A) The farm tools shown in the painting were typical of the mechanized tools used in commercial farming.
- B) Commercialized farming placed greater emphasis on the use of slave labor.
- C) Commercialized farming challenged the traditional ideas and rituals of farming.
- D) The painting focuses on the raising of livestock instead of commercial farming.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.1 Agricultural Changes and Consequences

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 9.1 *Farmers Nooning*

6. Jethro Wood and John Deere contributed to efficiency in farming during the market revolution by improving the _____.
- A) freight wagon
 - B) tractor
 - C) thresher
 - D) plow

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.1 Agricultural Changes and Consequences

Difficulty Level: Easy

Skill Level: Remember the Facts

7. The first major development in improving transportation in the United States during the early nineteenth century took place with the construction of _____.
- A) steamboats
 - B) railroads
 - C) roads and turnpikes
 - D) canals

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.2 A Nation on the Move: Roads, Canals, Steamboats, and Trains

Difficulty Level: Easy

Skill Level: Remember the Facts

8. How was the National Road different from earlier roads and turnpikes that had been constructed in the United States?
- A) It was the first federally funded road in the United States.
 - B) It was the first toll road in the United States.
 - C) It was the first time that a method of transportation combined land routes and waterways.
 - D) It connected major cities in New England and the mid-Atlantic for the first time.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.2 A Nation on the Move: Roads, Canals, Steamboats, and Trains

Difficulty Level: Moderate

Skill Level: Understand the Connections



9. As shown in this quilt by Hannah Stockton Stiles, what effect did steamboats have on urban waterfronts, such as the one in Philadelphia?

- A) Waterfronts were dominated by factories.
- B) Waterfronts served mainly as centers of agricultural production.
- C) Waterfronts became off limits to others.
- D) Waterfronts became busy and prosperous.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.2 A Nation on the Move: Roads, Canals, Steamboats, and Trains

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 9.2 Trade and Commerce Quilt

10. By 1840, which means of transportation had the greatest impact on the speed with which goods and people could move around the country?

- A) the new network of roads and turnpikes
- B) the 3,300 miles of new canals
- C) the steam powered train
- D) the steamboat

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.2 A Nation on the Move: Roads, Canals, Steamboats, and Trains

Difficulty Level: Easy

Skill Level: Remember the Facts



11. What was one theme about the impact of the market revolution and industrialization that George Inness addressed in his 1855 painting *The Lackawanna Valley*?
- A) Traditional farm life was in direct conflict with industrialization.
 - B) Economic development took a toll on the landscape.
 - C) Paintings became accurate forms of advertisement for the first time.
 - D) Artistic truth was more important than the necessities of the marketplace.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.2 A Nation on the Move: Roads, Canals, Steamboats, and Trains

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Images as History: Nature, Technology, and the Railroad: George Inness's *The Lackawanna Valley* (1855)



12. The improvements in communication that took place between 1817 and 1841 as shown on this map were largely due to _____.
- A) Indian removal from the South and West
 - B) national dependence on Southern cash crops
 - C) improvements in transportation
 - D) development of factories in New England and the mid-Atlantic

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.3 Spreading the News

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 9.3 Time Lag for News 1817–1841

13. The Biblical quote “What hath God Wrought?” was made by Samuel Morse in 1844 when referencing the creation of the _____.
- A) telegraph
 - B) steamboat
 - C) Erie Canal
 - D) railroad

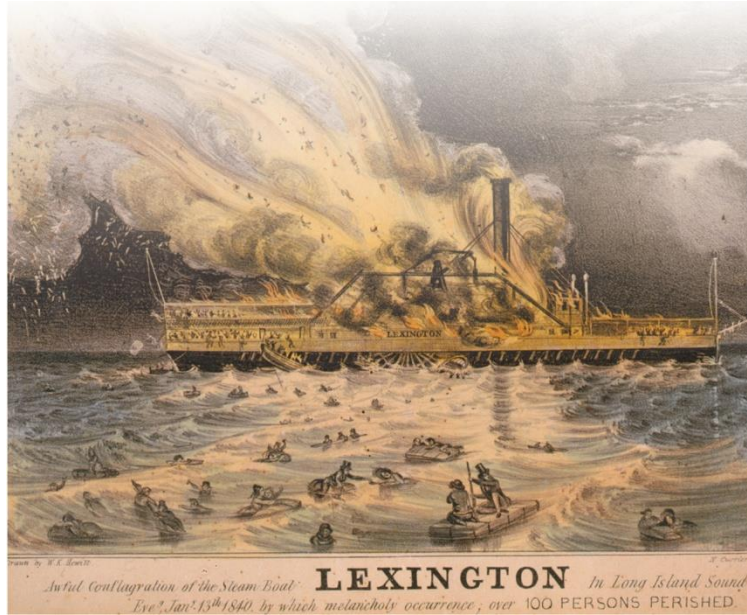
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.3 Spreading the News

Difficulty Level: Easy

Skill Level: Remember the Facts



14. Nathaniel Currier's *Conflagration of the Steamboat Lexington*, a colored lithograph that was cheaper to print than a traditional engraving, became a bestseller with the American public because it _____.

- A) celebrated technological triumph
- B) displayed the nation's wealth and ingenuity
- C) commemorated a patriotic event
- D) exploited and sensationalized disaster

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1.3 Spreading the News

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 9.4 Nathaniel Currier's *Conflagration of the Steamboat Lexington*

15. The group of workers most dramatically affected by the onset of industrialization was _____.

- A) subsistence farmers
- B) artisans
- C) slave laborers
- D) women

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.2.1 From Artisan to Worker

Difficulty Level: Easy

Skill Level: Remember the Fact

16. How did industrialization and factory work change the way that artisans and other workers performed their jobs?

- A) Factory workers followed a strict schedule that mandated a steady daily work pace.
- B) More factory workers than artisans used their homes for both living and working.
- C) The factory system made greater use of apprentice labor to assist employees.
- D) Factory work required less supervision than work at home.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.2.1 From Artisan to Worker

Difficulty Level: Moderate

Skill Level: Understand the Connections

17. How were the Waltham System and Lowell Experiment different from earlier factory systems in the United States?

- A) These factories were the first to use water power for their operations.
- B) The factories were established in small existing buildings found in large cities.
- C) These were the first factories to house their labor force in company-owned dormitories.
- D) These were the first factories constructed in the South.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.2.2 The Lowell Experiment

Difficulty Level: Moderate

Skill Level: Understand the Connections

18. The Lowell strike of 1834 was a result of _____.

- A) unsafe working conditions
- B) the length of the workday
- C) inequality in salaries
- D) a wage cut

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.2.2 The Lowell Experiment

Difficulty Level: Easy

Skill Level: Remember the Facts



19. How was the title page of the last issue of the *Lowell Offering* deceptive in the message it was sending to its readers?

- A) Mill women had few opportunities to educate themselves while working at Lowell.
- B) Mill work was demanding and overwhelming.
- C) The Lowell mills were located in an arid and bleak region of New England.
- D) Mill women earned less money than their female contemporaries in domestic service.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.2.2 The Lowell Experiment

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 9.5 *Lowell Offering*

20. Why was metropolitan industrialization more diverse than industrialization in mill towns?

- A) Factories employed both men and women.
- B) Factories were prone to strikes and labor unrest.
- C) Factories produced a wide variety of manufactured goods.
- D) Factories benefitted both workers and owners equally.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.2.3 Urban Industrialization

Difficulty Level: Moderate

Skill Level: Understand the Connections

Average Height of American Men Serving in the Military, 1800–1860

Year	Inches
1800	68.1
1810	68.1
1820	68.1
1830	68.3
1840	67.8
1850	67.4
1860	67.2

21. What do changes in the average height of Americans serving in the military reveal about the general health of the nation during the era of the market revolution?

- A) The general health of the nation declined due to a series of droughts that hurt American agricultural production.
- B) Mass production of processed foods led to the consumption of food substances that were not healthy for the American public.
- C) The higher standard of living that resulted for all Americans led to purchases of unhealthy sugar-filled foods that stunted growth.
- D) Declines in nutrition levels showed that not all Americans were benefitting equally from a market revolution.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.2.3 Urban Industrialization

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 9.6 Average Height of Native-Born American Men by Year of Birth



22. From the perspective of New York City's elite, this image of the Five Points neighborhood confirmed their belief that it was a _____.

- A) center of industry and hard workers
- B) ramshackle neighborhood teeming with crime
- C) poor but thriving, multiethnic community
- D) vibrant neighborhood suitable for raising children

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3.1 Old Ports and the New Cities of the Interior

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 9.7 Five Points

23. What did a neighborhood like New York City's Gramercy Park reveal about the urban elite?

- A) their support for a new, inclusive urban society
- B) their desire for seclusion and segregation from lower classes
- C) their longing for the old ways
- D) their fear of progress

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3.1 Old Ports and the New Cities of the Interior

Difficulty Level: Moderate

Skill Level: Understand the Connections

24. What factor most contributed to the decline of "walking cities" and allowed city dwellers to live farther away from the core center of the cities where they worked?

- A) improvements in mass transportation such as the omnibus and steam-powered locomotive
- B) a rising crime rate within the centers of cities
- C) poor sanitation and lack of healthy drinking water within the city's core
- D) a desire to move away from areas populated by immigrants and the poor

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3.1 Old Ports and the New Cities of the Interior

Difficulty Level: Easy

Skill Level: Remember the Facts

25. Between 1800 and 1840, the population of inland cities like Chicago, St. Louis, Pittsburgh, and Cincinnati quadrupled mostly due to railroad connections and _____.

- A) healthy living environments
- B) locations by rivers and lakes
- C) profits from commercialized farming
- D) a large influx of Irish and German immigrants

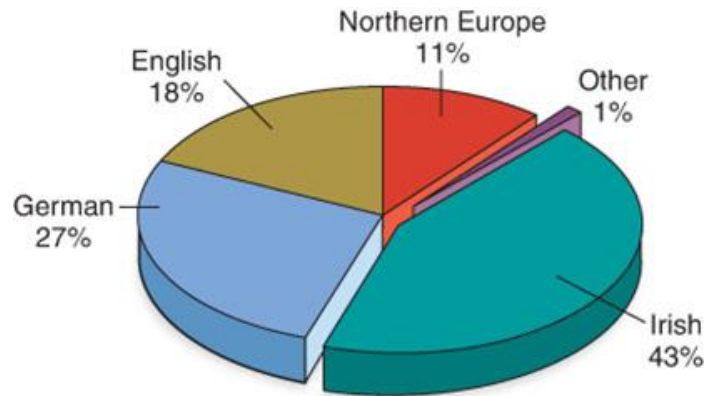
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3.1 Old Ports and the New Cities of the Interior

Difficulty Level: Easy

Skill Level: Remember the Facts



26. Based on this graph, it can be inferred that the greatest factor contributing to the high percentage of Irish immigrants to the United States during the mid-nineteenth century was _____.

- A) greater economic opportunities in the United States
- B) religious persecution by the Protestant English
- C) failure of the Irish potato crop
- D) political upheaval resulting in mistreatment of liberal intellectuals

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3.2 Immigrants and the City

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 9.8 Sources of European Immigration

27. How were German immigrants to the United States in the mid-nineteenth century different from their contemporary Irish immigrants?

- A) They were readily able to assimilate easily into Anglo-American society.
- B) They were generally poorer than the Irish.
- C) They were exclusively Protestant.
- D) They tended to have a wider variety of work skills.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3.2 Immigrants and the City

Difficulty Level: Easy

Skill Level: Remember the Facts

28. Even though urban centers in the North and Midwest were home to some of the largest free African American communities in the nation during the mid-nineteenth century, what was one major problem encountered by members of these communities?

- A) Free African Americans were relegated to the same agricultural jobs they had in the South.
- B) A lack of thriving cultural centers and development was common to these communities.
- C) Racial segregation was more pronounced here than in cities in the South.
- D) Free African Americans had no opportunities for advancement or economic prosperity.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3.3 Free Black Communities in the North

Difficulty Level: Moderate

Skill Level: Understand the Connections

29. What was one factor from the Sara Roberts case that resulted in the Massachusetts Supreme Court decision to justify segregated educational facilities in its state?

- A) Racially segregated schools imposed inferiority and degradation on an entire race.
- B) Schools for free blacks were roughly equal to schools for white children.
- C) Attending white schools would mean that free blacks were taking on airs of superiority.
- D) Free black children would have no opportunity to learn about their culture in white schools.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3.3 Free Black Communities in the North

Difficulty Level: Easy

Skill Level: Remember the Facts



31. The portrayal of the murdered prostitute Helen Jewett in this print by Currier and Ives seems to emphasize her _____.

- A) guilt
- B) sensuality
- C) vulnerability
- D) low regard in society

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3.4 Riot, Unrest, and Crime

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Image 9.11 Murder of Helen Jewett

32. The “Bible riots” that took place in Philadelphia in 1834 were largely centered on _____.

- A) racial bigotry
- B) anti-Semitism
- C) hostilities between evangelical and more traditional Protestants
- D) anti-Catholicism

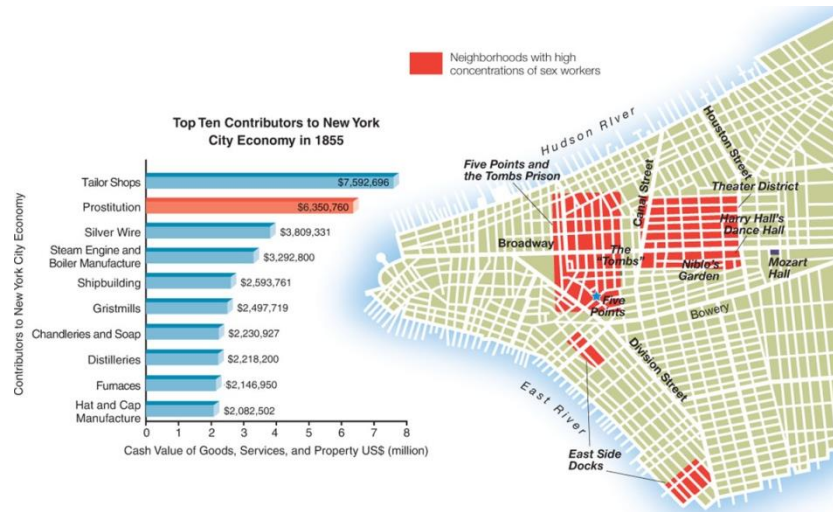
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3.4 Riot, Unrest, and Crime

Difficulty Level: Easy

Skill Level: Remember the Facts



33. What is one assumption that can be made about the prostitution industry in New York City during the early nineteenth century?

- A) Prostitution was an unprofitable venture for participants in the sex trade.
- B) Most centers of prostitution were in the entertainment district and the busy waterfront.
- C) Brothels were more likely to be found in wealthier neighborhoods and the suburbs.
- D) Small numbers of unemployed women flocked to New York City in the early 1800s.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3.4 Riot, Unrest, and Crime

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Envisioning Evidence: The Economics and Geography of Vice in Mid-Nineteenth Century New York

34. What is one common misconception that people currently have about the planter class in Southern society?

- A) Most planters lived in magnificent mansions instead of the simpler homes they actually constructed.
- B) Most plantations lacked large numbers of slaves and actually relied on free black labor.
- C) Southern plantations were more likely to be composed of a single male owner and his slaves rather than being the family-based farms that actually existed.
- D) Most of the planters from the highest class owned between one and ten slaves instead of the much higher numbers they actually were thought to have possessed.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.4.1 The Planter Class

Difficulty Level: Moderate

Skill Level: Understand the Connections



35. These photographs taken in the 1930s of Henry McAlpin’s “big house” and slave quarters on Hermitage Plantation in Georgia reveal that this estate was atypical of most plantations because

- A) it was located in an area of the South not conducive to commercial farming
- B) the buildings were generally smaller and less grandiose than most buildings found on plantations
- C) the slave quarters were located on a different plantation altogether
- D) these structures were constructed from brick instead of more commonly-used lumber

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.4.1 The Planter Class

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 9.11 Photos of Hermitage Plantation from the Great Depression

36. What emotion is elicited by plantation mistress Mary Kendall’s passage in her diary that states “for about three weeks I did not have the pleasure of seeing one white female face.”?

- A) joy
- B) melancholia
- C) hostility
- D) nostalgia

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.4.1 The Planter Class

Difficulty Level: Difficult

Skill Level: Analyze It



37. This antislavery woodcut shows a slave patrol terrorizing a slave for _____.

- A) breaking his tools
- B) slowing down his pace of work
- C) traveling without written permission from his owner
- D) leading a slave insurrection

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.4.2 Yeoman and Tenant Farmers

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 9.12 *A Slave Caught Without a Pass*

38. One typical feature of yeoman farmers in the South was that they _____.

- A) worked their own small farms, often without slave labor
- B) produced large surpluses of commercial crops for market
- C) made up the core of state legislators, judges, and militia officers
- D) were financially independent enough to transport their own crops to market

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.4.2 Yeoman and Tenant Farmers

Difficulty Level: Easy

Skill Level: Remember the Facts

39. How did the experience of free blacks in the South compare with the experience of free blacks in the North?

- A) Those in the South lived in cities that were less spatially segregated.
- B) Those in the South were less religious and had lower church attendance.
- C) Those in the North had greater opportunities for working as skilled artisans.
- D) Those in the South faced greater economic competition from immigrants.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.4.3 Free Black Communities

Difficulty Level: Moderate

Skill Level: Understand the Connections



40. The view of the South portrayed by Northern abolitionists in the illustration “Southern Violence” implied that the situations shown in this image, such as lynching, dueling, blood sports, and whipping, were connected to the _____.

- A) code of honor among Southern gentlemen
- B) brutality of slavery
- C) consequences of living in a hot-weather environment
- D) greed associated with a cash crop economy

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.4.4 White Southern Culture

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Image 9.13 Southern Violence

41. Given that wealthy white Southerners enjoyed such entertainment as jousting and settled matters of honor with dueling, what seems to have been one major difference between Southern and Northern cultures?

- A) Southerners enjoyed much leisure time, as Northerners were focusing more of their efforts on work.
- B) The South was a violent place, whereas the North was not.
- C) The South was dominated by an elite class, whereas there was a greater sense of egalitarianism between classes in the North.
- D) As industrialization progressed in the North, Southerners were turning toward the past.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.4.4 White Southern Culture

Difficulty Level: Difficult

Skill Level: Analyze It

42. What is one reason that cotton cultivation spread westward across the Black Belt that ran from Alabama to east Texas after 1820?

- A) Cotton depleted the soil of nutrients, so growers needed fresh land.
- B) Cotton cultivation required much labor, and the western slave trade was thriving.
- C) An economic boom was taking place in western cities located on the Black Belt.
- D) Canals had reached westward to the new plantations located throughout the Black Belt.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.5.1 Varied Systems of Slave Labor

Difficulty Level: Moderate

Skill Level: Understand the Connections

43. What resulted from an 1847 strike by white workers at the Tredegar Iron Works in Richmond, Virginia?

- A) The slaves and the white workers together formed a labor union.
- B) The enslaved African Americans who worked at the factory were all terminated.
- C) Having slaves and free whites working together at any Southern factory was outlawed.
- D) The only white workers remaining supervised an exclusively enslaved labor force.

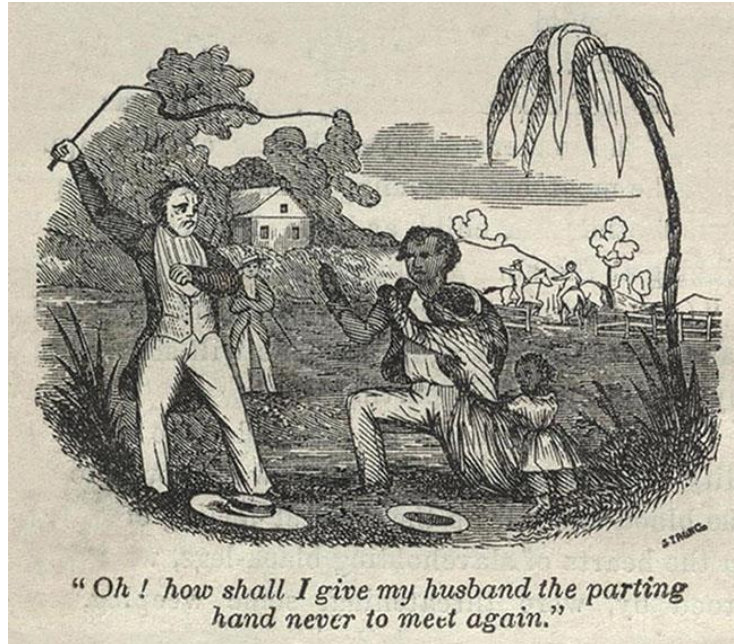
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.5.1 Varied Systems of Slave Labor

Difficulty Level: Moderate

Skill Level: Understand the Connections



44. This broadside from an antislavery almanac shows that the whip, perhaps the most commonly used symbol of Southern slavery, was used as a tool to _____.
- A) punish slaves for work slowdown and intentional destruction of their tools
 - B) castigate mischievous slave children
 - C) separate slave families so they could be sold apart from each other
 - D) force slaves to work in the fields

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.5.1 Varied Systems of Slave Labor

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Image 9.14 Image of Slave Whipping

45. "Jumping the broom" was a slave ritual associated with _____.
- A) funerals
 - B) marriage
 - C) arrival of newborn infants
 - D) baptism

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.5.2 Life in the Slave Quarters

Difficulty Level: Easy

Skill Level: Remember the Facts



46. What emotion is most evident among the slaves being put up for auction that is about to take place in the painting *The Slave Market, Richmond, Virginia*?

- A) tranquility
- B) rebelliousness
- C) resignation
- D) joyfulness

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.5.1 Varied Systems of Slave Labor

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Image 9.15 *The Slave Market, Richmond, Virginia*

47. Why did biblical themes from the story of the Exodus figure so prominently in slave spirituals and religion?

- A) It told of the Israelites' escape from slavery.
- B) It chronicled the story of creation.
- C) It promised salvation in the afterlife.
- D) It instructed slaves to use violence against their masters.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.5.2 Life in the Slave Quarters

Difficulty Level: Moderate

Skill Level: Understand the Connections



48. The presence of the plantation master and mistress, who are barely visible between the two large trees in the lower right corner of the painting *Plantation Burial*, serve as a visual reminder that _____.

- A) they were unsettled by this strange night-time ritual
- B) they disapproved of the funeral since it lacked Christian traditions
- C) slaves at the funeral appreciated their master and mistress being in attendance
- D) slaves were never free from the watchful eyes of their masters

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.5.2 Life in the Slave Quarters

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 9.16 *Plantation Burial*

49. As a result of Nat Turner's Rebellion, _____.

- A) laws restricting African Americans in the South became more severe
- B) African-American churches were banned in the South
- C) Southern militias were severely weakened
- D) African Americans were inspired to carry out even larger revolts

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.5.3 Resistance and the Law of Slavery

Difficulty Level: Moderate

Skill Level: Understand the Connections



50. These woodcut images depicting the murder of defenseless white families by rebel slaves and the pursuit of slave insurrectionists by the militia during Nat Turner's Rebellion in 1831 Virginia were meant to generate from viewers what type of attitude toward Nat Turner and his followers?

- A) militaristic
- B) heroic
- C) unsympathetic
- D) patriotic

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.5.3 Resistance and the Law of Slavery

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 9.17 Woodcut Image of Nat Turner's Rebellion

Essay

51. What role did technological change play in the market revolution? How did such changes in farming and transportation affect American values and beliefs?

The ideal answer should include:

1. The American economy became more commercially oriented during the nineteenth century as a market economy developed due to changes and improvements in technology. Farmers were able to produce more crops for consumption and sale with the development of the iron plow and cotton gin. *The New England Farmer* warned farmers that “the cultivator who does not keep pace with his neighbors as regards agricultural improvements and information will soon find himself the poorer consequence of the prosperity that surrounds him.” New scientific methods also increased the productivity of the soil. Farmers began to concentrate on crops they could sell for cash in the marketplace, which led to changes in farming patterns by region. Southern farmers concentrated on cotton and other staples for export, while farmers in the Midwest focused more on grains, such as wheat. Eastern farmers shifted to livestock production, dairy goods, and the raising of fruits and vegetables. This new approach challenged traditional ideas of neighborliness and community, and the combination of work and leisure activities, such as husking bees and harvest parties, became inefficient.
2. Market-oriented farms needed improvements in transportation to deliver products to the growing cities of the Midwest and Northeast. These improvements also lowered the costs of business. The first major development in transportation was the creation of a series of roads and turnpikes that knit together the major urban areas along the eastern seaboard. The National Road was the first federally funded road and ran from Maryland to Columbus, Ohio by the 1830s. The Lancaster Turnpike connected Philadelphia to Pittsburgh.
3. The invention of the steamboat also reduced travel times. Most river travel before this invention only moved downriver. Traveling upriver was slow and expensive, so few manufactured goods reached the nation’s interior. Steamboats provided an economic boom to cities located along rivers. Canals were also a cheap way of moving goods, but were usually not very long until the construction of the Erie Canal in New York in 1825. It was over 300 miles long and cut the amount of time it took to export wheat and other crops from the West to New York City. “Canal fever” was sparked and more than 3,300 miles of canals were completed by 1840.
4. The greatest impact on transportation came with the invention of the steam-powered train that first began to operate on the Baltimore and Ohio railroad. By 1840, there were more miles of railroads than canals. Railroads increased the speed in which people and goods could move from one part of the country to another. Some people, like University of Louisville founder Dr. Charles Caldwell, praised the railroad as a potential agent of civilization that would spread morality and education by linking people together more effectively. Others, like the artist George Inness, expressed fears of the dangers that railroads would have on the natural environment.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.1 The Market Revolution

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. How did the factory system change work and the work-class culture? Describe how the factory system developed in such mill towns as Lowell, and explain how it differed from previous forms of production. How did the new system affect the roles and opportunities available to American women?

The ideal answer should include:

1. The artisan system of small-scale production was replaced with a new set of roles: owners, managers, and wage workers. The owner provided the money for the enterprise, the manager supervised the workers, and the laborers did the actual work, which was usually less skilled than the traditional crafts practiced by skilled artisans. Some industries, such as textiles, shifted relatively rapidly to the use of power-driven machinery. Shoe production, by contrast, continued to employ many manual laborers into the 1860s. In both cases, manufacturers undermined the old craft traditions by breaking down the productive process into simple steps that could be performed by workers with minimal training. Factory work forced laborers to give up many aspects of working-class culture. Under industrialization the clock ruled. Factory workers were required to follow a strict schedule and perform at a steady pace day in and day out. Beyond the rigid regulations of the workers' day, the factory robbed them of the pride of craft associated with handmade goods. In addition to creating a labor force of less skilled workers, the new system also led to a sharp separation between home and workplace. The factory system also diminished the control that working people had over their time and work, but it also increased the goods they could buy.
2. The Lowell mill consolidated all aspects of cloth production. Cotton from the South arrived at the mills where it was cleaned, carded, spun, and woven into a finished fabric. The mill owners recruited young, single women from rural New England to work at the factory towns. To accommodate this workforce and appease concerned parents, they built dormitories and libraries and provided boardinghouse matrons to supervise the morality of the workers. Each boardinghouse, with up to ten bedrooms per building, housed between 20 and 40 women. Two women sometimes had to share a single bed. The boardinghouses also contained a kitchen, a dining room, a parlor, and separate quarters for the housekeepers, who were generally older women.
3. Lowell allowed women to earn significantly more money than did farm labor and domestic service—the two most common occupations for single women. The women operatives in the mills also made friends with their coworkers and enjoyed free time away from the factories to socialize and pursue cultural and educational opportunities not available in their small hometowns. When wages were cut at Lowell in 1834 due to increased competition with other textile producers, the mill women “turned out” or went on strike. Critics of the Lowell strike saw the women as acting unladylike and as being un-American, radical followers of the British feminist thinker Mary Wollstonecraft, but the women defended their actions as an assertion of their rights as American citizens and an example of the ideals of independence and liberty inspired by the American Revolution. Although the strike did not block the wage cut, it was a milestone in both the

history of women’s rights and labor organization. The “Lowell Female Labor Reform Association” later joined the struggle for a ten-hour working day.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.2 The Spread of Industrialization

Difficulty Level: Difficult

Skill Level: Analyze It

53. Describe the issues pertaining to the Sara Roberts case in Boston and in *State v. Mann* in North Carolina. How did the decisions made by each court impact the lives of African Americans living within their respective jurisdictions?

The ideal answer should include:

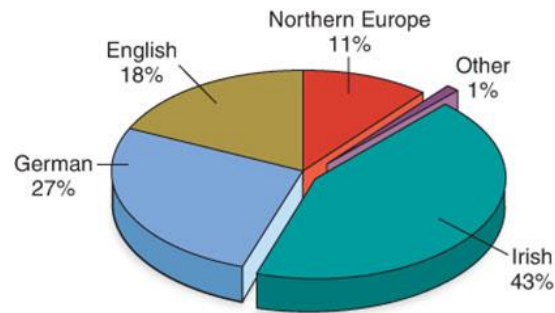
1. In the 1849 case before the Massachusetts Supreme Court, abolitionists and future senator Charles Sumner sued the city of Boston on behalf of Sara Roberts, a free African American who was unable to attend the white school nearest her home and instead had to travel a longer distance to attend the “colored” primary school. Sumner argued that racially segregated schools imposed “the stigma of inferiority and degradation” on African Americans. The Court rejected his argument and declared that schools for free blacks were roughly equal to schools for whites. The Court also stated that school integration would likely harm blacks by increasing racial prejudice and animosity.
2. The 1829 case *State v. Mann* was heard before the North Carolina Supreme Court. The case involved an assault on a slave named Lydia by John Mann. Since Lydia had no legal standing to bring charges before a court, her owner Elizabeth Jones initiated the case against Mann, who had rented Lydia from Jones, and the law recognized that, as a temporary owner, he did not have the same long-term interests in protecting his property. Thus, his power over the slave was more limited than that of her legal owner. After Lydia ran off for being disciplined by Mann, he shot and wounded her. Mann was too poor to pay money damages, so Jones pursued criminal charges. A lower court convicted Mann of assault and battery, but he appealed to the state Supreme Court. Chief Justice Thomas Ruffin chose to reverse the lower court decision, arguing that the law denied legal protection to slaves. In his opinion, bestowing basic rights on slaves would undermine slavery itself. Several years later, his fellow justices partially repudiated Ruffin’s decision by stating that a master’s power was limited over his slaves, and the use of excessive or lethal forces to discipline slaves was not protected by the law of slavery.
3. Both cases demonstrated that free blacks as well as slaves only enjoyed the slimmest legal protection in court. Neither had the power to take cases to court and had to have a white person bring up the specific charges in court. Both slaves and free blacks continued to remain at the mercy of their masters and the white community both in the South and the North.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topics: 9.3.3 Free Black Communities in the North; 9.5.3 Resistance and the Law of Slavery

Difficulty Level: Moderate

Skill Level: Understand the Connections



54. How did immigration patterns change in the early nineteenth century? Use the circle graph above to develop your response. What were some of the effects of these changing patterns in immigration?

The ideal answer should include:

1. There was a sharp rise in urban populations in the nineteenth century due to the migration of Americans from rural areas and massive immigration from Europe, mostly from Ireland and Germany. Immigration rates soared from 23,000 in 1830 to 428,000 in 1854. Europeans left their homelands for the United States for many reasons, including poverty, poor harvests, warfare, and political and religious persecution. For the first time many non-Protestants entered American society. Irish immigrants were almost entirely Catholic, whereas Germans included both Catholics and Protestants. Ethnic enclaves with names like *Kleindeutschland* (Little Germany) and Little Ireland, with their own churches, mutual aid societies, theaters, newspapers, restaurants, and social clubs, developed in many cities.
2. Nearly half of all immigrants to United States in the mid-nineteenth century came from Ireland. In 1845, the Irish potato crop failed, which led to the deaths of more than one million people. More than a million other Irish immigrants came to the United States at this time, most of them poor peasants.
3. Many Irish immigrants usually settled in slums like Five Points in New York City and came to dominate low-skilled jobs such as laborers and domestic servants. Others entered the skilled trades and became successful entrepreneurs. Germans were more diverse in labor skills, and many became skilled artisans. They also settled further inland in the Midwest.
4. The changing ethnic composition also led to clashes and conflicts with the Anglo-American culture. This was evident through the violence associated with the newer immigrant Catholic population and the more established Anglo Protestants. This was particularly notable in the 1834 “Bible riots” that broke out in Philadelphia after the growing Catholic community opposed the city’s policy of using the Protestant version of the Bible for instruction in public schools. This resulted in three days of rioting including the burning of two Catholic churches and 20 fatalities.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.3 The Changing Urban Landscape

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 9.8 Sources of European Immigration

55. Compare and contrast the upper South and lower South. What geographical regions and boundaries defined these two locales? How did they differ economically and socially?

The ideal answer should include:

1. The lower South had a warmer climate, which made it ideal for cotton cultivation, which eventually spread across the Black Belt running from Alabama to Texas, which was known for its dark rich soil. Cotton cultivation spread rapidly westward largely due to the great wealth produced by cotton. It provided incentives to bring new lands under cultivation, especially since it exhausted the soil of its nutrients. Cotton planters also relied on a labor force that was 90 percent enslaved.
2. The upper South lacked the fertile land and long growing season necessary for cotton production. As a result, this region was more agriculturally diversified, including the cultivation of grain and the raising of livestock. Over the years, slavery became less viable in this region, and many masters sold their slaves to the lower South, where there was a greater demand for slave labor. Being sold “down river” usually meant separation of slave families and harsher working conditions on the cotton and sugar plantations of the lower South. The internal slave trade was still profitable in the United States, and slaves from the upper South were essential for this.
3. Slaves in both regions also worked in some type of industrial enterprise, but this was more common in the upper South. Slaves in both regions were also employed in nonagricultural enterprises, including working as domestics, artisans, gardeners, nurses, and, in Savannah and Charleston, as firefighters.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of the market revolution and economic change.

Topic: 9.5.1 Varied Systems of Slave Labor

Difficulty Level: Moderate

Skill Level: Understand the Connections

CHAPTER TEN
REVIVALISM, REFORM AND ARTISTIC RENAISSANCE, 1820–1850

Multiple Choice



1. What message does the lithograph *The Way of Good and Evil* send to its audience?
- A) Americans resisted the social ills found in their society.
 - B) A person could choose sin over good deeds and still be saved.
 - C) Achieving an education was unnecessary to obtain salvation.
 - D) People faced a clear choice of salvation or eternal damnation.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

2. What was the Second Great Awakening?

- A) a literary movement
- B) a movement for political reform
- C) the period of recovery from an economic panic
- D) a religious revival

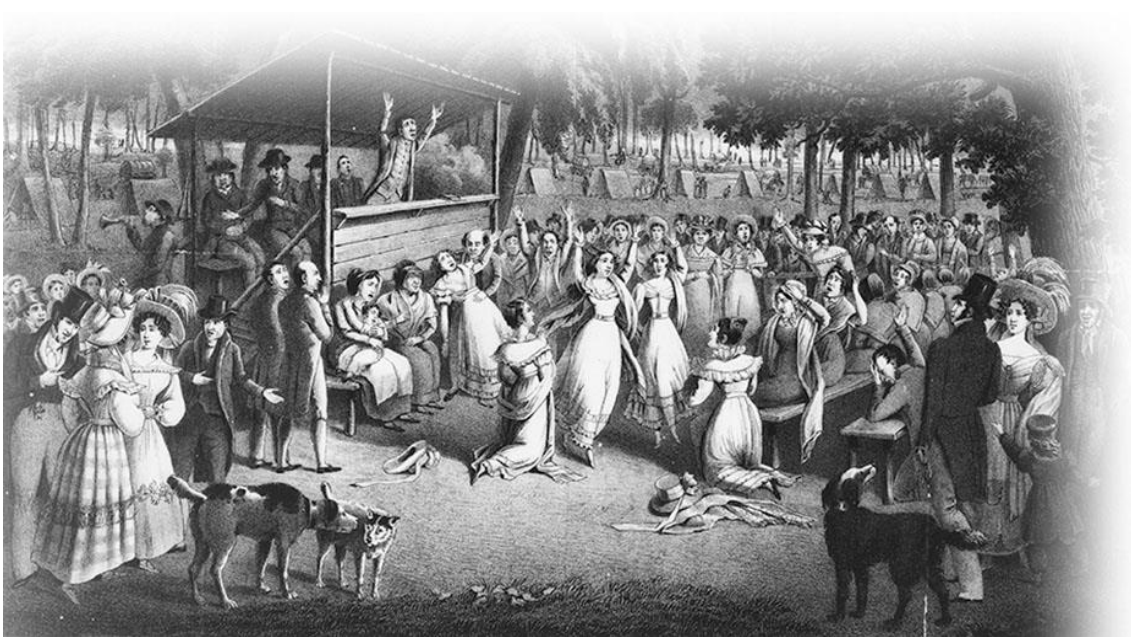
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1 Revivalism and Reform

Difficulty Level: Easy

Skill Level: Remember the Facts



3. What aspect of religious revivalism is evoked in this painting of a camp meeting?

- A) the gentility of its attendees
- B) its small size
- C) its emotional intensity
- D) the diversity of its attendees

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1.1 Revivalism and the Market Revolution

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 10.1 *Religious Camp Meeting*

4. How was Charles Grandison Finney's theology of perfectionism different from pre-existing Calvinist beliefs?

- A) Perfectionism stressed that people could achieve their own salvation through free will.
- B) Under the theology of perfectionism, most people were condemned to damnation from birth.
- C) Perfectionism could only be achieved if one was poor and humble.
- D) Perfectionist doctrine stated that only God determined individuals' destinies.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1.1 Revivalism and the Market Revolution

Difficulty Level: Moderate

Skill Level: Understand the Connections

5. How did Charles G. Finney use the tools of the market revolution to further the goals of the Second Great Awakening?

- A) He stressed the political message of egalitarianism found in Jacksonian democracy.
- B) He utilized the expanding publishing industry to distribute printed religious materials.
- C) He emphasized that the economic profits gained by new technology led to salvation.
- D) He underscored the fact that workers no longer needed to work as hard as they had done before the advent of new technology.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1.1 Revivalism and the Market Revolution

Difficulty Level: Moderate

Skill Level: Understand the Connections

6. When the Manifesto of the Washington Total Abstinence Societies that was written in 1841 stated that "We hold these truths to be self-evident; that all men are created temperate; that they are endowed by their Creator with certain natural and innocent desires; that among them are the appetite for cold water and the pursuit of happiness!", its members were addressing abstinence from _____.

- A) consummating sexual relations
- B) consuming unhealthy foods
- C) imbibing alcoholic beverages
- D) participating in events such as dueling and gambling

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1.2 Temperance

Difficulty Level: Moderate

Skill Level: Understand the Connections



7. What ironic element found in “A Militia Muster” contradicts the Reverend Lyman Beecher’s belief that temperance organizations were comparable to “a disciplined moral militia”?

- A) Temperance organizations were mostly made up of women.
- B) Militias promoted violence while temperance organizations favored peaceful messages.
- C) Temperance organizations excluded African Americans from membership.
- D) The militiamen in the image are engaged in intoxicated revelries.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1.2 Temperance

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 10.2 A Militia Muster

8. Horace Mann’s most notable contributions were in the field of _____.

- A) religion
- B) education
- C) women’s rights
- D) temperance

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1.3 Schools, Prisons, and Asylums

Difficulty Level: Easy

Skill Level: Remember the Facts

9. The belief that people should “let the Common School be expanded to its capabilities...and nine tenths of the crimes in the penal code would become obsolete; the long catalogue of human ills would be abridged,” reflects the idea that universal public education was a _____ style of reform.

- A) preventive
- B) curative
- C) remedial
- D) utopian

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1.3 Schools, Prisons, and Asylums

Difficulty Level: Easy

Skill Level: Remember the Facts

10. How did changes in religious belief influence ideas about prison and punishment?

- A) The prison system began to cast criminal behavior in terms of sinfulness and innate depravity.
- B) Prisoners and the mentally ill were housed together in wretched conditions.
- C) Prisons became “penitentiaries” where prisoners had opportunities to repent and reform.
- D) Prisoners were given greater access to educational resources and public speaking events.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1.3 Schools, Prisons, and Asylums

Difficulty Level: Moderate

Skill Level: Understand the Connections

11. The push for more humane treatment of the mentally ill was promoted by _____.

- A) Lyman Beecher
- B) Horace Mann
- C) Elizabeth Cady Stanton
- D) Dorothea Dix

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1.3 Schools, Prisons, and Asylums

Difficulty Level: Easy

Skill Level: Remember the Facts



12. Architect John Haviland designed New York City's Halls of Justice, which were better known as the "Tombs," in the Egyptian Revival style that characterized sepulchral gloom in order to _____.

- A) highlight the more successful aspects of prison reform
- B) link these buildings to the certain deaths that prisoners faced
- C) intimidate and project the power of the law
- D) generate greater sympathy for prisoners

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1.3 Schools, Prisons, and Asylums

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 10.3 The Tombs

13. Early Federalist leaders like Alexander Hamilton and John Jay called for the abolition of slavery because slavery _____.

- A) threatened the republican values of liberty and virtue
- B) made the South more economically powerful than the North
- C) rejected the ideas of racial equality and justice
- D) gave the Southern states more dominance in the House of Representatives

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.1 The Rise of Immediatism

Difficulty Level: Easy

Skill Level: Remember the Facts

14. The American Colonization Society called for the transportation of free blacks to the African colony of _____.

- A) Benin
- B) Liberia
- C) Senegal
- D) Nigeria

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.1 The Rise of Immediatism

Difficulty Level: Easy

Skill Level: Remember the Facts

15. How did David Walker, a free black abolitionist, change other abolitionists' views on slavery when he published an *Appeal*?

- A) He stressed the need for violent slave insurrections.
- B) He gained more support from Southern intellectuals for African colonization.
- C) He convinced other abolitionists that emancipation should be immediate, not gradual.
- D) He made abolitionism a religious movement linked to humane treatment for the first time.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.1 The Rise of Immediatism

Difficulty Level: Moderate

Skill Level: Understand the Connections

16. Through his newspaper *The Liberator*, _____ became a leading spokesperson for immediatism.

- A) David Walker
- B) Hiram Powers
- C) William Lloyd Garrison
- D) Thomas R. Dew

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.1 The Rise of Immediatism

Difficulty Level: Easy

Skill Level: Remember the Facts



17. Abolitionists created jigsaw puzzles such as this one mainly to _____.

- A) educate Northern children about the evils of slavery
- B) entertain laborers after their long work day
- C) promote the African colonization movement
- D) annoy Southern slave owners

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.1 The Rise of Immediatism

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 10.4 Abolitionist Puzzle

18. Angelina and Sarah Grimké were unique from other abolitionists because _____.

- A) few women were involved in the abolitionist movement
- B) they were the daughters of a wealthy Southern planter
- C) they convinced Quakers to join the antislavery movement
- D) American women were more sympathetic to the proslavery movement

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.1 The Rise of Immediatism

Difficulty Level: Easy

Skill Level: Remember the Facts



19. Former slave Henry “Box” Brown, the central figure in this image, attracted many supporters of abolition to his speaking engagements because he _____.
- A) mailed himself to freedom in a box
 - B) hid in a box while Southern patrollers searched for him
 - C) spoke from the top of a box at his events
 - D) used boxes to ship other slaves to freedom in the North

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.1 The Rise of Immediatism

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 10.5 Mailed to Freedom

20. Southern and Northern Democrats in the House of Representatives passed the “gag rule” in order to _____.
- A) stop the immediate abolition of slavery
 - B) outlaw the internal slave trade in the United States
 - C) automatically table and not consider antislavery petitions sent to Congress
 - D) promote the benefits of slavery

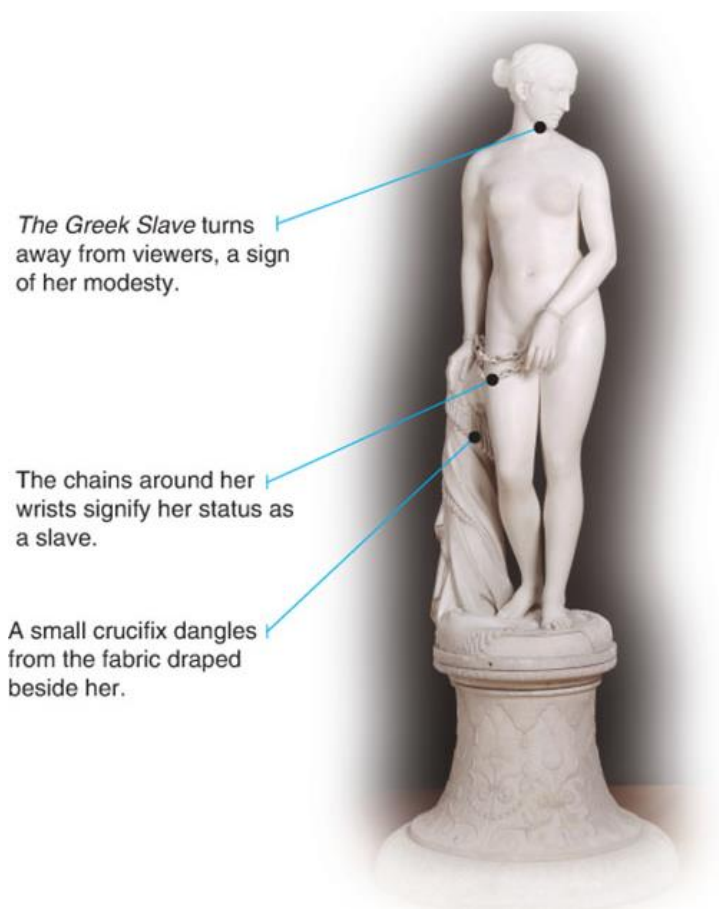
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.2 Anti-Abolitionism and the Abolitionist Response

Difficulty Level: Easy

Skill Level: Remember the Facts



21. Although Hiram Powers's sculpture *The Greek Slave* stirred up Northern sympathies against slavery, this sculpture also appealed to Southerners because it _____.
- A) compared the plight of ancient Greek slaves to Southern slaves
 - B) shocked society with its nude depiction of the slave
 - C) raised sympathy with contemporary Greece, which was in a republican revolution against their Turkish oppressors
 - D) praised Christian values that were symbolized by her crucifix

Answer: D

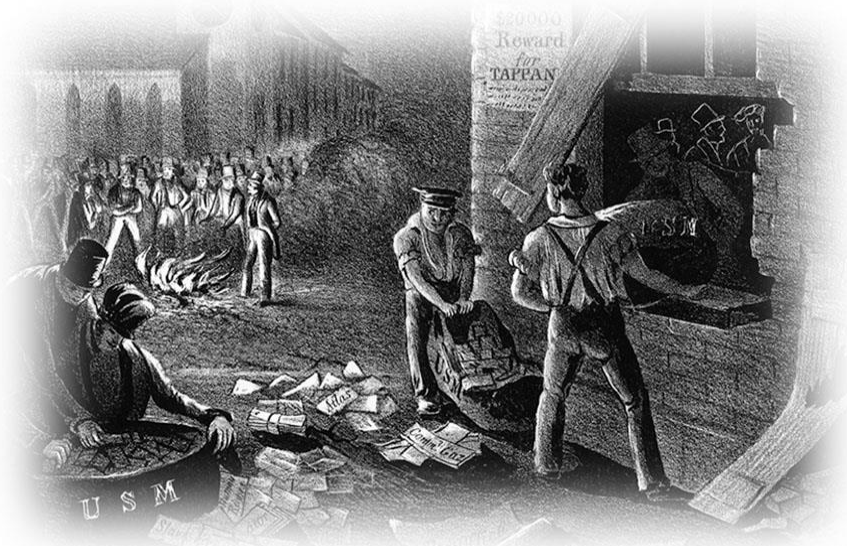
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.1 The Rise of Immediatism

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: *The Greek Slave*



22. How do the actions depicted in the cartoon *New Method of Sorting the Mail*, which shows the people of Charleston burning abolitionist materials sent through the United States Postal Department, mark a turning point between the antislavery and proslavery forces in the United States?

- A) Physical violence between both groups became more frequent.
- B) The burning of the U.S. mail made slavery a national issue instead of a local one.
- C) This situation led to a greater number of women joining the abolitionist movement.
- D) Abolitionists began to call for immediatism, rather than gradual emancipation for slaves.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.2 Anti-Abolitionism and the Abolitionist Response

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 10.6 *New Method of Sorting the Mail*

23. In his *Review of the Debate in the Virginia Legislature of 1831 and 1832*, Professor Thomas R. Dew _____.

- A) affirmed Thomas Jefferson’s earlier idea that slavery was unjust
- B) called for the immediate abolition of slavery in the United States
- C) defended the property rights of slaveholders
- D) supported the relocation of Virginia’s slaves to Africa

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.3 The Proslavery Argument

Difficulty Level: Easy

Skill Level: Remember the Facts



25. In her painting *Domestic Happiness*, artist Lily Martin Spencer intends for the woman's hand gesture to communicate both her emotional intimacy with her husband and her _____.
- A) subtle power over him
 - B) sexual desire for him
 - C) wish to protect their children from him
 - D) dominion over the world of their children

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.3.1 The New Domestic Ideal

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Image 10.8 *Domestic Happiness*

26. What values were associated with the “cult of true womanhood”?
- A) egalitarianism with their male counterparts
 - B) piety, motherhood, and sexual passivity
 - C) the importance of being consumers in the competitive marketplace
 - D) women's weaknesses and tendencies toward moral depravity

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.3.1 The New Domestic Ideal

Difficulty Level: Moderate

Skill Level: Understand the Connections

27. Lydia Finney established the New York Moral Reform Society in 1834 in order to _____.

- A) criminalize prostitution
- B) support alcoholics
- C) abolish slavery
- D) fight for equal pay rights

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.3.2 Controlling Sexuality

Difficulty Level: Easy

Skill Level: Remember the Facts

28. Such reformers as Mary Gove and Paulina Wright were interested in _____.

- A) fighting for women’s property rights
- B) encouraging sexual passivity and chastity among women
- C) liberating “fallen women” from their work in brothels
- D) educating women on their reproductive rights and health

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.3.2 Controlling Sexuality

Difficulty Level: Easy

Skill Level: Remember the Facts



29. The Bloomer costume was initially designed so that women could _____.

- A) enhance the female figure
- B) have a proper uniform for factory work
- C) secure freedom from oppressive fashions such as the corset
- D) become involved in their movement for greater equality

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.3.1 The New Domestic Ideal

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 10.9 The Bloomer Costume

30. What event led Lucretia Mott and Elizabeth Cady Stanton to focus their attention on the oppression of women?

- A) the introduction by Thomas Herttell of a bill to grant property rights to women
- B) the success they found in their work on the temperance movement
- C) the imposition of coverture laws restricting a woman's rights
- D) the restrictions they faced at the international antislavery conference in London

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.3.3 The Path toward Seneca Falls

Difficulty Level: Moderate

Skill Level: Understand the Connections

31. The Seneca Falls Convention of 1848 was a turning point in women's history in the United States because it was the start of _____.

- A) women's participation in the abolitionist movement
- B) the women's rights movement
- C) the temperance movement
- D) married women having greater control over their property

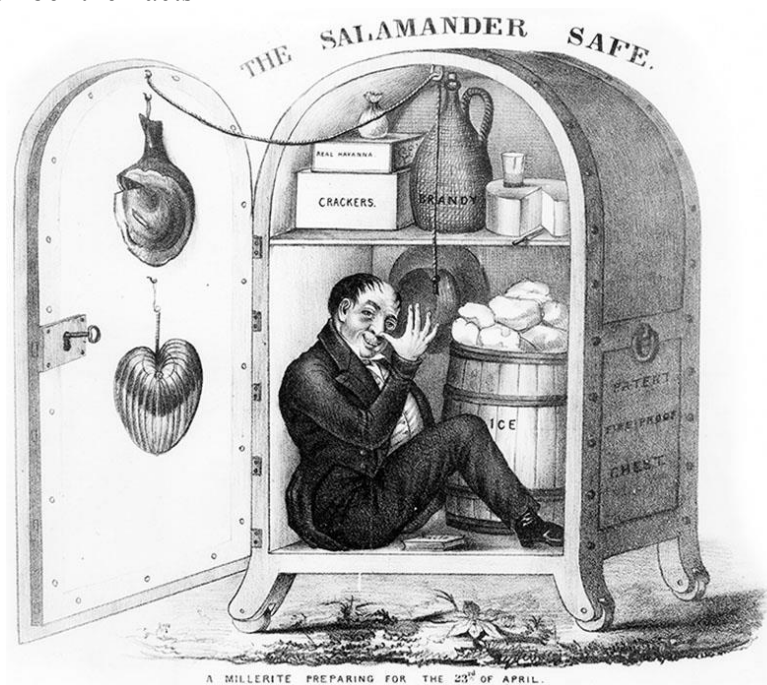
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.3.3 The Path toward Seneca Falls

Difficulty Level: Easy

Skill Level: Remember the Facts



32. What popular attitude toward the Millerite movement is reflected in this illustration?

- A) admiration for preparing for the apocalypse
- B) criticism of its inclination to isolate each other from society
- C) mockery of its expectation of the apocalypse
- D) ridicule of the group's excessive thrift

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.4.1 Millennialism, Perfectionism, and Religious Utopianism

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Image 10.10 Millerite

33. What is millennialism?

- A) the belief that God has condemned humanity
- B) the belief that Judgment Day is imminent
- C) the belief in one's own salvation
- D) the belief that Americans have a special relationship with God

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.4.1 Millennialism, Perfectionism, and Religious Utopianism

Difficulty Level: Easy

Skill Level: Remember the Facts

34. The teachings of Mother Ann Lee were the foundation for the establishment of _____.

- A) Shakerism
- B) Quakerism
- C) abolitionism
- D) millennialism

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.4.1 Millennialism, Perfectionism, and Religious Utopianism

Difficulty Level: Easy

Skill Level: Remember the Facts



35. This image of a Shaker religious dance emphasizes their belief in _____.

- A) rejection of the values of the marketplace
- B) communal ownership of property
- C) the adoption of orphans
- D) equality among the sexes

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.4.1 Millennialism, Perfectionism, and Religious Utopianism

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Competing Visions: Reactions to Shaker Gender Roles

36. Mormonism was first established in Palmyra, New York by _____.

- A) Mary Cragin
- B) Francis Wright
- C) Joseph Smith
- D) Robert Owen

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.4.1 Millennialism, Perfectionism, and Religious Utopianism

Difficulty Level: Easy

Skill Level: Remember the Facts

37. What was complex marriage as practiced in the community at Oneida, New York, that was established by John Humphrey Noyes?

- A) the polygamy that predominated among families within the community
- B) communal property ownership among members of the community
- C) a system of arranged marriages between members of the community
- D) free sexual relations between the men and women of the community

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.4.2 Secular Utopias

Difficulty Level: Moderate

Skill Level: Understand the Connections

38. Secular utopian communities such as those in New Harmony, Indiana, and those organized by Charles Fourier were the result of _____.

- A) hostility to the market revolution
- B) openness to multiple sexual relationships
- C) opposition to slavery
- D) a desire for intellectual improvement

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.4.2 Secular Utopias

Difficulty Level: Easy

Skill Level: Remember the Facts



39. This map showing the location of both secular and religious utopian communities in the United States reveals that _____.

- A) the Mormons were a sedentary sect
- B) the South was not as receptive to these communities as the North
- C) the mid-Atlantic seacoast was a hotbed of utopian reform
- D) there were more Shaker communities in the Midwest than New England

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.4.2 Secular Utopias

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 10.11 Utopian Communities

40. The philosophy of Transcendentalism relied on _____ for insights and inspiration.
- A) the market economy
 - B) the abolition of slavery
 - C) nature
 - D) traditional religion

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.5.1 Literature and Social Criticism

Difficulty Level: Easy

Skill Level: Remember the Facts

41. The novels written by Nathaniel Hawthorne and Herman Melville both dealt with themes resulting from _____.
- A) alienation that followed from the economic changes brought by the market revolution
 - B) support for the intellectual movements that were part of secular utopian communities
 - C) their opposition to slavery
 - D) their experiences of living on the high seas

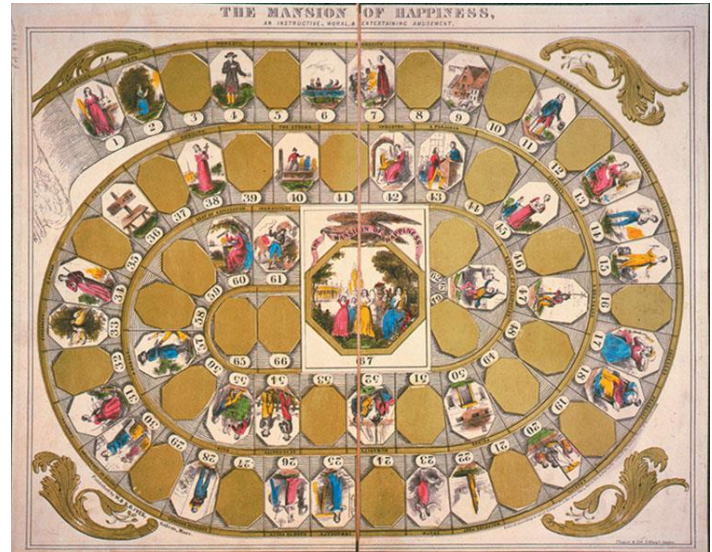
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.5.1 Literature and Social Criticism

Difficulty Level: Moderate

Skill Level: Understand the Connections



42. The board game “The Mansion of Happiness,” which is pictured on the right, was similar to the lithograph *The Way of Good and Evil* that is on the left in that both shared _____.
- A) a spiral design to symbolize the twists and turns of life
 - B) a strong opposition to organized religion
 - C) concerns about the economic changes of the market economy
 - D) the idea that life was a journey along a path of piety and sin

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.5.2 Domestic Fiction, Board Games, and Crime Stories

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Assets: Chapter opening image and 10.12 The Mansion of Happiness

43. Harriet Jacobs’s *Incidents in the Life of a Slave Girl* told about _____.

- A) her long struggle to learn to write well enough to tell her story
- B) the sexual predations of white Southerners on black women
- C) events in the life of a fictional slave contented within the “benevolent” institution
- D) her journalistic investigations into the lives of female slaves

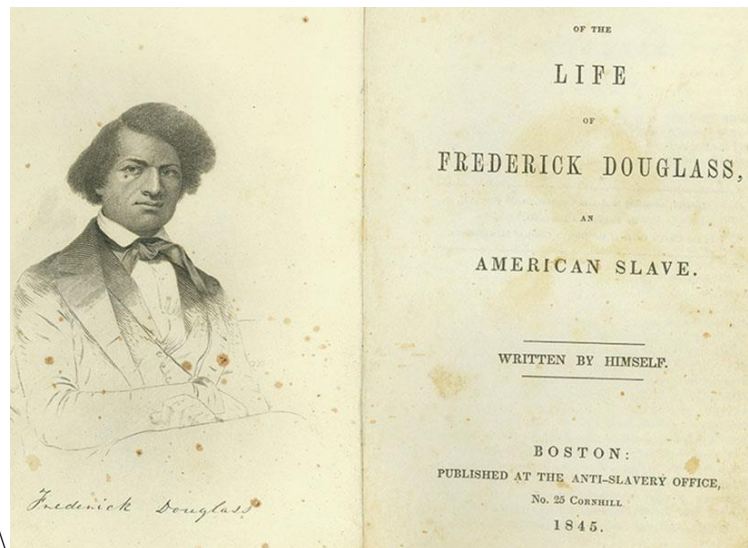
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.5.3 Slaves Tell Their Story: Slavery in American Literature

Difficulty Level: Easy

Skill Level: Remember the Facts



44. Why did Frederick Douglass include his own picture and signature in his book, *Narrative of the Life of Frederick Douglass, An American Slave*?

- A) to protect himself from those who might try to pass themselves off as him
- B) to prove that he was indeed African American
- C) to accord with standard publishing practices of the day
- D) to increase the authenticity of the work

Answer: D

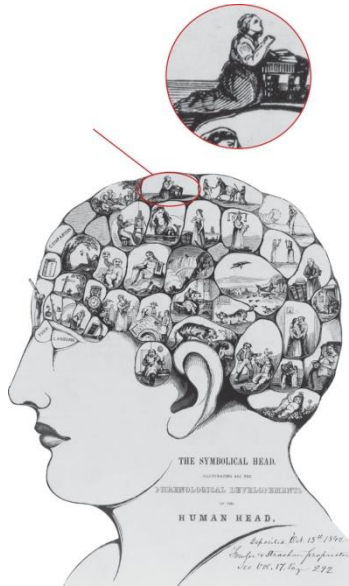
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.5.3 Slaves Tell Their Story: Slavery in American Literature

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 10.13 First Edition of Douglass, *Narrative of the Life of Frederick Douglass, An American Slave* (1845)



45. “The Symbolical Head” was an image associated with the popular topic of _____ on the Lyceum lecture circuit.
- A) phrenology
 - B) racism
 - C) psychology
 - D) the secular utopian movement

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.5.4 Lyceums and Lectures

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 10.14 The Symbolical Head



46. By placing himself in the midst of the mountain in his painting *View from Mt. Holyoke*, artist Thomas Cole more than likely espoused the views of which of the following groups?
- A) supporters of women's rights
 - B) abolitionists
 - C) proponents of the market economy
 - D) Transcendentalists

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.6.1 Landscape Painting

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 10.15 *View from Mt. Holyoke*



47. As seen in this image, roads running through New York City's Central Park were intentionally sunk below the line of sight in order to _____.

- A) accommodate new modes of transportation developed during the market economy
- B) maintain the park's country-like setting
- C) imitate the type of roads used in modern European communities
- D) establish escape routes from the park in cases of emergencies

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.6.2 Parks and Cemeteries

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 10.16 Central Park



48. As can be seen in this painting of Mount Auburn, typical elements of the rural cemetery movement included _____.

- A) the provision of a place for reflection by the living and repose for the dead
- B) strong connections to the features of a market economy
- C) an interest in ancient Greek monuments and practices
- D) a rejection of Christian values

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.6.2 Parks and Cemeteries

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 10.17 Mount Auburn



49. These images of Greek Revival furniture on the left and Shaker furniture on the right contrast from each other because _____.

- A) utopian sects preferred fancy mainstream furniture to more ascetic furniture
- B) Shaker furniture was more intricate in design
- C) Shaker furniture was built to be functional, not fancy
- D) simplistic Shaker furniture was preferred by most mainstream Americans

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.6.3 Revival and Reform in American Architecture

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 10.18 and 10.19 Greek Revival Parlor and Shaker Sitting Room



50. According to phrenologist Orson S. Fowler, what was the advantage of living in an octagon-shaped house like the one in this image?

- A) It was more efficient in material costs and was therefore thriftier to construct.
- B) It encouraged harmony by approximating the shape of a circle.
- C) It was a metaphor for the cycle of birth to death.
- D) It was focused toward heaven and so would encourage religious worship.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.6.3 Revival and Reform in American Architecture

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 10.21 Octagon House

Essay

51. What was the Second Great Awakening? How did Charles Grandison Finney use the tools of the market revolution to further the goals of the Second Great Awakening?

The ideal answer should include:

1. As a result of the economic, political, and social changes in American society in the early 1800s, many Americans worried about the erosion of individual morality, community, and family integrity. These concerns sparked a movement toward moral reform, known as the Second Great Awakening. Secular reformers pushed for improvements in schools, better care for the mentally ill, and humane treatment of criminals, and religious reformers preached about the reform and eradication of individual behaviors such as drunkenness.
2. In his preaching, Finney emphasized free will, which is the individual's potential for improvement and success through individual effort and moral choices. In contrast to Calvinism, a pervasive doctrine of the period, Finney's message encouraged people to usher in the new millennium by aiming for individual perfection. Through hard work and sobriety, individuals could create their own success in the new markets.
3. In addition, Finney and other evangelicals took advantage of the opportunities provided by the market revolution, particularly the expansion of the publishing industry, to produce large amounts of tracts, Bibles, and evangelical periodicals. Organizations such as the American Bible Society and the American Tract Society led the way in marketing evangelical publications, making an effort to use high-quality wood-cut images in many of them to visually reinforce the text.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.1 Revivalism and Reform

Difficulty Level: Easy

Skill Level: Remember the Facts

52. How did the abolitionist movement change through the first half of the nineteenth century? How did abolitionists take advantage of the opportunities made available by the market revolution to influence popular opinion regarding slavery? What role did former slaves play in the movement?

The ideal answer should include:

1. Before the 1830s, abolitionists took a position of gradual emancipation of slaves. This theory had been espoused by the early Federalists as well as political leaders of the early 1800s. At this point, one idea was to transfer free blacks to the colony of Liberia in West Africa, although free African Americans were committed to remaining in the United States. By 1829, abolitionism entered a new era, largely due to the efforts David Walker, a free black man who advocated immediatism, the immediate release of slaves. The leading spokesman was David Lloyd Garrison, who used his newspaper *The Liberator* to communicate the message of immediatism. Garrison organized the New England Anti-Slavery Society along with the American Anti-Slavery Society. Large numbers of Northern women also joined the abolitionist movement at this time.

2. As a result of the market revolution, abolitionists were able to more aggressively promote their cause through advancements like improvements in printing. Abolitionists started newspapers (such as *The Liberator*), formed societies, and inundated the South with antislavery literature. Pamphlets, songbooks, and almanacs dramatically publicized the conditions in which slaves lived and the evils they endured. Hiram Powers's statue, *The Greek Slave*, drew even more attention to the institution of slavery and the abolitionist cause.
3. David Walker, a free black man, wrote his *Appeal* to urge active insurrection among slaves in the United States. His insistence that America belonged to the slaves even more than to their masters, and the fact that he condoned the use of force in the slaves' rebellion against their masters, set him at odds with other abolitionist groups in America. In addition, former slave Henry "Box" Brown, who mailed himself to freedom in a box, used his experiences and the panorama "The Mirror of Slavery" to tell his dramatic story as well as the history of slavery in the United States.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.2.1 The Rise of Immediatism

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. How did the women's rights movement evolve and emerge at the Seneca Falls Convention in 1848? How did women's rights advocates apply the lessons they learned through their involvement with moral reform? What role did the abolition movement play in the evolution of the women's rights movement? What were the goals and immediate results of the convention?

The ideal answer should include:

- The topic of women's rights was initially proposed by Mary Wollstonecraft a century before Seneca Falls. One major issue that led to the emergence of women's rights just before the 1848 Seneca Falls Convention dealt with women's property rights. Under the common law of coverture, married women could not own property. The women's rights movement fought to repeal this law, which shackled married women to their husbands. The New York legislature in 1848 approved a bill introduced by Thomas Herttell that gave married women more control over their inherited property that they brought into a marriage. Elizabeth Cady Stanton and Lucretia Mott were the organizers of the Seneca Falls Convention, and black abolitionist Frederick Douglass was a featured speaker.
- Participation in reform movements, including Jackson's Indian removal policy, temperance, and the crusade against prostitution contributed to the emergence of the fight for women's rights at Seneca Falls. Women gained experience in speaking out, organizing themselves, and questioning the underlying legal, political, and social values that contributed to their oppression.
- In the early nineteenth century, women were powerful advocates on behalf of slaves. Some of these women, such as Elizabeth Cady Stanton and Lucretia Mott, attended antislavery conferences, some of which were held in England. At these conferences, women activists realized that their right to speak in public was challenged because they were women. Women also submitted numerous signed antislavery petitions to Congress.

As a result, women's rights advocates began to draw analogies between the situation of slaves and their own situation.

- The goals of the Seneca Falls Convention were listed in the Declaration of Sentiments and Resolutions, which noted that women were denied economic opportunities, legal rights, and access to education. It also asserted that "it is the duty of women in the country to secure themselves their sacred right to the elective franchise." The Declaration of Sentiments became the foundational text for all subsequent efforts to promote equal rights for American women. In Stanton's words, the women who gathered at Seneca Falls instigated "a rebellion such as the world had never seen before." After Seneca Falls, two dozen other such meetings took place over the next 12 years.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.3.3 The Path toward Seneca Falls

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. Describe the various utopian movements, sacred and secular, that emerged in the first part of the nineteenth century. What role did the family play in the utopian worlds created by some of these groups? To what aspects of American society were they responding, and what solutions did they hope to offer?

The ideal answer should include:

1. Sacred utopian movements included the Millerites, Shakers, Oneidans, and Mormons. The Millerites followed millennialism, which was the belief that Judgment Day was imminent. William Miller, their founder, predicted that Christ would return in March 1843 and then revised this to October 22, 1844. The movement failed after both predictions failed to come true, but some of their teachings were incorporated into the Seventh Day Adventists.
2. The United Society of Believers in Christ's Second Appearing, or Shakers, attracted thousands of followers. Their beliefs were shaped by the earlier teachings of Mother Ann Lee, who expressed that sex itself was the root of human evil. Shakers, whose name resulted from their ecstatic form of religious dance, adopted a strict rule of celibacy. As a result, they only grew by adopting orphans or converting new members. They radically recast gender roles since Mother Lee believed God was both masculine and feminine. They did not marry and instead lived as brothers and sisters. They also developed a complex relationship with the market economy. Although they had no private property, they sold goods and furniture to outsiders in order to support the community.
3. John Humphrey Noyes established the Oneida community in the 1840s. He took the idea of perfectionism in a novel direction by creating the Putney Group that practiced a form of Christian communism where all property was commonly owned. Noyes believed that if a person attained a state of religious perfection and could not sin, then one could be free of many of the laws that dealt with humans' fallen, sinful state, including marriage and monogamy. He instituted the practice of complex marriage at Oneida where any person who had experienced saving grace was free to engage in sexual relations with any other person of the opposite sex. Birth control was an important issue of the community, and only the most spiritually perfect were allowed to produce children.

4. Joseph Smith, the founder of the Church of Jesus Christ of Latter Day Saints or Mormonism, created a religious utopia in Palmyra, New York, after receiving a revelation that a lost tribe of Israelites were the ancestors of Native Americans and discovering a set of golden tablets that revealed this information. Mormons also believed in the millennium, which would bring an end to debt and the return of Christ. They eventually established settlements in Kirtland, Ohio, and Nauvoo, Illinois. Smith's 1831 law of consecration urged Mormons to deed their lands to the church, which would distribute it to the faithful and retain any surplus.
5. Secular utopias also attracted individuals frustrated with the market revolution and American society. Robert Owen's New Harmony community in Indiana was built as a socialist model. Charles Fourier organized ideal communities that included the utopian theory of phalanxes, where profits produced by agricultural labor or manufactured goods were divided among the members based on a complex formula that involved the amount invested, people's skills, and amount of physical labor. Women enjoyed equal pay and equal opportunities with men. At Brook Farm in Massachusetts, manual labor was supplemented by activities that encouraged "intellectual improvement and social intercourse calculated to refine and expand" the mind and soul. Francis Wright established Nashoba near Memphis, which was a unique community due to the fact that blacks and whites lived together. Wright also included the ideas of abolishing the nuclear family, religion, and private property.
6. The Shakers, Oneidans, Mormons, and other utopian societies rejected the period's traditional conceptions of family and of private property. These groups embraced various levels of communism. The Shakers lived celibate lives, with men and women working as equals and living as brothers and sisters, unrestrained by the traditional roles of wife and mother and husband and father. The Oneidans embraced a complex form of marriage and family, embracing free love. The Mormons encouraged economic communism, sharing land ownership and living apart from the general population.
7. These movements were more radical embodiments of the general push for social reform in America that came with the Second Great Awakening. They sought to establish communities that were heaven on earth. By eliminating private property and the limitations of conventional gender and family roles, these movements appealed to many who felt threatened by or uneasy about the climate created by the market revolution.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.4 Religious and Secular Utopianism

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. Describe American popular culture in 1820–1850. What did Americans read, and what new forms of leisure were created? What did these activities reveal about American society and concerns at the time?

The ideal answer should include:

1. Between 1820 and 1850, an American Renaissance took place in literature, much of which was a response to the dangers of the developing market economy. Intellectuals, such as Ralph Waldo Emerson, took de Tocqueville's idea of the dangers posed by a

“tyranny of the majority” to develop unique styles of writing. Emerson was a leader of the Transcendentalist movement, which stressed that people look to nature for inspiration and thought. In “The American Scholar”, he urged Americans to reject the latest fashions of the marketplace and discover the deeper philosophical truths found in nature and self-reflection. Nathaniel Hawthorne criticized American history and society in his works, including the connections between revivalism and the market revolution in *The Celestial Report*. Herman Melville’s novel *Moby Dick* explored issues such as the search for meaning, spiritual fulfillment, and truth by those working within an economic system that increasingly treated people as commodities.

2. Many popular writers in the antebellum period were women. Female readers preferred “sentimental writing” and “domestic fiction” to the greater works of literature. Susan Warner’s *The Wide, Wide World* told the story of an orphaned girl whose adventures in life exemplified the road to salvation in terms of the ideals of middle-class domesticity. During this time, writers also focused on the evils that Americans were advised to avoid, including creating tales of crime and moral depravity that were featured in newspapers such as the *National Police Gazette* and the *New York Sun*. Crime fiction as exemplified by George Lippard’s *The Quaker City, Or, The Monks of Monk Hall: A Romance of Philadelphia Life, Mystery and Crime* addressed seduction, murder, and intrigue along with a class-conscious critique of debauched elites. Edgar Allan Poe transformed gothic tales of horror and crime into high art with stories such as “The Tell-Tale Heart” and “The Black Cat,” which explored the psychological dimensions of crime.
3. Domestic fiction also led to the creation of the first popular board game in American history, “The Mansion of Happiness,” which was created by Ann Abbott, a minister’s daughter. Players traveled on a spiral path filled with desirable qualities as well as sinful qualities that would cause a player to either move forward or backward. Since dice were associated with gambling, a numbered top was spun to determine that amount of spaces moved. The game overall imagined life as a journey along a path between piety and evil.
4. Stories written by former slaves were also popular literary works. Frederick Douglass wrote his slave autobiography *Narrative of the Life of Frederick Douglass, An American Slave* in 1845; it sold more than 30,000 copies. Douglass had to include his signature and a daguerreotype of himself in the first edition because critics did not believe that a former slave could write so eloquently. Harriet Jacobs’s *Incidents in the Life of a Slave Girl* took longer to write because she first had to learn how to read and write. She told her life story of escaping to freedom after giving firsthand accounts of sexual predations made by Southern men on their female slaves.
5. The Lyceum movement that was established by James Holbrook in 1826 provided a forum for public lectures and debates on intellectual issues. With the improvements made to railroads, this movement created a national market for speakers on topics of general interest. One popular fad presented at Lyceums was the pseudo-science of phrenology, which focused on the relationship between the bumps and shape of the human head and a person’s character and personality.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of revivalism and reform, 1820–1850.

Topic: 10.5 Literature and Popular Culture

Difficulty Level: Moderate

Skill Level: Understand the Connections

CHAPTER ELEVEN
**“TO OVERSPREAD THE CONTINENT”:
WESTWARD EXPANSION AND POLITICAL CONFLICT, 1840–1848**

Multiple Choice



1. Richard Caton Woodville’s painting *War News from Mexico* (1848) shows a central figure reading the latest headlines from the war front and, based on the men’s expressions, elicits what type of response about the Mexican War from the audience gathered at the “American Hotel”?

- A) indifference
- B) astonishment
- C) concern
- D) both astonishment and concern

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image



2. How did the doctrine of Manifest Destiny conflict with the idea of the West portrayed in Charles Deas's painting *The Trapper and His Family*?

- A) Proponents of Manifest Destiny saw Indians as inferiors rather than potential partners.
- B) Proponents of Manifest Destiny sought the eradication of the wilderness of the West to make way for urbanization.
- C) Proponents of Manifest Destiny rejected the freewheeling ways of mountain men in favor of Christian values.
- D) Proponents of Manifest Destiny derided hunting and supported the westward spread of agriculture.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.1 The Trapper's World

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 11.1 *The Trapper and His Family*

3. What was the greatest ecological consequence resulting from the fur trade?
- A) Native Americans were displaced from their ancestral homelands.
 - B) Sea otters and beavers nearly became extinct.
 - C) The American bison was wiped out after it became the trappers' primary food source.
 - D) Trappers polluted the rivers where they trapped regularly.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.1 The Trapper's World

Difficulty Level: Easy

Skill Level: Remember the Facts

4. How did John C. Frémont's 1845 published account of his explorations with the Army Topographical Corps affect Americans' attitudes about the West?
- A) Stories about hostile Indian attacks frightened many potential settlers from traveling to the West.
 - B) The adventures of American fur trappers glorified life in the West for many Americans.
 - C) Explanations about the harsh weather conditions, including freezing winter blizzards and summer droughts, convinced settlers that the West was not suitable for habitation.
 - D) The myth of the "Great American Desert" was dispelled with evidence that the Great Plains were a fertile area for settlement.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.1 The Trapper's World

Difficulty Level: Moderate

Skill Level: Understand the Connections

5. Manifest Destiny was the doctrine that _____.
- A) God intended the United States to extend westward to the Pacific
 - B) Indians who refused to assimilate should be exterminated
 - C) the United States was and should be a Christian nation
 - D) the United States should become the most powerful nation in the Americas

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.2 Manifest Destiny and the Oregon Trail

Difficulty Level: Easy

Skill Level: Remember the Facts

6. Missouri senator Thomas Hart Benton’s statement that “The White race alone received the divine command, to subdue and replenish the earth! Civilization or extinction has been the fate of all people who have found themselves in the track of the advancing Whites,” contains concepts that are based on both _____.

- A) racism and industrialization
- B) Christianity and the belief in the “noble savage”
- C) Jacksonian democracy and Protestant millennialism
- D) migration and geographical expansion

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.2 Manifest Destiny and the Oregon Trail

Difficulty Level: Moderate

Skill Level: Understand the Connections



7. In what way are Albert Bierstadt's *Emigrants Crossing the Plains* and Charles Wimar's *Attack on Emigrant Train* similar in their portrayal of the West?

- A) They employ symbolism to illustrate the favored nature of white settlers.
- B) They emphasize the travails of those headed into the frontier.
- C) They exaggerate aspects of westward travel for dramatic effect.
- D) They accentuate the beauty of the Western landscape.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1 Manifest Destiny and Changing Visions of the West

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 11.3 *Emigrants Crossing the Plains* and 11.4 *Attack on Emigrant Train*

8. Why did the workload of women double when their families moved westward?

- A) Women continued to care for the children but also made the major economic decisions for their family.
- B) Men took on many risks during the trek and often died, leaving women to care for their families on their own.
- C) Men were often absent to hunt, forage, and scout for the best trails.
- D) Women maintained traditional roles within the family but also had to take on jobs usually reserved for men.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.2 Manifest Destiny and the Oregon Trail

Difficulty Level: Moderate

Skill Level: Understand the Connections



9. This map shows that the most common way for Americans to get to the Pacific coasts of California and the Oregon Country from the Midwest during the era of Manifest Destiny was

- A) by sailing around South America to San Francisco
- B) along the Oregon Trail
- C) along the Santa Fe Trail
- D) along the California Trail

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.2 Manifest Destiny and the Oregon Trail

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 11.2 Western Trails

10. Reformers like Boston minister William Ellery Channing attacked the arrogance of Manifest Destiny and instead believed that Americans should _____.

- A) act honestly and respectfully toward Indians
- B) purchase lands from Indians in the West
- C) enslave Indians to cultivate the land in the West
- D) give Indians the right to vote

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.3 The Native American Encounter with Manifest Destiny

Difficulty Level: Easy

Skill Level: Remember the Facts

11. Paiute Indian Sarah Winnemucca's memoir detailing a range of encounters with whites is unusual because _____.

- A) memoirs were rarely printed after new printing innovations came into existence
- B) she falsified and enhanced many of the traumatic encounters she experienced with whites
- C) relatively little material written from the Indian perspective exists
- D) the Paiute were one of the few tribes in the West who successfully defeated white attackers

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.3 The Native American Encounter with Manifest Destiny

Difficulty Level: Moderate

Skill Level: Understand the Connections

12. What did the doctrine of "consecration and stewardship" require of Mormons?

- A) that they practice polygamy
- B) that they deed their property to the church
- C) that they build a glorious temple for worship
- D) that they isolate themselves from the dominant culture

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.4 The Mormon Flight to Utah

Difficulty Level: Easy

Skill Level: Remember the Facts



13. Although Mandan chief Mah-to-toh-pa posed for artist George Catlin with full war regalia and other trappings of a warrior chief, Catlin omitted most of these objects in order to

- A) fulfill the desires of the Indian chief for a more simplistic portrayal of himself
- B) preserve an accurate visual record of Western Native American culture
- C) not make him seem more powerful than American political and military leaders
- D) portray an idealized version of how an Indian should appear to an American audience

Answer: D

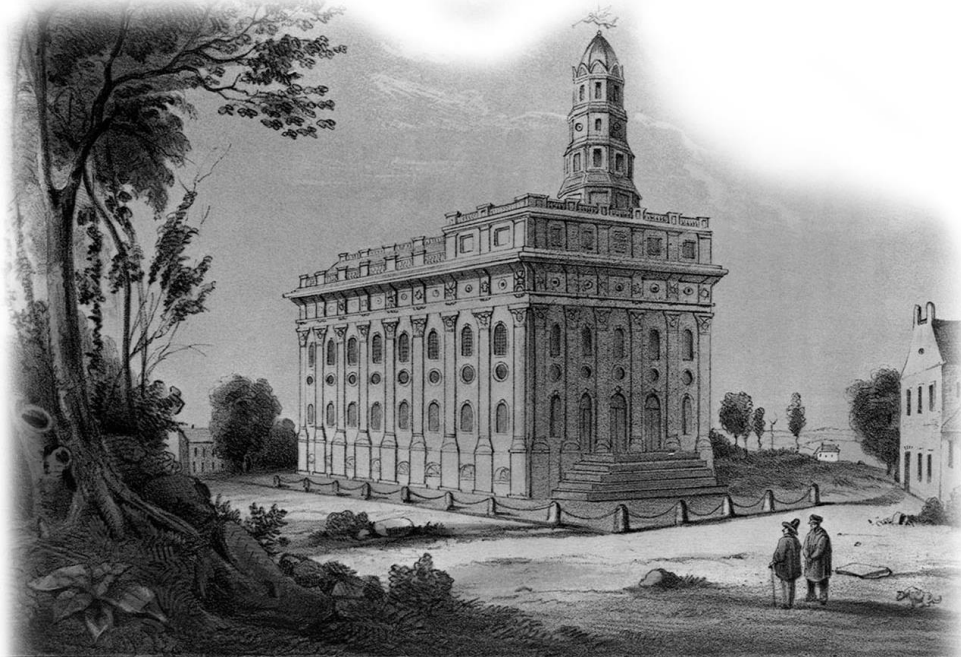
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.3 The Native American Encounter with Manifest Destiny

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: George Catlin And Mah-to-toh-pa: Representing Indians for an American Audience



14. What important message did the architecture and designs of the Mormon temple in Nauvoo, Illinois, send to both Mormon and non-Mormon members of that community?
- A) The imposing height of the temple reflected Mormons' power and success in Nauvoo.
 - B) The Egyptian Revival style of architecture connected the temple to sepulchral gloom.
 - C) The numerous columns symbolized the practice of men taking more than one wife.
 - D) Its location in a large open space reflected Mormons' desire for isolation from others.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.4 The Mormon Flight to Utah

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 11.5 The Nauvoo Temple

15. Why did Brigham Young move the entire Mormon community to Utah after Joseph Smith's murder?
- A) He wanted to keep tithing to the church legal.
 - B) He received a revelation to convert the Indians of the American West to Mormonism.
 - C) Mexico promised the Mormons religious freedom if they settled in their northern territories.
 - D) Young wanted the Mormons to be beyond the reach of the church's enemies.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.4 The Mormon Flight to Utah

Difficulty Level: Easy

Skill Level: Remember the Facts



16. What type of relationship between the Spaniards in California and the Native Americans of that region existed as shown in this 1816 painting of the presidio in San Francisco?

- A) collaborative
- B) belligerent
- C) exploitative
- D) amicable

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.1 The Transformation of Northern Mexico

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 11.6 View of the San Francisco Presidio

17. After achieving independence from Spain in 1821, Mexico's chief concern was securing its northern border with the United States, which was addressed by _____.

- A) offering land grants in Texas to Americans who agreed to follow Mexican laws
- B) adopting the mission system in California and New Mexico to convert Indians to Christianity
- C) creating military alliances with the Apache and Comanche, who dominated that region
- D) relocating Mexican settlers from the interior to this region

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.1 The Transformation of Northern Mexico

Difficulty Level: Easy

Skill Level: Remember the Facts



18. As shown on this map of western trails, the Santa Fe Trail differed from other western land routes because it _____.

- A) opened New Mexico to large numbers of American settlers
- B) became a thriving commercial route for American traders
- C) provided a safer southern route for settlers going to California
- D) connected the United States to Mexico City

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.1 The Transformation of Northern Mexico

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 11.2 Western Trails

19. One reason that Mexico became concerned with the presence of so many American settlers in Texas by the late 1820s was that Americans _____.

- A) were too eager to convert to Catholicism
- B) opposed annexation to the United States
- C) established a dictatorial government in Texas
- D) brought thousands of slaves to Texas

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.2 The Clash of Interests in Texas

Difficulty Level: Easy

Skill Level: Remember the Facts



20. How is Davy Crockett portrayed in this crude woodcut depicting his death at the Alamo?

- A) as a coward running away to evade capture
- B) as a hero and martyr for freedom
- C) as a member of the rank and file forces at the Alamo
- D) as an ally of the Mexican forces

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.2 The Clash of Interests in Texas

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 11.7 *Fall of the Alamo—Death of Crockett*

21. Even though the Republic of Texas became independent from Mexico in 1836, why did it have to wait nearly a decade to be annexed to the United States?

- A) The United States government did not want to offend Mexico.
- B) Texans were reluctant to give up their rights and join the United States.
- C) Opponents of slavery feared annexation would upset the balance between free and slave states.
- D) Britain and France both had interests in Texas and threatened war if it was annexed.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.3 The Republic of Texas and the Politics of Annexation

Difficulty Level: Moderate

Skill Level: Understand the Connections



22. What message about Texas annexation does this political cartoon from the election of 1844 send to American voters?

- A) Democratic nominee James K. Polk favored Texas annexation.
- B) Abolitionists like William Lloyd Garrison supported the annexation of Texas.
- C) Whig nominee Henry Clay and his supporters in Congress overwhelmingly favored annexation.
- D) Texas leaders like Sam Houston were reluctant to join the United States.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.3 The Republic of Texas and the Politics of Annexation

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 11.8 Texas Coming In

23. What political positions did the newly formed Liberty Party take in the election of 1844?

- A) It favored the annexation of Texas as a free state.
- B) It called for an immediate war with Mexico to capture Texas.
- C) It opposed both slavery and Texas annexation.
- D) It supported the continuation of slavery in an annexed Texas.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.3 The Republic of Texas and the Politics of Annexation

Difficulty Level: Easy

Skill Level: Remember the Facts

24. What action did President John Tyler take in order to secure Texas annexation before Polk became president?

- A) He convinced the Whigs in Congress that Texas would be a free state.
- B) He purchased Texas from Mexico.
- C) He persuaded Congress to write a treaty, which was a constitutional requirement.
- D) He got Congress to support a joint resolution that annexed Texas.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.3 The Republic of Texas and the Politics of Annexation

Difficulty Level: Easy

Skill Level: Remember the Facts

25. How was President James K. Polk, who was nicknamed “Young Hickory,” most similar to his mentor Andrew “Old Hickory” Jackson?

- A) They both were proponents of the antislavery movement.
- B) They both believed in the inevitability of westward expansion.
- C) They both supported an equal division of power among the three branches of government.
- D) They both believed that Native Americans should be dealt with honestly and with respect.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.4 Polk’s Expansionist Vision

Difficulty Level: Moderate

Skill Level: Understand the Connections

26. What was the main source of conflict between the United States and Mexico that led to war in 1846?

- A) differences in language and culture
- B) immigration
- C) a dispute over defining the border
- D) the question of sovereignty over Texas

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.4 Polk's Expansionist Vision

Difficulty Level: Easy

Skill Level: Remember the Facts

27. Before going to war with Mexico, President Polk had to resolve which other territorial issue?

- A) acquiring Oregon from Britain
- B) capturing California from Mexico
- C) settling disputes with France over the "sugar islands" of the Caribbean
- D) taking the Indian Territory from the Native Americans who had been relocated there.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.2.4 Polk's Expansionist Vision

Difficulty Level: Easy

Skill Level: Remember the Facts

28. What made the Mexican War different from earlier wars fought by the United States?

- A) It was the first war to produce heroic generals who were very popular with Americans.
- B) It was the first war that the United States fought mostly on foreign soil.
- C) It was the first war where the United States started out as the underdog.
- D) It was the first war to be resolved through a peace treaty.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.3.1 A Controversial War

Difficulty Level: Moderate

Skill Level: Understand the Connections



29. What conclusion about the United States military plan to defeat Mexico can be surmised from this map?

- A) The United States planned to contain the war to the disputed territory between Mexico and Texas.
- B) The fall of Mexico City was contingent on Taylor’s land invasion from the north.
- C) The United States depended on a primary strategy of naval warfare as its basis for success.
- D) The United States decided on a three-pronged attack on Mexico.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.3.1 A Controversial War

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 11.9 Mexican War

30. How did Mexican War generals Winfield “Old Fuss and Feathers” Scott and Zachary “Old Rough and Ready” Taylor differ from each other?

- A) Zachary Taylor nurtured the careers of a new generation of generals, whereas Winfield Scott cared only about his own career.
- B) Winfield Scott was arrogant, whereas Zachary Taylor lacked pretension.
- C) Winfield Scott typically succeeded, whereas Zachary Taylor often floundered.
- D) Zachary Taylor was loyal to the cause of the Mexican War, whereas Winfield Scott had doubts about it.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.3.1 A Controversial War

Difficulty Level: Moderate

Skill Level: Understand the Connections

31. Transcendentalist philosopher and author Henry David Thoreau is famous for articulating his stance on _____.

- A) tax evasion
- B) nonviolence
- C) civil rights
- D) civil disobedience

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.3.1 A Controversial War

Difficulty Level: Easy

Skill Level: Remember the Facts

32. What were the consequences for Mexico in the Treaty of Guadalupe Hidalgo?

- A) Mexico gained the use of the Rio Grande.
- B) Trade between Mexico and the United States increased.
- C) Slavery in Mexico emerged as a central issue.
- D) Mexico lost 55 percent of its territory to the United States.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.3.1 A Controversial War

Difficulty Level: Moderate

Skill Level: Understand the Connections



33. The anti-war political cartoon “Young Texas in Repose” more than likely influenced Henry David Thoreau’s decision not to pay his poll tax and spend a night in jail because he

- A) refused to support a proslavery government waging a proslavery war with Mexico
- B) perceived Texans to be ill-bred ruffians and murderers
- C) had great disdain for Texans, who saw themselves as being better than other Americans
- D) believed that Texas annexation would promote lawlessness in the United States

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.3.1 A Controversial War

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Choices and Consequences: Henry David Thoreau and Civil Disobedience

34. What did Ralph Waldo Emerson mean when he said “Mexico will poison us”?

- A) The Treaty of Guadalupe Hidalgo was an unfair settlement.
- B) The people of Mexico would harbor ill will against the United States for many years.
- C) The outcome of the Mexican War would lead to further wars with Mexico.
- D) The conflict over slavery would get worse, not better.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.3.1 A Controversial War

Difficulty Level: Moderate

Skill Level: Understand the Connections

35. What was a daguerreotype?
- A) a faster method of printing newspapers
 - B) an early form of photography
 - C) the type of telegraph used during the Mexican War
 - D) a more accurate method of duplicating images

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.3.2 Images of the Mexican War

Difficulty Level: Easy

Skill Level: Remember the Facts

36. When one American military officer in the Mexican War complained of a “thousand prying eyes and brazen tongues,” he was mostly referring to _____.
- A) photographers who used the recently invented daguerreotype to capture images of the war
 - B) “war correspondents” sent by the press so that they could be independent of military reports
 - C) antislavery factions who were concerned that gaining Mexican lands would increase slavery
 - D) Mexican guerrillas who launched vicious attacks on United States forces in Mexico

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.3.2 Images of the Mexican War

Difficulty Level: Moderate

Skill Level: Understand the Connections



37. How does Nathaniel Currier's lithograph on the right portraying the death of Colonel Henry Clay Jr. at the Battle of Buena Vista during the Mexican War differ from the daguerreotype on the left of Brigadier General John E. Wool and his staff in Saltillo, Mexico?

- A) The lithograph attempts to portray events accurately, whereas the daguerreotype is simple propaganda.
- B) The lithograph is inspirational, whereas the daguerreotype is realistic.
- C) The lithograph was made for Clay's family, whereas the daguerreotype was distributed for public consumption.
- D) The lithograph celebrates war, whereas the daguerreotype criticizes it.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.3.2 Images of the Mexican War

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 11.10 *Brigadier General John E. Wool and his staff at Saltillo, Mexico, 1846* and 11.11 *The Death of Colonel Clay*

38. When Whig Illinois congressman Abraham Lincoln stated in 1848 that “[Whigs] did not believe in enlarging our field, but in cultivating our present possessions, making it a garden...” he was espousing the Whig ideal that the key to America’s prosperity was through _____.
- A) economic development
 - B) geographic expansion
 - C) the extension of slavery
 - D) commercialized agriculture

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4 The Wilmot Proviso and the Realignment of American Politics

Difficulty Level: Moderate

Skill Level: Understand the Connections

39. Why was the Wilmot Proviso so controversial?
- A) It protected the property of western slaveholders.
 - B) It restored the gag rule in Congress.
 - C) It banned slavery in all territory acquired from Mexico.
 - D) It abolished slavery throughout the United States.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.1 The Wilmot Proviso

Difficulty Level: Easy

Skill Level: Remember the Facts

40. Why did Northerners oppose President Polk’s proposal to extend to the Pacific coast the 36° 30’ line that separated free states from slave states?
- A) Most of the lands gained from Mexico were below this line and likely to enter as slave states.
 - B) The Mexican territory was not part of the original Louisiana Purchase so this line did not apply to it.
 - C) Mexico threatened a second war if slavery was permitted in its former territory.
 - D) Former Mexican territory north of this line would still be slave states.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.1 The Wilmot Proviso

Difficulty Level: Easy

Skill Level: Remember the Facts

41. Proponents of popular sovereignty believed that _____.
- A) presidential elections should not be decided by the electoral college
 - B) decisions regarding the admission of new states should be made via popular referendum
 - C) suffrage should be extended to all adult citizens
 - D) residents of a territory should decide whether slavery should be permitted there

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.1 The Wilmot Proviso

Difficulty Level: Easy

Skill Level: Remember the Facts

42. What factors led to Zachary Taylor's election as president in 1848?
- A) His strong support for popular sovereignty made him a popular candidate in both Southern and Western states, particularly those that had recently been admitted to the Union.
 - B) With the Democrats split over the issue of slavery and the Free-Soil Party running a lackluster campaign, Taylor was able to capture an overwhelming majority of votes in the South.
 - C) His status as a Mexican War hero enabled Taylor to appeal to a wide range of voters, including those who had opposed the war, and his clearly articulated positions on a variety of issues other than slavery won over those who had doubts about him as a slaveholder.
 - D) The Whigs' running separate campaigns in the North and South enabled Taylor to appeal to many voters in a nation divided over the issue of slavery, and the inclusion of a third-party candidate drew votes away from his Democratic rival.

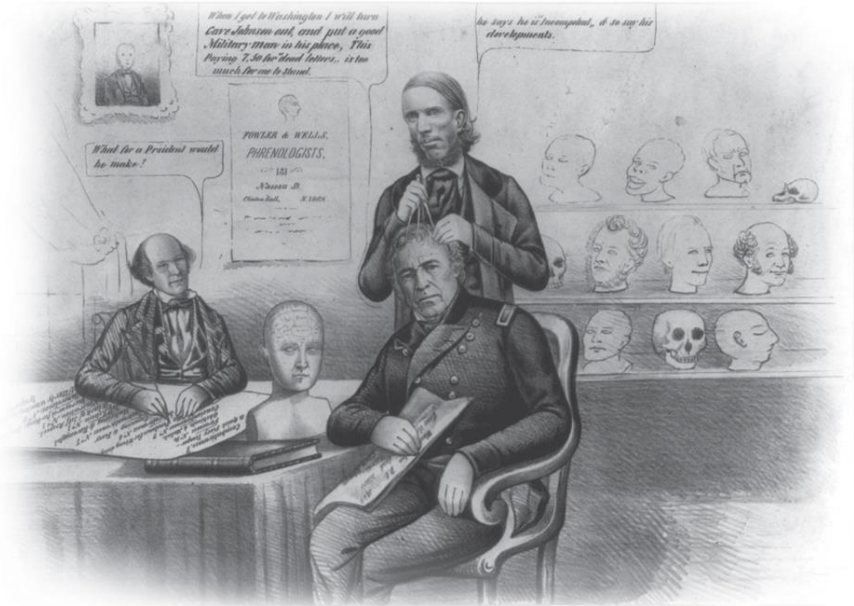
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.2 Sectionalism and the Election of 1848

Difficulty Level: Difficult

Skill Level: Analyze It



43. How is Zachary Taylor, whose head is being examined by a phrenologist, portrayed as a candidate for the presidency in this cartoon, *The Candidate of Many Parties*?

- A) as void of thought or intelligence
- B) as enlightened and influenced by science
- C) as mysterious and unknowable
- D) as opinionated and reactionary

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.2 Sectionalism and the Election of 1848

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 11.12 *The Candidate of Many Parties*

44. The Free-Soil Party emerged during the Mexican-American War and was committed to

- A) blocking the admission of Texas to the Union
- B) keeping slavery from spreading west
- C) maintaining agrarian society
- E) westward expansion

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.2 Sectionalism and the Election of 1848

Difficulty Level: Easy

Skill Level: Remember the Facts

45. In the 1848 election, the Whig Party Platform focused on _____.
- A) westward expansion
 - B) abolitionism
 - C) the merits of its nominee
 - D) a defense of slavery

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.2 Sectionalism and the Election of 1848

Difficulty Level: Easy

Skill Level: Remember the Facts

46. One important executive power that Zachary Taylor promised Whigs he would give up except for times of emergencies was the _____.
- A) presidential veto
 - B) power to appoint Supreme Court judges
 - C) enactment of foreign treaties
 - D) proposal of an annual budget

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.2 Sectionalism and the Election of 1848

Difficulty Level: Easy

Skill Level: Remember the Facts

47. “Let the soil of our extensive domains be kept free for the hardy pioneers of our own land, and the oppressed and banished of other lands, seeking homes of comfort and fields of enterprising in the new world.” This statement would have been supported in the 1848 election by _____.
- A) Zachary Taylor
 - B) Lewis Cass
 - C) Martin Van Buren
 - D) Henry Clay

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.2 Sectionalism and the Election of 1848

Difficulty Level: Moderate

Skill Level: Understand the Connections



48. What do the rats and Lewis Cass, who is on the roof, represent in this political cartoon showing Martin Van Buren lighting a barn on fire?
- A) supporters of westward expansion
 - B) Whigs
 - C) proslavery supporters
 - D) proponents of the Mexican War

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.2 Sectionalism and the Election of 1848

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 11.13 *Smoking Him Out*

49. “Conscience Whigs” joined the Free-Soil Party during the 1848 election because they _____.
- A) refused to support a slaveholder as their party’s candidate
 - B) favored the moderate position of only opposing the extension of slavery into the West
 - C) disagreed with the Whigs’ view that their candidate was a war hero
 - D) supported Texas as a slave state

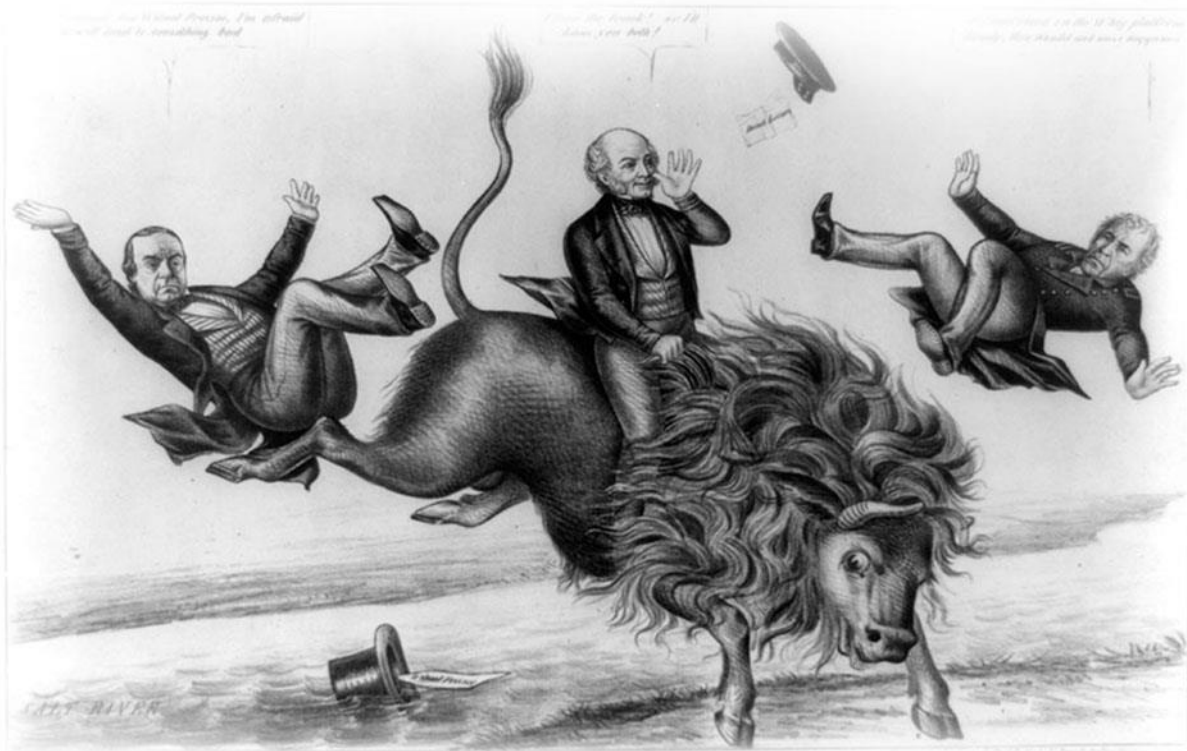
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.2 Sectionalism and the Election of 1848

Difficulty Level: Easy

Skill Level: Remember the Facts



50. Why was a charging buffalo, as shown in the cartoon “The Buffalo Hunt,” selected as the symbol of Martin Van Buren’s Free-Soil Party in the 1848 presidential election?
- A) The buffalo symbolized the party’s support for extending slavery into the West.
 - B) Free-Soilers held their nominating convention in Buffalo, New York.
 - C) The buffalo was an aggressive animal known to charge its enemies.
 - D) Free-Soilers wanted to bring attention to the endangered status of the buffalo.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.4.2 Sectionalism and the Election of 1848

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Competing Visions: Slavery and the Election of 1848

Essay



51. What were the most important ideas associated with Manifest Destiny? How did Manifest Destiny influence American ideas about the West? Explain how different elements of Manifest Destiny were represented in Albert Bierstadt's painting *Emigrants Crossing the Plains*.

The ideal answer should include:

1. The basis of Manifest Destiny was the belief that God destined America to spread westward across the continent, all the way to the Pacific. Embedded in this idea was the belief that the "White" race was superior to other races and was therefore destined to "subdue and replenish the earth." Manifest Destiny was a combination of Jacksonian democracy, which stressed opportunity for all white Americans, and Protestant millennial vision, which defined the nation's future in terms of the progress of "civilization" and the triumph of Christianity over "savagery."
2. The theory of Manifest Destiny transformed migration to the West from a practical necessity to an active enactment of God's will. It was the duty and destiny of Americans to move to the West, spreading civilization and fulfilling God's plan.
3. Manifest Destiny inspired artists, whose work depicted stunning Western landscapes under bright skies, a vision that echoed both the descriptions of the lush Oregon landscape and God's blessing on those undertaking the journey to the West. Bierstadt depicts settlers pausing on their westward journey to allow their livestock to graze and drink, thus affirming their right to move and possess these lands. The stunning Western landscape symbolizes God's handiwork, which again is meant for white Americans. A buffalo skeleton is in the foreground, which along with the barely visible Indian village in the distance, represents the West's past, while the settlers symbolize its future. The barely visible Indian village also represents the lack of importance that Indians had in the view.

of the advancing settlers. The sun's location in the western sky evokes God's blessing and the optimistic vision of Manifest Destiny. The sun also symbolizes the bright future in store for both the settlers and the nation.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topic: 11.1.1 Manifest Destiny and the Oregon Trail

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 11.3 *Emigrants Crossing the Plains*

52. What factors accounted for the massive westward movement of Americans and transformed their lives? Using the experiences of such different groups, including those who migrated along the Oregon Trail, the Mormons, and American settlers in Texas as examples, explore the different reasons why settlers chose to move to the West.

The ideal answer should include:

1. Western expansion opened new land for settlement and cultivation. Settlers, encouraged by the theory of Manifest Destiny and artists' visions of the West, undertook long and perilous journeys into the frontier. In addition, economic dislocations caused by the Panic of 1837 and the absence of cheap land in the East and Midwest also led to the movement of Americans to the West. The movement to the West transformed the lives of those who undertook the journey, but it also transformed the imagination and self-concept of all Americans.
2. American settlers who moved to Oregon were lured by fertile lands which propagandists embellished in accounts where they even described the pigs there as already cooked with knives and forks sticking in them so they were ready to eat! The 2,000 mile trek on the Oregon Trail took five to six months to cross, and as many as 5,000 settlers made that journey by 1845. Women who traveled to the West faced many difficulties including not being consulted by their husbands about moving and dealing not only with their normal responsibilities but also taking on traditional male jobs and roles.
3. Unlike other western migrants, whose primary goal was economic opportunity, the Mormons traveled west to escape the religious persecution they faced in the East. Brigham Young decided to move the Mormon community to Utah after facing increased violence and persecution from enemies in Nauvoo, Illinois, including the murder of founder Joseph Smith. This was the largest organized migration in American history as some 16,000 Mormons migrated to the Salt Lake Valley. Mormons built a thriving religious community based on communalism and private enterprise. Beyond the control of the federal government, they began the practice of polygamy where men took on more than one wife. Because of the economic issues involved in maintaining multiple wives and their children, this was usually a practice that was limited to the Mormon elite.
4. To encourage population growth and economic development, the Mexican government began in 1824 to offer land grants to American settlers who agreed to become Catholic and learn Spanish. By 1830, almost 7,000 American settlers had gone to Texas, and prospered with the raising of cotton and cattle. However, these settlers refused to become Catholics and learn Spanish and brought slaves to Texas. Taking advantage of an

unstable Mexican government, they rebelled and eventually won their independence as an independent republic.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topics: 11.1 Manifest Destiny and Changing Visions of the West and 11.2 American Expansionism into the Southwest

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. Why did the annexation of Texas arouse such intense feelings amongst the American public? How did Texas annexation impact the presidential election of 1844? How was Texas finally admitted to the Union?

The ideal answer should include:

1. The primary opposition to Texas annexation came from the opponents of slavery, who feared that the addition of such a large territory would create more slave states. The intense controversy that surrounded Texas annexation was actually a controversy about the balance of power in Congress between free and slave states. The Whigs, primarily from the North, feared that the addition of such a large territory would create more slave states. The addition of congressional representatives from these new slave states would then upset the delicate balance of power in Congress between free and slave states.
2. By 1844, with the emergence of a recovered economy, Texas again emerged as a political issue in the upcoming presidential election. President John Tyler, who was a proslavery Whig, announced his support for annexation to gain the support of Southern Whigs and secure his party's nomination. Northern Whigs opposed annexation due to the slavery issue, and Tyler lost his party's nomination to Henry Clay since the Whigs wanted to avoid the annexation controversy in the campaign. The Democrats also were impacted by the annexation and slavery issues. Martin Van Buren was the leading candidate for the party nomination, but Southerners opposed him because of his antislavery leanings. Instead proslavery Southerner James K. Polk, who favored annexation, was nominated. Polk's strong stance on annexation rattled the Whigs and Clay, who flip-flopped and alienated many antislavery Whigs in the North. Additionally, the formation of the Liberty Party, which opposed annexation and slavery, denied Henry Clay enough votes to lose the states of New York and Michigan, handing the election to Polk.
3. Emboldened by Polk's victory, Tyler secured Texas annexation by a joint resolution of both Houses of Congress before leaving office. This allowed him to bypass the constitutional requirement that treaties be approved by a two-thirds majority vote in the Senate. Texas entered the Union in 1845 as a slave state.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topics: 11.2.3 The Republic of Texas and the Politics of Annexation

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. Why was the Mexican War controversial in the United States and how did it affect American politics? How did changes in communication affect the American experience of the war and shape American reactions to it?

The ideal answer should include:

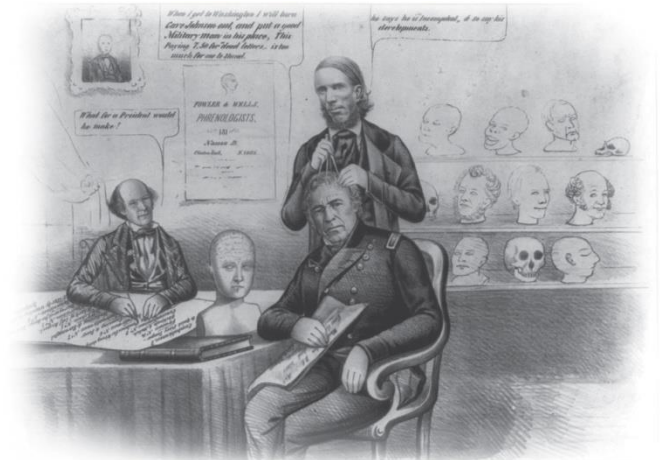
1. The Mexican War not only further divided the two major parties of the time, the Democrats and the Whigs, from each other, but also created internal divisions within each of the parties. The Northern Whigs denounced the war as an unjust conflict manufactured by President Polk to secure California and New Mexico. In contrast, the Southern Whigs supported the war and believed it would benefit Southern enterprise. The Democrats were similarly divided into Northern and Southern contingents. Additionally, in response to the Mexican War, the Free-Soil Party, a third party committed to blocking the spread of slavery, emerged as a force in American politics. One of the best-known critiques of the war came from writer Henry David Thoreau, who refused to pay his poll tax and spent the night in jail because he refused to support a proslavery government waging a proslavery war. This established the model of civil disobedience.
2. The Mexican War was the first American conflict that was covered by journalists known as “war correspondents” who reported to the people directly almost daily. Along with this coverage, more and more newspapers, such as the *New York Herald*, included images, particularly daguerreotypes, with their stories. These images allowed the American public to see the war in a far less biased and far more accurate light than had previously been possible.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topics: 11.3 The Mexican War and Its Consequences

Difficulty Level: Moderate

Skill Level: Understand the Connections



55. Describe the political landscape of the United States entering the election of 1848. How did sectionalism affect the outcome of the presidency? Use evidence from the political cartoons *The Candidate of Many Parties*, *Smoking Him Out*, and *The Buffalo Hunt* to support your answer.

The ideal answer should include:

1. The political landscape leading to the election of 1848 was defined by the Wilmot Proviso and the issue of slavery. The proviso banned slavery in all territories gained from Mexico. In a compromise, Senator Lewis Cass proposed the notion of popular

sovereignty, where the settlers could vote on whether they wanted slavery. However, it was not made clear if the vote would take place when the territorial legislature was established or when settlers wrote a state constitution, which would allow slaveholders more time to firmly establish slavery in a territory. Both the Democrats and Whigs tried to downplay the question of slavery to attract voters in both the North and South.

2. Although Henry Clay had hoped to be the Whig candidate, his ideas of non-expansion appeared to be out of step with the nation's destiny. Whigs instead chose General Zachary Taylor who cast himself as a "no party man" and a unifier above partisanship. Most of his views on the issues, including the Wilmot Proviso, were unknown. The political cartoon *The Candidate of Many Parties* shows him being examined by a phrenologist in order to find clues about his political beliefs. In order to capture Southern voters, the Whigs focused on his role as a slave owner. To Northerners, he was cast as a hero of the Mexican War, so, in essence, Taylor eventually ran two separate campaigns that allowed him to win the election of 1848.
3. The 1848 election was complicated by the emergence of a third party, the Free-Soil Party, which united disaffected Democrats who supported the Wilmot Proviso. Former President Martin Van Buren was the candidate from this party running against proslavery Democrat Lewis Cass for the support of Democratic voters. The Free-Soilers were nicknamed "Barnburners" after an old Dutch tale about a farmer burning down his barn in order to get rid of the rats. The political cartoon *Smoking Him Out* shows Van Buren setting fire to his barn, a symbol representing the Democratic Party, to get rid of the proslavery rats including Cass, who is perched on the barn's roof. The Free-Soil Party took the moderate position of only opposing the extension of slavery into the West.
4. The Free-Soil Party held its convention in Buffalo, New York. As a result, the political cartoon *The Buffalo Hunt* depicts candidate Van Buren riding a charging buffalo as he thumbs his nose at his opponents, Cass and Taylor, who have been knocked down by the buffalo-riding Van Buren. The buffalo also represents slavery, which Van Buren has control of while Cass and Taylor do not. The Democratic platform mentioned that slavery should be decided by the states, while Taylor was largely touted for his war heroism.
5. At the end of the election cycle, Zachary Taylor was elected president, largely because the Free-Soil party took away enough votes from Cass and the Democrats.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology in the era of early westward expansion and the Mexican War.

Topics: 11.4.2 Sectionalism and the Election of 1848

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 11.12 *The Candidate of Many Parties*, 11.13 *Smoking Him Out*, and Competing

Visions: Slavery and the Election of 1848

CHAPTER TWELVE
SLAVERY AND SECTIONALISM: THE POLITICAL CRISIS OF 1848–1861

Multiple Choice



2. Why did the artist include both the biblical quotation “Thou shalt not deliver unto the master his servant which has escaped from his master unto thee...” and the opening from the Declaration of Independence that declares all men are created equal on this image showing the effects of the Fugitive Slave Act?

- A) to show that property should be returned to its rightful owner
- B) to demonstrate that slavery was a violation of both religious and republican tenets
- C) to appease Southerners whose slaves had run away to freedom
- D) to prove that slavery was a principle believed in by biblical patriarchs

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

2. Although both Whigs and Democrats tried to avoid the slavery issue in Congress after the election of 1848, what event first resurrected slavery as a major concern for the federal government?

- A) the Gold Rush
- B) the Fugitive Slave Act
- C) the Kansas-Nebraska Act
- D) *Dred Scott v. Sandford*

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.1 The Gold Rush

Difficulty Level: Easy

Skill Level: Remember the Facts

3. Why did the discovery of gold and the population explosion in California immediately affect political rather than economic or social issues?

- A) Californians wrote both a proslavery and an antislavery state constitution.
- B) The state government would have to determine if the *Californio* ranchers still had title to their lands.
- C) Both proslavery and antislavery settlers were fighting a series of violent conflicts there.
- D) Congress would have to decide if California would be a free or slave state.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.1 The Gold Rush

Difficulty Level: Moderate

Skill Level: Understand the Connections

4. What was the fate of most fortune seekers who headed west to mine for gold?

- A) A large majority were able to easily extract gold at the surface and become very wealthy.
- B) Most did not get rich and eventually worked as wage laborers for large mining corporations.
- C) Many set up boomtowns and mining camps that were relatively safe and free of crime.
- D) Most bought land titles and settled down as respectable farmers.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.1 The Gold Rush

Difficulty Level: Easy

Skill Level: Remember the Facts



5. This drawing of Chinese miners was most likely intended to emphasize that they were _____.

- A) threatening
- B) exotic
- C) similar to Indians
- D) unlikely to settle permanently

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.1 The Gold Rush

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 12.1 Racism in the Gold Fields of California

6. What effect did the heavy tax imposed on Chinese miners by the California state legislature in 1852 have on them?

- A) The largest majority returned to their home provinces in China.
- B) Many of these miners continued to work in their current jobs.
- C) Most left mining but turned to other work such as fishing and operating restaurants.
- D) It had no effect on them since the California judiciary overturned it for its racist principles.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.1 The Gold Rush

Difficulty Level: Moderate

Skill Level: Understand the Connections

7. What was President Zachary Taylor’s proposal regarding the issue of slavery in California and New Mexico?

- A) admit both as states immediately and let the issue be decided by popular sovereignty
- B) adhere to the Wilmot Proviso and ban slavery in all territories gained from Mexico
- C) extend the 36° 30’ line from the Missouri Compromise all the way to the Pacific
- D) assign Congress the responsibility of creating two federal territories and determine the issue of slavery in each one

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.2 Organizing California and New Mexico

Difficulty Level: Moderate

Skill Level: Understand the Connections



8. What do the sheaves of wheat in front of the goddess Minerva and the ships in the background of California’s great seal imply about Californians’ vision of their state’s future?

- A) California’s economy would be dependent on slavery.
- B) Californians envisioned a robust economy based on agriculture and commerce.
- C) California’s economic success depended on its harbors located on the Pacific coastline.
- D) Californians believed that economic success was only possible through the mining industry.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.2 Organizing California and New Mexico

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 12.2 The Great Seal of California

9. Hard-line defenders of slavery who convened a Southern rights convention in Nashville “to devise and adopt some mode of resistance to Northern aggression” were known as _____.

- A) Young Americans
- B) “conductors”
- C) Confederates
- D) “fire-eaters”

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.2 Organizing California and New Mexico

Difficulty Level: Easy

Skill Level: Remember the Facts

10. How did Stephen Douglas’s Compromise of 1850 differ from the earlier version proposed by Henry Clay in his omnibus bill?

- A) Douglas removed any references to the Wilmot Proviso with regard to the issue of California and New Mexico statehood.
- B) Douglas added a provision that banned the slave trade in the nation’s capital.
- C) Douglas broke up Clay’s bill into five separate pieces of legislation that were approved separately.
- D) Douglas decided to let the Republic of Texas keep its disputed territory on its western border with New Mexico.

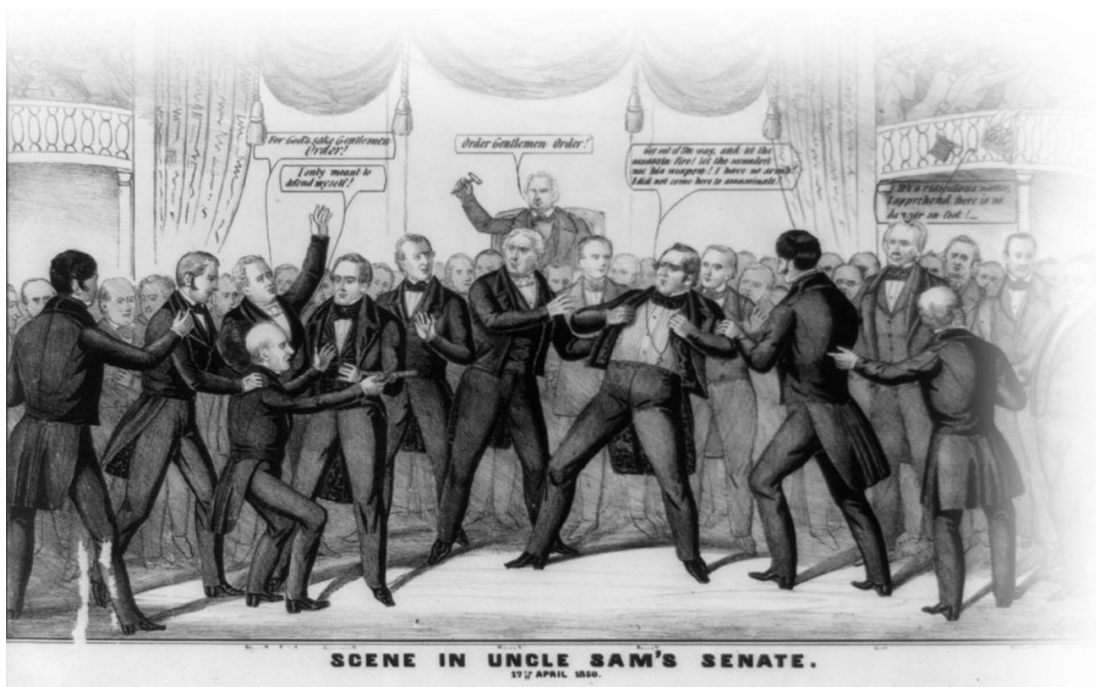
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.3 The Compromise of 1850

Difficulty Level: Moderate

Skill Level: Understand the Connections



11. What does the 1850 political cartoon *Scene in Uncle Sam's Senate*, which depicts Mississippi Senator Henry S. Foote pulling a pistol on Missouri Senator Thomas Hart Benton, imply about the debate over the Compromise of 1850 in the United States Senate?

- A) Senators were still willing to compromise over the issue of slavery.
- B) Animosity over slavery in the western territories grew at an alarming rate.
- C) Conflicts between senators were based on North-South sectionalism.
- D) Senators were unified in their opposition to the Compromise of 1850.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.3 The Compromise of 1850

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 12.3 Tempers Flare during the Debate over Clay's Omnibus Bill



12. Which of the following provisions from the Compromise of 1850 was a victory for members of the Free-Soil Party as shown on the map?

- A) admitting California to the Union as a free state
- B) allowing New Mexico and Utah territories to decide on slavery through popular sovereignty
- C) settling the boundary between Texas and New Mexico
- D) including a stronger Fugitive Slave Act

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.3 The Compromise of 1850

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 12.4 The Compromise of 1850

13. Southerners' demands that Northerners comply with the Fugitive Slave Act contradicted _____.

- A) the Constitution
- B) their permissiveness regarding immigration
- C) a key ruling by the Supreme Court
- D) their support of states' rights

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.4 Sectionalism on the Rise

Difficulty Level: Moderate

Skill Level: Understand the Connections

4 mo. 14 - 1844 - John Osborn and
 wife and two children from
 Maysville Kentucky - 4

 5 mo 8: A colored man and wife
 from Mason Co. Kentucky - 2

 5 mo 10 A colored man from Winchester
 Kentucky -

 5 mo 25 - 4 colored men from Mason Co.
 Kentucky, one of them taken in Woodburg
 by the tobacco pedler - see Dec 9

 5 mo 27 3 colored men - 2 w.
 from Mason Co Kentucky 3

 6 mo 3 2 colored men from Kenton
 Co. Kentucky - 2

 6 mo 4 3 colored men from Trimble
 Co. Kentucky and 1 white
 man from Dixburg Missisippi

 6 mo 15 A colored man from Kentucky
 driving carriage for an Oberlin Lady
 name " " 2
 2 months 2!

 8 mo 12 A colored man and boy
 from Kentucky, boy stopped
 at J. S. Hookness' Ls. 2

14. What does this page from Ohio Quaker Daniel Osborn's 1844 diary reveal about the issue of slavery in his surrounding environment?

- A) His home was a safe house on the Underground Railroad.
- B) He cooperated with the Fugitive Slave Act and returned runaway slaves to their owners.
- C) Large numbers of the South's four million slaves fled to freedom.
- D) He was deputized by a federal marshal to assist in capturing fugitive slaves.

Answer: A

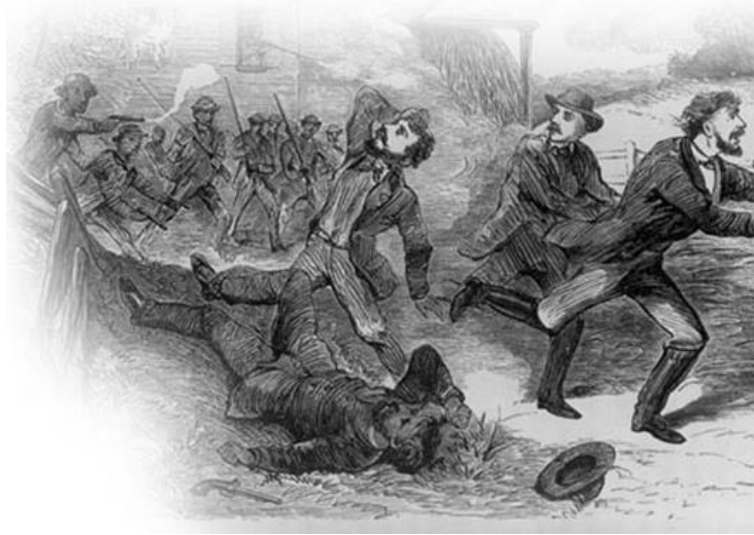
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848-1861.

Topic: 12.1.4 Sectionalism on the Rise

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 12.5 Abolitionists Assist Escaped Slaves along the Underground Railroad



15. What does this image of African American abolitionists killing a Maryland slaveholder searching for his runaway slave in Christiana, Pennsylvania, and the case of Shadrach Minkins, a runaway who was physically removed from his court hearing in Boston by abolitionists, reveal about abolitionists' attitudes toward the Fugitive Slave Act?

- A) Abolitionists were willing to cooperate with slaveholders and return their property.
- B) Abolitionists turned to religion to convince the public to resist this law.
- C) Abolitionists were willing to break laws to resist the Fugitive Slave Act.
- D) Abolitionists adhered to "personal liberty laws" that prohibited Northern state and local courts from trying cases of runaway slaves.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.4 Sectionalism on the Rise

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Choices and Consequences: Resisting The Fugitive Slave Act

16. *Uncle Tom's Cabin* by Harriet Beecher Stowe influenced Northerners in what way?

- A) They became more hostile toward slavery.
- B) They became impassioned abolitionists.
- C) They accepted slavery as beneficial to African Americans.
- D) They were moved to fight for racial equality.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.4 Sectionalism on the Rise

Difficulty Level: Easy

Skill Level: Remember the Facts



17. How does the frontispiece image from the novel *Aunt Phillis's Cabin, or Southern Life as It Is* compare with the view of slavery presented in *Uncle Tom's Cabin*?
- A) Slaves benefited economically from the cotton they harvested in the fields.
 - B) Slaves enjoyed a happy, carefree existence instead of brutal treatment from overseers.
 - C) Slaves actually demanded more rights than what Stowe addressed in her novel.
 - D) Slaves faced horrible consequences for being lazy and off task.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1.4 Sectionalism on the Rise

Difficulty Level: Moderate

Skill Level: Analyze It

Text Asset: 12.6 Southerners Refute the Antislavery Claims of *Uncle Tom's Cabin*

18. The 1850 quote made in the magazine *DeBow's Review* stating that “We have a destiny to perform a ‘manifest destiny’ over all Mexico, over South America, over the West Indies” is most closely associated with the beliefs of _____.

- A) Northern factory owners
- B) Southern fire-eaters
- C) the Free-Soil Party
- D) the Young America movement

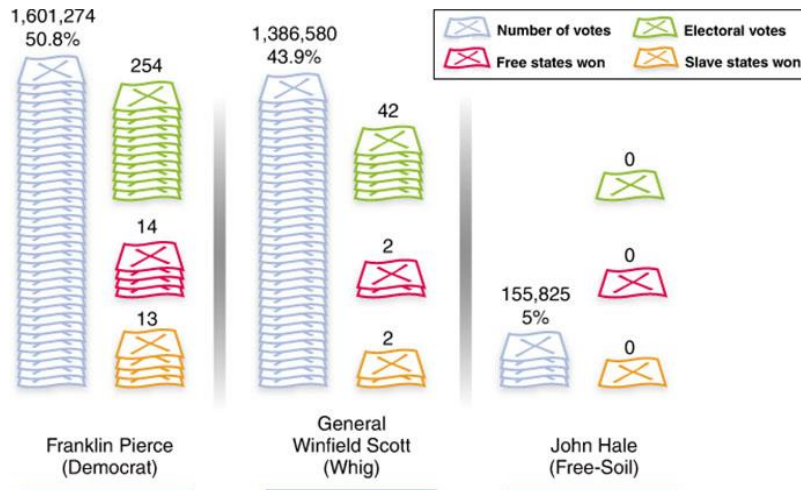
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.1 Young America

Difficulty Level: Moderate

Skill Level: Understand the Connections



19. What do the results of the 1852 presidential election indicate?

- A) The Democratic Party was the only political party that had support in different parts of the nation.
- B) The Whigs performed stronger than they did in the 1848 presidential election.
- C) The Free-Soil Party garnered enough electoral votes to swing the election in the Democrats' favor.
- D) No candidate won over 50 percent of the popular vote.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.1 Young America

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 12.7 The Election of 1852

20. What did the Kansas-Nebraska Act accomplish?

- A) land treaties with Indians in the Kansas and Nebraska territories and the establishment of a railroad
- B) the creation of Kansas and Nebraska as separate territories and the repeal of the Missouri Compromise Line
- C) the admission of Kansas and Nebraska as slave states and the agreement that slavery would not be allowed in unorganized territories
- D) the temporary deferral of the question of slavery and the emergence of Stephen A. Douglas as an appealing presidential candidate

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.2 The Kansas-Nebraska Act

Difficulty Level: Easy

Skill Level: Remember the Facts



21. Which tenet associated with the Young America movement is depicted in Emanuel Leutze's painting *Westward the Course of Empire Takes Its Way*?

- A) Settlers considered Indians valuable allies in a collaborative relationship.
- B) Westward expansion was possible only through the extension of slavery.
- C) The inclusion of babies and children indicate that the future would benefit from the land's bounty.
- D) Women had equal roles to men in the Western territories.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.1 Young America

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 12.8 An Enthusiastic Vision of Westward Expansion

22. The passage of the Kansas-Nebraska Act led to the dissolution of the _____.

- A) Republican Party
- B) Democratic Party
- C) Whig Party
- D) Know-Nothings

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.2 The Kansas-Nebraska Act

Difficulty Level: Easy

Skill Level: Remember the Facts



23. Why was sculptor Thomas Crawford's original "Freedom" sculpture on the left, which was intended for the top of the United States Capitol building, rejected by Secretary of War Jefferson Davis?

- A) The sculptor was friends with abolitionist Senator Charles Sumner.
- B) Her robes looked too much like those of a Catholic priest.
- C) Many thought that freedom should be represented as a man.
- D) Her hat was like those worn by freed slaves in ancient Rome.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.2 The Kansas-Nebraska Act

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 12.10 Slavery and the Republican Image

24. What political party emerged for the first time after the 1854 congressional elections and had an overriding commitment to oppose future concessions to Southern slave interests?

- A) the Republican Party
- B) Northern Democrats
- C) the American Party
- D) the Constitutional Union Party

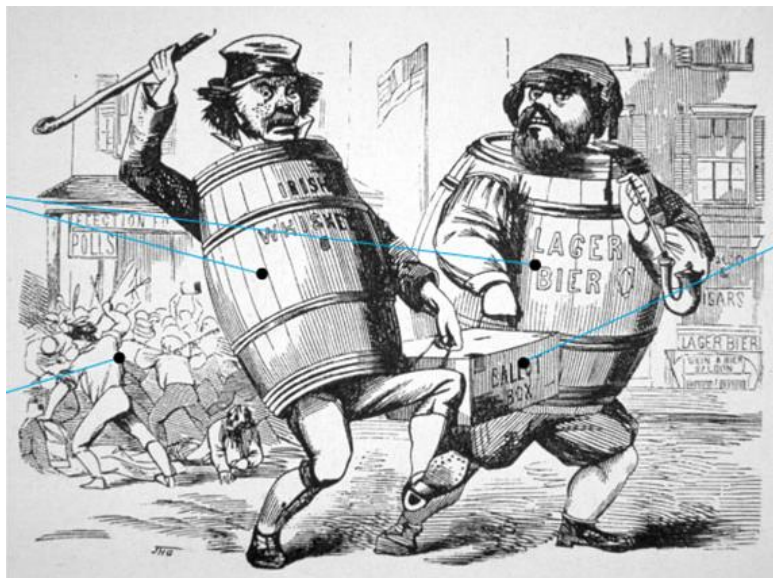
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.3 Republicans and Know-Nothings

Difficulty Level: Easy

Skill Level: Remember the Facts



25. What does the political cartoon *Immigrants as a Threat to Democracy* indicate about nativist views toward Irish and German immigrants in the 1850s?

- A) Immigrants were productive members of society who were civically engaged.
- B) Immigrants threatened the well-being of the republic through alcohol and rising political power.
- C) The Catholic religion followed by many immigrants led to hostilities with nativists.
- D) Immigrants often voted for proslavery issues that supported the South.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.3 Republicans and Know-Nothings

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Images as History: The “Foreign Menace”

26. Members of the American Party were also known as _____.

- A) free-soilers
- B) “Know-Nothings”
- C) Young Americans
- D) “border ruffians”

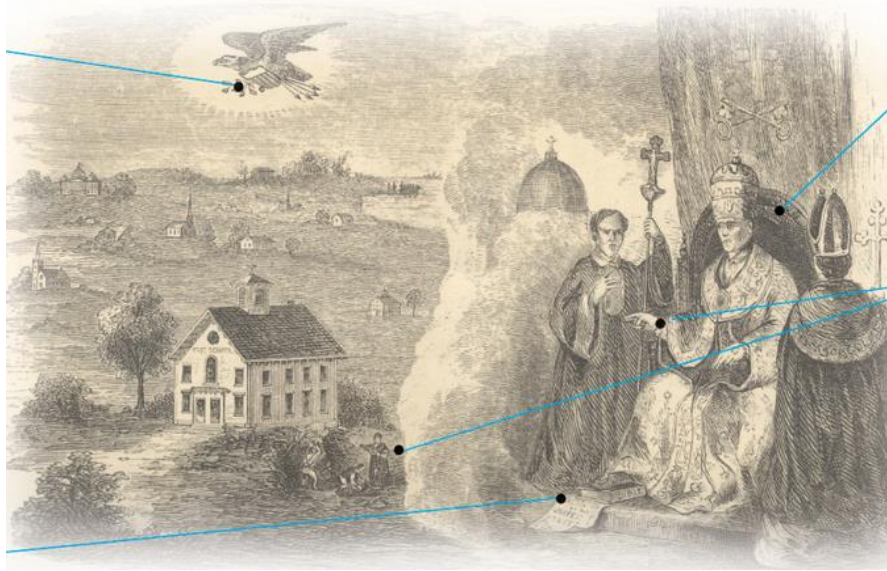
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.3 Republicans and Know-Nothings

Difficulty Level: Easy

Skill Level: Remember the Facts



27. What message does the cartoon *Popery Undermining Free Schools, and Other American Institutions*, 1855, send to viewers?

- A) Catholics were strong supporters of the American public education system.
- B) The Pope was a strong ally of antislavery proponents in the United States.
- C) Catholics would overthrow the American government by controlling public education.
- D) Catholic priests opposed the Pope's plan to take over the United States.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.3 Republicans and Know-Nothings

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: The “Foreign Menace”

28. Who were the “border ruffians”?

- A) Antislavery supporters from Missouri who violently fought with proslavery forces in Kansas.
- B) New England abolitionists who sent money and guns to support antislavery forces in Kansas.
- C) Kansas settlers who wrote a proslavery constitution for their territory.
- D) Illegal voters from Missouri who voted for a proslavery government in Kansas.

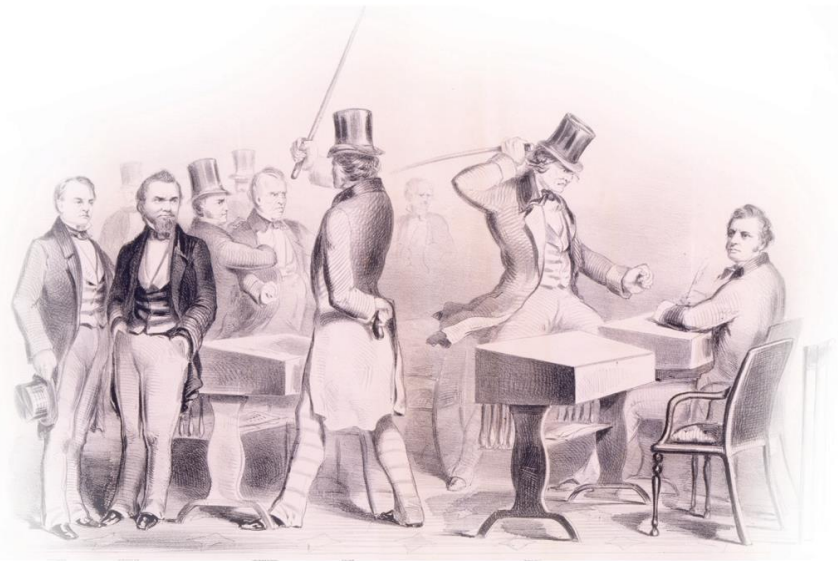
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.4 Ballots and Blood

Difficulty Level: Easy

Skill Level: Remember the Facts



29. These political cartoons depicting attacks on Senator Thomas Hart Benton of Missouri (top) and Senator Charles Sumner of Massachusetts (bottom) by Southern politicians indicate that events in Congress in the 1850s provide evidence of the _____.

- A) fervent passions about slavery that made it difficult to find compromise
- B) Southern tendency toward brutality
- C) proclivity toward violence that made the Civil War inevitable
- D) weakness of antislavery Northerners

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.4 Ballots and Blood

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 12.3 Tempers Flare During the Debate over Clay’s Omnibus Bill and 12.11 The Slavery Controversy Sparks Violence in Congress

30. What was one outcome of the Kansas-Nebraska Act?

- A) the admission of Kansas and Nebraska as free states in the Union
- B) a brief period of peace in Kansas before the outbreak of the Civil War
- C) a bloody civil conflict between proslavery and antislavery forces in Kansas
- D) the extension of the Fugitive Slave Act to the unorganized territories

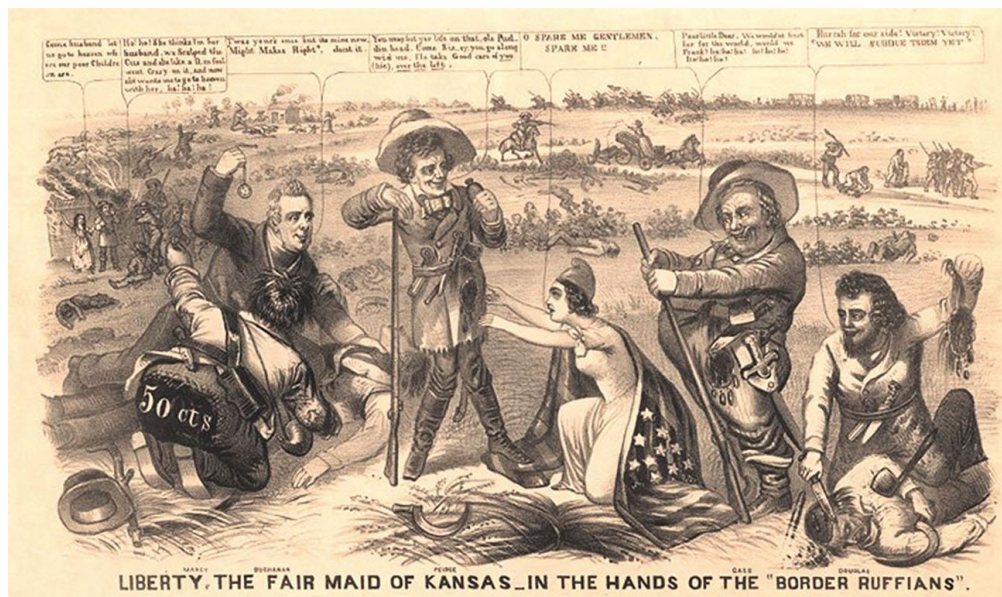
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.4 Ballots and Blood

Difficulty Level: Moderate

Skill Level: Understand the Connections



31. How did many Northern abolitionists respond to the 1856 political cartoon *Liberty, the Fair Maid of Kansas—in the Hands of the “Border Ruffians,”* which depicts Democratic politicians Senator Lewis Cass, President Franklin Pierce, and Senator Stephen Douglas as the violators of liberty in that territory?

- A) Many ignored the situation in Kansas.
- B) Many of them sent money or guns to antislavery forces in Kansas.
- C) Many of them called for settlers from Missouri to come vote illegally for an antislavery constitution in Kansas.
- D) Many of them moved to Kansas to fight proslavery forces.

Answer: B

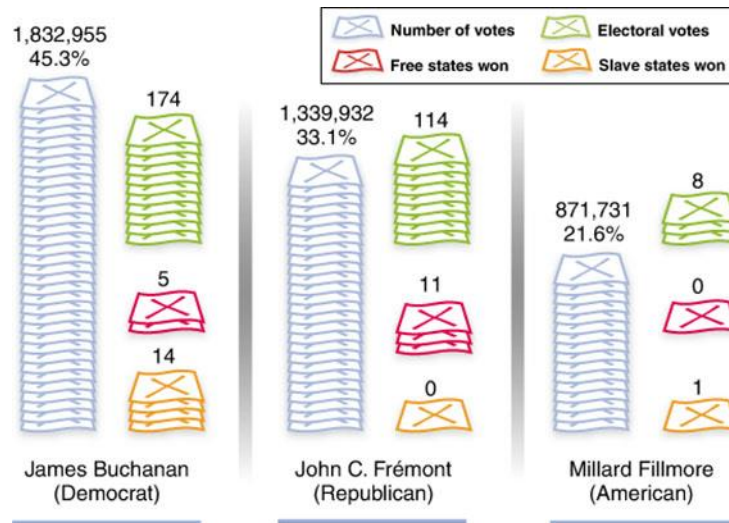
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.4 Ballots and Blood

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 12.12 Bleeding Kansas



32. What conclusion about the presidential election of 1856 can be made by interpreting this graph?

- A) The Republican Party won most of its support in the South.
- B) The American Party still demonstrated strength in all national regions.
- C) The Republican Party had the advantage of being the only true national party.
- D) Although a Northerner, James Buchanan won the election by winning the South.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.5 Deepening Controversy

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 12.13 The Election of 1856

33. In the controversial *Dred Scott* decision, the Supreme Court declared that _____.

- A) neither enslaved nor free African Americans could become citizens
- B) African Americans were free only when they entered free territory
- C) Dred Scott had the right to file a suit, but not the right to freedom
- D) only Congress had the right to regulate slavery in the states and the territories

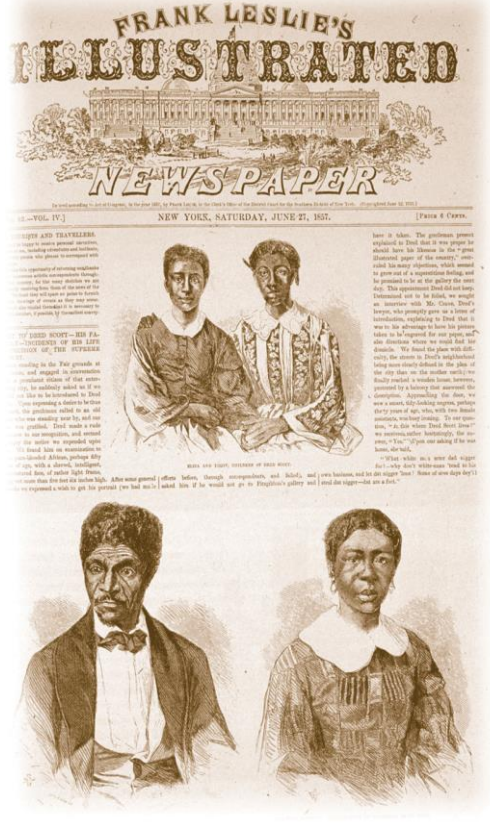
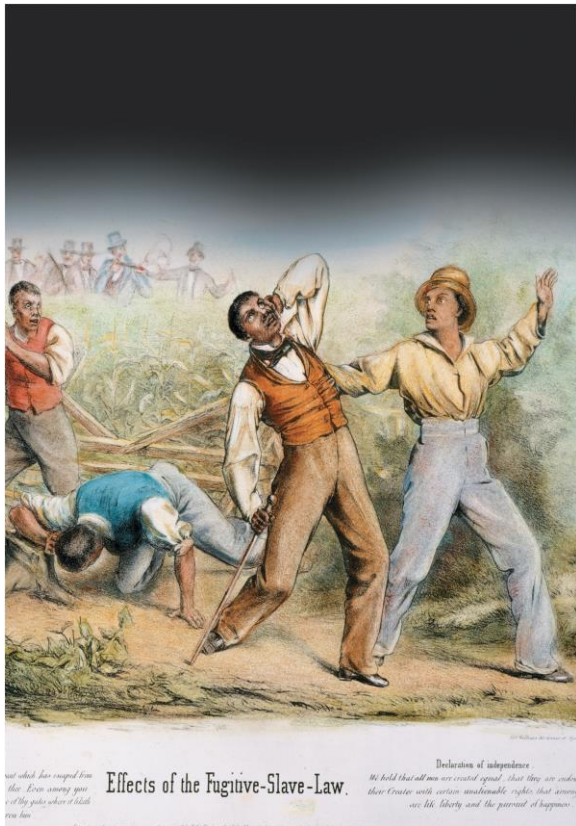
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.5 Deepening Controversy

Difficulty Level: Easy

Skill Level: Remember the Facts



34. Both the illustration criticizing the Fugitive Slave Act and the image of Dred Scott portray the fugitives as _____.
- A) pretentious
 - B) piteous
 - C) threatening
 - D) dignified

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2.5 Deepening Controversy

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: Chapter opening image and 12.14 A Sympathetic Portrayal of Dred Scott and His Family



35. What does the architecture and design of the 1853 Crystal Palace at New York City's "Exhibition of the Industry of the World" reveal about American progress?

- A) The building reflected the ideals of Manifest Destiny.
- B) The building was constructed with both free and slave labor.
- C) The cast-iron and glass structure reflected the latest trends in architecture and construction.
- D) The materials used to construct the building came from both the North and the South.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.3.1 The Industrial North

Difficulty Level: Moderate

Skill Level: Remember the Facts

Text Asset: 12.15 The Crystal Palace, 1853

36. The creation of interchangeable parts benefited American industry by making it possible to

- A) hire workers who did not speak English
- B) purchase parts from abroad
- C) leave the final assembly of the product to the customer
- D) speed up the manufacturing process

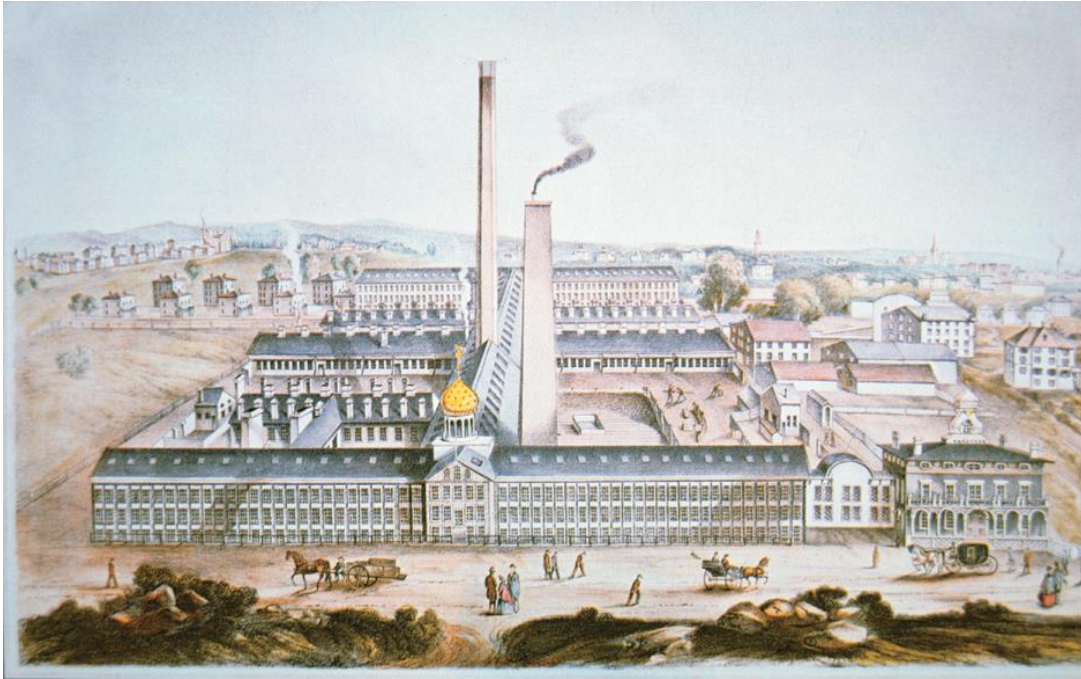
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.3.1 The Industrial North

Difficulty Level: Easy

Skill Level: Remember the Facts



37. This 1862 advertisement for Colt's Patent Fire Arms Manufacturing suggests that manufacturing was _____.
- A) a creator of social harmony
 - B) powerful but not threatening
 - C) as dignified as a university
 - D) a source of pollution

Answer: B

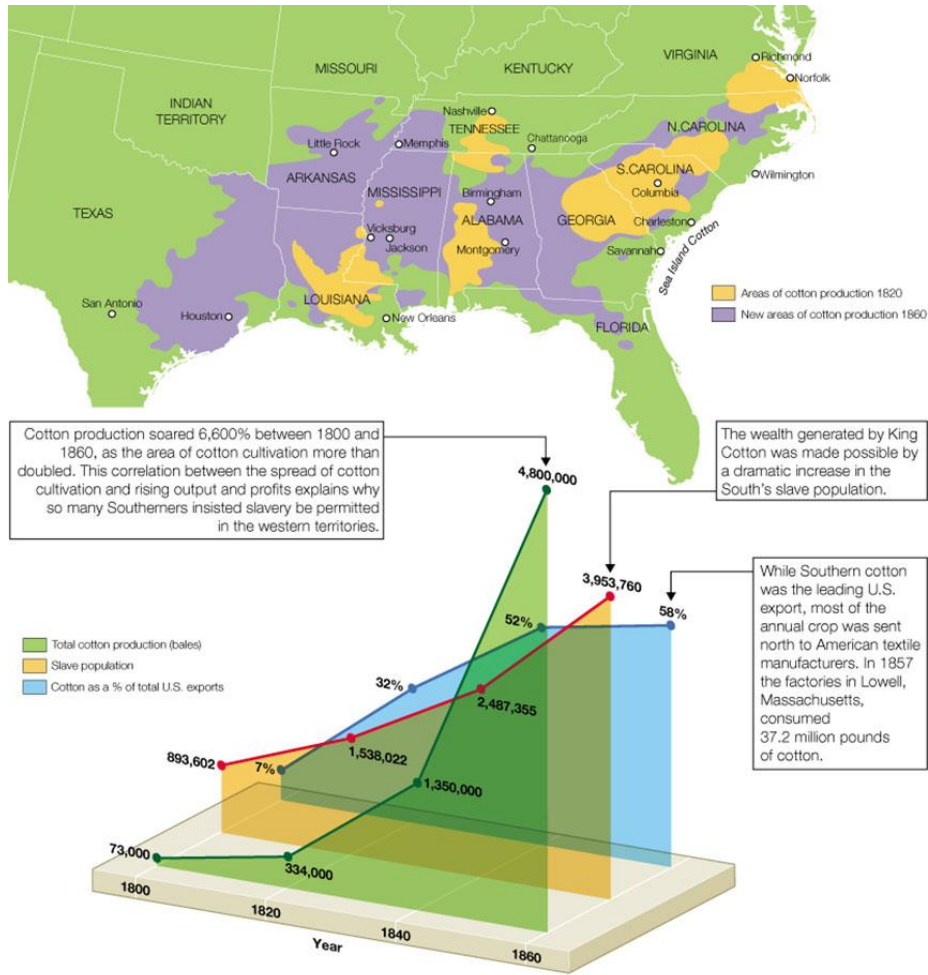
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.3.1 The Industrial North

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 12.16 Celebrating Northern Industry



SOURCE: U.S. Census; Stuart Bruchey, Ed., Cotton and the Growth of the American Economy, 1790–1860

38. What do the map and chart addressing the importance of cotton imply about the political relationship between the North and the South in the 1850s?

- A) Southerners felt that if concerns over slavery led to secession, they were strong enough to flourish on their own.
- B) The South believed that they had acquired enough new lands for cultivation in the Black Belt that western expansion was no longer necessary.
- C) Northern industrialists thought that if the South seceded, they had access to foreign cotton markets that could easily replace Southern cotton.
- D) Southern secession would have little to no impact on the American economy because of the North's advanced industrial system.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.3.2 Cotton Is Supreme

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Envisioning Evidence: The Rise Of King Cotton

39. Why did poor white Southerners support a slave society in which they had so little power?
- A) They had little power but many privileges in a society that was egalitarian despite great divisions in wealth.
 - B) They viewed enslaved African Americans as having better lives than they did themselves.
 - C) They believed in the inferiority of African Americans.
 - D) They benefited from slave labor even on their own small farms.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.3.3 The Other South

Difficulty Level: Moderate

Skill Level: Understand the Connections

40. George Fitzhugh was best known as being a _____.
- A) “Black Republican”
 - B) Southern United States senator
 - C) Northern abolitionist
 - D) defender of slavery

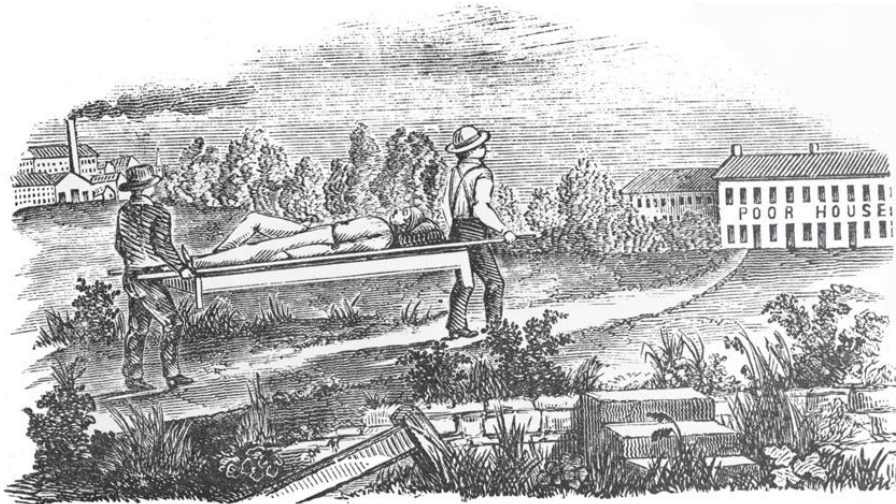
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

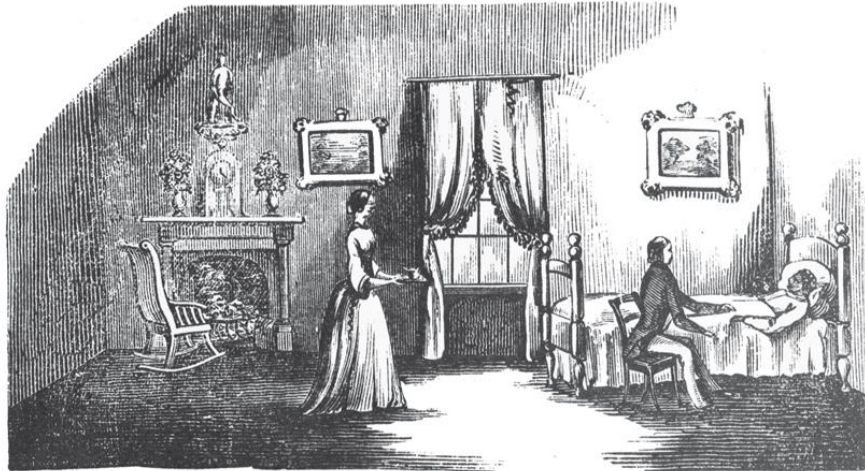
Topic: 12.3.4 Divergent Visions

Difficulty Level: Easy

Skill Level: Remember the Facts



ATTENTION PAID A POOR SICK WHITE MAN.



ATTENTION PAID A POOR SICK NEGRO.

41. This woodcut represents what proslavery view?
- A) that illness rendered slaves and whites equal
 - B) that Northerners did not really care about the welfare of slaves
 - C) that slave labor was more humane than Northern wage labor
 - D) that slaves shared in Southerners' lives of luxury

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.3.4 Divergent Visions

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 12.17 Proslavery Propaganda: Slavery and Free Labor Contrasted

42. In the Lincoln-Douglas debates, Abraham Lincoln asserted that blacks _____.
- A) were entitled to rights
 - B) could marry whites
 - C) had social and legal equality with whites
 - D) should remain enslaved

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.4.1 The Lincoln-Douglas Debates

Difficulty Level: Easy

Skill Level: Remember the Facts

43. John Brown hoped that his raid on Harpers Ferry would _____.
- A) force Southern state governments to emancipate slaves
 - B) start a slave rebellion throughout the South
 - C) result in the resignation of President James Buchanan
 - D) induce the Southern states to secede

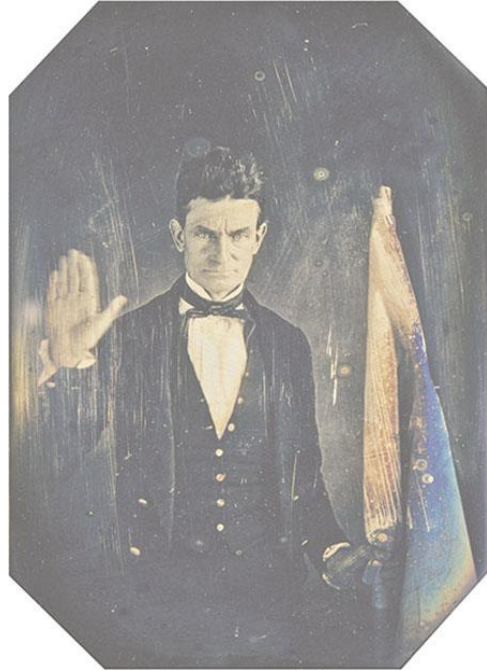
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.4.2 John Brown's Raid

Difficulty Level: Moderate

Skill Level: Understand the Connections



44. What did John Brown's raised right hand in this daguerreotype taken by black photographer Augustus Washington indicate?

- A) Brown pledged to destroy slavery in the United States.
- B) The five fingers on his hand represented his support for the five different parts of the Compromise of 1850.
- C) Brown was being sworn in as an antislavery member of the state legislature in Kansas.
- D) Brown was showing how many proslavery settlers he killed at Pottawatomie Creek, Kansas.

Answer: A

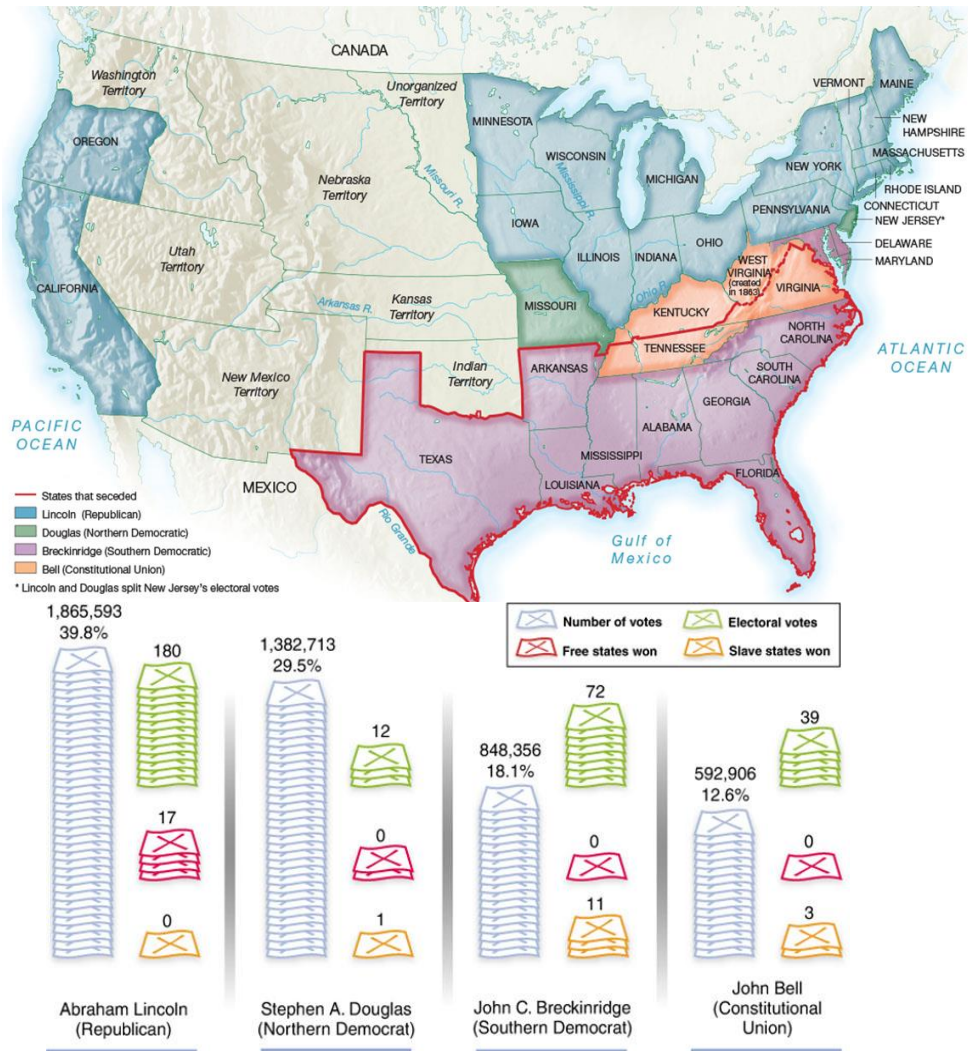
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.4.2 John Brown's Raid

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 12.18 John Brown Vows to Destroy Slavery



45. How does the information found on the map and chart illustrate why the Democratic Party lost the presidential election of 1860?

- A) Lincoln won the election with a majority rather than a plurality.
- B) Lincoln had strong support in the slave states.
- C) The Democratic Party split into Northern and Southern factions.
- D) The Constitutional Union Party took away enough electoral votes in the lower South.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.4.3 The Election of 1860

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 12.19 The Election of 1860 and Secession

46. Starting in 1860, Southern states began to secede in response to _____.
- A) the election of Abraham Lincoln
 - B) the attack on Fort Sumter
 - C) John Brown's raid on Harpers Ferry
 - D) the Kansas-Nebraska Act

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.4.4 Secession

Difficulty Level: Easy

Skill Level: Remember the Facts



47. Why did the Confederacy choose to feature George Washington on its seal?
- A) to show that Washington favored states' rights over a strong central government
 - B) to emphasize its willingness to go to war with the Union
 - C) to compare secession to the colonies breaking away from Britain during the Revolution
 - D) to stress Washington's racist views toward African Americans

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.4.4 Secession

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 12.20 The Confederate Seal: Linking Secession with the Spirit of 1776

48. When Lincoln responded to the extension of the Missouri Compromise line to the Pacific and said “On the territorial question, I am inflexible,” he was demonstrating his refusal to support the _____.

- A) Wilmot Proviso
- B) Compromise of 1850
- C) Kansas-Nebraska Act
- D) Crittenden Compromise

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.4.4 Secession

Difficulty Level: Moderate

Skill Level: Understand the Connections

49. In his first inaugural address, President Abraham Lincoln _____.

- A) acknowledged the legality of secession
- B) threatened total war against the rebel states
- C) promised to enforce federal law in all of the states
- D) offered to negotiate with the rebel states

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.4.4 Secession

Difficulty Level: Moderate

Skill Level: Understand the Connections



50. What does this photograph, taken the morning after the Battle of Fort Sumter, indicate about the first armed conflict of the Civil War?

- A) Both the Union and the Confederacy suffered huge losses in this first battle.
- B) The raised Confederate flag showed that the South was victorious.
- C) The Union held on to one of its last federal fortresses in the Confederacy.
- D) The Confederacy submitted to federal authority.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.4.4 Secession

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 12.21 The Confederate Flag Flying in Triumph over Fort Sumter

Essay

51. How did the discovery of gold in California result in both a transformation of that territory and an increase in the sectional tension over slavery?

The ideal answer should include:

4. The discovery of gold in California in 1848 touched off the Gold Rush of 1849. California's population exploded from 14,000 at the start of 1849 to more than 100,000 by the year's end. Eighty percent of the new arrivals were American-born, most of whom were single men with no intention of settling there permanently. What resulted was the creation of a rough and raucous society that lacked any formal government. Most gold seekers initially found gold by panning, but once the gold on the surface was gone, they ended up as wage laborers for corporations that had the technology to mine the deeper,

harder-to-reach gold. As a result, few ended up with the wealth they expected when they headed west. Many migrants did prosper after taking jobs that supported the mining industry.

5. The Gold Rush had detrimental effects on groups like the Chinese, *Californios*, and California Indians. White miners used violence and intimidation to confine Chinese miners to less desirable areas and imposed a heavy tax that forced them out of mining. The *Californios*, who were Mexicans living in California, lost title to their lands through legal obstacles that the new American government imposed. The diseases that migrants carried west killed tens of thousands of Native Americans. Tens of thousands more were driven off their land by miners who wanted access to the territory. As a result, the Native American population in California dropped from 150,000 in 1848 to 30,000 in 1870.
6. The Gold Rush sparked Western development and accelerated the creation of a coast-to-coast American nation. The immediate consequences, however, were political and not social or economic issues. The arrival of tens of thousands of people in 1849 made California eligible to organize a territorial government as a prelude to statehood. The divisive issue of slavery, though, had to be resolved first. Southerners opposed a motion to uphold the Wilmot Proviso and draft a bill to organize California as a free state. President Taylor suggested admitting both California and New Mexico as states and then letting settlers in each state decide on slavery through popular sovereignty. California applied to Congress for admission as a free state.
7. Taylor's decision touched off a firestorm. Southerners in particular were angry about upsetting the balance of power in the Senate. Some type of solution favorable to both the North and South had to be created.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1 The Slavery Question in the Territories

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. Explain the route to the Compromise of 1850, including how it was eventually adopted. What provisions of the compromise proved to be controversial, and why? What were the effects of this compromise?

The ideal answer should include:

1. To resolve the issue of California statehood and other national matters dealing with slavery, Senator Henry Clay created a large omnibus bill that addressed five distinct topics. First, California would be admitted as a free state while New Mexico would be organized into two territories where popular sovereignty would be applied to the matter of slavery. The bill also settled the boundary dispute between Texas and New Mexico, and the federal government would assume the debts Texas had as a republic. The slave trade would be banned in Washington, D.C., and a stronger federal fugitive slave law would be enacted.
2. The bill showed that there was great sectional animosity in Congress. John C. Calhoun demanded that Northerners end their attacks on slavery, uphold Southerners' rights in the territories, and enforce the fugitive slave provisions in the Constitution. Daniel Webster, in his "Seventh of March Address" warned that both proslavery and antislavery

extremism threatened to destroy the Union. William Seward invoked God's authority that all people deserved to live in freedom. Debate raged for months until President Taylor died suddenly. President Millard Fillmore, who succeeded Taylor, was more sympathetic to the South and supported Senator Stephen Douglas's attempt to revive the compromise.

3. Douglas broke up Clay's omnibus bill into five separate bills and assembled enough votes to pass each one. The Compromise of 1850 called for California's admission as a free state, while a second bill created the New Mexico and Utah territories where the issue of slavery was decided by popular sovereignty. Texas gave up its claims to the territory along the New Mexico border in exchange for the federal government assuming its \$10,000 debt. The slave trade was banned in the nation's capital, and a new Fugitive Slave Act greatly increased the federal government's commitment to returning escaped slaves to their owners.
4. The most controversial provision of the compromise, and one that intensified sectionalism, was the Fugitive Slave Act. The act created a force of federal commissioners who possessed broad powers to pursue and return suspected escaped slaves to their owners. Federal marshals could deputize public citizens to assist, and those who refused to help were subject to fines or imprisonment. The accused fugitive had no right to a jury trial, and that person's fate was decided by a federal commissioner who earned \$10 if he returned the accused to slavery or \$5 if he released the slave. Southern insistence on the North upholding the new law and their condemnation of "personal liberty laws," in which Northern states prevented the use of state officials or facilities like jails or courts for the capture and return of slaves, contradicted their beliefs that states' rights doctrine should oppose any increase in federal power. Abolitionists formed vigilance committees and even went as far as breaking laws to ensure that runaway slaves who had been captured were not returned to their owners.
5. One effect of the compromise was that the vote results revealed a weakening of party loyalties and a growing tendency to vote along sectional lines. The Fugitive Slave Act popularized and legitimized antislavery sentiment, as illustrated by the publication of Harriet Beecher Stowe's novel *Uncle Tom's Cabin*, leading to even greater Northern hostility toward slavery. After strong resistance to the Fugitive Slave Act in the North, including acts of civil disobedience and violence, the number of slave captures decreased sharply and the furor subsided, largely because thousands of free blacks and escaped slaves fled to Canada. The compromise, though, kept the nation at peace for the next ten years.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.1 The Slavery Question in the Territories

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. Explain the causes and effects of the Kansas-Nebraska Act. Why did this law prove to be so divisive?

The ideal answer should include:

1. Senator Stephen Douglas of Illinois believed that the future development of the United States required the rapid organization of territories, especially those west of Missouri and Iowa. Farmers were eager to settle in the fertile Kansas and Plate River Valleys, and promoters of a transcontinental railroad wanted a northern route to run through this area. Douglas faced strong opposition from Southern congressmen, who feared the new territories would eventually become two free states. They also wanted a southern route for the transcontinental railroad running through New Mexico Territory. They would only support Douglas's plan if there was a repeal of the ban of slavery north of the 36° 30' Missouri Compromise line.
2. Douglas knew that repealing the slave ban north of the 36° 30' line would lead to problems with Northern congressmen, who knew that the repeal of this line would allow Kansas, which was north of the line, to enter the Union as a slave state. Northerners saw the repeal of this line as a chance for the South, which Northerners had begun to call the "slave power," to spread slavery, and thereby spread its influence and the "curse" of slavery, to the North. At the same time, Douglas also knew that this issue could boost his presidential ambitions for the 1856 election.
3. In addition to repealing slavery north of the 36° 30' line, the Kansas-Nebraska Act that Douglas introduced in 1854 also called for splitting the area into two separate territories, Kansas and Nebraska. He intended this to placate both the North and South by allowing the eventual establishment of slavery in Kansas and admitting Nebraska as a free state. Despite the protest from both sides, Douglas prevailed with the passage of his bill, but it severely weakened his Democratic Party and hampered his presidential ambitions. The struggle between Northern and Southern Whigs led to the end of this political party.
4. Popular sovereignty turned into a contest in Kansas. Northern opponents of the Kansas-Nebraska Act established organizations like the Emigrant Aid Society that financed migration of more than 2,000 antislavery settlers to Kansas. Proslavery interests organized bands of "border ruffians" from Missouri who went there to vote illegally and eventually elect a proslavery government that gathered in Lecompton and legalized slavery. Antislavery settlers then drew up a free-state constitution and held elections that resulted in an antislavery legislature headquartered in Lawrence. This issue divided Congress since the Senate voted to recognize the proslavery government while the House voted to recognize the antislavery government. Violence even broke out in Congress after Senator Charles Sumner denounced the South in a speech entitled the "Crime Against Kansas" and was then brutally beaten with a cane by Congressman Preston Brooks of South Carolina.
5. Shortly after, proslavery vigilantes attacked Lawrence, Kansas, and destroyed its two newspaper presses. John Brown then led abolitionist avengers in a counterassault on Pottawatomie Creek, Kansas, that resulted in five brutal murders of antislavery settlers. The violence touched off a wave of vigilante reprisals and counter-reprisals that led to this quasi-civil war being named "Bleeding Kansas." By the time President Pierce sent a new governor and federal troops to Kansas, the issue had erupted into an armed conflict.
6. Disagreements within the Whig and Democratic parties, the two most powerful political

parties of the time, over the issue of slavery and the future of the nation were intensified during the Kansas-Nebraska controversy. These divisions led many ex-Whigs, Northern Democrats, and Free-Soilers to form local antislavery parties. This group of parties eventually coalesced into the Republican Party. The antislavery stance of the young Republican Party gave a political voice to the Northerners, who sent aid to the antislavery cause or moved to settle in Kansas to help the Free-Soilers establish Kansas as a free state.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.2 Political Realignment

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. What developments helped spur industrialization in the North? How did industrialization revolutionize transportation and Northern and Midwestern agriculture? What were the negative effects of industrialization on its own workers?

The ideal answer should include:

1. Northern industrialization reached new heights after the economic recovery of the early 1840s. Three main developments triggered this boom. First, starting in the firearms industry and spreading into other products, Americans pioneered the creation of machines made of interchangeable parts, which facilitated the rapid manufacture of inexpensive goods. Second, manufacturers began to power their machines with steam, an energy source more powerful and reliable than water power. Finally, manufacturers benefited from the huge pool of cheap labor largely provided by immigrants. Output soared, and by 1860 the total value of all goods produced in the North reached \$1.5 billion.
2. The building of a massive railroad network helped with the emerging industrial economy as well. States in the Northeast were linked more closely to those in the Midwest. Trade began to move in an east-west fashion rather than a north-south manner, which led to a growing sectional divide.
3. Agriculture was revolutionized not just by the railroad but also by the new technological innovations of Cyrus McCormick's mechanical reaper and John Deere's cast steel plow. The mechanical reaper allowed for much faster grain harvests while the cast steel plow easily sliced through the toughest soil. Both products made farming easier and more efficient and allowed farmers to expand the size of their farms. The railroad also allowed farmers to sell their produce in distant markets and allowed them to specialize in a single crop, usually a grain crop. Rising prices and foreign demand for American grain augmented this trend.
4. Although industrialization brought rising wages and new opportunities for Northerners, it also brought new levels of poverty, especially among unskilled workers. Wages in certain industries were too low for one person to support an entire family. Many women and children either worked in factories or performed "outwork" in their homes. Many workers also became unemployed, especially in the winter, and the number of poor families living in squalid tenement districts rose drastically.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.3.1 The Industrial North
Difficulty Level: Easy
Skill Level: Remember the Facts

55. How did John Brown plan to get rid of slavery in the United States? What resulted from his plan? How did John Brown's actions affect both the North and South?

The ideal answer should include:

1. In 1857, several months after the Pottawatomie Creek massacre in Kansas, abolitionist John Brown began plotting an invasion of the South that he hoped would lead to a widespread slave revolt and the end of slavery. Brown believed that God had called on him to destroy slavery. By 1859, with secret assistance from prominent abolitionists, Brown gathered 17 whites and five blacks and moved to Maryland. He led his raiders across the Potomac River to Harpers Ferry, Virginia, the site of the federal arsenal, which he and his men seized. His plan was to fan out across the South to arm slaves and touch off a wave of rebellion.
2. Brown and his men were quickly cornered, and U.S. marines under Colonel Robert E. Lee killed ten of Brown's men and took Brown and six others prisoner. Six weeks later, Brown and his men were found guilty of treason and sentenced to hang. He declared that he acted in accordance with the Bible's call to fight for justice, a cause for which he was prepared to die. On the day of his execution, he eerily prophesized that the nation's crimes could only be purged away in blood.
3. Brown's pure spiritual fanaticism excited abolitionists in the North, who shared his opinions and used his death to spread his ideas. He was lionized as a righteous instrument of God. Emerson described him as a Christ-like figure. Some Northerners though, like Lincoln and Horace Greeley, criticized Brown's use of violence.
4. Southerners also sensationalized Brown through fear and outrage. His act at Harpers Ferry rekindled in Southerners what Frederick Douglass described as the ever-present "dread and terror" of slave insurrection. His glorification in the North convinced many Southerners that Northern abolitionists would continue to conspire to instigate slave uprisings to destroy Southern society. This led to an increased discussion in the South of dissolving their union with the North to protect their property and way of life.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of the period 1848–1861.

Topic: 12.4.2 John Brown's Raid
Difficulty Level: Easy
Skill Level: Remember the Facts

CHAPTER THIRTEEN
A NATION TORN APART: THE CIVIL WAR, 1861–1865

Multiple Choice



3. What effect did the drawing, “Entrance of the Fifty-Fifth Massachusetts (colored) Regiment into Charleston Feb 21, 1865” from *Harper’s Weekly* magazine, have on Northern viewers?
- A) It endorsed the idea that racism through segregated military units was acceptable.
 - B) It showed that emancipation and restoration of the Union justified the high number of war casualties.
 - C) It promoted reconciliation with their former Southern enemies.
 - D) It reaffirmed the belief that African Americans were inferior to whites.

Answer: B



Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

	 Union	 Confederacy
Population	22,000,000	5,500,000 white 3,500,000 enslaved
Industrial Workers	1,300,000	110,000
Factories	110,000	18,000
Value Goods Manufactured	\$1.5 billion	\$155 million
Railroad Mileage	22,000	9,000
Weapons Manufacturing (Percent U.S. total)	97%	3%
Banking Capital	\$330,000,000	\$27,000,000

4. How could this table justify Horace Greeley’s 1861 statement that “Jeff Davis and Co. will be swinging from the battlements at Washington at least by the 4th of July”?

- A) The table emphasizes the Northern belief that its soldiers were fighting to preserve the Union and uphold the Constitution.
- B) The table reveals that the North did not need Confederate cotton to survive.
- C) The table suggests that the disparities between the North and South would lead to a quick Union victory.
- D) The table shows that the Confederate government under Jefferson Davis was unorganized and divided.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.1.1 Comparative Advantages and Disadvantages

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 13.1 Union Advantages on the Eve of the War, 1861

3. How does First Lady Mary Todd Lincoln’s personal story reflect the peculiar nature of the Civil War?

- A) Both she and her husband were born in Confederate states.
- B) Two of her sons served as generals on opposite sides of the war.
- C) She was charged by federal officials of spying for the Confederacy.
- D) She lost three brothers who were killed while fighting for the Confederacy.

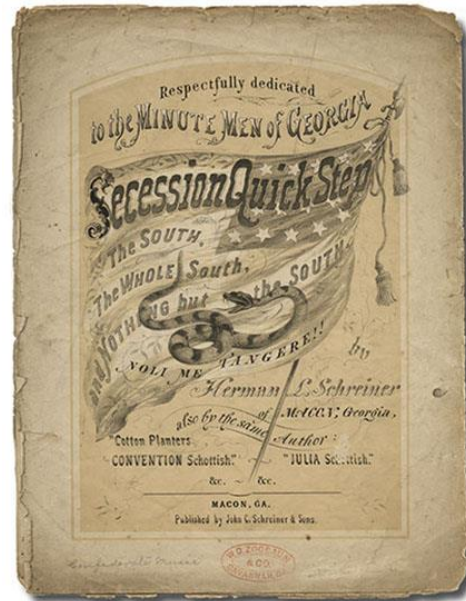
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: Introduction

Difficulty Level: Moderate

Skill Level: Understand the Connections



4. Even though the Union poster “The Eagle’s Nest” and the Confederate song sheet “Secession Quick Step” sent different messages to the public in order to boost morale at the beginning of the Civil War, they both _____.
- A) used patriotic symbols and themes associated with the American Revolution
 - B) upheld the values found in the United States Constitution
 - C) emphasized the importance of states’ rights over a strong central government
 - D) utilized quotes made by Andrew Jackson during his presidency

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.1.1 Comparative Advantages and Disadvantages

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Assets: 13.2 The Eagle’s Nest and 13.3 Connecting to the Colonial Cause

5. Which of the following was an advantage that the Confederates had at the beginning of the Civil War?
- A) a powerful, well-organized navy
 - B) a military alliance with Great Britain and France
 - C) the military experience and leadership of General Ulysses S. Grant
 - D) a large geographic area that promoted a defensive war

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.1.1 Comparative Advantages and Disadvantages

Difficulty Level: Easy

Skill Level: Remember the Facts

6. Which of the following was part of the Union's military strategy for mobilization at the start of the Civil War?

- A) calling for volunteers to serve for one year
- B) blockading the Southern coast with its navy
- C) recruiting large numbers of African American soldiers to fight
- D) abolishing slavery in the Border States that remained in the Union

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.1.2 Mobilization in the North and South

Difficulty Level: Easy

Skill Level: Remember the Facts

7. What made the Border States different from other states in the Union?

- A) There was more pro-Union support in most of these states than in others further north.
- B) They contained 80 percent of the Union's factories.
- C) They had nearly half of the Union's white male population.
- D) They were slave-holding states.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.1.3 The Struggle for the Border States

Difficulty Level: Easy

Skill Level: Remember the Facts



8. What does this print of the Zouaves from the 11th New York Volunteer Infantry, which was made in the early stages of the Civil War, convey about soldiers' attitudes toward war at this point in time?

- A) Soldiers were more interested in fighting for liberty than getting attention through style.
- B) Most of the men who fought for the Union had a great deal of combat experience.
- C) Soldiers viewed participation in war as idealistic and adventurous.
- D) Soldiers like the Zouaves were expert marksmen.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.1.2 Mobilization in the North and South

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 13.4 The Zouaves of the 11th New York



LOOK OUT FOR SQUALLS.

JACK BULL.—“ You do what's right, my son, or I'll blow you out of the water.”

11. This cartoon from the British magazine *Punch* indicates that after a Union warship removed two Confederate leaders off the British ship *Trent*, Lincoln decided to _____.
- A) release the prisoners in order to avoid war with Britain
 - B) execute the prisoners and face a possible war with Britain
 - C) keep the Confederates imprisoned for the duration of the war
 - D) stop exports to Britain because they sympathized with the Confederacy

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.1.4 Wartime Diplomacy

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 13.6 A Diplomatic Dustup

12. Union General George McClellan's 1861 letter to his wife stating that "I seem to have become the power of the land, I almost think that were I to win some small success now I could become Dictator or anything else that might please me," reveals that _____ was one of his greatest flaws and eventually led to his removal as general of the Army of the Potomac.

- A) procrastination
- B) arrogance
- C) poor decision making
- D) brutality

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.1 No Short and Bloodless War

Difficulty Level: Difficult

Skill Level: Analyze It

13. To the Union, what did their defeat at the First Battle of Bull Run on July 21, 1861, indicate about the Civil War?

- A) It was going to need Britain or France to intervene on its behalf.
- B) It required more volunteers to fight against the higher number of Confederate soldiers.
- C) It decided to focus its war strategy on controlling the Mississippi River first.
- D) It had to reconsider that the war would not be as short and bloodless as everyone had predicted.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.1 No Short and Bloodless War

Difficulty Level: Moderate

Skill Level: Understand the Connections



14. As shown on this map, what was the major outcome of the series of Union victories in the western part of the Confederacy between 1862 and 1863?

- A) They prevented a Confederate invasion of Missouri and Kentucky.
- B) They cut the Confederacy in half and gained control of the Mississippi River.
- C) They established a pro-Union government in Arkansas.
- D) They captured key Confederate fortresses in the Ohio River Valley.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.1 No Short and Bloodless War

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 13.7 Major Battles in the West, 1862–1863

15. Why was the 1862 Battle of Fair Oaks, Virginia, considered an early turning point in the Civil War?

- A) Robert E. Lee took over command of the Army of Northern Virginia.
- B) Lincoln replaced General George McClellan due to his arrogant behavior.
- C) General “Stonewall” Jackson was killed, thus costing the Confederacy a major loss.
- D) The Union Army was able to besiege the Confederate capital at Richmond.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.2 The Peninsular Campaign

Difficulty Level: Moderate

Skill Level: Understand the Connections

16. What was the major reason for the high death rate among soldiers on both sides during the Civil War?

- A) technological advances in weaponry
- B) poor planning by generals during huge battles
- C) disease
- D) hand-to-hand combat

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.3 A New Kind of War

Difficulty Level: Moderate

Skill Level: Analyze It



17. This map, which depicts McClellan's 1862 Peninsula Campaign in Virginia, shows that his unachieved goal during this campaign was to _____.

- A) capture the Confederate capital of Richmond
- B) keep Chesapeake Bay from falling into Confederate control
- C) defend the Union capital at Washington, D.C.
- D) cut off eastern Virginia from the rest of the Confederacy

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.2 The Peninsula Campaign

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 13.8 Major Battles in the East, 1861–1863



18. How did the newly-developed minie balls, which are pictured on the left, change warfare as compared to the more traditional musket balls, which are featured on the right?

- A) They were designed to inflict minimal damage to a victim.
- B) Their design made it possible to hit a target at a greater distance.
- C) They were less expensive to produce.
- D) They were easier to ship to the front lines of battle.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.3 A New Kind of War

Difficulty Level: Easy

Skill Level: Remember the Facts

19. Even though the Civil War has been called the first modern war, what factor dealing with technological advances led to challenges for those involved?

- A) Messages about battles were difficult to convey through telegraph.
- B) Railroads often took too long to transport soldiers to the battle front.
- C) Soldiers on both sides were unfamiliar with loading minie balls into their rifles.
- D) Military commanders preferred to implement the more traditional patterns of waging war.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.3 A New Kind of War

Difficulty Level: Easy

Skill Level: Remember the Facts

20. Which of the following best characterizes the Confiscation Acts?

- A) The Confiscation Acts were early efforts to emancipate slaves.
- B) The Confiscation Acts were unpopular among Northern abolitionists.
- C) The Confiscation Acts extended the naval blockade of the South.
- D) The Confiscation Acts ordered the seizure of land from disloyal Southerners.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.4 Toward Emancipation

Difficulty Level: Easy

Skill Level: Remember the Facts

21. President Lincoln understood that the emancipation of African-American slaves would _____.

- A) win the sympathies of those who lived in Border States
- B) prevent British intervention on behalf of the Confederacy
- C) doom any hopes of a Union victory in Virginia
- D) motivate white troops

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.4 Toward Emancipation

Difficulty Level: Moderate

Skill Level: Understand the Connections

22. The Battle of Antietam in 1862 was considered a major turning point of the Civil War because _____.

- A) the victory afforded President Lincoln the opportunity to issue the Emancipation Proclamation
- B) it was the last time Confederate troops would enter Union territory
- C) General Robert E. Lee was never again as aggressive for the rest of the campaign in Virginia
- D) Confederate forces were forced to hurriedly withdraw into the Carolinas

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.4 Toward Emancipation

Difficulty Level: Moderate

Skill Level: Understand the Connections

23. Despite being a smashing victory, why did the Battle of Chancellorsville come at a heavy price for the Confederacy?

- A) General “Stonewall” Jackson was accidentally killed by his own troops.
- B) By focusing efforts at Chancellorsville, the South lost control of the West.
- C) It revealed the incompetence of General Robert E. Lee.
- D) The Army of Northern Virginia lost half its men.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.4 Toward Emancipation

Difficulty Level: Moderate

Skill Level: Understand the Connections

24. The Emancipation Proclamation _____.

- A) was issued after a major Confederate victory
- B) did not apply to the Border States
- C) declared that all African Americans were now free
- D) forced Britain to recognize the Confederacy

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.4 Toward Emancipation

Difficulty Level: Easy

Skill Level: Remember the Facts



25. How do Theodore Kaufman's painting *On to Liberty* on the right and the drawing "Entrance of the Fifty-Fifth Massachusetts (colored) Regiment into Charleston Feb 21, 1865" depict African Americans during the Civil War?

- A) They are shown to be excluded from the war effort.
- B) Both images portray them as joyous victors.
- C) Their willingness to go to battle is captured by both images.
- D) These images address them as being agents of their own liberty.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.4 Toward Emancipation

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: Chapter opening image and Images as History: Who Freed the Slaves?



26. Even though Thomas Mann's 1876 sculpture *The Freedman's Memorial* was mostly funded by former slaves, what conflicting message does this monument visually express?

- A) Abraham Lincoln originally did not plan to emancipate slaves at the beginning of the Civil War.
- B) African Americans were portrayed as passive figures that played no role in gaining their freedom.
- C) The statue is located in Richmond, Virginia, the former capital of the Confederacy.
- D) The Emancipation Proclamation only freed slaves who were in areas of rebellion, not the Border States.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.4 Toward Emancipation

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: Images as History: Who Freed the Slaves?



27. How does the image of war as seen in Alexander Gardner's photograph of the aftermath of the Battle of Antietam compare with the image of the celebrated Zouaves of the 11th New York Volunteer Infantry?

- A) The brutality seen in the photograph accords with the fierce masculinity of the Zouaves.
- B) The devastation portrayed in the photograph shows how well prepared such soldiers as the Zouaves were.
- C) The photograph appears to be anti-war propaganda when compared with the historical accuracy of the drawing.
- D) The grim reality of the photograph exposes the foolish romanticism of the Zouaves.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.4 Toward Emancipation

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 13.4 The Zouaves of the 11th New York and 13.10 Dead soldiers along the Sunken Road, Antietam (1862)

28. Legislation passed during the Civil War gave the federal government the power to do which of the following for the first time?

- A) print paper money
- B) levy an income tax
- C) create a national bank
- D) establish tariffs

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.3.1 Meeting the Demands of Modern War

Difficulty Level: Easy

Skill Level: Remember the Facts

29. Lack of unity among Southerners was evidenced by Jefferson Davis's vice president, Alexander Stephens, who criticized _____.
- A) Confederate military generals
 - B) Davis's political campaign strategies
 - C) the draft and income tax
 - D) the ban on cotton exports

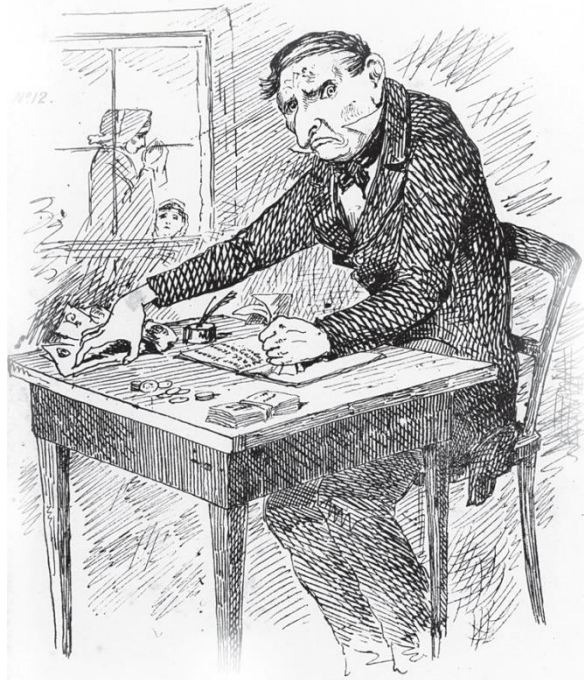
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.3.1 Meeting the Demands of Modern War

Difficulty Level: Easy

Skill Level: Remember the Facts



30. Why did this cartoon from a Richmond newspaper, which depicted a rich speculator, anger Southerners?

- A) Speculators hoarded supplies and sold them at exorbitant prices while people went hungry.
- B) Speculators were illegally smuggling cotton supplies to Britain and getting wealthy.
- C) Speculators evaded the draft and refused to pay the Confederate income tax.
- D) Speculators were aiding blacks and ignoring the plight of white citizens.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.3.2 Hardships on the Home Front

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 13.11 Anger on the Home Front

31. Which was a major problem on the Southern home front throughout the Civil War?

- A) violent slave insurrections
- B) a sharp drop in prices
- C) frequent strikes by workers
- D) food shortages

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.3.2 Hardships on the Home Front

Difficulty Level: Easy

Skill Level: Remember the Facts

32. How did the Civil War affect women in both the North and South?

- A) They fought for the right to serve in the military.
- B) They took on new responsibilities outside the domestic domain.
- C) They strived to maintain their traditional roles.
- D) They began to advocate for more legal rights for themselves.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.3.3 New Roles for Women

Difficulty Level: Easy

Skill Level: Remember the Facts

33. Recruitment efforts by Dorothea Dix, who was head of the U.S. Sanitary Commission, eventually led to women dominating the _____ profession.

- A) teaching
- B) domestic
- C) nursing
- D) civil service

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.3.3 New Roles for Women

Difficulty Level: Easy

Skill Level: Remember the Facts

34. Who were the Copperheads?

- A) Northern Democrats who argued for a cease-fire with the Confederacy
- B) Northern Democrats who supported the cause of the Union
- C) Southern Democrats who opposed secession
- D) Southern Democrats who freed their slaves

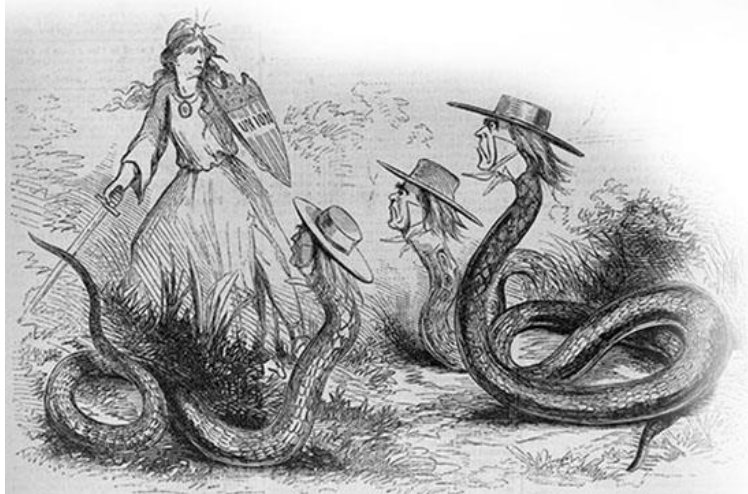
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.3.4 Copperheads

Difficulty Level: Easy

Skill Level: Remember the Facts



35. What are the Copperheads in this cartoon from *Harper's Weekly* preventing the goddess Liberty from accomplishing?
- A) freeing the slaves
 - B) negotiating with Britain
 - C) fighting the Confederacy
 - D) arresting Union dissenters

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.3.5 Conscription and Civil Unrest

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Competing Visions: Civil Liberties in a Civil War

36. Which provision of the 1863 Conscription Act led to resentment by many Northerners?
- A) the ability to buy one's way out of the draft in exchange for a high fee
 - B) the inclusion of immigrants among those who might be drafted
 - C) the clemency offered to those who disappeared to escape the draft
 - D) the state-based quota system for the draft

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.3.5 Conscription and Civil Unrest

Difficulty Level: Easy

Skill Level: Remember the Facts



37. Black lynchings such as the one illustrated in this image of New York City in 1863 were the result of white New Yorkers responding to the _____.
- A) Emancipation Proclamation
 - B) new military draft that exempted the rich
 - C) Copperheads' demands for a cease-fire with the Confederacy
 - D) increased competition with blacks for wage-paying jobs

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.3.5 Conscription and Civil Unrest

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 13.12 Opposition to the Draft Turns Violent

38. What made the Battle of Gettysburg different from other battles fought in the Civil War?
- A) It was the longest battle fought during the Civil War.
 - B) More soldiers combined from both sides died there than in any other battle.
 - C) The Confederacy was able to control all the immediate territory around Washington, D.C.
 - D) It was the only battle fought on Union soil that did not include the Border States.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.1 Turning Point: 1863

Difficulty Level: Easy

Skill Level: Remember the Facts



39. What seems to be the main purpose of this illustration?

- A) encouraging African Americans to move west
- B) arguing that African Americans' greatest contributions were off the battlefield
- C) portraying African-American soldiers as lacking courage
- D) celebrating the contributions of African Americans to the war effort

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.2 African Americans under Arms

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 13.13 Held Back by Racism



40. What eventually made this Massachusetts 54th Regiment poster that was designed to recruit black soldiers inaccurate?

- A) Black soldiers were never allowed to fight in the Union Army.
- B) Black soldiers were eventually promoted to positions of leadership in their regiments.
- C) Lincoln's decision to cut wages for black soldiers to \$7.00 a month.
- D) Black and white regiments were eventually integrated during the Civil War.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.2 African Americans under Arms

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Choices and Consequences: Equal Peril, Unequal Pay



41. How did those who published this illustration of the Fort Pillow massacre most likely hope the public would react?

- A) with outrage toward the Confederate soldiers
- B) with disgust with the African-American soldiers
- C) with righteousness in favor of the Confederate cause
- D) with hope for a cease fire

Answer: A

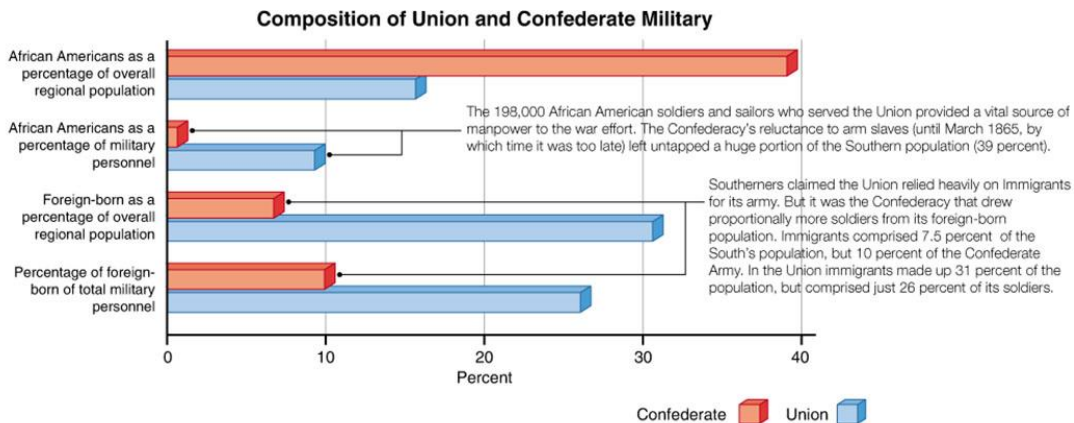
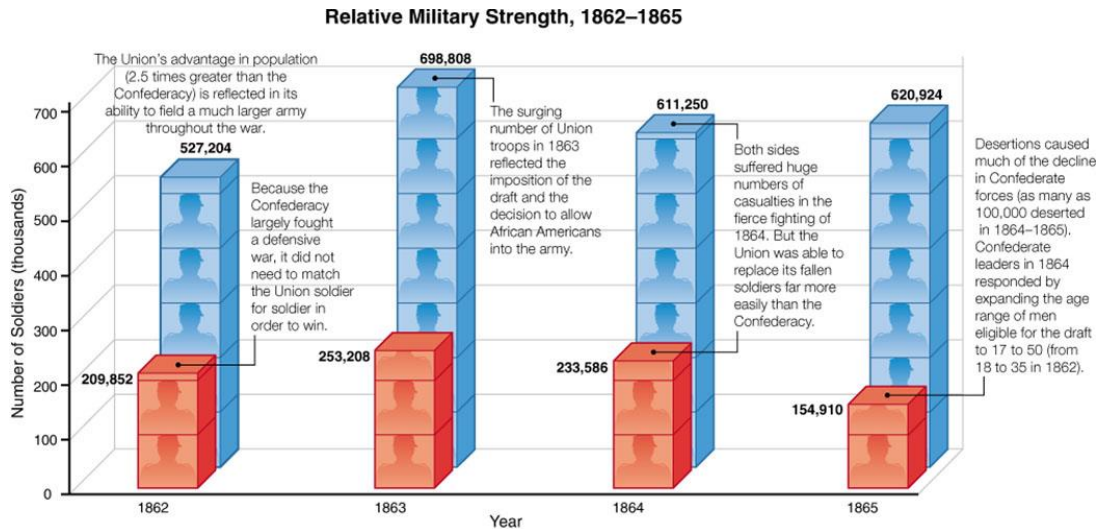
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.2 African Americans under Arms

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 13.14 The Massacre at Fort Pillow



SOURCES: James McPherson, *Ordeal by Fire* (New York: Knopf, 1982); James McPherson, *Battle Cry of Freedom* (New York: Oxford University Press, 1988); U.S. Census, *Historical Statistics*.

42. What conclusion can be made about the composition of the Confederate Army during the span of the Civil War?

- A) The Confederate Army had more African American soldiers serving than the Union Army did.
- B) The number of enlisted Confederate soldiers declined between 1862 and 1863 due to high battle casualties.
- C) The Confederate Army needed to have numbers similar to the Union Army's since they were planning on invading the North.
- D) The Confederate Army was smaller than the Union Army due the South's smaller population.

Answer: D

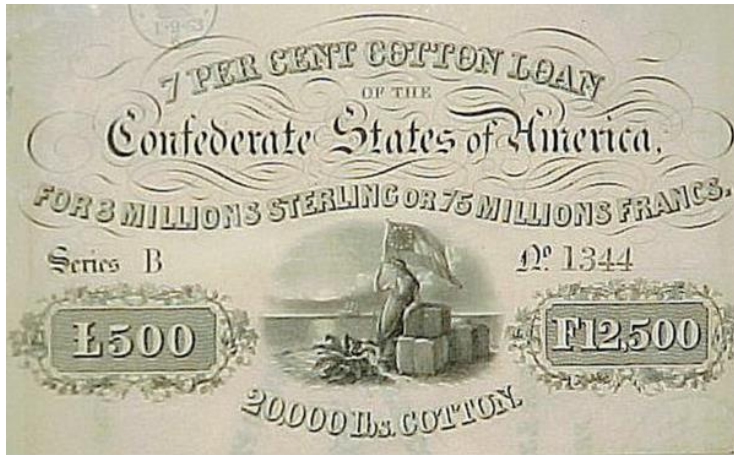
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.3 The Confederacy Begins to Crumble

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Envisioning Evidence: Human Resources in the Armies of the Civil War



43. The image of “Columbia” on this “cotton bond” sold to raise cash for the Confederacy shows that, like Northerners, Southerners _____.
- A) revered women for their contributions to the war effort
 - B) longed for the pre-war past
 - C) looked to Europe for ways to symbolize their hopes
 - D) associated their cause with liberty

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.3 The Confederacy Begins to Crumble

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 13.15 Cotton for Sale?

44. Many of General Grant’s victories in Virginia were characterized by _____.
- A) the use of guerrilla tactics
 - B) tens of thousands of Union casualties
 - C) taking advantage of the blunders of General Lee
 - D) the employment of unusual strategies to compensate for having fewer troops

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.4 Victory in Battle and at the Polls

Difficulty Level: Moderate

Skill Level: Understand the Connections

45. Who did Lincoln name as commander of all the Union armies in 1864?

- A) William T. Sherman
- B) Joseph Hooker
- C) Ulysses S. Grant
- D) George Meade

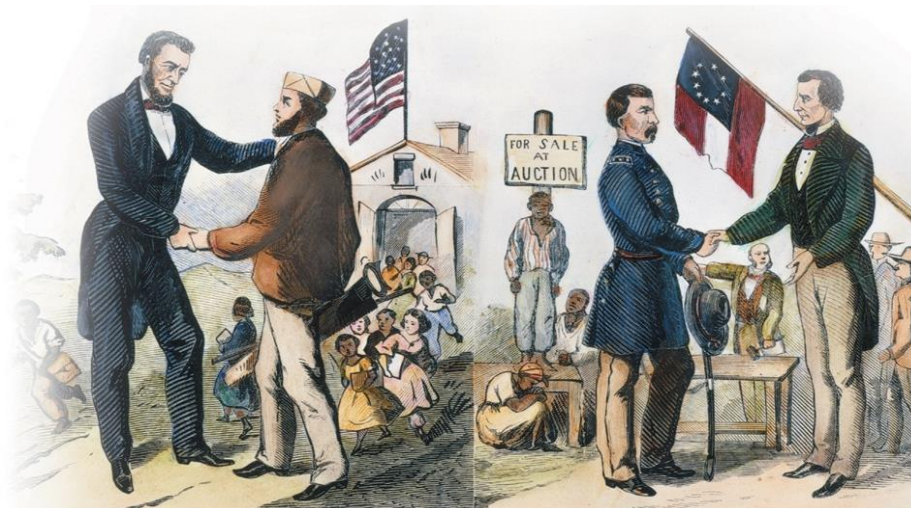
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.4 Victory in Battle and at the Polls

Difficulty Level: Easy

Skill Level: Remember the Facts



46. According to this broadside from Lincoln's 1864 presidential campaign, the victory of his Democratic opponent, George B. McClellan, would result in _____.

- A) the continuation of slavery
- B) reunification with the South
- C) victory for the Confederates
- D) freedom for slaves

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.4 Victory in Battle and at the Polls

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 13.18 Lincoln Promises Victory and Union

47. General William T. Sherman's comments to his army stating that "We are not only fighting hostile armies but a hostile people, and we must make old and young, rich and poor, feel the hand of war, as well as their organized armies," reflects which Union war strategy?

- A) the Anaconda Plan
- B) the "scorched earth" campaign
- C) Special Field Order No 15
- D) unconditional surrender

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.5 War Is Hell

Difficulty Level: Moderate

Skill Level: Understand the Connections



48. This photograph showing the ruins of Columbia, South Carolina, after Union forces set fire to it demonstrates the _____.
- A) dangers of a successful slave insurrection
 - B) results of an unsuccessful attempt to hold peace negotiations in that city
 - C) Union's desire for vengeance on South Carolina, which started the secession movement
 - D) Confederacy's reluctance to defend one of its greatest strongholds

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.5 War Is Hell

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 13.19 Total War and Vengeance

49. Lee surrendered to Grant at _____, thus bringing an end to the Civil War.
- A) Richmond, Virginia
 - B) Washington, D.C.
 - C) Atlanta, Georgia
 - D) Appomattox Courthouse, Virginia

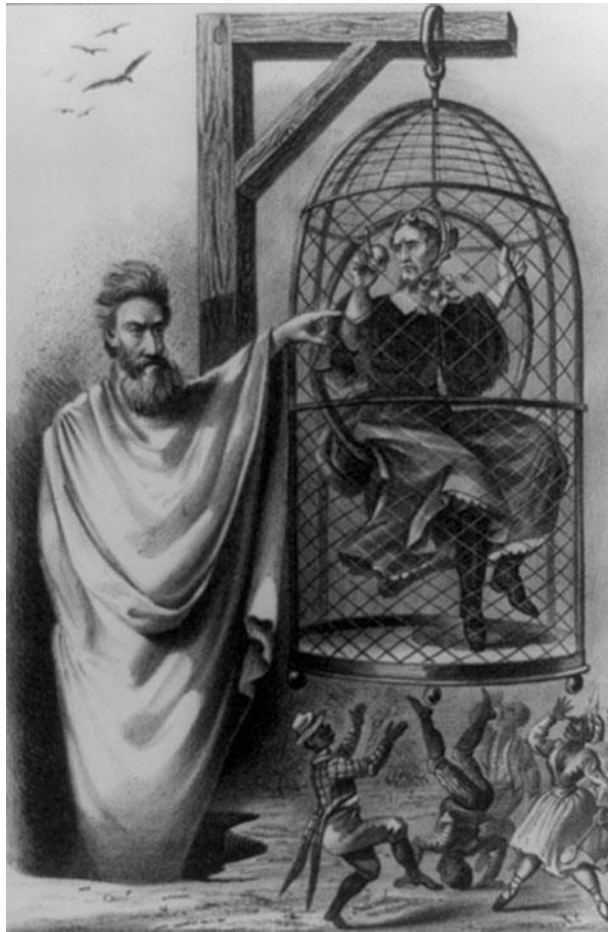
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.5 War Is Hell

Difficulty Level: Easy

Skill Level: Remember the Facts



50. How did this image, which was made shortly after Lincoln's assassination and captures popular anger against the war and a call to execute Jefferson Davis, contradict Lincoln's message in his Second Inaugural Address in which he stated "With malice toward none, with charity for all, . . . let us . . . bind up the nation's wounds . . .?"

- A) Lincoln had desired a peaceful reconciliation with the Confederacy.
- B) Lincoln's address actually called for harsher punishments for the South.
- C) Lincoln had called for Lee's execution, not Davis's.
- D) Lincoln wanted Davis executed in retaliation for John Brown's execution.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.5 War Is Hell

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 13.20 A Thirst for Vengeance

Essay

51. Compare and contrast the Union and Confederacy in terms of resources, leadership, and military strategies at the onset of the war. What advantages and disadvantages did each side possess, and how did each side view its prospects in the war?

The ideal answer should include:

1. The Union had more than twice the population of the Confederacy, giving the North an enormous advantage in soldiers, farmers, and industrial workers. Additional resources for the Union included a vast industrial system that produced over 90 percent of the nation's firearms, cloth, shoes, and boots. As a result, the Union armies were provided with unlimited supplies. The North also had a modern railroad system twice the size of the Confederacy's. Northerners also had the firm belief that they were fighting to uphold the Constitution and the Union.
2. Southerners also matched Northerners in their confidence about achieving a quick victory. Although they lacked population, industry, and infrastructure, Confederates did possess certain advantages, including the fact that they were fighting a war for independence that reminded them of the same struggle in fighting for independence from Great Britain. The South also had an important geographic advantage in that they possessed an area in size as large as Western Europe, which would be hard for the North to conquer. Any invasion from the North would unify the South, including poor whites who might otherwise view the conflict as a war to protect the interests of rich slaveholders. The South could also fight a defensive war until the North grew tired and withdrew as well as making possible alliances with Britain and France, since both depended on Confederate cotton.
3. The South also had the upper hand in military leadership. Generals like Robert E. Lee and Thomas "Stonewall" Jackson had experience and could win victories with much smaller numbers. Most Union soldiers seriously lacked experience. At the beginning of the war, only 16,000 professional soldiers were part of the Union Army, and one-third of the Army's officers joined the Confederacy. State officials also named friends and cronies who lacked experience as officers to command new regiments.
4. The Union developed a military strategy that included a call for 75,000 volunteers for 90 days and the imposition of a naval blockade along the Southern coast, which was part of General Winfield Scott's Anaconda Plan, which would strangle the South. The Confederacy had to create an army from scratch. State militias were immediately reorganized and expanded. The Confederate Congress established an army of 100,000 volunteers for one-year terms of service, which led to the merging of most state militias. The Confederacy also created a navy and authorized privateers to seize Union ships to deal with the Union blockade. As the war progressed and the casualties mounted, both sides would implement military drafts.
5. Both sides were optimistic about winning the Civil War in a very short amount of time. Early in the war, journalist Horace Greeley bragged that Jefferson Davis and his cabinet would be "swinging from the battlements at Washington as least by the 4th of July." Southerners also matched Northerners in their confidence for achieving a quick victory, boasting that just throwing "three or four shells among those blue-bellied Yankees" would scatter them "like sheep."

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.1 Mobilization, Strategy, and Diplomacy

Difficulty Level: Easy

Skill Level: Remember the Facts

52. Identify the Border States that remained in the Union. What made them different from other states in the Union? Why was it so important for the Union to keep the Border States from seceding? What made these states so economically and militarily valuable to the Confederacy? What was the eventual fate of the Border States?

The ideal answer should include:

1. Missouri, Kentucky, Maryland, and Delaware were the Border States that remained in the Union at the beginning of the Civil War. Unlike the other states in the Union, they were slave-holding states. Lincoln did not abolish slavery here so these states would not join the Confederacy.
2. All four of these states were strategically important to the Union. Controlling Kentucky and Missouri meant controlling the Mississippi River, and furthermore, the Kentucky and Ohio Rivers. If Delaware seceded, Philadelphia would not have access to a seaport. With the loss of Maryland, Washington, D.C., would be completely surrounded by Confederate territory and also cost the Union its main railroad route west.
3. These states were also vital to the Confederacy. These four states contained nearly half the South's white male population and 80 percent of its industry. Failure to induce these states to secede would seriously weaken the Confederate war effort.
4. The Union managed to hold on to all four states. Less than 2 percent of the white population in Delaware owned slaves, so it was easy to hold on to. Kentucky remained divided, but Lincoln's careful handling of matters there, along with the arrival of federal troops, secured this state for the Union. Maryland and Missouri were more difficult to retain. Both states had large proslavery populations, with mob violence occurring frequently. Lincoln had to suspend habeas corpus in Maryland and declare martial law, while in Missouri General Nathaniel Lyon thwarted the efforts of state officials to steer that state into the Confederacy. By retaining these states, the Union weakened the Confederacy in two ways. It deprived the Confederacy of soldiers and factories. In addition, by retaining four slave states, the Union undermined a primary Confederate justification for secession, which was its necessity to protect slavery.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.1.3 The Struggle for the Border States

Difficulty Level: Easy

Skill Level: Remember the Facts

53. Why has the Civil War been declared by historians to be the first modern war? What factor made this a fallacy?

The ideal answer should include:

1. Certain aspects of the Civil War set it apart from previous wars. Whereas traditional

warfare involved relatively small armies and emphasized seizing and holding territory, modern warfare featured enormous armies that utilized the emerging technologies of the Industrial Revolution. The telegraph allowed for instant communication across vast territory between armies and civilian leaders. Railroads made it possible to shift thousands of reinforcements hundreds of miles in less than a day. Ironclad ships revolutionized naval strategy.

2. Perhaps the one factor that truly made this a modern war was the carnage caused by advanced weaponry. Artillery became more accurate and deadly, while both armies used improved rifled muskets capable of killing a man 400 to 500 yards away (versus 100 yards for traditional muskets.) The major breakthrough was the minie ball which, when fired through the grooves of a rifle barrel, would spiral like a football. This increased its accuracy. Other aspects of modern war included the emphasis on destroying the enemy's army rather than merely seizing and holding territory and a willingness to inflict suffering on the civilian population.
3. One fallacy that was not considered when this war broke out was that military commanders on both sides were slow to adjust to these new changes. They were schooled in traditional warfare at military academies such as West Point and were reluctant to abandon the strategy of attacking the entrenched enemy positions with massed infantry. What resulted were horrific losses when entrenched defenders turned their modern weaponry on charging soldiers.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.2.3 A New Kind of War

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. Who were the Copperheads? What groups did they appeal to in the North? How did their actions lead Lincoln to justify a suspension of civil liberties for some Northerners during the war? Was Lincoln justified in suspending these liberties?

The ideal answer should include:

1. Copperheads, or "Peace Democrats," were Northern Democrats who argued for a cease-fire followed by a negotiated peace settlement even if it resulted in an independent Confederacy. Some Copperheads even expressed support for the Confederacy. They were led by former Ohio Congressman Clement Vallandigham and gained support among Western farmers, who believed the new Republican tariff hurt them economically, and urban workers and immigrants, who believed that emancipation would lead to social chaos and job competition. Although the Copperheads initially attracted few followers, their numbers grew as dissatisfaction with Union Army failures increased along with the enactment of the controversial Emancipation Proclamation and military draft.
2. Lincoln viewed Copperheads' opposition as either being seditious or treasonous and took steps to squelch it. He initially suspended habeas corpus after pro-Confederate rioting in Baltimore, citing the Constitution, in which this writ could be suspended in times of rebellion or invasion. As a result, he would not hesitate to suppress constitutional guarantees of free speech and the right to a speedy trial. Thousands of Copperheads were jailed for lengthy periods of time without trial. After denouncing Lincoln as a tyrant who

abused his power and suppressed free speech by shutting down opposition newspapers and arresting people who expressed hostility to the Union, Vallandigham was arrested. Lincoln justified this action by stating that Vallandigham's anti-war remarks were a threat to the Union Army.

3. Students may choose to either support Lincoln's justifications or support the Copperheads instead, provided they use specific evidence to back up their responses. Those supporting Lincoln should address the fact that treasonous statements such as those made by Vallandigham are the basis for imprisonment and suspension of civil liberties and are justified by the Constitution, which states that habeas corpus can be suspended "in cases of rebellion or invasion." Those who oppose Lincoln's actions should cite the unconstitutional action of placing military authority over civil authority and the suspension of basic rights, including the freedoms of speech and the press as well as the right to a speedy trial.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.3.4 Copperheads

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. What factors led to a weakened Confederate economy by mid-1863? How did the Confederacy respond to this dilemma?

The ideal answer should include:

1. The Union blockade, which had initially stopped only one in eight Confederate ships at the start of the war, grew increasingly effective and was now stopping one out of every three Confederate blockade-runners. It would eventually stop over half of them by 1865. The impact on the import-dependent Southern economy resulted in shortages of food, clothing, and equipment for both soldiers and civilians.
2. The Davis administration also grossly miscalculated the cotton embargo that it placed on Britain and other nations. Britain possessed a surplus of cotton and then turned to new markets in Egypt and India for its cotton. Also, many English workers who lost their jobs due to the cotton embargo expressed strong sympathy for the Union, which made British intervention on behalf of the Confederacy controversial. By the time the embargo was lifted, the Union blockade was much stronger.
3. The Emancipation Proclamation also devastated the Southern economy because many slaves left their places of bondage and either joined the Union Army or went to the Northern states. This exacerbated the labor shortage in the South and hindered agricultural production.
4. The Confederacy needed hard currency to purchase ships, weapons, ammunition and other supplies. Cotton, which was bottled up in Southern ports, was unable to reach the markets of Europe due to the blockade. Investors were promised payment in Southern cotton with interest in exchange for cash, but this plan only brought in \$7 million to the Confederate treasury.
5. Despite these economic hardships, the Confederacy continued to defend their independence and largely remained undefeated in early 1863. Lincoln would have to prepare his generals for greater military victories in order to preserve the Union.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the Civil War.

Topic: 13.4.3 The Confederacy Begins to Crumble

Difficulty Level: Easy

Skill Level: Remember the Facts

CHAPTER FOURTEEN
NOW THAT WE ARE FREE: RECONSTRUCTION
AND THE NEW SOUTH, 1863–1890

Multiple Choice



1. How does artist Winslow Homer capture the complexities and challenges associated with the attempt to remake Southern society after the end of the Civil War in his painting *A Visit from the Old Mistress*?

- A) The painting captures the affinity that slaveholders and slaves shared before emancipation.
- B) The painting shows that former slaves still were subservient to their former owners.
- C) The painting illustrates how former slaveholders attempted to reconcile with their former slaves.
- D) The painting depicts the suspicions and contempt that former slaves had for their former owners.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

2. *Reconstruction* referred not only to remaking the war-torn South but also to _____.
- A) incorporating Western states into the Union
 - B) reforming Confederate leadership
 - C) finding new employment for former slaves
 - D) reestablishing the Union torn by secession

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: Introduction

Difficulty Level: Easy

Skill Level: Remember the Facts



3. How does this 1862 photograph of ex-slaves planting sweet potatoes on the Sea Islands off the South Carolina coast demonstrate one way in which they expressed their freedom?
- A) They refused to plant cotton, which was associated with slavery.
 - B) They rejected the gang system of slave labor and chose to work individually instead.
 - C) They grew crops like sweet potatoes and corn on a commercial basis.
 - D) They restored traditional gender roles and relegated women to housework.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.1.1 Emancipation Test Cases

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 14.1 Freedmen in the Sea Islands Cultivating Sweet Potatoes, 1862

4. In what way did the Davis Bend, Mississippi, plantations owned by Confederate President Jefferson Davis and his brother Joseph become a model as an emancipation test case?

- A) Former slaves were paid, but were otherwise limited in their autonomy.
- B) Former slaves ran the plantations autonomously.
- C) Former slaves leased the land to whites and lived off the profits.
- D) Former slaves pursued their education while continuing to work the land.

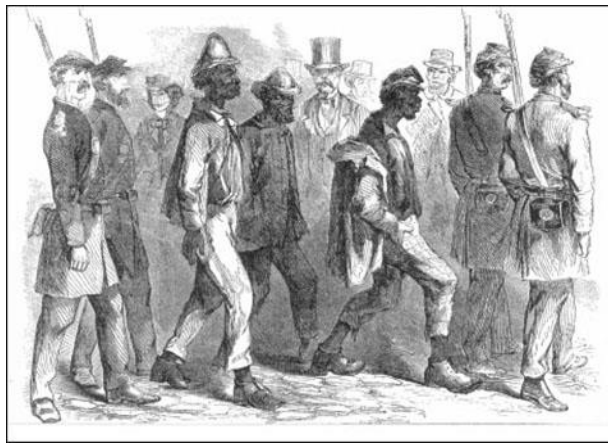
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.1.1 Emancipation Test Cases

Difficulty Level: Easy

Skill Level: Remember the Facts



5. What does this image of freedmen being forcibly returned to their plantations if they ran away or resisted working there reveal about the Louisiana test case of emancipation?

- A) Freedmen received no wages for their work on Louisiana plantations.
- B) Former slaves gained some autonomy through this test case of emancipation.
- C) This system of emancipation was much harsher than the Sea Islands and Davis Bend systems.
- D) Ex-slaves still favored this test case because it banned corporal punishment for doing labor.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.1.1 Emancipation Test Cases

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 14.2 Freedmen Forcibly Returned to Their Plantations, 1864

6. Lincoln's second inaugural address, which stated he would deal with the defeated South "with malice toward none" and "charity for all," showed that his proposed plan of Reconstruction would be _____ in nature.

- A) lenient
- B) moderate
- C) severe
- D) ambiguous

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.1.2 Lincoln's Ten Percent Plan

Difficulty Level: Easy

Skill Level: Remember the Facts

7. Why was Abraham Lincoln's Reconstruction policy called the "Ten Percent Plan"?

- A) Former Confederate states could reestablish their governments once 10 percent of voters pledged loyalty to the Union.
- B) A 10 percent income tax would be levied on the residents of all former Confederate states.
- C) It would forgive all Southerners except for high-ranking officials and military officers and the top 10 percent of the population in terms of wealth.
- D) It would set aside 10 percent of Southern land to be granted to freedmen.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.1.2 Lincoln's Ten Percent Plan

Difficulty Level: Easy

Skill Level: Remember the Facts

8. What was the goal of the Wade-Davis Bill?

- A) It set up a more lenient Reconstruction plan than Lincoln's Ten Percent Plan.
- B) It was designed to build up the Republican Party in the South by stripping all white male Southerners of their voting rights.
- C) It allowed Southern states to reestablish new governments immediately after the end of the Civil War.
- D) It was designed to punish Confederate leaders and destroy the South's slave society by extending a longer period of Reconstruction in the South.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.1.3 Radical Republicans Offer a Different Vision

Difficulty Level: Easy

Skill Level: Remember the Facts

9. How did Lincoln respond to the Wade-Davis Bill?

- A) He signed it into law.
- B) He issued a direct veto of the bill.
- C) He quietly pocket vetoed the bill.
- D) He sent it back to Congress so that it could be rewritten in stricter terms.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.1.3 Radical Republicans Offer a Different Vision

Difficulty Level: Easy

Skill Level: Remember the Facts

10. Why did Congress feel it necessary to pass the Thirteenth Amendment, which abolished slavery in the United States?

- A) They believed that African Americans were racially equal to whites.
- B) They wanted to end slavery in all parts of the nation, including the Border States.
- C) They wanted to guarantee voting rights to former slaves.
- D) They wanted to ensure that freedmen and whites could live together in mutual respect.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.1.3 Radical Republicans Offer a Different Vision

Difficulty Level: Moderate

Skill Level: Understand the Connections

11. Why was the establishment of the Freedmen's Bureau, which became an all-purpose relief society in the war-ravaged South, significant?

- A) It was the first attempt by the federal government to provide social welfare services.
- B) It dealt exclusively with poor whites in the South.
- C) It was organized to keep former slaves on their plantations.
- D) It was the first agency aimed at procuring land for ex-slaves to own.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.1.3 Radical Republicans Offer a Different Vision

Difficulty Level: Moderate

Skill Level: Understand the Connections

SAML. DOVE wishes to know of the whereabouts of his mother, Areno, his sisters Maria, Nezhiah, and Peggy, and his brother Edmond, who were owned by Geo. Dove, of Rockingham county, Shenandoah Valley, Va. Sold in Richmond, after which Saml. and Edmond were taken to Nashville, Tenn., by Joe Mick; Areno was left at the Eagle Tavern, Richmond

Respectfully yours,
SAML. DOVE.

Utica, New York, Aug. 5, 1865-3m

U. S. CHRISTIAN COMMISSION,
 NASHVILLE, TENN., July 19, 1865.

INFORMATION WANTED

OF A MAN BY THE NAME OF ELIAS LOWERY McDERMIT, who used to belong to Thomas Lyons, of Knoxville, East Tennessee. He was sold to a man by the name of Sherman about ten years ago, and I learned some six years ago that he was on a steamboat running between Memphis and New Orleans, and more recently I heard that he was somewhere on the Cumberland river, in the Federal army. Any information concerning him will be thankfully received. Address Colored Tennessean, Nashville, Tenn. From his sister who is now living in Knoxville, East Tennessee.

je24-1m] **MARTHA McDERMIT.**

12. What do these advertisements from the *Colored Tennessean* indicate about the unrestricted mobility that former slaves suddenly had after emancipation?

- A) Former slaves left their old plantations, which were home to many bitter memories.
- B) Some ex-slaves just decided to wander for pleasure with no particular designation in mind.
- C) Freedmen searched for loved ones who had been sold away years before.
- D) African Americans decided to move to urban areas in search of better job opportunities.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.2.1 Freedom of Movement

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 14.3 Freedmen Searching for Loved Ones Sold Away during Slavery

13. How did Southerners react to freedmen's new access to greater mobility?

- A) They allowed them to travel freely.
- B) They passed vagrancy laws to restrict their movements.
- C) They required former slaves to carry travelling passes when leaving their plantations.
- D) They assisted freedmen by supplying them with mules and wagons.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.2.1 Freedom of Movement

Difficulty Level: Easy

Skill Level: Remember the Facts

14. Special Field Order No. 15 provided _____.
- A) jobs to ex-slaves
 - B) education to African-American children
 - C) land to freedmen
 - D) territory for the establishment of black communities

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.2.2 Forty Acres and a Mule

Difficulty Level: Easy

Skill Level: Remember the Facts



15. The portrayal of the children in the illustration of the Cooke sisters' schoolroom was most likely intended to _____.

- A) promote desegregated schools
- B) counter popular views of African Americans as uncivilized
- C) reveal the failures of the Freedmen's Bureau
- D) demonstrate the superiority of white teachers

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.2.3 Uplift through Education

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 14.4 "The Misses Cooke's School Room, Freedman's Bureau, 1866"

LESSON XXXIX.

bought	pleas-ant	daugh-ter	ap-pear-ance
chalk	char-coal	learn-ing	ea-ger-ness
health	six-teen	al-though	in-ter-est-ing



PHILLIS WHEATLEY.

PHILLIS WHEATLEY, whose likeness is on this page, was brought to this country from Africa in the year 1761. She was then between seven and eight years old. She was bought by Mrs. John Wheatley, a Boston lady, who chose her from a crowd of robust negroes, although she looked feeble and slender, because of her modest appearance and pleasant face.

16. This brief biography of the African American poet Phillis Wheatley, which was published by the Boston Tract Society, was mainly done to _____.

- A) instill pride in African American students by focusing on black achievements
- B) teach both white and black students about prominent African Americans
- C) show Southern black children that slavery was beneficial
- D) demonstrate that women also played an important role in history

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.2.3 Uplift through Education

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 14.5 Education and Inspiration



17. The fact that the church building shown on the right in the freedmen's community of Trent, North Carolina, also served as a school and meetinghouse reflects that _____.
- A) many freedmen communities lacked adequate supplies for building different structures
 - B) religion played a minimal role in the lives of many freedmen
 - C) freedmen did not have the capacity to establish their own institutions
 - D) black churches addressed freedmen's spiritual and social needs

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.2.4 The Black Church

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 14.6 The Black Church Anchors Freedmen Communities

18. Like many black teachers, black ministers _____.

- A) held lowly paid positions in their communities
- B) turned to white Southerners for assistance in gaining equality
- C) entered politics to advance the cause of black equality
- D) raised money and ran programs such as temperance societies

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.2.4 The Black Church

Difficulty Level: Easy

Skill Level: Remember the Facts

19. How did President Andrew Johnson’s Reconstruction plan contradict his views when he first assumed the presidency?

- A) He outlined a lenient policy designed to rapidly reestablish Southern state governments although he promised to harshly punish the South.
- B) He refused to take away freedmen’s access to land although he was an avowed racist.
- C) He renounced the Thirteenth Amendment although he wanted freedmen to have more rights.
- D) He denied pardons and amnesty to any Southerner who took an oath of allegiance even though he initially called for leniency.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.3.1 The Conservative Vision of Freedom: Presidential Reconstruction

Difficulty Level: Moderate

Skill Level: Understand the Connections

20. When issuing the code that stated “All rogues and vagabonds...shall be deemed and considered vagrants...,” why did the Mississippi legislature define “vagrancy” in such broad terms?

- A) They believed the general public understood the meaning of this term.
- B) This allowed white Southerners to arrest freedmen at will and curtail their freedom.
- C) They did not want to violate the provisions of the Thirteenth Amendment.
- D) This made it easier to condemn freedmen for more severe crimes.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.3.1 The Conservative Vision of Freedom: Presidential Reconstruction

Difficulty Level: Difficult

Skill Level: Analyze It

21. Why did Republicans in Congress want a slower system of Reconstruction than what President Johnson had proposed?

- A) This would give the Republican Party in the South time to build its strength.
- B) This would reduce the amount of civil liberties that freedmen had initially received.
- C) This would give the Southern economy the opportunity to refurbish its cotton industry.
- D) This would allow Southern Democrats the chance to control their state governments.

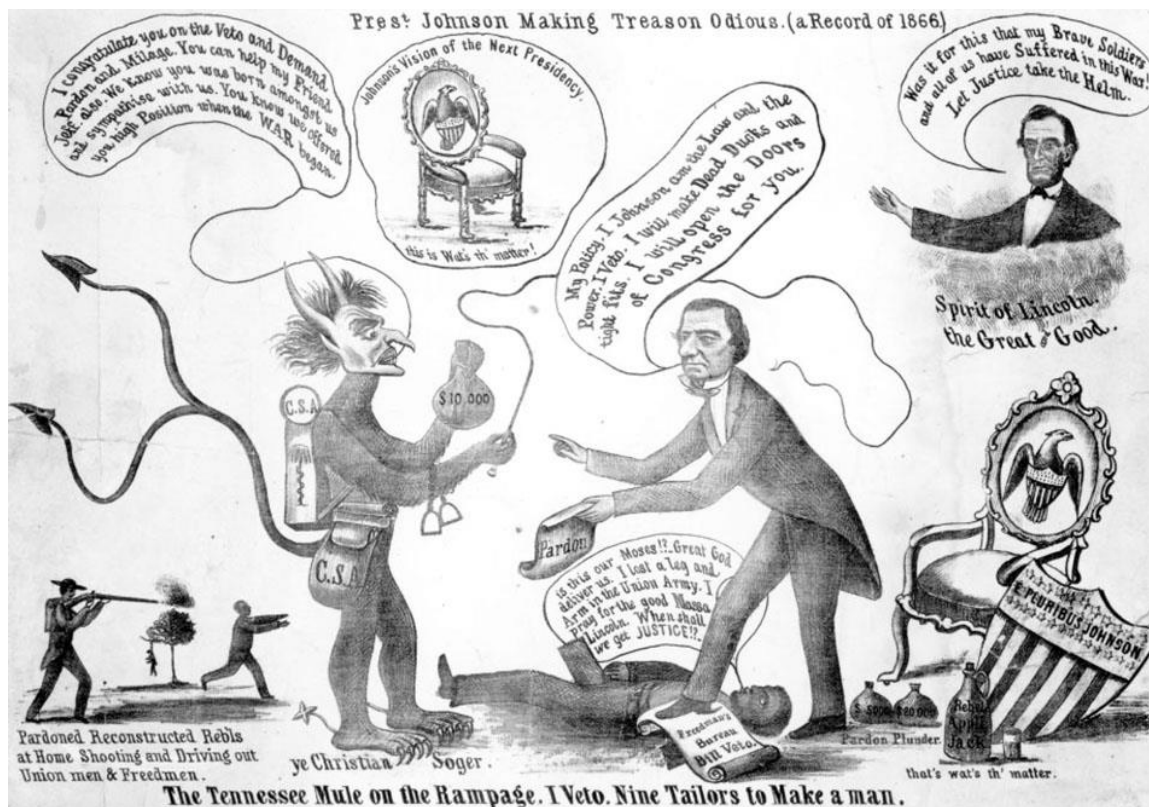
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.3.2 Congressional Reconstruction and the Fourteenth Amendment

Difficulty Level: Moderate

Skill Level: Understand the Connections



22. What was the illustrator's motivation for publishing this political cartoon, which addressed President Andrew Johnson's Reconstruction policy?

- A) He was praising Johnson for quickly readmitting the reconstructed Southern states.
- B) He was sympathizing with Johnson for having to deal with the Radical Republicans.
- C) He was condemning Johnson for his lenient position on pardoning former Confederates.
- D) He was admiring Johnson for carrying on Abraham Lincoln's Reconstruction policy.

Answer: C

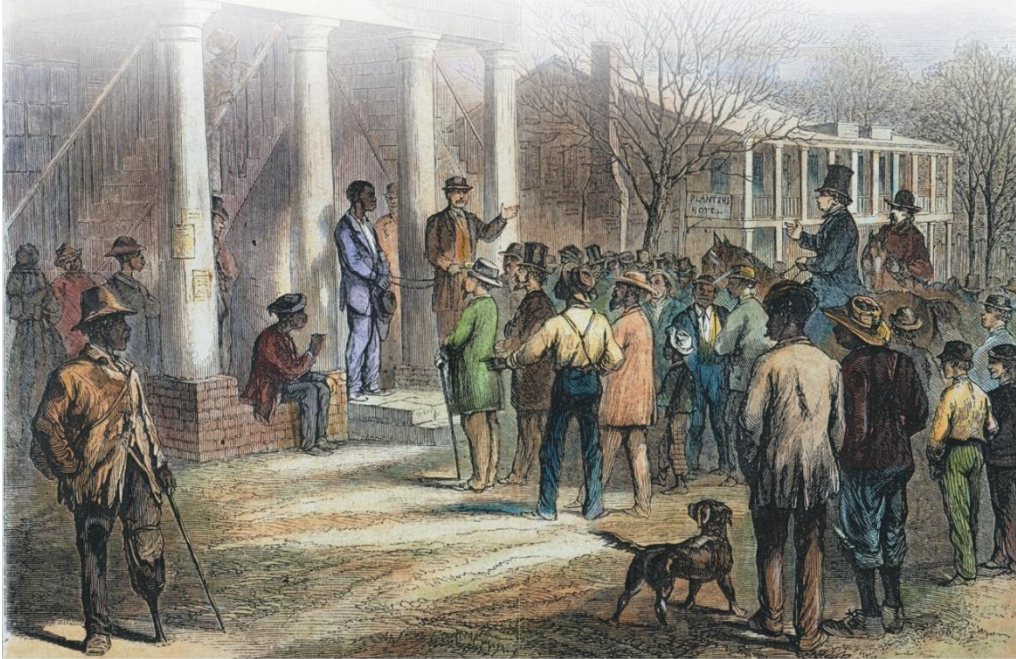
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.3.1 The Conservative Vision of Freedom: Presidential Reconstruction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 14.7 Johnson's Leniency Angers the North



23. The drawing *The Black Codes in Action* depicts the practice of _____.
- A) allowing freedmen to rent land only in rural areas
 - B) terrorizing and lynching African American men by white supremacists
 - C) reestablishing the gang labor system through mass convictions of vagrancy
 - D) auctioning off the service of black men who were convicted of vagrancy

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.3.1 The Conservative Vision of Freedom: Presidential Reconstruction

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 14.8 The Black Codes in Action

24. How did the Civil Rights Act counteract Southern resistance and the oppression of freedmen?
- A) It expanded the powers of the Freedmen's Bureau for two more years.
 - B) It outlawed Southern terror groups like the Ku Klux Klan.
 - C) It declared that all African Americans and persons born in the United States were citizens.
 - D) It abolished slavery in all Southern states.

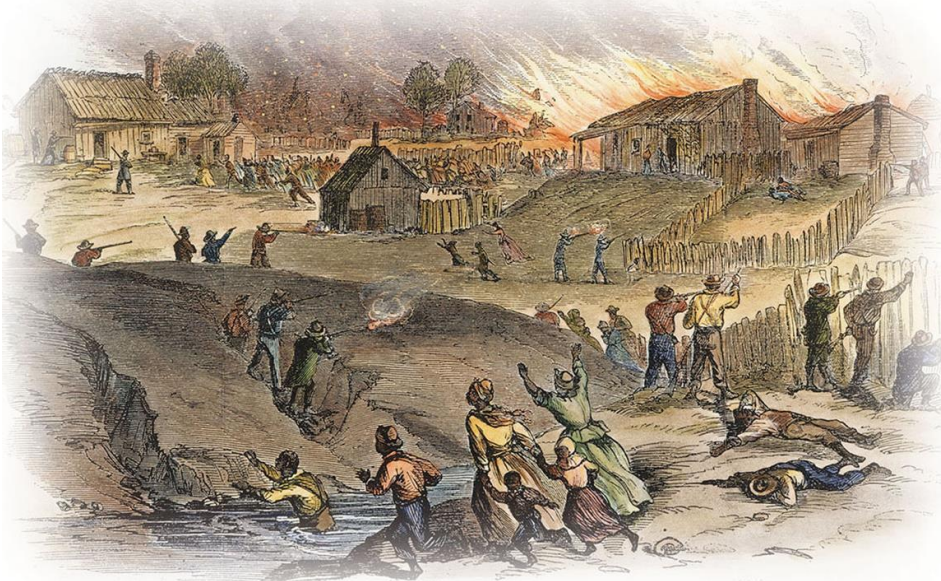
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.3.2 Congressional Reconstruction and the Fourteenth Amendment

Difficulty Level: Easy

Skill Level: Remember the Facts



25. What was the main purpose of this drawing from *Harper's Weekly* that depicted the Memphis race riots of May 1–2, 1866, which resulted in the deaths of 46 blacks and two whites?
- A) to promote the racial inferiority of blacks
 - B) to gain Northern opposition to Johnson's lenient Reconstruction policies
 - C) to show that Tennessee was not yet ready for readmission to the Union
 - D) to counteract Southern implementation of the Black Codes

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.3.2 Congressional Reconstruction and the Fourteenth Amendment

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 14.9 Race Riot in Memphis

26. Why did Congress feel it was important to pass the Fourteenth Amendment although the recently passed Civil Rights Act had the same purpose?
- A) President Johnson had vetoed the Civil Rights Act in an effort to thwart racial equality.
 - B) The Civil Rights Act did not clearly define the rights of all citizens regardless of race.
 - C) The Civil Rights Act could be overturned by a future Congress, but an amendment made it a permanent part of the Constitution.
 - D) The Civil Rights Act did not go far enough in eliminating the Black Codes that deprived citizens of "fundamental rights."

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.3.2 Congressional Reconstruction and the Fourteenth Amendment

Difficulty Level: Moderate

Skill Level: Understand the Connections

27. What did Congress require from each former Confederate state before they were readmitted to the Union?

- A) free public education for black children and voting rights for freedmen
- B) Republican-controlled state legislatures and ratification of the Thirteenth Amendment
- C) state constitutions with universal male suffrage and ratification of the Fourteenth Amendment
- D) abolishment of the Black Codes and suppression of white terror groups

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.3.3 Republicans Take Control

Difficulty Level: Moderate

Skill Level: Understand the Connections

28. What was President Johnson's fate after he vetoed the Reconstruction Acts?

- A) He was removed as president after impeachment by the House and conviction by the Senate.
- B) He was impeached in the House, but the Senate failed to convict him by one vote.
- C) He was reelected to a second term in 1868.
- D) He resigned the presidency.

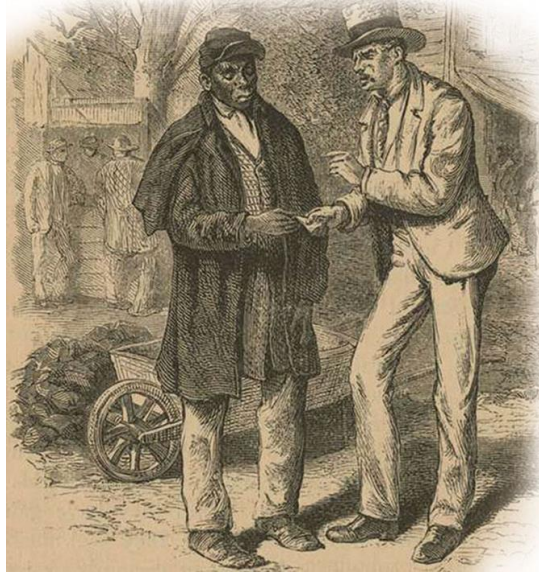
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.3.3 Republicans Take Control

Difficulty Level: Easy

Skill Level: Remember the Facts



29. The native-born white Southern Republican depicted in this image as an opportunist seeking political power by manipulating the black vote is known as a _____.

- A) scalawag
- B) carpetbagger
- C) Redeemer
- D) Radical Republican

Answer: A

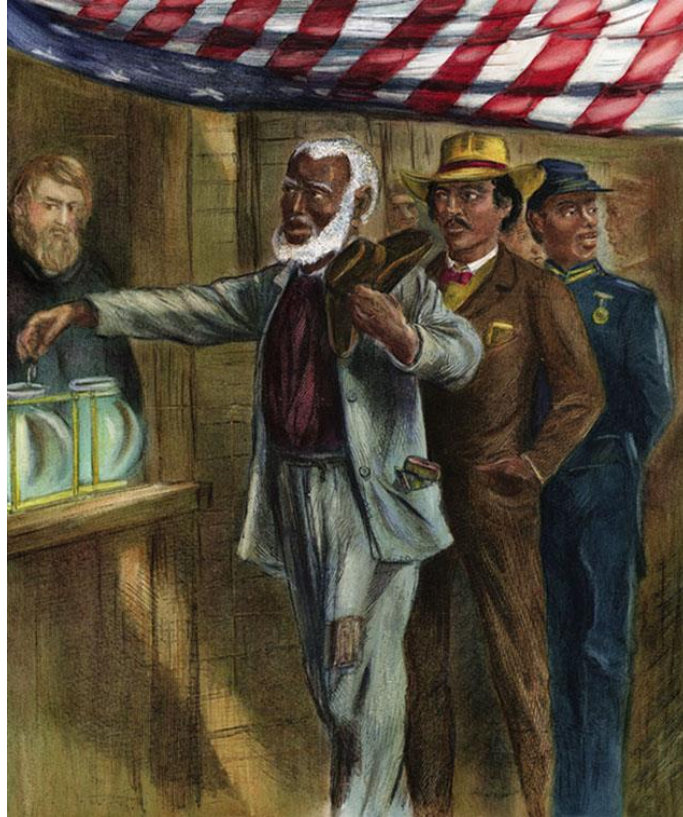
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.4.1 The Republican Party in the South

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 14.10 The Hated Scalawag



30. This 1867 magazine cover from *Harper's Weekly*, which shows blacks voting for the first time, uses a well-dressed man wearing a hat in the middle of this image to represent a(n)

- _____.
- A) sharecropper
 - B) educated Republican leader
 - C) Union soldier
 - D) scalawag

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.4.1 The Republican Party in the South

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 14.11 Casting Their First Votes

31. What caused many of the former Confederate states to run up huge debts under Republican-controlled state governments in the late 1860s?

- A) inequitable tax codes between whites and blacks
- B) financial support for the Freedmen's Bureau
- C) redistribution of land to former slaves
- D) the rapid expansion of government services and expenditures

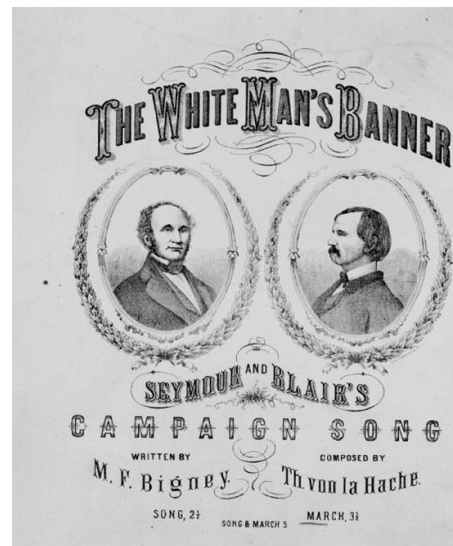
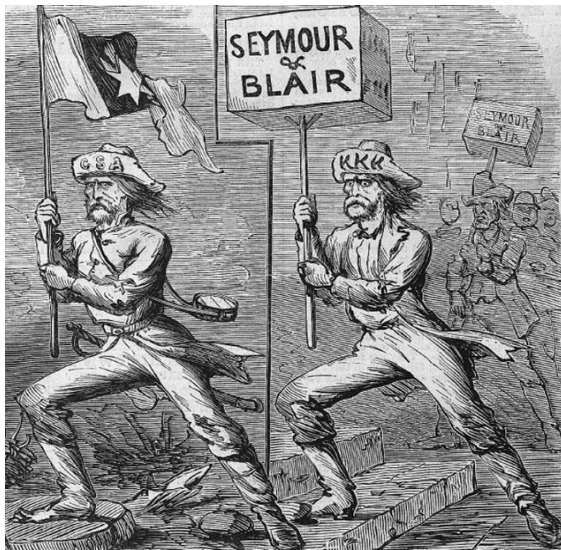
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.4.2 Creating Reconstruction Governments in the South

Difficulty Level: Easy

Skill Level: Remember the Facts



32. What do the political cartoon “Tis But A Change of Banners” and the song sheet “The White Man’s Banner” imply about the political tactics that Democratic presidential nominee Horatio Seymour used in the 1868 presidential election?

- A) Seymour suggested that the rights of African Americans were in danger unless the Democrats won.
- B) Seymour supported the integration of blacks and whites in all parts of the nation.
- C) Seymour used racist messages to show how black suffrage threatened white Americans.
- D) Seymour supported an expansion of voting rights for larger numbers of African Americans.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.4.3 The Election of 1868

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 14.12 Linking the Democrats to Secession and Civil War and 14.13 The Politics of Racism

33. Why did women activists like Elizabeth Cady Stanton and Susan B. Anthony oppose ratification of the Fifteenth Amendment?

- A) It did not provide universal suffrage for both men and women.
- B) It restricted suffrage to middle class and rich African Americans.
- C) It gave women suffrage but failed to do so for African Americans.
- D) It would establish an interracial democracy, which made them uncomfortable.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.4.4 The Fifteenth Amendment

Difficulty Level: Easy

Skill Level: Remember the Facts



34. How did President Grant's administration respond to the anti-black violence, as shown in this image from Moore County, North Carolina, that was used by terrorist organizations such as the Ku Klux Klan?

- A) It appointed Redeemer governments in the South to protect African Americans.
- B) It passed Enforcement Acts that outlawed "armed combinations" that deprived anyone's civil rights.
- C) It expanded the powers of the Freedmen's Bureau to protect blacks in the South.
- D) It sent larger numbers of federal troops to the Southern states to maintain law and order.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.4.5 The Rise of White Resistance

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 14.15 Another Victim of the Klan

35. The concern raised by African American Republican George M. Arnold when he stated that “it seems to me that we are drifting, drifting back under the leadership of the slaveholders. Our former masters are fast taking the reins of government,” was basically the result of _____.
- A) the rising power of the Ku Klux Klan and other white terrorist groups
 - B) Grant’s Amnesty Act, which made most Confederate leaders eligible to vote and hold office
 - C) the implementation of the sharecropping system
 - D) the work of the Freedmen’s Bureau

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.5.1 Corruption and Scandal

Difficulty Level: Moderate

Skill Level: Understand the Connections

36. Horace Greeley’s 1870 statements regarding Reconstruction as a failure because the reconstructed Southern state governments were based on “ignorance and degradation” and should return to white rule reflected the views of the _____.
- A) Liberal Republicans
 - B) Redeemers
 - C) Radical Republicans
 - D) Readjusters

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.5.2 Republican Disunity

Difficulty Level: Moderate

Skill Level: Understand the Connections

37. The Panic of 1873 affected Reconstruction by focusing Northerners’ attention on _____.
- A) black enfranchisement
 - B) economic issues such as currency reform
 - C) cash crops in the South
 - D) the development of Southern industry

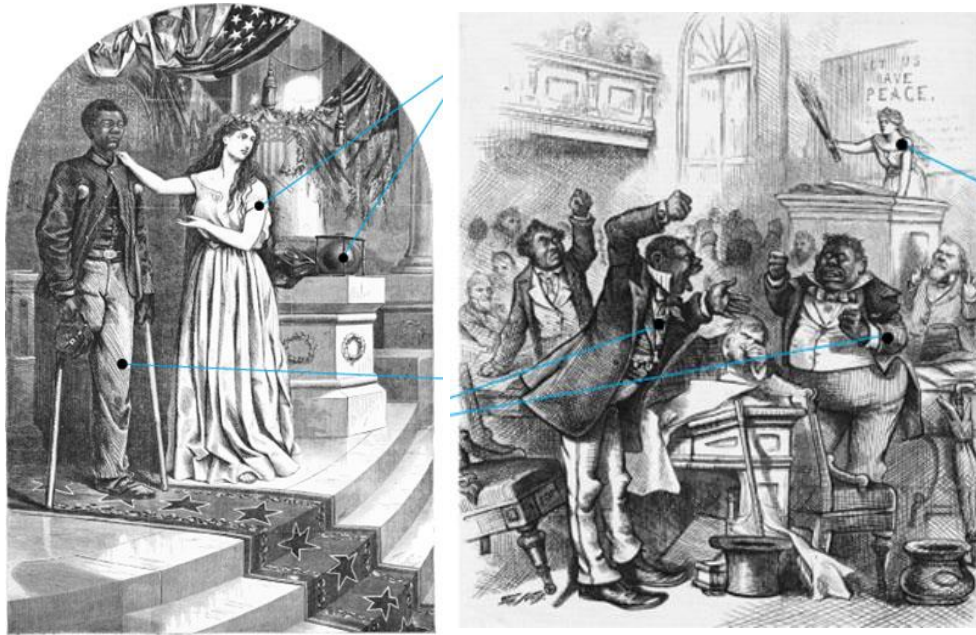
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.5.4 Hard Times

Difficulty Level: Easy

Skill Level: Remember the Facts



38. What do *Harper's Weekly* cartoonist Thomas Nast's 1865 cartoon *And Not This Man?* and his 1874 cartoon *Colored Rule in a Reconstructed (?) State* reveal about his attitudes toward Reconstruction during the span of its existence?

- A) Nast's images changed from portraying blacks as racist caricatures to noble individuals during the Reconstruction era.
- B) Nast's initial racist attitudes toward blacks were altered as he saw them become agents of their own liberty during Reconstruction.
- C) Nast's impression of this time period transformed from a progressive view to a reactionary one as he grew disillusioned with Reconstruction's failures.
- D) Nast was a strong supporter of black suffrage and believed that African Americans in the South had earned the right to govern themselves after the end of Reconstruction.

Answer: C

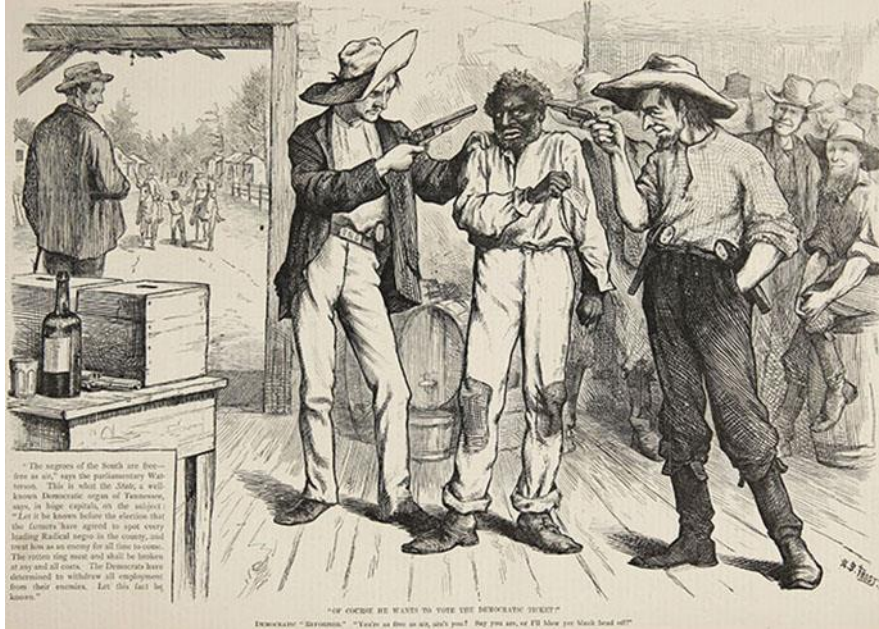
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.5.4 Hard Times

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Political Cartoons Reflect the Shift in Public Opinion



39. The 1876 image *Of Course He Wants to Vote the Democratic Ticket* shows that the ruthless character of the white supremacy movement, which was typical of the Mississippi Plan used to intimidate black voters, was the result of the _____.

- A) expiration of the Freedmen’s Bureau
- B) lack of concern from Republican governors in Southern states
- C) Fifteenth Amendment
- D) reduction of federal troops in the South

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.5.5 The Return of Terrorism

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 14.17 The Mississippi Plan in Action

40. The Redeemers portrayed themselves as the _____.

- A) leaders who had saved the Union from Confederate treason
- B) valiant enforcers of the Constitution and states’ rights
- C) saviors of the South from the injustices of Republican rule
- D) protectors of freedmen

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.5.5 The Return of Terrorism

Difficulty Level: Easy

Skill Level: Remember the Facts

41. Which statement best describes the outcome of the Compromise of 1877?
- A) The Democrats ultimately lost because of Samuel J. Tilden's unpopularity.
 - B) The Republicans exchanged the presidency for railroad monopolies.
 - C) The South gave up the presidency in exchange for more regional autonomy.
 - D) Northern apathy resulted in the victory of a Southern Democrat.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.5.6 The End of Reconstruction

Difficulty Level: Moderate

Skill Level: Understand the Connections

42. What were the characteristics of the New South that emerged after the end of Reconstruction?
- A) equal voting rights, sharecropping, and equal education
 - B) segregation, white supremacy, and a positive economic transformation
 - C) one-party rule, a diversified economy, and equal facilities for all
 - D) disenfranchisement of blacks, expansion of industry, and benevolence toward the North

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.6 The New South

Difficulty Level: Easy

Skill Level: Remember the Facts



43. How does this 1890 photograph of the unveiling of Robert E. Lee's memorial in Richmond reflect the ideal of the Lost Cause?
- A) It preserved the obligation of keeping the memory of Confederate glory alive.
 - B) It reminded Southerners to atone for their responsibility in starting the Civil War.
 - C) It set forth the vision for healing relations with the North.
 - D) It presented the South as the aggressors of a bloody chapter in our nation's history.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.6.2 The Lost Cause

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 14.20 Celebrating the Lost Cause

44. A prominent figure in promoting the New South economy was _____.
- A) Confederate General Robert E. Lee
 - B) newspaper editor Henry Grady
 - C) African American activist Frederick Douglass
 - D) Wall Street titan Jay Gould

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.6.3 The New South Economy

Difficulty Level: Easy

Skill Level: Remember the Facts



45. In this poster from the Atlanta Exposition of 1895, what do the items in “Liberty’s” cornucopia represent?

- A) goods imported from Northern factories
- B) the bounties of slave labor and sharecropping
- C) the destruction and lingering controversies of the Civil War
- D) traditional Southern products like cotton and sugar and newer products like steel and iron

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.6.3 The New South Economy

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 14.21 Celebrating the New South



46. What does this photograph labeled “The Cotton Planter And His Pickers,” which shows a well-dressed landowner holding a rifle in Mississippi and black sharecroppers on his farm, demonstrate about the relationship between these two groups?

- A) Landlords and their sharecroppers had a benevolent association where each helped out the other.
- B) Sharecroppers lived a comfortable lifestyle where they were free from direct white supervision.
- C) Sharecroppers lived under the control of landlords, thus reflecting a disparity in power.
- D) Sharecropping was limited exclusively to African Americans.

Answer: C

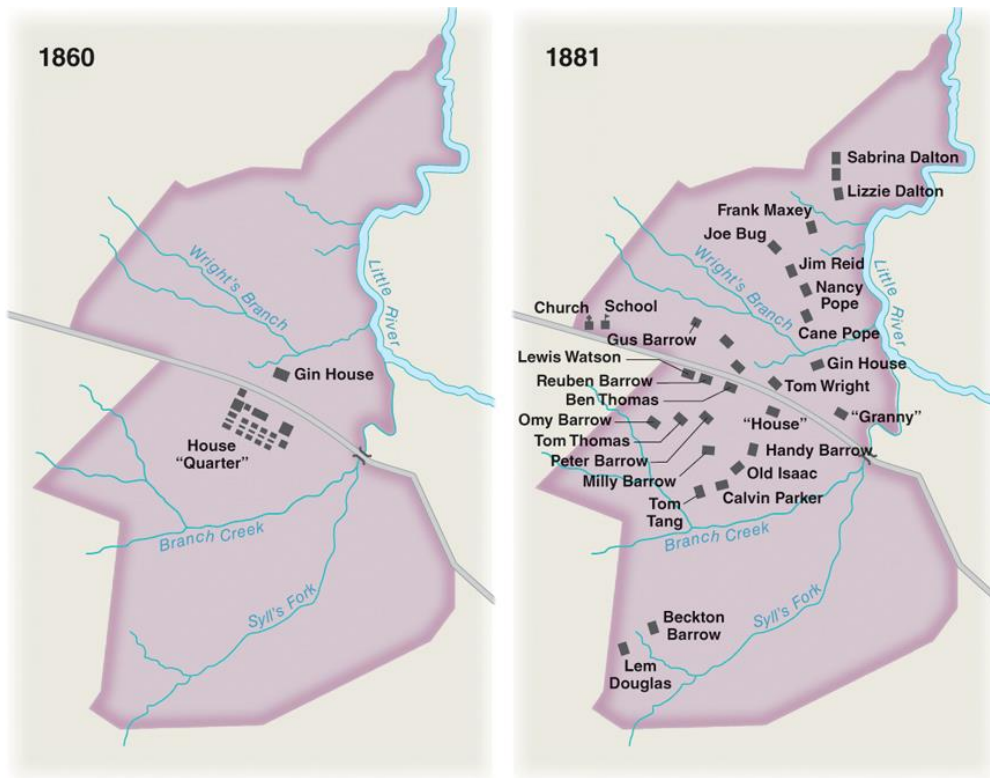
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.6.4 The Rise of Sharecropping

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 14.22 Poverty and Independence



47. What do the maps of the Barrow Plantation suggest about the settlement patterns of African American tenant farmers over a 20-year period?
- A) Their housing was no longer confined to narrow areas of a plantation.
 - B) Institutions such as churches and schools played a marginal role in their communities.
 - C) They lived with whites in more integrated communities after the war.
 - D) They took over plantations and encouraged other African Americans to settle alongside them.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.6.4 The Rise of Sharecropping

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 14.23 Moving from Slavery to Freedom: The Barrow Plantation, Oglethorpe County, Georgia, 1860 and 1881



48. What does the image *Heroes of the Colored Race* represent about middle-class African Americans?

- A) They perceived themselves as superior to poor African Americans.
- B) They saw African American achievement as a thing of the past.
- C) They looked to their history to cultivate their hopes for the future.
- D) They placed greater hope in insurrection than in education.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.6.5 Jim Crow

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 14.24 *Heroes of the Colored Race*

49. The term “Jim Crow” referred to _____.

- A) African American sharecroppers
- B) the small group of Southern African Americans who managed to retain the vote
- C) the emergence of such white supremacist groups as the Ku Klux Klan
- D) the Southern system of segregation and black disenfranchisement

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.6.5 Jim Crow

Difficulty Level: Easy

Skill Level: Remember the Facts

STATE OF TEXAS
COUNTY OF FANNIN

POLL TAX RECEIPT

NO. **56**
ORIGINAL

RECEIVED OF *Geo. Smith* on the *31* day of *July* A. D. 1907, the sum of One and 00/100 Dollars, in payment of Poll Tax for the year A. D. 1907. The said tax payer being duly sworn by me, says that he is *51* years old; that he resides in voting precinct No. *34* in FANNIN COUNTY; that his race is *WHITE* that he has resided in Texas *34* years, and in FANNIN COUNTY *34* years; that he is by occupation *Mer*; that his postoffice address is *Bonham* R.F.D. No. *34*;

ALL OF WHICH I CERTIFY.

(Signed) *M. B. Crowder*
TAX COLLECTOR FANNIN COUNTY, TEXAS.

VOTED JULY 26, 1908

By *W. C. Reeves* Deputy.

PAID BY

BENNETT PRINTING CO. PARIS TEX.

50. How does this image of a Texas poll tax receipt exemplify the ineffectiveness of the Fifteenth Amendment when it came to the enfranchisement of African Americans?

- A) The amendment allowed states to establish property requirements for suffrage, and at the time most African Americans did not own land or property.
- B) The amendment stated that suffrage could not be denied or abridged because of “race, color, or previous condition of servitude,” so Southerners found other ways to disenfranchise blacks.
- C) The amendment used flowery, indirect language that was too vague and therefore very easy to undermine.
- D) The amendment denied suffrage to anyone who was unable to read and write.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.6.5 Jim Crow

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 14.25 Disenfranchisement through the Poll Tax

Essay

51. Describe three test cases for emancipation policy during and just after the Civil War. How did each case reveal both the promise and the conflict surrounding emancipation? Which test case most closely resembled the situation of African Americans during the Reconstruction era, and why?

The ideal answer should include:

1. The Sea Islands case addressed the vacant lands that planters abandoned off the coast of South Carolina in November, 1861. Ten thousand slaves were left behind, and they moved quickly to establish new lives based on their understanding of freedom. They rejected planting cotton, a crop associated with slavery, and instead planted crops of their own choosing, such as sweet potatoes. Freedom for these former slaves meant a future as

independent farmers living free of white control. Many Northerners who arrived after the Union takeover, however, had a different vision for the Sea Islands. Federal officials chose not to grant land to the freedmen but instead reestablished cotton plantations where the freedmen worked as paid wage earners. Officials believed that subsistence farming on small tracts was backward and harmful to the long-term interests of the freedmen. They also believed that African Americans could not handle freedom responsibly. As a result, they auctioned the land off to Northern bidders who then hired the freedmen as wage laborers.

2. The Davis Bend, Mississippi, test case took place on plantations owned by Confederate president Jefferson Davis and his brother Joseph. They made Davis Bend a model slave-labor community where slaves received better food and were granted considerable autonomy. The Davis brothers hoped that other planters would follow this example and prove to Northern abolitionists that slavery was not inhumane. When General Grant arrived here during the Civil War, he found the former slaves running the plantations, and he ordered federal officials to lease the land to the freedmen. These former slaves did not have to contend with white Northerners who sought to reassert white control as the Sea Islands freedmen encountered. By the end of the war, the freedmen of Davis Bend had established their own local government and cleared a profit of \$160,000.
3. The largest test case for emancipation began in Louisiana and eventually spread up the Mississippi Valley. Former slaves numbering 700,000 were affected by this system. Like the Sea Islands case, federal officials believed that African Americans were incapable of responsibly handling their freedom and needed strict rules of conduct and work. Blacks were required to remain on their plantations, working as wage laborers bound by one-year contracts. Any freedman who wished to travel required a pass from the plantation owner, and those who ran away or resisted were forcibly returned to their plantations. Although there was a ban on corporal punishment for plantation labor, freedmen opposed this system and argued that many of them were rendered powerless under the authority of their former owners.
4. Student responses may vary regarding which test case most closely resembled the situation of freedmen during the Reconstruction era, but most will probably choose the Louisiana system. They should support their decision by citing evidence such as vagrancy laws and other Black Codes that restricted freedom and civil liberties as well as the hard wage earning system to which blacks were subjected.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.1.1 Emancipation Test Cases

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. For what purpose was the Freedmen's Bureau formed, and what were its goals and accomplishments during the Reconstruction era?

The ideal answer should include:

1. The Freedmen's Bureau, which was officially known as the Bureau of Refugees, Freedmen, and Abandoned Lands, was established by Congress in March 1865. It became an all-purpose relief agency in the war-ravaged South. It distributed food and

provided emergency services to former slaves. It also built schools and managed confiscated lands.

2. General Oliver O. Howard, the first head of the Freedmen's Bureau, viewed education as an essential goal of Reconstruction. This agency helped build 3,000 schools across the South that by 1870 served 150,000 students of all ages. Literacy rates among freedmen jumped 20 percent between 1870 and 1875 thanks to the work of the Freedmen's Bureau. The Freedmen's Bureau also established black colleges such as Howard and Hampton, and freedmen teachers became community leaders and were elected to political office.
3. In 1866, Congress expanded the powers of the Freedmen's Bureau and authorized it to continue for two more years. Determined to thwart efforts to establish racial equality, President Andrew Johnson vetoed this bill, but Congress overrode the veto so that the bill could become law.
4. The Freedmen's Bureau was the first attempt by the federal government to provide social welfare services to those who needed them. It quickly became the bedrock institution for implementing Reconstruction policy.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topics: 14.1.3 Radical Republicans Offer a Different Vision; 14.2.3 Uplift through Education; 14.3.2 Congressional Reconstruction and the Fourteenth Amendment

Difficulty Level: Easy

Skill Level: Remember the Facts

53. Describe the factors that allowed former slaves to explore their freedom and formulate their own visions of the reconstructed South. What challenges impeded this vision for the freedmen?

The ideal answer should include:

1. After emancipation, former slaves benefited from unrestricted mobility. Many escaped their plantations, which were home to their former masters and bitter memories. Others simply reveled in free and unfettered movement. Many freedmen also journeyed in search of loved ones who had been sold away years before. Southerners reacted to black mobility with alarm and disdain. Former masters saw this as a shocking reminder that the old order was gone. Many of the former Confederate states passed vagrancy laws that were vaguely written so that it was easier to arrest freedmen at will and restrict their mobility.
2. Many freedmen also tried to own land, which was a concrete form of freedom. Land would give them freedom by providing an independent living, free of planter control. Ex-slaves often took control of abandoned plantations and partitioned the land so that they could plant crops. They defended this by citing that their ancestors had labored for generations for these landowners without pay. General William T. Sherman issued Special Field Order No. 15 in 1865 that announced the proposed distribution of over 400,000 acres of abandoned land from northern Florida to the South Carolina Sea Islands with the intent of dividing these into 40-acre plots along with a mule for freedmen. However, most of these redistributed lands were returned to the original white land owners.
3. Freedmen also sought education as an essential element of their freedom. Under the system of slavery, laws prohibited the education of slaves. Freedmen felt that if they

were literate, they could conduct their own legal and business affairs, acquire higher-paying jobs, read newspapers, and participate more fully in politics. General O.O. Howard, the first head of the Freedmen's Bureau, worked with charitable organizations and African American leaders to build 3,000 schools by 1870, and literacy rates jumped to 30 percent by 1875. Educating freedmen, however, was not easy, as many white Southerners put up fierce resistance to African American education, especially in rural areas. Teachers faced numerous hardships including raids by rebels. The Freedmen's Bureau also established black colleges such as Howard and Hampton, and freedmen teachers became community leaders and were elected to political office.

4. Freedmen also established a vast network of black churches that provided a source of community leadership. After the Civil War, many African American congregations separated from white-controlled churches and practiced a more emotional, expressive worship style and recruited black clergymen who addressed their spiritual and social needs. Churches also ran schools and provided charitable services to the community. They offered African Americans a degree of self-government, electing members to serve as trustees and to committees to oversee parish life and budget management. Black ministers assumed major leadership roles and entered politics to advance black equality. As with responses to other elements of freedom, white Southerners reacted with resistance to the point where white terrorist groups burned down black churches.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.2 The Fruits of Freedom

Difficulty Level: Easy

Skill Level: Remember the Facts

54. How did President Andrew Johnson's policies for Reconstruction go against the interests of freedmen and congressional Republicans? How did Johnson's rivals react to these policies?

The ideal answer should include:

1. Andrew Johnson indicated that he would deal harshly with the South, addressing both the "treason" of ex-Confederates and the need to assist former slaves in their transition to slavery, which pleased Radical Republicans in Congress. Johnson, however, was a bitter racist who abhorred black equality so he outlined a lenient policy that would rapidly reestablish Southern state governments and restore the Union. He offered pardons, amnesty, and the return of all confiscated property to Southerners who took an oath of allegiance to the Union. Former Confederate leaders and planters possessing more than \$20,000 in personal wealth would have to apply to him personally for pardons.
2. Under Johnson's plan for Reconstruction, each state could convene a constitutional convention after the president appointed a temporary governor. Delegates, who were chosen only by those citizens granted amnesty or pardons, were elected to these conventions. If the convention ratified the Thirteenth Amendment, renounced secession, repudiated all Confederate debts, and held elections for state office and Congress, Johnson would recognize the state as a fully reconstructed member of the Union. Johnson's bill passed with little formal opposition while Congress was out of session. By December 1865, all 11 former Confederate states had been readmitted, and Johnson announced that the Union was restored.

3. Northern Republicans were outraged by Johnson's actions. Many of the state constitutional conventions in the South had failed to explicitly ratify the Thirteenth Amendment. Some Southern delegates even wanted compensation for the loss of their slaves. In the state elections of 1865, Southern voters elected dozens of ex-Confederate officials and army officers to political office, including former vice president Alexander Stephens, who was chosen as a U.S. Senator from Georgia. New Southern state governments also passed laws known as Black Codes to limit the civil and economic rights of freedmen.
4. Republicans in Congress vowed to block Johnson's Reconstruction plan since none of their goals for Southern society had been accomplished and the former slavocracy appeared poised to resume power. Republicans refused to admit the senators and representatives who came from former Confederate states. They also established the Joint Committee on Reconstruction to review evidence and testimonies regarding widespread lawlessness and violence against freedmen in the South. Congress then passed two bills: one to extend the powers of the Freedmen's Bureau and the Civil Rights Act, which declared all African Americans and other persons born in the United States (except Native Americans) as citizens and defined the rights of citizens. Johnson vetoed both bills.
5. Congress overrode both of Johnson's vetoes and passed the Fourteenth Amendment to permanently guarantee African Americans' citizenship. Johnson went on the campaign trail to urge its defeat, playing on the ideas of white racism to conjure images of racial equality and racial intermarriage.
6. Republicans moved quickly to take control of Reconstruction by passing a series of much harsher Reconstruction Acts that imposed military law in the South and required ratification of the Fourteenth Amendment. Johnson vetoed these acts, so Radical Republicans tried to remove him from office by citing him with violation of the Tenure of Office Act after he dismissed Secretary of War William Stanton without congressional approval. The House voted to impeach him, but the Senate found him innocent by one vote.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.3 The Struggle to Define Reconstruction

Difficulty Level: Moderate

Skill Level: Understand the Connections



55. Describe the economic transformation represented by the term “the New South.” How does this promotional poster reflect Southerners’ views of the new economy, and what limits to the new economy are not portrayed in the poster?

The ideal answer should include:

1. The South rapidly industrialized after the end of Reconstruction in 1877, particularly in the areas of textiles and cigarettes, furniture, and lumber. Cheap labor, ample water power, proximity to cotton supplies, the absence of labor unions and low taxes resulted in many Northern companies, especially those in the textile industry, moving to the South. Much of this was due to efforts made by Southern leadership, especially newspaper editor Henry Grady of the *Atlanta Constitution*. This effort entailed not simply the establishment of banks, textile mills, and railroads, but also the celebration and spreading of capitalist values, such as hard work, risk taking, thrift, and the profit motive.
2. The poster from the 1895 Atlanta Exposition made clear the booming and increasingly diverse economy of the New South. “Liberty” carries a cornucopia filled with symbols of both traditional Southern products such as cotton and sugar as well as the newer products emerging from new industries like steel and iron. The grim destruction and lingering controversies associated with the Civil War are swept away as “Liberty” marches forward.
3. The South relied on poor whites and black farmers for their industrial workers and paid them much less than their Northern counterparts, which kept the standard of living and the quality of the workforce in the South much lower than in the North. The South turned to a rising population of poor white farming families pushed off the land by indebtedness,

falling crop prices, and crop failure. African Americans rarely secured industrial employment, and if they did, they were relegated to the most menial, dangerous, and poorly paid jobs. The South still lagged behind the North in virtually every category of economic and social progress, including a growing number of child laborers. Infant mortality rates far exceeded the national average, and reductions in per pupil spending in education led to a high rate of illiteracy in the South.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology during the period of Reconstruction.

Topic: 14.6.3 The New South Economy

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 14.21 Celebrating the New South

CHAPTER FIFTEEN
CONFLICT AND CONQUEST: THE TRANSFORMATION OF THE WEST, 1860–1900

Multiple Choice



1. How does John Gast's 1872 painting *American Progress* reveal the bitter conflict that accompanied the transformation of the West?
- A) A cluster of Native Americans and a herd of buffalo flee before the advancing whites.
 - B) The miners resort to open-pit mining that permanently scarred the landscape.
 - C) The farmers on the right are dealing with the effects of drought and insect swarms.
 - D) The mountains in the background symbolize the isolation that Westerners faced.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: Introduction

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Chapter opening image



2. What was the intention of this inaccurate advertisement that the B. and M. Railroad published in a Czech language magazine?

- A) The advertisement implied that settling land in the Great Plains would be a difficult process.
- B) The advertisement warned that settling the Great Plains would not offer all of the blessings of civilization.
- C) The advertisement guaranteed that settlers who moved to the Great Plains would achieve rapid success.
- D) The advertisement advised settlers that they would need to implement current technological advances to farm the Great Plains.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.1 Congress Promotes Westward Settlement

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 15.1 Homesteads and the Promise of Success in the West

3. The Homestead Act _____.
- A) granted land to settlers willing and able to farm the land for five years
 - B) guaranteed military protection from Indians to Western settlers
 - C) barred most ex-slaves and other non-whites from Western settlement
 - D) denied land to Eastern speculators and corporations

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.1 Congress Promotes Westward Settlement

Difficulty Level: Easy

Skill Level: Remember the Facts

4. Both the Morrill Land Grant College Act and the Pacific Railway Act most directly benefited colleges and railroads through the _____.
- A) publication of promotional literature
 - B) removal of Indians to reservations
 - C) federal funding of these institutions
 - D) sale of public lands

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.1 Congress Promotes Westward Settlement

Difficulty Level: Easy

Skill Level: Remember the Facts



5. This 1869 iconic photograph that shows the completion of the transcontinental railroad in Promontory Point, Utah, is notable for its exclusion of the _____.
- A) women who ran the camps where laborers resided
 - B) Chinese laborers who helped build it
 - C) gold-rush millionaires who paid for it
 - D) Union Pacific and Central Pacific officials

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.1 Congress Promotes Westward Settlement

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 15.2 The Continent Spanned



6. What generalization can be made about the Native American tribes who lived in the Trans-Mississippi West?

- A) Geographic isolation resulted in a lack of contact with Euro-American groups until the early nineteenth century.
- B) Most tribes were migratory and traveled through different geographic regions.
- C) Geography divided them into diverse culture groups who adapted to different natural environments.
- D) Most tribes had been forcibly relocated to this region by the American government.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.2 The Diversity of the Native American West

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 15.3 The Major Tribes of the Trans-Mississippi West

7. What factor made the Navajo more migratory after initial contact with the Spanish?

- A) conversion to Christianity
- B) the introduction of horses and sheep
- C) exposure to fatal diseases
- D) warfare with the Spanish

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.2 The Diversity of the Native American West

Difficulty Level: Easy

Skill Level: Remember the Facts

8. What was one common feature shared by most Native American tribes on the Great Plains?

- A) their worship of many gods
- B) cultures where peace was glorified over battle
- C) a belief that spirits were found in all aspects of nature
- D) the lack of communal participation in tribal decision making

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.3 Native American Tribes of the Great Plains

Difficulty Level: Easy

Skill Level: Remember the Facts



9. What did artist George Catlin imply about the Plains Indians through his 1844 painting *Buffalo Chase over Prairie Bluffs*?
- A) The Plains Indians remained in relative isolation up through the early nineteenth century.
 - B) Horsemanship and buffalo hunts were activities that Plains Indians could do with relatively little skill.
 - C) Migratory Plains tribes were inferior to the sedentary ones and resorted to hunting buffalo in order to survive.
 - D) The advantages of the horse and buffalo made migratory tribes the dominant powers on the Great Plains.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.3 Native American Tribes of the Great Plains

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 15.4 Plains Indians Hunting Buffalo



10. How did this image from *Harper's Weekly* capture the hope that many Exodusters expressed as they moved west from the Deep South to Kansas?

- A) Emancipation gave them the freedom to move to a “promised land” in the West.
- B) Manifest Destiny instilled a belief in them that God sanctioned their right to own land in the West.
- C) They were grateful for the wealth they accumulated that allowed them to establish new farms.
- D) They understood that traveling in groups was safer than traveling alone when moving west.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.4 The Great Westward Migration

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 15.5 Seeking a Better Life in the West

11. Why did the Mormons under the leadership of Brigham Young migrate west to Utah?

- A) The Great Salt Lake provided them with plentiful access to fresh water.
- B) They were welcomed by the local Indians to settle there.
- C) They were searching for an isolated place where they could ensure security and survival.
- D) They desired to purchase inexpensive and fertile farmlands.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.4 The Great Westward Migration

Difficulty Level: Easy

Skill Level: Remember the Facts



12. What motivated whites to attack and kill 28 Chinese miners in Rock Springs, Wyoming, as shown in this 1885 drawing from *Harper's Weekly*?

- A) Whites feared that the Chinese population in the West would be larger than their own.
- B) Whites suspected the Chinese of plotting a violent overthrow of local authorities.
- C) The Chinese had been taking over the claims that white prospectors had on local mines.
- D) The Chinese were perceived as a job threat and responsible for lowering wages.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.4 The Great Westward Migration

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 15.6 Anti-Chinese Violence Surges in the West

13. How did the railroad benefit Western farmers most?

- A) It gave them access to manufactured goods.
- B) It provided an escape from their isolation.
- C) It provided employment during the off-season.
- D) It enabled them to get their products to market.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.1 The Railroad Fuels Western Development

Difficulty Level: Easy

Skill Level: Remember the Facts



14. What made the content of the 1883 railroad promotional poster “California, Cornucopia of the World” ironic?
- A) The poster advertised a healthy climate, yet California experienced severe epidemics during this time.
 - B) The poster welcomed immigrants, yet California successfully lobbied Congress to bar Chinese immigration.
 - C) The land promoted in this poster had been illegally acquired by the railroad from the federal government.
 - D) The weather in California was actually more conducive to cyclones and blizzards than it was in the Great Plains.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.4 The Great Westward Migration

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 15.7 The Railroads Promote Westward Settlement



15. What does this photograph of the four Chrisman sisters standing in front of their sod home in Custer County, Nebraska, reveal about life on the Great Plains?

- A) Homesteading was often accompanied by the challenges of loneliness and drudgery.
- B) Sod homes and dugouts offered basic amenities like running water and glass windows.
- C) Single women were often more successful at homesteading than single men or families.
- D) Farming on homesteads was profitable because of mild weather conditions and fertile soil.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.2 Hard Times for Farmers

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 15.9 Homesteading on the Plains

16. What caused hardships for wheat farmers on the Great Plains in the 1880s?

- A) a sudden spike in the price of wheat
- B) rising interest rates for bank loans
- C) agricultural competition from foreign nations
- D) the dwindling supply of available homesteads

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.2 Hard Times for Farmers

Difficulty Level: Easy

Skill Level: Remember the Facts

17. What was one significant flaw of the Homestead Act, particularly in more arid areas of the West?

- A) Grasshopper plagues and other swarms of insects destroyed crops.
- B) 160-acre allotments were too small for profitable farming.
- C) Farmers and homesteaders had few opportunities for social interactions.
- D) Railroads set exorbitant rates to ship farmers' products to market.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.2 Hard Times for Farmers

Difficulty Level: Easy

Skill Level: Remember the Facts

18. How did Oliver H. Kelley contribute to the economic development of the West?

- A) He invented barbed wire, which closed off the open range to large cattle drives.
- B) He led the first Long Drive from Texas to Kansas that resulted in a booming beef industry.
- C) He developed the process of open-pit mining that permanently scarred the landscape.
- D) He organized the Grange, which created laws to protect farmers' economic interests.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.2 Hard Times for Farmers

Difficulty Level: Easy

Skill Level: Remember the Facts

19. How did the Supreme Court 1876 cases of *Munn v. Illinois* and *Peik v. Chicago and Northwestern Railway* affect the economic development of the West?

- A) They implemented limitations on the power and profits made by railroads on interstate trade.
- B) They banned the unregulated open-pit mining system that damaged the environment.
- C) They illegalized the practice used by mining corporations to integrate their resources with the means and methods of production.
- D) They refused to let creditors charge high interest rates for farm loans.

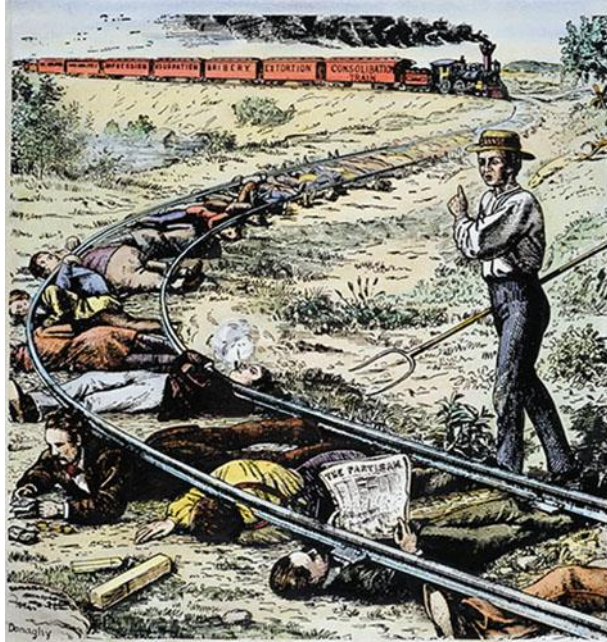
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.2 Hard Times for Farmers

Difficulty Level: Moderate

Skill Level: Understand the Connections



20. How did “Granger Laws” address the railroad corruption depicted in this 1873 cartoon?

- A) They allowed railroads the power to offer preferred customers special rates.
- B) They ruled that state legislatures could regulate interstate railroad commerce.
- C) They set maximum rates for transporting or storing grain by railroads.
- D) They forced railroads to turn over lands adjacent to tracks to homesteaders.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.2 Hard Times for Farmers

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 15.10 Warning of the Perils of Monopoly

21. Where did cattle ranching and cattle drives originate?

- A) Colorado
- B) Kansas
- C) California
- D) Texas

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.3 The Cattle Kingdom

Difficulty Level: Easy

Skill Level: Remember the Facts



22. How does the top photograph of Texas cowboys in the 1880s refute the image of cowboy life that Charles Russell portrayed in his 1897 painting *The Herd Quitters*?

- A) Cowboy work was unexciting and filled with drudgery.
- B) Cowboys came from many racial and ethnic backgrounds.
- C) Cowboys herded cattle in various geographical environments, not just the open plains.
- D) Cowboy attire was often more flamboyant than what Russell's painting depicts.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.3 The Cattle Kingdom

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Assets: 15.11 African American Cowboys and 15.21 The Making of an American Icon

23. Many of the traditions associated with American cowboys originated with the _____.
- A) Native Americans
 - B) African Americans
 - C) Irish
 - D) Mexicans and Spanish

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.3 The Cattle Kingdom

Difficulty Level: Easy

Skill Level: Remember the Facts

24. What made Virginia City, Nevada, a boomtown in the 1870s?
- A) the influx of Texas cattle brought on the Long Drives
 - B) the discovery of the Big Bonanza, the largest silver vein ever found
 - C) the arrival of the Central Pacific Railroad from California
 - D) the allocation of public lands through the Homestead Act

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.4 Fortunes beneath the Ground: The Mining Booms

Difficulty Level: Easy

Skill Level: Remember the Facts

25. How did the introduction of foreign plants and animals alter the Western environment?
- A) A lack of predators allowed them to spread rapidly and disrupt the ecosystem.
 - B) Many of the new animal species decimated the native buffalo population.
 - C) The introduction of cheatgrass from Asia harmed livestock that grazed on it.
 - D) New water plants choked and poisoned river systems.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.5 The Environmental Legacy

Difficulty Level: Moderate

Skill Level: Understand the Connections



26. Why was the mining industry able to use environmentally harmful methods such as open-pit mining in places like Minnesota's Mesabi Range as illustrated in this photograph?
- A) The harmful effects of open-pit mining were limited to minimal scarring on the landscape.
 - B) An environmental movement had not yet been created in the United States.
 - C) Western states did not have the political power to regulate the mining industry.
 - D) Political officials in the West received kickbacks and bribes from the mining industry.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2.5 The Environmental Legacy

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 15.12 The Price of Unchecked Economic Development

27. What did Sitting Bull mean when he stated in his 1877 speech at the Powder River Council that "...we were assured that the buffalo country should be left to us forever. Now they [whites] threaten to take that from us also...?"

- A) Railroad companies and entrepreneurs virtually eliminated the buffalo from the Great Plains.
- B) The federal government violated treaties declaring Indian lands off limits to white settlement.
- C) The defacement of the earth made by farmers and miners was sacrilegious.
- D) The encroaching white culture was more civilized than the Sioux culture.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.1 Mounting Problems for Native Americans

Difficulty Level: Moderate

Skill Level: Understand the Connections

28. What did Englishman William Blackmore imply when he stated that "all authorities...are unanimous in predicting that the Red Men are a doomed race," in his introduction to *The Plains of the Great West and Their Inhabitants*?

- A) The lack of immunity to many diseases ensured the extinction of American Indians.
- B) The extermination of the buffalo would lead to the starvation of many Native Americans.
- C) Whites were willing to assimilate American Indians into their society.
- D) White progress through Manifest Destiny would eliminate American Indians.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.1 Mounting Problems for Native Americans

Difficulty Level: Difficult

Skill Level: Analyze It

28. What made the 1864 Sand Creek Massacre in Colorado so atrocious?

- A) Most of the victims were defenseless Cheyenne women and children whose bodies were scalped and mutilated.
- B) Federal agents intentionally gave the Cheyenne tribe blankets infected with smallpox, which led to many deaths in a short amount of time.
- C) Over 800 Cheyenne men were gunned down while they were hunting buffalo.
- D) Colonel John M. Chivington's entire military force was ambushed and killed by Cheyenne warriors.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.1 Mounting Problems for Native Americans

Difficulty Level: Easy

Skill Level: Remember the Facts



29. What key message did Horatio Greenough's 1853 sculpture *The Rescue* and the 1874 dime novel cover for a Daniel Boone story, which used Greenough's sculpture as the basis for its artwork, send to the American public?

- A) Both images showed that life on the frontier was unsuitable for women and children.
- B) Both images depicted the Indian as a noble savage.
- C) Both images proclaimed Indian savagery and justified white supremacy.
- D) Both images illustrated how the warrior dominated the frontiersman.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.1 Mounting Problems for Native Americans

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 15.13 Promoting an Image of Indian Savagery and 15.14 Seeing Savagery

30. In addition to epidemics of smallpox and measles, what other factor introduced by Euro-Americans compromised the health of many Native Americans?

- A) alcohol
- B) new vegetables and fruits
- C) local water polluted by the mining industry
- D) the consumption of beef and mutton

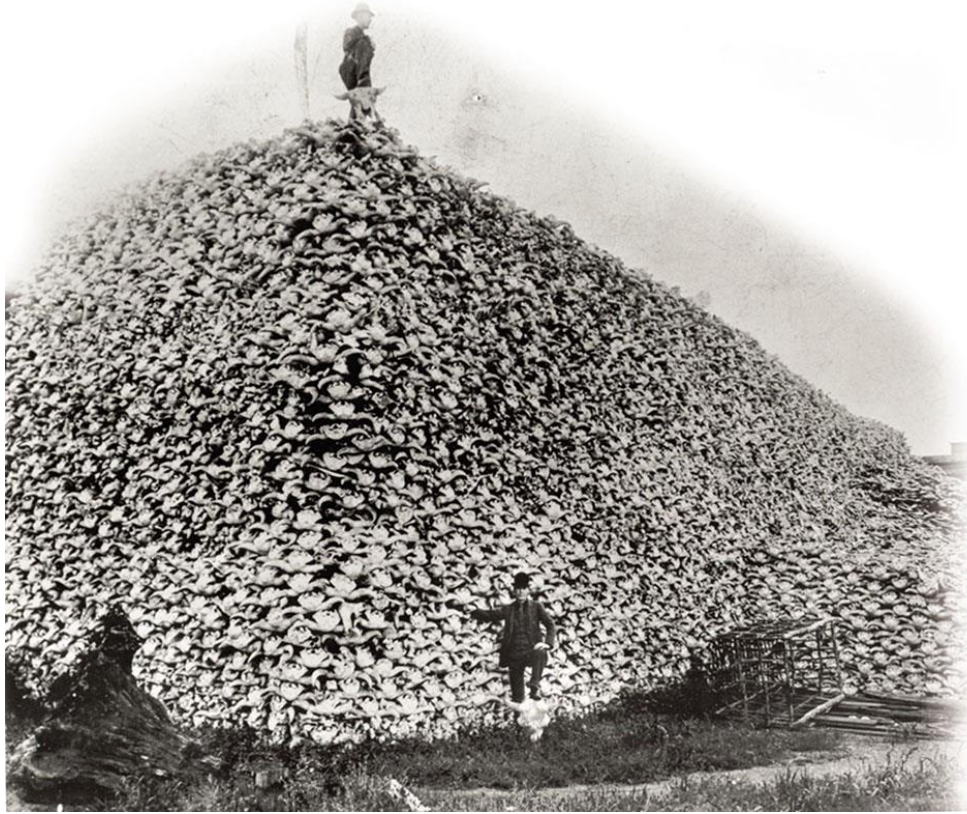
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.1 Mounting Problems for Native Americans

Difficulty Level: Easy

Skill Level: Remember the Facts



31. What was the primary reason during the 1870s and 1880s for the staggering extermination of the buffalo, which reduced their population by nearly three million and resulted in massive piles of skulls sent to fertilizer plants?

- A) preventing disruption to incoming trains
- B) forcing the Plains Indians to become dependent on reservations
- C) supplying the East with fashionable buffalo robes
- D) organizing elaborate hunting parties for Eastern and European social elites

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.1 Mounting Problems for Native Americans

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 15.15 Evidence of Extermination

32. The second Fort Laramie Treaty was violated when _____.
- A) the Sioux attempted to extend their hunting grounds
 - B) gold was discovered in the Black Hills
 - C) Red Cloud's War broke out
 - D) Indian warriors attacked the forces of Lieutenant Colonel George Custer

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.2 Wars on the Plains

Difficulty Level: Easy

Skill Level: Remember the Facts



33. How did this cartoon, which was published in the *New York Graphic* shortly after Custer's defeat at the Battle of Little Big Horn in 1876, depict American Indians like Sitting Bull?
- A) as close allies of the federal military
 - B) as wretched figures dispossessed of their lands
 - C) as noble warriors who stood up to Custer's cavalry
 - D) as subhuman savages to be disposed of

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.2 Wars on the Plains

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 15.16 The Negative Fallout from Little Big Horn

34. What incident led Nez Perce Chief Joseph to comment “My heart is sick and sad. From where the sun now stands, I will fight no more forever”?

- A) Custer’s defeat at Little Big Horn
- B) the massacre at Sand Creek
- C) the forced surrender of his people just before they reached Canada
- D) Sitting Bull’s murder at the Pine Ridge Reservation

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.3 War and Conflict in the Far West

Difficulty Level: Moderate

Skill Level: Understand the Connections

35. Although both Helen Hunt Jackson and Sarah Winnemucca were proponents of education for Native American children, how did their views differ?

- A) Jackson believed that they should be assimilated, while Winnemucca believed they should retain their culture and traditions.
- B) Jackson believed they should keep their culture, while Winnemucca believed they should be assimilated.
- C) Jackson believed they should learn on their own reservations, while Winnemucca called for their relocation to boarding schools in the East.
- D) Jackson believed they should receive formal education in the humanities, while Winnemucca believed they would be more successful with vocational training.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.4 In Pursuit of a Solution

Difficulty Level: Moderate

Skill Level: Understand the Connections

36. The main goal of the Dawes Severalty Act toward Native Americans was _____.

- A) extermination
- B) assimilation
- C) land redistribution
- D) vocational training

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.4 In Pursuit of a Solution

Difficulty Level: Easy

Skill Level: Remember the Facts



37. What conclusion can be made about why Paiute Indian reformer Sarah Winnemucca wore this type of outfit on her speaking tours?

- A) She wanted to highlight the harmful effects of assimilation on Native Americans.
- B) She wanted to show people what traditional Paiute clothing and jewelry looked like.
- C) She wanted to draw attention to her lectures on the plight of Native American women.
- D) She wanted to make the public aware that she was a true “Indian princess” like Pocahontas.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.4 In Pursuit of a Solution

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 15.17 Speaking Out for Native Rights



38. What did these 1890s before-and-after photographs of Chiricahua Apache children at the Carlisle Boarding School in Pennsylvania reveal about the expectations for Native Americans under the Dawes Severalty Act?

- A) Supporters of the boarding school program opposed the trauma and “cultural genocide” that resulted from boarding school education.
- B) Maintaining traditional customs and culture was essential when educating Native Americans.
- C) Native Americans were more successful if they received reservation-based education.
- D) Complete assimilation was the only way for Native Americans to survive in the United States.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.4 In Pursuit of a Solution

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Choices and Consequences: Forced Assimilation Versus Cultural Preservation



39. How did this 1911 advertisement for the sale of Indian reservation lands reflect the hypocrisy and flaws of the Dawes Severalty Act?

- A) The reservation lands put up for sale were of higher quality than those set aside for Native American heads of households.
- B) The reservation lands sold were at less expensive rates than those sold to Native American heads of households.
- C) White buyers had an easier time acquiring titles to former reservation lands than Native Americans did for their legally allotted lands.
- D) White buyers were encouraged to farm these lands while Native Americans were discouraged from doing so.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.4 In Pursuit of a Solution

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 15.18 Selling off Reservation Lands

40. The Ghost Dancers alarmed federal officials because of their _____.

- A) connections to their ancestral spirits
- B) accumulation of large stores of weapons
- C) potential to foster rebellion
- D) messages of wrath and revenge

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4.1 Persecution and Persistence

Difficulty Level: Moderate

Skill Level: Understand the Connections



41. How did the photographer manipulate the image “The Medicine Man Taken at Wounded Knee, S.D.”?

- A) Only the bodies of two Indians were photographed to show that Wounded Knee was not a brutal massacre by white soldiers.
- B) A soldier placed the rifle on the medicine man so the photographer could present an image of a hostile Indian.
- C) The medicine man’s body was laid out in this Christ-like pose to show that he was a noble warrior.
- D) The photographer dressed the medicine man in this costume to demonstrate that Indians had not assimilated into American society.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4.1 Persecution and Persistence

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 15.20 Massacre at Wounded Knee

42. What made “Buffalo Bill’s Wild West” so popular with the American public?

- A) It seemed to give Americans a way to experience the West.
- B) It focused on nature’s devastation in the West.
- C) It provided an accurate representation of the West.
- D) It hired a series of famous actors to portray Sitting Bull.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4.2 Creating Mythical Heroes, Images, and Stories

Difficulty Level: Moderate

Skill Level: Understand the Connections

43. Mark Twain’s novels were marked by their celebration of _____.

- A) the cowboy and cattle drives
- B) adventure and individualism
- C) Native American culture
- D) the lives of Western miners

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4.2 Creating Mythical Heroes, Images, and Stories

Difficulty Level: Easy

Skill Level: Remember the Facts

44. In the 1990s, the site of the Battle of Little Bighorn in Montana _____.

- A) was closed to the public after it was occupied by a Native American rights movement
- B) had its name changed to reflect the participation of Native American warriors
- C) was dedicated as a monument to Custer and the Seventh Cavalry
- D) became the location for a mountain-carved image of Chief Crazy Horse

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4.3 Historians Reinterpret the American West

Difficulty Level: Easy

Skill Level: Remember the Facts



45. As seen in this photograph, Annie Oakley was typically portrayed as _____.
- A) a strong woman bent on challenging traditional gender roles
 - B) a performer whose apparent skill was probably fake
 - C) upholding Victorian mores and values
 - D) combining feminine beauty with masculine strength

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4.2 Creating Mythical Heroes, Images, and Stories

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Images as History: Annie Oakley



46. Charles Russell's painting *The Herd Quitters* could best be viewed as symbolizing what view of the West?

- A) a place of unity among peoples
- B) a place of heroism, daring, and manly individualism
- C) a land where humans lived in harmony with nature
- D) a land of lawlessness and brutality

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4.2 Creating Mythical Heroes, Images, and Stories

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 15.21 The Making of an American Icon

47. According to his Frontier Thesis, Frederick Jackson Turner proposed that the western frontier

- A) contributed to the creation of a classless society
- B) discouraged individualism and innovation
- C) fostered a value for democracy
- D) closed in the year 1900

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4.3 Historians Reinterpret the American West

Difficulty Level: Moderate

Skill Level: Understand the Connections

48. Which topic is likely to be stressed by a New Western historian such as Patricia Nelson Limerick in her 1987 book *The Legacy of Conquest: The Unbroken Past of the American West*?
- A) the traditional frontier heroes
 - B) the savagery of Native Americans
 - C) the settlers' triumphs over obstacles in the West
 - D) the diversity of the West

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4.3 Historians Reinterpret the American West

Difficulty Level: Moderate

Skill Level: Understand the Connections

49. How do films that were made after 1990, such as *Dances with Wolves* and *Unforgiven*, represent the American West?
- A) They focus on a revisionist view that depicts Native Americans with sympathy and the West as a hostile place.
 - B) They continue to portray Native Americans as insignificant contributors to the development of the West.
 - C) They accurately address the ideas found in Frederick Jackson Turner's Frontier Thesis.
 - D) They revive the traditional themes of 1940s and 1950s Westerns that featured heroic cowboys and hostile Indians.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4.3 Historians Reinterpret the American West

Difficulty Level: Moderate

Skill Level: Understand the Connections



50. This 2003 monument commemorating the Native Americans who fell at the Battle of Little Bighorn celebrates the unity of the Sioux, Cheyenne, and Arapaho warriors even as it symbolically portrays _____.

- A) their savagery in war
- B) how Americans relied on an incomplete and overly simplistic understanding of the West
- C) the loss of their culture
- D) the environmental destruction of their native lands

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4.3 Historians Reinterpret the American West

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 15.22 Reinterpreting the History of the West

Essay

51. How did Congress promote the settlement of the trans-Mississippi West during and just after the Civil War? What were the positive and negative effects of these legislative acts?

The ideal answer should include:

1. The Morrill Land Grant College Act of 1862 created a system whereby funds raised by the sale of public land went to establishing colleges specializing in agricultural, mechanical, and technological education.
2. The most significant piece of legislation was the Homestead Act of 1862. It provided 160 acres of free land to any settler willing to live on it and improve it for five years. Farmers with more capital could buy the land for \$1.25 an acre after living on it for six months. This act touched off the largest migration of people ever within the United States. Results, though, varied by region. On the Great Plains and lands further west, where the climate was harsher and the soil poor, farmers often went bankrupt, but in the northern and central portions of the Midwest, farmers earned more profit since the soil and climate were more favorable. Another drawback was speculators who intended to sell their acreage within a few years of acquisition for a quick profit. Larger enterprises and railroads also bought out farmers who failed. While the act did attract farmers to the West, by 1900, only 52 percent of original homestead claimants had acquired legal title to their lands.
3. The Pacific Railway Act of 1862 created the Union Pacific and Central Pacific railways to construct a transcontinental railroad that would span North America. They received ten square miles of land from Congress for every mile completed. These companies also received cheap loans and cash subsidies for each mile of track laid. The work was dangerous and led to the death of many workers, mostly Irish and Chinese. The Chinese also experienced deep racism while working for the railroad. This project was completed in 1869 when the two railroads were joined together at Promontory Point, Utah.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.1 Congress Promotes Westward Settlement

Difficulty Level: Easy

Skill Level: Remember the Facts



52. How do these images challenge popular notions of Western settlers? Discuss the diversity of Western settlement. Who migrated to the West and for what reasons?

The ideal answer should include:

1. New West historians have revised the history of the West to show that it was not entirely a society dominated by white American males. Instead, it was a place of diversity where many cultures and subgroups of society came together to settle. As shown in the top image, single women were successful in establishing their own homesteads on the Great Plains, although they faced a brutal environment and loneliness. The myth of the cowboy is shattered with this photograph depicting African Americans as cowboys. In addition, many Mexicans in the West were also cowboys.
2. After the Mexican War and the discovery of gold in California in the late 1840s, a steady flow of settlement commenced in the trans-Mississippi West. Thousands travelled by the Oregon Trail to reach Oregon and the Pacific Northwest.
3. Other groups took advantage of the Homestead Act in the 1860s and began their migration west. African Americans from the Deep South, who were known as “Exodusters,” yearned for new lives as independent farmers who were free of poverty and violence. As a result, they traveled to Kansas to file homesteads. Unfortunately,

many settled on poor land and lacked the capital to establish successful farms, resulting in two-thirds moving back to the South.

4. Native-born whites made up a much larger segment of the westward migration movement. Many were farmers who sought larger plots of land, either by purchase or through the Homestead Act, and looked for opportunities for upward mobility. Others included railway workers, miners, and soldiers who had been stationed in the West and elected to stay and settle after their terms of service expired.
5. One distinct subgroup of native-born whites was the Mormons. Many fled Illinois in the 1840s to avoid violent persecution. They chose to settle in isolation in the Great Salt Lake Valley in Utah. By 1865, over 20,000 Mormons lived there under a form of theocratic local rule where the church controlled most property, businesses, and public services. As more non-Mormons migrated to Utah and federal officials condemned the sect's practice of polygamy, the church took a less prominent role in public life.
6. Western settlement was also accomplished by many immigrants from different parts of the world. Irish immigrants worked on railroads and in the mining industry. By 1900, Butte, Montana, was the most Irish city in the United States. Chinese immigrants also worked on railroads although they dealt with brutal racism and eventual expulsion from the United States with passage of the Chinese Exclusion Act in 1882. Over 30 percent of Minnesota's population in 1880 was composed of immigrants from Northern Europe.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.1.4 The Great Westward Migration

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Assets: 15.9 Homesteading on the Plains and 15.11 African American Cowboys

53. How did railroads shape the settlement and development of the West? Discuss both the positive and negative effects of the development of the railroad.

The ideal answer should include:

1. The spread of the railroad opened up more western lands for farming, allowing farmers in once remote areas to sell their grain in the national market. The railroad also benefited non-farmers by opening lands in the West to mining and ranching and providing employment for thousands in the railroad industry.
2. Railroads also transformed the West by promoting urban growth. Cities like San Francisco, Portland, and Denver had already been established but, once connected to a national rail network, boomed into major metropolises. However, like cities in the East, these cities also experienced urban problems including crime, disorder, corruption, poor public health, inadequate water, and ethnic tensions.
3. After the Panic of 1873 and the following economic depression, hundreds of farmers faced financial ruin as prices plummeted and railroads charged high prices to transport their products to market. Granger parties enacted "Granger Laws" that regulated the railroads, banks, and corporations. These measures set maximum rates for transporting or storing grain and banned abusive practices such as offering preferred customers special rates. Grangers tried to convince the American public that uncontrolled railroad power posed a threat to the survival of democracy and individual liberties.

4. Railroad magnates sued after denouncing these measures as unprofitable and unconstitutional. In two key cases from 1876, *Munn v. Illinois* and *Peik v. Chicago and Northwestern Railway*, the Supreme Court ruled that state legislatures had the authority under the Constitution to regulate commerce, including interstate commerce.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.2 The Economic Transformation of the West

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. What biases informed the policies instituted by the Dawes Severalty Act? How did this legislation affect Native Americans?

The ideal answer should include:

- Because Native Americans were considered impediments to progress, the federal government constantly revised and altered treaties signed with them to help recently arrived settlers. The Dawes Severalty Act of 1887 was established to break up the reservation system and assimilate Native Americans into the dominant white Christian American culture. Native American heads of households were offered allotments of 160 acres to encourage them to be independent family farmers. Remaining reservation lands would be sold, and the profits set aside for tools and education. Native Americans who accepted these terms could apply for U.S. citizenship. To prevent speculators from defrauding Indians, land allotments would be held in trust for 25 years before full ownership was conferred.
- The Dawes Act was devastating to Native Americans and filled with flaws. The allotted land was often of poor quality, making successful farming difficult if not impossible. It also included restrictions on hunting, further limiting options for participants. White speculators often conned Native Americans out of their land long before the 25-year term was up. The act also allowed the government to sell “surplus” land to white settlers. This land was usually of better quality than the land allocated to Native Americans.
- The Dawes Act also stipulated that revenue generated from the sale of reservation lands be applied to the education of Native American children. Both Senator Henry L. Dawes and reformer Helen Hunt Jackson believed that their principal motivation was to assimilate Indians into American society, which they believed could be done by providing vocational training to enhance their job prospects. Since the act did not specify what kind of education ought to be provided, Congress and the Bureau of Indian Affairs decided to eliminate as much of Native American culture as possible by establishing boarding schools far from Indian reservations that were committed to complete assimilation by “killing the Indian and saving the man.” The model for this program was the Carlisle Indian Industrial School in Pennsylvania. Students were forced to cut their hair, wear American clothing, and speak only English. Some schools also required conversion to Christianity.
- Removal from families and fellow Native Americans on their reservations caused many children to suffer psychological trauma. Many also suffered from physical abuse, malnutrition, and poor health care. About one in seven students ran away, and many committed suicide. The trauma inflicted on generations of children hastened the demise

of Native American culture, including the disappearance or near disappearance of many languages. Critics eventually gained the closure of these boarding schools, citing what they called “cultural genocide.”

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.3.4 In Pursuit of a Solution

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. Discuss the portrayal of the West in art, literature, and popular culture in the nineteenth and twentieth centuries. For what reasons did popular views of the West change?

The ideal answer should include:

1. The romanticized vision of the West was much more satisfying than the image of cruelty and injustice. Rugged individualism was valued all across America. There were elements of a romantic life, but the images presented were highly exaggerated.
2. Through paintings and books, myths and images of the West developed that told stories of triumph and riches. This image really began to flourish after 1850 as more migrants and journalists sent people back East countless letters and dispatches describing the West’s wide-open lands and majestic mountains, as well as the heroic struggles of pioneers against harsh weather and hostile Indians.
3. The first fictional accounts of the West were in “dime novels,” which featured cowboys and other heroes from this region that became pop heroes. Buffalo Bill Cody was also the subject of many of these novels but was better known for “Buffalo Bill’s Wild West” show, which provided high entertainment value while addressing typical popular topics of the West, including heroism, adventure, and rugged individualism.
4. Western imagery also shaped American art and literature. Many of Mark Twain’s novels were based on his travels to the West, including *Roughing It*, which was set amongst the wild life of the boomtown of Virginia City. Even his more famous novels dealing with Tom Sawyer and Huckleberry Finn contain Western themes such as adventure, individualism, and a desire to escape the constraints of modern society for a purer, more authentic world as Huck Finn did by heading West at the end of his novel. Other writers like Owen Wister and Zane Grey popularized the figure of the cowboy as the embodiment of American manliness, decency, courage, and common sense.
5. Artists also popularized a heroic image of the West. Frederic Remington, who had covered battles between the army and Native Americans, drew on earlier Western artists like George Catlin to create visual vignettes of unknown cowboys, Native Americans, and soldiers. The one exception was Lt. Col. George A. Custer, whom he depicted as a hero after the Battle of Little Big Horn. Charles Russell, a former cowboy, produced works that were more sensational and imaginative, but both artists played a central role in creating the iconic image of the American West through their artwork.
6. Historian Frederick Jackson Turner also developed his thesis that the frontier created a distinct American character of rugged individualism and innovation. Historians of the late nineteenth and early twentieth centuries influenced by Turner glorified the romantic life that settlers had in the West. They cast white Western settlers as being meant to spread civilization.

7. During the second half of the twentieth century, historians began to challenge Turner's Frontier Thesis and placed greater emphasis on Native Americans and the diversity found in the West. Patricia Nelson Limerick, a leader in "new Western history," published *Legacy of Conquest: The Unbroken Past of the American West* in 1987 and presented a perspective of Western migration that told a story of violence, exploitation, and conquest. Many of these historians also addressed the environmental impact of westward economic development.
8. The new way of seeing the West in the late twentieth century also led to a transformation of how Hollywood imagined the West. The classic Western epics that were popular from the 1930s to the 1960s depicted cowboys as heroes who fought savage Indians who were terrorizing white settlers. By the 1990s, filmmakers began to present a more complicated view of westward settlement, lawlessness, and white-Indian conflict with movies such as *Dances with Wolves* and *Unforgiven*.
9. Reassessment of the West's history also changed the way museums and public memorials presented information about this region. This was most apparent at the site of the Battle of Little Bighorn in Montana, where Custer and his men were memorialized as martyrs for over a century. Originally named the Custer Battlefield National Cemetery, the site memorialized the Seventh Cavalry and some of Custer's Indian scouts. The Native Americans who won the battle were ignored. The influence of new Western history and Native American activism led to the 1991 renaming of the site as the Little Bighorn Battlefield National Monument, and a Native American memorial honoring the Sioux, Cheyenne, and Arapaho who felled Custer and the Seventh Cavalry was added in 2003, a hundred yards from the Seventh Cavalry monument. This promoted a growing awareness that for far too long Americans relied on an incomplete and overly simplistic understanding of the American West.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 15.4 Resistance and Romanticism

Difficulty Level: Moderate

Skill Level: Understand the Connections

CHAPTER SIXTEEN
WONDER AND WOE: THE RISE OF INDUSTRIAL AMERICA, 1865–1900

Multiple Choice



1. What central theme in American society did artist Robert Koehler explore in *The Strike* as the United States experienced rapid industrialization in the late nineteenth century?
- A) corruption and abusive practices of industrial employers
 - B) celebration of formidable American industrial power
 - C) uncertainty rising from tensions between workers and employers
 - D) dreariness associated with the grim life of industrial workers

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

		1860	1900	% Increase
	Population	31,450,000	76,212,000	142.3
	Farms	2,044,000	5,737,000	180.7
	Value of Farms	\$6.64 billion	\$16.60 billion	150.0
	Factories	140,500	510,000	263.0
	Value Factory Production	\$1.9 billion	\$13 billion	584.0
	Industrial Workers	1.3 million	5.1 million	292.3
	Patents Issued	4,589	95,573	1,982.7
	Coal	20 million tons	270 million tons	1,250
	Lumber	10 billion board ft.	40 billion board ft.	300
	Cotton	3.8 million bales	10.1 million bales	165.8
	Oil	500,000 barrels	45,824,000 barrels	9,064.8
	Railroads	30,000 track miles	193,000 track miles	543.3
	Steel	13,000 tons	10,382,000 tons	79,761.5
	Gross National Product	\$7 billion	\$19 billion	171.4

2. Based on this table, what factor was most responsible for the large spike in the gross national product between 1860 and 1900?

- A) agricultural production
- B) industrialization
- C) railroads
- D) population growth

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.1 Sources of the Industrial Revolution

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 16.1 The Industrial Revolution by the Numbers

3. What were the two most significant sources for cheap labor that allowed the United States to rapidly industrialize between 1860 and 1900?

- A) immigrants and American-born workers moving from rural areas
- B) women and children
- C) African Americans and Chinese laborers
- D) immigrants and African Americans

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.1 Sources of the Industrial Revolution

Difficulty Level: Easy

Skill Level: Remember the Facts

4. The central belief behind laissez-faire philosophy in the relationship between government and business is that _____.

- A) government should provide generous financial support to bolster business
- B) government should impose no restraints on business
- C) business should share its profits with the government
- D) business should receive profits generated from high federal tariffs

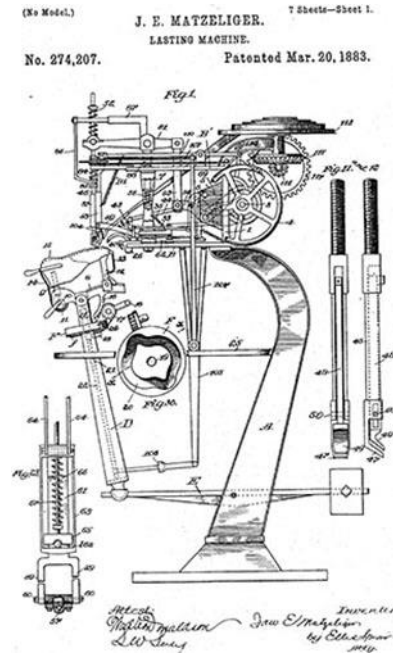
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.1 Sources of the Industrial Revolution

Difficulty Level: Easy

Skill Level: Remember the Facts



5. How did Jan Matzeliger's complex lasting machine permanently change the shoe production industry?

- A) Skilled shoe laborers received significant wage increases.
- B) Skilled laborers instead of unskilled workers were now needed to produce shoes.
- C) Skilled shoe laborers were replaced with unskilled laborers.
- D) Shoe production became more expensive since the upper portions of shoes had to be attached to the soles by hand.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.1 Sources of the Industrial Revolution

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 16.2 The Matzeliger Lasting Machine



6. Cartoonist Thomas Nast's 1878 illustration *Peace with a War Measure* calls for support of

- A) laissez-faire policies toward business
- B) government-imposed burdens like income taxes and "ideal money"
- C) legislation to curb cutthroat business policies
- D) laws to regulate the hours of work, safety conditions, and wages

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.1 Sources of the Industrial Revolution

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 16.3 Defending Laissez-Faire

7. The first big business in the United States was the _____ industry.
- A) textile
 - B) steel
 - C) coal
 - D) railroad

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.2 The Railroads

Difficulty Level: Easy

Skill Level: Remember the Facts

8. The *Indianapolis Sentinel's* 1883 remarks that "Railroad time...appears...to be the time of the future. And so, people will now have to marry and die by railroad time...The sun is no longer the boss of the job," was the result of _____.
- A) selling railroad stock to raise capital to expand that business
 - B) the railroad's advantage of using speed to transport people and goods at faster rates
 - C) the railroad's development of modern, sophisticated management practices
 - D) standardized rail equipment that allowed easier operation of this industry

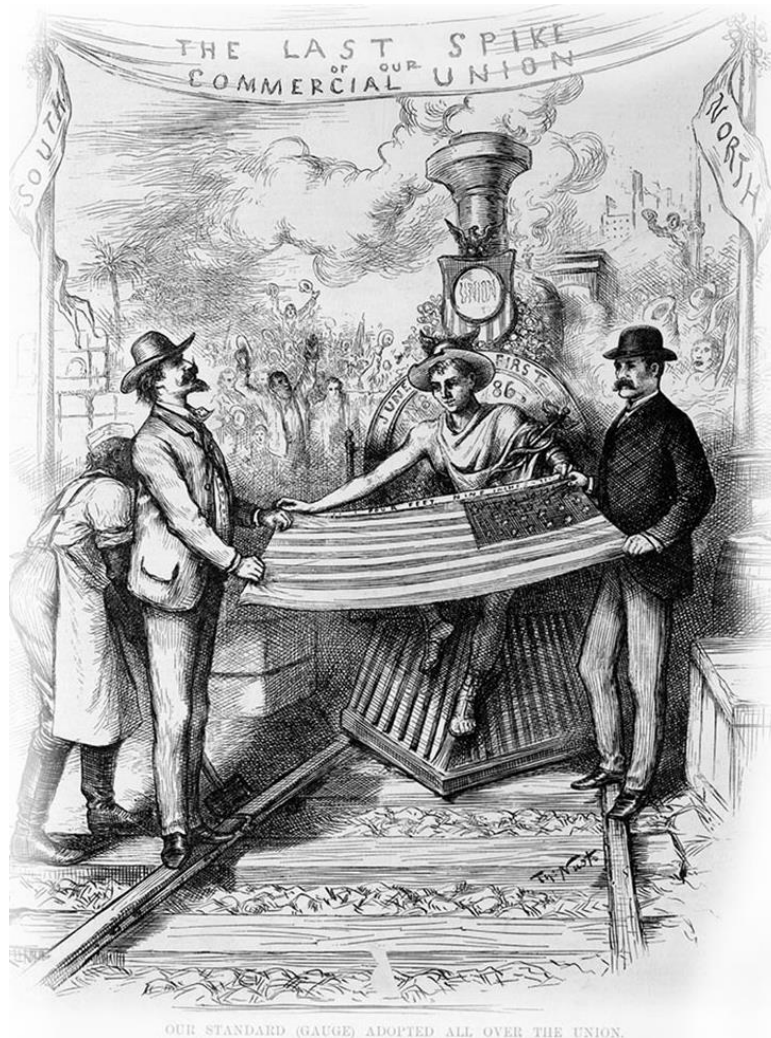
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.2 The Railroads

Difficulty Level: Moderate

Skill Level: Understand the Connections



9. How does this image depict the economic benefits brought to the nation by the railroad's standard gauge system?

- A) It helped the South gain readmission to the Union during Reconstruction.
- B) It led to the creation of four standardized time zones.
- C) It was responsible for the completion of a transcontinental railroad that spanned the nation.
- D) It brought greater unity between the less-developed South and the rapidly industrializing North.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.3 Modern Business Practices

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 16.4 Celebrating the Standard Gauge, 1886

10. Which American literary figure celebrated the railroad as “the modern emblem of motion and power—the pulse of the continent”?

- A) Mark Twain
- B) Walt Whitman
- C) Ralph Waldo Emerson
- D) Henry David Thoreau

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.4 Rising Concern over Corporate Power

Difficulty Level: Easy

Skill Level: Remember the Facts

11. Which group was the first to successfully curb the power of the railroad through passage of legislation that regulated prices and outlawed unfair business practices?

- A) Congress
- B) the Knights of Labor
- C) skilled workers in the American Federation of Labor
- D) farmers in the Grange movement

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.4 Rising Concern over Corporate Power

Difficulty Level: Easy

Skill Level: Remember the Facts



12. Why did the artist choose to portray the Southern Pacific Railroad’s monopoly as an octopus?

- A) Its wealthy owners were “captains of industry” who supported the public.
- B) It had to be depicted as a multi-armed creature because it helped so many industries.
- C) It strangled its rivals in competing industries.
- D) It single-handedly destroyed the American maritime industry.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.4 Rising Concern over Corporate Power

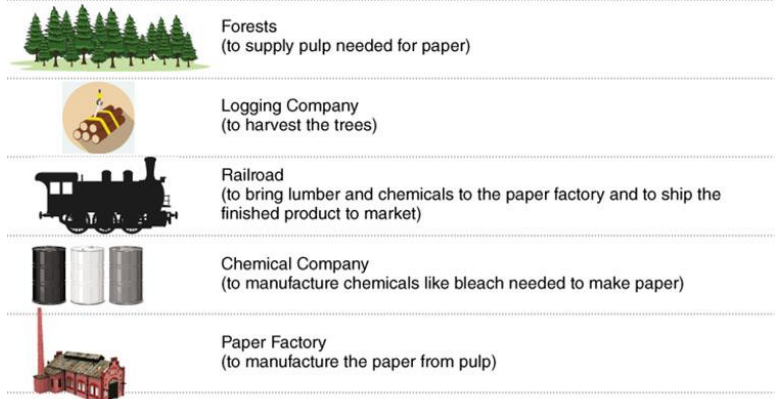
Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 16.5 Demonizing the Monopoly

VERTICAL INTEGRATION Seeking to bring under one company the many different products and processes that go into the making of paper, Company A has acquired forests, logging companies, railroads, and chemical companies, as well as paper manufacturing plants. The advantages in this system are lower prices for and greater control over supplies of essential materials (such as wood pulp from trees).

Paper Company A Acquires



HORIZONTAL INTEGRATION Seeking to gain the largest share of the market for paper products, Company B has acquired five more paper manufacturing companies. The advantage of this system is that Company B can generate more revenue from the added production and sales of paper products. It can also lower costs by eliminating redundant operations like advertising, marketing, and accounting in the acquired companies in favor of single operations covering these functions. Because of its increased size, the company can also lower costs by striking deals with suppliers (wood pulp, chemicals, etc.) eager for its business.

Paper Company B Acquires



13. How does this graphic illustrate the difference between vertical integration and horizontal integration?

- A) The focus of horizontal integration is on controlling raw materials whereas the focus of vertical integration is on the finished product.
- B) Companies employing horizontal integration generally follow fair labor practices whereas those employing vertical integration typically exploit their workers.
- C) Vertical integration involves control of all phases of production whereas horizontal integration involves buying out rival companies producing the same product.
- D) Vertical integration involves the abuse of conventional ethics whereas horizontal integration is illegal.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.5 Andrew Carnegie: Making Steel and Transforming the Corporation

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 16.6 Horizontal Integration versus Vertical Integration

14. Andrew Carnegie's success in the steel industry can best be attributed to _____.
- A) cost control and cutthroat business practices
 - B) the use of skilled metalworkers and investment in the latest technology
 - C) horizontal integration and sympathy to workers' conditions
 - D) wise investments and philanthropy

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.5 Andrew Carnegie: Making Steel and Transforming the Corporation

Difficulty Level: Easy

Skill Level: Remember the Facts

15. How did John D. Rockefeller initially expand his interests in Standard Oil?
- A) collaboration with labor unions to keep his workers satisfied
 - B) vertical integration through the purchase of oil fields, railroad cars, and warehouses
 - C) horizontal integration through the purchase or construction of oil refineries
 - D) fair competition with rival oil companies

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.6 Rockefeller and the Rise of the Trust

Difficulty Level: Easy

Skill Level: Remember the Facts

16. Two cases, *Wabash, St. Louis & Pacific Railway Co. v. Illinois* and *Santa Clara County v. Southern Pacific Railroad*, demonstrated that the Supreme Court in 1886 was primarily _____.
- A) conservative and supported big business
 - B) conservative but opposed big business
 - C) progressive and supported labor unions
 - D) progressive but opposed labor unions

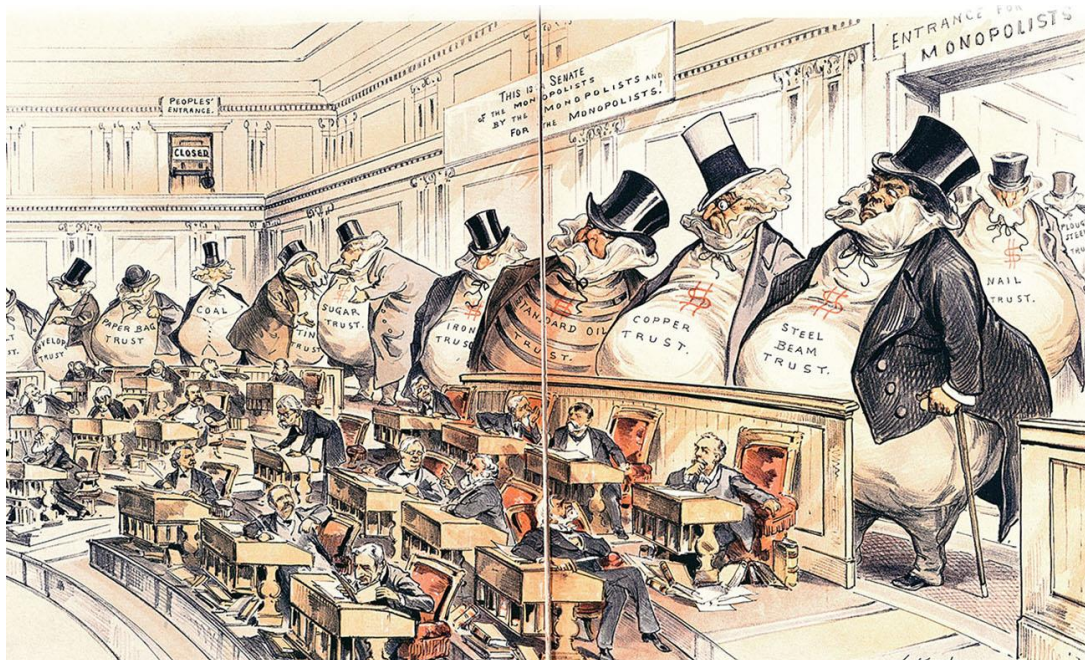
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.6 Rockefeller and the Rise of the Trust

Difficulty Level: Moderate

Skill Level: Understand the Connections



17. Why does the 1889 cartoon *The Bosses of the Senate* from *Puck* magazine imply that the Sherman Anti-Trust Act of 1890 would be a failure?

- A) Congress was indifferent to the needs of both business and unions.
- B) Congress was in league with big business.
- C) Congress would take action when the president would not.
- D) Congress worked diligently to protect the people.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.6 Rockefeller and the Rise of the Trust

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 16.7 The Political Power of Trusts

18. Why did advertisements increasingly need to be eye-catching and memorable in the late nineteenth century?

- A) to satisfy the requirements of newspaper and magazine editors
- B) to entertain demanding shoppers
- C) to stand out among the growing number of other advertisements
- D) to distract discerning customers from misleading and exaggerated claims

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.2.1 The Art of Selling

Difficulty Level: Moderate

Skill Level: Understand the Connections



19. As shown in this 1896 opening day photograph of the Siegel-Cooper Department Store in New York City, why did retailers choose to decorate their stores with such lavish interiors?

- A) to emphasize the importance of the advertising business in shopping
- B) to keep out undesirable customers who could not afford to shop there
- C) to impress customers with their accumulation of wealth
- D) to attract customers by providing them with pleasurable shopping experiences

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.2.2 Shopping as an Experience: The Department Store

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 16.8 Shopping as an Experience

20. Frank W. Woolworth's stores were known as _____.

- A) emporiums
- B) "five and dime" stores
- C) shopping resorts
- D) grand depots

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.2.3 Shopping as an Experience: The Department Store

Difficulty Level: Easy

Skill Level: Remember the Facts

21. How did Montgomery Ward and, later on, Richard W. Sears and Alvah C. Roebuck connect rural Americans with corporate retail?

- A) through mail order catalogues
- B) by establishing chain stores in small American towns
- C) through delivery of retail goods by Wells Fargo wagons
- D) by offering money back guarantees and free delivery

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.2.3 Bringing the Market to the Frontier

Difficulty Level: Easy

Skill Level: Remember the Facts

22. Once corporate retail reached rural areas of the United States, what evidence showed that Americans now shared a common consumer culture?

- A) People spent most of their time off work shopping in department stores.
- B) People throughout the country adopted the same fashions.
- C) People turned away from new contraptions that were being sold.
- D) People relied less on advertising when deciding what retail goods to purchase.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.2.3 Bringing the Market to the Frontier

Difficulty Level: Easy

Skill Level: Remember the Facts

23. After the Civil War, a leading trend in business was the increase in exports of _____.

- A) agricultural products
- B) manufactured goods
- C) raw materials
- D) oil

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.2.4 Selling to the World

Difficulty Level: Easy

Skill Level: Remember the Facts



24. What did this 1890s advertisement by the Singer Sewing Machine Company imply about the economy of the United States during this time period?

- A) American companies like Singer were still national corporations.
- B) Purchases made by American women required their husbands' approval and money.
- C) The United States needed to become an imperial power to obtain raw materials from other regions.
- D) American industry had been globalized.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.2.4 Selling to the World

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 16.9 The Globalization of American Industry

25. How did new technology weaken the independence of most skilled workers?

- A) They lost their jobs to lower-paid unskilled workers who could operate new machines.
- B) They worked longer hours operating the new machinery.
- C) They had to produce more goods in shorter amounts of time.
- D) They were given more work assignments with no increase in pay.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.1 The Impact of New Technology

Difficulty Level: Easy

Skill Level: Remember the Facts



26. What was the major reason why many children, such as these young boys working in a sausage factory, were hired as laborers by industrial employers?
- A) Employers preferred hiring children over minority or female workers.
 - B) Employers could pay children less than one-half the wages of an adult laborer.
 - C) Children could be supervised by a parent or relative while working in the factories.
 - D) Children were able to perform more delicate tasks than what adult workers could do.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.2 Hard Times for Industrial Workers

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 16.10 The Problem of Child Labor

27. What generalization can be made about the \$400–\$500 annual salaries that wage earners made in the United States during the late nineteenth century?

- A) Unskilled workers were guaranteed an affordable minimum wage.
- B) Employers within the same industry offered competitive salaries.
- C) Wages barely covered basic living expenses.
- D) The average American working class family lived a comfortable life.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.2 Hard Times for Industrial Workers

Difficulty Level: Moderate

Skill Level: Understand the Connections

28. The National Labor Union, which was established in 1866 by William Sylvis, was _____.

- A) an early rival of the American Federation of Labor
- B) the first attempt to build a national labor movement
- C) a union for mostly unskilled African American workers
- D) an organization that used violence and intimidation to further its cause

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.3 Exploitation, Intimidation, and Conflict

Difficulty Level: Easy

Skill Level: Remember the Facts

29. What did pro-labor newspaper editor John Swinton imply when he stated that “Capital often triumphs in the conflict with labor...yet capital would be even harsher and more exacting than it is, if it were not for the protest of the strike, and the warning it gives”?

- A) Strikes should be enacted even if union members do not fully support them.
- B) The federal government should set up an agency to arbitrate labor disputes.
- C) Strikes, contrary to popular belief, seldom failed.
- D) Poor working conditions would be much worse without unions and strikes.

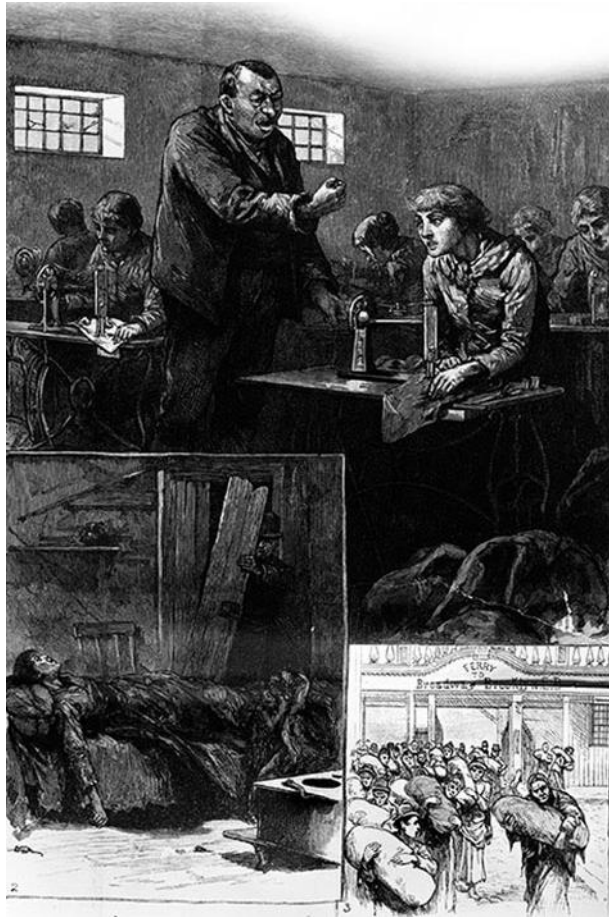
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.3 Exploitation, Intimidation, and Conflict

Difficulty Level: Difficult

Skill Level: Analyze It



30. What is ironic about this drawing, which accompanied the newspaper article *Female Slaves of New York*, in portraying the experiences of female workers?

- A) It portrays female workers with empathy, although women were actually unwelcome in most unions.
- B) It portrays female workers as hardworking, but few women were actually employed in industry.
- C) It portrays female workers as exhausted, but most women actually worked few hours.
- D) It portrays female workers as impoverished, but most working women actually earned good wages.

Answer: A

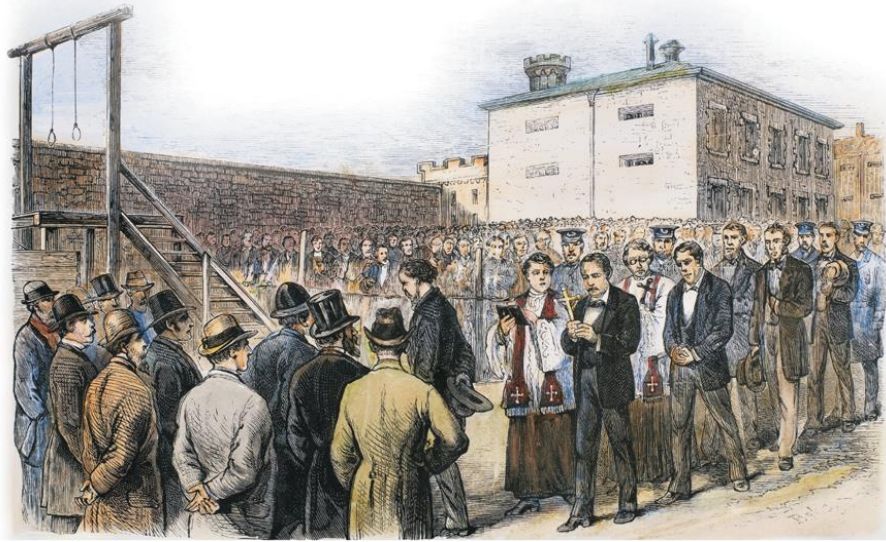
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.3 Exploitation, Intimidation, and Conflict

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 16.11 Exploiting Female Workers



31. The 1877 execution of ten alleged Molly Maguires in Pennsylvania was staged as a carefully planned public spectacle and included a priest in order to emphasize the men's _____.
- A) dignity and Irish Catholicism
 - B) innocence and immigrant backgrounds
 - C) violence and lawlessness
 - D) guilt and sinfulness

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.3 Exploitation, Intimidation, and Conflict

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 16.12 The Pageantry of Execution

32. Why did many of the Irish immigrants in the Workingmen's Benevolent Association (WBA) form the more secretive organization known as the Molly Maguires?
- A) to negotiate independently with the owners of the coal mines where they worked
 - B) to organize strikes which the WBA opposed
 - C) to seek violent retribution against the foremen and managers of the coal mines
 - D) to form a union where Irish immigrants would be welcomed

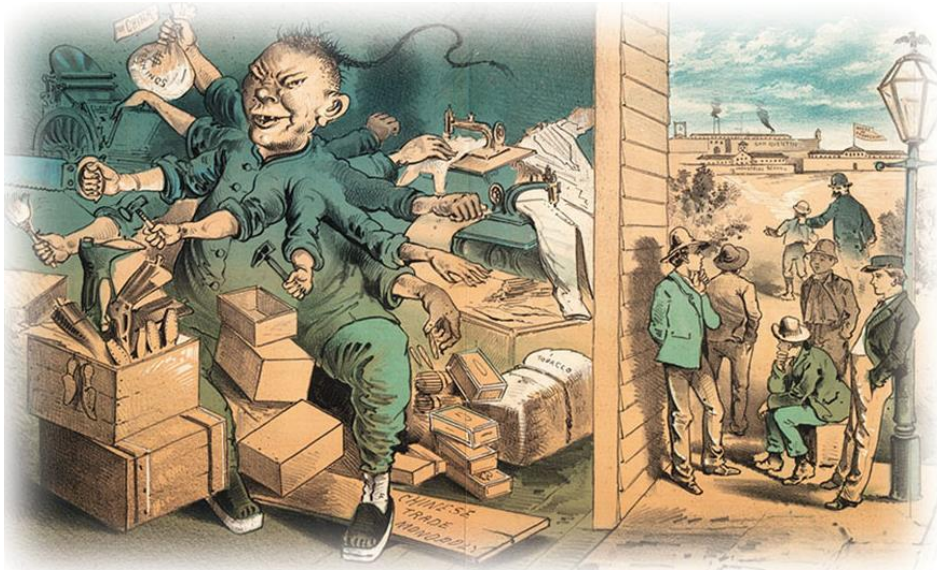
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.3 Exploitation, Intimidation, and Conflict

Difficulty Level: Moderate

Skill Level: Understand the Connections



33. What message did the San Francisco magazine *The Wasp* send to the public through publication of this satirical cartoon?

- A) praise of Chinese workers for possessing multiple jobs skills
- B) blame of Chinese workers for taking jobs from Americans through their long hours of work
- C) criticism of American workers for idleness and laziness at their jobs
- D) condemnation of the Chinese Exclusion Act for its racist beliefs and practices

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.3 Exploitation, Intimidation, and Conflict

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 16.13 Hard Times Fuel Anti-Chinese Racism

34. What did the editor of *Scribner's Monthly* imply when he addressed the 1877 "Great Uprising" of railroad workers by stating that unions "...have been despotic toward their own members, oppressive toward the class in whose interest they pretend to have been established, impertinent and intermeddling...?"

- A) Unions were illegal, foolish, and un-American.
- B) Unions were unsuccessful in organizing because of animosity within their own ranks.
- C) Unions were vital organizations that protected workers from exploitation.
- D) Unions were responsible for the cuts in workers' wages that led to the "Great Uprising."

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.3 Exploitation, Intimidation, and Conflict

Difficulty Level: Difficult

Skill Level: Analyze It



35. This 1880s image from *Puck* magazine portrays labor union officials, such as the man with the top hat, as _____.

- A) dedicated educators who kept their workers regularly informed of their rights
- B) wealthy businessmen who financially supported their workers while they were on strike
- C) tyrants who hurt the interests of workers
- D) benevolent leaders who protected their workers

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.3 Exploitation, Intimidation, and Conflict

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Competing Visions: The Legitimacy of Unions

36. How did employers justify the disparity of paying female workers half or less than half of the wages earned by men?

- A) Women spent more time at home completing “finishing” work than in the workplace.
- B) Women were responsible for more accidents in the workplace than men.
- C) Women lacked the education needed to perform many of the unskilled jobs that men did.
- D) Women merely worked for extra money, while men worked to support their families.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.4 New Roles and Opportunities for Women

Difficulty Level: Easy

Skill Level: Remember the Facts



37. What was the major reason for the increase in female workers over this thirty-year period as shown on this table?

- A) boredom
- B) economic necessity
- C) the decrease in “piece work” taken in at home
- D) a more permissive society where they had opportunities to meet men

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.4 New Roles and Opportunities for Women

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 16.14 Rising Numbers of Women in the Paid Workforce



38. What does this graduation photograph of the Philadelphia School for Nurses, which includes Red Cross founder Clara Barton in the center, imply about the nursing profession in 1900?

- A) Women had become leaders in the workforce.
- B) Nursing had emerged as a respected profession.
- C) Nurses had the right and power to strike against oppressive working conditions.
- D) Nursing was an ethnically diverse career in the United States.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.3.4 New Roles and Opportunities for Women

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 16.15 Women Find Opportunities in Nursing

39. Which of the following best describes Andrew Carnegie's "Gospel of Wealth"?

- A) the belief that industry is a more honorable pursuit than agriculture
- B) the belief that wealth is the cure for all evils
- C) the belief that those who achieve wealth are likely the most morally deserving
- D) the belief that a free market creates opportunities and benefits for all

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.1 Capitalism Championed

Difficulty Level: Easy

Skill Level: Remember the Facts

40. Which theory did *The Christian Advocate* promote when it declared in 1879 “...How wise to let those of weak digestion from gluttony die, and the temperate live. What benevolence to let the lawless perish, and the prudent survive”?

- A) the “Gospel of Wealth”
- B) philanthropy
- C) labor activism
- D) social Darwinism

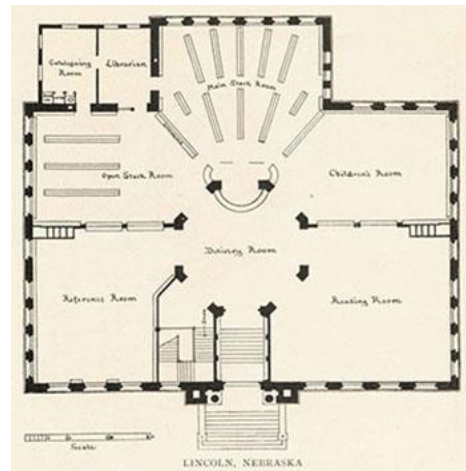
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.1 Capitalism Championed

Difficulty Level: Moderate

Skill Level: Understand the Connections



41. How do this Carnegie library in Lincoln, Nebraska, and its floor plans imitate Andrew Carnegie's values and beliefs?

- A) The well-organized interior stressed the order and efficiency found in Carnegie's factories.
- B) The exterior neoclassical design chosen by the public reflected Carnegie's desire to listen to his workers.
- C) The librarian's desk in the corner symbolized the distance between workers and supervisor.
- D) The plain external design served as a connection to Carnegie's humble beginnings.

Answer: A

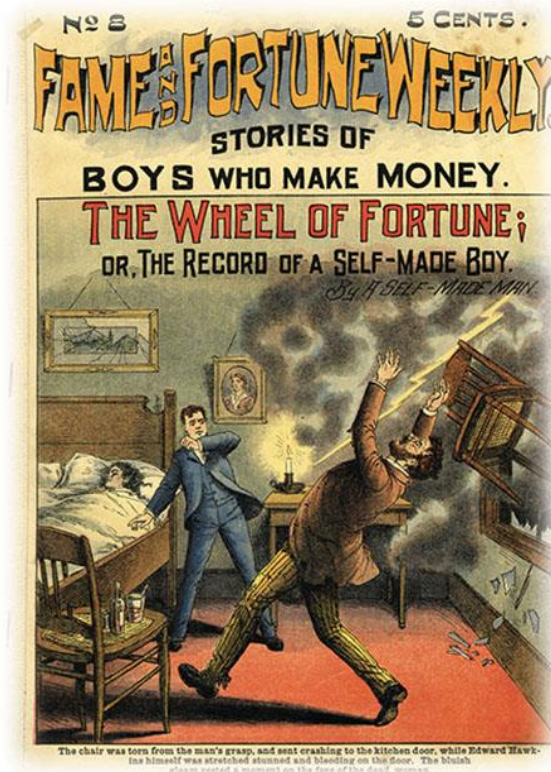
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.1 Capitalism Championed

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 16.16 The Carnegie Library and Floor Plan in Lincoln, Nebraska



42. Books and magazines such as the one shown above focused on economic success stories about the self-made man, which had their origins with _____.

- A) Herbert Spencer
- B) Terence Powderly
- C) Horatio Alger
- D) Andrew Carnegie

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.1 Capitalism Championed

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 16.17 The Promise of Success

43. Henry George's *Progress and Poverty* and Edward Bellamy's *Looking Backward, 2000-1887* were both critical bestsellers with the American middle class of the 1880s because they each provided sharp critiques of industrialization and how it promoted _____.

- A) environmental pollution
- B) economic inequality
- C) laissez-faire economics
- D) harmony between the social classes

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.2 Capitalism Criticized

Difficulty Level: Easy

Skill Level: Remember the Facts



44. What did the creator of *The Hearth-Stone of the Poor* featured in *Harper's Weekly* most likely hope that viewers would notice about the wealthy couple in this illustration?

- A) their stylish clothing
- B) their indifference
- C) their care for their own children
- D) their proud bearing

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.2 Capitalism Criticized

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 16.18 The Growing Gap between the Haves and Have-Nots

45. How was the Knights of Labor different from other nineteenth-century labor organizations?

- A) It employed strikes to further its cause.
- B) It fought for the eight-hour workday.
- C) It called for the government to create bureaus of labor.
- D) It was inclusive in its membership.

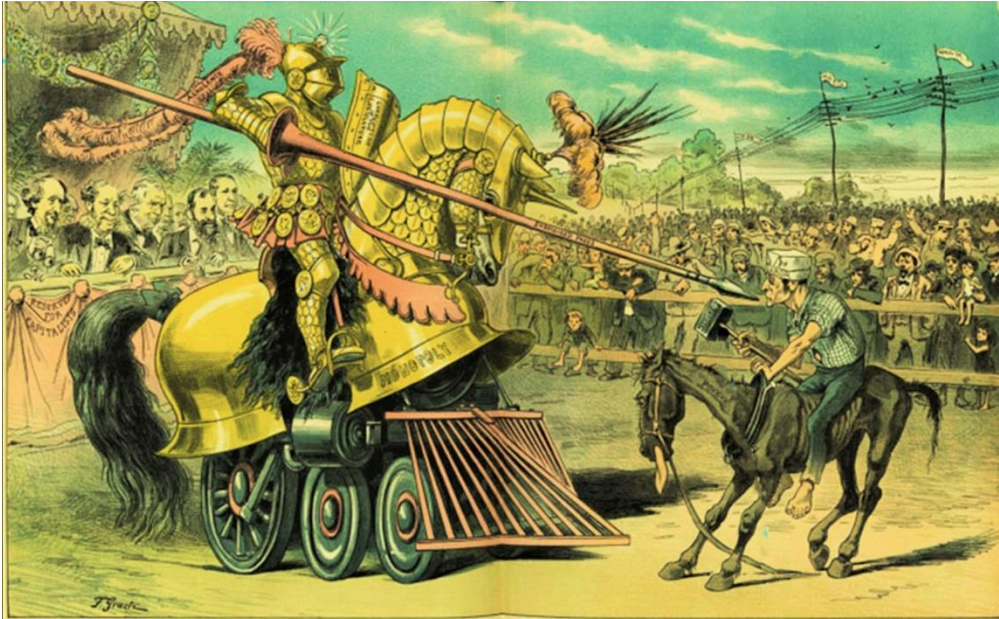
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.3 Power in Numbers: Organized Labor

Difficulty Level: Easy

Skill Level: Remember the Facts



46. According to the cartoon *The Tournament of Today—A Set-to Between Labor and Monopoly* from *Puck* magazine, the only chance of success that a lowly worker had against large corporations was the use of _____, as symbolized by the mallet he is holding.

- A) strikes
- B) boycotts
- C) riots
- D) government regulations

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.3 Power in Numbers: Organized Labor

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Images as History: Why Fear Big Business?

47. When female workers at the Mundell Company in Philadelphia faced wage cuts like the ones that male workers at the company had successfully resisted, the workers opted to _____.
- A) have the women strike while the men stayed on the job
 - B) refuse to strike to protect their jobs
 - C) have both the men and women strike together
 - D) cut off all negotiations with the company

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.4 The Great Upheaval of 1886

Difficulty Level: Easy

Skill Level: Remember the Facts

48. In 1886, the labor movement unified behind the effort to promote _____.
- A) laws to ensure worker safety
 - B) equal pay for male and female workers
 - C) an end to child labor
 - D) the eight-hour day

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.4 The Great Upheaval of 1886

Difficulty Level: Easy

Skill Level: Remember the Facts

49. What is one way that the American Federation of Labor (AFL) differed from the Knights of Labor?
- A) The AFL excluded unskilled workers and African Americans from its membership.
 - B) The AFL disapproved of strikes.
 - C) The AFL had close ties with the Socialist Party.
 - D) The AFL advocated cooperation with industry.

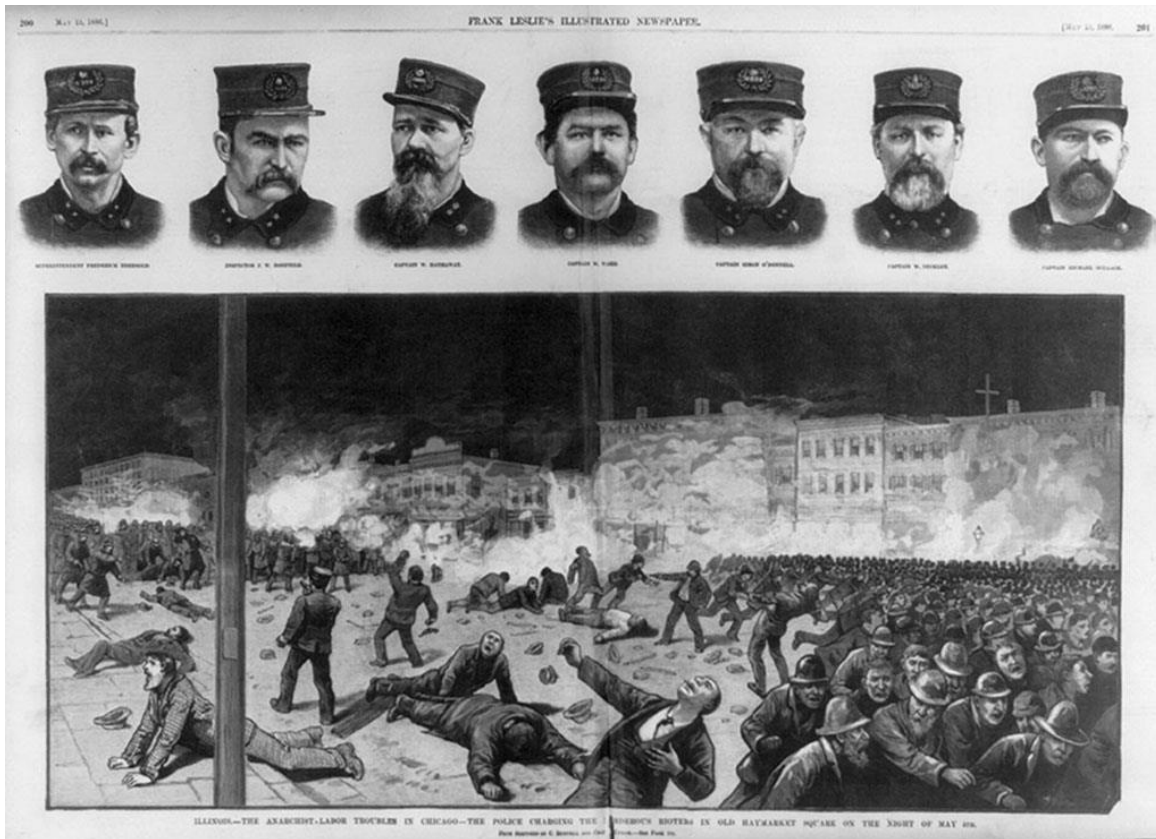
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.4 The Great Upheaval of 1886

Difficulty Level: Moderate

Skill Level: Understand the Connections



50. How did this image, which was featured in publications such as *Frank Leslie's Illustrated Newspaper* shortly after the Chicago Haymarket Riot of May 4, 1886, affect public opinion?
- A) The public in general was more sensitive and sympathetic to workers in labor unions.
 - B) Many in the American public were now vehemently opposed to organized labor.
 - C) Workers across the nation ran for political office and were elected in great numbers.
 - D) Socialists and radicals became popular figures in American society.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4.4 The Great Upheaval of 1886

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 16.20 The Haymarket Incident, 1886

Essay

51. Describe how the United States became a heavily industrialized nation in the second half of the nineteenth century. What factors led to this rapid change? What strengths did the United States possess in terms of resources, culture, technology, and public policy that facilitated industrialization after 1865? What industries and commodities were affected?

The ideal answer should include:

1. The United States, when compared to most of Western Europe, was a relative latecomer to the Industrial Revolution. Between 1860 and 1900, the gross national product rose 171 percent, and the United States surpassed all other industrialized nations by 1900 to become the world's most formidable industrial power.
2. Several factors led to this growth, including possessing the raw materials needed for industrial growth. Vast deposits of coal provided an inexhaustible supply of inexpensive fuel to operate steam locomotives and factory machinery. Other resources included oil, iron, lead, copper, silver, gold, wood, and cotton.
3. Cheap labor was another factor that led to rapid industrialization and came from two sources, immigrant labor and Americans moving from rural to urban areas. One in five American workers was foreign born, boosted by the record numbers of immigrants coming to the United States in the late nineteenth century. Millions of American-born workers moved from rural settings to urban manufacturing centers to find jobs. Women and children also provided another source of cheap labor.
4. New technology also impacted industrialization. Inventors flooded the U.S. Patent Office with record numbers of applications, including Jan Matzeliger, whose lasting machine replaced skilled laborers in the shoe industry with unskilled workers. Other inventors who received patents included Thomas Edison, Alexander Graham Bell, Isaac Singer, and George Eastman and revolutionized the economy with inventions such as the incandescent light, phonograph, telephone, sewing machine, and Kodak camera.
5. Government policy also boosted American industrialization. The federal government and states extended substantial support to railroads that totaled almost 180 million acres of land grants and \$500 million in loans and tax breaks. High federal tariffs raised the price of imported goods and helped domestic manufacturers promote American industrialization.
6. The government also believed in inaction to facilitate industrialization. Business leaders and conservatives adhered to a laissez-faire policy, which argued that the government should impose no restraints on business, including better conditions for workers. The government also ignored cutthroat business policies practiced by entrepreneurs like Andrew Carnegie in the steel industry and John D. Rockefeller in the oil industry that often drove rival businesses and their employees out of work.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1.1 Sources of the Industrial Revolution

Difficulty Level: Easy

Skill Level: Remember the Facts

52. Define vertical integration and horizontal integration, and provide a specific example of each business practice from the nineteenth century. How did these practices benefit large corporations?

The ideal answer should include:

1. Vertical integration was pioneered by Andrew Carnegie in the steel industry and involved one company's control of all the main phases of production, from acquiring raw materials to retailing the finished product. Carnegie bought mines, smelting operations, railroads, and ships in order to provide a steady supply of cheap coal, iron, and other essential materials that steel production depended on. As a result of vertical integration and cutthroat business practices that drove competitors out of business, Carnegie Steel had annual profits of \$40 million by 1900 and was the largest corporation in the world, employing over 20,000 workers. The U.S. steel industry also produced 10.4 million tons of steel at this time.
2. Horizontal integration was an industrial model where one company bought many companies producing the same product to eliminate competition and achieve greater efficiency. This model was widely used by industrial magnates, including John D. Rockefeller, who initially implemented this when establishing Standard Oil. Rockefeller focused almost exclusively on buying or building oil refineries before switching to the vertical integration model under which he purchased oil fields, railroad cars and warehouses, pipelines, and barrel factories. By 1879 Standard Oil controlled 90 percent of the nation's oil-refining capacity.
3. Rockefeller also established two new methods of corporate management that had their origins in vertical integration. Trusts were legally binding arrangements that brought many companies in the same industry under the direction of a single board of "trustees." To join a trust, a company had to turn over a majority of its stock to the board in return for trust certificates that guaranteed a share of the profits. Standard Oil, for example, consisted of 40 companies under the direction of a nine-member board of trustees selected by Rockefeller. Rockefeller's innovation of the holding company replaced the trust in the 1890s as the preferred big business model. The holding company was a huge corporation that bought and ran other corporations by purchasing their stock and offered protection from the Sherman Anti-Trust Act because these enormous corporations exercised near monopoly control of the market. By 1900, one percent of corporations controlled 33 percent of the nation's manufacturing output as corporate mergers took place at an astonishing pace.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.1 The Emergence of Big Business

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. How was advertising transformed after 1865? How did it affect the Industrial Revolution?

The ideal answer should include:

1. Advertising became more complex and sophisticated after the Civil War. Instead of relying on a few bold headlines in a newspaper or magazine, advertisers had to develop eye-catching, convincing, and memorable advertisements. Many advertising agencies also employed psychologists and other experts to develop advertising campaigns that appealed to both consumers' fears and their desires. They experimented with new styles and sizes of type, developed catchy slogans, and enlisted celebrities or "experts" to vouch for their products. Once developments in print technology made it possible and affordable, advertisers also focused increasingly on images to sell their products. Spending on advertising jumped from \$50 million in 1867 to more than \$500 million by 1900.
2. One result of advertising was the emergence of the department store, where giant stores offered a huge selection of goods for sale that were usually organized into different "departments." This also led to an increase in jobs for sales clerks and fixed prices that eliminated uncomfortable negotiations. New policies such as money back guarantees and free delivery also appealed to customers, who were now more commonly known as "shoppers."
3. In order to bring rural customers into the mass market, innovators such as Montgomery Ward, Richard W. Sears, and Alvah C. Roebuck began to produce mail order catalogues to reach these customers. Established department stores soon followed this practice.
4. Advertising also helped the United States become a global economy. American businesses began to invest heavily in foreign markets, and companies such as the Singer Sewing Machine Co. began to feature advertisements that featured global themes and the pursuit of humanitarian policies to achieve capitalist goals.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.2 Creating a Mass Market

Difficulty Level: Easy

Skill Level: Remember the Facts

54. In what ways did labor conditions change for the working class in the second half of the nineteenth century? How did conditions improve? How did they worsen?

The ideal answer should include:

1. New industrial technology greatly increased manufacturing output. New machines produced more goods in less time and required mostly low-skilled labor to operate. As a result, many industries that once depended on skilled laborers, like shoe production, as well as the garment and textile industries, replaced skilled workers with unskilled workers who could easily be fired and were paid lower wages.
2. Low wages and long hours were a major complaint from workers. Workers usually toiled for 12 hours a day, six days a week, for wages that barely covered living expenses. By the end of the nineteenth century, the average salary for industrial workers was \$400 to \$500 a year, but most people needed a minimum of \$600 to \$800 to survive. Working-class families had to make up the difference by sending their children to work, taking in

boarders, and bringing in “home finishing” work that was performed by women and children.

3. In addition, the industrial economy was extremely unstable during the late nineteenth century. Severe depressions and recessions interrupted periods of prosperity and economic growth and brought widespread business failure and high unemployment that lasted for years. Those who did keep their jobs often had their wages slashed or hours increased by employers in order to remain solvent or to take advantage of rising job competition.
4. Workers also had to deal with the monotony of industrial work. Many workers had to perform the same task repeatedly, which demoralized many workers. Many saw that they were becoming “part of the machinery.”
5. Monotony also contributed to accidents in the workplace. Many mind-numbed workers made mistakes or fell asleep, which led to dangerous accidents and death in some cases. Most injuries, however, were the result of owners’ negligence since no laws were in place to increase safety in the workplace.
6. Child labor also rose sharply during the late nineteenth century. Children were needed to contribute to the family economy, but they went to work in factories or mines that were under the impersonal supervision of a manager instead of a parent or relative. The number of children under the age of 16 who were in the labor force skyrocketed from 700,000 to 1.7 million between 1870 and 1900 and were frequently exposed to unhealthy or dangerous conditions.
7. Female workers were particularly vulnerable to abuse from managers or foremen. They were often overworked and exposed to unhealthy working conditions. By 1900, over 20 percent of American women worked outside the home. Those in factory work usually received half the wages that men earned because employers thought they were merely working for extra money. However, the emergence of modern corporations required more secretaries, clerks, and stenographers, which created new opportunities for educated, native-born white women. Many jobs that fell into the domain of the nurturing role, such as nursing and teaching, became female-dominated professions by 1900. Most women, however, were still required to leave the paid workforce after marriage although many African American women remained employed outside the home because of economic necessity.
8. Workers did benefit from unions during the late nineteenth century although they were difficult to organize and were often perceived negatively by the public. The first national labor movement was attempted by William Sylvis in 1866 when he established the National Labor Union, which sought to unite skilled workers in support of the eight-hour day and a federal department of labor. Pennsylvania miners formed the Workingmen’s Benevolent Association in response to the abusive policies of coal mine bosses. However, with the emergence of the Molly Maguires, which was organized by Irish immigrants within the WBA, laborers turned to clandestine violence and murder against their employers. This led to a negative reaction from the public.
9. Most employers saw unions as a threat to their profits and freedom to run their businesses and hired spies to expose labor organizers so they could fire them and put them on blacklists that prevented their hiring by other employers. In addition, the courts usually sided with management in employment disputes, and unions did not have the resources to sustain workers while they were on strike.

10. Unions also had to deal with the animosity within the ranks of labor that hindered their ability to organize. There was conflict between skilled and unskilled laborers as well as between those who had different philosophies related to capitalism and socialism. Additionally, divisions existed due to ethnic, racial, and religious diversity in the workforce, especially with Chinese, Irish, and African American workers, who were also perceived as threats to the jobs of native-born white Americans.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

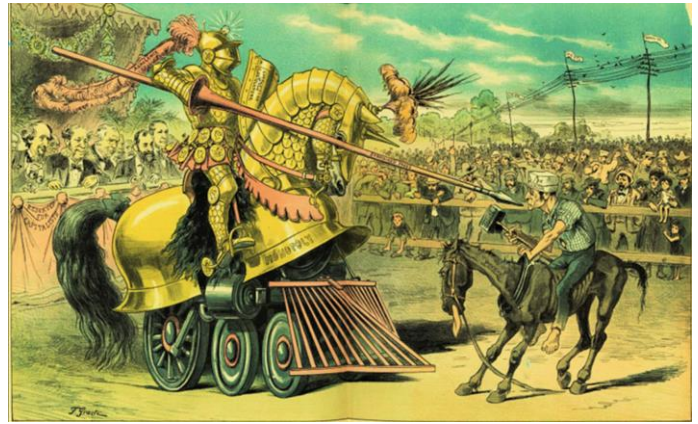
Topic: 16.3 The World of Work Transformed

Difficulty Level: Moderate

Skill Level: Understand the Connections



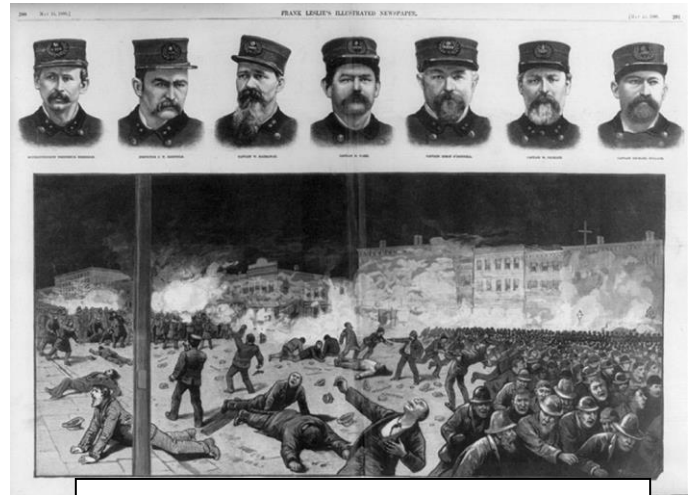
Labor Day Celebration by Workers in New York City, 1882



The Tournament of Today-A Set-to Between Labor and Monopoly, Puck magazine, 1883



The New Slavery, Puck magazine, 1880s



The Haymarket Incident, Frank Leslie's Illustrated Newspaper, 1886

55. How did the press promote both sympathetic and unsympathetic impressions of labor unions during the late nineteenth century? Specifically address how each of these images influenced public opinion on labor unions and the resulting impact on these unions and labor activism.

The ideal answer should include:

1. The press, depending on the sympathies and viewpoints of the publisher, promoted both positive and negative views of labor organization during the late nineteenth century. Some editors were sympathetic to workers due to their harsh working conditions and low wages, but other editors saw union organization as un-American, illegal, and foolish.
2. The image of the Labor Day celebration in New York City resulted from the efforts of the Knights of Labor to promote equality among skilled and unskilled workers. This union worried about the “pauperization and hopeless degradation of the toiling masses,” as stated in its constitution. Laborers established the Labor Day holiday in 1882 and took care to present themselves as orderly and dignified figures who were marching in almost military fashion to gain the respect of the public. They also carried signs voicing their

grievances to remind spectators of key American principles embraced by the Knights of Labor. In 1894, President Grover Cleveland signed a law establishing Labor Day as a holiday for all federal workers.

3. *The Tournament of Today* was featured in *Puck* magazine in the 1880s. Subscribers to this magazine were overwhelmingly middle and upper class, and its editor wanted to make them aware of the rising fear of big business in the Gilded Age, which was no longer confined to low-wage factory workers. Instead, it was widely shared by a large cross-section of the American public. The lowly worker in this cartoon is armed only with a mallet, which symbolizes the strike, the only weapon he has against big business. Citizens now began to question whether the United States could endure as a republic if workers were reduced to desperate poverty while a few wealthy families reveled in luxury.
4. Magazines like *Puck* also tended to change their viewpoints over time, depending on the nation's economic situation or who was in control of the magazine. *The New Slavery* cartoon, unlike *The Tournament of Today*, presents a harsher view of labor unions. Labor union officials are depicted as tyrants who hurt the interests of the workers. Instead of viewing labor unions as vital organizations responsible for protecting workers from exploitation, many Americans questioned the legitimacy of these unions and dismissed labor activism as illegal and ill informed.
5. Labor unions received very negative publicity after the Haymarket Square incident, which occurred in Chicago in 1886. This image from *Frank Leslie's Illustrated News* perhaps did more to destroy any positive images of unions than any other previous image. The press used phrases such as "murderous rioters" in news stories about strikes and showed images that made the strikers appear to be vicious and always at fault. When a bomb exploded in Haymarket Square and rioting killed seven policemen, this incident became known as the Haymarket Riot by the press. The placement of the seven dead policemen above the scene of "murderous rioters" sparked a nationwide backlash against organized labor.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period that contributed to the rise of the United States as an industrial power.

Topic: 16.4 Conflicting Visions of Industrial Capitalism

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 16.19 Establishing Labor Day, Images as History: Why Fear Big Business?,

Competing Visions: The Legitimacy of Unions, 16.20 The Haymarket Incident, 1886

CHAPTER SEVENTEEN
BECOMING A MODERN SOCIETY: AMERICA IN THE GILDED AGE, 1877–1900

Multiple Choice



1. How did the Brooklyn Bridge, which symbolized the new urban and industrial era of the late 1800s, also mark the transition from an earlier era?
- A) The bridge linked the largest and third-largest cities in the United States, symbolizing the connections between the East and the West.
 - B) Emily Warren Roebling's role as onsite supervisor reflected the independent woman, a role valued in earlier times.
 - C) The bridge itself was made of steel, an ancient construction material.
 - D) The towers were built with stone and were formed into gothic archways, a medieval design.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

	1880–1889	%	1890–1899	%	1900–1909	%	1910–1919	%
Austria-Hungary	314,787	6.0	534,059	14.5	2,001,376	24.4	1,154,727	18.2
German Empire	1,445,181	27.5	579,072	15.7	328,722	4.0	174,227	2.7
Greece	1,807	.1	12,732	.3	145,402	1.8	198,108	3.1
Ireland	764,061	12.8	405,710	11.0	344,940	4.2	166,445	2.6
Italy	276,660	5.1	603,761	16.3	1,930,475	23.5	1,229,916	19.4
Russia	182,698	3.5	450,101	12.7	1,501,301	18.3	1,106,998	17.4
Scandinavia	761,783	12.7	390,729	10.5	488,208	5.9	238,275	3.8
United Kingdom	810,900	15.5	328,579	8.9	469,578	5.7	371,878	5.8
Totals	5,248,568		3,694,295		8,202,388		6,347,380	

2. After 1880, immigrants from which of the following regions began to dominate the numbers of those coming to the United States?

- A) Southern and Eastern Europe
- B) the British Isles
- C) the Caribbean and Latin America
- D) Scandinavia

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1.1 To the Cities

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 17.1 Immigration to the United States, 1880–1920

3. The Great Migration that took place between 1890 and 1970 involved _____.

- A) immigrants coming from Southern and Eastern Europe
- B) African Americans moving from the South to the North
- C) rural farmers moving to the cities
- D) immigrants coming from Latin America and the Caribbean

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1.1 To the Cities

Difficulty Level: Easy

Skill Level: Remember the Facts



4. This World War I memorial honoring 17 Italian and 3 Irish soldiers at the Church of the Transfiguration in New York City, which originally was part of “Little Ireland” on the Lower East Side, captures the process of _____.

- A) nativism
- B) ethnic enclaves
- C) ethnic succession
- D) assimilation

Answer: C

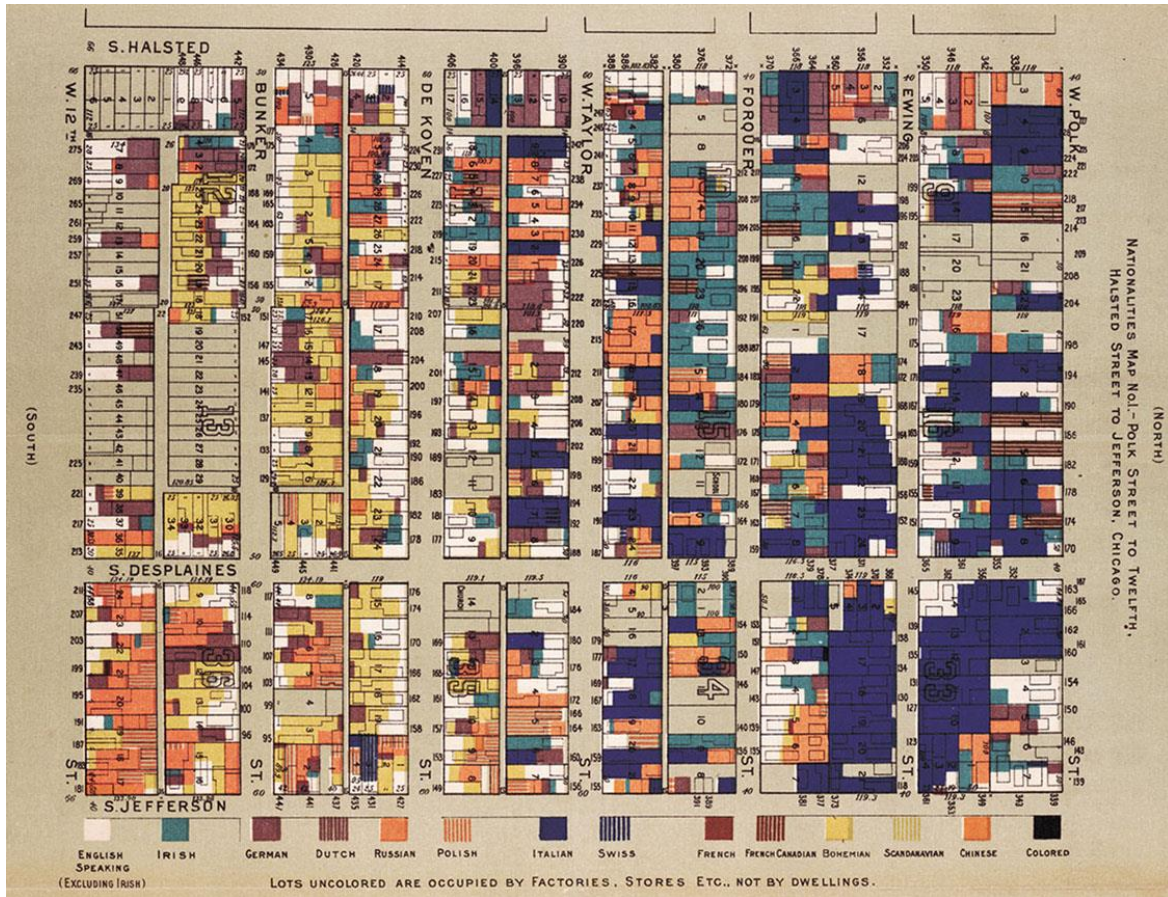
Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1.2 Emergence of Ethnic Enclaves

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 17.2 Evidence of Ethnic Succession



5. This map of the neighborhood around Chicago's Hull House reflects that _____.
- A) Hull House was in a predominately white American neighborhood
 - B) this neighborhood was an ethnic enclave with a wide diversity of immigrants
 - C) African Americans from the South were migrating to Chicago in large numbers
 - D) the structures in this neighborhood were exclusively factories or stores

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1.2 Emergence of Ethnic Enclaves

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 17.3 Mapping the Diversity of Ethnic Chicago

6. Most of the urban poor lived in multiple-family structures known as _____.
- A) cottages
 - B) enclaves
 - C) settlement homes
 - D) tenements

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1.3 The Troubled City

Difficulty Level: Easy

Skill Level: Remember the Facts

7. How did the overall growth of urban population lead to higher crime rates in cities?
- A) Larger populations fostered greater anonymity that promoted crime.
 - B) Most immigrants who came to the United States after the 1880s were banished criminals.
 - C) High rents led to evictions, which made committing crimes easier.
 - D) People moving to suburbs rather than the inner city were more prone to commit crimes.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1.3 The Troubled City

Difficulty Level: Moderate

Skill Level: Understand the Connections

8. This photograph of a working-class neighborhood in New York contradicts which common notion about poverty?
- A) that the poor lived isolated from other classes
 - B) that the neighborhoods of the poor were neglected
 - C) that it was solely caused by the moral failings of the poor
 - D) that those who had few skills were often poor

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1.3 The Troubled City

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 17.4 Mired in Muck

9. When a civic reformer described New York's Tammany Hall as bearing "the same relation to the penitentiary as the Sunday school does to church," he was mostly alluding to its _____.
- A) nativist policies against immigrants
 - B) social services to the urban poor
 - C) political corruption and unethical ways of getting money
 - D) condemnation of the upper class

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1.4 The Political Machine—"Boss Rule"

Difficulty Level: Moderate

Skill Level: Understand the Connections

10. Most political machines in the late nineteenth century were associated with the _____.
- A) Nativist Party
 - B) Republican Party
 - C) People's Party
 - D) Democratic Party

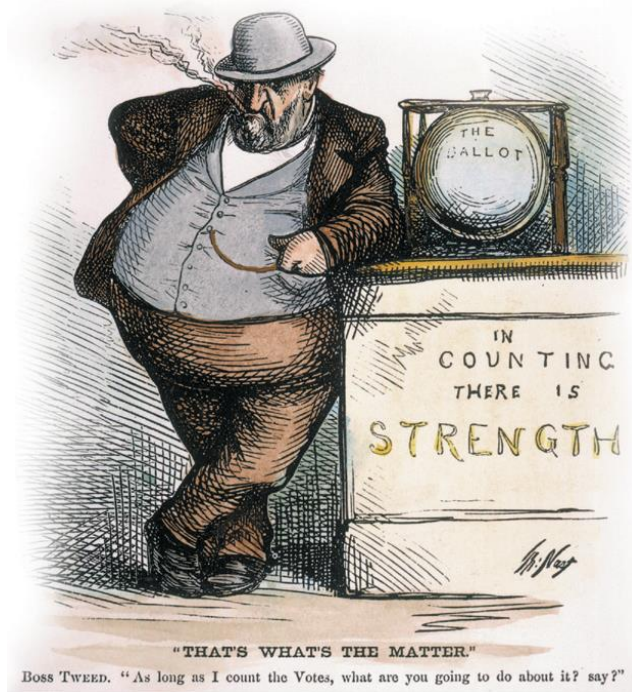
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1.4 The Political Machine—"Boss Rule"

Difficulty Level: Easy

Skill Level: Remember the Facts



11. Why was the ballot box next to Boss William Tweed of Tammany Hall depicted as a glass ball?

- A) Political machines intimidated voters by letting them know they were watching to see who they supported.
- B) Political machines wanted to assure the public that the political and humanitarian work they did was transparent so that everyone knew what was going on.
- C) Political machines wanted to make the public aware that civic participation was more important than political corruption.
- D) Political machines wanted to let the press know that they ran fair elections.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1.4 The Political Machine—"Boss Rule"

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 17.5 Winning By Any Means



12. How was this 1899 image reflective of the nativist attitudes that many Americans had at this time?

- A) The gateway contains welcoming messages for immigrants.
- B) Uncle Sam is greeting the immigrant with scorn and disdain.
- C) The immigrant carries habits and ideas that were valued by Americans.
- D) The immigrant represents the foreigners willing to assimilate into American society.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2.1 The Nativist Impulse

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 17.6 Fear of Foreigners on the Rise

13. Josiah Strong's comments that "The city has become a serious menace to our civilization...It has a peculiar attraction for the immigrant...here roughs, gamblers, thieves, robbers, lawless and desperate men of all sorts, congregate..." reflect nativist comments found in which of the following writings?

- A) *How the Other Half Lives: Studies among the Tenements of New York*
- B) the 1892 Platform of the People's Party
- C) *Our Country: Its Possible Future and Present Crisis*
- D) the text to "The Cross of Gold" speech

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2.1 The Nativist Impulse

Difficulty Level: Moderate

Skill Level: Understand the Connections

14. The American Protective Association (APA) was established in 1887 as a response to the supposed dangers brought to the United States by _____ immigrants.

- A) Jewish
- B) Northern European
- C) Chinese
- D) Catholic

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2.1 The Nativist Impulse

Difficulty Level: Easy

Skill Level: Remember the Facts

15. The primary goal of the Immigration Restriction League made up of Harvard graduates was to promote passage of a bill requiring immigrants to _____.

- A) pass a literacy test
- B) learn the Pledge of Allegiance
- C) pay an entrance fee when coming to the United States
- D) receive a series of inoculations against contagious diseases

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2.1 The Nativist Impulse

Difficulty Level: Easy

Skill Level: Remember the Facts



16. What was the primary purpose for requiring all students in American schools to recite the Pledge of Allegiance beginning in the 1890s?

- A) It honored Columbus on the 400th anniversary of his arrival to the New World.
- B) It Americanized the immigrant masses who were coming to the United States at this time.
- C) It was part of a campaign to boost public education enrollment.
- D) It advanced religious values by making students realize this was “one nation, under God.”

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2.2 A Different View: Urban Reforms

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 17.7 Promoting Loyalty and Patriotism

17. What was the major impact of improved water quality, waste removal, and street cleaning in urban centers during the late 1800s?

- A) the creation of urban parks to offer wholesomeness and recreational spaces for city dwellers
- B) the assurance of better safety measures to protect urbanites from rising crime rates
- C) the alleviation of contagious diseases among the urban poor
- D) the promotion of greater entrepreneurship for street vendors in ethnic enclaves

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2.2 A Different View: Urban Reforms

Difficulty Level: Easy

Skill Level: Remember the Facts

18. How did Jacob Riis's *How the Other Half Lives* differ from other contemporary writings and traditional perspectives on urban poverty?

- A) It portrayed the poor as happy with their circumstances.
- B) It portrayed the poor as solely responsible for their fate.
- C) It portrayed the poor as victims who dealt with factors beyond their control.
- D) It portrayed the poor as corrupt and influenced by political machines.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2.3 Capturing a New View of Poverty

Difficulty Level: Moderate

Skill Level: Understand the Connections



19. What was photographer Jacob Riis's intent in juxtaposing his photograph "In the Home of an Italian Ragpicker, Jersey Street" with Sandro Botticelli's Renaissance painting *Madonna and Child*?

- A) He wanted to associate 1890s Italian immigrants with the values of the Italian Renaissance.
- B) He wanted to focus on the Catholic beliefs of Italian immigrants.
- C) He wanted to show that immigrants had the same maternal instincts as others.
- D) He wanted to connect the plight of immigrants to religious imagery in order to gain sympathy for them.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2.3 Capturing a New View of Poverty

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Seeing the Poor

20. Located in Chicago, what was the most well-known settlement house in the United States?

- A) Hull House
- B) Denison House
- C) Henry Street Settlement
- D) Toynbee Hall

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2.4 Living among the Poor: Settlement Houses

Difficulty Level: Easy

Skill Level: Remember the Facts

21. How did social reformers Jane Addams and Ellen Gates Starr differ from earlier socially conscious elite women in the United States?

- A) They raised money for the poor.
- B) They lobbied state legislatures for laws against child labor.
- C) They chose to live among the poor in settlement houses.
- D) They initiated the move to expand public education for immigrant children.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2.4 Living among the Poor: Settlement Houses

Difficulty Level: Moderate

Skill Level: Understand the Connections

22. The City Beautiful Movement was comprised of _____.

- A) reformers working to ameliorate the lives of the urban poor
- B) architects and urban planners hoping to improve urban life through design
- C) state and federal leaders trying to put an end to urban corruption
- D) activists fighting to improve cleanliness and sanitation in working-class neighborhoods

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2.5 The White City

Difficulty Level: Easy

Skill Level: Remember the Facts



23. How did the 1893 Chicago World's Exposition, which was known as the White City, reflect a paradox that was typical of urban growth in the late nineteenth century?

- A) The Beaux-Arts style of architecture contradicted the homage paid to the ancient world.
- B) Urban planning transformed a swamp by Lake Michigan into a state-of-the-art site.
- C) The grand vision of urban planning never fully caught on with other large cities.
- D) This ornate location was occupied by displaced urban squatters during the Panic of 1893.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topics: 17.2.5 The White City and 17.4.3 Industrial Conflict and Depression

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 17.8 The White City

24. What was the real estate columnist in the *Chicago Tribune* advocating for in 1888 when he stated "Since water hems in the business center on three sides and the nexus of railroads on the south, Chicago must grow upward"?

- A) settlement houses
- B) skyscrapers
- C) tenements
- D) the White City

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.1 The New Urban Landscape

Difficulty Level: Easy

Skill Level: Remember the Facts



25. According to this 1874 cover of a Chicago real estate publication, what made the growth of suburbs near this metropolis possible?
- A) established tracks for trains and trolleys
 - B) access to the city from Lake Michigan
 - C) a subway system
 - D) paved roads leading out of the city

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.1 The New Urban Landscape

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 17.9 Spreading Outward

26. What was the greatest cause of the new middle-class values, tastes, and social patterns that emerged during the late nineteenth century?

- A) the City Beautiful Movement
- B) reform movements to assist the urban poor
- C) the creation of middle-class suburbs with like-minded people
- D) the nativist movement

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.1 The New Urban Landscape

Difficulty Level: Easy

Skill Level: Remember the Facts

27. What two factors in the late nineteenth century led directly to middle-class women having new, more public roles in American society?

- A) bicycling and more liberating styles of clothing
- B) greater roles in business and politics
- C) lower birth rates and the right to vote
- D) a rise in education and increased involvement in charitable and reformist clubs

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.2 New Roles and Expectations for Women

Difficulty Level: Easy

Skill Level: Remember the Facts

28. Who launched a national campaign against lynching in the 1890s that drew many African American women and men into public activism for civil rights?

- A) Susan B. Anthony
- B) Ida B. Wells
- C) Jane Addams
- D) Alva Vanderbilt

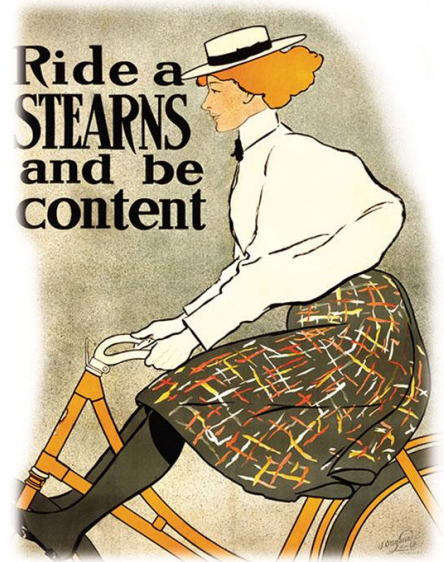
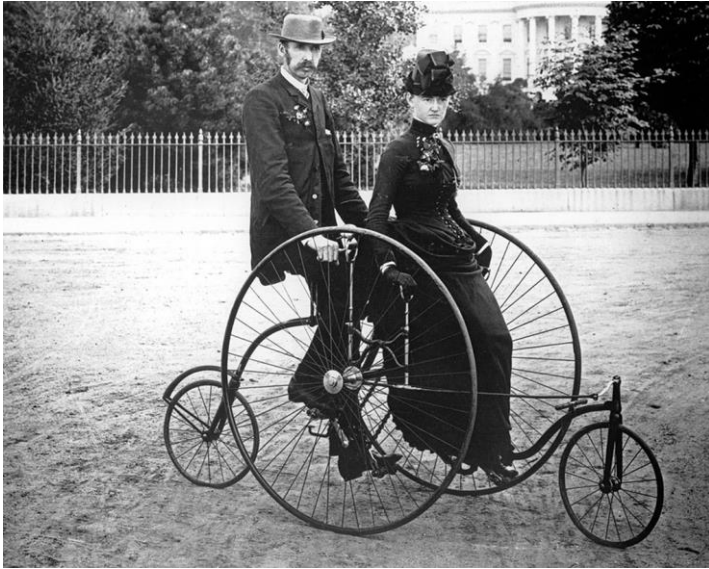
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.2 New Roles and Expectations for Women

Difficulty Level: Easy

Skill Level: Remember the Facts



29. When combined together, what message do the 1886 photograph of the husband and wife cycling and the 1896 Stearns Bicycle Company advertisement poster imply about the status of middle-class American women during this ten-year period?

- A) Even in leisure activities, American women still played subservient roles to their husbands.
- B) Leisure activities like bicycling still required women to dress conservatively.
- C) The bicycling enthusiasm of the 1890s led to growing independence for young women.
- D) Bicycling was considered to be an unladylike activity.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.2 New Roles and Expectations for Women

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 17.10 The Traditional Woman and 17.11 The New Woman

30. The “New Woman” of the 1890s best characterized middle-class American women who _____.

- A) married young
- B) had over six children
- C) wore conservative Victorian outfits
- D) were college-educated

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.2 New Roles and Expectations for Women

Difficulty Level: Easy

Skill Level: Remember the Facts

31. What did Susan B. Anthony mean when she said “I stand and rejoice every time I see a woman ride by on a wheel”?

- A) Bicycling gave women more freedom and self-reliance than before.
- B) Driving automobiles gave women greater opportunities for self-improvement.
- C) Mechanized farming gave women economic opportunities they did not have before.
- D) Roller skating was a popular and liberating fad for women in the 1890s.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.2 New Roles and Expectations for Women

Difficulty Level: Moderate

Skill Level: Understand the Connections

32. What was one positive result of the eight-hour day that labor demanded from employers?

- A) a conversion to the “free silver” standard
- B) greater acceptance of unions
- C) increased leisure time for workers
- D) greater wage increases for women in low-skilled jobs

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.3 New Forms of Leisure and Popular Culture

Difficulty Level: Easy

Skill Level: Remember the Facts

33. What form of entertainment, characterized by low admission fees and a democratic approach, was geared for the masses in the late nineteenth century?

- A) vaudeville
- B) European operas
- C) musical comedies
- D) Old World theater productions

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.3 New Forms of Leisure and Popular Culture

Difficulty Level: Easy

Skill Level: Remember the Facts



34. Why did cigarette companies in the 1880s decide to start issuing baseball cards featuring high-paid celebrities like Mike “King” Kelly to endorse their products?
- A) Kelly’s scandalous off-field behavior including his alcoholism made him a public favorite.
 - B) Kelly’s athleticism and refined bearing made him the ideal man to legitimize tobacco use.
 - C) Kelly thought this type of advertisement would launch his baseball career.
 - D) Kelly’s portrayal on baseball cards would offset ministers’ anger for playing on Sundays.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.3 New Forms of Leisure and Popular Culture

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 17.12 Selling Celebrity

35. The word *gild* in the term *Gilded Age* accurately describes the late nineteenth century in the United States because _____.
- A) the majority of Americans benefited from the unprecedented growth in prosperity
 - B) it was characterized by the rise of large and remarkably beautiful cities
 - C) it was marked by the technological innovations achieved at all levels of society
 - D) its dazzling accomplishments were like a thin veneer when compared with its many social problems

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topics: Introduction and 17.3.4 Lifestyles of the Rich and Famous

Difficulty Level: Moderate

Skill Level: Understand the Connections



36. The ostentatious costumes worn by guests, such as the one in the picture above, to Mrs. Alva Vanderbilt's 1883 extravagant ball reveals what sociologist Thorstein Veblen referred to as

- _____.
- A) "gilded wealth"
 - B) the gold standard
 - C) "conspicuous consumption"
 - D) the "New Woman"

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.4 Lifestyles of the Rich and Famous

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 17.13 Imagining an American Aristocracy

Year	Candidate	Party	Popular Vote	Electoral Vote
1876	Rutherford B. Hayes*	Republican	4,036,298 (48%)	185
	Samuel J. Tilden	Democrat	4,300,590 (51%)	184
1880	James Garfield	Republican	4,454,416 (48.5%)	214
	Winfield S. Hancock	Democrat	4,444,952 (48.1%)	155
1884	Grover Cleveland	Democrat	4,874,986 (48.5%)	219
	James G. Blaine	Republican	4,851,334 (48.2%)	182
1888	Benjamin Harrison*	Republican	5,439,853 (47.9%)	233
	Grover Cleveland	Democrat	5,540,309 (48.6%)	168
1892	Grover Cleveland	Democrat	5,556,918 (46%)	277
	Benjamin Harrison	Republican	5,176,108 (43%)	145
	James B. Weaver	People's	1,041,028 (9%)	22
Winner in bold * = winner despite losing popular vote				

37. What conclusion can be made about the presidential elections during the Gilded Age?
- A) The People's Party took over 25 percent of the popular vote in the 1892 election.
 - B) The electorate was evenly divided between Democrats and Republicans.
 - C) Every candidate who won the popular vote also won the electoral vote.
 - D) Incumbent presidents who ran for a second consecutive term were reelected to office.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.1 Out of Touch Politics

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 17.14 Deadlocked Presidential Politics in the Gilded Age



38. As illustrated in the 1889 cartoon *The Rising of the Usurpers and the Sinking of the Liberties of the People*, why did Thomas Nast believe that trusts were a threat to democracy and equality?
- A) Pro-business legislators did little to slow the growth of big business.
 - B) Labor unions were weakened because strikes were seen as restraints of trade.
 - C) Corporate powers demanded long hours and dangerous work from industrial workers.
 - D) Wealthy executives used trusts to monopolize the necessities of life.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.1 Out of Touch Politics

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 17.15 Liberty Suffocated by Big Business

39. Why did proponents of “soft money” advocate issuance of paper “greenbacks” and expanded coinage of silver?

- A) “Soft money” in circulation promoted inflation that would raise farm prices and reduce debt.
- B) “Soft money” would lower interest rates.
- C) Silver was more plentiful and valuable than gold.
- D) “Soft money” would lead to huge subsidies paid by consumers to business.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.1 Out of Touch Politics

Difficulty Level: Moderate

Skill Level: Understand the Connections

40. The Pendleton Act of 1883 _____.

- A) defined the political affiliations required of civil servants
- B) opened government jobs to those who passed an exam
- C) reserved a set of government jobs to campaign contributors
- D) established the precedence for the Sherman Anti-Trust Act

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.1 Out of Touch Politics

Difficulty Level: Easy

Skill Level: Remember the Facts

41. The National Alliance was formed from a coalition of _____.

- A) women’s suffrage activists
- B) labor unions
- C) progressive Democrats and Republicans
- D) farmers’ organizations

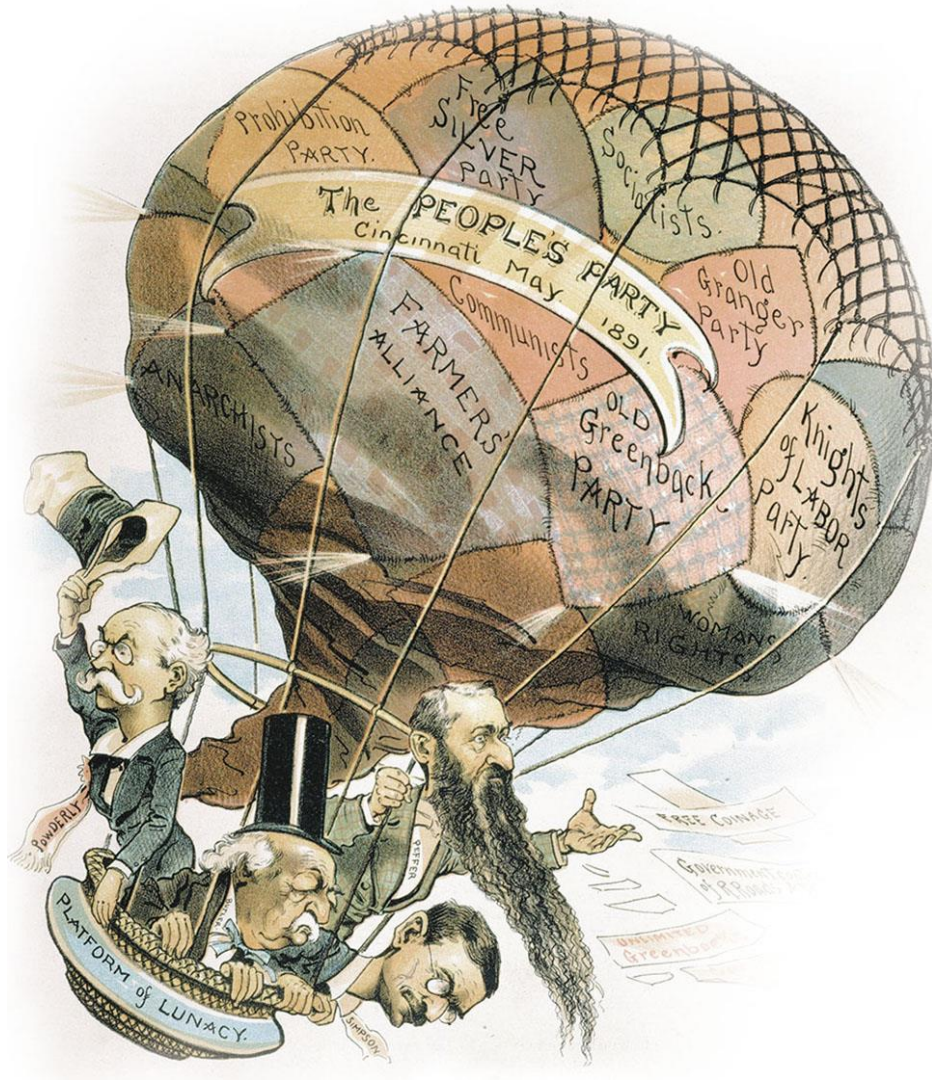
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.2 The People’s Party

Difficulty Level: Easy

Skill Level: Remember the Facts



42. The cartoon “A Party of Patches” that appeared in the pro-Republican magazine *Judge* in 1891 was intended to _____.
- A) support the Populist platform that called for an eight-hour day and free coinage of silver
 - B) recognize important labor leaders of the People’s Party like Terrence Powderly
 - C) discredit the People’s Party as a combination of strange and ideological movements
 - D) commemorate the first Populist Party convention in Cincinnati

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.2 The People’s Party

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 17.16 Discrediting the Populists

43. What did the 1892 Platform of the People's Party reference when it mentioned that "a hireling army, unrecognized by our laws, is established to shoot [urban workmen] down"?
- A) the shooting of Homestead strikers by armed members of the Pinkerton Detective Agency
 - B) the killing of 13 workers by federal troops during the Pullman strike
 - C) the arrest of Coxey's Army for "disturbing the peace" in Washington, D.C.
 - D) the use of police forces to break up strikers during the Haymarket Riot

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.2 The People's Party

Difficulty Level: Difficult

Skill Level: Analyze It

44. What attitude toward the company town was expressed by the Pullman worker who said, "We are born in a Pullman house, fed from the Pullman shop, taught in the Pullman school, catechized in the Pullman church, and when we die we shall be buried in the Pullman cemetery and go to the Pullman Hell"?
- A) bewilderment
 - B) celebration
 - C) gratitude
 - D) resentment

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.3 Industrial Conflict and Depression

Difficulty Level: Difficult

Skill Level: Analyze It

45. As the leader of the American Railway Union, Eugene Debs led _____.
- A) a march of unemployed men to Washington, D.C.
 - B) a strike against the Pullman Palace Car Company
 - C) the movement to create the People's Party
 - D) widespread protests against the gold standard

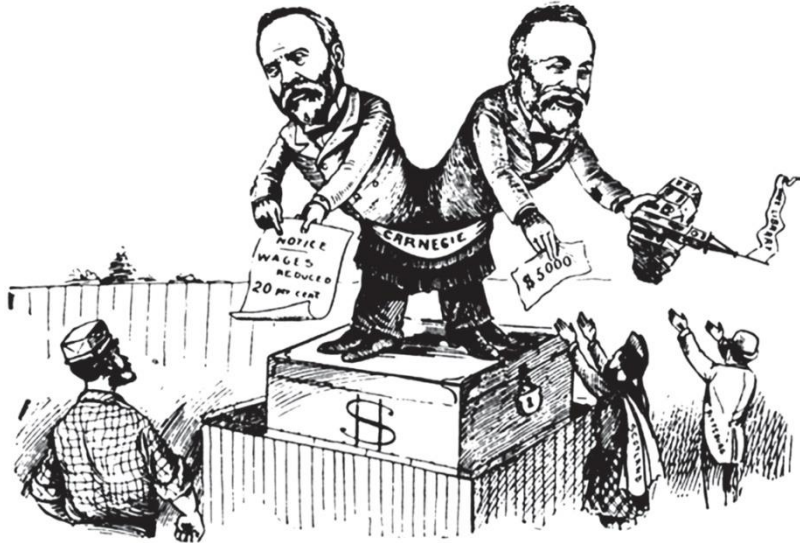
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.3 Industrial Conflict and Depression

Difficulty Level: Easy

Skill Level: Remember the Facts



46. This cartoon published in the Utica, New York, *Globe* the week after the Homestead strike broke out at Andrew Carnegie's steel mills in the summer of 1892 depicted Carnegie as a(n)

- A) hypocrite who cut his workers' wages in order to fund philanthropic projects
- B) entrepreneur who was willing to negotiate with union leaders for better workers' rights
- C) follower of "The Gospel of Wealth" who stated the rich should do good deeds with their money
- D) proponent of new technology that included labor-saving machinery

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.3 Industrial Conflict and Depression

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 17.17 Carnegie's Reputation Takes a Hit



47. Who are the group of people on the right of this image and what type of emotion do they seem to be expressing as federal troops sent by President Cleveland escort the first meat train out of the Chicago stockyards at the end of the Pullman strike?

- A) They are passengers who are angry that their train has been delayed due to the strike.
- B) They are meat-packing and railroad entrepreneurs showing their gratitude to the troops.
- C) They are strikers demonstrating blame and hostility toward the troops for breaking the strike.
- D) They are strikebreakers thanking the troops and railroad executives for their new jobs.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.3 Industrial Conflict and Depression

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Choices and Consequences: The Pullman Strike



48. Why did Coxey's Army choose to pose as they did for this photograph in 1894 as they marched to Washington, D.C., to advocate for a public works project?

- A) They wanted the public to know they were members of the middle class calling for reform.
- B) They wanted to emphasize their patriotism and not appear to be violent radicals.
- C) They wanted to intimidate law officials who threatened them with arrest and violence.
- D) They wanted people to recognize them for their military service during the Civil War.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.3 Industrial Conflict and Depression

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 17.18 Coxey's Army Emphasizes Its Patriotism



49. What message from William Jennings Bryan, the presidential candidate for both the Democrats and the Populist Party, did this campaign poster from the election of 1896 send to farmers and industrial workers?

- A) He promised universal suffrage to all low-skilled and uneducated workers and farmers.
- B) He advocated for railroad reform offering cheaper shipping rates and higher working wages.
- C) He sought to improve race relations between whites and African Americans.
- D) He wanted currency reform through the free coinage of silver rather than gold.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.4 The Election of 1896 and Political Realignment

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 17.20 For Silver and the People

50. With the 1896 presidential election, the Republicans became the party representing

- A) economic and international power
- B) populism
- C) Southern interests
- D) government reform

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.4 The Election of 1896 and Political Realignment

Difficulty Level: Moderate

Skill Level: Understand the Connections

Essay

51. How did trends in immigration change during the Gilded Age? For what reasons did immigrants come to the United States during this time? What were their lives like once they arrived here?

The ideal answer should include:

1. Before 1880, most immigrants came from the British Isles, Germany, and Scandinavia. After this time period, this changed as the greatest number of immigrants came from Southern and Eastern Europe, including Russia, Italy, Greece, and Austria-Hungary. There was also a significant increase in the number of immigrants coming from Latin America, the Caribbean, and Asia after 1880. Between 1860 and 1920, the United States accepted 28 million newcomers.
2. Immigrants came to the United States for various reasons, many of which are still issues at the present. Some immigrants chose to leave their homes to escape poverty, warfare, political and religious persecution, and natural disasters. Most immigrants were drawn to the United States by the promise of economic opportunity and upward mobility. The greatest majority of immigrants headed to the cities, where they could find jobs in industry, construction, service, and entrepreneurship. Cities that were already racially diverse saw their diversity reach unprecedented levels. New York, for example, had nearly 80 percent of its 4.8 million population comprised of immigrants and their American-born children by 1910.
3. Immigrants who settled in cities created their own ethnic enclaves, usually in older neighborhoods that had been occupied by earlier immigrant groups before the Civil War. By 1890, New York's Little Germany, Little Ireland, and Little Africa became by 1890 Little Italy, Chinatown, and the Jewish East Side in what is known as the process of ethnic succession. These enclaves were formed because immigrants faced hostility and discrimination from Americans and other immigrant groups, but these enclaves also allowed immigrants to recognize that grouping together enhanced their chances of success in the United States. Many of these enclaves were also comprised of smaller units composed of people from a particular region or village in the home country. In other cases, such as the area around Chicago's Hull House, immigrants shared their neighborhoods with

people of diverse origins.

4. One of the most striking features of immigrant neighborhoods in large urban areas was the emergence of densely packed “slums.” Most of these newcomers worked for low wages as day laborers and factory operatives. Multiple families lived in tenements that were four to six stories in height and consisted of just two or three dimly lit and poorly ventilated rooms. Despite the dreadful conditions of the tenements, rents were high, and workers who could not afford to pay their rent or fell behind faced eviction from their homes.
5. Tenement districts suffered from high rates of disease, usually because drinking water became contaminated by bacteria from primitive sewage systems. Lack of street cleaning to collect horse manure also promoted disease, and vendors sold all manners of food and goods on the adjacent sidewalks. High child mortality rates were typical in immigrant neighborhoods.
6. Immigrant neighborhoods were also areas of high crime. Although some crime, like prostitution, was driven by poverty and despair, high crime rates took place in immigrant communities since a disproportionately high population of immigrants were single young men, an age cohort with higher-than-average crime rates. Overall, urban growth, diversity, and mobility also promoted anonymity, which made it easier to commit crimes.
7. Many immigrants received social services and financial support from political machines like Tammany Hall in New York City. In exchange for the machines denouncing nativism and other anti-immigrant legislature, as well as providing cash handouts and legal assistance, immigrants were expected to support these machines with their votes.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1 The Rise of the City

Difficulty Level: Easy

Skill Level: Remember the Facts

52. What is a political machine? What were the reasons for the rise of these organizations in large urban areas during the Gilded Age? How did the public react to political machines?

The ideal answer should include:

1. Political machines emerged during the Gilded Age and were an unsettling feature of urban life. They were usually associated with the Democratic Party and mobilized large blocs of working-class and immigrant voters while developing favorable relationships with real estate and business interests. Perhaps the best-known political machine of the Gilded Age was Tammany Hall, which was led by boss William Tweed and controlled the entire metropolis of New York by the 1860s. By the end of the nineteenth century, several machines extended their power to the state level.
2. Several trends coincided with the rise of political machines in American cities. The spread of universal white male suffrage meant that political success depended less on a candidate’s family name or wealth rather than his ability to whip up enthusiasm and get out the vote. Rapid urban growth also produced unprecedented opportunities for politicians and their machines to reward supporters with construction contracts and jobs such as police officers and inspectors. Machines also garnered support from immigrants by denouncing nativism and stymieing anti-immigration legislation. The growing numbers of the urban poor also provided a needed constituency for which the machine

provided jobs but also a range of services and favors, including cash handouts and legal assistance.

3. Recipients of machine largesse were expected to vote for its candidates. Machines often used various policies to intimidate voters and engage in election fraud, often manipulating the vote count for their party. The emergence of these machines horrified many wealthy and native-born Americans, who found rule by the foreign-born to be threatening and the corrupt style of bosses offensive. The most bitter criticism by opponents was reserved for the policy of no-questions-asked charity.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.1.4 The Political Machine—“Boss Rule”

Difficulty Level: Easy

Skill Level: Remember the Facts

53. What led to the reemergence of nativism during the Gilded Age? How did nativist groups attempt to restrict immigration beginning in the late nineteenth century? Compare and contrast their solutions to urban ills with those offered by other groups at this time.

The ideal answer should include:

1. The revival of nativism during the late nineteenth century targeted the new wave of immigrants coming from Southern and Eastern Europe. Newcomers were seen as bearers of unwanted habits and ideas, such as poverty, disease, anarchy, superstition, intemperance, and desecration of the Sabbath. Nativists grew angry at what they considered lax immigration laws, and as slums grew and strikes became more violent, they called for sharper restrictions on immigration.
2. Josiah Strong in *Our Country: Its Possible Future and Present Crisis* warned against the menace of immigration. In 1882, Congress passed the Chinese Exclusion Act, which barred Chinese immigration. The American Protective Association was launched to focus on the dangers posed by Catholic immigrants. Immigration depots like Ellis Island were established by congressional oversight to weed out and reject immigrants with incurable diseases, records of criminal activity, and other issues seen as “deficiencies.” Several Harvard graduates founded the Immigration Restriction League to lobby for a literacy test for all would-be immigrants, which eventually became law in 1917 despite President Wilson’s veto.
3. Other groups developed a range of policies and institutions to solve or minimize problems associated with immigrants that were very different from nativist approaches. Most cities established paid professional police departments to deal with crime and invested in new fire-fighting technology as well as adopting tougher building codes to address the dangers associated with urban life. Cities also established boards of health to deal with outbreaks of contagious diseases and took steps to improve water quality and waste removal. Urban reformers through the City Beautiful Movement developed public parks to offer wholesome and healthy recreational spaces for the urban poor. Reformers also expanded public education and introduced the Pledge of Allegiance in an effort to Americanize immigrant children.
4. Other reformers developed new ways of thinking about poverty and its causes, especially among the immigrant poor. Photojournalist Jacob Riis argued that factors beyond their

control made people poor. He sparked public awareness by taking pictures of immigrant slum life in the 1880s, culminating with the book *How the Other Half Lives: Studies among the Tenements of New York*. Female reformers like Jane Addams and Ellen Gates Starr established settlement houses like Hull House in Chicago to help the urban poor with a wide range of social and educational services. Unlike earlier female reformers, Addams and Gates actually chose to live among the poor to get to know them and understand their needs.

5. Much of the optimism articulated by reformers like Riis and Addams was expressed through the establishment of the City Beautiful Movement, in particular the White City, the site of the 1893 Chicago World's Exposition. Featuring new advances in technology and a variety of other exhibits, the White City was best known for its architecture and urban planning, which featured waterways and ornate buildings. Daniel Burnham and his team wanted to showcase the potential glory of the modern city, but this vision never fully caught on.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.2 A Search for Solutions

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. How did the roles and expectations for middle-class women change in the Gilded Age? What social and economic developments made this possible? What traditional views of women were still maintained at this time? Describe what Americans meant by the "New Woman" of the 1890s and how this advanced greater freedom for women in the United States.

The ideal answer should include:

1. During the Gilded Age, middle-class women had more free time with the onset of lower birth rates and the trend for hiring domestic help to perform household duties. At the same time, there were still dominant notions about gender that emphasized women's need to stay at home and create a nurturing environment instead of venturing into the outside world of business and politics that were controlled by men.
2. Two trends in the late nineteenth century led directly to new, more public roles for middle-class American women. A rise in education, especially at the college level, allowed women to leave the domestic sphere, at least temporarily, to interact with other young women and encounter emerging ideas about women's rights. In addition, women became more involved in clubs dedicated to charity and social reform, such as the General Federation of Women's Clubs and the Women's Christian Temperance Union. Activism in these clubs allowed women to build leadership skills and learn from a larger network of activist, reform-minded women.
3. During the Gilded Age, women joined the women's suffrage movement to obtain voting rights. The National American Woman Suffrage Association (NAWSA) helped secure voting rights in several Western states during this time, and eventually, all American women secured the right to vote with the ratification of the 19th Amendment in 1920.
4. By the 1890s, the term "New Woman" was used to describe middle-class women who pursued higher education, engaged in political activism, delayed marriage, and bore fewer children. They developed new trends in clothing and hairstyles that were

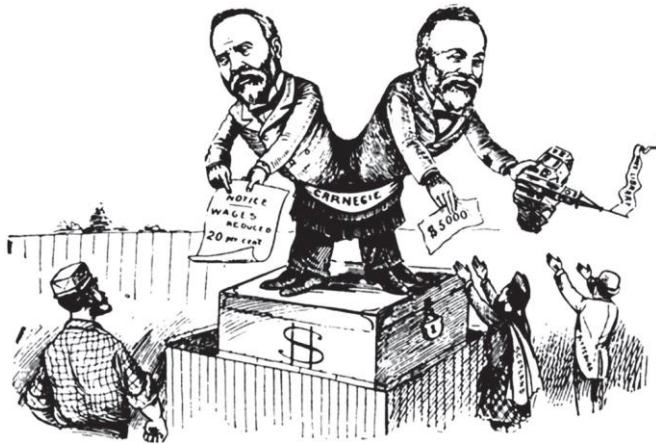
reminiscent of Charles Dana Gibson's portrayal of the so-called Gibson Girl, who was portrayed as tall and beautiful with a tightly, cinched waist and hair piled high on her head. During this time, the "New Woman" also took to the fad of riding bicycles, which reflected greater independence and activism for younger American women despite the fact that conservative citizens condemned this craze as unnatural and immoral because it permitted young women the freedom to pedal off unchaperoned.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.3.2 New Roles and Expectations for Women

Difficulty Level: Moderate

Skill Level: Understand the Connections



55. Compare and contrast the Homestead strike with the Pullman strike. How did these images associated with each of these events redefine the image of big business, particularly that of such men as Andrew Carnegie and George Pullman? How did the federal government respond to these events?

The ideal answer should include:

1. Both the 1892 Homestead and 1894 Pullman strikes were the result of worker wage cuts implemented by the owners of each business, Andrew Carnegie of the Homestead Steel Works and George Pullman of the Pullman Palace Car Company, although their motives for these cuts were different. Carnegie decided to rid his company of the Amalgamated Association of Iron and Steel Workers by introducing labor-saving machinery and cutting wages. To protect his public persona as a benevolent philanthropist, Carnegie went on vacation to Scotland and left his partner Henry Clay Frick to implement these changes. Frick closed the mills, which led to the Homestead strike. Members of the People's Party hoped the anger and suffering of this strike would prompt workers to reject the mainstream political parties and join their movement.
2. Pullman, on the other hand, was forced to lay off hundreds of workers and cut wages by 30 percent after the depression of 1893 hit the rail industry hard. However, Pullman refused to

- lower rents, which were deducted from workers' paychecks, which led to the strike.
3. Both Carnegie and Pullman prided themselves on being model capitalists who earned vast fortunes but still managed to provide decent living conditions for their workers. Pullman established the company town of Pullman, Illinois, outside of Chicago for his employees, who rented homes and patronized stores owned by the company. Carnegie saw himself as a great philanthropist influenced by the "Gospel of Wealth" and funded libraries bearing his name in different communities in the United States and Europe. The image on the left, however, showed that his critics regarded him as a two-faced hypocrite who funded his philanthropic largesse by burdening his workers with wage cuts, as he did in Homestead.
 3. Both strikes were characterized by extreme violence that led to the deaths of workers. At Homestead, Frick hired armed professional strikebreakers of the Pinkerton Detective Agency, which led to the death of six workers and five Pinkertons. The national press initially sympathized with the workers, but this tide turned when anarchist Alexander Berkman almost shot Frick to death. Eventually, state officials arrested 33 members of the union's leadership and charged them with treason against the state of Pennsylvania. Before the end of 1892, nearly all the jobs at Homestead were filled by replacement workers, and the union ended the strike.
 4. The violence at Pullman resulted after Eugene Debs, the leader of the American Railway Union, announced a nationwide railroad strike as an act of solidarity. When Illinois Governor John Peter Altgeld refused to send in the state militia in order to avoid violence, railroad magnates asked President Cleveland to send federal troops. Cleveland decided to do so although he feared the public would condemn him if violence ensued. He authorized Attorney General Richard Olney to obtain a court injunction declaring the ARU boycott of Pullman cars a "conspiracy in the restraint of trade" that unlawfully blocked the U.S. mail. When the union defied the injunction, Cleveland ordered the army to end the boycott and get the trains moving again. As illustrated in the image on the right, federal troops escorted the first meat train out of Chicago despite protests from strikers. President Cleveland's decision led to violence after workers destroyed railroad property, and federal troops killed 13 strikers. The boycott collapsed and along with it, the ARU. Although the strike was a defeat for workers, public opinion turned against Pullman for refusing to negotiate with his workers. A government investigation argued that labor unions and government regulation were needed to curb corporate power although the Supreme Court upheld the use of injunctions to end strikes in the case of *In re Debs*.

Learning Outcome: Demonstrate knowledge of key events, people, institutions, and chronology of this period.

Topic: 17.4.3 Industrial Conflict and Depression

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 17.17 Carnegie's Reputation Takes a Hit and Choices and Consequences: The Pullman Strike

CHAPTER EIGHTEEN
CREATING A DEMOCRATIC PARADISE: THE PROGRESSIVE ERA, 1895–1915

Multiple Choice



1. What Progressive message did artist and eyewitness Victor Gatto convey in his painting *Triangle Fire: March 25, 1911*?
- A) Big business was sympathetic to the plights of the urban worker.
 - B) The government did not have the power to protect workers.
 - C) First responders had effective systems in place when dealing with emergencies.
 - D) Early twentieth-century legislation gave women greater opportunities in the labor force.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

2. As a result of the Triangle Shirtwaist Factory Fire, _____.
- A) women across all classes fought for city safety regulations
 - B) working-class men insisted that their wives and daughters should not work
 - C) industrialists built safer buildings and instituted less exploitative practices
 - D) firefighters and police officers were recognized as heroes

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.1.1 The Angst of the Middle Class

Difficulty Level: Moderate

Skill Level: Understand the Connections

3. Progressive reforms during the early twentieth century were led mostly by members of the _____.
- A) working class
 - B) Socialist Party
 - C) upper class and business elite
 - D) middle class

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.1.1 The Angst of the Middle Class

Difficulty Level: Easy

Skill Level: Remember the Facts

4. How did Progressives react to oil tycoon John D. Rockefeller's statement that "failures which a man makes in his life are due almost to some defect in his personality, some weakness of body, mind, or character, will, or temperament"?
- A) They believed the rich had rejected the values that prevented individualism from turning into selfishness.
 - B) They worried that the growing divide between the "haves" and "have-nots" put them in a precarious position.
 - C) They were concerned that a classless paradise without private property would lead to the loss of their homes and small businesses.
 - D) They wanted to find a way to end both industrial exploitation and the steady stream of strikes that disrupted their daily lives.

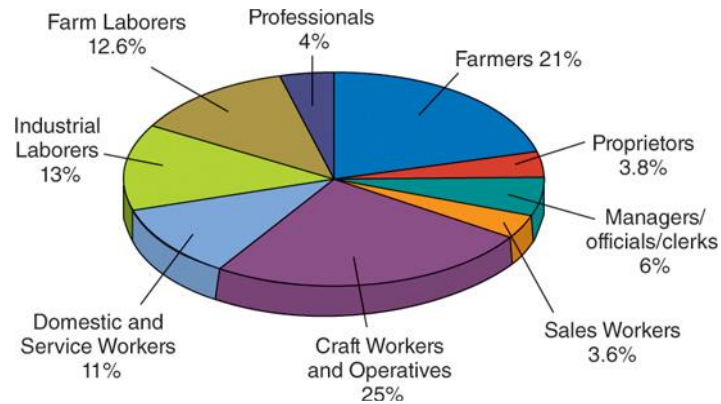
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.1.1 The Angst of the Middle Class

Difficulty Level: Moderate

Skill Level: Understand the Connections



5. What was the likely relationship between Progressive values and the occupations of most Americans, as seen in the pie chart?

- A) The middle-class values of Progressives may not have reflected those of a largely working-class America.
- B) The mainstream values of Progressives may not have reflected those of a largely immigrant population.
- C) The elitist values of Progressives may not have reflected those of the large portion of Americans who had to work for a living.
- D) The idealistic values of Progressives may not have reflected those of workers striving to make more money.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.1.1 The Angst of the Middle Class

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 18.1 Occupational Distribution, 1900

6. What does the term *Progressivism* best describe?

- A) a criticism that the poor were in that condition because of their selfish pursuit of pleasure
- B) a radical political ideal that private property should be eliminated
- C) a shared philosophical approach to solve issues that threatened middle-class values
- D) a belief in individualism that made each man responsible for his wealth or poverty

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.1.2 The Progressive Vision

Difficulty Level: Moderate

Skill Level: Understand the Connections



7. What was the immediate Progressive reaction to this 1912 photograph depicting a stand-off between the state militia and striking textile workers in Lawrence, Massachusetts?
- A) They developed greater sympathy for working-class immigrants.
 - B) They were fearful that the strike would turn violent.
 - C) They wanted to find a legal way to curb the power of big business.
 - D) They sought ways to give labor unions more power over their employers.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.1.1 The Angst of the Middle Class

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 18.2 Troops and Striking Workers Face Off, Lawrence, Massachusetts, 1912

8. What did Progressives mean when they referred to “municipal housekeeping”?
- A) Women had earned the right to vote.
 - B) Women were responsible for promoting Christian charity to help the poor.
 - C) Women were placed in charge of promoting legislation to ban alcohol and vice.
 - D) Women could not adequately protect their children without government assistance.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.1.2 The Progressive Vision

Difficulty Level: Easy

Skill Level: Remember the Facts

9. Proponents of the Social Gospel like Protestant minister Josiah Strong believed that _____.

- A) they had a duty to proselytize and spread their religion
- B) the working poor were to blame for their predicament
- C) people of different religious faiths should live in harmony
- D) Christians had a responsibility to address social problems

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.1.2 The Progressive Vision

Difficulty Level: Easy

Skill Level: Remember the Facts

10. When a female trade-union activist stated that “children need pure milk and good food, good schools and playgrounds, sanitary homes and safe streets,” she was implying that this could only happen if _____.

- A) the middle class supported Christian charities
- B) alcohol and vice were illegalized and eliminated
- C) women received the right to vote
- D) the settlement house movement received greater financial support

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.1.2 The Progressive Vision

Difficulty Level: Moderate

Skill Level: Understand the Connections

11. What made President Theodore Roosevelt’s position on the 1902 coal strike in Pennsylvania unique from previous presidential policies regarding labor interests?

- A) He stood up publicly to big business and helped negotiate better conditions for laborers.
- B) His order of sending in federal troops to break up a strike was the first time this was done by a president.
- C) He broke up the trust that coal mine owners had set up to protect workers’ interests.
- D) He filed a lawsuit in federal court against the mine owners.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.1 Roosevelt’s Trust-Busting

Difficulty Level: Moderate

Skill Level: Understand the Connections



12. What did the illustrator of this cartoon imply by depicting Standard Oil as an octopus grabbing many different people and objects?
- A) Standard Oil's practice of vertical integration was an efficient way of eliminating competition.
 - B) Standard Oil was trying to gain the same control of the presidency as it had done with Congress and the courts.
 - C) John D. Rockefeller was a benevolent entrepreneur whose philanthropy helped the nation.
 - D) Standard Oil was planning to invest in off-shore drilling.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.1 Roosevelt's Trust-Busting

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 18.3 Standard Oil's Tentacles

13. What did journalist Ida Tarbell reveal in her exposé of Standard Oil?
- A) illicit deals between John D. Rockefeller and railroad companies
 - B) the economic benefits of trusts, such as stabilized prices
 - C) John D. Rockefeller's attempt to broker a backroom deal with the president
 - D) the failure of the government's trustbusting efforts against the company

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.1 Roosevelt's Trust-Busting

Difficulty Level: Easy

Skill Level: Remember the Facts

14. What trust controlled by J.P. Morgan did Theodore Roosevelt break up in 1904 for threatening public interests through consolidation??

- A) Singer Sewing Machine
- B) U.S. Steel
- C) Standard Oil
- D) Northern Securities

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.1 Roosevelt's Trust-Busting

Difficulty Level: Easy

Skill Level: Remember the Facts

15. How did Theodore Roosevelt and his successor William Howard Taft differ in their dealings with trusts?

- A) Roosevelt believed all trusts were "bad," while Taft believed that only some of them needed to be controlled.
- B) Roosevelt took the side of laborers, while Taft sided with industrial employers.
- C) Roosevelt believed in "good" and "bad" trusts, while Taft believed all trusts needed to be broken up.
- D) Roosevelt used federal troops to support trusts' interests during strikes, while Taft sent in troops to support workers' interests.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.2 Taft and Wilson: Competing Progressive Interests

Difficulty Level: Moderate

Skill Level: Understand the Connections

16. President Wilson offset the lost revenues resulting from his cut to the tariff by relying on _____.

- A) monies brought in by direct taxation on the states
- B) private donations from the wealthy
- C) a large tax on the wealthiest companies
- D) revenue created by the first federal income tax

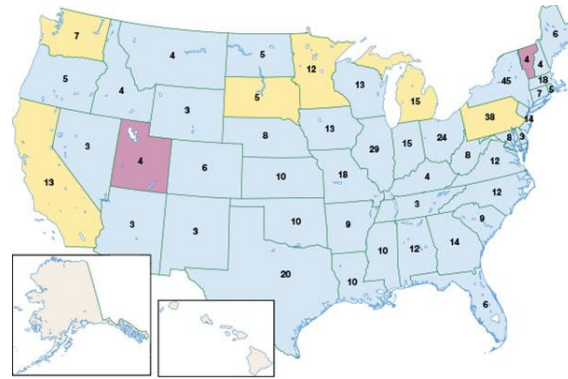
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.2 Taft and Wilson: Competing Progressive Interests

Difficulty Level: Easy

Skill Level: Remember the Facts



Electoral vote by state	Electoral Vote (%)	Popular Vote (%)
Woodrow Wilson (Democrat)	435 (82)	6,296,547 (41.9)
Theodore Roosevelt (Progressive)	88 (8)	4,118,571 (27.4)
William H. Taft (Republican)	8 (0)	3,486,720 (23.2)
Eugene Debs (Socialist)	0 (0)	900,672 (6.0)

17. What does this map imply about the 1912 presidential election?

- A) The majority of Americans supported the move to set up government-run monopolies.
- B) Nearly 70 percent of all voters endorsed Progressive principles and reforms.
- C) Third-party candidates played a minor role in this election.
- D) Voters were more interested in conservative values rather than Progressive reforms.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.2 Taft and Wilson: Competing Progressive Interests

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 18.4 1912 Presidential Election Results

18. How did Woodrow Wilson’s “New Freedom” differ from Theodore Roosevelt’s “New Nationalism” program?

- A) The “New Freedom” wanted to focus more on success for small businesses, while the “New Nationalism” wanted to regulate but not destroy big business.
- B) The “New Freedom” opposed tariffs, while the “New Nationalism” supported them.
- C) The “New Freedom” wanted government-owned monopolies, while the “New Nationalism” called for trust-busting.
- D) The “New Freedom” supported laborers, while the “New Nationalism” supported industrialists.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.2 Taft and Wilson: Competing Progressive Interests

Difficulty Level: Moderate

Skill Level: Understand the Connections

19. What did the Federal Reserve Act, Clayton Anti-Trust Act, and the Federal Trade Commission have in common?

- A) They were all socialist policies approved by President Wilson during his term in office.
- B) They were all Progressive measures rejected by Theodore Roosevelt for not doing enough to help workers.
- C) They were all pro-business conservative legislation approved by President Taft.
- D) They were all Progressive measures passed by the Wilson administration to reform banking and big business.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.2 Taft and Wilson: Competing Progressive Interests

Difficulty Level: Moderate

Skill Level: Understand the Connections



20. What were the positions held by President Theodore Roosevelt and naturalist John Muir, who are shown on a camping trip in Yosemite in this 1903 photograph, regarding nature and natural resources?

- A) Both Muir and Roosevelt upheld conservationist beliefs that nature was meant to support economic needs while also being preserved for the future.
- B) Both Muir and Roosevelt were preservationists who believed that nature should remain untouched.
- C) Muir believed that nature should be preserved in its unspoiled state, while Roosevelt believed it should be conserved to meet present economic needs and be around for the future.
- D) Roosevelt upheld the preservationist viewpoint of nature in its unspoiled state, while Muir favored conservation for economic benefits.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.3 Preservation versus Conservation

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 18.5 President Roosevelt and John Muir in Yosemite, 1903



21. Why did photographer Edward Curtis choose to portray many of the Native Americans, such as these Crow warriors, as figures riding off into the distance in his ethnographic project *The North American Indian*?

- A) He wanted to publicize their skills as horsemen.
- B) He wanted to show that many Indian cultures were already on the verge of disappearing.
- C) He wanted to capture the variety and richness of Native American culture.
- D) He wanted to keep the public aware of the problems related to forced assimilation.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.3 Preservation versus Conservation

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 18.6 *Chief and His Staff*, 1904

22. How did capitalists respond to Ohio Senator Mark Hanna's request that industrialists should turn labor into "the ally of the capitalist, rather than a foe"?

- A) Most industrialists refused to compromise their authority and implemented more antiunion policies.
- B) Most industrialists willingly met with labor leaders and mutually agreed to better workers' benefits.
- C) Labor leaders turned down industrialists' compromises because they wanted to keep the strike as a measure of negotiation.
- D) Industrialists gave labor leaders the authority to establish "closed shops" where all workers had to join the union.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.3.1 Capitalist Visions of Industrial Harmony

Difficulty Level: Moderate

Skill Level: Understand the Connections

23. What preferred method did labor leaders use to try to ensure that health and family benefits offered by employers not be eliminated during times of economic downturn?

- A) strikes
- B) court injunctions
- C) turning to government regulation
- D) collective bargaining

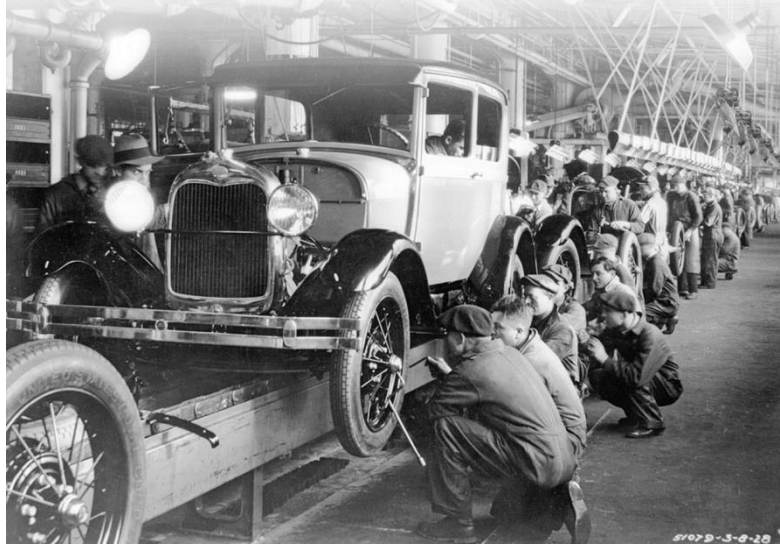
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.3.1 Capitalist Visions of Industrial Harmony

Difficulty Level: Easy

Skill Level: Remember the Facts



24. How does this photograph of a Ford assembly line reflect Henry Ford’s statement that “the men do their work and go home—a factory is not a drawing room”?

- A) Ford established a rule prohibiting workers from talking to each other on the assembly line.
- B) Ford neglected his workers by not furnishing them with company-owned homes.
- C) Ford believed that employers did not have a right to interfere in their employees’ private lives.
- D) Ford offered benefits only to certain men who met specific moral criteria.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.3.1 Capitalist Visions of Industrial Harmony

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 18.7 The Assembly Line

25. How did innovations that Henry Ford developed or improved like the assembly line and standardized parts benefit the automobile industry?

- A) A wide variety of cars in different styles and colors were produced by the Ford Motor Company.
- B) Workers were paid higher wages but worked longer hours so that they could afford to buy cars.
- C) More cars were produced for less money and then sold for cheaper rates.
- D) Workers had greater opportunities to organize a union at Ford Motor Company.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.3.1 Capitalist Visions of Industrial Harmony

Difficulty Level: Easy

Skill Level: Remember the Facts

26. What was one drawback of Frederick Winslow Taylor's scientific management system used at Ford Motor Company to promote efficiency?

- A) eliminating workers' independence and creativity
- B) speeding up the production process
- C) increasing the mechanization of factories
- D) providing more autonomy for the factory laborer

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.3.1 Capitalist Visions of Industrial Harmony

Difficulty Level: Easy

Skill Level: Remember the Facts

27. Why were Progressives concerned about radical trade unions like the Industrial Workers of the World?

- A) The IWW's goal was to create "one big union" that welcomed all workers.
- B) The IWW's key objective was to abolish private property and formal government.
- C) The IWW launched sympathy boycotts to support fellow workers on strike.
- D) The IWW used its economic power of collective bargaining to negotiate with employers.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.3.2 Working-Class Labor Activism

Difficulty Level: Easy

Skill Level: Remember the Facts

28. The Slaughter-*House* cases (1874) and *Lochner v. New York* (1905) were anti-Progressive cases in which the U.S. Supreme Court struck down _____.

- A) labor's right to negotiate wages with employers
- B) workers' membership and participation in unions
- C) pro-union strikes and boycotts
- D) employees' requests for shorter working hours

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.3.3 The Progressives' Limited Progress

Difficulty Level: Easy

Skill Level: Remember the Facts



29. How did Lewis Hines's investigation of injured Pittsburgh workers that used photographs like this one of a young coal miner amputee help advance Progressive goals?

- A) Employers paid immediate hospital expenses for the injured, but then let them fend for their selves.
- B) Employers established medical practices and hospitals in their company towns.
- C) States launched worker compensation programs that provided disability payments and medical care to the injured.
- D) The wealthy instituted private charitable foundations to help injured workers survive.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.3.3 The Progressives' Limited Progress

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 18.8 An Injured Pittsburgh Worker

30. How did the 1914 Ludlow Massacre that ended with the deaths of 13 women and children after Colorado state troops set fire to their camp reveal about the shortcomings of the Progressive movement?

- A) Unions realized that they needed more than just government support to solve their problems.
- B) Industrialists continued to fail to provide company housing for their workers.
- C) Members of similar unions remained disunited when it came to supporting their comrades.
- D) The media remained insensitive to tragic situations like the Ludlow Massacre.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.3.3 The Progressives' Limited Progress

Difficulty Level: Moderate

Skill Level: Understand the Connections

31. What was the general implication taken from the U.S. Supreme Court's statement "as healthy mothers are essential to vigorous offspring, the physical well-being of a woman becomes the object of public interest and care in order to preserve the strength and vigor of the race" in its decision in the 1908 case of *Muller v. Oregon*?

- A) Working women were given paid maternity leave for six weeks.
- B) Feminists who believed in total equality were satisfied with the Court's ruling.
- C) Working women and Progressive women developed a "blacklist" of businesses that did not support women's equality.
- D) Women won shorter working hours because the Court believed they were biologically inferior to men.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.4.1 Women at Work

Difficulty Level: Difficult

Skill Level: Analyze It

32. How did laundry owner Curt Muller, who argued that current law deprived his workers of the right to control their own labor, react to the Supreme Court's decision in *Muller v. Oregon*?

- A) He lowered the maximum hour rate for his female employees.
- B) He fired all his female employees and replaced them with Chinese men.
- C) He instituted more beneficial health and disability qualities for his female employees.
- D) He hired a larger number of women to work in his laundry.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.4.1 Women at Work

Difficulty Level: Easy

Skill Level: Remember the Facts



33. What type of emotion might saloonkeepers and their clients have felt when they saw prohibitionist Carry A. Nation in costume and with hatchet as she would march into saloons?

- A) humor
- B) religious devotion
- C) fear
- D) strength

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.4.2 Stamping Out Vice

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 18.9 Carry A. Nation Portrait and Hatchet Pin

34. Why did temperance organizations like the Anti-Saloon League and the Women's Christian Temperance Union appeal to rural residents of this country?

- A) They were concerned about the influence of urban pleasures and beer-drinking immigrants.
- B) There was a serious problem with the production and sale of moonshine liquor in rural areas.
- C) Saloons contributed to the nation's troubles with labor by providing a place for unions to meet.
- D) Saloons served as headquarters where dishonest urban politicians paid immigrants for votes.

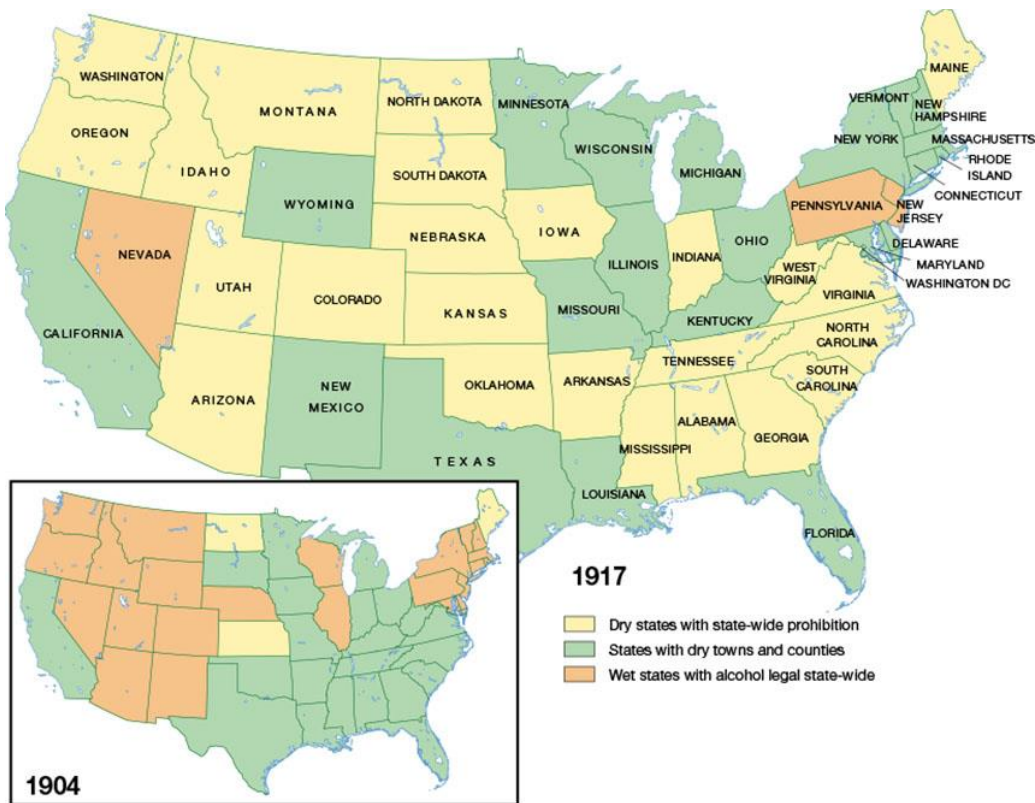
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.4.2 Stamping Out Vice

Difficulty Level: Moderate

Skill Level: Understand the Connections



35. What factor contributed most to a shift from “wet” to “dry” states in the American West between 1904 and 1917?

- A) growing problems with alcohol abuse by American Indians
- B) women’s acquisition of suffrage in the West before passage of the Nineteenth Amendment
- C) the rise in violent crime and prostitution in Western cities due to alcohol
- D) the increase in domestic violence resulting from the use of alcohol

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.4.2 Stamping Out Vice

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 18.10 Prohibition, 1904 and 1917



36. How does Jessie Willcox Smith's illustration from her 1909 book *The Seven Ages of Childhood* contradict what working-class children between the ages of 10 through 15 were experiencing in the early twentieth century?

- A) Health rates for young children were essentially better than what is illustrated in this image.
- B) Children like the five-year-old in the picture actually spent more time in school than at home.
- C) Children had healthier dietary habits that went beyond eating bowls of porridge.
- D) Over 1.75 million children were working in factories, home sweatshops, or farms at this time.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.4.3 Restoring Childhood

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 18.11 *Seven Ages of Childhood*

37. Why did many labor unions oppose the use of child labor in the workplace?
- A) Child labor drove down adult wages.
 - B) Children had better opportunities to learn job skills in vocational schools rather than factories.
 - C) Children were only paid half or less of the wages earned by adults.
 - D) Children would be healthier if they worked outdoors on farms rather than indoors.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.4.3 Restoring Childhood

Difficulty Level: Easy

Skill Level: Remember the Facts

38. What ultimately resulted in a decline in child labor?

- A) mandatory school attendance
- B) legislation by the Progressive era Congress
- C) the decreasing population of young children
- D) lower wages paid to children

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.4.3 Restoring Childhood

Difficulty Level: Easy

Skill Level: Remember the Facts



39. How might Progressives' reactions to Lewis Hine's "Sadie Pfeiffer, Lancaster Cotton Mills, South Carolina" have differed from their reactions to his photo "Newsies Smoking on a Monday Morning, St. Louis, Missouri, 1910"?

- A) Progressives probably would have been angry that the little girl was standing idle but amused at the young boys' antics.
- B) Progressives probably would have been accepting of the little girl's working under adult supervision but angry that three young boys were working without such supervision.
- C) Progressives probably would have felt protective of the little girl working practically alone in the big factory but would have been upset by the vice of the young boys.
- D) Progressives probably would have feared what the future held for the young boys but would not have been as concerned about the future of the little girl.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.4.3 Restoring Childhood

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Exposing the Evils of Child Labor

40. What did novelist Upton Sinclair mean when he stated that he “...aimed for the public’s heart, and by accident...hit it in the stomach,” when he was referring to his novel *The Jungle*?
- A) Rather than focusing on the concerns raised by the meat-packing industry, the public was more concerned about the negative impact of socialism.
 - B) The public misinterpreted Sinclair’s intent about capitalism and mistook it for an endorsement of socialism.
 - C) Sinclair’s novel meant to address how socialism was the only way to eliminate worker exploitation but instead shocked readers with his descriptions of the meat-packing industry.
 - D) President Roosevelt banned this novel after reading it because he felt the details were too scandalous.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.1 Containing Socialism

Difficulty Level: Difficult

Skill Level: Analyze It

41. What governmental issue was championed, although for different reasons, by both Progressives and socialists?
- A) the federal regulation and inspection of meat
 - B) the creation of city-run utilities
 - C) the use of violent strikes by urban workers
 - D) desegregated facilities for African Americans

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.1 Containing Socialism

Difficulty Level: Easy

Skill Level: Remember the Facts



42. As a result of the Pure Food and Drug Act that required manufacturers of patent medicines to list all ingredients, what ironic element did female Progressives who widely used Lydia E. Pinkham's Vegetable Compound, a popular cure-all tonic for women, discover?
- A) The compound actually contained 15 percent alcohol.
 - B) The syrup was made with more sugar than vegetables.
 - C) The formula essentially was composed of male hormones.
 - D) The mixture really did restore a person's physical beauty.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.1 Containing Socialism

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 18.12 Marketing Lydia E. Pinkham's Vegetable Compound

43. What did the Seventeenth Amendment do?
- A) It made the distribution and use of alcohol illegal.
 - B) It provided for the direct popular election of U.S. senators.
 - C) It limited presidential terms.
 - D) It gave women the right to vote.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.2 Ending Government Corruption

Difficulty Level: Easy

Skill Level: Remember the Facts

44. The successful passage of the initiative, referendum, and recall by Progressive lawmakers resulted in _____.
- A) the establishment of strong mayors at the municipal level
 - B) greater civil rights for African Americans
 - C) enactment of more conservative legislation
 - D) the reduction of power of corrupt political parties and officials

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.2 Ending Government Corruption

Difficulty Level: Easy

Skill Level: Remember the Facts

45. As a result of journalist David Graham Phillips's investigative article entitled "The Treason of the Senate," President Theodore Roosevelt began to call such journalists _____.
- A) "mugwumps"
 - B) the "Talented Tenth"
 - C) "muckrakers"
 - D) socialists




Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.2 Ending Government Corruption

Difficulty Level: Easy

Skill Level: Remember the Facts

		Monthly 1891 budget for a married laborer with a baby. Monthly income: \$23.67	Monthly 1892 budget for a married accountant with no children. Monthly income: \$66.50
	Food	\$6.51	\$13.22
	Rent	\$9.02	\$9.88
	Furniture	\$3.61	\$0.30
	Taxes and Insurance	\$3.32	\$7.11
	Utilities	\$2.94	\$4.99
	Sundries	\$1.09	\$2.10
	Liquor and Tobacco	\$0.66	\$0.42
	Medicine	\$0.29	\$0.27
	Clothes	\$0.21	\$0.19
	Dry Goods	\$0.16	\$2.45
	Postage	\$0.10	\$0.00
	Transportation	\$0.08	\$1.71
	Reading Material	\$0.00	\$0.53
	Total Expenses	\$27.99	\$43.17

Source: Michigan Bureau of Labor and Industrial Statistics. Tenth Annual Report of the Bureau (Lansing, MI: The Bureau, 1893), pp. 1043-1047.

46. What do these budgets reveal about lifestyles for urban laborers and professionals in the 1890s?

- A) Urban laborers ate healthy foods and had a good diet.
- B) Expenses for urban laborers outweighed the income of one male wage earner.
- C) Most professional workers lived within the urban center of cities.
- D) Living conditions in rental units were similar for urban workers and urban professionals.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.2 Ending Government Corruption

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Envisioning Evidence: The Family Economy

47. What was black journalist Ida B. Wells-Barnett referring to when she declared that “a Winchester rifle should have a place of honour in every black home, and it should be used for the protection which the law refuses to give”?

- A) resistance to lynch mobs
- B) boycotts of white-owned railroads
- C) desegregation of public facilities
- D) overturning of Jim Crow laws that denied voting rights to blacks

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.3 Separate but Equal

Difficulty Level: Moderate

Skill Level: Understand the Connections

48. When Booker T. Washington stated in his 1895 “Atlanta Exposition Address” that “the opportunity [for blacks] to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera house,” he believed that race relations would improve if

- A) African Americans focused on economic advancement and remained patient
- B) African Americans defended themselves with rifles
- C) African Americans left the United States
- D) white Americans understood the poverty in which many African Americans lived

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.3 Separate but Equal

Difficulty Level: Difficult

Skill Level: Analyze It

49. What did W. E. B. Du Bois mean by the “Talented Tenth”?

- A) those Americans who, like him, attended elite schools such as Harvard
- B) those African Americans whose intellect and skills were never discovered or cultivated
- C) an elite set of African Americans for whom segregation should not apply
- D) an educated elite of African-American professionals and teachers

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.3 Separate but Equal

Difficulty Level: Easy

Skill Level: Remember the Facts



50. How does this photograph of a carpentering class at the Hampton Institute reflect Booker T. Washington's ideas of how African Americans should achieve success?
- A) It fosters an image of African Americans as superior craftsmen.
 - B) It calms the fears of white supremacists by showing blacks working menial jobs.
 - C) It shows young men working at a trade school to gain skills necessary for advancement.
 - D) It shows young men silently demonstrating their fitness to attend a desegregated school.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.3 Separate but Equal

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 18.3 Hampton Institute Students Building a Staircase, 1900

Essay

51. Define *Progressivism*. What role did women play in the Progressive movement? What were the Progressives' goals?

The ideal answer should include:

1. Progressivism is a broad term used to describe a shared philosophical approach rather than a formal organized movement that was embraced by many in the middle class at the beginning of the twentieth century. Progressives addressed the threat to their vision of what life in America should offer. At that time, their values were threatened by both an idle and exploitive upper class and an increasingly radicalized and impoverished working class.
2. Because Progressives lacked the wealth of the upper class or the sheer numbers that gave the working class tremendous economic clout, the middle class needed the support of other classes for their reforms to succeed. Women played a particularly visible and active role in Progressive causes. Female civic clubs and settlement house workers embraced the notion of “municipal housekeeping” that called for the government to assist women in protecting their children. They also gained the support of female trade unionists, who also wanted to empower female workers by organizing unions to improve their conditions. Even upper-class women joined the movement after the tragedy at the Triangle Shirtwaist Factory fire. Female-led reform campaigns also injected new energy into the suffrage movement, and women in several states won the vote between 1910 and 1917.
3. Progressives wanted to turn the United States into a middle-class paradise where economic security, education, health, and civility flourished. The tradition of Christian charity helped shape the Progressive agenda, and ministers like Josiah Strong preached the Social Gospel that stressed Christian responsibility to create an ethnically sound and morally upright society. Much of this was accomplished through the settlement house movement.
4. Progressives also emphasized how the environment shaped the lives of the poor. They argued that poor living and working environments created many of the social problems troubling the nation. Their faith in the scientific method led Jane Addams and Florence Kelley to compile a statistical portrait of disease, overcrowding, and crime in Hull House’s immediate neighborhood and how to address these problems. Progressives also believed that improving sanitation and garbage collection, creating playgrounds for children, eliminating saloons, limiting the hours spent at work, and reducing workplace accidents were all ways to improve the environment in working-class neighborhoods.
5. Progressives embraced a new vision of governmental power, which was usually challenged by Americans from different walks of life. They were often at odds with industrialists because of their belief that government regulation should protect workers and curtail the excesses of big business. Unions saw government intervention with unease since government usually sided with industrialists, while socialists did not think the Progressives did enough when it came to nationalization of major industries. The Progressives sought a middle ground where they wanted to establish a balance that avoided the excesses of unfettered laissez-faire economics, unending class conflict, or complete government control of the economy.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the

Progressive movement.

Topic: 18.1.2 The Progressive Vision

Difficulty Level: Easy

Skill Level: Remember the Facts

52. Compare and contrast the ideas of those Americans who believed in conservation and those who believed in preservation. How did these views accord with the Progressive vision for the United States?

The ideal answer should include:

1. Preservationists like John Muir, the founder of the Sierra Club, believed that nature should be preserved in its unspoiled state as a refuge for a “tired, nerve-shaken, over-civilized people.” He accused businessmen of ravaging forests, polluting water, and destroying meadows with little regard for the long-term social costs of ruining the environment. Many middle class Progressives supported Muir because they wanted to escape the stress of urban life with holidays in the pristine wilderness. His writings led to the establishment of Yellowstone National Park in 1890.
2. Muir’s antibusiness message fit well with the Progressive determination to put the social good ahead of individual self-interest. Theodore Roosevelt agreed that a few unscrupulous entrepreneurs should not unfairly consume what belonged to the entire nation. Roosevelt created 5 national parks, 18 national monuments, and bird reserves that placed millions of acres off-limits to development. However, Roosevelt differed with Muir by choosing to regulate, not ban, public access to other federally controlled lands, waterways, and mineral deposits. He embraced a conservationist vision that tried to balance the goals of meeting present economic needs and conserving natural resources for future generations.
3. Roosevelt approved when U.S. Forestry Service director Gifford Pinchot allowed timber companies to harvest trees in designated areas, although the new regulations enraged both preservationists, who wanted all economic development to cease, and Western businessmen, who demanded unfettered access to federally controlled forests. William Howard Taft believed Roosevelt had overstepped his authority, and Progressives took it as a sign that Taft had abandoned conservation after he listened to Western complaints regarding Roosevelt’s conservation policies and then fired Pinchot.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.2.3 Preservation versus Conservation

Difficulty Level: Easy

Skill Level: Remember the Facts

53. How did decisions made by the United States Supreme Court during the late nineteenth and early twentieth centuries impact the drive to limit working hours for laborers? Describe the details associated with these cases and how these cases set back the Progressive agenda.

The ideal answer should include:

1. The drive to limit hours for workers, especially male laborers, was one obstacle to the Progressive movement. Employers had traditionally maintained that as property owners,

they had the sole power to decide the terms of employment. In the 1874 Slaughter-House cases, the Court ruled that a state could not deny individuals control over their own labor. Industrialists claimed that this decision granted individual workers the constitutionally protected right to negotiate wages, hours, and workplace rules. State laws or unions that tried to impose restrictions on individual workers violated their right to control their own labor.

2. The Supreme Court, however, was willing to abridge this right to protect the public health and safety of workers. In 1898, the Court upheld an eight-hour day for Utah miners, deciding that guarding the health of workers engaged in a dangerous occupation served the public interest.
3. Progressives were unable to extend these protections to the entire workforce. Bakers worked long hours in hot, poorly ventilated kitchens, sleeping and washing where they baked bread. In 1895, the state of New York passed a law that limited bakers to 10 hours of work per day, 60 hours per week. Bakery owner Joseph Lochner challenged this law as unconstitutional. In the 1905 case of *Lochner v. New York*, the Court ruled that unless long work hours directly jeopardized workers' health, the government could not abridge an employee's freedom to negotiate his own work schedule with his employer. The Court used the Fourteenth Amendment, which declares that "no state shall...deprive any person of life, liberty, or property without due process of the law" as a basis for their decision, stating that this clause prevented states from using their police power to regulate work that did not imperil the health or safety of the public. This decision curtailed Progressives' attempt to use regulation to transform the workplace, and, for the next 32 years, the Court struck down maximum hour, minimum wage, and child labor laws if no clear risk to the public existed.
4. The 1908 case of *Muller v. Oregon* challenged a state law granting a ten-hour workday for female laundry workers. Laundry owner Curt Muller argued that the law deprived his workers of their right to control their own labor. He disputed the reformers' claim that scrubbing all day in a hot, wet workplace posed a serious risk to laundry workers' health. The Court voted unanimously to uphold the maximum hour laws for female workers, accepting the argument that protecting women's reproductive health served the public good. Middle-class Progressive reformers and female trade unionists saw this as a victory for female workers, unperturbed by the Court's emphasis on the biological inferiority of women to men. Feminists who believed in total equality were disappointed with the ruling. The male-dominated American Federation of Labor supported the decision, believing that it reduced employees' incentives to hire women instead of men. Muller responded by firing all of his female workers and hiring Chinese men to take their place.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topics: 18.3.3 The Progressives' Limited Campaign; 18.4.1 Women at Work

Difficulty Level: Moderate

Skill Level: Understand the Connections



54. How do the subjects and composition of the photographs of Lewis Hine serve as arguments against the ills of child labor? How did the lives portrayed in Hine's photographs contrast with the middle-class view of childhood? What groups of people were in favor of child labor? How did Progressives try to end the child labor movement?

The ideal answer should include:

1. Lewis Hine served as a staff photographer for the National Child Labor Committee from 1908 to 1918. He visited factories and other workplaces to take photographs and record the experiences of working children. During the early twentieth century, census records reveal that nearly 1.75 million children ages 10 through 15 worked in factories full time. This did not include children employed in home sweatshops or on family farms. Hine photographed children at eye-level to create a direct connection between the children and middle-class Americans viewing his images. These photographs present child labor as a perversion to the American Dream. The images suggest that child labor will result in a life of poverty or crime. Hine believed that refusing to educate working-class children would ultimately hurt the nation's economic strength and moral fiber by burdening it with disabled workers and hardened criminals.
2. Based on Hine's notes, the photograph on the left is of a young girl named Sadie Pfeifer who tended machines in a South Carolina cotton mill. Hine described her as "48 inches high, having worked half a year." She worked as a spinner, charged with repairing breaks or snags as the machine spun the cotton into yarn or thread. The electric light indicates that she worked long hours, beginning before daybreak and extending after dark. The closed windows helped the factory maintain the hot and humid conditions that prevented thread from breaking. The machines were extremely noisy and left some workers partially deaf. The long row of machines underscores how much work she had to manage on her own, which was often dangerous and could lead to the loss of a finger. The adult supervisor in the background represented Sadie's future and underscored her subservient position in the mill.
3. Hine took many photos of newsboys because there were no adult supervisors to stop him. He often paid the boys to pose for him. The tough-looking newsboys in the right photograph emulate their elders by learning to smoke pipes and cigarettes. Newsboys also gambled, swore, and began visiting houses of prostitution at an early age. The camaraderie enjoyed by these newsboys helped make a difficult and lonely job more enjoyable. This image also warned that lacking a proper education, these boys contributed to the moral breakdown of society. The middle class actually perpetuated this

form of child labor by innocently buying a daily paper from one of the hundreds of newsboys who were in urban areas.

4. Middle-class Americans believed that childhood should be devoted to education and play, not work. Childhood was seen as an idyllic journey filled with joy, wonder, and love. Middle-class Progressives saw child labor as the epitome of the greed of employers who eagerly sent children into dangerous situations that could not be done by full-grown adults. Organized labor opposed child labor because it believed it drove down adult wages.
5. Industrialists argued that jobs provided valuable training for working-class children, who needed to learn the importance of punctuality and hard work to become successful adult workers. Many working-class families also believed their children should work. Many parents had also worked as children. They preferred making factories safer places for their children to work because child labor provided one-tenth of family income in the early twentieth century. Children of recently-arrived immigrants became the chief breadwinners in their families because they were the ones who understood English, while their fathers stayed at home.
6. The drive to end child labor gained momentum when the National Child Labor Committee formed in 1904 to lobby for state and federal laws prohibiting child labor. Regional discrepancies on how young children worked in different parts of the nation were documented by photographer Lewis Hine. President Woodrow Wilson signed legislation in 1916 that banned the interstate sale of products made by child labor, but this only protected about 150,000 out of 1.75 industrial child laborers. The law was declared unconstitutional two years later when a father argued before the Supreme Court that this law deprived him of his parental right to control his son's labor. Progressives tried to amend the Constitution in 1924 when Congress approved an amendment giving the federal government the power to regulate child labor, but Southern opposition to any curtailment of states' rights prevented its ratification. A nationwide ban did not take effect until the 1930s when the Court upheld a New Deal federal labor law.
7. Child labor began to decline as states started mandating school attendance. Local Progressive women pushed to improve their local schools, and school enrollments, the number of days in a school year, and money spent per pupil all rose during the Progressive Era. Reformers also spearheaded the creation of a juvenile criminal system that focused on the rehabilitation of young offenders. Progressive activists additionally established urban playgrounds with adult supervisors to keep children off the streets and created local boys and girls clubs for teenagers in an attempt to prevent them from pursuing vice.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topics: 18.4.3 Restoring Childhood

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Exposing the Evils of Child Labor



55. Compare and contrast the views of Booker T. Washington and W. E. B. Du Bois regarding strategies for achieving social progress for African Americans. How might they agree or disagree about the implications of this photograph of a carpentry class at the Hampton Institute?

The ideal answer should include:

1. During the Progressive Era, black leaders had little faith that government would solve their social problems. Booker T. Washington, instead, embraced self-help as the best way to end poverty among African Americans. He established the Tuskegee Institute in Alabama in 1881 and popularized the notion that blacks should focus on economic advancement first, with politics and civil rights to follow at a later time. His willingness to accept social segregation, as long as blacks and whites worked together toward common economic goals, won him a large white following. His private behavior, however, was at odds with his public persona. While he reassured whites that most blacks had little interest in demanding equality as long as they could prosper economically as he stated in his 1895 “Atlanta Exposition Address,” he helped fund court challenges to *Plessy v. Ferguson* and sent his children to Northern white colleges. He believed that American race relations would gradually improve over time.
2. W. E. B. Du Bois, on the other hand, argued that individuals should receive the education that best suited them, regardless of race. He emphasized that the African American community needed an educational elite of professionals and teachers, which he called the “Talented Tenth.” Economic progress, according to Du Bois, was not possible without the right to vote. He pointed out that discriminatory laws made it difficult for black sharecroppers or craftsmen to get ahead. In his 1903 book *The Souls of Black Folk*, he accused Washington of sending blacks down a path that ensured their permanent enslavement to white America by asking blacks to give up political power, civil rights,

and higher education and instead focus on industrial education, the accumulation of wealth, and the conciliation of the South. Du Bois joined Jane Addams and Ida B. Wells-Barnett to establish the National Association of the Advancement of Colored People (NAACP) in 1909, which demanded an immediate end to racist discrimination, beginning with the struggle for racial justice that would eventually overturn Jim Crow laws in the 1950s and 1960s.

3. Washington and Du Bois would have had differing points of view on the photograph from the carpentry class at Hampton Institute. This image encapsulated the school's (and Washington's) educational philosophy of teaching practical skills as a way to improve economically. The photo underscored that these perfectly groomed, hard-working, and well-trained students had the skills they needed to advance step-by-step up the "staircase of success." Du Bois, on the other hand, believed that, regardless of race, individuals should receive the education that best suited them and called for an educated elite of professionals and teachers that he called the "Talented Tenth."

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the Progressive movement.

Topic: 18.5.3 Separate but Equal

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 18.13 Hampton Institute Students Building a Staircase, 1900

CHAPTER NINETEEN
IMPERIAL AMERICA: THE UNITED STATES IN THE WORLD, 1890–1914

Multiple Choice



1. Why did the illustrator create this image that showed the destruction of the battleship *Maine* in Havana Harbor on February 15, 1898?
- A) to accurately report the destruction that took place in the harbor
 - B) to present a sensationalized version of the explosion so that war could be declared on Spain
 - C) to show the faulty naval procedures that led to a spontaneous combustion on board
 - D) to place blame on Cuban revolutionaries who wanted independence from Spain

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: Introduction

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Chapter opening image

2. Today, many experts believe the *Maine* probably sank due to _____.
- A) the negligence of Commodore George Dewey
 - B) excessive weight from the munitions cargo
 - C) explosives planted by Spanish saboteurs
 - D) an internal explosion

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: Introduction

Difficulty Level: Easy

Skill Level: Remember the Facts

3. How did late nineteenth-century imperialism differ from earlier forms of European and American colonialism?
- A) Imperialism placed greater emphasis on “civilizing” nonwhites and non-white Christians.
 - B) Imperialism relied little on settlers moving to these new colonial holdings.
 - C) Imperialists had little interest in exploiting the natural resources of their new holdings.
 - D) People colonized by imperialism were happier than under earlier forms of colonialism.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.1.1 European Imperialism

Difficulty Level: Moderate

Skill Level: Understand the Connections

4. How was American imperialism of the late 1800s different from its earlier form of Manifest Destiny?
- A) Imperialists treated nonwhites more humanely than Indians had been treated under Manifest Destiny.
 - B) Manifest Destiny encouraged expansion through technological innovations while imperialism did not.
 - C) American imperialists had little to no interest in spreading their democratic values abroad.
 - D) Imperialism focused on overseas colonization in order to create a U.S. global economy.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.1.2 The Impulse for Expansion

Difficulty Level: Moderate

Skill Level: Understand the Connections

5. The 1890 book, *The Influence of Sea Power Upon History*, influenced the United States to invest in _____.

- A) transatlantic telegraph cables
- B) merchant steamships
- C) its naval power
- D) industrial hydropower

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.1.2 The Impulse for Expansion

Difficulty Level: Easy

Skill Level: Remember the Facts

6. Which ideology did Congregational minister Josiah Strong allude to in his book *Our Country: Its Possible Future and Its Present Crisis* when he stated that “it seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race to prevail” in the competition to control lands throughout the world?

- A) social Darwinism
- B) Manifest Destiny
- C) imperialism
- D) reconcentration

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.1.2 The Impulse for Expansion

Difficulty Level: Moderate

Skill Level: Understand the Connections

7. After most of Spain’s colonies in the Western Hemisphere won independence during the early nineteenth century, which two remaining colonies in this region stayed loyal to Spain?

- A) Colombia and Panama
- B) Cuba and Puerto Rico
- C) Argentina and Chile
- D) Mexico and Venezuela

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.1 The Growing Conflict with Spain

Difficulty Level: Easy

Skill Level: Remember the Facts

8. What was reconcentration?

- A) the investments of Americans in Cuban agriculture and industry
- B) the practice of providing both real and fabricated stories of atrocities in Cuba to the yellow press
- C) the policy of removing Cuban peasants to camps and destroying their crops
- D) the guerilla tactics employed by Cuban rebels to deprive Spain of revenue

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.1 The Growing Conflict with Spain

Difficulty Level: Easy

Skill Level: Remember the Facts

9. Leading up to the Spanish-American War in 1898, the yellow press controlled by Joseph Pulitzer and William Randolph Hearst _____.

- A) endorsed a policy of isolationism
- B) focused more attention on local scandals than foreign affairs
- C) used sensationalism to stir up war fever over Cuba
- D) published editorials criticizing American imperialism

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.1 The Growing Conflict with Spain

Difficulty Level: Easy

Skill Level: Remember the Facts

10. What compelled the United States to intervene in the Cuban revolt against Spain?

- A) apprehension about the revolutionary ideology of the Cubans
- B) the intent to protect both Cuban and American economic interests in Cuba
- C) the wish to halt British expansionism and secure markets in the Caribbean
- D) the Republicans' hope to open new markets in the Caribbean

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.1 The Growing Conflict with Spain

Difficulty Level: Moderate

Skill Level: Understand the Connections



11. How did Frederic Remington's illustration that was published in the *New York Journal* generate American sympathy for the Cuban rebellion against Spain?

- A) The Cuban woman appears to be a victim of starvation as a result of Spain's reconcentration policies.
- B) The Cubans are shown as concerned doctors who are treating patients for malaria and yellow fever.
- C) Spain is portrayed as a wanton temptress to her colonists in Cuba.
- D) Cuba appears as a virtuous and victimized white woman who stands defiantly to her Spanish searchers.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.2 The Decision to Intervene in Cuba

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Atrocity Stories and Public Opinion

12. How did the Teller Amendment of 1898 affect Cuba differently from other Spanish possessions in the Caribbean and Pacific?

- A) It promised to leave control of the island to its people.
- B) It declared Cuba an American protectorate.
- C) It set up most favored nation trading rights with Cuba.
- D) It assured Cuba that the United States would provide financial assistance to the island.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.2 The Decision to Intervene in Cuba

Difficulty Level: Easy

Skill Level: Remember the Facts

13. Commodore George Dewey led the Americans to victory _____.

- A) at San Juan Heights
- B) in Manila Harbor
- C) in the Hawaiian Islands
- D) in Santiago

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.3 Fighting the War against Spain

Difficulty Level: Easy

Skill Level: Remember the Facts

14. What was the primary reason why the United States desired annexation of Hawaii?

- A) U.S. ships heading to the Philippines needed access to a naval base for refueling.
- B) Queen Liliuokalani wanted to reduce American influence in Hawaii.
- C) Hawaiians were in need of missionary services in order to convert to Christianity.
- D) The Hawaiian Patriotic League wanted closer ties to the United States.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.3 Fighting the War against Spain

Difficulty Level: Easy

Skill Level: Remember the Facts

15. Although the Spanish-American War was described as a “splendid little war,” what factor made this depiction untrue?

- A) American troops dealt with heavy military casualties due to superior Spanish military forces.
- B) The American navy experienced a heavy defeat in the Philippines.
- C) Americans suffered more deaths due to diseases like yellow fever rather than through battle.
- D) The United States failed to gain any territory at the end of this war.

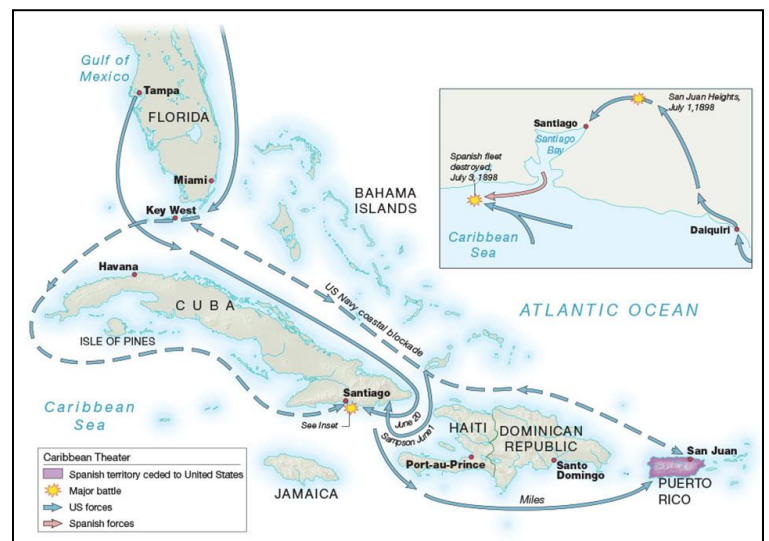
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.3 Fighting the War against Spain

Difficulty Level: Easy

Skill Level: Remember the Facts



16. Based on these maps of the Pacific and Caribbean theaters of war, what accounted for a quick and overwhelming American victory in the Spanish-American War?

- A) guerrilla attacks and ambushes launched against Spanish forces
- B) powerful American professional military forces
- C) tight alliances with both the Cuban and Filipino rebels
- D) superior American naval power

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.3 Fighting the War against Spain

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 19.2 The Spanish-American War, 1898



17. When reviewing illustrations and pictures of the charge on the San Juan hills like the one above, eyewitness journalist Richard Harding Davis recalled that “none of them seem to show it just as I remember it.” Why did Davis make such a statement?

- A) Theodore Roosevelt did not actually participate in the advance.
- B) The actual advance was slow and on foot.
- C) The Rough Riders were actually predominantly African American.
- D) The advance was actually a failure.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.3 Fighting the War against Spain

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 19.3 Charge Up the San Juan Heights, 1898

18. How did the Platt Amendment specifically impact Cuba after the Spanish-American War?

- A) The United States withdrew troops from Cuba without making additional demands.
- B) Cuba became a fully-independent nation with all rights and privileges associated with independence.
- C) The United States agreed to leave Cuba alone and not meddle in its foreign policies.
- D) Cuba became a protectorate of the United States.

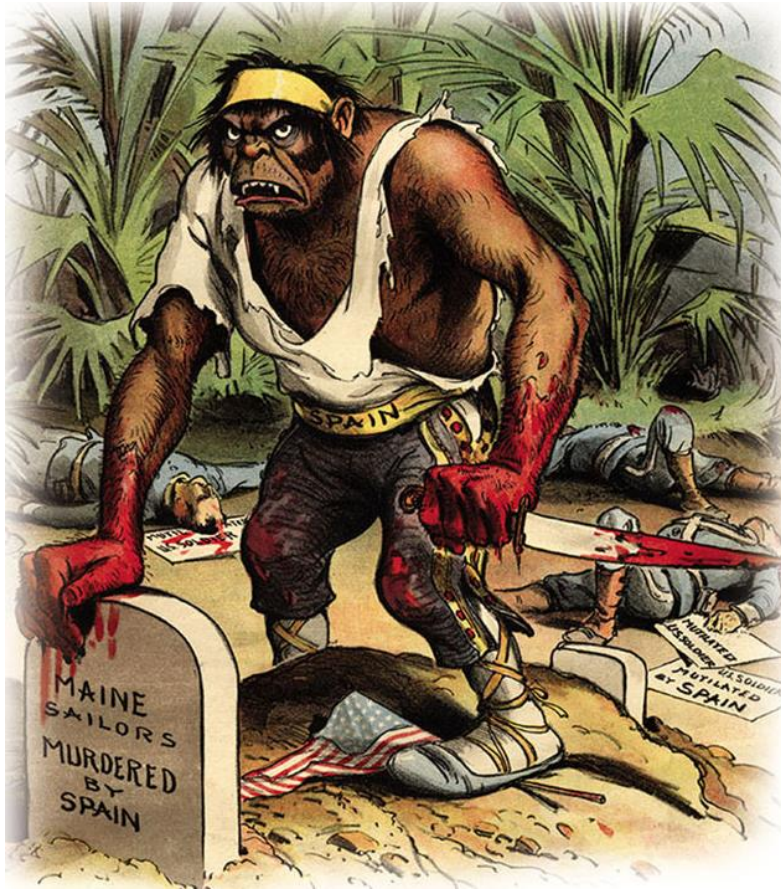
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.3 Fighting the War against Spain

Difficulty Level: Easy

Skill Level: Remember the Facts



19. How did *The Spanish Brute*, which appeared on an 1898 magazine cover of *Judge* magazine, promote racist notions of white supremacy among Americans during the Spanish-American War?

- A) The figure is shown as a dark-skinned ape-like Spaniard who posed a threat to civilization.
- B) The figure is trampling on the American flag.
- C) The figure is shown as a monster who mutilated American soldiers after the charge on the San Juan Hills.
- D) The figure is depicted as a bloodthirsty beast responsible for explosion of the *Maine*.

Answer: A

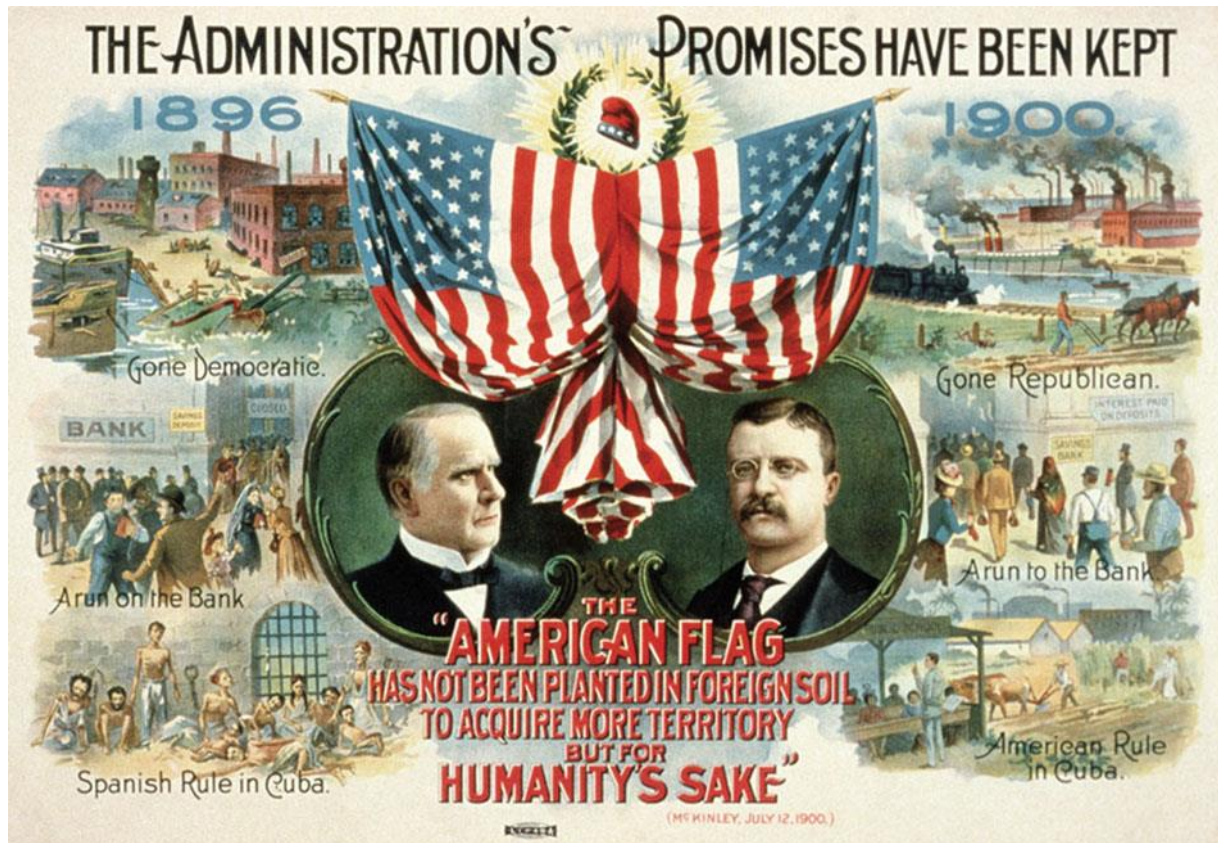
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.3 Fighting the War against Spain

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 19.4 *The Spanish Brute*, 1898



20. How did this Republican campaign poster from the election of 1900 address the idea that the United States should establish an American overseas empire?

- A) American intervention made life in Cuba more difficult.
- B) American intervention was done for the purpose of acquiring overseas markets.
- C) American intervention in foreign nations improved their quality of life.
- D) American intervention showcased its military and naval superiority.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.2.3 Fighting the War against Spain

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 19.5 McKinley Campaign Poster, 1900

21. Why did William Jennings Bryan ask anti-imperialist Democrats to support ratification of the Treaty of Paris after the Spanish-American War?

- A) He wanted the United States to grant the Philippines independence.
- B) He knew that annexing Cuba would improve the American economy.
- C) He wanted American Christian values spread to the Philippines and Cuba.
- D) He wanted Filipinos, Cubans, and Hawaiians to become American citizens.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.1 The Debate over Colonies

Difficulty Level: Easy

Skill Level: Remember the Facts

22. Why were members of the Anti-Imperialist League primarily concerned about acquisition of the Philippines?

- A) They felt that the islands offered little strategic importance to the United States.
- B) They disagreed with the concept of giving Filipinos the right to self-government.
- C) They feared that a European power would try to colonize the Philippines and declare war.
- D) They thought that undeveloped Asian countries would not be good markets for American industrialized goods.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.1 The Debate over Colonies

Difficulty Level: Easy

Skill Level: Remember the Facts

23. How did the Insular Cases heard by the U.S. Supreme Court between 1900 and 1904 impact the rights of people living in the Philippines, Hawaii, and Puerto Rico?

- A) They were denied any of the natural rights listed in the Bill of Rights.
- B) They received the right to vote but were not able to exercise freedom of religion.
- C) They kept their rights to free speech and religion but were denied other constitutional protections.
- D) They automatically became U.S. citizens and received all rights entitled to citizens.

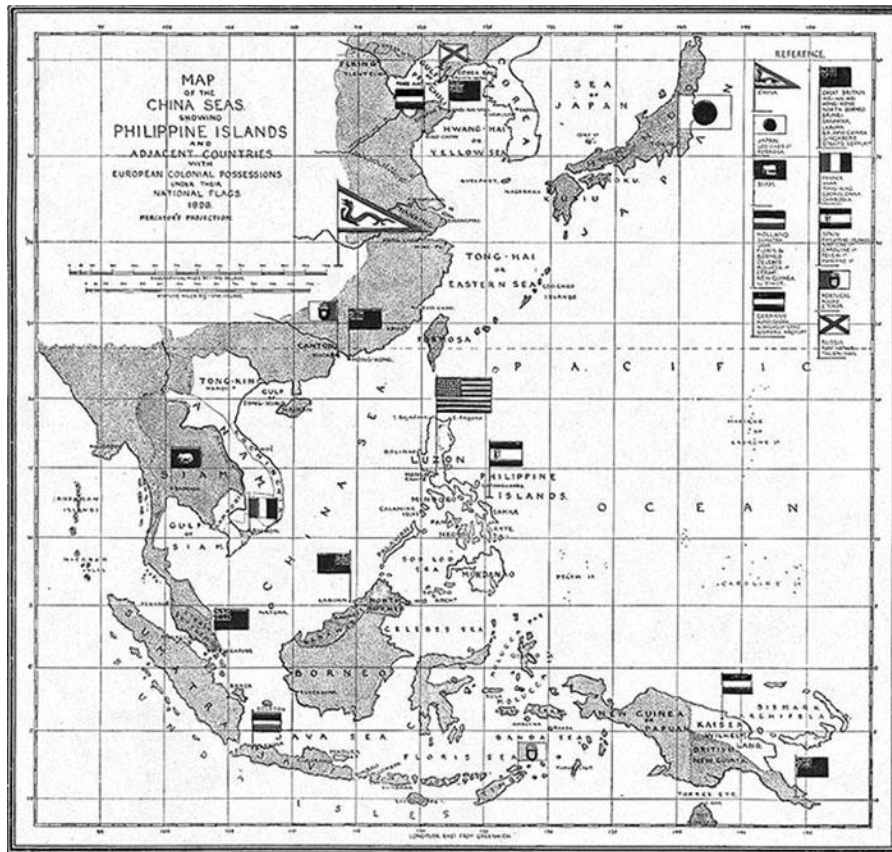
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.1 The Debate over Colonies

Difficulty Level: Easy

Skill Level: Remember the Facts



25. How does this map of the China Seas that was published in *Harper's Weekly* in 1898 illustrate the imperialist slogan “trade follows the flag”?

- A) The close proximity between the Philippines and China showed the usefulness of that colony as a link to develop a strong American-Chinese trading relationship.
- B) Japan expressed a strong desire to conquer the Philippines and make it part of its growing empire.
- C) China’s powerful government showed that it could fend off foreign nations interested in controlling its coastline and trade.
- D) Other European nations with colonies in the China Seas saw economic opportunities of their own in establishing trade relations with the Philippines.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.1 The Debate over Colonies

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 19.6 “Map of the China Seas...Under the National Flags, 1898”

26. According to the British poet Rudyard Kipling, the “white man’s burden” was the responsibility to _____.

- A) manage global affairs
- B) civilize so-called racially inferior peoples
- C) develop new technologies
- D) maintain economic dominance

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.1 The Debate over Colonies

Difficulty Level: Easy

Skill Level: Remember the Facts

27. Emilio Aguinaldo was the _____.

- A) Colombian leader who refused to grant rights to the Panama Canal to the United States
- B) leader of the Cuban guerillas in the war against Spain
- C) Spanish general who tried to put down the rebellion in Cuba
- D) Filipino leader who declared independence from Spain and later fought the United States

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.2 The Philippine-American War

Difficulty Level: Easy

Skill Level: Remember the Facts

28. Why did Republican Senator Carl Schurz of Missouri believe that colonial acquisitions in tropical zones were unsuitable for American expansion?

- A) Democratic institutions did not thrive in these areas.
- B) People in these areas were not Christian.
- C) Few people lived in these areas.
- D) These areas were prone to attack by European powers.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.2 The Philippine-American War

Difficulty Level: Moderate

Skill Level: Understand the Connections



29. This cartoon portrays American imperialism as being primarily compelled by _____.
- A) curiosity
 - B) greed
 - C) evangelism
 - D) aggression

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.2 The Philippine-American War

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Competing Visions: Annexing the Philippines

30. How did the Philippine-American War differ from the earlier Spanish-American War?
- A) Americans met less resistance from Filipino insurgents than from the Spanish in Cuba.
 - B) American forces also had to fight European imperial powers allied with the Filipinos.
 - C) There were heavier American casualties in a war that took longer to fight.
 - D) The war was shorter and less fierce than the conflict in Cuba.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.2 The Philippine-American War

Difficulty Level: Moderate

Skill Level: Understand the Connections



31. What aspect of imperialism does this photograph of a Filipina teacher and her students taken in the Philippine Reservation display at the 1904 St. Louis World's Fair convey to viewers?
- A) The onlookers were concerned that these people have been put on display as subjects of imperialism.
 - B) Filipino students assimilated by adopting Western styles of dress.
 - C) Filipinos were well-educated and required little support from their American colonizers.
 - D) The primitiveness of the Filipino students was juxtaposed with the modern, assimilated teacher.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.2 The Philippine-American War

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 19.9 American Rule in the Philippines

32. The Filipino practice of guerrillas posing as friendly peasants during the day, then fighting against American troops at night was known as _____.
- A) “an unholy war of conquest”
 - B) the “water cure”
 - C) “amigo warfare”
 - D) reconcentration

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.2 The Philippine-American War

Difficulty Level: Easy

Skill Level: Remember the Facts

33. What was the Open Door Policy?

- A) an international agreement to keep China open to trade with all nations
- B) a policy intended to welcome all immigrants to the United States
- C) an invitation to all Caribbean nations to request the status of U.S. protectorate
- D) the requirement of the United States that all colonized nations welcome American missionaries

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.4.1 The Open Door in China

Difficulty Level: Easy

Skill Level: Remember the Facts

34. What was the Boxer Rebellion in China?

- A) the effort of the United States to take control of trade with China
- B) a campaign by Chinese militants to drive foreign interests out of China
- C) an attempt by China to expel American missionaries
- D) a failed attempt by Russia to colonize China

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.4.1 The Open Door in China

Difficulty Level: Easy

Skill Level: Remember the Facts

35. How did the United States and Japan compromise over the issue of Japanese immigration to this country?

- A) Japan agreed to all restrictions on immigration to the United States in return for a greater colonial presence in China.
- B) Japan accepted San Francisco's mandate to segregate all Asian students in one set of schools in exchange for more lenient immigration rights.
- C) Both countries came to a Gentlemen's Agreement in which Japan conceded to deny passports to workers intending to immigrate to the United States.
- D) Japan agreed to allow Russia access to Manchuria in return for allowing Japanese workers to immigrate to the United States.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.4.2 Relations with Japan

Difficulty Level: Easy

Skill Level: Remember the Facts



36. Based on this map of foreign activity in China in 1901, how did the United States try to protect American businessmen and missionaries who had established a presence there?

- A) by expanding American interests west of the Huang He River
- B) by siding with Russia during the Russo-Japanese War
- C) by launching a naval invasion from the Philippines
- D) by negotiating with nations that had spheres of influence there

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.4.1 The Open Door in China

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 19.10 Foreign Activity in China, 1901

37. “Picture brides” were _____.

- A) young immigrants who came to California to become movie stars
- B) women who placed ads in newspapers in search of husbands
- C) Japanese women in long-distance, arranged marriages to men in the United States
- D) women whose marriage certificates were lost during the 1906 earthquake

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.4.3 Angel Island

Difficulty Level: Easy

Skill Level: Remember the Facts

38. “Paper sons” were _____.

- A) Chinese boys whose families paid a fee to Chinese men already in the United States to fraudulently claim to be their fathers.
- B) Chinese boys who immigrated to Hawaii to work on the sugar plantations.
- C) Chinese men who successfully claimed they were American-born after birth records were destroyed in the 1906 San Francisco earthquake.
- D) Chinese men who were detained at Angel Island and returned to China.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.4.3 Angel Island

Difficulty Level: Easy

Skill Level: Remember the Facts

39. In the 1922 case of *Takno Ozawa v. United States*, the U.S. Supreme Court decided that _____.

- A) all immigration from Asia was banned starting in 1924
- B) Japanese immigrants were ineligible for citizenship because they were not white
- C) Asians who were classified as Caucasians were not legally white and could not become citizens
- D) all Asians had to be segregated in one set of schools in San Francisco

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.4.3 Angel Island

Difficulty Level: Easy

Skill Level: Remember the Facts



40. Why did a congressional delegation choose to go to Angel Island in 1920 and confront these Japanese picture brides?

- A) to welcome them as future American citizens
- B) to rally public support for cutting off the flow of Japanese women coming to the United States
- C) to teach them about Christian and democratic values needed in the United States
- D) to offer them financial support as they and their husbands purchased agricultural lands

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.4.3 Angel Island

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 19.11 Japanese Picture Brides, 1920

41. What was Theodore Roosevelt referring to when he told Congress that “no single great material work which remains to be undertaken on this continent is of such consequence to the American people”?

- A) construction of the Panama Canal
- B) discovering a vaccine for yellow fever and malaria
- C) completion of a transcontinental railroad
- D) passage of the Roosevelt Corollary to the Monroe Doctrine

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.5.1 The Panama Canal

Difficulty Level: Moderate

Skill Level: Understand the Connections

42. Why did President Roosevelt refer to Colombia’s rulers as “contemptible little creatures”?

- A) Roosevelt was unhappy that they were rebelling against Spain when the U.S. was already overextended.
- B) Roosevelt thought that Colombians were primitive because they were not yet Christian.
- C) Roosevelt was angry that they refused his offer of \$10 million for American control of the Panama Canal.
- D) Roosevelt wanted Colombia to rebel against Panama so that Panama would have no choice but to open the canal to the United States.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.5.1 The Panama Canal

Difficulty Level: Moderate

Skill Level: Understand the Connections

43. After buying the project from the Panama Canal Company, how did the United States gain control of the region where the Panama Canal was built?

- A) The U.S. Congress sent Colombia \$25 million to grant Panama its independence.
- B) American troops attacked Colombia to gain access to the canal for the United States.
- C) Colombia decided to grant Panama its independence in exchange for favorable trading status.
- D) U.S. naval forces supported the Panamanian revolt against Colombia.

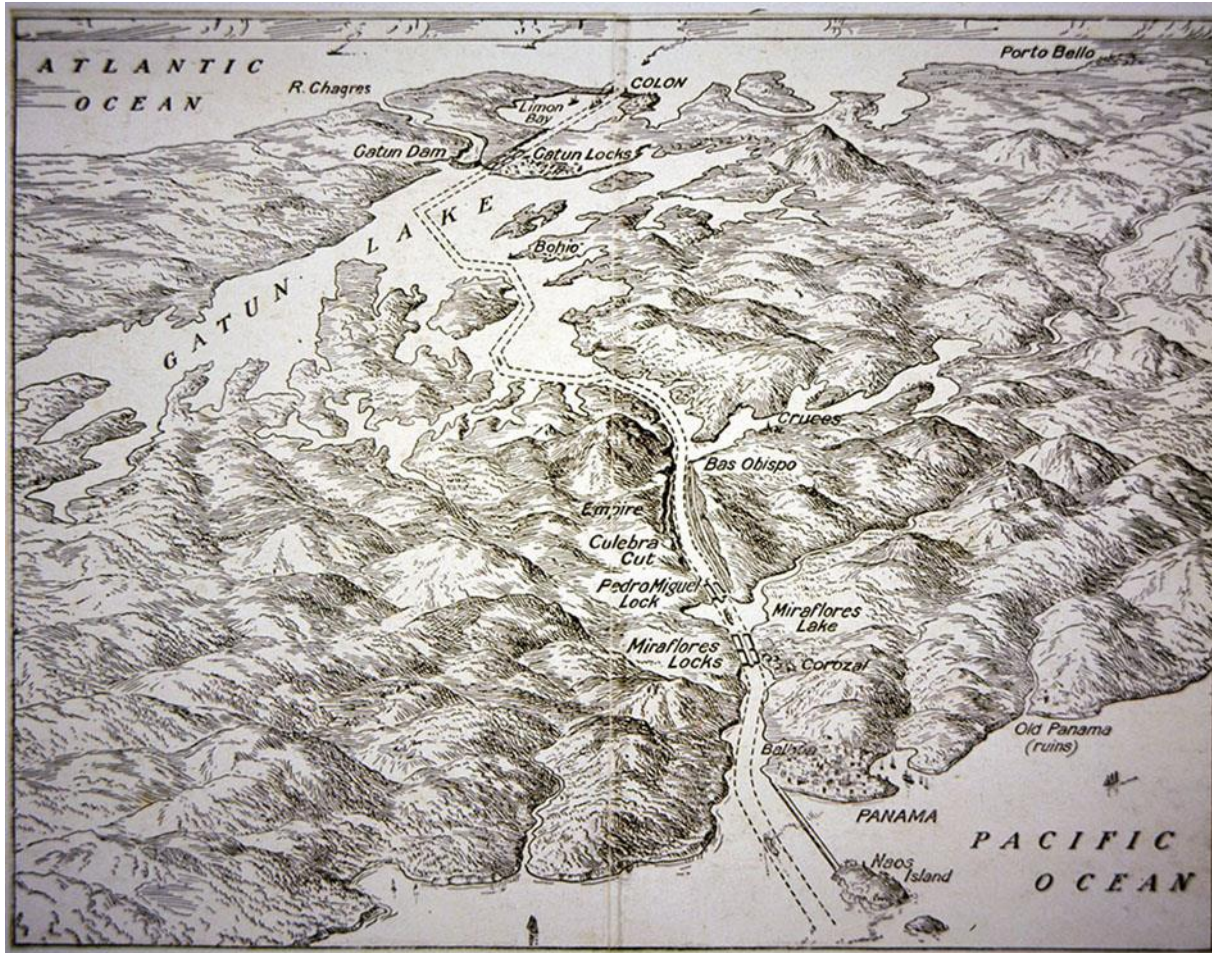
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.5.1 The Panama Canal

Difficulty Level: Moderate

Skill Level: Understand the Connections



44. How does this map reveal American engineers' technological ability to control the natural elements that made construction of the Panama Canal so challenging?
- A) The surrounding tropical jungle was removed to avoid any type of obstructions on the canal.
 - B) Construction was rerouted so that the waterway flowed through a natural lake.
 - C) A series of locks and dams was created to construct the waterway in an area prone to flooding.
 - D) Dynamite was used to blast through mountain ranges that prevented the canal from flowing across the Isthmus of Panama.

Answer: C

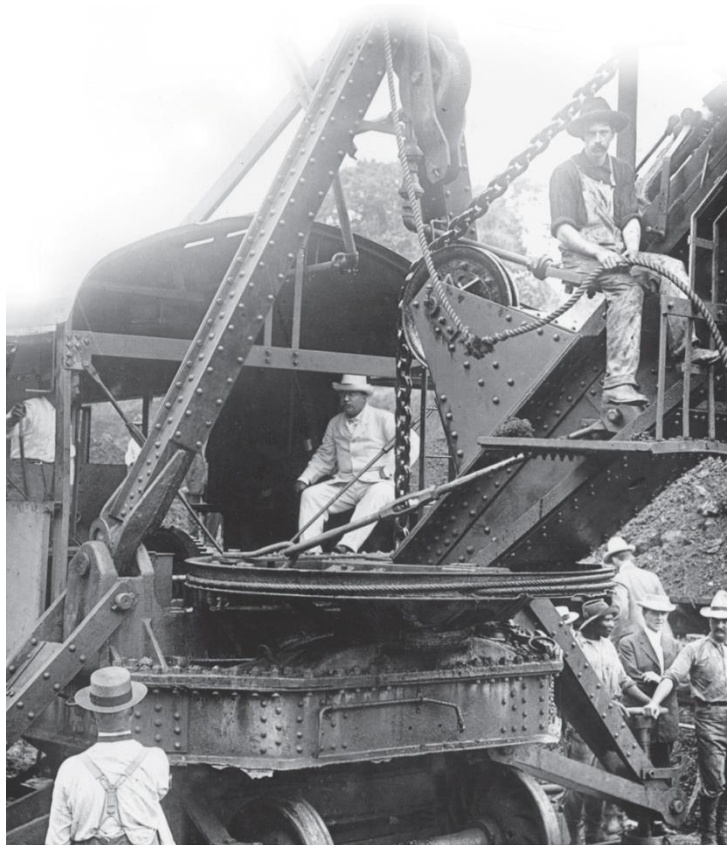
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.5.1 The Panama Canal

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 19.12 Building the Panama Canal



45. How does this photograph of President Theodore Roosevelt working the controls of a steam shovel in the Panama Canal Zone exemplify the spirit of imperialism that took hold in the United States during the late nineteenth and early twentieth centuries?

- A) It is reflective of the democratic process that the United States used to acquire the Canal Zone from Colombia.
- B) It shows how technological innovation promoted overseas economic expansion and world prominence for the United States.
- C) It demonstrates the lack of sensitivity shown to native laborers who were considered to be racially and culturally inferior.
- D) It addresses the method used by Americans to “civilize” non-American lands and people.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.5.1 The Panama Canal

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 19.13 Theodore Roosevelt Visits the Canal Zone

46. What was the purpose of the 1904 Roosevelt Corollary to the Monroe Doctrine?

- A) It declared that the United States would act as an international police power in Latin America so that Europeans would not intervene.
- B) It was an important step in making the United States more isolated from the rest of the world.
- C) It announced that the United States would play an economic role in China.
- D) It specifically set up an economic plan where the United States would establish American banks in Latin America.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.5.2 The Roosevelt Corollary

Difficulty Level: Easy

Skill Level: Remember the Facts

47. Why did Theodore Roosevelt worry that there could be a European invasion of the Caribbean during his presidency?

- A) Since colonies in Asia and Africa were hard to maintain, European nations were seeking new territories.
- B) France and Germany were anxious to establish control over the Panama Canal.
- C) European nations had a strong interest in establishing markets for their goods in the Caribbean.
- D) Countries like the Dominican Republic and Venezuela were indebted to European nations.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.5.2 The Roosevelt Corollary

Difficulty Level: Moderate

Skill Level: Understand the Connections

48. Why did the federal government under President Taft institute the Dollar Diplomacy policy?

- A) to gain access to the Panama Canal in Central America
- B) to establish economic ties in China and other Asian nations
- C) to pay for the expenses associated with the construction of the Panama Canal
- D) to maintain U.S. economic dominance in Latin America

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.5.2 The Roosevelt Corollary

Difficulty Level: Moderate

Skill Level: Understand the Connections



49. How does this cartoon illustrate the Roosevelt Corollary to the Monroe Doctrine?

- A) Roosevelt is shown to be about the same size as the Caribbean nations, representing the equality between these nations and the United States.
- B) The nations that border the Caribbean Sea loom large in Roosevelt's field of vision, creating a sense of difficulty in managing such unstable countries.
- C) A large Roosevelt dominates the Caribbean Sea to show that the United States can keep nearby nations in line and prevent the creation of European colonies here.
- D) Roosevelt is barefoot and looks exhausted, representing the difficulties of maintaining U.S. dominance over European interests in the region.

Answer: C

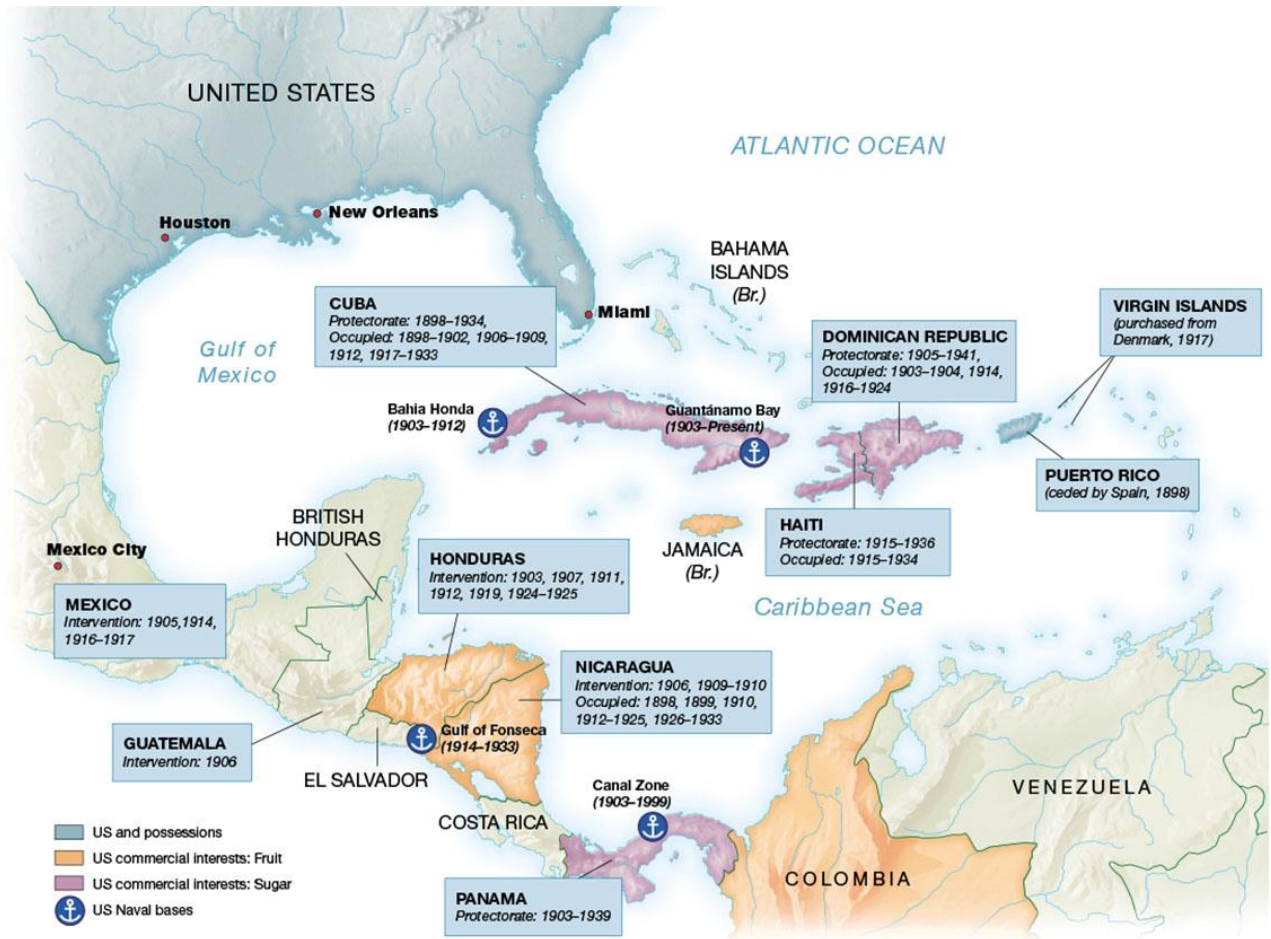
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.5.2 The Roosevelt Corollary

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 19.14 Theodore Roosevelt's Big Stick



50. What does this map reveal about American interventions in the affairs of its southern neighbors in the forty-year period after the Spanish-American War?

- A) U.S. military interventions were necessary in order to prevent European imperial powers from colonizing Latin American nations.
- B) Most U.S. military incursions took place in areas where American economic interests were at risk.
- C) Each area that experienced a U.S. military intervention was also an American protectorate.
- D) The United States Navy played an insignificant role in keeping order in Latin America.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.5.2 The Roosevelt Corollary

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 19.15 American Involvement in Latin America, 1898–1939

Essay

51. Which characteristics defined a nation as a world power in the late nineteenth century? How did European imperialism affect the United States' effort to create a formal empire? How did technology and ideology fuel the nation's expansionist impulses?

The ideal answer should include:

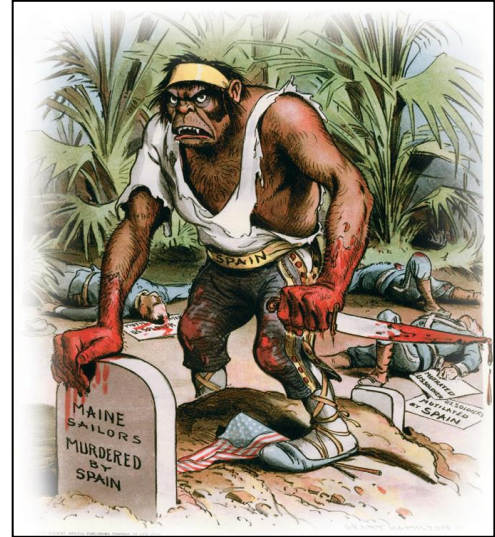
1. Economic and cultural imperialism defined a nation as a world power. A nation's colonies provided it with the raw materials necessary to fuel its industrial economy. Additionally, nations with colonies saw it as their mission to spread their culture and values to "civilize" nonwhite and non-Christian populations.
2. The United States was concerned about its standing and its future in a world that seemed smaller than before. Therefore, the United States looked outside its borders to establish itself as a world power, secure its reputation among other powerful nations, and gain the strategic military and economic advantages that a presence in other areas of the world would provide. By 1898, much of Africa, East Asia, and South Asia had long been colonized by Britain, France, Germany, and the Netherlands. At this point, Great Britain was the world's preeminent power. The potential territory for a U.S. empire was therefore limited to China and the Western Hemisphere.
3. Technology, such as the transatlantic telegraph cable and steam-powered ships, allowed for a far easier flow of communication, people, and supplies around the world than had previously been possible. Alfred Thayer Mahan also stressed naval superiority as a means of becoming a world power in his book *The Influence of Sea Power Upon History, 1660–1783*, especially in a new age of steam-powered battleships.
4. Ideologically, Manifest Destiny played a large role in American expansionism during the late nineteenth century. Americans felt justified in taking lands away from indigenous people because they felt God had given them the power to expand across North America and that the Native Americans were racially and culturally inferior, beliefs that were transferred to overseas expansion. Economically, American businessmen, commercial farmers, and politicians favored expansionism in order to establish overseas markets that would help the American economy grow after the Panic of 1893.
5. Americans were also influenced by social Darwinism, an ideology that applied Charles Darwin's theory of biological evolution to human society through the notion of "survival of the fittest." Americans felt they needed to demonstrate that they, like Britain and Northern European nations, were "racially superior" and the "fittest" by taking control of lands currently held by less fit peoples. In the late nineteenth century, writers like Josiah Strong argued that the Anglo-Saxon race was superior to other races because it had evolved to include the two great ideas of civil liberty and Christianity. Americans like Strong believed that the United States was the perfect home of the Anglo-Saxon race and that this race was destined to control the future of the world. It was therefore the duty of Anglo-Saxons to bring their culture to the rest of the world to eliminate other, inferior cultures.
6. Many Progressives found the call to spread democratic values abroad appealing. They imagined a world freed from tyranny and injustice. The strong, activist government they helped to create at the turn of the century made it possible for the United States to extend its imperial reach during the Progressive Era.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.1 Becoming a World Power

Difficulty Level: Moderate

Skill Level: Understand the Connections



52. What role did journalism and newspapers play in the years leading to and during the Spanish-American War? How were sensationalism and stereotypes employed to stir up strong emotions about the war? Refer to the image of the strip-search of Clemencia Arango from the *New York Journal*, the *Judge* cover of *The Spanish Brute*, and the explosion of the battleship *Maine* in Havana Harbor in your response.

The ideal answer should include:

1. Americans' views of Spanish rule in Cuba were shaped primarily by the yellow press, tabloid journals and newspapers that printed lurid, sensational stories to capture the public's interest and increase sales. Yellow journalism emerged in the late 1880s when

Joseph Pulitzer began using melodramatic, partly fictionalized stories to bolster sales of his newspaper *The New York World*. After William Randolph Hearst took over the *New York Journal* in 1895, the two newspapers waged daily battles over who could print the most lurid tales. This yellow press printed atrocity stories from Cuban exiles living in America about the horrors perpetrated by the Spanish. Combined with shocking images, these stories shaped Americans' picture of Spanish rule as savage and brutal oppression of the Cuban people.

2. The image by Frederic Remington showing the alleged strip-search of Cuban Clemencia Arango by Spanish officials for supposedly smuggling correspondence to Cuban rebels in the United States was a way to depict Cubans as light-skinned victims of Spanish oppression. This tapped into the racial prejudice of white Americans. The idea of dark-skinned men viewing and touching the body of a virtuous white female who defiantly stood up to her Spanish oppressors fueled public sympathy for the victimized Cuban people. Furthermore, Americans were outraged that an incident like this took place on an American steamship. In reality, Remington was in the United States when this incident occurred, and his drawing was based on accounts from Cuban exiles and rebels. Arango was actually searched by female prison matrons without any men being present.
3. *The Spanish Brute*, which was featured on an 1898 cover of *Judge* magazine, also tapped into the racial prejudices of white Americans. In this wartime caricature, a Spaniard is portrayed as an ape-like bloodthirsty beast that murdered and mutilated American servicemen. He is also shown as being responsible for the explosion of the battleship *Maine*. The image fed into the concept of white supremacy by showing the dark-skinned Spaniard posing a threat to the civilized world. This image of a brute trampling the American flag also reinforced the yellow press's portrayals of Spain as a beast that the United States needed to subdue through warfare.
4. This image of the explosion of the battleship *Maine* that took place in Havana Harbor on February 15, 1898, depicts the blast propelling bodies and debris sky-high as a way to show the brutality connected to the explosion and shock its viewers. Images like this one led Americans to suspect that Spanish saboteurs had blown up the ship to protest the U.S. incursion into Spanish territorial waters. Images as shocking as this one fueled public anger against Spain for its supposed attack on the U.S. Navy, creating a crisis between the two countries. Although President McKinley tried to use diplomatic efforts to avoid war with Spain, public reaction after the explosion of the *Maine* led Congress to issue a formal declaration. The exact cause of the blast remained a mystery, and recent studies reveal that it was more than likely a result of a spontaneous combustion from the coal stored alongside the ammunition.

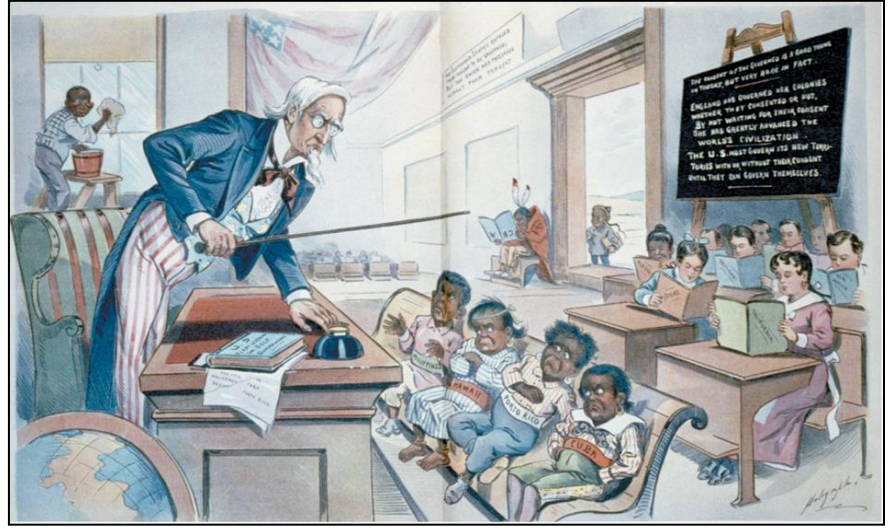
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topics: Introduction; 19.2 The Spanish-American War

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: Chapter opening image, Images as History: Atrocity Stories and Public Opinion, and 19.4 *The Spanish Brute*, 1898



53. Using these two cartoons as evidence, describe how American imperialists viewed their role and responsibilities, in particular with the United States' acquisition of the Philippines. How did these views relate to such beliefs as social Darwinism and British poet Rudyard Kipling's "white man's burden"?

The ideal answer should include:

1. Much debate centered on how colonized people, the Filipinos in particular, would govern themselves once they became part of the American colonial empire. President McKinley adopted a strong paternal stance, stating that the Filipinos were unfit for self-government and "would have anarchy and misrule worse than Spain's was." Caricaturists incorporated popularly accepted notions of Americans' racial and moral superiority associated with social Darwinism to so-called uncivilized people. The United States, as the "fittest" nation, was destined to be a world power and spread its influence to other, less "fit" cultures. The United States also heeded poet Rudyard Kipling's message of taking up "the white man's burden," which was the Anglo-Saxon quest to better the lives of so-called racially inferior peoples by spreading Western economic, cultural, and spiritual values and institutions.
2. The 1899 pro-expansionist cartoon *Give the Child Over to the Nurse, Uncle, and It Will Stop Crying* depicts Uncle Sam, the symbol for the United States, as a nurturing white father who protects the wailing savage Filipino child from Independence, which is pictured as a depraved mammy-like figure who also encompasses vices such as ignorance and crime, and anti-imperialists like Massachusetts Republican Senator George Hoar, who is depicted as a small, insignificant figure. The cartoon accused anti-imperialists like Hoar of failing to realize that the racially inferior Filipinos were too immature to rule themselves, no matter how the Filipinos protested, and that the United States was responsible for "spoon-feeding" them education and civilization.
3. Anti-imperialists claimed that subjugating the Philippines to imperial rule violated the principles of representative government outlined in the Constitution. Louis Dalrymple's 1899 editorial cartoon *School Begins, Uncle Sam (to his new class in Civilization)* focused on the debate over whether the United States needed the consent of colonized

peoples to govern them. Uncle Sam is featured as an annoyed teacher pointing sternly at frightened black pupils who represent recent colonial acquisitions, including the Philippines. Teaching from the book *U.S.—First Lessons in Self Government*, he tells his new students that they will have to learn these lessons whether they like them or not. He also asks them to look at the class ahead of them, but it is unclear if he means the studious white students with names of recently added states or the African American boy washing windows, the American Indian in the corner reading a book upside down, or the Chinese student not allowed entrance to the schoolhouse. The lessons on the board show how, in the past, the United States and Britain willingly governed colonies without their consent.

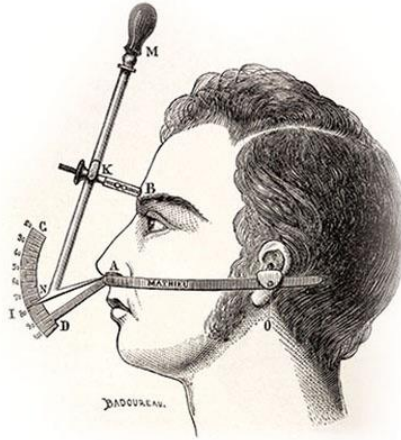
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.3.1 The Debate over Colonies

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 19.7 *Give the Child Over to the Nurse, Uncle, and It Will Stop Crying* and 19.8 *School Begins. Uncle Sam (to his new class in Civilization)*



54. Discuss the U.S. Supreme Court case of *Takao Ozawa v. United States* (1922). What earlier twentieth-century background related to American-Japanese relations led to the prejudices associated with this case? What did the Supreme Court rule in the case? How did the image above influence the Supreme Court? What were the consequences of this ruling, and how did it reflect prevailing attitudes about immigrants from Asia?

The ideal answer should include:

1. The Japanese in California had been dealing with racial prejudices and political issues that reached a peak in 1905 when legislators in that state along with other anti-Japanese supporters mounted a strident campaign to halt Japanese immigration to the United States, even going to the point of urging Congress to follow the precedent of the earlier Chinese Exclusion Act. All Asians were lumped together when referring to the “Yellow Peril,” although President Theodore Roosevelt realized that the Japanese considered themselves to be superior to the Chinese and Koreans. Despite this, the San Francisco Board of Education segregated all East Asian students in one set of schools, which the Japanese saw as insulting. Roosevelt intervened to prevent further damage to U.S.-Japanese relations, and California agreed to revoke the segregation order in return for an end to Japanese immigration. Roosevelt compromised and issued an executive order that allowed Japanese workers into Hawaii but negotiated a reduction of Japanese immigrants to the mainland. In the Gentlemen’s Agreement of 1907–1908, Japan agreed to deny passports to Japanese workers intending to immigrate to the United States.
2. In 1919, California politicians reignited their campaign against the Japanese, making it illegal for Japanese immigrants to own property because the Japanese were seen as a financial threat to whites in the California agricultural industry. Naturalization laws allowed only people of white or African ancestry to become citizens, preventing Japanese immigrants from seeking U.S. citizenship to circumvent these restrictions. Takao Ozawa was a Japanese immigrant who lived in California and Hawaii for 28 years before he applied to become a citizen of the United States. Aware that naturalization laws allowed only Caucasians and people of African ancestry to become citizens, Ozawa argued that he was white, emphasizing his complete assimilation into American society and the lightness of his skin.
3. When the Supreme Court heard the case of *Takao Ozawa v. United States* in 1922,

justices had to decide how to define “whiteness.” They had to consider whether biological differences, skin color, or socially constructed notions of race determined whiteness. The Court rejected Ozawa’s contention that skin pigmentation signified whiteness and his claim to complete assimilation. In a unanimous decision, the justices ruled that the words “white person” are synonymous with “a person of Caucasian race.” The decision accepted contemporary anthropological assertions, such as the one illustrated in the 1883 drawing above, that measurements of facial features provided scientific evidence to classify the Japanese as members of the “Mongolian race.”

4. Within three months of its decision in the *Ozawa* case, the Court unanimously reversed its reasoning, deciding that whiteness was a socially, not scientifically, constructed category. When Indian immigrant Bhagat Singh Thind applied for citizenship, he argued that anthropologists categorized Asian Indians as Caucasians. In rejecting Thind’s claim of whiteness, the Court now ruled that “the words ‘free white persons’ are words of common speech, to be interpreted in accordance with the understanding of the common man.” Deciding who was legally white now depended on the whims of the larger culture, not the claims of scientists.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

Topic: 19.4 America and East Asia

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Choices and Consequences: The Legal Construction of “Whiteness”

55. What did Theodore Roosevelt mean about the importance of the Panama Canal when he said that “no single great material work which remains to be undertaken on this continent is of such consequence to the American people” when he addressed Congress for the first time as president? How did the United States overcome political, engineering, and medical challenges to construct this waterway?

The ideal answer should include:

1. The United States government focused on constructing a canal through Central America to facilitate U.S. trade with China and to better protect the nation’s coastlines. The Panama Canal was a manmade waterway through Panama that was completed in 1914 and linked the Pacific and Atlantic oceans. As president, Theodore Roosevelt immediately took up the canal project and remained one of its biggest advocates until it was finally completed. As George W. Goethals, the chief engineer of the project, stated after Roosevelt visited the site in 1906, “the real builder of the Panama Canal was Theodore Roosevelt.”
2. Politically, the government of Panama was unstable because Panamanians were rebelling against Colombia, which Panama was part of at that time. Colombia rejected Roosevelt’s offer of \$10 million to secure the rights of a U.S.-controlled canal in Panama indefinitely after the U.S. government purchased the concession and assets of the New Panama Canal Company for \$40 million in 1902. Colombia was hoping to stall the deal since this company’s concession ran out in 1904 so that it could pocket the \$40 million that had been earmarked for the company. The New Panama Canal Company encouraged Panama to revolt against Colombia in 1903 and also raised financial support with Panamanian business and political elites who did not want to share revenue with the rest of Colombia. Although Roosevelt never gave Phillipe Bunau-Varilla, the head of the New Panama Canal Company, a direct promise of U.S. support, he did ensure that once the rebellion began, events favored the United States. He ordered U.S. naval ships to patrol both coasts of Panama to prevent Colombian troops from landing here. Bunau-Varilla, now the new minister to the United States from an independent Panama, signed the Hay–Bunau-Varilla Treaty of 1903 that gave the United States perpetual control over a strip of land 10 miles wide that included the Panama Canal for \$10 million and an annual rent of \$250,000, terms that remained in effect until the United States turned over control of the canal to Panama in 1999.
3. When American engineers took over construction of the canal in 1904, they encountered many geological challenges that affected the engineering issues associated with this construction. One of the difficulties of this project was the landscape and climate of Panama. Mudslides, earthquakes, and disease had brought the initial French construction of the canal to a halt. Tropical rains and the Chagres River, which crisscrossed the proposed route of the canal, were geological challenges that required the expertise of American engineers. U.S. engineers were able to solve the problem of the Chagres River, which flooded due to tropical rains, by damming it. This created a huge artificial lake, Gatun Lake, through which ships could pass via a series of locks. Introduction of the Bucyrus steam shovel made excavation easier since it could pick up eight tons of dirt in a single scoop, required a crew of ten, and dug five times more than older machines.
4. Americans were also able to conquer the disease-carrying mosquito that hampered construction of the canal. Recently, discoveries had been made that mosquitoes

transmitted malaria and yellow fever. Guided by this, Dr. William C. Gorgas undertook a relentless fumigation campaign that saved thousands of lives. Nevertheless, poor sanitation in black workers' camps and the dangers posed by mudslides and working with dynamite led to the deaths of nearly 4,500 foreign black workers and 500 white Americans during the American phase of the construction.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of American empire-building from 1890–1914.

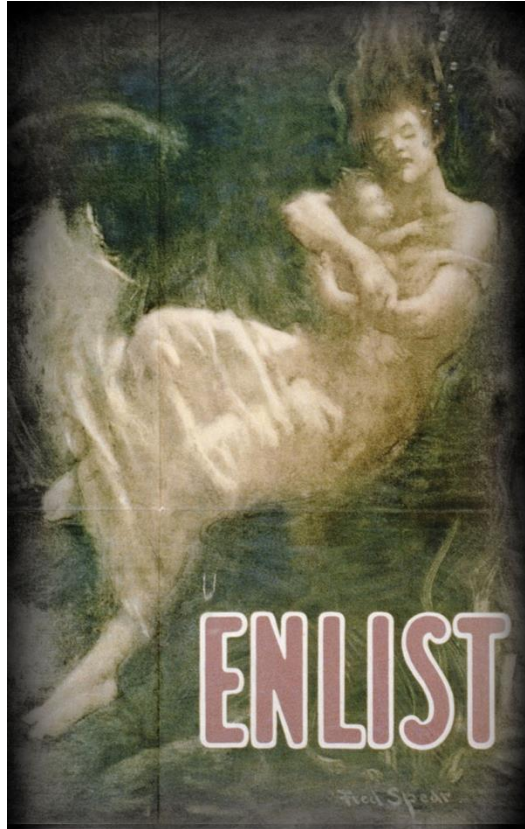
Topic: 19.5.1 The Panama Canal

Difficulty Level: Moderate

Skill Level: Understand the Connections

CHAPTER TWENTY
THE GREAT WAR: WORLD WAR I, 1914–1918

Multiple Choice



1. The sinking of the British passenger ship *Lusitania* in 1915 led to this first American war-era propaganda poster by artist Fred Spear and was mainly designed to _____.
- A) arouse outrage against Germany
 - B) honor those who died aboard the *Lusitania*
 - C) condemn Britain for faulty ship construction
 - D) encourage Americans to remain neutral in the current European war

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: Introduction

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Chapter opening image

2. Which nation did Austria-Hungary hold responsible for the assassination of Archduke Franz Ferdinand?

- A) Germany
- B) Serbia
- C) France
- D) Russia

Answer: B

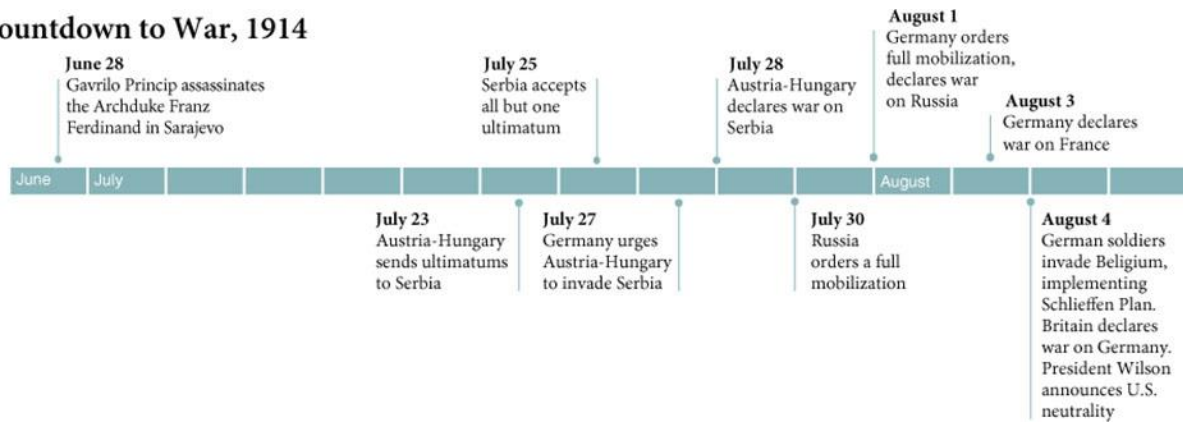
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.1 The War in Europe

Difficulty Level: Easy

Skill Level: Remember the Facts

Countdown to War, 1914



3. What can be inferred about Germany's role in World War I from this timeline?

- A) Germany focused its war efforts on the Eastern Front in Russia.
- B) Germany and Russia were allied against Austria-Hungary in this conflict.
- C) Germany wanted to fulfill longstanding territorial ambitions in the Balkans.
- D) Germany hoped to be the dominant power in Europe.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.1 The War in Europe

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 20.2 Timeline, 1914



4. According to this map, what developed as a result of a German miscalculation of its war plan, which was also known as the Schlieffen Plan?

- A) the sinking of the *Lusitania*
- B) facing a two-front war in both Eastern and Western Europe
- C) the unexpected entry of the United States into World War I
- D) British mining of the North Sea

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.1 The War in Europe

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 20.1 World War I in Europe, 1914–1918

	1914	1915	1916	1916 Figure as a Percentage of 1914 Figure
Britain	\$594,271,863	\$911,794,954	\$1,526,685,102	257%
France	\$159,818,924	\$369,397,170	\$628,851,988	393%
Italy*	\$74,235,012	\$184,819,688	\$269,246,105	364%
Germany	\$344,794,276	\$28,863,354	\$288,899	0.08%

*Italy joined the Allies in April 1915.

5. What does this chart of U.S. exports to Europe during the time the United States was neutral in the early years of World War I reveal about American sentiments in this war?
- A) American exports to Britain and France decreased as these two countries entered the war against Germany.
 - B) American exports to Germany continued to increase as Germany won significant victories.
 - C) American manufacturers and banks chose to primarily help the Allies.
 - D) American entrepreneurs helped both the Allies and Central Powers equally.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.2 The Perils of Neutrality

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 20.3 U.S. Exports to Europe, 1914–1917

6. What groups were most likely to oppose American trade with the Allied nations during World War I?
- A) German Americans and Irish Americans
 - B) The upper-class American elites
 - C) anti-Communists and anti-Bolsheviks
 - D) Eastern bankers and entrepreneurs

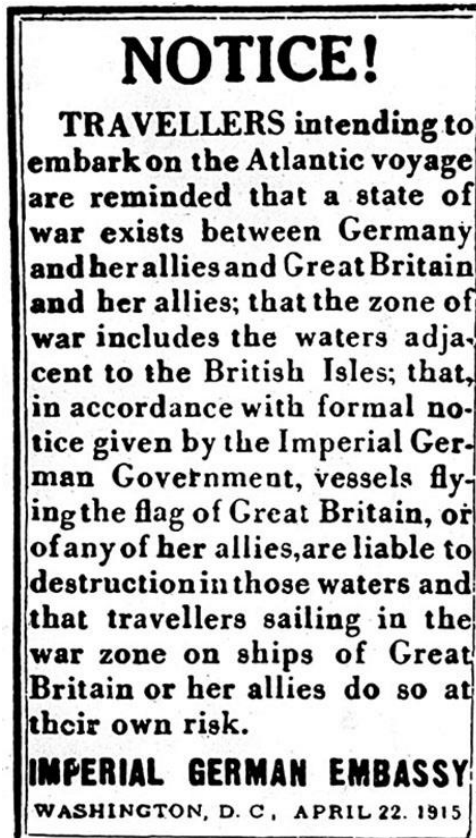
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.2 The Perils of Neutrality

Difficulty Level: Easy

Skill Level: Remember the Facts



7. How was Germany mainly planning on carrying out the destruction of ships belonging to Britain and its allies that was referenced in this published warning to the public?

- A) by naval blockade
- B) by mining the North Sea
- C) through modern steel-constructed battleships
- D) through U-boats

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.2 The Perils of Neutrality

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 20.4 A German Warning to Travelers in the War Zone

8. How did President Wilson define American neutrality after the sinking of the *Lusitania*?
- A) remaining “impartial in thought as well as action”
 - B) giving neutral nations the indisputable right to trade and travel wherever they liked
 - C) a decision of choosing to trade only with the Allied Powers
 - D) a way of ensuring that the Allies won and then helping them repay their wartime loans to American banks

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.2 The Perils of Neutrality

Difficulty Level: Easy

Skill Level: Remember the Facts

9. Under the *Arabic Pledge*, Germany promised to _____.
- A) support Austria-Hungary if they declared war on Serbia
 - B) not violate Belgian neutrality when invading France
 - C) not sink passenger ships without warning
 - D) not sink merchant ships without warning

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.2 The Perils of Neutrality

Difficulty Level: Easy

Skill Level: Remember the Facts

10. The purpose of the National Security League was to _____.
- A) prepare American soldiers for war through universal military training
 - B) denounce preparations for war against the Central Powers
 - C) secure pledges from Germany that respected America’s right to trade with the Allies
 - D) assist President Wilson in planning for “peace without victory”

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.2 The Perils of Neutrality

Difficulty Level: Easy

Skill Level: Remember the Facts



11. Which slogan on this vehicle used for President Wilson’s 1916 reelection campaign reveals that the president had not entirely ruled out war?

- A) “Who Keeps Us Out of War?”
- B) “Peace with Honor”
- C) “Prosperity”
- D) “Preparedness”

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.2 The Perils of Neutrality

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 20.5 Wilson Campaign Slogans

12. Before declaring war on Germany in 1917, the United States was dealing with a serious foreign policy crisis in _____ that almost led to a formally declared war with that nation.

- A) Russia
- B) Mexico
- C) Canada
- D) Cuba

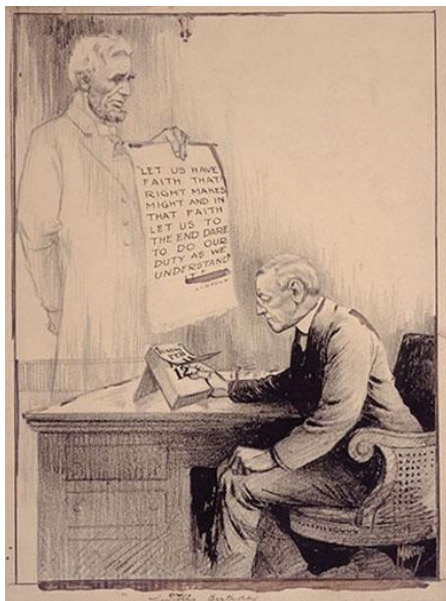
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.2 The Perils of Neutrality

Difficulty Level: Easy

Skill Level: Remember the Facts



13. In what way does the cartoon *Lincoln's Birthday* compare Woodrow Wilson to Abraham Lincoln?

- A) They were both anti-segregationists who tried to better the lives of African Americans.
- B) They both had to make difficult decisions about whether to lead the nation into war.
- C) They both suffered personal tragedies in office, including the loss of one wife and one child.
- D) They both died in office shortly after each of their respective wars ended.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.3 America Enters the War

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 20.6 *Lincoln's Birthday*

14. What was the purpose of the Zimmermann Telegram?

- A) Germany tried to entice Japan to attack American possessions in the Pacific Ocean.
- B) Germany assured Austria-Hungary unlimited financial and military support if it went to war with Russia.
- C) Germany promised Mexico assistance in recovering territory lost to the United States in exchange for starting a border war.
- D) Germany pledged to stop attacking Allied passenger ships without prior warning.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.3 America Enters the War

Difficulty Level: Easy

Skill Level: Remember the Facts

15. Based on her voting record regarding entry into World Wars I and II, Republican congresswoman Jeannette Rankin, the first female member of Congress, could best be described as a(n) _____.

- A) pacifist
- B) warmonger
- C) alarmist
- D) traitor

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.3 America Enters the War

Difficulty Level: Easy

Skill Level: Remember the Facts

16. The Treaty of Brest-Litovsk _____.

- A) ended the civil war in Russia
- B) was applauded by Britain and the United States
- C) granted substantial territory in central Europe to Russia
- D) took Russia out of World War I

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.4 Conflicting Views among the Allies on the War's Purpose

Difficulty Level: Easy

Skill Level: Remember the Facts

17. Under the war goals that President Wilson outlined in his Fourteen Points, international crises would be handled by _____.

- A) the United States and the Allied Powers
- B) a league of nations established at the end of the war
- C) individual nations involved in each specific conflict
- D) a combination of nations from the former Allied and Central Powers

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1.4 Conflicting Views among the Allies on the War's Purpose

Difficulty Level: Easy

Skill Level: Remember the Facts

18. The War Industries Board was established to _____.

- A) coordinate military production
- B) oversee agriculture during the war
- C) allocate scarce materials to American industries
- D) determine the criteria for drafting soldiers

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.1 Gearing Up for War

Difficulty Level: Easy

Skill Level: Remember the Facts

19. How did the federal government ensure the smooth transport of war-related freight during the war?

- A) by replacing all railroad workers with federal employees
- B) by disallowing railroad unions from making demands
- C) by providing additional labor to maintain railway lines
- D) by taking over management of the railroads

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.1 Gearing Up for War

Difficulty Level: Easy

Skill Level: Remember the Facts

20. Who directed the Food Administration that was in charge of producing enough food to feed civilians, soldiers, and overseas refugees during the war?

- A) George Creel
- B) Carrie Chapman Catt
- C) Herbert Hoover
- D) John J. Pershing

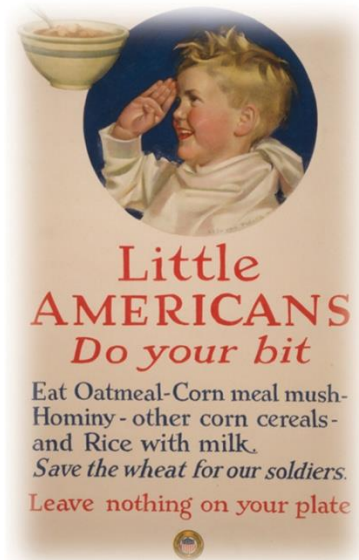
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.1 Gearing Up for War

Difficulty Level: Easy

Skill Level: Remember the Facts



21. What does this poster created by the Food Administration represent about the American war effort?

- A) It involved the first use of propaganda by the government.
- B) It showed the lack of unity in supporting the war because Americans refused to conserve food.
- C) It led to strong vocal discontent from Americans who resented being told what to do by the government.
- D) It demanded total mobilization of American society.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.1 Gearing Up for War

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 20.7 "Little Americans, Do Your Bit!"

22. A riot that killed 48 people in East St. Louis, Illinois was one of many that revealed tensions between _____.

- A) union and non-union workers
- B) native-born workers and immigrants
- C) white workers and black migrants
- D) labor leaders and the rank and file

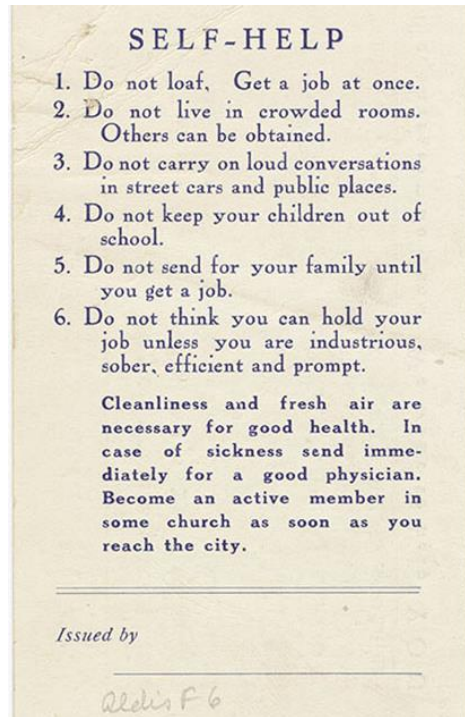
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.2 Black Migration

Difficulty Level: Moderate

Skill Level: Understand the Connections



23. What was the purpose of these cards issued by the Urban League?

- A) helping African Americans migrating from the South adapt to urban Northern life
- B) assisting immigrants from Southern and Eastern Europe assimilate into American society
- C) ensuring that railway strikers find new job opportunities in urban areas
- D) aiding soldiers returning from World War I in readjusting to American society

Answer: A

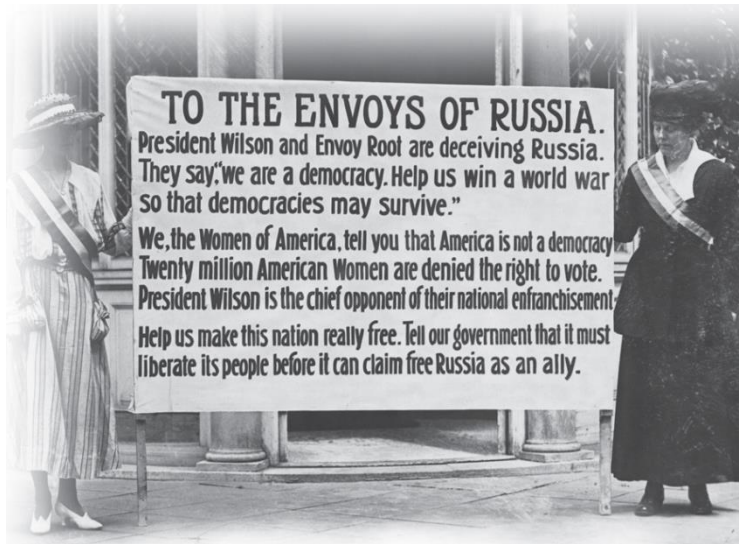
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.2 Black Migration

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 20.8 Urban League Cards for Migrants



24. What is the underlying view of democracy expressed by the militant suffragists in this image?
- A) In a true democracy, the right to vote is extended to all.
 - B) Capitalism and democracy cannot truly co-exist.
 - C) Waging war is not the proper way to defend democracy.
 - D) Democracies can be allies only with other democracies.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.3 Female Suffrage

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 20.9 Suffragists Picket the White House

25. What did National American Woman Suffrage Association president Carrie Chapman Catt mean when she said that “it is a risk, a danger for a country like ours to send 1,000,000 men out of the country who are loyal and not replace those men by the loyal votes of the women they have left home”?

- A) Women were entitled to take over factory jobs vacated by departing soldiers.
- B) Woman’s suffrage could cancel out the votes of disloyal German Americans.
- C) Voting women would ensure that President Wilson would keep his word about spreading democracy to all Americans.
- D) American women should be thanked for their war efforts by giving them the vote.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.3 Female Suffrage

Difficulty Level: Difficult

Skill Level: Analyze It

26. The primary focus of the Committee on Public Information was _____.
- A) serving as the government's pro-war propaganda machine
 - B) operating as the military's means of communicating with the public
 - C) regulating the flow of intelligence through the military and government
 - D) informing the public about corruption in the war industries

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.4 Rallying the Public

Difficulty Level: Easy

Skill Level: Remember the Facts

27. The government funded the war effort primarily by _____.
- A) borrowing heavily from Britain
 - B) raising taxes
 - C) selling war bonds
 - D) eliciting contributions from the wealthy

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.4 Rallying the Public

Difficulty Level: Easy

Skill Level: Remember the Facts

28. When U.S. Supreme Court Justice Oliver Wendell Holmes, Jr., declared that the Court had established a "clear and present danger" that limited the right of free speech during wartime, he and the Court were upholding the constitutionality of the _____.
- A) Sedition Act
 - B) Nineteenth Amendment
 - C) Lever Food and Fuel Act
 - D) Espionage Act

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.5 German Spies and Civil Liberties

Difficulty Level: Easy

Skill Level: Remember the Facts

29. The Sedition Act differed from the Espionage Act in that it _____.

- A) led to the arrest and punishment of U.S. citizens
- B) restricted civil liberties during the war
- C) targeted anyone who spoke against the government
- D) targeted German Americans and immigrants

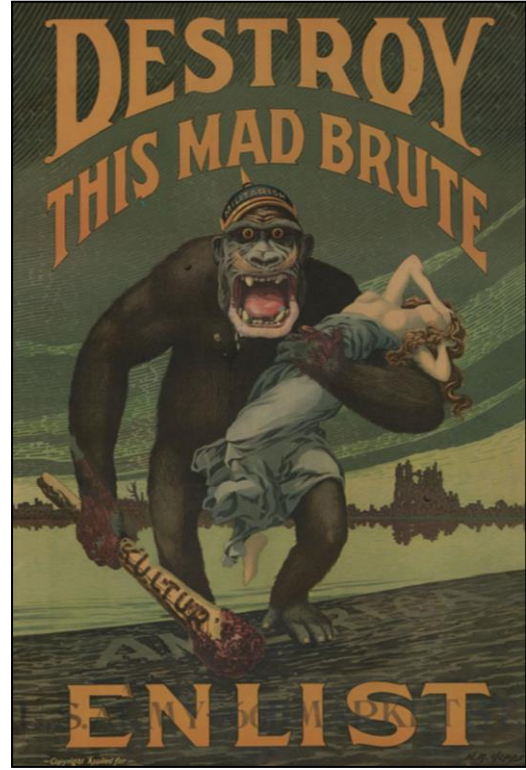
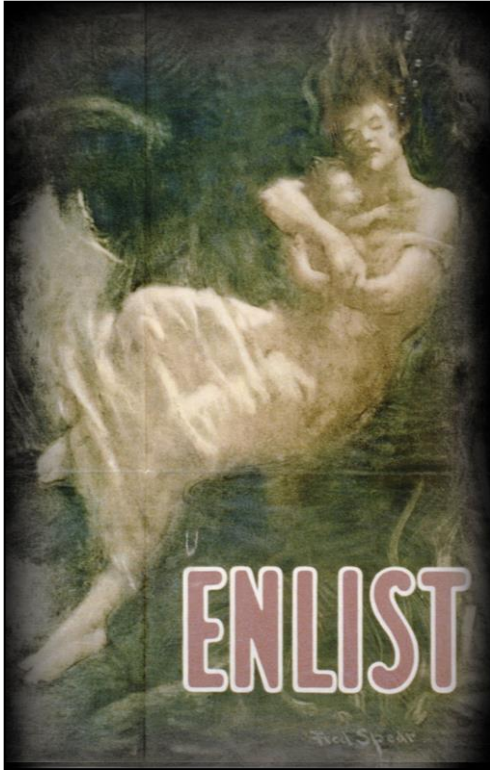
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.5 German Spies and Civil Liberties

Difficulty Level: Moderate

Skill Level: Understand the Connections



30. In both of these pro-war propaganda posters, women are used to represent _____.
- A) the suffering of the Allies
 - B) innocence victimized
 - C) the fallen state of Germany
 - D) hope for the future

Answer: B

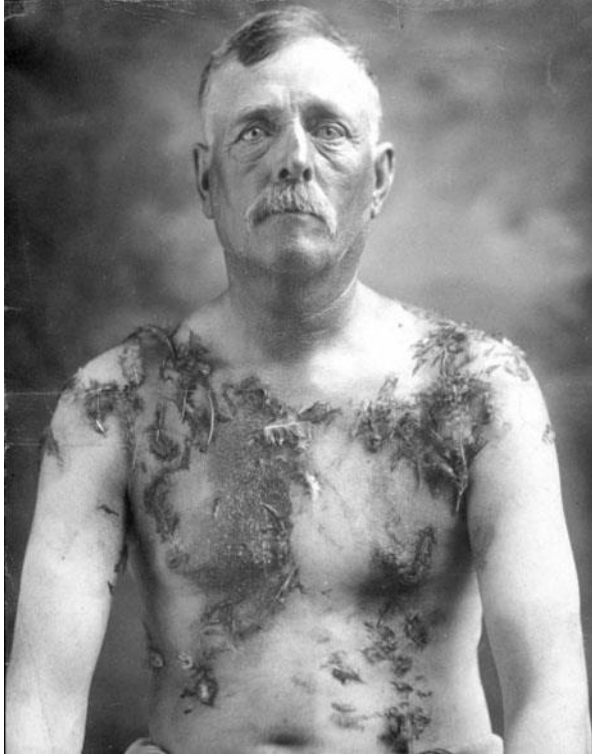
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topics: Introduction, 20.2.5 German Spies and Civil Liberties

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: Chapter opening image and Images as History: Propaganda Posters



31. After German American farmer John Meints from Luverne, Minnesota, was beaten, tarred, and feathered by a group of his neighbors in 1918 for not buying war bonds, Meints used these photographs to _____.

- A) inform Germany of how German Americans were being treated in America
- B) complain to Congress and President Wilson about violence toward German Americans
- C) shock Americans about the mistreatment of innocent German Americans
- D) successfully sue the members of the mob who attacked him

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2.5 German Spies and Civil Liberties

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 20.10 Tarring and Feathering a German American, 1918

32. Most conscientious objectors who were drafted during World War I _____.
- A) fled the country to Canada
 - B) were jailed under the provisions of the Sedition Act
 - C) eventually decided to fight
 - D) served on the home front performing jobs in manufacturing and farming

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.3.1 Raising an Army

Difficulty Level: Easy

Skill Level: Remember the Facts

33. Why did President Wilson decide to implement conscription immediately following the declaration of war in 1917?
- A) The draft gave the government more power to decide who should work and who should fight.
 - B) The draft enabled the government to recognize the rights of religious conscientious objectors.
 - C) Wilson believed that a military comprised solely of volunteers was a threat to American liberty.
 - D) Wilson wanted to prevent possibly seditious German Americans from enlisting.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.3.1 Raising an Army

Difficulty Level: Moderate

Skill Level: Understand the Connections

34. During World War I, enlisted African Americans were in segregated units and mostly worked _____.
- A) in medical units
 - B) as laborers
 - C) in training camps
 - D) in communications

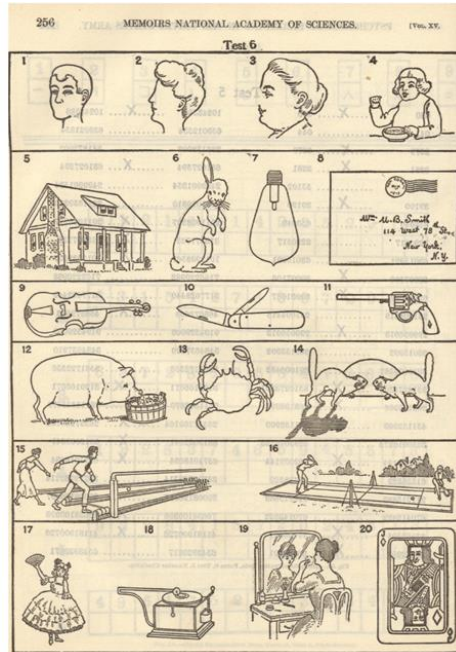
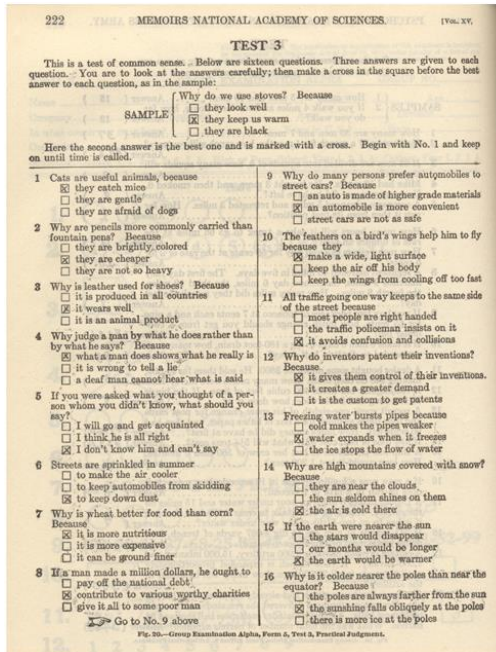
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.3.2 “You’re in the Army Now”

Difficulty Level: Easy

Skill Level: Remember the Facts



35. Which is the best inference that can be made from intelligence tests such as those pictured here that were given to soldiers in training camps during World War I?
- A) Most American soldiers were not very intelligent.
 - B) The military hoped to exclude non-English speakers from leadership.
 - C) Methods of testing intelligence were crude at best.
 - D) Psychologists hoped to use such tests to sort citizens throughout society.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.3.2 "You're in the Army Now"

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 20.11 Intelligence Tests for Soldiers

36. The leader of the American Expeditionary Forces in Europe was _____.

- A) George Creel
- B) Alvin York
- C) John J. Pershing
- D) Herbert Hoover

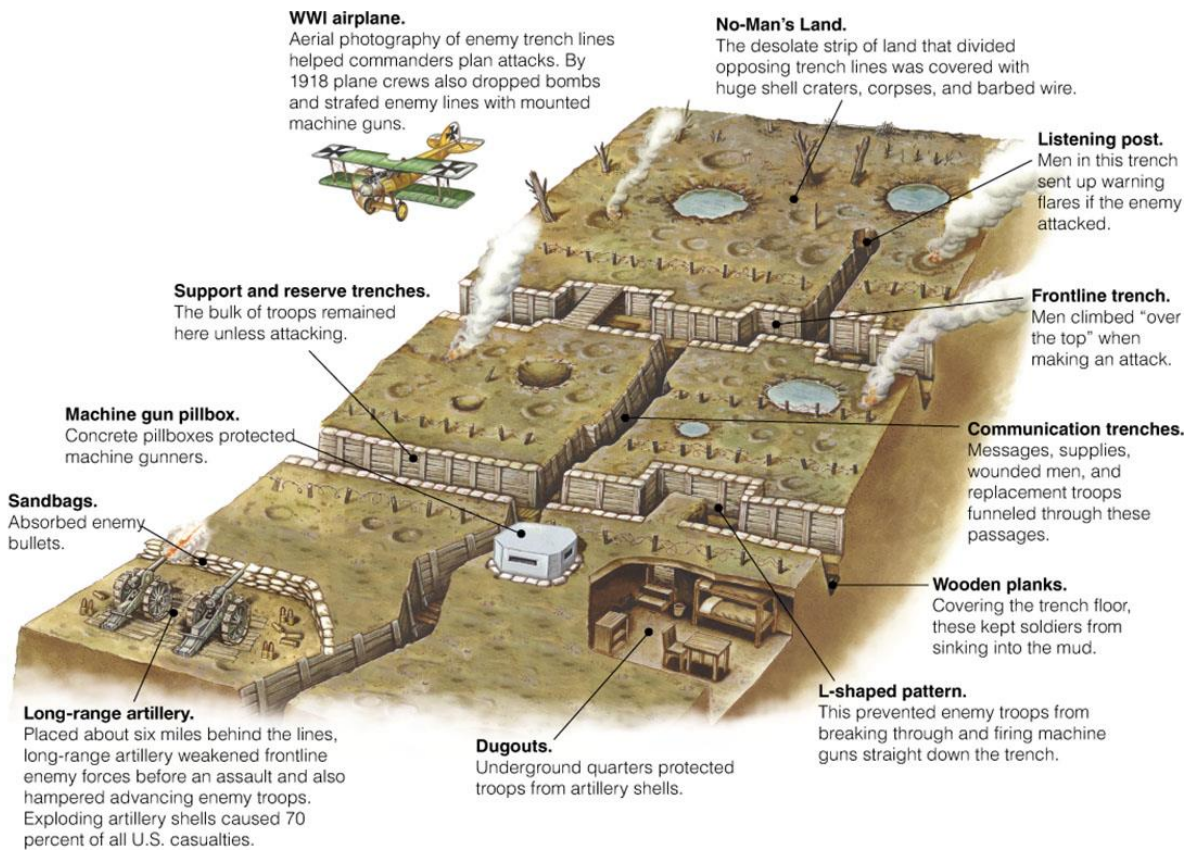
Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.3.3 On the Western Front

Difficulty Level: Easy

Skill Level: Remember the Facts



37. What does this three-dimensional image of a trench imply about warfare during World War I?

- A) Most of the daytime combat took place in No-Man's Land rather than in the trenches.
- B) Trenches were generally sanitary and free of rats and lice.
- C) Soldiers were able to advance in quick offensive paces that resulted in large territorial gains.
- D) Trenches were intricate defense systems that both protected soldiers and added to their misery.

Answer: D

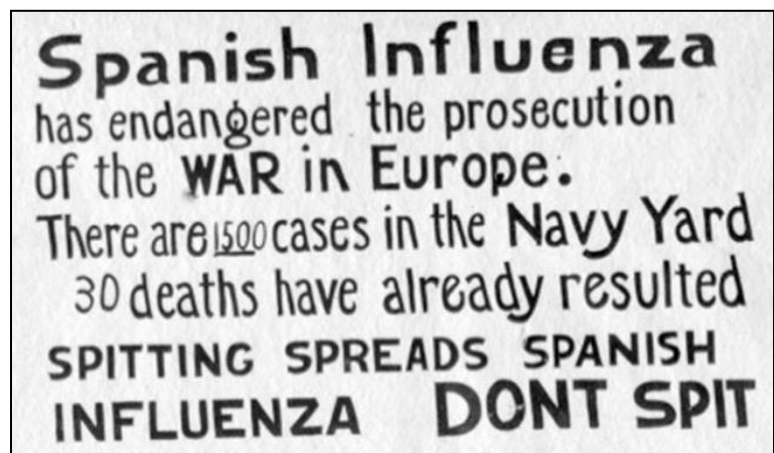
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.3.3 On the Western Front

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Envisioning Evidence: Understanding the Battlefield



38. Why were the methods of curbing the extent of Spanish Influenza that are depicted in these two images unsuccessful in stopping this illness from spreading?

- A) Spanish Influenza was an air-borne virus that was not spread by droplets and could also penetrate masks.
- B) The influenza virus was spread through flea bites that penetrated the blood system.
- C) Spanish Influenza was more prominent among children and the elderly and not in working-class adults.
- D) Spraying areas with topical disinfectants was more successful than the methods shown in these images.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.3.4 Flu Epidemic

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 20.13 Masked Mailman during the 1918 Influenza Epidemic and 20.14 Anti-Spitting Campaign, 1918

39. Why was the lethal strain of influenza that killed over 30 million people worldwide during the pandemic of 1918–1919 called Spanish Influenza?

- A) The virus originated as a mutated version of avian flu in Spain.
- B) The outbreak of this disease was first reported by a Spanish newspaper.
- C) Spanish travelers and immigrants coming to the United States introduced it to urban areas.
- D) The pandemic had its origins in Spain's former Caribbean colonies of Cuba and Puerto Rico.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.3.4 Flu Epidemic

Difficulty Level: Moderate

Skill Level: Understand the Connections

America at War				
Conflict	Total Serving	Battle Deaths	Other Deaths	Wounded
Civil War (1861–1865)				
Union	2,213,363	140,414	224,097	281,881
Confederate	600,000–1,500,000	74,524	59,297	—
World War I (1917–1918)	4,734,991	53,402	63,114	204,002
World War II (1941–1945)	16,112,566	291,557	113,842	670,846
Korean War (1950–1953)	5,720,000	33,741	2,833	103,284
Vietnam War (1964–1973)	8,744,000	47,355	10,796	153,303

40. By examining this chart, what conclusion can be made about American participation in World War I when compared to its participation in other wars in the past 150 years?

- A) More soldiers died in World War I than in World War II.
- B) More soldiers died in battle during the Korean War than in World War I.
- C) It took longer to fight World War I than the Vietnam War.
- D) World War I was the shortest war in the twentieth century but the second deadliest.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.3.5 The Final Campaigns

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 20.15 Battlefield Deaths, Deaths by Disease, and Wounded

41. How did President Wilson unsuccessfully gamble away his visions for peace in Europe after World War I?

- A) He intentionally did not invite any Republicans to join him at the Paris Peace Conference.
- B) He opposed the self-determination of Eastern Europeans who had once been part of Germany, Austria-Hungary, or Russia.
- C) He believed the Senate would ratify the Treaty of Versailles even if it contained a covenant to establish the League of Nations.
- D) He refused to yield on France’s desires to permanently disable Germany’s economy and military.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.4.1 The Paris Peace Conference

Difficulty Level: Moderate

Skill Level: Understand the Connections

42. When he said of the Versailles Peace Treaty that “this isn’t a peace, it’s a twenty year truce,” Supreme Commander of Allied Armies Marshal Ferdinand Foch meant that _____.
- A) the treaty required too much from the United States
 - B) the demands placed on Germany would lead to a future war
 - C) the Americans did not get what they wanted from the treaty
 - D) Germany did not face a harsh enough punishment

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.4.1 The Paris Peace Conference

Difficulty Level: Moderate

Skill Level: Understand the Connections

43. President Wilson’s primary opponent on the matter of the League of Nations was _____.
- A) British Prime Minister David Lloyd George
 - B) Allied Army Marshall Ferdinand Foch
 - C) Congresswoman Jeannette Rankin
 - D) Senator Henry Cabot Lodge

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.4.1 The Paris Peace Conference

Difficulty Level: Easy

Skill Level: Remember the Facts

44. What weakened President Wilson’s negotiating position at the Paris Peace Conference?
- A) his decision to negotiate himself rather than through representatives
 - B) the loss of Democratic control of Congress
 - C) his insistence on establishing a League of Nations
 - D) his eagerness to forgive the Germans

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.4.1 The Paris Peace Conference

Difficulty Level: Moderate

Skill Level: Understand the Connections



45. What irony is revealed in this map showing Europe and the Middle East after World War I?
- A) Germany lost more territory than Austria-Hungary, which initially was the first country to declare war in 1914.
 - B) Wilson's demand for freedom on the high seas did not come true due to continued German naval attacks.
 - C) Wilson's proposal for self-determination came true in Eastern Europe, but the mandates in the Middle East led to European imperialism.
 - D) Serbia, which wanted independence at the start of the war, was instead absorbed by Yugoslavia.

Answer: C

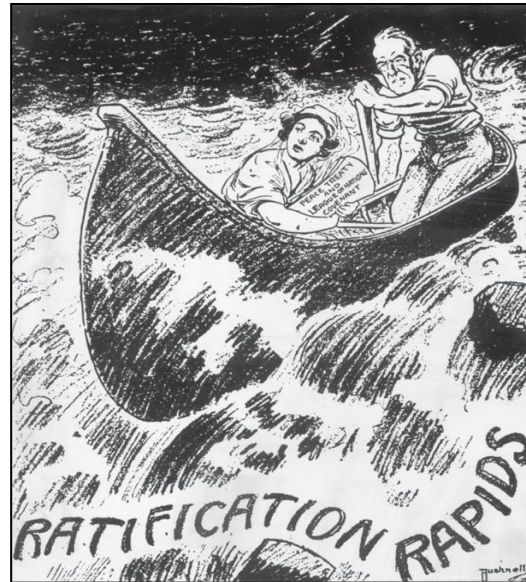
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.4.1 The Paris Peace Conference

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 20.16 Europe and the Middle East after the War



46. How does the portrayal of Woodrow Wilson’s leadership differ in these two cartoons?

- A) In one, he works with the Senate; in the other, he works against it.
- B) In one, he is confident; in the other, he is desperate.
- C) In one, he is a skilled negotiator; in the other, he is a fleeing coward.
- D) In one, he is untrustworthy; in the other, he is strong.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.4.2 The Treaty Fight at Home

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 20.17 *Looking a Gift Horse in the Mouth* and 20.18 *Ratification Rapids*

47. According to Senator Henry Cabot Lodge’s statement “...there is a wide difference between taking a suitable part and bearing a due responsibility in world affairs and plunging the United States into every controversy and conflict on the face of the globe,” the most contentious part of Article X of the League of Nations covenant was that it _____.

- A) stated that member nations would protect other members
- B) would override the authority of Congress to declare war
- C) required member nations to engage in wars as advised by the Council
- D) would involve the United States in all global military conflicts

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.4.2 The Treaty Fight at Home

Difficulty Level: Difficult

Skill Level: Analyze It

48. The White House reacted to President Wilson's stroke by _____.
- A) continuing with business as usual
 - B) issuing a call for prayer meetings
 - C) keeping it a secret
 - D) having his wife serve as a shadow president

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.4.2 The Treaty Fight at Home

Difficulty Level: Easy

Skill Level: Remember the Facts

49. What actions did the U.S. Senate take regarding a peace settlement to end World War I?
- A) It ratified the original Treaty of Versailles that included membership in the League of Nations.
 - B) It ratified separate peace treaties with Germany, Austria, and Hungary in 1921.
 - C) It ratified Senator Lodge's proposed treaty that included the 14 reservations.
 - D) It joined the League of Nations without ratifying any treaty with the former Central Powers.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.4.2 The Treaty Fight at Home

Difficulty Level: Easy

Skill Level: Remember the Facts



50. What was the key message about World War I that artist John Steuart Curry conveyed to the public in his 1938 painting *Parade to War, Allegory*?

- A) The U.S. military was an honorable profession and encouraged young boys to consider future enlistment.
- B) Women played a key role on the home front and were recognized with the right to vote.
- C) Americans remained highly patriotic after World War I and honored their veterans with respect.
- D) U.S. participation in World War I had been a mistake due to the high numbers of lost and ruined lives.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.4.2 The Treaty Fight at Home

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 20.19 *Parade to War, Allegory*

Essay

51. Although the United States was officially neutral when World War I broke out in 1914, what factors and events led to the U.S. declaration of war in April 1917?

The ideal answer should include:

1. When World War I began in 1914, the United States was a neutral nation although sympathies from most Americans ran high with the Allied nations. Even though President Wilson wanted to both stay out of the war and prevent bitter divisions within American society because of varying loyalties to both the Allied nations and Central Powers, American manufacturers and banks chose to primarily help the Allies, although, in theory, they were free to trade with both warring factions in Europe.
2. As the war spread to the high seas, Britain used its superior naval power to mine the North Sea and establish a blockade around the Central Powers. The blockade affected American trade since all American ships had to first go through a British search for merchandise such as guns and ammunition and, later on, for food and cotton as well. To combat the blockade, Germany began to use U-boats, which were a type of submarine, to launch surprise torpedo attacks against Allied merchant and naval ships.
3. The turning point that began shifting American support for the Allies took place on May 7, 1915, when a German U-boat sank the British passenger ship *Lusitania*. Among the 1,198 dead were 128 American passengers. Wilson, still trying to avoid war, insisted that Germany pay reparations and accept the right of Americans to travel on any ship they wished. Germany defended its actions by stating that they had published warnings to passengers in American newspapers. Several months later, another German U-boat sank the British passenger ship *Arabic* that included two Americans among the dead. Fearful of provoking the United States even more, Germany issued the *Arabic* Pledge promising not to sink passenger ships without warning and also renounced sinking merchant ships by surprise after one of its U-boats sank one in May 1916. By the beginning of 1917, Wilson tried to negotiate for a European peace settlement that outlined a plan for “peace without victory.” His ideas had little effect on European leaders, and unbeknownst to the president, Germany had already decided to resume unrestricted submarine warfare.
4. After Wilson’s reelection in 1916, foreign affairs dominated his second term. Besides the ongoing war in Europe, the United States was also dealing with problems in Mexico. During the years of U.S. neutrality, German spies spent nearly \$12 million supporting rebel factions in Mexico, who resented American intervention in their domestic politics. Francisco “Pancho” Villa raided American border towns, hoping to draw U.S. troops into Mexico and destabilize the U.S.-backed constitutional government headed by Venustiano Carranza. Wilson sent 12,000 U.S. troops under Brigadier General John J. Pershing into Mexico to arrest Villa, which led to Carranza’s denouncement of this expedition as an invasion of Mexico. Although Wilson came close to asking for a declaration of war against Mexico, U.S. troops left early in 1917. In February 1917, Wilson learned that German foreign minister Arthur Zimmermann sent the Zimmermann Telegram to Mexico stating that, in the event of a war with the United States, Germany would help Mexico take back lost territory in Texas, New Mexico, and Arizona if Mexico started a border war with the United States. Zimmermann also wanted Mexico to mediate between Germany and Japan in hopes of enticing the Japanese to enter the war and attack

America's possessions in the Pacific Ocean. Mexican president Carranza had no interest in fighting the United States after its withdrawal earlier that year, and Germany had no men or munitions to offer. British intelligence intercepted and deciphered the secret telegram, and when the State Department released the telegram to the press, many Americans viewed it as evidence that Germany had hostile intentions against the United States.

5. As a result of the Zimmermann Telegram, Wilson broke off diplomatic ties with Germany but did not ask Congress for a declaration of war. German submarines by this time were sinking more than 500,000 tons of Allied shipping per month, and the Allies warned Wilson that without these supplies, they were doomed. As German U-boats began attacking American merchant ships, Wilson agreed to arm these vessels. On April 2, 1917, Wilson finally decided to go before Congress and ask for a declaration of war, stating that "it is a fearful thing to lead this great peaceful people into war." Congress declared war by a vote of 90 to 6 in the Senate and 373 to 50 in the House.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1 The Decision for War

Difficulty Level: Easy

Skill Level: Remember the Facts

52. In what ways did President Wilson define the neutrality of the United States in the first years of World War I? What practices threatened to undermine American neutrality?

The ideal answer should include:

1. As World War I engulfed Europe, President Wilson advised Americans to avoid “passionately taking sides” and to “remain impartial in thought, as well as action.” Neutrality, though, turned out to be a difficult concept for Americans to define and maintain. Many questions arose at this time. Did it mean that Americans could trade with both sides selectively, or with no one? Did Americans have the right as members of a neutral nation to travel wherever they liked without coming under attack?
2. One of the greatest dilemmas for the American government and people was how to remain neutral without inflicting serious damage on the American economy. American foreign policy for the previous twenty years had focused on protecting American business interests abroad. Cutting off trade completely with Europe would have had severe consequences for Americans. Wilson initially tried to limit America’s financial involvement in the war by banning private American bank loans to the belligerent nations, which would make it impossible for the warring countries to buy what they needed to continue fighting. However, when the Allies began to run short of cash in 1915, Wilson lifted the ban, fearing a widespread U.S. recession if these nations stopped buying American goods.
3. Trading with or loaning money to both sides was another way to remain neutral. American manufacturers and banks chose to primarily help the Allies, although, in theory, they were free to trade with both warring factions in Europe. By 1917, American banks were loaning Britain an average of \$10 million a day while, in contrast, American trade with Germany dropped to less than one percent of what it had been in 1914. America’s financial elite had no desire to trade with Germany, instead preferring Britain, whose culture they revered, and France, for whom they had warm feelings. In addition, publicity of German atrocities in Belgium by the press also fanned anti-German feelings in the United States. This disproportionate aid to the Allies alarmed German-Americans as well as Irish-Americans, who specifically hated British rule in Ireland. Midwesterners and Southerners accused Eastern bankers of violating the principle of neutrality by pulling the nation slowly into a war that it did not want to fight. These critics wanted the United States to announce an arms embargo that would prevent American companies from trading with nations at war.
4. The sinking of the *Lusitania* on May 7, 1915, was the ideological turning point for the United States. As a reaction to this crisis, Wilson redefined the meaning of neutrality, thus putting the United States on a collision course with Germany. He also moved away from his original definition of neutrality as being “impartial in thought and action” to embracing a new concept of first and foremost giving neutral nations the indisputable right to trade and travel wherever they liked. After the sinking of another passenger ship, Germany issued the *Arabic* Pledge, promising not to attack Allied passenger ships without warning in hopes of not further provoking the United States.
5. The debate on neutrality deepened when prominent pro-Allies political, business, and financial leaders formed the National Security League and began lobbying for universal military training to instruct all American men of fighting age in drilling in marksmanship. In response, Progressive reformers created the American Union Against Militarism to

denounce preparations for war. Congress authorized only a modest, but still controversial, expansion of the peacetime army.

6. Wilson ran for reelection in 1916 on the slogan “He Kept Us Out of War.” Slogans such as “Peace with Honor” reminded voters of his success in securing pledges from Germany that respected America’s right to trade with the Allies, which created American prosperity. However, Wilson also noted that his trusted adviser Edward M. House twice returned from Europe during the campaign unable to negotiate a peace settlement, so Wilson also campaigned on the slogan of preparedness in case the United States did enter the war in Europe. Wilson won a close electoral vote against Republican Charles Evans Hughes to secure a second term.
7. Additionally, anticipating war with the United States and attempting to slow the mobilization of American troops, Germany sent aid to Mexican rebels who desired to take back territory from the United States, activities that were exposed by the Zimmermann Telegram. At this point, Wilson broke off diplomatic ties with Germany but was still reluctant to declare war.
8. In January 1917, Wilson tried to again negotiate a European peace settlement, outlining a plan calling for “peace without victory” based on American principles and American policies. These included democracy, freedom on the seas, no entangling alliances, and equality of rights among nations that Wilson described as “the principles and policies of forward-looking men and women everywhere...” Wilson’s desire to export democracy overseas while simultaneously protecting American access to foreign markets promised to greatly expand America’s imperial reach. Wilson proposed remaking Europe in the image of America. His words, however, had little effect on European leaders, and unbeknownst to him, Germany had already decided to resume unrestricted submarine warfare. Wilson’s neutrality policy collapsed as a result of this, and on April 2, 1917, he successfully urged Congress to declare war on Germany.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.1 The Decision for War

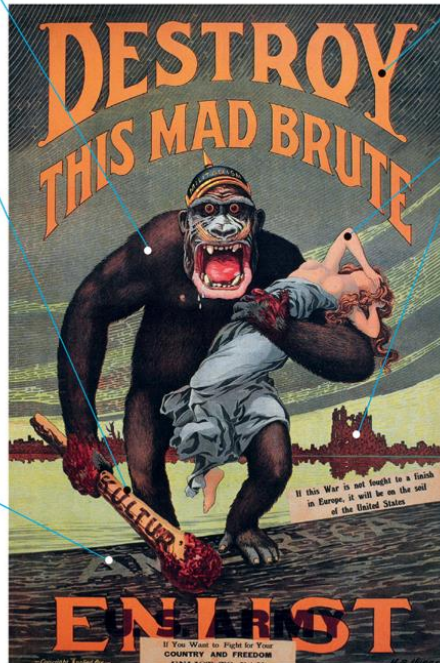
Difficulty Level: Moderate

Skill Level: Understand the Connections

This 1917 army recruiting poster depicts the Germans as savage beasts who raped, pillaged, and killed.

The gorilla carries the club of culture, alerting Americans to reject the contamination of German culture. Nearly half of the states banned or restricted teaching German, and Americans renamed the hamburger a "liberty sandwich."

The image of Germany threatening the American coastline reminded viewers that German U-boats patrolled the Atlantic coast looking for troop and merchant ships to sink.



In 1939, Adolf Hitler rallied German opinion against the former Allied nations by reprinting this poster with the caption: "When they assaulted us 25 years ago, they wrote on their rotten slanderous poster: 'Destroy this mad beast'—they meant the German people!"

Europe lies in ruins behind the gorilla-like German soldier who carries his limp female victim, a ravaged Lady Liberty, as he makes his way to American soil.

53. Discuss the role of propaganda, including posters such as this one, in rallying American support for the war. What effect did such images have on American attitudes and behaviors toward German Americans?

The ideal answer should include:

1. Wilson formed the Committee on Public Opinion (CPI) to control the flow of information and shape public opinion about the war. Headed by George Creel, a Progressive muckraking journalist, the CPI disseminated propaganda posters, press releases, and films. Pamphlets were translated into multiple languages to reach the nation's immigrant population. The agency also recruited Four-Minute Men to speak before audiences in movie halls, markets, fairs, and churches on topics such as German submarine warfare and espionage. These men received this name because each speech was limited to four minutes, the amount of time it took to change the reels of silent films in movie theaters. Hollywood also helped the propaganda effort by making movies such as *To Hell with the Kaiser*, which depicted the German leader as a depraved lunatic who receives a much-deserved punch in the mouth from the American soldier who captures him.
2. The government also used war bond campaigns to win over the hearts and minds of Americans. Rather than angering the public by raising taxes to pay for the war, the government financed two-thirds of the war's costs with war bonds, short-term loans that individual citizens made to the government. Some German Americans like farmer John Meints of Luverne, Minnesota, refused to buy war bonds and faced harsh consequences from their neighbors. Meints was abducted by a mob one evening and driven to the South Dakota state line where he was beaten, whipped, and finally tarred and feathered. Ignoring warnings to leave the state forever, Meints sued his assailants for \$100,000 and used photographs to document his assault. Initially, the presiding judge convinced the jury to acquit the defendants, citing that Meints was disloyal. Meints appealed and won a new trial in 1921 after the end of the war. Rather than risk public censure after the war

was over, his assailants paid him an out-of-court settlement of \$6,000 in 1922.

3. Due to the government's reaching out to immigrants from Eastern and Southern Europe through war bonds, propaganda, and military recruitment, many of these immigrants felt American for the first time. Rather than choosing between supporting their homelands and their new country, these immigrants could openly support both during the war by making financial donations to organizations such as the Red Cross that were helping people in their native lands.
4. Wartime propaganda accentuated Americans' sense of duty, concern for troops in the field, and fears of a German invasion, which is one of the features shown on the "Destroy This Mad Brute" poster as a large German savage beast prepares to wade across the Atlantic Ocean to destroy the United States, thus reminding the American public of unrestricted U-boat warfare in the Atlantic. Propaganda posters whipped up patriotic fervor and hate for the enemy to justify the war and motivate young Americans to fight, as this poster also highlights the word "Enlist." Progressive reformers, to their dismay, soon realized that the techniques they had perfected to expose corrupt business practices and spur interest in reform were now being used as a way to incite war hysteria.
5. The "Destroy This Mad Brute" poster also plays on anti-German and anti-German American hysteria. Germans are shown as savage beasts capable of killing, raping, and pillaging the innocent, including a ravaged Lady Liberty. The club of culture in the gorilla's hand is a symbol urging Americans to reject the contamination of German culture. Hamburgers were renamed "liberty sandwiches," and nearly half of the states banned or restricted the teaching of the German language. German immigrants, who were previously a respected group in the United States, had to constantly prove their patriotism and loyalty. In order to protect themselves from violent assaults by their neighbors, many German Americans also changed their names, stopped teaching German to their children, and purchased war bonds. In 1939, Adolf Hitler would use this same poster to rally Germans against the Allied nations, reminding the German people that the mad beast they wanted to destroy was the German people.

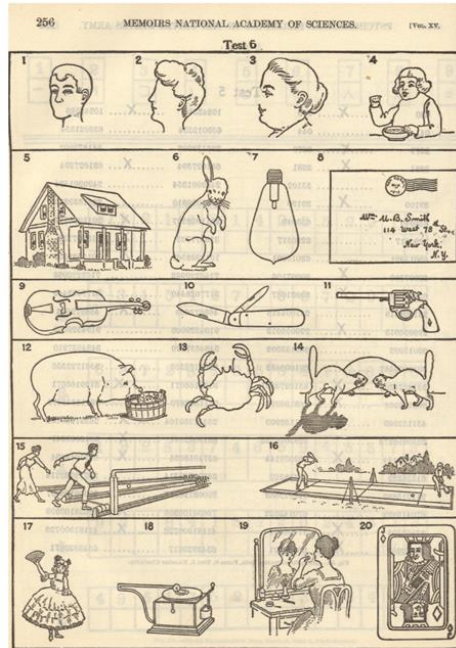
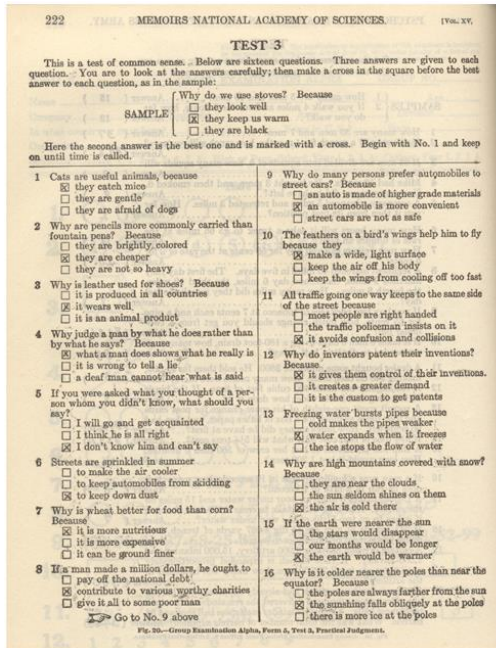
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.2 The War at Home

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Images as History: Propaganda Posters



54. For what reasons did President Wilson decide to implement conscription immediately, and what was the resulting composition of the wartime army? Why was the draft renamed “selective service”? Explain the assumptions that informed the development of the intelligence tests administered to soldiers, such as those pictured. How did similar assumptions affect the role of African Americans in fighting the war?

The ideal answer should include:

1. The draft allowed the government to quickly split Americans into two groups: those who worked in essential wartime industries, and should therefore not be drafted, and those who did not. This ensured that the food and munitions production necessary for the war would not be disrupted by the loss of essential workers who volunteered to serve. To combat the impression that conscription forced reluctant men to fight, the draft was renamed “selective service.” Selective service, the government repeatedly told Americans, placed men where they could best serve the war effort.
2. The wartime army reflected the diversity of the American population. Approximately 18 percent of the entire force (one in five) was foreign-born. Nearly 12,000 Native Americans served, composing only a small fraction of the total military force, but representing nearly 25 percent of the Native American male population. Sixteen thousand women went overseas as nurses, telephone operators, or welfare workers.
3. African Americans made up 13 percent of the military, although they were only 10 percent of the country’s population. The army remained strictly segregated, and black soldiers received few chances to demonstrate bravery or leadership, since 89 percent served as labor troops under mostly white officers. These troops built roads and bridges required to keep a modern army in the field. In France, many black troops discovered a more racially tolerant environment where white French had no qualms socializing with African American soldiers. The fear that returning black servicemen intended to bring the fight for democracy home provoked postwar riots and lynchings that often targeted black

veterans in uniforms.

4. Civilian psychologists administered intelligence tests to soldiers in training camps to turn these forces into a functioning army. These assessments would quickly assess a recruit's intelligence to determine if he was officer material or better suited for manual labor. Surprisingly, 25 percent of the soldiers had to take the test designed for illiterates because of low rates of school completion among all racial and ethnic groups. Individuals who had more education, a middle-class background, and a general familiarity with mainstream American culture fared better on these intelligence tests than those with less education, a poorer background, or little familiarity with American culture.
5. Test results showed that white recruits had a mental age of 13, while the average mental ages for immigrant and American-born blacks were the lowest at 10.41 mental years, thus justifying the military's decision to place them in menial jobs. These results also demonstrated that immigrants and blacks needed more comprehensive schooling than whites. Social Darwinists argued that these results validated their ideas about white northern European superiority.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.3 Fighting the War

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 20.11 Intelligence Tests for Soldiers



55. Using the political cartoon *Looking a Gift Horse in the Mouth*, discuss the arguments that were given against joining the League of Nations that was part of Article X in the Treaty of Versailles. How did President Wilson respond to these criticisms, and what was the ultimate outcome of the ratification process?

The ideal answer should include:

1. A particularly controversial part of the Versailles Treaty among Americans was the creation of the League of Nations, which was part of Article X of this treaty. British and French leaders downplayed America's role in the Allied victory and sought to limit Wilson's involvement in the terms of the peace agreements. Particularly, the British and French wanted stronger punitive measures against Germany than Wilson was willing to approve.
2. Many Americans resented the creation of the League of Nations and worried that involvement in the League would mean that U.S. foreign policy would be shaped, in part, by European interests. Additionally, the League could open the Western Hemisphere, which had been primarily under U.S. control as a result of the Roosevelt Corollary, to European activity.
3. The Republicans took control of Congress in 1918 and used the opportunity to energize opposition to creating a League of Nations as part of Wilson's peace plan. Isolationists led by Senator William E. Borah desired to adopt a position of neutrality and isolation and to stay out of future foreign conflicts. Some critics argued that the Versailles Peace Treaty placed unreasonable demands on Germany, including \$33 billion in reparations and a war guilt clause, holding Germany alone responsible for starting World War I. By contrast, Senate majority leader and Senate Foreign Affairs Committee chairman Senator Henry Cabot Lodge and his followers wished to see a return to the balance of power that existed in Europe before the war, rather than the redrawn map the Versailles Treaty

created. In sum, most Americans who disagreed with the Versailles Treaty saw it as detrimental to America's own interests and self-determination.

4. The cartoon *Looking a Gift Horse in the Mouth* expresses skepticism that the League of Nations will be strong enough to exert any power in international affairs. While Wilson tries to assure Uncle Sam that the League is "better than nothing," the Senate carefully examines the broken-down mule that represents the League, realizing that it is not strong enough to handle the hard work of keeping the peace.
5. Wilson tried to compromise with Senate Republicans, but chances appeared slim, especially since he had not included any of them on his negotiating during the Paris Peace Conference. Lodge gave the president a pledge signed by 39 senators who vowed to reject the League covenant in its present form. Wilson did manage to incorporate key Republican demands in the final League covenant, including the statements that the League of Nations would respect the Monroe Doctrine and would allow nations to withdraw from the League. Lodge also proposed adding 14 American reservations to the treaty, including one that required explicit congressional approval before American troops went overseas, but Wilson refused to accept these.
6. Wilson also tried to outmaneuver his domestic critics by opting against not creating two international agreements, a peace treaty and a covenant creating the League of Nations, since each would require separate Senate ratification. Instead, he believed the Senate would never refuse to ratify the peace treaty, even one that contained a controversial League of Nations. He also had to compromise with Allied leaders and got them to accept the League by giving up his idea of peace without victory and instead supporting the reparations payment and guilt clause that were placed on Germany.
7. Although both Lodge and Wilson made valid arguments about the role of the United States in international affairs, Wilson's description in his September 25, 1919, speech delivered in Pueblo, Colorado, of the French cemetery that holds the bodies of American soldiers made his argument for joining the League of Nations and, with the other member nations, taking an advisory role in international conflicts. After the war, Americans wanted to feel that the sacrifices they had made were meaningful, and Wilson skillfully connected this sacrifice with the future "liberation and salvation of the world." Several hours later, he suffered a debilitating stroke.
8. With his absence from the public stage, opposition to the League of Nations spread. His refusal to compromise doomed the treaty, and the Senate rejected both the original treaty and the one with Lodge's reservations attached. The U.S. Senate never ratified the Treaty of Versailles and officially ended World War I with Germany, Austria, and Hungary when it ratified separate peace treaties with each of these nations in 1921. Without American membership, the League of Nations became little more than a place to air grievances.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the U.S. experience in World War I.

Topic: 20.4 Peace

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 20.17 *Looking a Gift Horse in the Mouth*

CHAPTER TWENTY-ONE
A TURBULENT DECADE: THE TWENTIES

Multiple Choice



1. This 1926 photograph of two young flappers dancing on the ledge of a Chicago hotel implies that one important cultural conflict that arose in the United States during the 1920s was that women were _____.

- A) resorting to the values and morals of the Victoria era.
- B) dealing with issues that involved taking control of their bodies
- C) putting the tragedy of World War I behind them
- D) getting involved in civic and political affairs resulting from gaining suffrage

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

2. Although many city dwellers saw the introduction of the car as beneficial to urban areas, what unforeseen circumstances related to automobiles had negative impacts on cities?

- A) expenses in building tunnels and bridges
- B) asphalt-paved roads and an increase in gasoline prices
- C) heavy traffic and hazardous exhaust fumes
- D) high traffic fatalities and a decline in the building trades industry

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.1 The Car Culture

Difficulty Level: Easy

Skill Level: Remember the Facts

3. What role did the federal government take in supporting Americans who wanted to travel by car to vacation and see other parts of the country?

- A) It funded money to states to build a new national highway system.
- B) It dropped the price of gasoline to new lows so that people could travel more freely.
- C) It provided low interest loans so that people could purchase more automobiles.
- D) It offered the Ford Motor Company lucrative incentives to drop the price of automobiles.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.2 On the Road

Difficulty Level: Easy

Skill Level: Remember the Facts

4. Which of the following words best describes the crime associated with the Teapot Dome political scandal that was one of many connected to Warren G. Harding's presidency?

- A) violence and murder
- B) bribery and corruption
- C) voter fraud and deception
- D) treason and anarchy

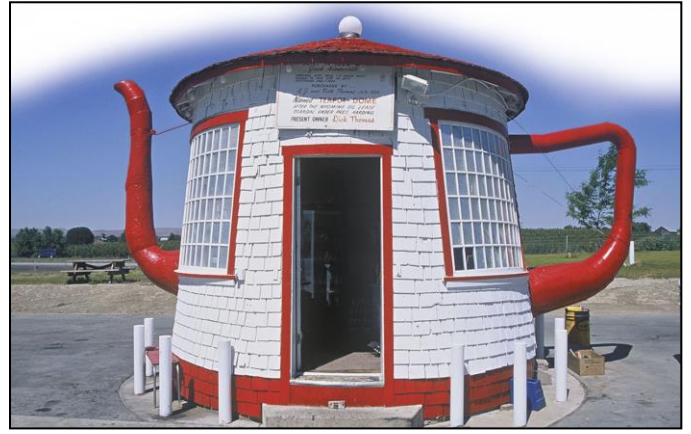
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.2 On the Road

Difficulty Level: Moderate

Skill Level: Understand the Connections



5. What do these images of gas stations reveal about commercial roadside businesses in the 1920s?

- A) Retailers used both familiar and whimsical images to attract passers-by.
- B) Service stations were mostly located in urban rather than remote areas.
- C) Roadside restaurants, lodging quarters, and gas stations were only available to white customers.
- D) Gasoline was so profitable that owners could afford to create eye-catching buildings.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.2 On the Road

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Assets: 21.1 Cottage Gas Stations and 21.2 Teapot Dome Gas Station, Zillah, Washington

6. What did author Dorothy Parker allude to when she said that “the best way to keep children home is to make the home atmosphere pleasant—and let air out of the tires”?

- A) Younger people grew more independent as they used cars to travel further from home.
- B) Attendance at school and church dropped as younger people chose instead to joyride in cars.
- C) Use of automobiles by younger people boosted illegal drinking.
- D) The automobile promoted looser courting and sexual morals among younger people.

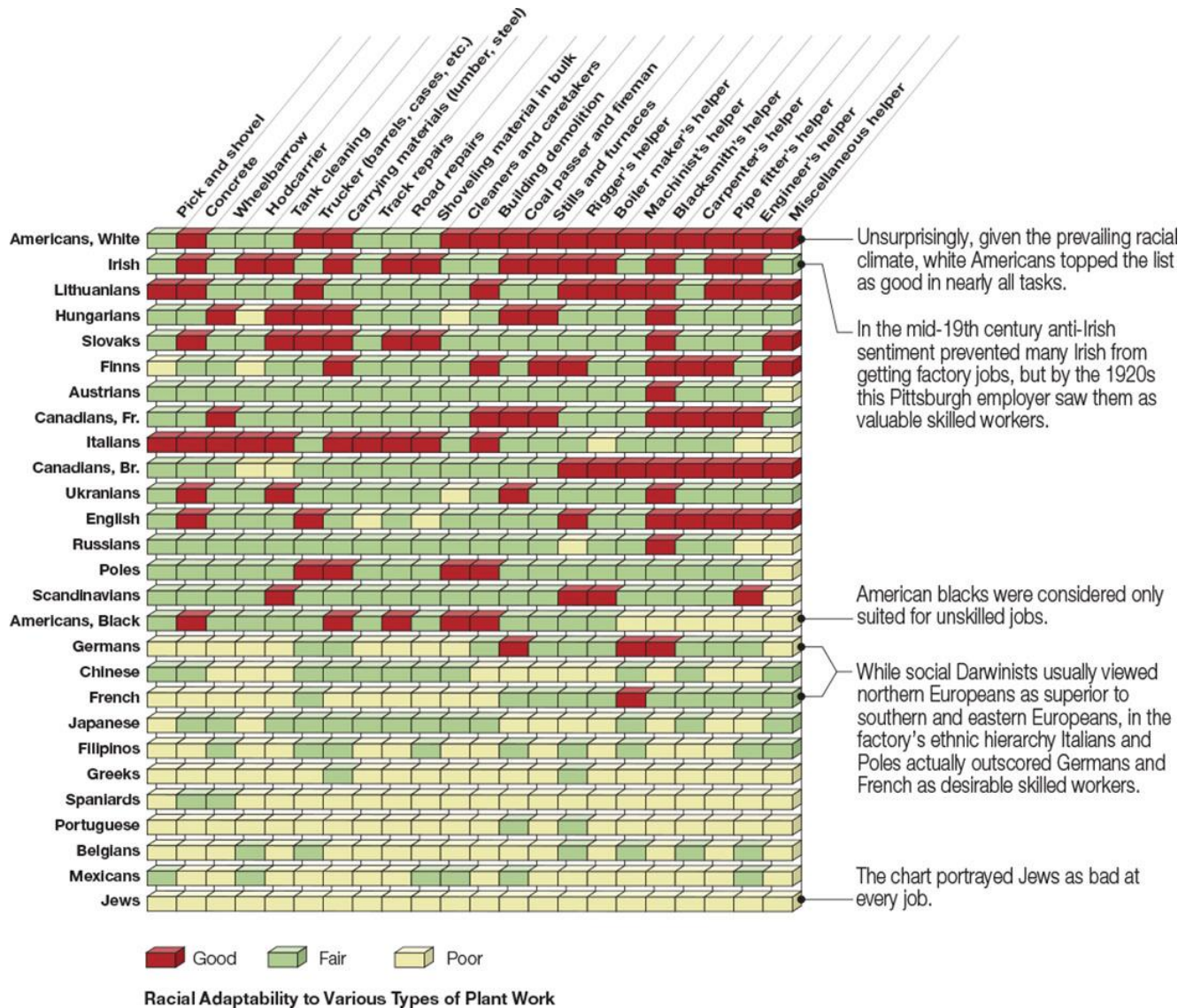
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.2 On the Road

Difficulty Level: Moderate

Skill Level: Understand the Connections



7. How did this efficiency chart from the Central Tube Company in Pittsburgh associate the beliefs of social Darwinists to scientific management of skilled and unskilled jobs at that company?

- A) Asian workers from China and Japan outperformed African Americans.
- B) Irish workers were valued as highly skilled workers at this company.
- C) White Americans performed strongest in almost every task available at the company.
- D) Southern and eastern Europeans like Italians and Poles outperformed northern Europeans.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.3 Welfare Capitalism and Consumer Culture

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Envisioning Evidence: Scientific Management In Action

8. Proponents of welfare capitalism believed that _____.
- A) the theory of scientific management had to be entirely rejected
 - B) the federal government should provide unemployment insurance
 - C) corporations could build a loyal workforce by providing certain benefits
 - D) the national government should be more active in programs of social reform

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.3 Welfare Capitalism and Consumer Culture

Difficulty Level: Moderate

Skill Level: Understand the Connections

9. Warren G. Harding and Calvin Coolidge, Republican presidents during most of the 1920s, _____.
- A) openly supported business interests
 - B) used their power to directly aid the ailing farm economy
 - C) pursued programs that effected social reform
 - D) avoided implication in political scandals

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.3 Welfare Capitalism and Consumer Culture

Difficulty Level: Moderate

Skill Level: Understand the Connections

10. What was one major effect of the widespread acquisition of radios in American homes during the 1920s?
- A) the emergence of a platform for local businesses to compete equally with large chains
 - B) an alarming rise in debt taken on to purchase the expensive technology
 - C) fading interest in the products of Hollywood
 - D) the development of mass culture

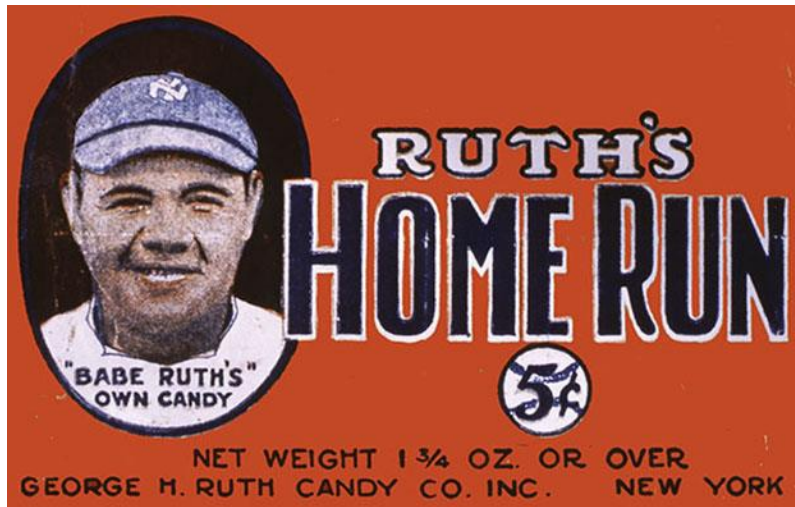
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.3 Welfare Capitalism and Consumer Culture

Difficulty Level: Moderate

Skill Level: Understand the Connections



11. As exemplified by this candy wrapper, what did professional baseball player George Herman “Babe” Ruth pioneer as a way for sports and movie celebrities to become wealthy during the 1920s?

- A) giving frequent interviews on radio
- B) endorsing and marketing products that were popular with the public
- C) providing photos and memorabilia to celebrity fan magazines
- D) sponsoring nationally syndicated radio shows to boost sales for a company’s products

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.3 Welfare Capitalism and Consumer Culture

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 21.3 Ruth’s Home Run

12. Charles Lindbergh became a celebrity when he _____.

- A) completed the first nonstop, solo flight across the Atlantic
- B) dealt with the kidnapping and murder of his oldest son
- C) joined with other Americans who argued against U.S. intervention in World War II
- D) starred in the most popular films of the 1920s

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.4 The Age of Flight: Charles A. Lindbergh

Difficulty Level: Easy

Skill Level: Remember the Facts



13. How would an American traditionalist have best described this 1927 photomontage of Charles Lindbergh's arrival in Paris on the *Spirit of St. Louis*?

- A) Lindbergh's flight illustrated the nation's industrial march forward.
- B) Lindbergh's flight renewed faith in the benefits of technology.
- C) Lindbergh exhibited the same adventurous spirit that propelled pioneers across the West.
- D) Lindbergh demonstrated that individual initiative still mattered in American society.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1.4 The Age of Flight: Charles A. Lindbergh

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 21.4 Photomontage of the *Spirit of St. Louis* Flying near the Eiffel Tower

14. Which of the following statements best characterizes “the Lost Generation,” a term coined by American writer Gertrude Stein to describe white intellectuals and artists of the 1920s who primarily lived abroad?

- A) Members of this group rejected liberal values and the idealism of youth.
- B) “The Lost Generation” honored suburban, middle-class lifestyles and values.
- D) These writers and artists celebrated a new attitude of living spontaneously.
- E) This group encouraged a return to the values of the Victorian era.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2.1 The Lost Generation

Difficulty Level: Moderate

Skill Level: Understand the Connections

15. Who were referred to as the “wets” in the debate over Prohibition?

- A) those who opposed Prohibition
- B) the criminals who thrived during Prohibition
- C) Southern preachers, especially Baptists, who supported temperance
- D) members of the Anti-Saloon League

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2.2 Prohibition

Difficulty Level: Easy

Skill Level: Remember the Facts

16. What did evangelical preacher Billy Sunday mean when he stated in a 1908 speech that his listeners should “get on the water wagon; get on for the sake of your wife and babies...”?

- A) Working-class laborers deserved to have a drink after finishing a hard day’s work.
- B) Temperance had positive benefits on health and thrift.
- C) It was better for teenagers to drink supervised at home rather than risk drinking contaminated “moonshine.”
- D) Those who drank alcohol should give it up for the sake of their family’s well-being.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2.2 Prohibition

Difficulty Level: Moderate

Skill Level: Understand the Connections



17. This image showing a group entering a speakeasy suggests that speakeasies were _____.

- A) seedy and unpleasant
- B) dark and dangerous
- C) glamorous and mysterious
- D) quiet and quaint

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2.2 Prohibition

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 21.5 Well-Dressed Trio Entering a Speakeasy

18. Both the Eighteenth and Twenty-First Amendments to the U.S. Constitution were associated with _____.

- A) increased public participation in federal elections
- B) African American civil rights
- C) women's voting rights
- D) prohibition

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2.2 Prohibition

Difficulty Level: Easy

Skill Level: Remember the Facts

Northwest Europe and Scandinavia		Eastern and Southern Europe		Other Countries	
Country	Quota	Country	Quota	Country	Quota
Germany	51,227	Poland	5,982	Africa (other than Egypt)	1,100
Great Britain and Northern Ireland	34,007	Italy	3,845	Armenia	124
Irish Free State (Ireland)	28,567	Czechoslovakia	3,073	Australia	121
Sweden	9,561	Russia	2,248	Palestine	100
Norway	6,453	Yugoslavia	671	Syria	100
France	3,954	Romania	603	Turkey	100
Denmark	2,789	Portugal	503	Egypt	100
Switzerland	2,081	Hungary	473	New Zealand & Pacific Islands	100
Netherlands	1,648	Lithuania	344	All others	1,900
Austria	785	Latvia	142		
Belgium	512	Spain	131		
Finland	471	Estonia	124		
Free City of Danzig	228	Albania	100		
Iceland	100	Bulgaria	100		
Luxembourg	100	Greece	100		
Total (Number)	142,483	Total (Number)	18,439	Total (Number)	3,745
Total (%)	86.5	Total (%)	11.2	Total (%)	2.3

19. What was one major reason why the Immigration Act of 1924 instituted a quota system to restrict the number of immigrants coming to the United States?

- A) Americans wanted to revive Asian immigration to this country at the expense of European immigration.
- B) Americans wanted to limit the number of immigrants coming from Latin America.
- C) Americans feared and distrusted German immigrants who came to the United States after World War I.
- D) Americans were afraid that immigrants from Russia and Eastern Europe would spread communism and anarchy.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2.3 The First Red Scare and Immigration Restrictions

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 21.6 Immigration Act of 1924

20. What was Russian-born immigrant Emma Goldman describing when she wrote that it “stands for the liberation of the human mind from the dominion of religion; the liberation of the human body from the dominion of property; liberation from the shackles and restraint of government”?

- A) communism
- B) anarchy
- C) socialism
- D) hedonism

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2.3 The First Red Scare and Immigration Restrictions

Difficulty Level: Moderate

Skill Level: Understand the Connections

21. What two opposing issues were used by prosecutors and defenders of Nicola Sacco and Bartolomeo Vanzetti in trying to prove their guilt or innocence regarding the robbery and murder of a Massachusetts payroll guard in 1920?

- A) communism versus striking on the job
- B) temperance versus alcoholism
- C) terrorism versus xenophobia
- D) organized crime versus anarchy

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2.3 The First Red Scare and Immigration Restrictions

Difficulty Level: Moderate

Skill Level: Understand the Connections

22. In 1925, John T. Scopes, a science teacher in Dayton, Tennessee, was arrested by local officials for teaching _____.

- A) creationism
- B) evolution
- C) sexual education and contraception
- D) black history

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2.4 Fundamentalism

Difficulty Level: Easy

Skill Level: Remember the Facts



23. Lena Ruffner, the young woman in this photograph, likely supported the tenets of _____.

- A) evolution
- B) modernism
- C) the ACLU
- D) fundamentalism

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2.4 Fundamentalism

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 21.7 Young Woman Holds Monkey Doll during the Scopes Trial

24. To what aspect of modern life in the 1920s were both the Lost Generation and Christian fundamentalists responding?

- A) its championing of industry and technology
- B) its apparent inability to meet the needs of the human spirit
- C) its rampant immorality
- D) its sustenance of bigotry toward minorities

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2 Cultural Unrest

Difficulty Level: Difficult

Skill Level: Analyze It



25. Based on this souvenir postcard from a lynching in Marion, Indiana, and the photograph of the 1925 Ku Klux Klan march in Washington, D.C., what conclusion can be reached about both lynch mobs and the Ku Klux Klan during the 1920s?

- A) They revived their activities after being suppressed during Reconstruction.
- B) Their targets included not only African Americans, but also Jews, Catholics, immigrants and feminists.
- C) They were unashamed of their actions and unafraid to reveal their identities.
- D) Although they were usually prosecuted for their crimes, juries rarely found them guilty.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.3.1 Lynching, Racial Rioting, and the Ku Klux Klan

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Assets: 21.8 Souvenir Postcard, Thomas Shipp and Abram Smith Lynching, Marion Indiana and 21.9 Ku Klux Klan in Washington, D.C., 1925

26. What was NAACP director James Weldon Johnson referring to when he coined the term “The Red Summer of 1919”?

- A) the wave of vicious assaults by whites against black communities
- B) the attacks and arrests made on communists and anarchists during the First Red Scare
- C) the deadly attacks made by rival gang members in organized crime over the sale of alcohol
- D) the militant protests undertaken by suffragists as they tried to get the states to ratify the Nineteenth Amendment

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.3.1 Lynching, Racial Rioting, and the Ku Klux Klan

Difficulty Level: Moderate

Skill Level: Understand the Connections

27. African-American leader Marcus Garvey rejected integration into white society in favor of _____.

- A) ensuring that African Americans acquire education through vocational schools
- B) having African Americans take pride in their natural appearances
- C) dismantling Jim Crow laws in the South
- D) establishing an independent nation in Africa

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.3.2 Marcus Garvey

Difficulty Level: Easy

Skill Level: Remember the Facts

28. What was NAACP leader W. E. B. Du Bois alluding to when he stated that Garvey’s Black Star Line, a black-owned fleet of steamships, “...arose and disappeared, and with it went some \$800,000 of the savings of West Indians and a few American Negroes...” in his 1923 biographical sketch “Marcus Garvey”?

- A) Garvey’s incompetence and dishonesty as a business leader
- B) Garvey’s prowess in running a successful enterprise
- C) Garvey’s idea of encouraging self-sufficiency by encouraging black-owned businesses
- D) Garvey’s insistence on establishing an independent nation in Africa

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.3.2 Marcus Garvey

Difficulty Level: Moderate

Skill Level: Understand the Connections



29. Why did Marcus Garvey choose to appear in full military regalia and plumed hat as the founder and leader of the Universal Negro Improvement Association?

- A) He wanted to emphasize his background as a veteran of World War I.
- B) He believed that wearing such a uniform would challenge the white stereotype of racial subservience.
- C) He wanted to prove to his followers that he was much more militant than Booker T. Washington.
- D) He desired to rule Liberia as a monarch once African Americans resettled there.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.3.2 Marcus Garvey

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 21.10 Marcus Garvey



30. What attitude regarding the northward migration of African Americans can be inferred from this particular Jacob Lawrence painting from his Migration series?

- A) irony
- B) joy
- C) condescension
- E) detachment

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.3.3 The Harlem Renaissance

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 21.11 The First Wave of the Great Migration (1916–1919)

31. Philosopher Alain Locke's anthology of essays and poems known as *The New Negro* embodied _____.

- A) a new aesthetic vision
- B) a proud work ethic
- C) black racial pride
- D) a deep connection to Africa

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.3.3 The Harlem Renaissance

Difficulty Level: Easy

Skill Level: Remember the Facts



32. How would members of the urban black middle class of the 1920s most likely have reacted to Aaron Douglas's drawing that accompanied James Weldon Johnson's poem "The Prodigal Son"?

- A) They would have encouraged additional black men from the South to migrate to northern cities.
- B) They would have taken pride in the development of an original American musical style with African roots.
- C) They would have joyfully seen this image as an expression of the times that included increased African American dignity.
- D) They would have disapproved of the temptations of jazz and the other illustrated vices that confronted the young man in the image.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.3.3 The Harlem Renaissance

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 21.12 *Prodigal Son*, 1927

33. Jazz could best be described as a melding of European musical traditions and _____.
- A) Latin music
 - B) folk music
 - C) African-American music
 - D) country music

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.3.3 The Harlem Renaissance

Difficulty Level: Easy

Skill Level: Remember the Facts

34. Which of the following best characterizes the Harlem Renaissance?
- A) The Harlem Renaissance inspired the Great Migration of African Americans from the rural South to the industrial North.
 - B) The Harlem Renaissance failed to nurture the emergence of black cultural pride in northern cities.
 - C) The Harlem Renaissance undermined the goals of the NAACP and other political civil rights groups.
 - D) The Harlem Renaissance produced some of the greatest literature and music of the Jazz Age.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.3.3 The Harlem Renaissance

Difficulty Level: Moderate

Skill Level: Understand the Connections

35. The passage of the Nineteenth Amendment _____.
- A) repealed Prohibition
 - B) outlawed the manufacture and distribution of alcohol
 - C) gave women the right to vote
 - D) provided for the direct election of U.S. senators

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.4 The New Woman

Difficulty Level: Easy

Skill Level: Remember the Facts

36. In the 1920s, the best predictor of how a woman would vote was how her _____ voted.
- A) husband
 - B) female friends
 - C) local elected officials
 - D) coworkers

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.4.1 Women in the Twenties

Difficulty Level: Easy

Skill Level: Remember the Facts

37. The passage of the Sheppard-Towner Act in 1921 _____.
- A) established a system for enforcing Prohibition
 - B) provided federal funds for maternity care
 - C) severely curtailed child labor
 - D) required less regulation of national banks

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.4.1 Women in the Twenties

Difficulty Level: Easy

Skill Level: Remember the Facts

38. Why did modern Progressive reformers, who dominated the League of Women Voters and included future first lady Eleanor Roosevelt, oppose passage of an Equal Rights Amendment (ERA) during the 1920s?
- A) They felt that gaining the right to vote ensured that women were equal to men in the United States.
 - B) They were concerned that the ERA could endanger the protective legislation for women that they had created in the recent past.
 - C) They questioned whether equality would mean that women would have to serve in the Armed Forces.
 - D) They feared that the ERA would not guarantee women equal pay for equal work when competing with men in the job market.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.4.1 Women in the Twenties

Difficulty Level: Moderate

Skill Level: Understand the Connections



39. What factors most likely inspired the image of the “new women” such as those portrayed in this advertisement?

- A) the emergence of mass culture combined with young women’s turning away from social movements and toward their economic prospects
- B) the perception of women as controlling most purchasing decisions combined with their exodus from the workplace
- C) the continuing success of the women’s movement in the wake of the success of the suffragists combined with overall American prosperity
- D) the emergence of car culture combined with the growing wealth of American families

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.4.1 Women in the Twenties

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Advertising The New Woman



40. What was the result of Margaret Sanger's 1929 appearance with her mouth bandaged at Boston's Ford Hall Forum after local officials refused to let her speak publicly about birth control?

- A) She was arrested and served 30 days in jail for distributing information about birth control.
- B) Her birth control clinic in Brooklyn was permanently shut down by the government.
- C) Her protest against censorship gave the birth control movement more national publicity.
- D) There was an increase in the number of female deaths due to illegal abortions.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.4.2 Margaret Sanger and the Fight for Birth Control

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 21.13 Margaret Sanger Protests

41. What attitude toward birth control did Margaret Sanger encounter in her work?

- A) dismay at her prudish recommendation that women simply avoid sex
- B) shock at the possibility that birth control could be used to support eugenics
- C) disinterest from women, who generally wanted as many children as possible
- D) the idea that birth control and the women who used it were indecent

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.4.2 Margaret Sanger and the Fight for Birth Control

Difficulty Level: Moderate

Skill Level: Understand the Connections

42. How were the goals of the Washington Conference of 1921–1922 reflective of President Harding’s foreign policy?

- A) Harding wanted the United States to isolate itself from all foreign affairs.
- B) Harding wanted to use dollars and disarmament to secure peace.
- C) Harding wanted to end the Open Door Policy to prevent armed conflict.
- D) Harding believed that Germany needed to make reparations to avoid future wars.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.5 Ensuring Peace: Diplomacy in the Twenties

Difficulty Level: Moderate

Skill Level: Understand the Connections

43. During negotiations for the Kellogg-Briand Pact in 1928, the United States worked to _____.

- A) limit industrial overproduction
- B) withdraw its commitment to free trade
- C) start an arms race with European powers
- D) renounce aggression and condemn war

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.5.1 Disarmament

Difficulty Level: Moderate

Skill Level: Understand the Connections

44. President Coolidge was asked by the French government in 1928 to sign a treaty with their country renouncing war, and instead, he decided to _____.

- A) negotiate a nonaggression pact with multiple nations
- B) abstain and develop a policy of isolationism
- C) finally enter the League of Nations
- D) sign a nonaggression pact with Britain and Japan

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.5.2 Wartime Debts

Difficulty Level: Moderate

Skill Level: Understand the Connections



45. How does the design of the Tomb of the Unknown Soldier, which was dedicated in 1921 during the Washington Conference, represent the diplomatic goals of the Harding and Coolidge administrations?

- A) The laurel wreaths signify that the United States was a world power in the postwar period.
- B) The allegorical figures represent the diplomatic goals of peace, valor, and victory.
- C) The concept of interring an unknown soldier reaffirmed the need for global disarmament.
- D) The hand-joined allegorical figures represent the success of a multinational nonaggression pact.

Answer: B

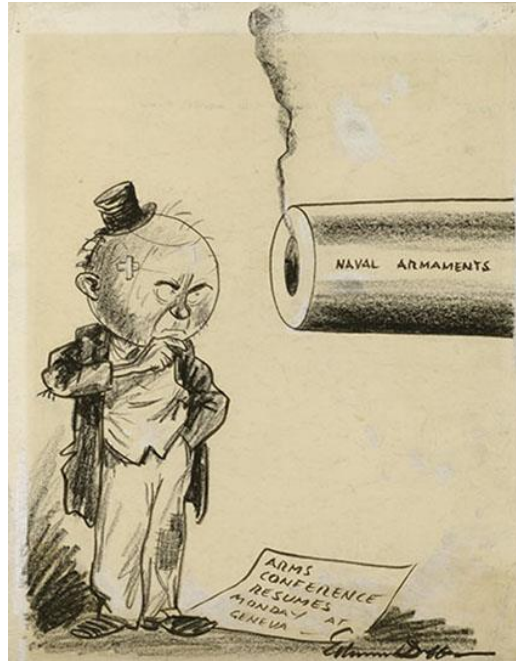
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.5.1 Disarmament

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 21.14 The Tomb of the Unknown Soldier



46. The 1927 political cartoon *Looking into the Black Hole of Ruin* that was created just prior to the 1927 Geneva naval disarmament meeting _____.

- A) convinced the United States, Britain, and Japan to successfully negotiate a naval disarmament treaty
- B) led to the United States, Britain, and Japan gaining control of the waters closest to them
- C) was unable to persuade the leading powers to reach an agreement on naval disarmament
- D) swayed nine nations to formally respect the Open Door policy in China

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.5.1 Disarmament

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 21.15 *Looking into the Black Hole of Ruin*

47. The Dawes Plan resulted in the United States' loaning Germany _____.
- A) its agricultural expertise
 - B) naval battleships
 - C) diplomatic support in negotiating with the Allies
 - D) millions of dollars to pay reparation obligations to the Allies

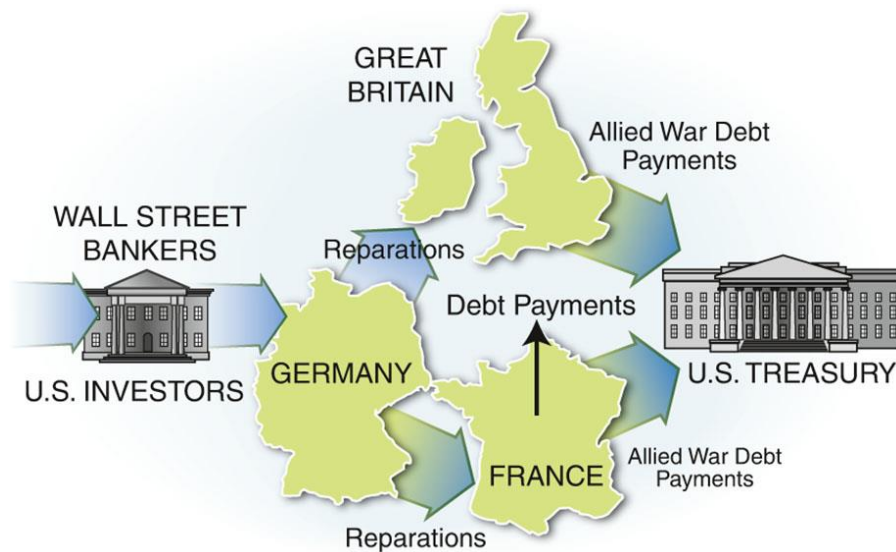
Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.5.2 Wartime Debts

Difficulty Level: Easy

Skill Level: Remember the Facts



48. As shown in this graphic, what conclusion can be made about the World War I reparation payment system in the 1920s?

- A) The entire reparation system was financed by American capital.
- B) Germany was able to make regular reparation payments to the Allies with its own funds.
- C) The United States remained an isolationist nation during the 1920s.
- D) The Allies failed to repay their war debts to the United States.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.5.2 Wartime Debts

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 21.17 The Global Flow of Reparation Payments

49. In the 1920s, President Coolidge famously said, “They hired the money, didn’t they?” What situation was he referring to?

- A) financing German reparation payments to the Allies with American capital
- B) French and Belgian occupation of the Ruhr Valley after Germany missed a reparation payment
- C) a reduction of overseas loans by American bankers after the stock market crash
- D) opposition to canceling the repayment of World War I war debts by the Allies

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.5.2 Wartime Debts

Difficulty Level: Moderate

Skill Level: Understand the Connections



50. The political cartoon “A Christmas Carol: Peace on Earth, Good Will Towards Man” expresses which of the following views of the Kellogg-Briand Pact?

- A) It was a step in the right direction toward world peace.
- B) It was unlikely to prevent future wars.
- C) It had been negotiated in good faith.
- D) It would protect only the United States, not Europe.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.5.2 Wartime Debts

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Choices and Consequences: Preventing War In Europe

Essay

51. What was the impact of the automobile industry on American culture during the 1920s? In what ways did it affect people in cities? In what ways did it affect people in rural areas?

The ideal answer should include:

1. The United States became a car culture during the 1920s. Car registration jumped from 9.2 million in 1920 to 26.5 million ten years later. Conflicting ideas soon arose over how much car-based culture and commerce should transform the American landscape and whether all Americans could be trusted with the new freedom given by cars. The ease of car travel meant that many Americans could take vacations away from home for the first time or could satisfy their wanderlust. The government funded massive road-building and paving programs, thus building a new national highway system. Rural businessmen erected eye-catching signs and buildings to attract car travelers in need of food, lodging, and gas. The petroleum and building industries boomed with the need for gasoline and construction materials for new suburbs that were made possible by people moving there with their automobiles.
2. Cars also transformed recreational habits. Church attendance dropped as many families chose to take all-day Sunday drives. Teenagers took their courting habits out of the family parlor and into the backseat of the family car. In addition, automobiles made it harder for town officials to regulate red-light districts because the automobile became, as one judge exclaimed, “a house of prostitution on wheels.”
3. People in cities benefited from the automobile through the elimination of the horse as the chief mode of transportation. As a result, streets were free of manure and urine. Asphalt-paved roads removed the dust that often forced urbanites to keep their windows shut. Negative side-effects though included traffic jams and pollution from exhaust fumes.
4. Farmers also benefited from the new technology related to automobiles. Tractors made plowing easier, while trucks transported produce to markets more quickly. Rural families were less isolated as they could now head into town on a regular basis.
5. Acquiring an automobile was a significant purchase for both urban and rural families. Cars usually cost between 20 and 45 percent of a non-farm family’s annual income and between 50 and 100 percent of a farm family’s yearly earnings. Purchasers usually required a credit plan where they had to put down one-third in cash as a down payment and spread the remaining payments over one year. Most of these credit plans also came with hefty interest rates, usually around 16 percent.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.1 Cars and Planes: The Promise of the Twenties

Difficulty Level: Easy

Skill Level: Remember the Facts

52. Describe the Fundamentalist movement that emerged during the 1920s. What did Fundamentalists believe? To what aspects of American society were Fundamentalists responding, and what was the impact of Fundamentalism at the time?

The ideal answer should include:

1. Fundamentalism is an evangelical Christian theory that viewed the Bible as an authentic, literal recounting of historical events and the absolute moral word of God. Through their criticism of Darwin, Fundamentalists offered a conservative alternative to modernism, a liberal Christian theology that emphasized the ongoing revelation of divine truth. Fundamentalists accepted the Bible as errorless, while Modernists reinterpreted it when confronted with new scientific knowledge.
2. Christian Fundamentalists initiated a campaign during the 1920s to stop the teaching of Charles Darwin's views on evolution. They felt that his theories contradicted the Bible's depiction of God creating the world and humankind in seven days.
3. The World Christian Fundamentals Association lobbied for state laws that prohibited teaching evolution in public schools. In 1925, Tennessee made it a crime to teach "any theory that denies the story of the Divine Creation as taught in the Bible, and to teach instead that man has descended from a lower order of animals." In actuality, the state made no effort to enforce the law and even adopted a biology textbook that included an extended discussion of Darwin's ideas.
4. The ACLU viewed the law as a violation of the First Amendment's guarantee of freedom of speech. Civic boosters in the town of Dayton responded to the ACLU's offer to help any teacher in the state who wanted to challenge the law in court because Dayton's citizens felt that a trial highlighting a clash between science and religion would attract huge crowds with cash to spend. Science teacher John Scopes volunteered to teach Darwinism so Dayton officials could arrest him.
5. Publicity for the "monkey trial" soon turned away from Scopes and the ACLU and instead focused on William Jennings Bryan and Clarence Darrow, who respectively headed the prosecution and defense. Urban-based reporters billed the case as a struggle between modern, urban America and the ignorant rural masses, few of whom shared in the general prosperity of the 1920s, and as one between the fundamental political values of majority rule and freedom of expression.
6. After Scopes's conviction, the ACLU appealed to the Tennessee Supreme Court, which upheld the law's constitutionality and then overturned the verdict because the judge rather than the jury imposed the fine. Tennessee did not repeal the law until 1967, a year before the U.S. Supreme Court declared anti-evolution laws unconstitutional.
7. Fundamentalists created a thriving minority subculture throughout the twentieth century and rejoined the cultural and political mainstream in the 1970s as they continued to challenge the teaching of evolution in public schools. Now, they used the same argument that Darrow had used against them: that keeping the biblical theory of creation out of biology classes violated the constitutional guarantee to freedom of speech.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.2.4 Fundamentalism

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. Describe the vision of African-American empowerment put forth by Marcus Garvey. How did his ideas compare with and differ from those of Booker T. Washington and W. E. B. Du Bois? Why did he come into conflict with the traditional civil rights elite?

The ideal answer should include:

1. After Booker T. Washington died in 1915, Jamaican immigrant Marcus Garvey resurrected his idea of empowering blacks economically during the 1920s. Garvey founded the Universal Negro Improvement Association (UNIA) to encourage self-sufficiency by creating black-owned businesses. The UNIA organized the Black Star Line, a short-lived steamship company where \$5 stock certificates were sold to finance the world's only black-owned and staffed fleet of steamships. Most of these certificates were purchased by Garvey's working-class followers, native-born African Americans, and recently arrived immigrants from the West Indies. Poor management, however, forced the Black Star Line to dissolve in 1922, and his investors lost their money.
2. The black nationalist Garvey was much more militant than Washington. He told black audiences that there was nothing shameful in being black, criticizing African Americans who used skin lighteners and hair straighteners to appear whiter. Garvey reminded his audiences that their race had outgrown slavery but that their minds were still enslaved to the thinking of the white race. Like Washington, he rejected the political goal of dismantling Jim Crow laws that dominated other civil rights organizations including Du Bois's NAACP. Yet, Garvey differed from Washington because, instead of improving life for blacks within the United States, Garvey wanted to establish an independent African nation where the world's dispersed black population could be reunited.
3. Garvey often appeared in public in full military regalia with a plumed hat to project an aristocratic image of strength and racial pride that challenged the subservience perpetuated by white Americans. His black middle-class detractors, including Du Bois, ridiculed him for such appearances and called him "a clown in a gaudy uniform who led big parades of ignorant people down the street selling pie in the sky."
4. Unlike Garvey, Du Bois supported immediate integration into white society. Many of the traditional civil rights elites accused Garvey of swindling the poor of their hard-earned money and stirring up racial animosity in the United States. Garvey accused light-skinned African American leaders such as Du Bois of racial prejudice, arguing that they could not accept him as their equal because of his dark skin. Du Bois criticized Garvey for his back-to-Africa movement, which he claimed failed because Garvey made it so public and neglected to consult the Liberian government about his proposal for that nation. Some of his critics organized a "Garvey Must Go" campaign and helped the government convict him of fraudulent use of the mails in 1923, resulting in a four-year prison term followed by deportation.
5. Without Garvey, the UNIA collapsed quickly. Garveyism, however, offered African Americans an alternative to the integrationist vision of the NAACP and introduced separatist ideas that Black Power advocates resurrected in the 1960s.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.3.2 Marcus Garvey

Difficulty Level: Moderate

Skill Level: Understand the Connections



54. Describe the so-called new woman of the 1920s. In what ways were traditional views of women reinforced through popular culture, and in what ways were views of women transformed? Using this advertisement for tropical resort clothes, explain the role of stereotyping in limiting the freedoms permitted to women at the time.

The ideal answer should include:

1. Women began the 1920s with a significant political victory when the Nineteenth Amendment gave them the right to vote in 1920. Although female reformers expected women to care deeply about issues affecting their gender, the much-anticipated “women’s vote” never materialized, and women generally voted as their husbands voted.
2. Some women adopted the “flapper” lifestyle that embodied the high spirits of a generation ready to put the tragedy of World War I behind them and move forward into the modern era. These young women flaunted traditional social morals and customs by smoking and drinking in public, dancing to jazz, and showing off their sexual liberation by wearing revealing clothes. Flappers and the equally controversial birth control movement championed the right of women to take control of their bodies. Popular culture, however, consistently defined the “new woman” as someone who kept herself thin, pretty, and lively for her husband.
3. One transformation for women came through their new access to the vote. The League of Women Voters was created by the National American Woman Suffrage Association in

1920 and addressed issues that they expected to resonate among female voters, including child labor, protective legislation for female workers, and cleaning up city politics. However, they did not include any type of provision to enforce the Nineteenth Amendment for black women. Congress responded to the pressure placed by the League regarding high rates of infant and mother mortality in childbirth and passed the Sheppard-Towner Act in 1921 to offer eight years of matching funds to states for classes that taught poor mothers about nutrition, hygiene, and prenatal care. Low-income pregnant women and new mothers also were provided with visiting nurses. Congress did not renew the program in 1929 after realizing that women were not voting as a bloc.

4. Feminists like the radical Alice Paul unsuccessfully tried for passage of an Equal Rights Amendment that would remove all barriers to archaic state legislation that addressed women's rights as mothers, wage earners, and equal protection under the law. Moderate Progressive reformers in the League of Women Voters, including future first lady Eleanor Roosevelt, rejected the ERA, claiming it would endanger protective legislation they had crafted in recent years, and, instead, argued for removing troubling laws individually, including those that prevented women from serving on juries or inheriting property.
5. Younger women displayed little interest in social movements and focused on their economic prospects. Women made up nearly 25 percent of the workforce in 1920, but they were relegated mostly to jobs seen as appropriate for their gender. Rapid expansion of corporate bureaucracies created a new need for office workers, which was filled with a growing number of white female high school graduates. Women continued to earn less than men, but product advertising targeted female consumers, believing that they made most of the purchasing decisions in American households.
6. Advertisements in the popular media helped define the feminine ideal in the 1920s. The "new woman" was characterized as an efficient homemaker, devoted mother, high fashion sophisticate, and engaging spouse with the time and energy for friends and club activities. Advertisers focused on discontent about women's lifestyles and their looks to get them to purchase products. The ad for tropical resort clothes included attractive women who reflected changing ideas about the ideal female body type. Advertisements that once featured women proudly displaying their corpulence as evidence of wealth and health began to depict the modern woman as thin and frail, although few American women were both slender and tall. The women in the tropical clothes advertisement appear liberated from the confines of the home and the physical incapacity caused by too much weight. The tropical island vacation spot indicated that these women were rich as well as thin, a combination that many women envied. The tall, elongated features depicted the ideal female body, yet the proportions in this image suggested that women were nearly nine feet tall. The female silhouettes more closely resembled the bodies of adolescent girls, thus encouraging a female preoccupation with dieting and self-denial that still continues in the present.
7. One final transformation for women in the 1920s was due largely to the work of Margaret Sanger, a trained nurse who felt that having too many children ruined women's health and relegated them to the ranks of the poor. She believed that providing information on safe and reliable forms of contraception was more important than dispensing advice on how to raise children. She opened the nation's first birth control clinic in Brooklyn in 1916. After her clinic had dispensed information on contraception for nine days, the

police shut it down and arrested Sanger for distributing information about birth control, a violation of the Comstock Act. She served 30 days in jail and then began speaking in public on birth control, thus making public the private information of middle-class couples. She also promoted birth control as an alternative to illegal abortions, which often resulted in about 50,000 female deaths annually. Sanger asserted that women had as much right as men to enjoy sexual intercourse without fearing for their lives, and, through contraception, women would become more interesting to their spouses as they developed their intellectual, political, and cultural interests as popular advertising encouraged them to do.

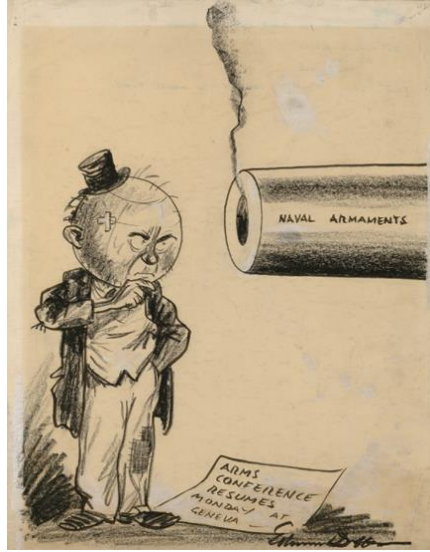
Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topics: Introduction and 21.4 The New Woman

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Advertising The New Woman



55. Describe the role of disarmament, collective security, and nonaggression in the Harding and Coolidge administrations, using the political cartoons *Looking into the Black Hole of Ruin* and “A Christmas Carol: Peace on Earth, Good Will Towards Man” as a way to elaborate on these diplomatic policies. What view of foreign policy during the twenties is expressed in each cartoon? How are the views similar? How are they different?

The ideal answer should include:

1. The United States maintained a global presence during the 1920s although the Senate had refused to ratify the Versailles Treaty that ended World War I or join the League of Nations. Instead, as shown in both of the political cartoons above, the Harding and Coolidge administrations tried to use disarmament and dollars to prevent armed conflict without having to become part of the League of Nations and still have some form of collective security.
2. President Harding organized the Washington Conference of 1921–1922 to negotiate agreements that would limit warships and reaffirm America’s Open Door Policy that kept Chinese trade open to all. Pledges of cooperation were secured by the world’s leading military powers including Britain, Japan, Italy, and France. The treaties signed at this conference reduced expenditures on armaments and protected the United States from aggressive naval attack. They gave the United States shared military control of the Americas but recognized Britain’s control of the European seas and Japanese control of East Asia.
3. *Looking into the Black Hole of Ruin*, a political cartoon from 1927, offered support for a second disarmament conference held in Geneva. The cartoon showed a disheveled world covered in gunpowder from a naval gun. The cartoon forecast disaster if the world powers failed to reach a second naval disarmament agreement, but the nations attending this conference were unable to come to terms over one.
4. In 1928, France invited the United States to sign a treaty renouncing war between the two nations, hoping to coax the American government into playing a more active peacekeeping role in Europe. President Coolidge had to decide whether to reject formal defense treaties and entangling alliances, join the League of Nations, or negotiate a

multinational nonaggression pact, all of which had strong support in the United States. Coolidge refused to join the League of Nations but realized that outlawing war had strong national appeal. He agreed to let Secretary of State Frank Kellogg meet with French Foreign Minister Aristide Briand to fashion a multinational nonaggression pact, which is illustrated in the top section of the political cartoon “A Christmas Carol: Peace on Earth, Good Will Towards Man,” where representatives of various nations gather collectively to sing a song of peace. By opening the treaty up to other nations, Coolidge avoided the impression that the United States was allying itself with France. Coolidge’s leadership in negotiating the Kellogg-Briand Pact was consistent with Harding’s and Wilson’s leadership in trying to find ways to maintain world peace. The pact was consistent with U.S. noninterventionism and did not offend those who feared granting authority to governing bodies such as the League of Nations.

5. The Kellogg-Briand Pact proved popular with Americans because of its vagueness. Noninterventionists saw the pact as insulating the country from ever fighting another overseas war again since the United States made no binding commitments to defend other allies. Internationalists saw the treaty as the first step toward creating an American presence in international arbitration bodies such as the World Court and the League of Nations.
6. Critics, however, dismissed this treaty as a “letter to Santa Claus” pointing out that the major powers signed the agreement but continued to arm for war, as illustrated in the lower section of the “A Christmas Carol” cartoon where representatives from each nation secretly hold various weapons behind their backs while they peacefully come together to sing a Christmas carol on peace and goodwill, a representation for nonaggression. This agreement allowed for wars of “self-defense,” a term that nations could easily manipulate and would do so in the years leading up to World War II.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology of the United States in the 1920s.

Topic: 21.5 Ensuring Peace: Diplomacy in the Twenties

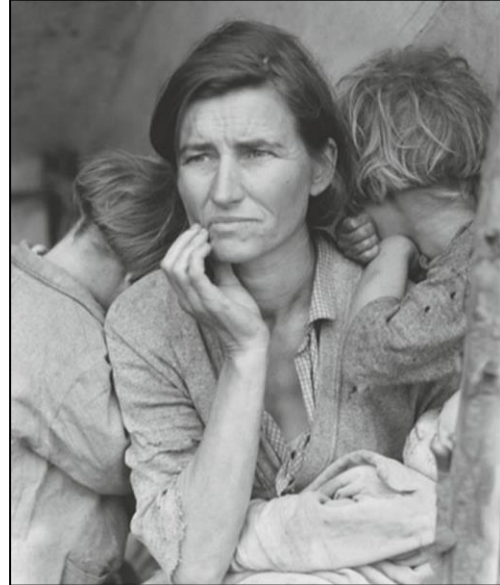
Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 21.15 *Looking Into the Black Hole of Ruin* and Choices and Consequences: Preventing War In Europe

CHAPTER TWENTY-TWO
A NEW DEAL FOR AMERICA: THE GREAT DEPRESSION, 1929–1940

Multiple Choice



1. Why did photographers Walker Evans and Dorothea Lange primarily choose to portray Alabama farmer Floyd Burroughs and “Migrant Mother” Florence Thompson in such serious poses?
- A) The photographers wanted to document how hard their subjects worked in order to support their families despite their poverty during the Great Depression.
 - B) The solitary poses depicted their individualism that proved they were too proud to rely on federal aid.
 - C) Their seriousness was meant to convey their hostility to the upper class that put them in this situation.
 - D) They were depicted as neither smiling nor being angry to prove they were not responsible for their poverty and misery.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topics: Introduction and 22.4.3 Repatriating Mexican Immigrants

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: Chapter opening image and Images as History: “Migrant Mother”—An American Icon

2. Although he shared a view with Progressive reformers about business having a responsibility to serve the community, how did President Herbert Hoover differ from these reformers?

- A) He felt that government should provide federal assistance to support the poor.
- B) He did not believe that government regulation should be used to solve economic problems.
- C) He did not think voluntary and cooperative approaches between government and business could solve economic problems.
- D) He thought it would be beneficial to pass more laws to assist the poor.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1.1 Herbert Hoover

Difficulty Level: Moderate

Skill Level: Understand the Connections

3. Why did overproduction of crops that largely resulted from mechanized agriculture hurt farmers economically during the 1920s?

- A) The ability to grow more crops drove prices down.
- B) Mechanized agriculture eliminated jobs for many farm laborers and sharecroppers.
- C) Foreign countries placed high tariffs on imported American agricultural products.
- D) More farming led to soil exhaustion which produced the massive dust storms that destroyed crops.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1.2 Economic Weaknesses in a Time of Prosperity

Difficulty Level: Moderate

Skill Level: Understand the Connections

4. Under the Agricultural Marketing Act of 1929, the newly-established Farm Board helped American farmers by _____.

- A) buying and storing surplus crops during gluts in order to lower crop prices
- B) assisting them with funds needed to transport crops by railroad
- C) providing access to credit to expand crop production
- D) setting high prices on corn and wheat so that farmers could earn higher profits

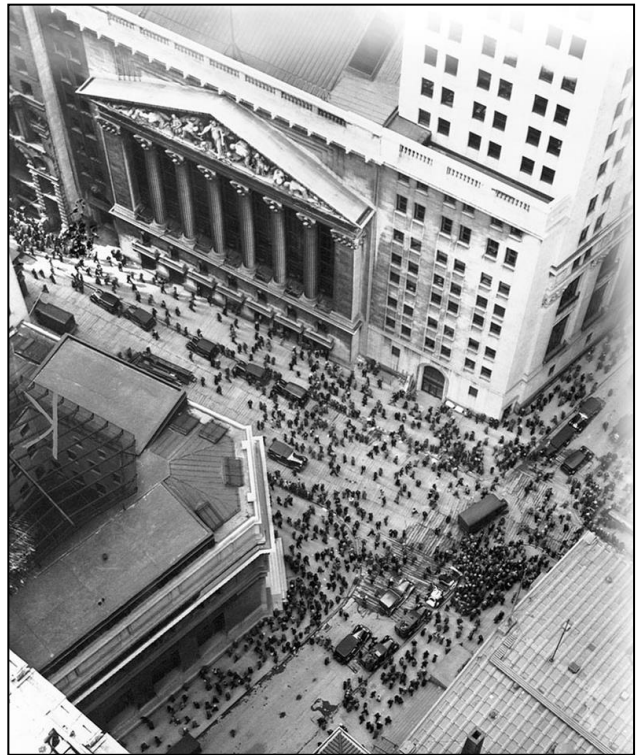
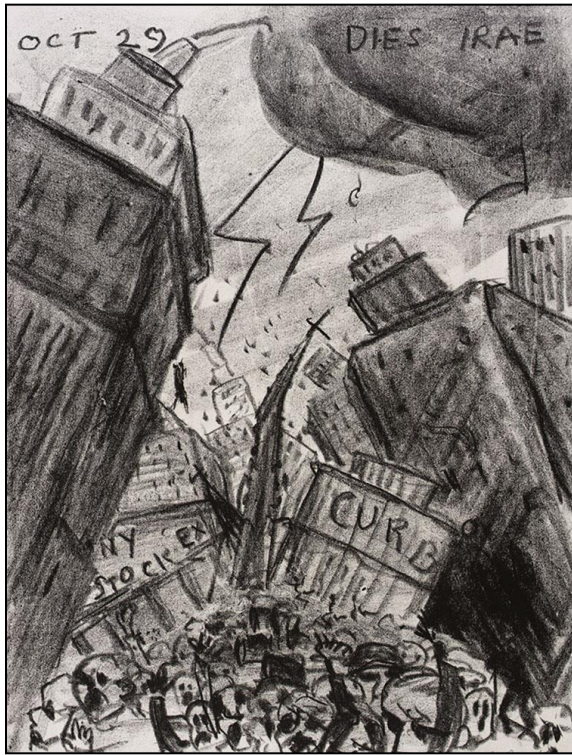
Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1.2 Economic Weaknesses in a Time of Prosperity

Difficulty Level: Easy

Skill Level: Remember the Facts



5. What do James Rosenberg's etching *Oct. 29 Dies Irae (Day of Wrath) 1929* and the photograph taken on Wall Street that day convey about Black Tuesday?

- A) Both images reflect the hardships that the stock market had on rural Americans.
- B) Both images show that investors leapt to their deaths from city skyscrapers after the crash.
- C) Both images capture the frenzied panic that swept Wall Street after the stock market crash.
- D) Both images indicate that the United States was merely facing a minor economic recession.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1.3 The Stock Market Crash of 1929

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 22.1 *Oct. 29 Dies Irae (Day of Wrath) 1929*

6. What was the chief cause of the stock market crash of 1929?

- A) high tariffs
- B) rising unemployment
- C) declining farm prices
- D) speculation in the stock market

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1.3 The Stock Market Crash of 1929

Difficulty Level: Easy

Skill Level: Remember the Facts

7. What measures made by President Hoover that addressed the federal response to the Great Depression were still acceptable to fiscal conservatives?

- A) direct distribution of food and clothes to the poor
- B) hiring for long-planned construction projects and imposing high protective tariffs
- C) increasing wages and reducing the hours of the workday for laborers
- D) organizing massive international relief forces to assist all areas of the world

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1.4 Hoover's Response to the Depression

Difficulty Level: Easy

Skill Level: Remember the Facts

8. President Hoover provided direct financial support to banks, insurance companies, farm mortgage associations, and railroads through the establishment of the _____.

- A) Reconstruction Finance Corporation
- B) Emergency Relief Act
- C) National Industrial Recovery Act
- D) Works Progress Administration

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1.4 Hoover's Response to the Depression

Difficulty Level: Easy

Skill Level: Remember the Facts



9. How did Reginald Marsh's sketch *Bread Line* respond to Hoover's statement that "no one is actually starving"?

- A) The men are waiting in line to receive food; the drawing celebrates Hoover's leadership.
- B) The men are gaunt, isolated, and clearly suffering; Hoover's statement is ironic.
- C) The men are portrayed without their families, which were likely going hungry; this omission was a form of propaganda.
- D) The men are banding together to start a riot; the drawing expresses rage at Hoover's indifference.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1.4 Hoover's Response to the Depression

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 22.2 *Bread Line*

10. What were the Bonus Marchers demanding through their demonstrations in Washington, D.C., during the summer of 1932?

- A) direct relief for workers from the federal government
- B) employment for out-of-work veterans
- C) early payment on federal bonds set to mature in 1945
- D) an end to the Hoover presidency

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1.4 Hoover's Response to the Depression

Difficulty Level: Easy

Skill Level: Remember the Facts

11. How did General Douglas MacArthur’s response to the Bonus Marchers affect the view of the electorate toward President Hoover?

- A) MacArthur’s failure in his mission led the public to believe that Hoover lacked good judgment in his appointments to top positions.
- B) MacArthur’s insubordination led many to conclude that Hoover was an ineffective leader.
- C) The harsh treatment of the veterans confirmed public opinion that Hoover was out of touch with the plight of ordinary Americans.
- D) Most Americans admired the firm stance Hoover took against the demands of the Bonus Marchers.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1.4 Hoover’s Response to the Depression

Difficulty Level: Moderate

Skill Level: Understand the Connections

12. In the 1932 presidential election, Franklin D. Roosevelt campaigned as a _____.

- A) Progressive-era regulator
- B) conservative who would balance the budget
- C) pragmatist who would experiment to get the economy going
- D) revolutionary who would transform the role of government

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.2.1 FDR: The Politician

Difficulty Level: Easy

Skill Level: Remember the Facts

13. Why did the *Washington Star* think it was newsworthy to print the 1935 headline “Mrs. Roosevelt Spends the Night at the White House”?

- A) Eleanor Roosevelt traveled extensively as her husband’s “eyes and ears” to report about conditions during the Great Depression
- B) Franklin and Eleanor Roosevelt had a strained marriage and frequently lived apart from each other.
- C) Eleanor Roosevelt preferred living at her husband’s estate in Hyde Park, New York.
- D) Eleanor Roosevelt believed the role of first lady should be unassuming and therefore felt it was unnecessary to live in the White House full time.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.2.1 FDR: The Politician

Difficulty Level: Moderate

Skill Level: Understand the Connections



14. This cartoon reflecting Roosevelt's goal of government spending to fund the New Deal was created by _____.

- A) liberals who favored using government funding to assist those affected by the Great Depression
- B) Progressives who supported direct government financing of economic recovery programs
- C) FDR's Brain Trust who wanted to use government regulation to solve economic issues
- D) conservatives who felt that the president created expensive programs that did not work

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.2.1 FDR: The Politician

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 22.4 Conservatives Attack the New Deal

15. Frances Perkins is noted as the first woman to have served as a(n) _____.

- A) ambassador abroad
- B) judge on the Court of Appeals
- C) member of Congress
- D) member of a president's cabinet

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.2.1 FDR: The Politician

Difficulty Level: Easy

Skill Level: Remember the Facts



16. Why did photographs like this one showing Franklin D. Roosevelt with his trademark smile and cigarette holder make him so popular with the American public?

- A) The public was enthralled that a wealthy aristocrat could connect with common people in a time of crisis.
- B) The public found his visible cheerfulness reassuring, and this inspired confidence in America's future.
- C) The public understood that his physical handicap meant he knew what it was like to be handicapped by poverty.
- D) The public could connect with someone who smoked in public since that was a popular trend during the 1930s.

Answer: B

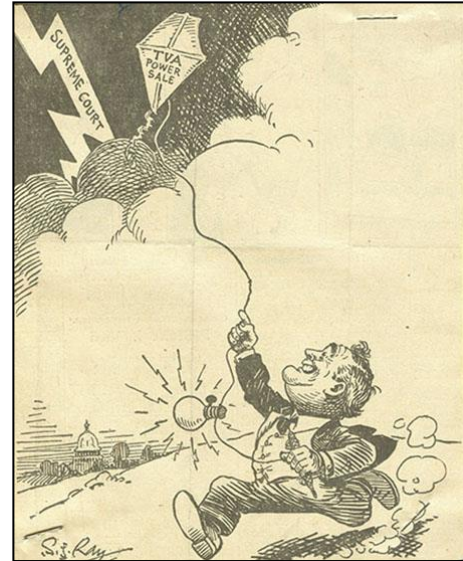
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.2.1 FDR: The Politician

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 22.5 FDR's Trademark Cigarette Holder and Smile



17. As shown in both the photograph of Franklin D. Roosevelt taken during the 1932 presidential campaign and the 1936 political cartoon from the *Kansas City Star* depicting a sprinting Roosevelt, why did FDR impose self-censorship on being photographed or depicted in his wheelchair?

- A) He was in denial of the effect that polio had taken on his life.
- B) He feared being viewed as weak and physically unfit to run the country.
- C) He believed that the sight of his wheelchair would lower morale.
- D) He did not want to inspire feelings of pity and sympathy in others.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.2.2 Managing Appearances

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 22.6 FDR Walking and 22.7 FDR Running

18. What did federal investigator Lorena Hickok fear would happen to people who were not waiting patiently for improvements during the Great Depression when she stated that “I still feel that vast numbers of unemployed...are ‘right on the edge’ so to speak...”?

- A) They would be instrumental in overthrowing the federal government.
- B) They would be homeless and live on the streets.
- C) They would join the Communist Party.
- D) They would resort to committing crimes that would overflow jails.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.2.3 The Temper of the Poor: Passivity and Anger

Difficulty Level: Moderate

Skill Level: Understand the Connections



19. How does the image of poverty in Dorothea Lange's photograph "Breadline" San Francisco, 1933, compare with that in Reginald Marsh's drawing *Bread Line*?

- A) Only Marsh's drawing portrays the impulse toward collective action.
- B) Both portray the anger of the poor.
- C) Only Lange's photograph portrays true hunger.
- D) Both portray the isolation of the poor.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.2.3 The Temper of the Poor: Passivity and Anger

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 22.2 *Bread Line* and 22.8 "Breadline" San Francisco, 1933

20. What was President Roosevelt referring to when he stated that “capitalism was saved in [those] eight days”?

- A) The bank holiday that he imposed upon entering office
- B) The amount of time it took to pass the Social Security Act
- C) The creation of the National Recovery Administration that suspended antitrust laws
- D) The appointment of his cabinet and the Brain Trust who advised him on financial issues

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.3.1 Revamping Banking and Financial Institutions

Difficulty Level: Easy

Skill Level: Remember the Facts

21. What did the Glass-Steagall Act of 1933 do to boost American confidence in the banking system?

- A) It established closer ties between investment and commercial banking.
- B) It instituted regular bank holidays.
- C) It created the FDIC to insure bank deposits.
- D) It provided insurance to banks in the event of another stock market crash.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.3.1 Revamping Banking and Financial Institutions

Difficulty Level: Easy

Skill Level: Remember the Facts

22. The Securities and Exchange Commission (SEC) was created to regulate _____.

- A) international trade
- B) the stock market
- C) banks
- D) the availability of credit

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.3.1 Revamping Banking and Financial Institutions

Difficulty Level: Easy

Skill Level: Remember the Facts

23. What resulted from the work of the Federal Housing Authority (FHA), which was established in 1934?

- A) Home ownership increased dramatically.
- B) The life of the typical mortgage was reduced.
- C) A boom in the construction of new homes began.
- D) The federal government took over home foreclosures.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.3.1 Revamping Banking and Financial Institutions

Difficulty Level: Moderate

Skill Level: Understand the Connections

24. How did Father Charles Coughlin influence FDR's first administration?

- A) His plan to seize funds from the rich for distribution amongst the poor indirectly inspired many New Deal policies.
- B) His criticisms of FDR's policies roused the public and cornered FDR into providing direct aid to the unemployed.
- C) Popular support for his attacks on financiers and bankers pushed FDR to the left.
- D) He encouraged FDR to place bankers in charge of government departments that handled economic affairs.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.3.2 Father Charles Coughlin

Difficulty Level: Moderate

Skill Level: Understand the Connections

25. What was an early reason for Charles Coughlin's initial support of the New Deal and President Roosevelt before he became critical of both?

- A) Roosevelt suppressed the challenges made by Communists to the New Deal.
- B) Roosevelt closed the banks until legislation could be passed to reform banking.
- C) Roosevelt supported the repeal of prohibition.
- D) Roosevelt took the nation off the gold standard.

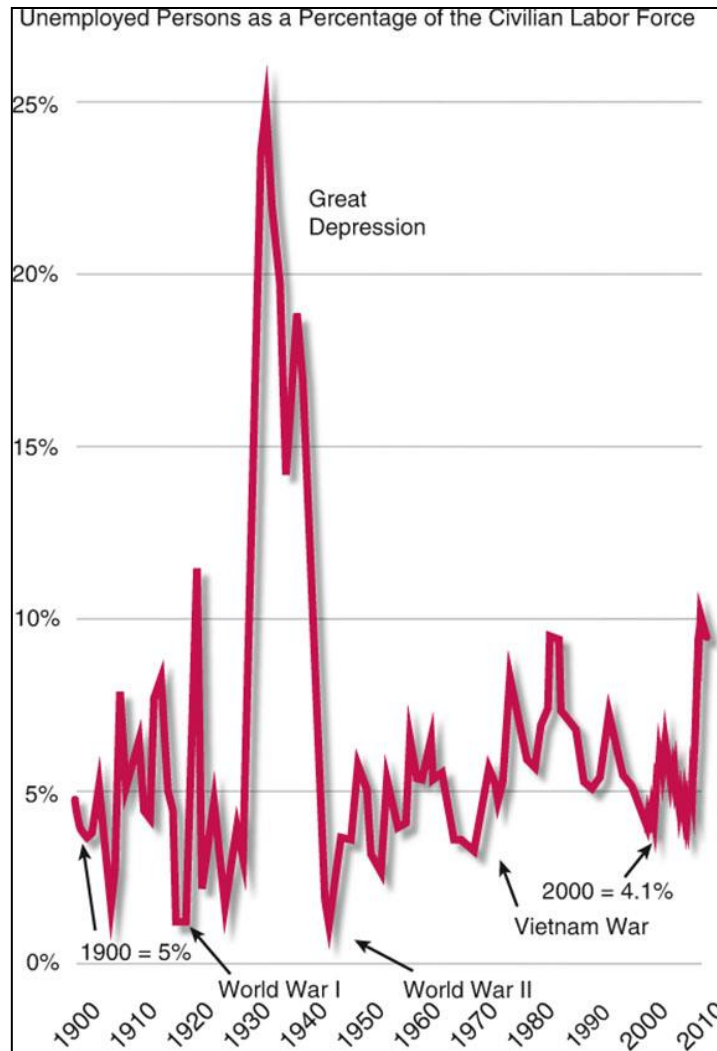
Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.3.2 Father Charles Coughlin

Difficulty Level: Easy

Skill Level: Remember the Facts



26. Besides the fact that the Great Depression showed the highest unemployment rate of the twentieth century, what other generalization regarding unemployment can be made from interpreting the graph above?

- A) Unemployment has been a relatively minor issue in the twenty-first century.
- B) Unemployment has generally been lower during times of war.
- C) Unemployment continued to drop after the conclusion of a war.
- D) Unemployment was higher at the beginning of the twentieth century than it was at the beginning of the twenty-first century.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.3.3 Helping Industry and People

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 22.9 Soaring Unemployment

27. How did Roosevelt's efforts to address unemployment compare with those of Hoover?

- A) Unlike Hoover, Roosevelt ultimately put people to work directly for the government.
- B) Unlike Hoover, Roosevelt preferred to give financial assistance to the unemployed.
- C) Both presidents relied on the ingenuity of businesses to address the crisis.
- D) Unlike Roosevelt, Hoover did nothing to address unemployment, even indirectly.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.3.3 Helping Industry and People

Difficulty Level: Difficult

Skill Level: Analyze It

28. The Civilian Conservation Corps (CCC) was organized in order to _____.

- A) train farmers in advanced agricultural methods
- B) administer direct relief to the unemployed
- C) subsidize the creation of public art
- D) provide work experience for disadvantaged young men

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.3.4 Putting People to Work

Difficulty Level: Easy

Skill Level: Remember the Facts

29. Which New Deal work relief program, which eventually employed one-fifth of the workforce during the Great Depression, was an unemployed worker referring to when he said that "I gave the best part of my life to the American country, and I spent every cent I made here. They owe it to me to take care of me"?

- A) the Civil Works Administration (CWA)
- B) the Public Works Administration (PWA)
- C) the Works Progress Administration (WPA)
- D) the Civilian Conservation Corps (CCC)

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.3.4 Putting People to Work

Difficulty Level: Easy

Skill Level: Remember the Facts



30. What controversial topic did William Gropper’s “Automobile Industry” mural in a Detroit post office, which glorified autoworkers and was a part of the Treasury Department’s project to put artists to work during the Great Depression, leave out?

- A) the deadening routine of the assembly line and the numerous strikes in this industry
- B) the poverty resulting from Henry Ford’s refusal to implement higher wages
- C) the charity given by the states to autoworkers during the Great Depression
- D) the laziness characteristic of WPA workers who did nothing and wasted time

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.3.4 Putting People to Work

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 22.10 William Gropper, “Automobile Industry”

31. How did the Agricultural Adjustment Act (AAA) attempt to raise crop prices and relieve farmers?

- A) by providing tax relief for the poor
- B) by increasing the amount of crops in circulation
- C) by employing immigrant labor
- D) by paying farmers to take land out of cultivation

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.4.1 Handling the Farm Crisis

Difficulty Level: Easy

Skill Level: Remember the Facts



32. Dust storms such as this one descending on a small town in Kansas resulted from _____.

- A) farmers taking land out of cultivation so they could receive federal aid
- B) drought and soil erosion
- C) planting crops like legumes rather than cash crops like wheat, cotton, and tobacco
- D) an overabundance of trees on the Great Plains that hampered the flow of the wind

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.4.1 Handling the Farm Crisis

Difficulty Level: Easy

Skill Level: Remember the Facts

33. How did the Tennessee Valley Authority (TVA) impact rural farmers living in the South?

- A) The TVA assisted with the planting of 220 million trees to reduce dust storms.
- B) Sharecroppers found assistance to break out of the traditional cycle of debt that bound them to landowners.
- C) The dams constructed through this agency brought electricity to rural areas.
- D) Assistance in removing land from cultivation led to a doubling of farm income during the Great Depression.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.4.1 Handling the Farm Crisis

Difficulty Level: Easy

Skill Level: Remember the Facts



34. A migrant family such as the one pictured in this Dorothea Lange photograph was most likely headed _____.
- A) to the orange groves of Florida
 - B) to the factories of the Midwest or East
 - C) toward farms as far west as California
 - D) across the border to Mexico

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.4.2 Hitting the Road

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 22.12 Migrants Hit the Road

35. How did the Indian Reorganization Act set the stage for a rebirth of Native American culture?
- A) It expanded the land allotment policies of the 1887 Dawes Act.
 - B) It unified all First Nations under the authority of Commissioner John Collier.
 - C) It established limited self-government on Indian reservations.
 - D) It formed the first Indian reservations.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.4.1 Handling the Farm Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

36. What group is described as “riding the rails” by hopping into freight cars during the Depression?

- A) Native Americans who left their reservations and took to the open road
- B) Oklahoma families who lost their farms in the Dust Bowl
- C) immigrants who worked on the railroad
- D) teenagers who hopped onto empty freight cars

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.4.2 Hitting the Road

Difficulty Level: Easy

Skill Level: Remember the Facts

37. Dorothea Lange’s photographs for the Resettlement Administration were intended to

- A) stir public empathy for migrant farmers
- B) arouse popular anger about the unfair treatment of laborers
- C) encourage Congress to pass more effective legislation to support migrant laborers
- D) condemn Californians for discriminating against “Okies”

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.4.2 Hitting the Road

Difficulty Level: Moderate

Skill Level: Understand the Connections

38. Why did the federal government beginning in 1929 effectively end legal immigration from Mexico for the duration of the Great Depression?

- A) Job opportunities were better in Mexico.
- B) The government wanted to protect the jobs of native-born Americans.
- C) Violence between Mexican immigrants and “Okies” was on the rise.
- D) Most Mexican immigrants were in the country illegally.

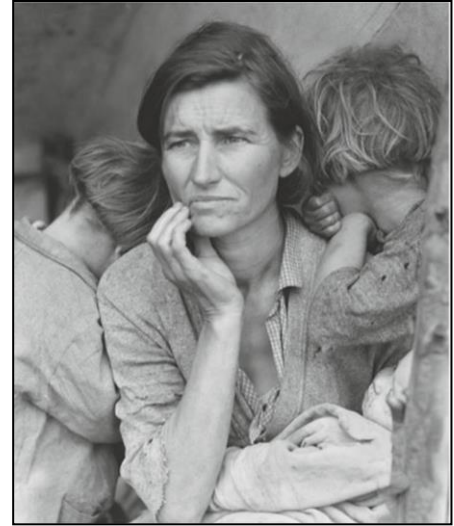
Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.4.3 Repatriating Mexican Immigrants

Difficulty Level: Moderate

Skill Level: Understand the Connections



39. Why did photographer Dorothea Lange believe that the picture on the right, “Migrant Mother series no. 6,” would have a more powerful impact on the public than the initial picture on the left, “Migrant Mother series no. 2”?

- A) “Series no. 6” demonstrated that, by showing trash in their living quarters, the family was undisciplined and lazy.
- B) “Series no. 6” depicted a family who was asking the government to provide federal support.
- C) “Series no. 6” sent a clearer message that focused on the despair of the mother and her small children.
- D) “Series no. 6” showed that the mother began to have children at a very young age.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.4.3 Repatriating Mexican Immigrants

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: “Migrant Mother”—An American Icon

40. What program developed by Louisiana Senator Huey Long was he describing when he stated that "...we propose that no family will have an earning of less than around \$2,000 to \$2,500 and that none will have more than three hundred times the average less the ordinary income taxes..."?

- A) Share Our Wealth
- B) Social Security
- C) the National Recovery Administration
- D) the Works Progress Administration

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.5.1 The Challenge from Huey Long: "Share Our Wealth"

Difficulty Level: Easy

Skill Level: Remember the Facts

41. Who was the California doctor responsible for organizing a campaign for old-age pensions that later became the foundation for the Social Security Act of 1935?

- A) Huey Long
- B) Francis Townsend
- C) Ida May Fuller
- D) John L. Lewis

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.5.2 Social Security

Difficulty Level: Easy

Skill Level: Remember the Facts

42. How did Franklin Roosevelt react to business leaders' hostility to New Deal programs?

- A) He met with them but ultimately rejected their arguments.
- B) He attempted to appeal to them based on his own privileged background.
- C) He proposed tax cuts for the rich.
- D) He aligned himself with labor.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.5.3 Supporting Unions

Difficulty Level: Easy

Skill Level: Remember the Facts



43. What important piece of information related to Social Security has been omitted from this poster?

- A) emphasizing that the checks will be coming from the government
- B) encouraging eligible workers to apply
- C) pointing out that payroll taxes will fund the program
- D) explaining how to apply

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.5.2 Social Security

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 22.13 Three Steps to Security



44. What message did signs such as this photograph taken by Dorothea Lange convey to the average American?

- A) a general animosity toward the wealthy
- B) dissatisfaction with the government
- C) a need for lower taxes
- D) the beginnings of social reform

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.5.3 Supporting Unions

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 22.14 This Is Your Country

45. Declaring that workers had the right to organize and bargain collectively, the _____ became known as the “Magna Carta” of organized labor because it recognized a right many industrialists still refused to acknowledge.

- A) Wagner Act
- B) National Industrial Recovery Act
- C) Fair Labor Standards Act
- D) Social Security Act

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.5.3 Supporting Unions

Difficulty Level: Easy

Skill Level: Remember the Facts



46. Why did photographs such as this one taken at the Ford motor plant in Dearborn, Michigan, cause a public outcry?

- A) They revealed the rough tactics often employed by union organizers.
- B) They showed how sit-down strikes often turned violent.
- C) They showed the brutality of Ford security forces against union organizers.
- D) They revealed the tensions between AFL and CIO members.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.5.4 The Resurgence of Labor

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 22.15 Ford Security Guards Attack Labor Organizers

47. How did the Congress of Industrial Organizations (CIO) differ from its rival union, the American Federation of Labor (AFL)?

- A) It excluded unskilled workers from union membership.
- B) It excluded African Americans from union membership.
- C) It accepted women into their union with full support.
- D) It organized workers by an entire industry rather than by their trade orientation.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.5.4 The Resurgence of Labor

Difficulty Level: Moderate

Skill Level: Understand the Connections

48. In the 1930s, black voters abandoned the Republicans for the Democratic Party. What does this shift in allegiance reveal about the FDR's Democratic Party?

- A) It was firm and open in its commitment to civil rights.
- B) It was believed to be a champion of those who had less power in society.
- C) Its policies addressed all the needs of African Americans.
- D) It had finally apologized for the legacy of African-American enslavement.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.5.5 A New Deal for African Americans

Difficulty Level: Difficult

Skill Level: Analyze It



49. What is implied by this 1937 photo shot by Margaret Bourke-White in Louisville, Kentucky?

- A) "The world's highest standard of living" was available to all Americans.
- B) "The American Way" involved excluding some groups from prosperity.
- C) Owning an automobile was the greatest hope of many African Americans.
- D) It was not necessary for the New Deal to address the specific needs of African Americans.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.5.5 A New Deal for African Americans

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 22.16 "There's No Way Like the American Way"

50. What was the effect of President Roosevelt's "Court-packing scheme"?
- A) Roosevelt alienated Republicans who previously supported his legislation.
 - B) Roosevelt was able to appoint seven judges to the Supreme Court.
 - C) Several Supreme Court justices resigned in protest.
 - D) The Supreme Court ended the New Deal by ruling that the legislation was unconstitutional.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.5.6 The Supreme Court Weighs In

Difficulty Level: Moderate

Skill Level: Understand the Connections

Essay

51. Describe the economic problems that emerged during the boom years of the 1920s. How did these problems lay the foundation for the downturn of 1929 and subsequent depression?

The ideal answer should include:

1. Problems in the nation's economy existed even during the boom years of the 1920s, both in large-scale industries and on family farms. Some industries like textiles and mining suffered from overproduction and falling demand. By 1929, even more profitable industries, including the automobile, construction, and appliance industries, began to lose money. One reason for this slump lay in the unequal distribution of income in American society. During most of the 1920s, corporate wages rose 62 percent, while workers' hourly wages increased by only 8 percent. With economic growth now linked to consumer spending, the limited purchasing power of working-class Americans contributed to the growing financial crisis.
2. High tariffs kept foreign-made goods expensive, protecting American companies from overseas competition. Congress raised tariffs to their highest level ever in 1930, and foreign countries retaliated with their own high tariffs. When demand for American-made goods declined at home, American companies were slow to lower prices, which made demand fall and resulted in massive layoffs. Both American companies and farmers lost overseas markets, which led to a global depression.
3. There were also many problems in agriculture. After World War I, high demand, healthy profits, and easy access to credit induced many farmers to expand their crop production. At the end of the war, demand fell, leaving farmers with debts, larger farms, and falling crop prices. Mechanized farming also contributed to the agricultural crisis because growing more crops resulted in overproduction, which drove prices down even further. Even before this crisis began, President Hoover signed the Agricultural Marketing Act of 1929, which created a Farm Board with the power to buy and store crops to reduce gluts that led to lower crop prices. Hoover expected farmers to do their part to keep agricultural prices high by growing less, but no farmer wanted to be the only one to reduce his crop and then suffer both low prices and a small harvest.
4. The most significant and immediate factor leading to the Great Depression was the stock market crash of 1929, an eight-day period beginning on October 21, 1929, when the value of stocks plummeted as panicked investors sold off their stock in large numbers. By the late 1920s, speculators had taken over the stock market and did not care about holding on to their share purchases to earn dividends. Instead, they sold off their shares as soon as prices rose. This created three problems: inflated share prices, buying on margin, and speculating with other people's money. On Black Thursday (October 24, 1929), a record 12.9 million shares of stock changed hands. On Black Tuesday of the following week (October 29, 1929), 16 million shares were traded and losses totaled \$14 billion. This marked the beginning of the Great Depression.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1 The Early Days of the Depression

Difficulty Level: Easy

Skill Level: Remember the Facts

52. Describe the ways in which President Hoover responded to the Great Depression. In what ways did his policies reflect his views on government involvement in the economy, and in what ways were his policies at odds with these views?

The ideal answer should include:

1. When Herbert Hoover was elected president in 1928, many people saw him as the “Great Humanitarian” due to his aid to Europe after World War I. Like many Americans, Hoover believed that able-bodied individuals should make their own way in the world. He maintained that if government stepped in too often to manage the economy, individuals and businesses lost their initiative. Hoover felt that Americans and American business also had the responsibility to serve the community, believing that self-interest often caused great harm to others. However, he did not believe that government should regulate economic problems but should organize meetings so industrialists, labor, and farmers could craft their own agreements to address various issues leading to economic problems.
2. Hoover had already signed into legislation the Agricultural Marketing Act to help farmers before the stock market crash in 1929. This law created the Farm Board, which bought and stored crops to reduce the harvest-time market glut that lowered crop prices. Hoover rejected laissez-faire suggestions and envisioned the government fostering a spirit of teamwork that encouraged Americans to work together as the nation went through the economic downturn. Using his idea of service-minded individualism, he brought together leaders of banking, industry and labor at the White House and got pledges not to lay off workers or cut wages from industry, and labor leaders accepted a shorter workday to create more jobs. Hoover also asked state governments to accelerate their road and public building projects to add jobs to their communities. He stepped up hiring for long-planned federal construction projects, including the Hoover Dam, and asked Congress to extend the tariff on manufactured goods to agricultural goods.
3. All of these measures were within the limits of what was acceptable to conservatives. When it came to helping the needy, Hoover went no further than asking local governments and charities to assume their traditional role of distributing food and clothing to the poor, something that surprised his Progressive supporters given his previous role in organizing international relief during World War I.
4. During the second year of the Great Depression, industries began to implement wage cuts and began massive layoffs. These issues convinced Hoover to lend federal money to businesses and states, breaking from past practices where private bankers had put up the money for recovery. By proposing a direct economic role for government in ending the Depression, Hoover went further than any other peacetime president facing an economic crisis up to that time.
5. Hoover established the Reconstruction Finance Corporation (RFC) in 1932 to provide money to banks, insurance companies, farm mortgage associations, and railroads, loaning more than \$1.5 billion to these businesses. Little relief, however, trickled down to workers. Hoover responded with the Emergency Relief Act (ERA), which lent money to the states for public works programs as a reaction to the pressure to provide direct help to those without work or food. Although his farm program, the RFC, and state loans failed to bring about recovery, Hoover had unknowingly had set a precedent for direct governmental management of the economy that Franklin D. Roosevelt would expand.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.1 The Early Days of the Depression

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. Why was First Lady Eleanor Roosevelt described as being her husband's "eyes and ears"? How did her role as first lady set her apart from those first ladies who came before her?

The ideal answer should include:

1. Franklin D. Roosevelt depended heavily on his wife Eleanor as a key adviser in formulating his policies when dealing with the Great Depression. Because he was paralyzed and frequent travel for him was difficult, she served as the president's "eyes and ears" by traveling around the country and reporting her observations to him. In 1933 alone, she traveled over 30,000 miles visiting Americans where they worked and lived. Because she was away from the White House so much, it was newsworthy when the *Washington Star* used the headline "Mrs. Roosevelt Spends the Night at the White House" in 1935.
2. Eleanor Roosevelt became more outspoken throughout the time she served as first lady. She advanced causes dear to her heart, including overcoming racial injustice and poverty. She often invited prominent African American leaders to the White House so they could talk directly to the president about civil rights. Her visible participation set Eleanor Roosevelt apart from previous first ladies, who had served as official hostesses at White House parties. She remains one of the most prominent and politically active first ladies in American history.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.2.1 FDR: The Politician

Difficulty Level: Easy

Skill Level: Remember the Facts

1933	Reconstruction Finance Corporation Businesses and banks receive federal loans
1933	National Industrial Recovery Act Allows business to set price, wage, and production codes
1933	Agricultural Adjustment Act Pays farmers to plant less to raise crop prices
1933	Civilian Conservation Corps Employs young men in reforestation and construction
1933	Public Works Administration Construction projects provide work relief to poor
1933	Glass-Steagall Act of 1933 Insures bank deposits; separates commercial and investment banking
1933	Tennessee Valley Authority Brings electricity to rural areas; stops devastating floods
1935	Social Security Act Guarantees eligible workers a pension and unemployment insurance; aid to disabled and married women with dependent children
1935	Wagner Act Offers government protection to unions
1935	Works Progress Administration Extensive public works program employs 8 million ranging from artists to construction workers
1938	Fair Labor Standards Act Establishes federal minimum wage and maximum working hours per week

54. Three goals of the New Deal were to provide relief, recovery, and reform to the American people during the Great Depression. Explain how these acts and others not listed on this image supported one or more of these goals.

The ideal answer should include:

1. Facing the most severe financial crisis in the nation's history, President Roosevelt followed President Hoover's footsteps in using the Reconstruction Finance Corporation (RFC) as a form of relief to make loans and begin buying stocks to help banks acquire the liquid capital they needed to stay open. When Roosevelt took office, he immediately instituted an 8-day bank holiday while Congress passed emergency bank legislation that allowed only banks with the Federal Reserve's stamp of approval to reopen. The Glass-Steagall Act of 1933 created, as a part of recovery and reform, the Federal Deposit Insurance Corporation (FDIC), which insured the accounts of small depositors in member banks. In addition, the creation of the Securities and Exchange Commission (SEC) reformed the practices of buying and selling stock and regulated the practice of buying stocks on margin. Reforms in home mortgage lending practices had a more immediate impact on ordinary Americans and established the Federal Housing Authority (FHA) to offer insurance to private lenders, who financed new home mortgages and allowed creditors to reduce the required down payment at lower interest rates with longer payback times for each loan.

2. The National Recovery Administration (NRA) established the 1933 National Industrial Recovery Act, which suspended antitrust laws and established industrial boards for each sector of the economy that brought competitors together to set prices, production, quotas, and wages. These codes would stop manufacturers from cutting wages to subsidize lower prices, a practice that reduced the purchasing power of workers and contributed to overproduction and under-consumption. When prices rose without a corresponding increase in wages, however, Americans became unhappy with the NRA, which was declared unconstitutional by the Supreme Court in 1935, ruling that it delegated too much power from the legislative to the executive branch and regulated more than interstate commerce.
3. Initially seeing the federal government as an agent of direct relief to the public, Roosevelt created the Federal Emergency Relief Administration (FERA) to work directly with state government to distribute direct relief to the unemployed. Although many Americans were grateful for this help, many saw applying for the “dole” as humiliating and carrying the stigma of social failure. As a result, Roosevelt decided in 1935 to stop providing direct cash grants to the needy and focused on both relief and recovery by putting “employable” people to work. The New Deal created a variety of programs to provide millions of jobs during the Depression. The Civil Works Administration (CWA), Civilian Conservation Corps (CCC), and Public Works Administration (PWA) were all founded in 1933. The CWA temporarily provided jobs to help more than four million workers survive the winter of 1933-34. The CCC focused on giving disadvantaged young men a chance to gain work experience through a variety of projects. The Works Progress Administration (WPA) was a major public works program that from 1935 to 1943 employed more than eight million workers, one-fifth of the workforce. The WPA constructed buildings, bridges, and roads in addition to subsidizing painters and writers through funding for the arts.
4. The New Deal likewise helped out the agricultural sector and rural areas of the nation. Reforms in these areas outlived the immediate crisis of the Great Depression as a part of Roosevelt’s commitment to save American capitalism and create a “greater security for the average man than he has ever known before in the history of America.” The Agricultural Adjustment Act (AAA) of 1933 was designed to help farmers recover by paying them to take land out of cultivation, which in theory would cause crop prices to rise. When this failed, FDR approved laws that established marketing quotas for each commodity. To encourage better farming practices, the government paid farmers in the Dust Bowl region to plant soil-improving crops like legumes instead of traditional cash crops such as wheat, cotton, and tobacco. To provide relief to the rural poor, the Tennessee Valley Authority (TVA) was created. The TVA was a government-owned utility company that provided thousands of jobs as it built dams that generated power, provided flood relief, and created recreational lakes throughout the seven states serviced by the Tennessee River. The 1934 Indian Reorganization Act reformed the 1887 Dawes Act the ended land allotment policies and returned some self-government to Indian reservations.
5. The New Deal also made strides toward social justice and reform for Americans. FDR created a comprehensive social-welfare system in 1935 called the Social Security Administration in order to provide relief for the aged, the unemployed, and those unable to care for themselves. The Social Security pension system was like private insurance in

that premiums were collected from individual subscribers in the form of payroll taxes, which were later returned to retired workers. With the National Industrial Recovery Act (NIRA), federal government suddenly became labor's friend. The NIRA gave workers the right to organize and bargain collectively. This was replaced by the Wagner Act, which created the National Labor Relations Board (NLRB) to supervise unions' elections for their collective bargaining agents. The Fair Labor Standards Act also played a role in reforming the workplace by establishing a national minimum hourly wage, setting maximum hours for the workweek, and outlawing labor by children under 16.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topics: 22.3 Recovering from the Depression; 22.4.1 Handling the Farm Crisis; 22.5 Reforms to Ensure Social Justice

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 22.3 Key New Deal Legislation

55. Compare and contrast the attitudes and policies toward "Okies" in California and those toward Mexican immigrants.

The ideal answer should include:

1. As areas of the Great Plains and the South were struck by brutal dust storms in the 1930s, nearly 400,000 Americans left their farming areas and headed to California. Old trucks piled high with people and personal belongings flooded Route 66 and other roads heading west, demonstrating how completely the United States had become a car culture. Humorist Will Rogers even quipped that the United States was "the only Nation in the history of the world that ever went to the poorhouse in an automobile."
2. California state officials tried to discourage migrants from going there before they arrived, with little success. Signs were posted on routes west discouraging them from going since no jobs were available. Most people who did arrive in California, including both "Okies" and Mexican immigrants, settled into a nomadic life of migrant work, traveling an average of 517 miles during the six-month harvest season.
3. Native Californians did not welcome "Okies," and like Mexican, Chinese, Japanese, and Filipino immigrants who came before them, they suffered discrimination, despite the fact that they were needed to pick crops. These migrant workers often lived in makeshift roadside camps near disease-ridden water ditches. Californians objected when the government tried to create camps that offered migrants better and cleaner facilities because they feared that these camps would draw more displaced farmers to the area, and growers worried that government-run camps would make it easier for them to organize unions and strikes.
4. The government also tried to help native-born farmers by reducing competition from immigrants seeking work. In 1929, the government effectively ended legal immigration from Mexico for the duration of the Depression to protect jobs for American citizens. Foreshadowing today's debate over the benefits and drawbacks of immigration, California officials argued that alien workers held jobs that should go to native-born Americans. Thousands of Mexican workers accepted repatriation. Local and federal officials arrested and then deported others who had entered the country illegally. With the

advent of the New Deal, immigrants' interest in voluntary repatriation dwindled. New Deal regulations made legal aliens eligible for food relief, although most public works programs gave jobs only to citizens. Approximately 415,000 Mexicans left the United States during the 1930s, both voluntarily and involuntarily.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Great Depression.

Topic: 22.4 A New Deal for Farmers

Difficulty Level: Moderate

Skill Level: Understand the Connections

CHAPTER TWENTY-THREE
WORLD WAR II: FIGHTING THE GOOD WAR, 1939–1945

Multiple Choice



1. What was the most immediate result depicted in this photograph of the Japanese attack that took place at Pearl Harbor on December 7, 1941?
- A) Non-interventionists in the United States insisted that the country not get involved in war.
 - B) Japan stopped its expansionist drive into East Asia.
 - C) The United States declared war on Japan the next day.
 - D) The U.S. government released such photographs immediately after the attack to arouse public anger against Japan.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: Introduction

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Assets: Chapter opening image

2. What was the major characteristic of a fascist state, such as the one created in Germany when Adolf Hitler gained power in 1933?

- A) the constant surveillance of a civilian population
- B) the public ownership of property
- C) the glorification of the state over the individual
- D) any form of government that enforces conformity

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.1 Fascism and Appeasement

Difficulty Level: Easy

Skill Level: Remember the Facts

3. Why did the United States pass the Neutrality Acts between 1935 and 1939?

- A) to restrict arms sales, loans, and transport of goods to nations at war
- B) to urge peaceful nations to isolate aggressor nations and seek peace
- C) to assure that the nations that fought Germany in World War I repay their loans
- D) to require a national referendum for any declaration of war

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.1 Fascism and Appeasement

Difficulty Level: Easy

Skill Level: Remember the Facts

4. How was the 1937 Neutrality Act different from other neutrality acts passed by the United States?

- A) It allowed belligerent nations to purchase munitions and non-war-related goods.
- B) It prohibited the sales of arms and ammunition to nations at war.
- C) It loaned arms to nations at war with Germany.
- D) It allowed belligerent nations to buy non-war-related goods and transport them on their own.

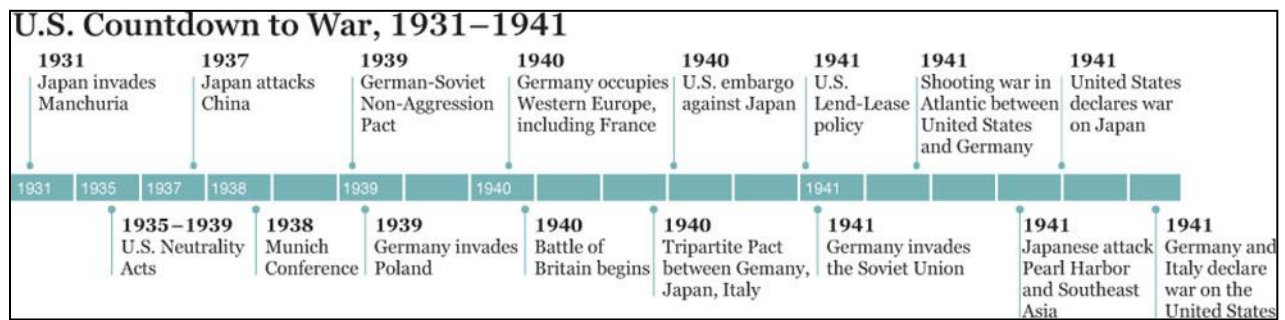
Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.1 Fascism and Appeasement

Difficulty Level: Moderate

Skill Level: Understand the Connections



5. What conclusion can be made about the events leading to American involvement in World War II during the 1930s and early 1940s?

- A) While Europe was experiencing turmoil during the 1930s, Asia was relatively peaceful.
- B) The United States was concerned about conflicts in both Europe and Asia during the 1930s.
- C) The United States actively supported Germany and Japan during the 1930s.
- D) U.S. allies in Europe were at peace with Germany before the Japanese attack on Pearl Harbor.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.1 Fascism and Appeasement

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 23.2 Origins of World War II

6. Which of the following situations that took place during the 1930s was an example of appeasement by the Allies in Europe towards Germany?

- A) Germany's invasion of Poland in 1939
- B) permitting Germany to allow harsh anti-Semitic policies within its boundaries
- C) allowing Germany to occupy the Sudetenland after the 1938 Munich Conference
- D) the USSR's signing of a non-aggression pact with Germany in 1939

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.1 Fascism and Appeasement

Difficulty Level: Moderate

Skill Level: Understand the Connections



7. Why did Adolf Hitler choose to pose in front of the Eiffel Tower in this photograph taken in Paris after the fall of France in 1940?

- A) He wanted to highlight France's defeat and his own power.
- B) The tower symbolized the same industrial advancements that Germany had accomplished.
- C) He was a great admirer of Parisian architecture.
- D) He wanted to honor the tower's designer, who had been born in Germany.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.1 Fascism and Appeasement

Difficulty Level: Moderate

Skill Level: Understand the Connections

8. What policy was President Roosevelt referring to when he described it as simply one neighbor helping another one put out a fire?

- A) the Neutrality Act of 1939
- B) Lend-Lease
- C) "cash and carry"
- D) non-intervention

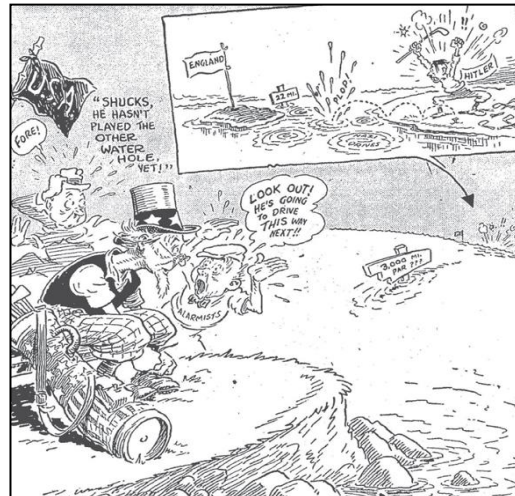
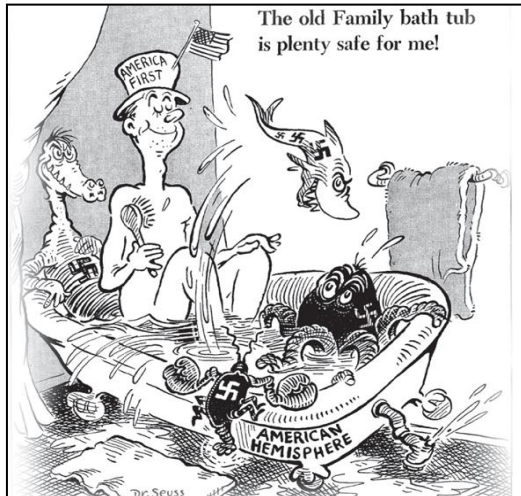
Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.2 The Arsenal of Democracy

Difficulty Level: Easy

Skill Level: Remember the Facts



9. What two key messages do both the interventionist cartoon by Dr. Seuss on the left and the non-interventionist cartoon by the pro-Republican *Chicago Tribune* on the right relay to the public?

- A) American support for the European Allies while remaining geographically isolated
- B) a call for American neutrality and the imminent threat of a Japanese invasion
- C) an urgent need for immediate U.S. involvement in Europe in addition to the building up of U.S. naval power in the Atlantic
- D) a false lull caused by geographic isolation as well as German aggression in Europe and the Atlantic

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.2 The Arsenal of Democracy

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 23.4 Dr. Seuss Lampoons Non-Interventionists in 1941 and 23.5 “Water Hazards,” 1941

10. What did the skirmish between the American destroyer *Greer* and German submarines in September 1940 indicate about the American role in World War II prior to December 7, 1941?

- A) The United States abandoned its Lend-Lease policy with Britain.
- B) The United States declared war on Germany before it declared war on Japan.
- C) The United States was already fighting Germany in an undeclared war in the Atlantic.
- D) The United States formally abandoned neutrality in the European conflict at this time.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.2 The Arsenal of Democracy

Difficulty Level: Moderate

Skill Level: Understand the Connections



11. What major American weakness pictured in this mock-up of Pearl Harbor that was made for a Japanese wartime film led to the Japanese victory at this naval station?

- A) The lined-up battleships were easy targets for aerial bombs.
- B) The Japanese did not believe that the United States would unite in war against them.
- C) America's two aircraft carriers were destroyed in this attack.
- D) A Japanese air strike destroyed storage tanks containing millions of gallons of fuel oil.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.3 War with Japan

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 23.6 Japanese Model of Pearl Harbor

12. What three nations signed the Tripartite Pact on September 27, 1940, and became the major Axis Powers during World War II?

- A) Germany, Italy, France
- B) the Soviet Union, Germany, Italy
- C) Germany, Japan, Italy
- D) the Soviet Union, Germany, Japan

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.3 War with Japan

Difficulty Level: Easy

Skill Level: Remember the Facts

13. How did President Roosevelt decide to deal with containing Japanese expansion in East Asia while dealing with rising tensions in Europe at the same time?

- A) He bribed the Japanese by increasing the number of oil shipments to that nation.
- B) He convinced the Soviet Union to intervene in Japanese-occupied Manchuria and China.
- C) He had Congress issue a formal declaration of war against Japan.
- D) He escalated economic sanctions and warnings on Japan so he that could focus on the war in Europe.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.3 War with Japan

Difficulty Level: Easy

Skill Level: Remember the Facts

14. What did war correspondent Ernie Pyle imply when he stated that “In Europe, we felt that our enemies, horrible and deadly as they were, were still people, but out here [in the Pacific Theater] I soon gathered that the Japanese were looked upon...the way some people feel about cockroaches and mice”?

- A) German belligerents were considered to be more inhumane than the Japanese.
- B) Americans viewed the Japanese as subhuman and repulsive when compared to the Germans.
- C) German and Japanese soldiers were equally seen as being evil enemies.
- D) Americans felt that the Japanese were weaker and more humane than their German enemies.

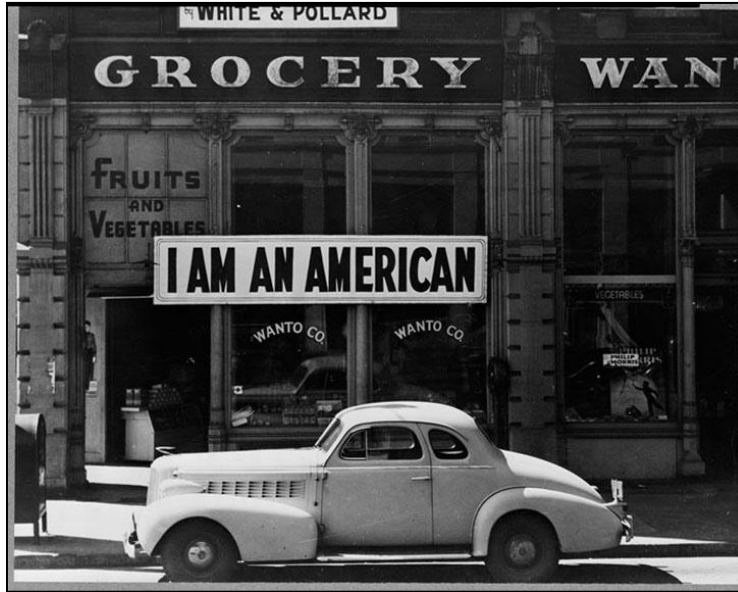
Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.1 Images of the Enemy

Difficulty Level: Moderate

Skill Level: Understand the Connections



15. Why did the Japanese-American owner of this grocery store hang a poster that declared his nationality the day after the attack on Pearl Harbor?

- A) He wanted to encourage further immigration to the United States from Japan.
- B) He wanted to announce his enlistment in the U.S. Army to fight against Japan.
- C) He wanted to bolster American support for confining those of Japanese origin to internment camps.
- D) He wanted to fight back against the perception that he was a traitor to the United States.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.1 Images of the Enemy

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 23.7 "I Am an American"

16. In which of the following were Japanese Americans treated most leniently during World War II?

- A) Washington
- B) Oregon
- C) California
- D) Hawaii

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.2 Internment Camps

Difficulty Level: Easy

Skill Level: Remember the Facts



17. Why did *Life* magazine publish this photograph of a reporter with a note identifying him as Chinese instead of Japanese shortly after the start of U.S. involvement in World War II?
- A) to instruct Americans in distinguishing between Asian enemies and allies
 - B) to encourage public violence against Asians and Asian Americans in the United States
 - C) to show that the Chinese were friendly but that Japanese-Americans supported imperial Japan
 - D) to promote greater immigration to the United States from China

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.1 Images of the Enemy

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 23.8 “Chinese Reporter, Not Japanese”

18. As a result of Executive Order 9066 that President Roosevelt signed on February 19, 1942, the U.S. military _____.
- A) confiscated or destroyed all belongings owned by people of Japanese ancestry
 - B) drafted all Nisei men into the army
 - C) declared the West Coast a military zone closed to all persons of Japanese ancestry
 - D) lifted the ban that had been placed earlier on Chinese immigration

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.2 Internment Camps

Difficulty Level: Moderate

Skill Level: Understand the Connections



19. Defense factories on the West Coast, such as this aircraft factory in Burbank, California, camouflaged their facilities with painted tarps and cardboard houses because they _____.

- A) were secretly developing plans for an atomic bomb
- B) did not want the American public to know how much money was being spent on war production
- C) wanted to keep their products and locations secret from potential Soviet spies
- D) feared a Japanese attack in this region

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.2 Internment Camps

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 23.9 Plant Camouflage, Before and After

20. A wartime ad read, “Will you ever have another car? Another radio? Another gleaming new refrigerator? Those who live under dictators merely dream of such possessions.” This ad links consumerism with _____.

- A) justice
- B) fascism
- C) democracy
- D) victory

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.3 Prosperity, Scarcity, and Opportunities for Women

Difficulty Level: Moderate

Skill Level: Understand the Connections



21. What is most likely the reason why government officials censored this Dorothea Lange photograph of a Japanese-American reporting to an evacuation center?

- A) The image of a person of Japanese descent in military uniform was considered to be troublesome.
- B) His being a veteran undermined the notion that residents of Japanese descent were threats.
- C) The man's evident distress was deemed to be too upsetting.
- D) The government wanted to conceal the existence of the evacuation centers.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.3 Prosperity, Scarcity, and Opportunities for Women

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 23.10 A Japanese American Protests Internment

22. Which of the following factors did Justice Frank Murphy cite in his dissent from *Korematsu v. United States*?

- A) Unless martial law has been declared, the norms of civilian government should apply.
- B) All persons of Japanese descent were loyal to the United States.
- C) Forced relocation was constitutional although it was racist.
- D) Examples of individual disloyalty also proved group guilt.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.3 Prosperity, Scarcity, and Opportunities for Women

Difficulty Level: Moderate

Skill Level: Understand the Connections



23. What common public misconception about “Rosie the Riveter” developed as a result of the Norman Rockwell *Saturday Evening Post* cover and J. Howard Miller’s “We Can Do It” poster?
- A) Both the Rockwell cover and the Miller poster show their subjects wearing wedding rings, meaning that most women in the war work force were married instead of single.
 - B) Neither image addresses the domestic role women played, including food production at home.
 - C) The Rockwell cover actually portrays a true riveter in a defense job, while the Miller poster shows a Westinghouse Electric employee whose purpose was to promote company unity.
 - D) The Rockwell cover portrays a mannish-looking woman without makeup, while the Miller poster shows a prim young lady with makeup, something not possible during World War II.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.3 Prosperity, Scarcity, and Opportunities for Women

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 23.11 Norman Rockwell, “Rosie,” *Saturday Evening Post*, 1943 and 23.12 Two Rosies? A Case of Mistaken Identity



24. These two photographs depicting American children shopping with ration books and collecting metal for local scrap drives during World War II reveal that _____.
- A) scarcity impacted many American families
 - B) overproduction led to more expensive goods in markets
 - C) propaganda had little impact on American children
 - D) children played a marginal patriotic role on the home front

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.3 Prosperity, Scarcity, and Opportunities for Women

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 23.13 Children and War

25. The recruiting slogan “Release a man for combat” for the Women’s Auxiliary Corps (WACs) signifies that _____.
- A) most WACs were assigned to defense companies where they worked as riveters
 - B) women faced different and often less-dangerous risks than men in the military
 - C) both men and women in the American military actively participated in combat
 - D) women in the military were usually relegated to office jobs and other positions traditionally held by females

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.3 Prosperity, Scarcity, and Opportunities for Women

Difficulty Level: Moderate

Skill Level: Understand the Connections

26. What was one factor that made World War II particularly beneficial for the American economy?

- A) There was sharp drop in the price of manufactured goods in the United States.
- B) The government was able to pay off its war debts before 1950.
- C) The American home front had an excess of food products that led to splurging.
- D) Massive government spending on the war brought an end to the Great Depression.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.3 Prosperity, Scarcity, and Opportunities for Women

Difficulty Level: Easy

Skill Level: Remember the Facts

27. What was the double-victory campaign that was promoted in the United States during the war?

- A) the efforts against fascism in Europe and racism at home
- B) the efforts in the European and Pacific theaters
- C) the efforts in the two major fronts of the European theater
- D) the efforts against segregation both in the military and at home

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.4 Racial Discord

Difficulty Level: Easy

Skill Level: Remember the Facts

28. In 1941, African American leader A. Philip Randolph planned to protest _____.

- A) American involvement in the war
- B) segregation in the military
- C) discrimination by employers
- D) the rise in racial riots across the nation

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.4 Racial Discord

Difficulty Level: Easy

Skill Level: Remember the Facts



29. In his 1943 painting *Mr. Prejudice*, African American painter Horace Pippin shows that

- A) the dream of racial unity was close to becoming a reality after a victory against the Axis forces in World War II
- B) racial discord on the home front jeopardized the African American vision of using the war to secure democracy at home and abroad
- C) desegregation took place in all branches of the military at the end of World War II
- D) a united front of blacks and whites were prepared to take on racist perpetrators that included the Ku Klux Klan and lynch mobs

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.4 Racial Discord

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 23.14 Horace Pippin, *Mr. Prejudice* (1943)

30. African Americans fighting in the Pacific theater stated that the most fitting epitaph for a black soldier was “here lies a black man killed fighting a yellow man for the protection of a white man.” Which of the following best supports this statement?

- A) African American soldiers suffered a higher mortality rate than other racial groups.
- B) Many wartime industries refused to hire African Americans.
- C) African Americans fought for their nation but still faced discrimination.
- D) World War II German prisoners of war received better treatment than African American soldiers.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.4 Racial Discord

Difficulty Level: Moderate

Skill Level: Understand the Connections

31. American involvement in World War II fostered a general intolerance for nonconformity that included the wearing of zoot-suits because _____.

- A) Americans desired unity against their enemies
- B) domestic conflicts paled in comparison to foreign conflicts
- C) the government suppressed any opposition to the war
- D) nonconformists were viewed as agents of the enemy

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.4 Racial Discord

Difficulty Level: Moderate

Skill Level: Understand the Connections

32. Of the Native Americans who served in World War II, the Navajos were particularly noted for _____.

- A) their infiltration of the Japanese army to provide invaluable intelligence
- B) their valiance in the South Pacific
- C) breaking the German naval code
- D) transmitting secret codes in their native language, which could not be broken by the Japanese

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.4 Racial Discord

Difficulty Level: Easy

Skill Level: Remember the Facts

33. Which combination of factors significantly contributed to the Allied victory in World War II?

- A) the early efforts of the United States and its rapid establishment of superior naval power in the Atlantic
- B) the military preparedness and clear moral superiority of the Allies
- C) the Allies' greater technological advancement and well-seasoned troops
- D) the economic capacity of the Allies and their ability to sustain their effort on multiple fronts

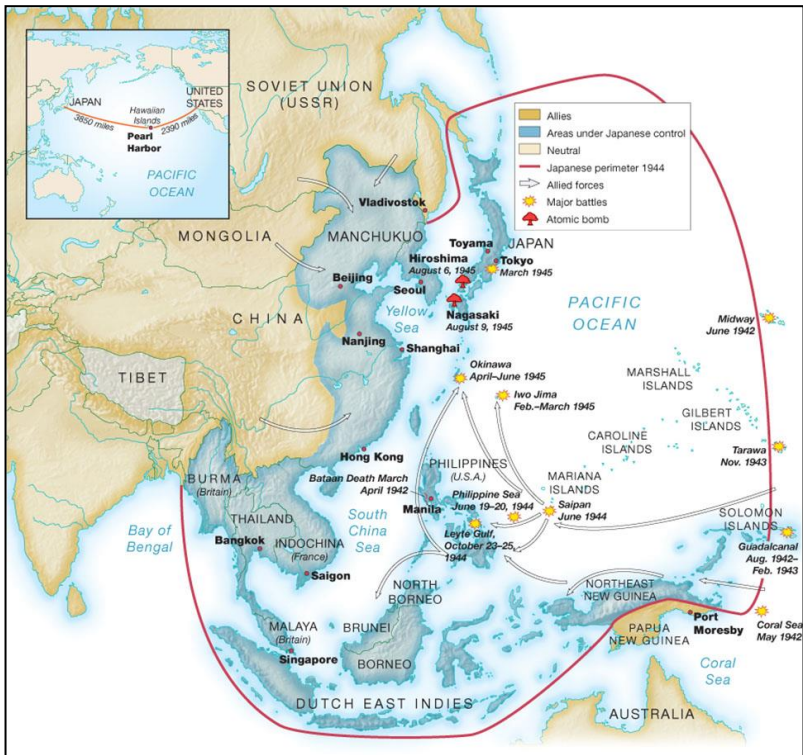
Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3 On the Front Lines

Difficulty Level: Difficult

Skill Level: Analyze It



34. Based on these maps, one common feature in the Allied military strategy in both the Pacific and European theaters of war was to _____.
- A) detonate atomic weapons in both Germany and Japan
 - B) initially attack Germany and Japan through the “soft underbellies” of their empires
 - C) use an extensive island-hopping strategy in the Pacific and Mediterranean
 - D) rely on numerous Allied military bases in Europe and the Pacific to launch attacks

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3.1 Defeat, Then Victory

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 23.15 War in the Pacific and 23.16 The European Theater



35. What was General MacArthur's primary purpose in inviting the press to photograph him in this carefully choreographed act after his return to the Philippines in 1944?

- A) to instill pride and confidence in the troops
- B) to encourage U.S. leadership to abandon its "Europe First" strategy
- C) to intimidate his Japanese enemies
- D) to satisfy his own ego

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3.1 Defeat, Then Victory

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 23.17 General MacArthur's Return to the Philippines

36. Japan went permanently on the defensive after its defeat at the Battle of _____.

- A) Iwo Jima
- B) the Philippine Sea
- C) the Coral Sea
- D) Midway

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3.1 Defeat, Then Victory

Difficulty Level: Easy

Skill Level: Remember the Facts



37. What generalization can be made from the 1944 *Life* magazine photograph “A Wartime Souvenir,” in which a young American woman writes her fiancé a thank-you note for sending her a Japanese soldier’s skull?

- A) American soldiers collected both Japanese and German body parts as trophies.
- B) American soldiers sent *memento mori* to loved ones to remind them of the danger they faced.
- C) Collecting enemy Japanese body parts was common because they were considered subhuman.
- D) Many American civilians wrote and reflected on the high death casualties from this war.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3.1 Defeat, Then Victory

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 23.18 “A Wartime Souvenir”

38. General Dwight D. Eisenhower commanded the _____.

- A) bombing raids on German cities
- B) Battle of the Atlantic
- C) North African campaign
- D) invasion of Normandy

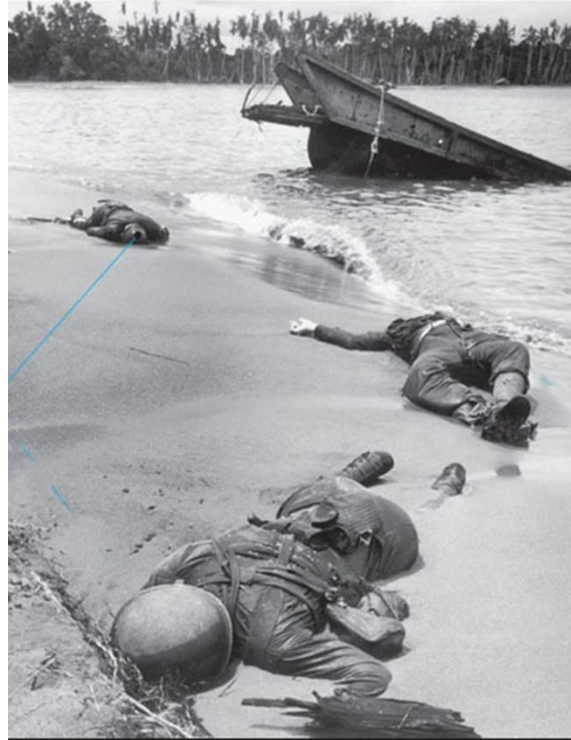
Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3.2 The Final Push in Europe

Difficulty Level: Easy

Skill Level: Remember the Facts



39. Why did the War Department in 1943 approve the dissemination of bloody battlefield photographs such as *Life* magazine's "Here Lie Three Americans," although victories in the South Pacific and North Africa had raised spirits at home?

- A) The War Department felt that morbid pictures like this one would decrease morale at home.
- B) The American public needed to be reminded that continued civilian sacrifice was still needed.
- C) *Life* magazine believed it could sell more issues if it focused on shocking images from the war.
- D) The War Department was hoping that the public could help identify the bodies of unknown soldiers.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3.1 Defeat, Then Victory

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Images as History: Combat Photography



40. Although *Life* magazine photographer Robert Capa's images of the 1944 D-Day invasion accidentally came out blurred after a darkroom technician used too much heat to dry the film, this grainy image became iconic because it _____.

- A) captured the chaos and danger faced by American soldiers on the beaches of Normandy
- B) showed how easy the victory at Normandy was for Allied troops
- C) depicted the ineffective German strategy of defending its beachhead in Normandy
- D) revealed that the Normandy invasion was a diversion from a bigger invasion further north

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3.2 The Final Push in Europe

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 23.19 D-Day Invasion, 1944

41. During World War II, why were many American mainstream newspapers initially reluctant to publish articles about the Holocaust in Europe?

- A) They were hesitant to print potentially false atrocity stories amid a glut of war news.
- B) They were not sympathetic to the horrors facing Europe's Jewish population.
- C) They felt that this situation was already significantly covered by European newspapers.
- D) They believed that the images and stories were too shocking for the American public.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3.3 America's Response to the Holocaust

Difficulty Level: Moderate

Skill Level: Understand the Connections



42. What conclusion can be reached about the Holocaust based on this graph and map?

- A) More German Jews died during the Holocaust than did those from other European nations.
- B) Most Jews survived the concentration camps rather than dying there.
- C) Although most concentration camps were in Germany, most of the Jews who died in the Holocaust came from Eastern Europe.
- D) Adolf Hitler was successful in completely eliminating Europe’s Jewish population.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3.3 America’s Response to the Holocaust

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Envisioning Evidence: Deciphering The Holocaust



43. Why did American forces make German citizens view and even bury the bodies of Holocaust victims, such as they did with these people at the recently-liberated Buchenwald concentration camp?

- A) to acknowledge that the Allies were the liberators of these concentration camps
- B) to thank these Germans for their efforts in trying to save Jews and other victims
- C) to prepare them for their own executions for violations of human rights
- D) to make all Germans accept responsibility for their nation's war crimes

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3.3 America's Response to the Holocaust

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 23.20 German Civilians Viewing Corpses in a Concentration Camp

44. The U.S. bombing campaign in the Pacific theater differed from that against Germany in that the United States _____.

- A) quickly abandoned the strategy as ineffective against Japan
- B) bombed very few urban centers in Japan
- C) did not distinguish between military and civilian targets in Japan
- D) lost an astonishing number of pilots while fighting Japan

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.4.1 Edging Closer to Japan

Difficulty Level: Moderate

Skill Level: Understand the Connections

45. As a result of the Battles of Iwo Jima and Okinawa, the United States _____.
- A) was confident that the war in the Pacific would soon come to an end
 - B) eagerly awaited the Soviets' imminent declaration of war on Japan
 - C) anticipated a long and bloody invasion of the Japanese mainland
 - D) was ill-prepared to continue the war against Japan

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.4.1 Edging Closer to Japan

Difficulty Level: Moderate

Skill Level: Understand the Connections

46. After becoming president after Roosevelt's death in 1945, former Vice President Harry Truman knew nothing about the _____.
- A) Manhattan Project
 - B) plans for the D-Day invasion
 - C) state of Roosevelt's health
 - D) bombing of civilians in Japan

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.4.2 Dropping the Atomic Bomb

Difficulty Level: Easy

Skill Level: Remember the Facts

47. Why did the United States choose the Japanese cities of Hiroshima and Nagasaki as the sites for the dropping of two atomic bombs?
- A) Both cities were of significant military value to the Japanese.
 - B) Both cities had been spared from earlier firebombing and presented virgin grounds that would show the full impact of each bomb.
 - C) Both cities had resisted earlier attempts by American troops to seize them by land.
 - D) Both cities were major cultural and political centers for the Japanese.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.4.2 Dropping the Atomic Bomb

Difficulty Level: Easy

Skill Level: Remember the Facts



48. Images such as this one of the atomic bomb that destroyed much of Nagasaki attest to the _____.

- A) sound reasoning behind President Truman's decision to drop the bomb
- B) courage of those who developed the atomic bomb
- C) psychological impact of the atomic bomb
- D) carelessness of the Americans in using the atomic bomb

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.4.3 The Final Surrender

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Choices and Consequences: How to Use the Atomic Bomb

49. The main reason behind President Truman's decision to drop the atomic bomb was that _____.

- A) he was xenophobic and particularly disliked the Japanese
- B) U.S. intelligence knew that Japan was close to developing its own atomic bomb
- C) Stalin was urging the United States to use the weapon to conclude the war
- D) he hoped to end the war as quickly as possible and thus save American lives

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.4.1 Edging Closer to Japan

Difficulty Level: Moderate

Skill Level: Understand the Connections



50. Why did the Alfred Eisenstaedt photograph “Kiss in Times Square” become an iconic image of World War II?

- A) Some see this kiss as an affirmation of life and hopefulness.
- B) The photograph appropriately honored the service of the American Navy and war nurses.
- C) American morals had become more relaxed as a result of World War II.
- D) The kiss was a symbol of the global reunification and harmony that took place after the war.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.4.3 The Final Surrender

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 23.23 Kiss in Times Square, 1945

Essay

51. What actions demonstrated Japanese and German aggression in the 1930s? What were each nation's goals in taking these actions?

The ideal answer should include:

1. Adolf Hitler was appointed chancellor of Germany in 1933, and he immediately began turning that nation into a fascist state under Nazi control. Under this type of dictatorship, the state was glorified over the individual. Widespread economic suffering, lingering resentments against the harsh terms of the Versailles Treaty, and virulent anti-Semitism led to the flourishing of Nazism in Germany. Jews were stripped of their German citizenship, could not practice medicine or law, attend public school after the age of 14, marry non-Jews, or go into certain public places. Hitler rearmed Germany with the promise to restore the country's economic and military prowess and protect the presumed "racial superiority" of the German people.
2. In 1938, Germany annexed Austria and then demanded the Sudetenland, a German-speaking province made part of Czechoslovakia against its will under the Versailles Treaty at the end of World War I. By the 1930s, many Europeans felt that this treaty had punished Germany too harshly and took Hitler at his word that he was only interested in uniting German-speaking people under one nation. As a result, both Britain and France agreed at the 1938 Munich Conference that they would appease Hitler and allow Germany to occupy the Sudetenland. The Munich Conference convinced Hitler that the Western democracies were too weak to oppose him militarily. Arguing that Germany needed "living space" in the East for its people, Hitler initiated his master plan to displace what he called the "inferior" Slavic "races" that lived in Eastern Europe and to exterminate the Jews. Trying to avoid the mistake Germany made in fighting a two-front war in World War I, he signed a non-aggression pact in 1939 with Soviet dictator Joseph Stalin, in which they agreed to partition Poland and other parts of Eastern Europe in addition to Germany receiving supplies from the USSR for its pending attacks on Britain and France. This pact ensured that Germany's eastern border remained peaceful when it attacked Western Europe and the Balkans. On September 1, 1939, Hitler invaded Poland, which brought a declaration of war from Britain and France; thus commencing the start of World War II.
3. The December 7, 1941, Japanese attack on American naval forces in Pearl Harbor was the culmination of two decades of tension and mistrust between these two nations. Japan desired to establish itself as the major power in the Pacific since the beginning of the twentieth century and claimed East Asia as their proper sphere of influence. Japan's goal was to build the Greater East Asia Co-Prosperity Sphere that would establish satellite states throughout Asia. These states would then help Japan free itself from dependence on Western-controlled resources like oil, tin, and rubber. Although the United States and Japan had mediated their differences in the 1920s with Japan's agreement to reduce the size of its navy and renouncement of war as an instrument of foreign policy, the Japanese army invaded Chinese-held Manchuria in 1931, thus signaling the beginning of a direct confrontation with the United States. Claiming possession of Manchuria, Japan assumed control of all raw materials and industry there to support its military endeavors.
4. In July of 1937, Japan attacked China and unleashed a brutal war of conquest. During the

Rape of Nanking, over 250,000 Chinese men and women perished, including 20,000 women who were raped, tortured, and then executed. Japanese soldiers even described impaling babies on bayonets and then boiling them alive in pots of hot water. Over six million Chinese were killed by the Japanese between 1937 and 1945.

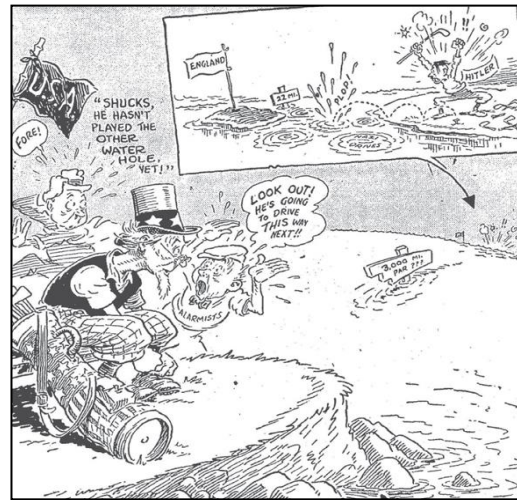
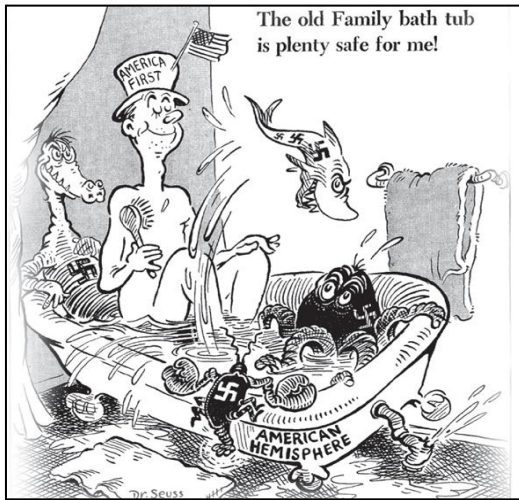
5. As the conflict in Europe escalated in the late 1930s, the United States tried to contain Japan through escalating sanctions and warnings, which had little effect. Roosevelt sent aid to China and imposed a limited embargo on scrap iron and high-octane aviation fuel to Japan, which resulted in further Japanese expansion into French Indochina in 1940. The United States then announced a total embargo on scrap metal shipments to Japan, which led that nation to sign the Tripartite Pact with Germany and Italy, which was dedicated to establishing a “new order” in East Asia. After further Japanese expansion into Indochina, the United States froze Japanese assets and stopped oil shipments. Although Japan and the United States continued to participate in diplomatic exchanges until the eve of the Pearl Harbor attack, Japan had already decided to launch an expansionist war into resource-rich Southeast Asia to push the United States, the Netherlands, and Britain out of the region.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1 The Approaching War

Difficulty Level: Easy

Skill Level: Remember the Facts



52. Differentiate between the opinions of non-interventionists and interventionists in the United States during the late 1930s and early 1940s. Compare the two cartoons ridiculing their positions regarding the threat of Germany to the United States. Explain what key messages each one conveyed to the American public and what common features each cartoon shared.

The ideal answer should include:

1. Debate between non-interventionists, who wanted to put “America First” and stay out of overseas conflicts, and interventionists, who argued that only direct engagement could prevent the conflicts in Europe from reaching America, intensified throughout 1941. Non-interventionists urged Americans to remember the debt and high death rate wrought by World War I. As non-interventionists feared, Roosevelt’s Lend-Lease policy with Britain that began in 1940 opened the door to further U.S. involvement in the European war and resulted in an undeclared war with German submarines in the Atlantic Ocean.
2. Theodore Geisel, who was better known as Dr. Seuss, drew editorial cartoons for *PM*, a short-lived left-wing New York magazine that denounced non-intervention as folly. This Seuss cartoon shows a non-interventionist wearing an “America First” hat in a bathtub that is jumping with predatory sea creatures adorned with swastikas, a representation of Hitler’s navy in the Atlantic that is posing a threat to America’s shores. With his eyes closed tight, the man ignores the danger, saying “The old Family bath tub is plenty safe for me!” President Roosevelt voiced concerns similar to those in Dr. Seuss’s cartoon about the vulnerability of the American coastline.
3. The staunchly Republican *Chicago Tribune* challenged the interventionist point of view by publishing “Water Hazards,” which ridiculed the notion that Germany posed a danger to the United States, arguing that the inept golfer representing Hitler had yet to land his forces, represented by the golf ball, across the English Channel in Britain. The hysterical golf caddy, seen as spreading false alarms by drawing Uncle Sam away from addressing his own golf game, symbolic of the nation’s domestic problems.
4. Although each cartoon took very different views on the role that the United States should play when addressing the crisis in Europe, both cartoonists incorporated two common features, the geographic isolation provided by the Atlantic Ocean and the fact that

Germany, and not Japan, was going to be the chief aggressor against the United States in the near future.

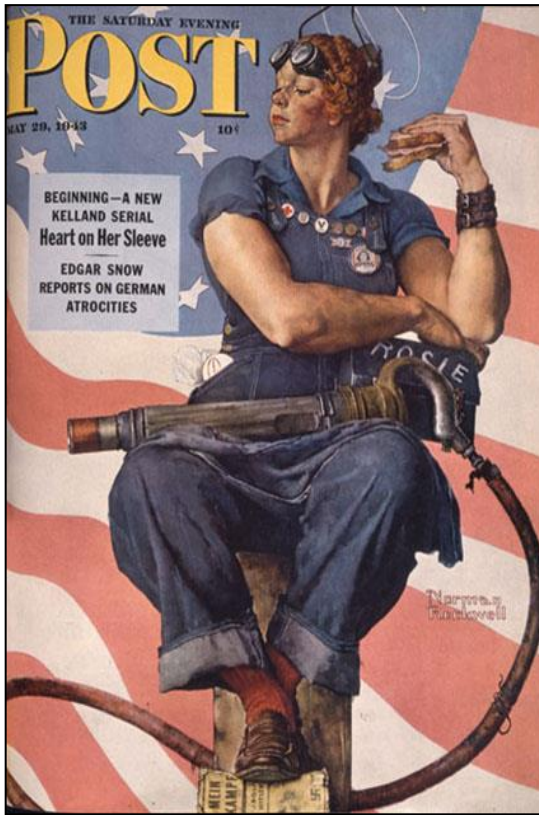
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.1.2 The Arsenal of Democracy

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: Text Assets: 23.4 Dr. Seuss Lampoons Non-Interventionists in 1941 and 23.5 “Water Hazards,” 1941



53. Using the Norman Rockwell illustration of Rosie the Riveter and the J. Howard Miller poster “We Can Do It,” explain how propaganda was used to influence women and promote different roles for them during the war. How did the Walker poster lead to public misconception about Rosie the Riveter? How did these images accord with women’s actual participation in the war effort? What happened to many American women in the worktime workforce at the conclusion of the war?

The ideal answer should include:

1. Nearly 19 million American women held jobs during World War II, a record high up to that point in American society. Many of these women were already employed, and only three million new female workers entered the wartime workforce.
2. Norman Rockwell’s cover illustration for the 1943 Memorial Day edition of the *Saturday Evening Post* introduced the public to “Rosie the Riveter,” an iconic figure representing all female defense workers. Rockwell portrayed Rosie as strong and confident, containing both masculine and feminine attributes. Her bulging biceps offer assurance that she has mastered the skill of shooting rivets through sheets of metal to fasten them together, traditionally a job held by men. At the same time, she wears lipstick and rouge as she eats a sandwich, demonstrating her feminine interests in cosmetics and cooking. She also wears no wedding ring to represent the fact that most working women were single. Rockwell decided to pose her against a backdrop of the American flag and place her feet on Hitler’s *Mein Kampf*, to assure Americans that patriotism, rather than money or

- ambition, encouraged women to take defense factory jobs.
3. Miller's recognizable "We Can Do It" poster was actually a product to build worker morale and team unity at the Westinghouse Electric Company, and people mistakenly believe that the subject is also a "Rosie the Riveter." In actuality, the female in the poster represents a Westinghouse worker, as evidenced by the identity badge on her collar. The poster was actually not used to recruit women into the workplace or to rally female workers nationwide; it was merely a piece of propaganda meant for that company's specific employees. Westinghouse employed no riveters, but like "Rosie," that company's employee conveyed strength, confidence, and femininity as accentuated by her perfectly plucked eyebrows, lipstick, and mascara. The bulging bicep and clenched fist did not symbolize power, but rather, the collectively flexed arm that male and female employees at Westinghouse used during plant rallies to signify worker unity.
 4. The War Manpower Commission, a wartime agency charged with keeping American workers on the job, tried with mixed success to lure "Mrs. Stay-at-Home" into the wartime workforce. Many mothers expressed mixed feelings about leaving their children in day care.
 5. Once victory was ensured in 1944, government-sponsored propaganda reversed course, emphasizing women's domestic responsibilities instead of their public duties. As expected the overall percentage of women working fell to 28 percent in 1947 as women quit their jobs to raise families or employers fired them to free up positions for returning veterans.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.2.3 Prosperity, Scarcity, and Opportunities for Women

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 23.11 Norman Rockwell, "Rosie," *Saturday Evening Post*, 1943 and 23.12 Two Rosies? A Case of Mistaken Identity

54. What were the key points of the Yalta Conference between Roosevelt, Churchill, and Stalin that was held in February of 1945? How did these decisions and agreements have a global impact after the conclusion of World War II?

The ideal answer should include:

1. Roosevelt, Churchill, and Stalin met for a second time at Yalta on the Russian Black Sea coast in February 1945 to discuss issues beyond the imminent defeat of Germany. The issues now facing the Allies included governing postwar Germany, ensuring victory over Japan, and maintaining peace in the postwar world.
2. Roosevelt secured a Soviet promise to enter the war against Japan three months after Germany's surrender. In return, Stalin wanted the United States and Britain to grant the Soviet Union territorial concessions in Japan, China, and eastern Poland. Roosevelt agreed to Soviet control of Eastern Europe but secured a pledge from Stalin that was never honored to hold free elections in a liberated Poland.
3. This conference also laid the foundation for the creation of the United Nations. The decision at Yalta was to name the United States, Britain, France, China, and the USSR as permanent members of a proposed United Nations Security Council, each with the power

to veto any resolution. Delegates met later that year in San Francisco to establish the UN, where nations could discuss their differences and collectively promote economic development and peace throughout the world.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.3.2 The Final Push in Europe

Difficulty Level: Easy

Skill Level: Remember the Facts

55. What factors contributed to President Truman’s decision to drop atomic bombs on Hiroshima and Nagasaki? How did his critics and supporters react to this decision? Considering his alternatives and the actual outcome, evaluate Truman’s decision to use the bombs.

The ideal answer should include:

1. Harry Truman considered the atomic bomb a legitimate weapon to use alongside more conventional tactics of terror bombing, an economic blockade, and a planned invasion of Japan. Truman, however, soon believed the Japanese would never surrender to conventional military force, as shown in the struggles to gain Iwo Jima and Okinawa. He expected the conquest of Japan to take months if not years and to result in the deaths of perhaps a million U.S. soldiers. He hoped the effects of the atomic bombs would demoralize Japan.
2. Truman had the option to modify the terms of unconditional surrender to encourage Japan to sue for peace, use the two atomic bombs developed by the United States, or inform the Soviet Union about the bomb before dropping it. He chose to drop both atomic bombs on the virgin sites of Hiroshima and Nagasaki to magnify the psychological shock of one bomb causing so much damage. His advisers believed an angry American public would accuse him of appeasement if he modified the surrender terms before dropping the bomb. Truman vaguely warned Stalin at the Potsdam Conference of “a new weapon of unusual destructive force,” unaware that spies in the Manhattan Project had already alerted Stalin of the bomb’s existence.
3. American soldiers scheduled to take part in the planned invasion of the Japanese homeland gave little thought to civilian victims. Instead, they realized that they had a much greater chance of surviving the war if the atomic bomb was used instead. On August 6, 1945, “Little Boy,” the atomic bomb dropped on Hiroshima destroyed three-fourths of the city and killed 80,000 people. Three days later, “Fat Man” destroyed two-fifths of Nagasaki and killed 35,000 people. The emperor announced Japan’s surrender on August 14; even then, the United States needed to accept modified surrender terms that allowed Japan to retain the emperor. Truman’s attempted secrecy increased Soviet distrust of the United States and unleashed a nuclear arms race between the two nations.
4. It is agreed that a U.S. invasion of Tokyo would have killed hundreds of thousands of U.S. troops, and some say precluding the need for this invasion justifies the use of the atomic bomb. Critics have said that the second bomb was unnecessary and that Truman had options other than the bomb—either abandoning the demand for unconditional surrender or waiting for the full effects of traditional bombing, blockade, and the Soviet invasion of Manchuria. Other critics accused Truman of using the bomb to curtail Soviet

territorial ambitions in postwar Europe and Asia.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of World War II.

Topic: 23.4.3 The Final Surrender

Difficulty Level: Moderate

Skill Level: Understand the Connections

CHAPTER TWENTY-FOUR
A DIVIDED WORLD: THE EARLY COLD WAR, 1945–1963

Multiple Choice



1. How does this photograph of U.S. and Soviet troops greeting each other on a bridge spanning Germany's Elbe River at the end of World War II contradict imminent diplomatic relations between these two nations?
- A) Both nations would be openly fighting each other in a military conflict.
 - B) Both nations would be in a Cold War with each other over competing ideological views, escalating a nuclear arms race, and dealing with global confrontations.
 - C) Both nations would agree to mutual military disarmament and collaboratively lead peace-keeping forces from the United Nations.
 - D) Both nations would revert to isolationism and avoid establishing strong global presences.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image



2. How does this photograph of a Russian soldier waving the Soviet flag from the roof of the German Reichstag above the ruins of Berlin address one of Soviet dictator Joseph Stalin's postwar goals?

- A) Stalin wanted to help Germany reestablish itself as a powerful military state.
- B) Stalin believed that opening Germany to free markets would bring it closer to the USSR.
- C) Stalin feared future German invasions and set up puppet states in Eastern Europe to protect the USSR's borders.
- D) Stalin favored reconciliation with Germany now that it had been defeated in World War II.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.1

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 24.1 Soviet Soldier Raises the Flag over Reichstag, 1945

3. Why was the conflict between the United States and the Soviet Union referred to as a "cold" war?

- A) Each side regarded the other with distrust.
- B) The conflict lasted for decades.
- C) The two nations never fought each other directly.
- D) A nuclear arms race fueled citizens' fears.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.1

Difficulty Level: Moderate

Skill Level: Understand the Connections

4. The analysis of Soviet communism in the “long telegram” sent by diplomat George F. Kennan became the basis for _____.

- A) a last attempt to establish good relations with the Soviet Union
- B) the abandonment of commercial ties with Eastern Europe and the Soviet Union
- C) the discontinuation of aid to Greece and Turkey
- D) the United States’ policy of containment

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.2 The American Vision Takes Shape: Kennan’s Long Telegram

Difficulty Level: Easy

Skill Level: Remember the Facts

5. The term *iron curtain* in Winston Churchill’s 1946 speech referred to the _____.

- A) figurative barrier separating Eastern from Western Europe
- B) Berlin Wall
- C) Soviet Union’s blockade of West Berlin
- D) military strength of NATO

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.2 The American Vision Takes Shape: Kennan’s Long Telegram

Difficulty Level: Easy

Skill Level: Remember the Facts

6. The United States abandoned its traditional non-interventionist stance when it tried to contain the spread of communism in Greece and Turkey through _____.

- A) NATO
- B) the Truman Doctrine
- C) the Marshall Plan
- D) the Berlin Airlift

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.3 The Truman Doctrine and the Marshall Plan

Difficulty Level: Easy

Skill Level: Remember the Facts



7. As indicated by this map, Europe in the postwar era was characterized by _____.

- A) rival alliance systems representing democracy and communism
- B) the establishment of democratic states in Eastern Europe
- C) the fall of Western European states to communism
- D) unsuccessful containment of communism in Greece and Turkey

Answer: A

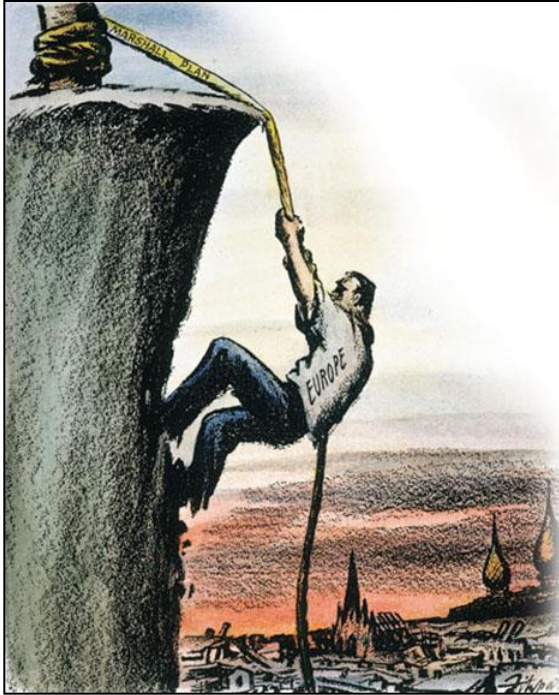
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.3 The Truman Doctrine and the Marshall Plan

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 24.2 The Cold War in Europe



8. What do the cartoon on the left by American illustrator Daniel R. Patrick and the one on the right that appeared in the Soviet newspaper *Izvestiya* imply about the Marshall Plan?

- A) The American cartoon blames the Soviet Union for Europe's current troubles, while the Soviet cartoon blames the destruction in Europe on the United States.
- B) The American cartoon views this plan as a way for Europe to distance itself from the Soviet Union, while the Soviet cartoon sees this plan as a way for the United States to control European economies.
- C) Both the American and Soviet cartoons show that the Marshall Plan was not economically successful in Europe.
- D) Both the American and Soviet cartoons call for the establishment of a European Union to manage its members' economies.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.3 The Truman Doctrine and the Marshall Plan

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 24.3 American View of the Marshall Plan and 24.4 Soviet View of the Marshall Plan



9. What information shown on this map led to Stalin's decision in 1948 to block all Western overland traffic to Berlin?
- A) the construction of airports in Berlin's Western zones
 - B) the establishment of a wall between the Western and Soviet zones in Berlin
 - C) the reunification of the Allied zones that established a democratic West Germany
 - D) Churchill's declaration that an "iron curtain" had descended across Europe

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.4 The Berlin Airlift and NATO

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 24.5 A Divided Berlin



10. What ironic element regarding the Berlin airlift of 1948–1949 does this photograph capture?
- A) German children mistrusted Allied planes despite the fact that they were receiving food aid.
 - B) The food dropped on Berlin was limited to the same gruel that German children were already eating.
 - C) German children still used the Nazi salute to greet others despite Hitler's defeat.
 - D) German children cheerfully greet an American plane from the rubble that similar planes created just a few years before.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.4 The Berlin Airlift and NATO

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 24.6 The Berlin Airlift, 1948–1949

11. The North Atlantic Treaty Organization (NATO) _____.
- A) consisted only of the United States, Britain, and France
 - B) resulted in the reliance of Europeans on American goods
 - C) was the United States' first formal military alliance
 - D) attempted but failed to create an alliance with the Soviet Union

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.4 The Berlin Airlift and NATO

Difficulty Level: Easy

Skill Level: Remember the Facts



12. What does this photograph of President Harry Truman holding a copy of the *Chicago Tribune* the day after the 1948 election imply about the outcome of that election?
- A) Truman actually won the election despite a three-way split in the Democratic Party.
 - B) Truman was relieved that he no longer had to deal with the burdens of the presidency.
 - C) Truman lost the support of loyal Democrats that included African Americans and laborers.
 - D) Truman won a very narrow victory over Dewey in the Electoral College.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.4 The Berlin Airlift and NATO

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 24.7 Truman's Triumph

12. What organization was said to have “kept the Soviets out, the Americans in, and the Germans down”?
- A) the United Nations
 - B) NATO
 - C) the Warsaw Pact
 - D) the House Un-American Activities Committee (HUAC)

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.1.4 The Berlin Airlift and NATO

Difficulty Level: Easy

Skill Level: Remember the Facts

14. What two events that took place in 1949 led to Communist gains during the Cold War?
- A) creation of the Warsaw Pact and the failed anti-Communist revolution in Hungary
 - B) North Korea's invasion of South Korea and the Sino-Soviet Treaty between China and the USSR
 - C) the Communist-led coup in Czechoslovakia and the Soviet blockade of Berlin
 - D) Soviet acquisition of an atomic bomb and the Communists' takeover of China

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.1 Communism Rising: 1949

Difficulty Level: Easy

Skill Level: Remember the Facts

15. National Security Council Report 68 (NSC-68) argued that _____.
- A) the Marshall Plan and similar approaches to foreign aid were the best means of minimizing Soviet influence
 - B) the United States should build up the strength of the free world in order to contain communism
 - C) the United Nations was the best vehicle for achieving a peaceful coexistence with the Soviet Union
 - D) communism would die out on its own

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.1 Communism Rising: 1949

Difficulty Level: Easy

Skill Level: Remember the Facts

16. What Cold War theme did George Orwell's novel *1984* address when it was released in 1949?
- A) the establishment of a democratic society in outer space
 - B) a world suffering from the effects of nuclear annihilation
 - C) a future where totalitarianism triumphed through a cycle of endless warfare and torture
 - D) a society that managed to overthrow the forces of communism and totalitarianism

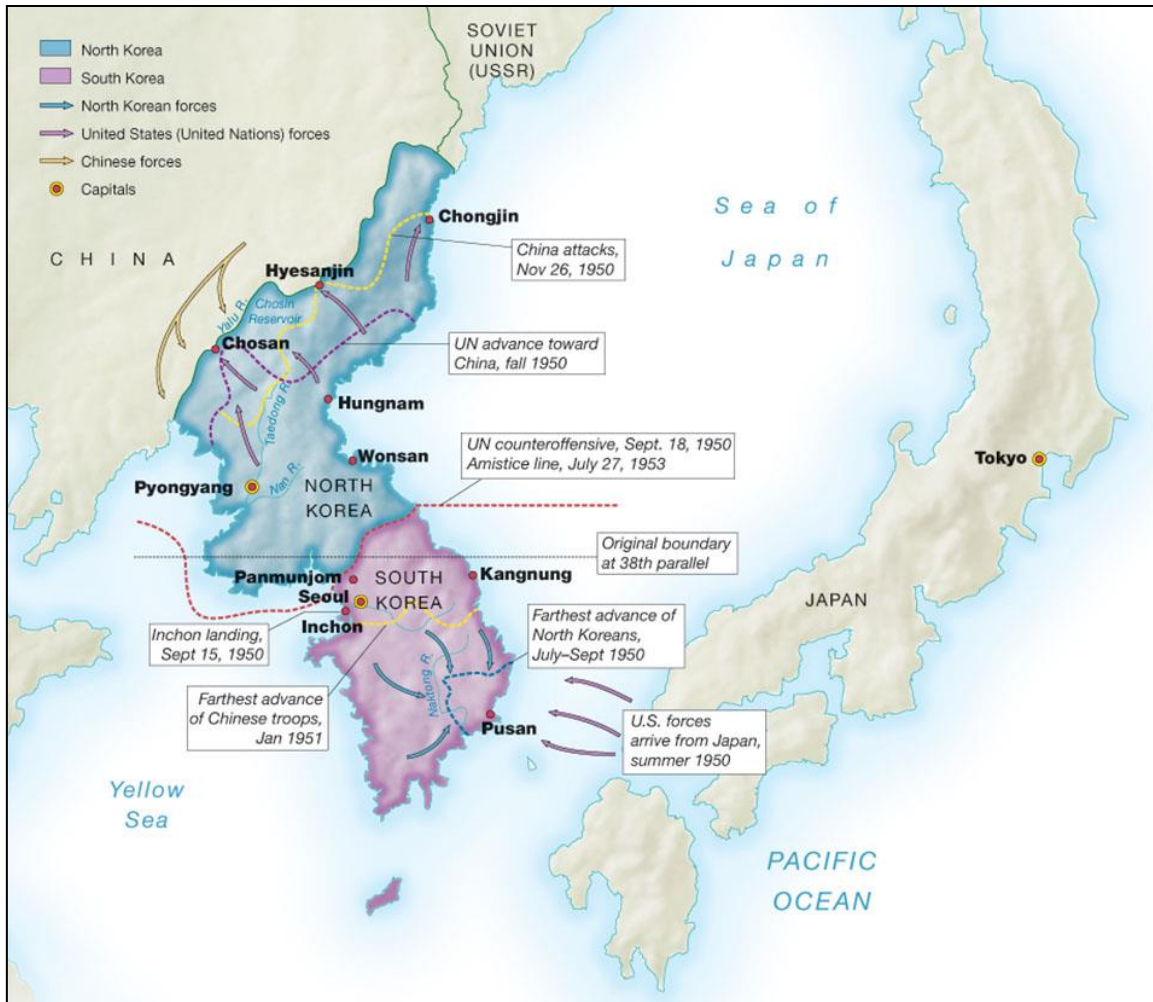
Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.1 Communism Rising: 1949

Difficulty Level: Easy

Skill Level: Remember the Facts



17. Based on this map, what generalization can be made about the Korean War during the first year of this conflict?

- A) The advantage on the battlefield swung back and forth and later resulted in a stalemate.
- B) The war was mostly fought in the surrounding bodies of water off the Korean peninsula.
- C) Communist control was established on the entire Korean peninsula.
- D) UN forces under Douglas MacArthur launched an invasion of China.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.2 The Korean War

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 24.8 The Korean War

18. What did President Truman believe regarding North Korea's invasion of South Korea?

- A) that the Soviet Union was behind the attack
- B) that the attack was not a serious foreign policy matter
- C) that the Soviet Union had revealed its weakness through the attack
- D) that the attack would be supported by the United Nations

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.2 The Korean War

Difficulty Level: Easy

Skill Level: Remember the Facts

19. In committing American troops to combat in Korea, President Truman _____.

- A) quickly unified a coalition of European powers against North Korea
- B) requested that Congress declare war against North Korea
- C) did not consult with Congress
- D) worked through the United Nations

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.2 The Korean War

Difficulty Level: Easy

Skill Level: Remember the Facts

20. General Douglas MacArthur's statement that "there is no substitute for victory" signified his _____.

- A) conviction that the United States was destined to regulate world affairs
- B) belief that military victory could not compensate for the loss of human lives
- C) desire to destroy communism through whatever means necessary
- D) support for an all-out war utilizing nuclear weapons

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.2 The Korean War

Difficulty Level: Moderate

Skill Level: Understand the Connections



21. Why did one *Newsweek* reader suggest that its photograph “The Price of Victory: A Soldier Grieves for His Lost Buddy” should serve as the iconic image of the Korean War?
- A) It gave an optimistic view of an imminent defeat of Communist-led forces.
 - B) It captured the sorrow and compassion that drew men together on the battlefield.
 - C) It reaffirmed the collaboration of a global coalition involved in the Korean War.
 - E) It alluded to teamwork, victory, and the triumph of democracy.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.2 The Korean War

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 24.9 “The Price of Victory: A Soldier Grieves for His Lost Buddy”



22. As can be seen in this image, what did Dwight D. Eisenhower seem to represent to Americans beleaguered by the Cold War?

- A) valor
- B) grace
- C) nonchalance
- D) optimism

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.2 The Korean War

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 24.10 “We Like Ike”

23. Such comic book characters as the Incredible Hulk and Spider-Man reflected American anxieties about _____.

- A) totalitarianism
- B) communism
- C) crime
- D) radioactivity

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.3 Nuclear Fallout and Fear

Difficulty Level: Easy

Skill Level: Remember the Facts



24. Although edited for American audiences, the 1954 Japanese film classic *Godzilla* included original critical commentary on American _____ that awakened this destructive, fire-breathing monster.
- A) nuclear testing
 - B) military tactics
 - C) Cold War policies
 - D) inability to contain communism

Answer: A

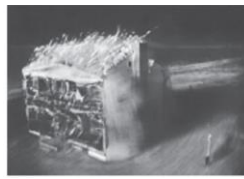
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.3 Nuclear Fallout and Fear

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 24.11 Godzilla



25. How did the civil defense instructions on “duck and cover” distributed to school children and the “before” and “after” photographs from a 1953 test explosion in the Nevada desert send a mixed message about surviving a nuclear attack?

- A) The civil defense instructions warned that hiding underneath something protected against flying debris, while the photographs suggested that victims had enough time to flee a building.
- B) The civil defense instructions depicted a nuclear blast as having the same impact as a stick of dynamite, while the photographs demonstrated a more powerful explosion.
- C) The civil defense instructions implied that people could safely survive an attack if they hid under something, while the photographs contradicted this by showing complete destruction happening within seconds of impact.
- D) The civil defense instructions could not guarantee personal safety in a nuclear attack, while the photographs showed that victims had a chance for survival.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.3 Nuclear Fallout and Fear

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Surviving An Atomic Bomb Blast



26. During the early 1960s, what type of message did a fallout shelter sign like the one pictured above send to the American public?

- A) It prompted them to use the newly-created interstate highway system as an escape route from large cities.
- B) It served as a daily reminder of the nuclear threat faced by the United States.
- C) It made them feel inadequate because many could not afford to build personal bomb shelters.
- D) It showed that there was greater concern for protecting public officials rather than the general public.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.4 Fallout Shelters

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 24.12 Fallout Shelter Sign

27. How was the Second Red Scare different from the First Red Scare?

- A) The Second Red Scare lasted for nearly a decade, while the first one lasted a few months.
- B) The Second Red Scare targeted immigrants rather than native-born American citizens.
- C) The Second Red Scare focused more on terrorist activities rather than spying.
- D) The Second Red Scare received less media publicity than the First Red Scare.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3 Spies in Our Midst

Difficulty Level: Moderate

Skill Level: Understand the Connections

28. The House Un-American Activities Committee (HUAC) actually originated during _____.

- A) the First Red Scare, when it first investigated communist activities
- B) Reconstruction, when it investigated former Confederate supporters
- C) the late nineteenth century, when it investigated the labor movement
- D) World War II, when it investigated fascist threats

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3.1 The Second Red Scare

Difficulty Level: Easy

Skill Level: Remember the Facts

29. What was one common feature shared by the Smith Act of 1940 and the McCarran Acts of 1950 and 1952?

- A) the power to arrest greater number of people suspected of communism
- B) curtailment of unions' right to strike
- C) tightened restrictions on radical political activity
- D) further reduction of African American civil rights

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3.1 The Second Red Scare

Difficulty Level: Moderate

Skill Level: Understand the Connections

30. According to Congressman Richard Nixon, the Alger Hiss case was significant because, for the first time, it showed the American public that _____.

- A) domestic communism was a threat to the security of the nation
- B) atomic secrets had been passed on to the Soviets
- C) a person could be imprisoned for committing perjury
- D) someone convicted of spying was executed

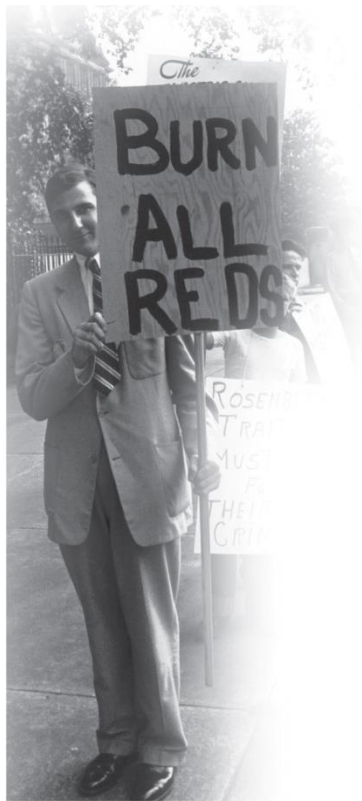
Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3.1 The Second Red Scare

Difficulty Level: Easy

Skill Level: Remember the Facts



31. Protesters such as this young man urged the U.S. government to execute Julius and Ethel Rosenberg, thus reflecting _____.

- A) the anger many Americans felt toward people who they believed betrayed the nation
- B) the belief that the Rosenbergs were being unfairly persecuted for their radical beliefs
- C) support for advancing anti-Semitic practices in the United States
- D) the idea that the Communist menace to the United States was exaggerated

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3.1 The Second Red Scare

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 24.13 The Rosenbergs Spy Case, 1953

32. Which of the following best characterizes the group of screenwriters known as the “Hollywood Ten”?

- A) They advertised their belief that communists should be permanently exiled.
- B) They blacklisted individuals suspected of being Communist Party sympathizers.
- C) They refused to cooperate with HUAC investigations and were imprisoned.
- D) They openly supported Screen Actors Guild president Ronald Reagan in reporting potential Communists.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3.2 HUAC against Hollywood

Difficulty Level: Easy

Skill Level: Remember the Facts

33. Arthur Miller wrote the play *The Crucible* to criticize the hysteria of the Second Red Scare and compare the HUAC investigations to _____.

- A) the Sacco and Vanzetti trial
- B) the treason committed by Benedict Arnold
- C) Lincoln’s suspension of habeas corpus during the Civil War
- D) the Salem witch trials

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3.2 HUAC against Hollywood

Difficulty Level: Moderate

Skill Level: Understand the Connections

34. According to former First Lady Eleanor Roosevelt in her 1947 “My Day” column, one of HUAC’s major targets in her opinion was the film industry, most likely because _____.

- A) so many movies of the time had overt pro-communist messages
- B) the Communist Party was known to have infiltrated the studio system
- C) the movies had broad power to influence American views
- D) many actors, screenwriters, directors, and producers were rumored to be communists

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3.3 McCarthyism

Difficulty Level: Difficult

Skill Level: Analyze It

35. Who was journalist Edward R. Murrow referring to when he stated that “no one man can terrorize a whole nation unless we are all his accomplices.”?

- A) President Dwight D. Eisenhower
- B) Senator Joseph McCarthy
- C) Alger Hiss
- D) Soviet premier Nikita Khrushchev

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3.3 McCarthyism

Difficulty Level: Easy

Skill Level: Remember the Facts

36. How did President Eisenhower decide to handle Joseph McCarthy?

- A) He secretly encouraged McCarthy to continue naming people who were part of the Communist Party.
- B) He decided to wait and let McCarthy self-destruct.
- C) He asked the Senate to censure McCarthy.
- D) He launched an investigation into McCarthy and his methods.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3.3 McCarthyism

Difficulty Level: Moderate

Skill Level: Understand the Connections

37. What specific event discredited Joseph McCarthy and led to his public downfall?

- A) the Army-McCarthy televised hearings
- B) the trial and execution of Julius and Ethel Rosenberg
- C) the blacklisting of the “Hollywood Ten”
- D) his accusation of President Eisenhower’s having connections to the Communist Party

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3.3 McCarthyism

Difficulty Level: Easy

Skill Level: Remember the Facts



38. Although it was just the size of a basketball and weighed 183 pounds, the Sputnik satellite _____.

- A) was the United States' first attempt to enter the "space race" against the Soviet Union
- B) originally was intended to promote peaceful functions such as transmitting television images
- C) symbolized Soviet technological superiority and fueled the USSR's arms race with the United States
- D) had little impact on the development of American satellite technology

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.1 Sputnik

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 24.14 Sputnik, 1957

39. During the Eisenhower administration, Secretary of State John Foster Dulles announced in 1954 an American foreign policy that called for _____ in response to a Soviet attack.

- A) the use of conventional military forces
- B) massive nuclear retaliation
- C) NATO air strikes
- D) an immediate appeal for peace

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.1 Sputnik

Difficulty Level: Moderate

Skill Level: Understand the Connections



40. This illustration from *Life* magazine showing the orbits of the Sputnik satellite characterizes the threat from the Soviet Union to the United States as being _____.

- A) easily penetrable
- B) purely fantastic
- C) inescapable
- D) more symbolic than real

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.1 Sputnik

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 24.15 “The Orbit Weaves a Web”

41. The purpose of U-2 planes developed by the United States was to _____.

- A) collect intelligence through spying missions on Soviet military installations
- B) launch ICBM missiles against the Soviet Union
- C) conduct aerial bombings against the Soviet Union and its allies
- D) patrol American air space for potential missile threats launched by the Soviet Union





Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.1 Sputnik

Difficulty Level: Easy

Skill Level: Remember the Facts

INNOVATION	USA	USSR
 Nuclear-powered submarine launched	1954	1958
 First trial of ICBM	1958	1957
 ICBM operational	1960	1959
 Submarine-launched ICBM operational	1960	1957

42. As demonstrated in this chart showing key developments in early Cold War nuclear weaponry, the _____
- A) United States developed ICBM missiles before the Soviet Union
 - B) Soviet Union had a clear advantage over the United States in developing nuclear weapons
 - C) United States had a clear advantage over the Soviet Union in developing nuclear weapons
 - D) United States and the Soviet Union engaged in intense competition to develop more sophisticated nuclear weapons

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.1 Sputnik

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 24.16 Nuclear Arms Race, 1950s

43. The Soviet Union's use of troops to suppress an uprising in Hungary in 1956 showed that Soviet premier Nikita Khrushchev _____.
- A) intended to maintain control of Eastern Europe
 - B) was unlikely to initiate a nuclear strike in Eastern Europe
 - C) planned to extend the reach of the Soviet Union into Western Europe
 - D) would disregard all international treaties meant to preserve peace in Europe

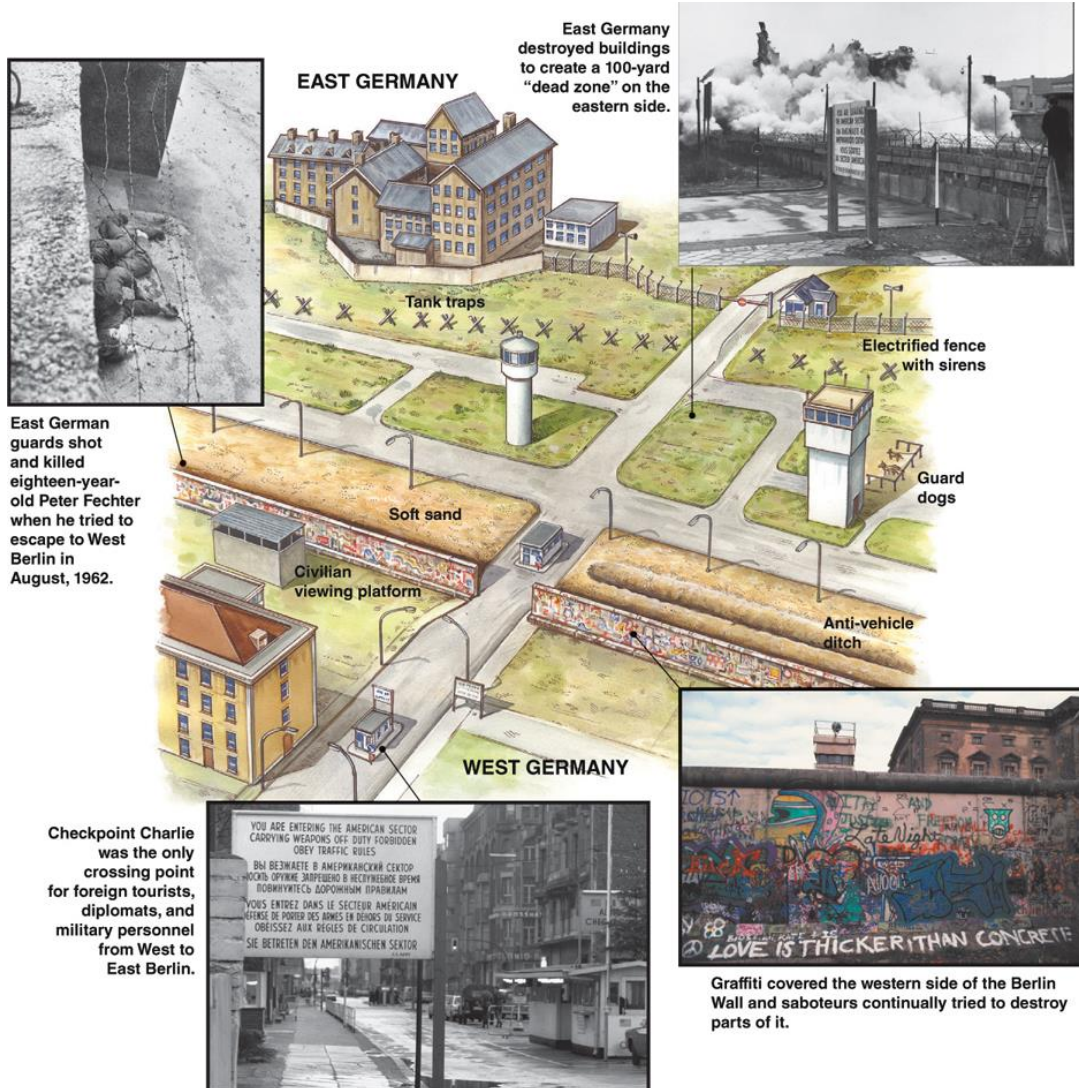
Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.2 The Berlin Wall

Difficulty Level: Moderate

Skill Level: Understand the Connections



44. What does the graffiti-filled image of the western side of the Berlin Wall that is shown in the lower right corner reveal about the residents of West Berlin?

- A) their desire to maintain the wall
- B) their anger and irreverence toward the wall
- C) their playfulness with and acceptance of the wall
- D) their fear and desperation about the wall

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.3 Bay of Pigs and the Cuban Missile Crisis

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Envisioning Evidence: The Berlin Wall

45. Why did Khrushchev decide to construct a wall to separate East Berlin from West Berlin?

- A) President Kennedy was ordering airlifts of food and medical aid to East Berlin.
- B) Residents of East Berlin were fleeing to West Berlin in search of freedom and prosperity.
- C) Residents of West Berlin were organizing anti-communist protests in East Berlin.
- D) Khrushchev was hoping to draw the West into a nuclear war.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.2 The Berlin Wall

Difficulty Level: Moderate

Skill Level: Understand the Connections

46. Why did the 1961 Bay of Pigs operation hurt the credibility of President Kennedy?

- A) He denounced Fidel Castro as a dictator.
- B) He supported the efforts of Cuban exiles against Fidel Castro.
- C) He claimed that the United States had not been involved in this operation.
- D) He took credit for an invasion that had been planned under President Eisenhower.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.3 Bay of Pigs and the Cuban Missile Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

47. The Cuban Missile Crisis began when _____.

- A) the Soviet Union encountered a U.S. blockade in Cuban waters
- B) the United States discovered that the Soviet Union was installing nuclear weapons in Cuba
- C) the United States attempted to overthrow Fidel Castro
- D) Fidel Castro seized power and took over the island of Cuba

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.3 Bay of Pigs and the Cuban Missile Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

48. President Kennedy's main strategy in dealing with the Cuban Missile Crisis was to _____.

- A) impose a naval blockade of Cuban ports until the crisis was resolved
- B) order the deployment of additional missiles in Turkey
- C) conduct negotiations without telling the public about the missile threat
- D) withdraw American troops from Guantanamo Base in Cuba

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.3 Bay of Pigs and the Cuban Missile Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

49. Which of the following best describes the Limited Test Ban Treaty?

- A) It marked the beginning of a new alliance between the United States and the Soviet Union.
- B) It was signed by China and France as well as the United States and the Soviet Union.
- C) It provided for on-site inspection of Soviet missile sites.
- D) It banned nuclear testing in the atmosphere and underwater.

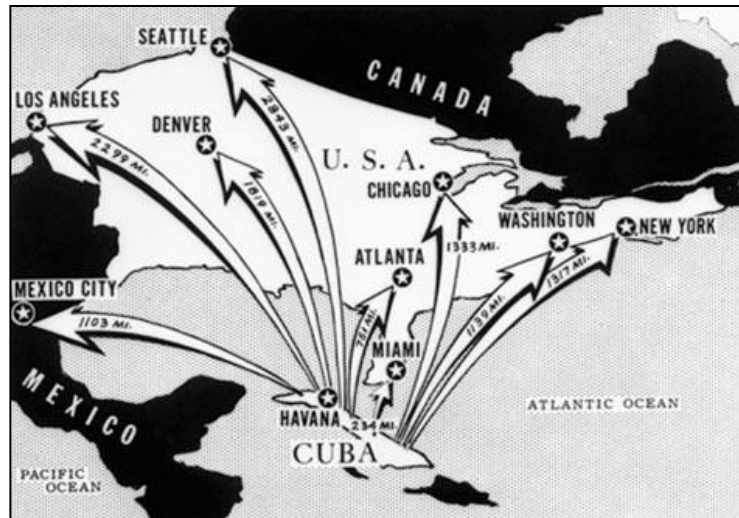
Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.3 Bay of Pigs and the Cuban Missile Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections



50. Based on this map, why did President Kennedy have legitimate concerns about short-range and intermediate-range nuclear armed Soviet missiles in Cuba?

- A) Cuba's proximity to the United States made it easy for the Soviets to conduct a land invasion.
- B) Cuba had once been a strong economic and political ally to the United States.
- C) All major cities on the continental United States were within target range of these missiles.
- D) The United States had no such missiles on the mainland to retaliate against Cuba.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.3 Bay of Pigs and the Cuban Missile Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Choices and Consequences: The Cuban Missile Crisis

Essay

51. What were the goals of the Truman Doctrine and the Marshall Plan? What causes led to the implementation of these initiatives? What methods did each support or employ in order to meet these goals?

The ideal answer should include:

1. By the end of 1947, the Truman Doctrine and the Marshall Plan both established containment as the new course of American foreign policy. These initiatives evolved in response to a series of crises in Europe.
2. The crisis in the Mediterranean began when President Truman stationed the American Sixth Fleet there in order to prevent the Soviets from seizing the Turkish-controlled shipping lanes through the Dardanelles. Soviet dictator Joseph Stalin demanded unrestricted naval access through this passage, which was the only way for Soviet military and commercial vessels to travel from the Black Sea to the Mediterranean. He sent troops to the Turkish-Soviet border to force Turkey to keep the passage open. The crisis in this region deepened after a financially strapped Britain could no longer afford to give military or financial aid to Greece and Turkey.
3. Fearing that British withdrawal would lead to Communist success in Greece and Turkey, Truman asked Congress to grant American assistance to both countries. Under Secretary of State Dean Acheson had warned Congress that “the corruption of Greece would carry the infection of communism to Western Europe, Africa, and the Middle East.” Truman was convinced by Senator Arthur Vandenberg that, in order to get support for unprecedented peacetime interference in Europe, the president had to create an “us” versus “them” scenario. Under the Truman Doctrine, American global responsibilities were extended beyond specifically helping Greece and Turkey. The United States took on an active role in stopping the global spread of communism by supporting “free peoples who are resisting attempted subjugation by armed minorities or outside pressures.”
4. The Truman administration also used these principles to help war-torn Western Europe in the early postwar era. The American government feared that hungry, exhausted citizens might voluntarily turn to communism through free elections. Secretary of State George Marshall suggested offering massive financial aid to help European capitalistic economies recover and sent \$13 billion overseas to rebuild Europe’s ruined roads, bridges, factories, and farms. The Marshall Plan explicitly linked peace with prosperity, and all European nations including the Soviet Union were invited to submit proposals for aid. Although Stalin briefly considered applying for aid, he quickly abandoned this idea and denounced the plan as an American plot to colonize Europe. He also refused Eastern European nations to participate in this initiative. Besides cash, the Marshall Plan also offered European nations technical and management advice that helped spread American farming techniques, labor policies, and manufacturing practices in Western Europe. The economic recovery of Western Europe under the Marshall Plan furthered the ideological divide between the United States and the Soviet Union, especially since the Soviets implied that this plan gave the United States control over Western European economies, especially since these nations spent their funds in the United States on raw materials, food, machines, and fuel.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the

Cold War.

Topic: 24.1.3 The Truman Doctrine and the Marshall Plan

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. What events in 1949 led to a review of American foreign policy and the State Department's issuing National Security Council Report 68 (NSC-68)? How did this report characterize the communist threat, and what did it recommend?

The ideal answer should include:

1. In 1949, an American spy plane detected radioactive fallout in a desert in Kazakhstan, which meant that the Soviet Union had successfully tested its own atomic bomb. The Soviet Union confirmed the American report but did not give additional information about Stalin's plans for his nuclear program. The Truman administration broadened the scope of America's containment strategy beyond NATO and the Marshall Plan. Truman decided to permanently station American troops in Western Europe to deter and respond to a nuclear attack. The United States also began to stockpile atomic bombs to gain a numerical advantage over the Soviet Union. In addition, Truman authorized the development of a "superbomb," the thermonuclear hydrogen bomb that was 1,000 times more powerful than the atomic bomb.
2. Around the same time, the 25-year-old civil war in China ended when the Communist Mao Zedong defeated Nationalist leader Jiang Jieshi, who fled with his government to Taiwan. Mao adopted Stalin- and Soviet-style policies as his model and inflicted similar painful waves of famine and political oppression on the Chinese people that eventually resulted in the death of 20 million. As a result of the 1950 Sino-Soviet Treaty, in which these two nations pledged mutual assistance in case of an enemy attack, the United States now had to deal with a second front in the Cold War that forced it to divide its attention between Europe and Asia.
3. After fully reviewing American foreign policy, the State Department responded with a document known as NSC-68, which declared that "the issues that face [the nation] are momentous, involving the fulfillment or destruction not only of the Republic but of civilization itself." According to Secretary of State Dean Acheson, NSC-68's cataclysmic view of a Soviet enemy that was "animated by a new fanatic faith" and bent on worldwide domination was meant to convince Truman to use all means "short of war" to halt the apparent Soviet drive for world conquest. This document presented a clear vision that the United States had to build up "the political, economic, and military strength of the free world to frustrate the Kremlin design of a world dominated by its will." This message was transmitted to the public through political speeches, films, and novels, most notably George Orwell's *1984*, which compared the American public's view of communism in the Cold War to a boot stamping on a human face.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.2.1 Communism Rising: 1949

Difficulty Level: Easy

Skill Level: Remember the Facts

53. How did the Cold War impact the literary, film, and emerging television industries during the 1940s and 1950s? Use relevant examples, including comments from Ayn Rand and Eleanor Roosevelt, from this time period to support your answer.

The ideal answer should include:

1. The fears of worldwide communist domination were expressed in George Orwell's 1949 novel *1984*, in which the author envisioned a future where totalitarianism triumphed. People were loyal to a Stalin-like figure known as "Big Brother," who watched over everyone and censored their behavior through a cycle of endless wars and torture. Orwell compared communism to "a boot stamping on a human face." In the 1950s, the threat of nuclear fallout was also expressed through two popular Marvel comic book characters. The 300-pound green Incredible Hulk was transformed from a scientist who was exposed to radioactive gamma rays, while Spider-Man emerged when nerdy lab assistant Peter Parker was bitten by an irradiated spider.
2. Besides popular science fiction from the 1950s, filmmakers also addressed concerns about nuclear fallout. The 1954 Japanese film classic *Godzilla* originally contained commentary about this monster being awakened by a nuclear explosion, a critical message about the American use and testing of its nuclear arsenal. This was deleted in the American version of the movie. The monster was also compared to the nuclear bombs dropped on Hiroshima and Nagasaki since Godzilla was portrayed as an unstoppable nuclear force that obliterated everything in its path.
3. In 1947, the House Un-American Activities Committee (HUAC) began to investigate alleged communist activities in Hollywood. Initial hearings focused on the supposedly subversive plotlines and imagery of selected motion pictures such as the World War II-era film *Mission to Moscow*, which presented the Soviet Union as paradise on earth. The film had been requested by the Roosevelt administration to improve the public's impression of its one-time war ally. The iron grip of the Hollywood studio system, dominated by Samuel Goldwyn, however, allowed directors little independence to include political content in their films that was not approved by the studio bosses. As a result, HUAC found little evidence of "subversive" content in films and shifted its focus instead to the political affiliations and beliefs of the people involved in making movies, including actors, directors, screenwriters, and producers.
4. Hollywood studio executives created a blacklist of individuals with suspected past or present communist ties after ten screenwriters known as the "Hollywood Ten" were convicted of contempt of Congress for refusing to cooperate with HUAC investigations and sentenced to one year in prison. Those on the Hollywood blacklist were not hired by film studios. HUAC, although it had already been provided a list of those in Hollywood with communist ties by the FBI, put pressure on subpoenaed witnesses to publicly give names to test the witnesses' loyalty. Many cooperated with HUAC to salvage their careers, while most of those who refused to testify never worked in Hollywood again. Screen Actors Guild president Ronald Reagan privately provided the FBI with the names of individuals in Hollywood with potential communist connections.
5. Objectivist philosopher Ayn Rand saw man's pursuit of his own happiness, unfettered capitalism, and reason as the basis for a moral society. Rand believed that Americans had a right to defend themselves from the Communist Party. Citing freedom of speech, she

stated that a citizen had the right to hold and advocate his own ideas, even when they were unpopular, but she also emphasized that this same freedom granted others the right to agree or disagree with his ideas. She supported employers, such as the Hollywood studios, to fire people who used this right to express pro-communist views through freedom of speech, stating that these employers had the inalienable right to do so. She also supported the public's inalienable right not to attend the movies written or directed by the "Hollywood Ten."

6. On the other hand, former First Lady Eleanor Roosevelt expressed concerns in her syndicated "My Day" column that HUAC was creating a police-state atmosphere through its investigation of the Hollywood film industry. She feared this would squash artistic creativity and freedom of expression. Citing that the film industry's primary purpose was to entertain people, she also said that films could do many other things including popularizing certain ideals. In the long run, however, she stated that it was the person who attended the movies who was the ultimate judge of what is good or bad.
7. Certain players in Hollywood used their artistic work to explain the choices they made regarding HUAC's investigation. Director Elia Kazan, a former Communist Party member who provided HUAC with the names of eight former Communist Party colleagues, directed *On the Waterfront* in 1954 in which an ex-prizefighter turned longshoreman overcomes his aversion to "ratting on his friends" and testifies against his corrupt union bosses. Although the film won various Academy Awards including Best Picture, many in Hollywood found it hard to forgive Kazan even years later for the role he played in the HUAC hearings. Playwright Arthur Miller refused to testify when called to HUAC in 1956 and criticized the hysteria created by the Second Red Scare in his play *The Crucible*, which likened the HUAC hearings to the Salem witch trials.
8. The Cold War also impacted the emerging television industry. During the 1953 trial of Julius and Ethel Rosenberg, both television and radio reported on their execution and shared intimate details with a nation riveted by the couple's final moments, including Ethel's botched electrocution. The following year, Senator Joseph McCarthy began investigating the army for subversion, and the hearings were broadcast by national television. For 36 days, McCarthy intimidated witnesses, ignored facts, and made ludicrous charges that led to the army's attorney Joseph Welch rebuking McCarthy on live television. After the Army-McCarthy hearings, esteemed journalist Edward R. Murrow exposed McCarthy's slander and lies in a televised documentary where Murrow told his audience that the senator had exploited but not created the current situation of fear. Eventually, the Senate censured McCarthy, depicting him as being solely responsible for the excesses of anti-communism.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topics: 24.2 Fighting Communism: Cold and Hot War and 24.3 Spies in Our Midst

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. Why was Joseph McCarthy so powerful during the 1950s, and what factors led to his decline? Explain journalist Edward R. Murrow's statement that "No one man can terrorize a whole nation unless we are all his accomplices."

The ideal answer should include:

1. Republican Senator Joseph McCarthy, along with HUAC, spearheaded numerous investigations into communist activities during the Second Red Scare. Although anti-communist spy activities predated McCarthy's tenure in the Senate, his flair for the dramatic made him so popular with the media that this era also became known as McCarthyism, which can refer to McCarthy's techniques or to his crusade.
2. McCarthy first gained notoriety when he waved a piece of paper, later to be found as nothing more than a blank prop, during a speech he gave before the Women's Republican Club in Wheeling, West Virginia, on February 9, 1950. In this speech, he stated that when a great democracy was destroyed, it was not because of external enemies, but rather from enemies within. McCarthy also claimed he had a list of 205 known communists who worked in the State Department. When he was asked for names on the list, he stalled and announced that he would only show these names to President Truman, which he never did. In subsequent speeches, the number cited on this list dropped until he finally settled on 57.
3. McCarthy gained partisan support because, as a Republican, he was attacking a Democratic administration. Taking advantage of the media spotlight, he issued new charges against State Department officials, ruining the careers of many who could not mount an effective defense against his bullying. As he gained more attention through the press, McCarthy sought bigger targets, even attacking Secretary of Defense George C. Marshall, who authored the Marshall Plan.
4. McCarthy's career as an anti-communist crusader came to an end in 1954, when he began investigating the army for subversion. National television broadcast the 36 days of hearings, where he intimidated witnesses, ignored facts, and made ludicrous charges. The climactic moment came when the army's attorney Joseph Walsh rebuked McCarthy, telling him that he had no sense of decency, after which the senator's approval ratings plummeted on the Gallup polls.
5. Now that Eisenhower was president, his fellow Republicans urged him to rein in McCarthy, but he refused to confront him directly, fearful of having his anti-communist credentials challenged. Instead, Eisenhower reasoned that if he gave McCarthy enough rope, he would eventually hang himself. This hands-off approach let McCarthy run wild until he went too far at the Army-McCarthy hearings. After these hearings, esteemed journalist Edward R. Murrow exposed McCarthy's slander and lies in a television documentary, pointing out that the senator had not created the current situation of fear but merely exploited it. Murrow went on to also state in this documentary that "no one man can terrorize a whole nation unless we are all his accomplices." Through this statement, Murrow alluded to the fact that McCarthy gained his power because so many Americans stayed silent during his anti-communist trials and speeches. He called for the public to speak out against McCarthy, including the media, who built up McCarthy's reputation through its constant chronicling of his actions. In addition, many people took their cue from McCarthy and freely attacked any suspected radical working in local or state

governments, public schools, or universities.

6. Before the end of 1954, the Senate censured McCarthy and depicted him as being solely responsible for the excesses of anti-communism. McCarthy died three years later from liver failure caused by alcoholism. The end of McCarthy's career as a red-baiting demagogue did not stop the government's anti-communist crusade: it was followed by the Smith Act, loyalty oaths, Hollywood blacklists, and police surveillance of suspected radicals, and using the charge of communism to discredit political opponents became commonplace in American politics.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.3.3 McCarthyism

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. What events led to the Cuban Missile Crisis? How was the conflict resolved, and what effects did it have on relations between the United States and the Soviet Union?

The ideal answer should include:

1. Diplomatic problems with Cuba first began in 1959 when Fidel Castro overthrew the Batista dictatorship and declared himself a communist. He confiscated billions of dollars in American property and accepted aid from the Soviet Union. As a result, President Eisenhower broke off diplomatic relations with Cuba and imposed economic sanctions, including an embargo that banned the export of American goods to the island. The CIA urged more forceful actions and began planning a covert invasion at the Bay of Pigs, where Cuban exiles tried but failed to overthrow Castro. By this time, Eisenhower had left office, and John F. Kennedy was president and endorsed the plan. Kennedy unconvincingly tried to tell the public that the United States was not involved in the Bay of Pigs invasion, and it hurt his credibility at home and abroad. The CIA spent the remainder of 1961 trying to overthrow Castro either through assassination or terrorism. After Castro complained to Khrushchev about America's murderous intentions, he received Soviet economic and military support, and protecting communism in Cuba became a major goal for the Soviet Union.
2. On October 22, 1962, President Kennedy appeared on national television to deliver the stunning news that the Soviet Union was building missile-launching pads in Cuba for short-and intermediate-range missiles. Although the United States had bases in Western Europe and Turkey that housed nuclear missiles aimed at the Soviet Union, this discovery was disconcerting because Cuba was just 90 miles away from the American coast. Khrushchev thought that the missiles in Cuba would give Americans an understanding of what it felt to have enemy missiles pointed at them.
3. Instead of accepting the Soviet view that the missiles in Cuba simply leveled the playing field, Kennedy responded with a competing vision that the Soviet actions represented "a provocative change in the delicate status quo both countries had been maintaining." Short-and intermediate-range Soviet missiles in Cuba threatened to reduce the strategic advantage that the United States held with its larger long-range nuclear arsenal. Kennedy only had a two-week window of time before the Soviets would double their ability to launch a devastating nuclear strike against the United States.

4. Kennedy faced several options in deciding how to deal with the Cuban Missile Crisis. He could have chosen to attack Cuba with air and ground missiles, negotiate with the Soviet Union and Cuba, or place a naval quarantine on Cuba in order to prevent more Soviet missiles from reaching that island. He ultimately decided to use a naval blockade to prevent Soviet ships from arming the launching sites with nuclear missiles. He sent the American navy 500 miles from Cuban shores to intercept Soviet vessels carrying missiles and threatened a nuclear attack on the Soviet Union if missiles were launched from Cuba. The thirteen-day period that followed was the closest that the world ever came to fighting an all-out nuclear war.
5. For two days, Soviet ships steamed toward American naval vessels, but Khrushchev decided at the last minute to call the ships back and offered to negotiate. For a month, Kennedy and Khrushchev debated the exact terms of an agreement that eventually gave the American navy the right to inspect ships carrying dismantled missiles out of Cuba. The United States also pledged not to attack Cuba and agreed to dismantle its missiles in Turkey. Unbeknownst to Kennedy, the Soviet missiles in Cuba were already operational, and over 42,000 Soviet troops were based there.
6. Kennedy's supporters argued that the president effectively used the threat of an American nuclear attack, traditional naval tactics, and old-fashioned diplomacy to end the crisis without resorting to war. By doing so, he removed a real threat, maintained America's strategic advantage over the Soviet Union, and improved the nation's image after the Bay of Pigs fiasco. His detractors, however, claimed that he provoked a crisis when there really wasn't one. The missiles in Cuba did not alter the Soviet's ability to attack with long-range missiles or the United States' capacity to launch a second strike. The crisis gave rise to the myth of "brinkmanship," where the threat of nuclear war, rather than diplomatic negotiations, caused the Soviets to back down.
7. After nearly experiencing a nuclear war, the United States and the Soviet Union opted to de-escalate tensions. Both leaders agreed to establish a hotline connection between Washington and Moscow so they could speak directly in the event of another crisis. Along with Great Britain, the two nations signed the Limited Test Ban Treaty in June of 1963, which banned atmospheric and underwater testing of nuclear weapons.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Cold War.

Topic: 24.4.3 Bay of Pigs and the Cuban Missile Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

CHAPTER TWENTY-FIVE
IN A LAND OF PLENTY: CONTENTMENT AND DISCORD, 1945–1960

Multiple Choice



1. How does this photograph of black teenager Elizabeth Eckford trying to enter the all-white Central High School in 1957 most contradict the traditional image of the 1950s?
- A) The photograph shows that racial integration was peaceful in a decade of turmoil.
 - B) The photograph demonstrates that teenagers were civically engaged in a time of complacency.
 - C) The photograph reveals that people in the 1950s took divergent political paths in a time of unanimity.
 - D) The photograph challenges the image of the 1950s as a tranquil period of ideological consensus.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

2. Why did Republicans and conservative Southern Democrats try to undo the New Deal programs after the return of prosperity at the end of World War II?

- A) These programs gave labor unions too much power and benefits.
- B) These programs hampered the free market and deprived industrialists of the freedom to run their companies.
- C) These politicians wanted to restrain the economic gains that African Americans made during the Great Depression.
- D) These politicians feared that the New Deal had too many connections to socialism and communism.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.1 Securing the New Deal Legacy

Difficulty Level: Moderate

Skill Level: Understand the Connections



3. This 1946 photograph of striking steel workers demonstrates that the _____.

- A) strikers were focused on shortening the work week
- B) strikers did not support returning U.S. veterans
- C) labor movement had become more integrated
- D) labor movement had been infiltrated by communists

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.1.1 The Labor Movement Curtailed

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 25.1 Striking Steel Workers, 1946

4. What did President Truman threaten to do if railroad strikers did not get back to work?

- A) use the army to run the railroads and draft the strikers into the military
- B) jail the strikers as suspected members of the Communist Party
- C) hire strikebreakers in their place to keep the railroads going
- D) outlaw sympathy boycotts by other unions who wanted to support the strikers

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.1.1 The Labor Movement Curtailed

Difficulty Level: Easy

Skill Level: Remember the Facts

5. How can the Taft-Hartley Act of 1947 best be described?

- A) as a serious blow to the labor movement
- B) as establishing such supports as the minimum wage
- C) as an extension of Franklin Roosevelt's New Deal vision
- D) as initiating an era of governmental regulation of business

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.1.1 The Labor Movement Curtailed

Difficulty Level: Easy

Skill Level: Remember the Facts

6. What ushered in a more cautious era of labor organizing after 1955?

- A) company owners being able to maintain control over management decisions after settlement of the 1946 strikes
- B) the requirement of union officers to sign affidavits certifying they were not members of the Communist Party
- C) the abolishment of the closed shop that required all workers to be in a union
- D) the merger of the Congress of Industrial Organizations with the American Federation of Labor

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.1.1 The Labor Movement Curtailed

Difficulty Level: Easy

Skill Level: Remember the Facts

7. Southerners such as third-party presidential candidate Strom Thurmond left the Democratic Party in 1948 because of their _____.

- A) growing allegiance to the Republicans
- B) contention that the party had abandoned organized labor
- C) belief that the Soviet threat was not a serious concern
- D) opposition to President Truman's civil rights reforms

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.1.2 Presidential Agendas: Truman and Eisenhower

Difficulty Level: Moderate

Skill Level: Understand the Connections

8. Civil rights reforms enacted by the Truman administration included _____.

- A) the integration of all public facilities
- B) requiring labor unions to admit African Americans
- C) the desegregation of the armed forces
- D) establishing the right to interracial marriages

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.1.2 Presidential Agendas: Truman and Eisenhower

Difficulty Level: Moderate

Skill Level: Understand the Connections

9. What was the Fair Deal?

- A) the term given to President Truman's stronger stand on civil rights
- B) the Truman administration's attempt to dismantle the New Deal
- C) a set of domestic reforms proposed by President Truman
- D) the executive order that desegregated the armed forces

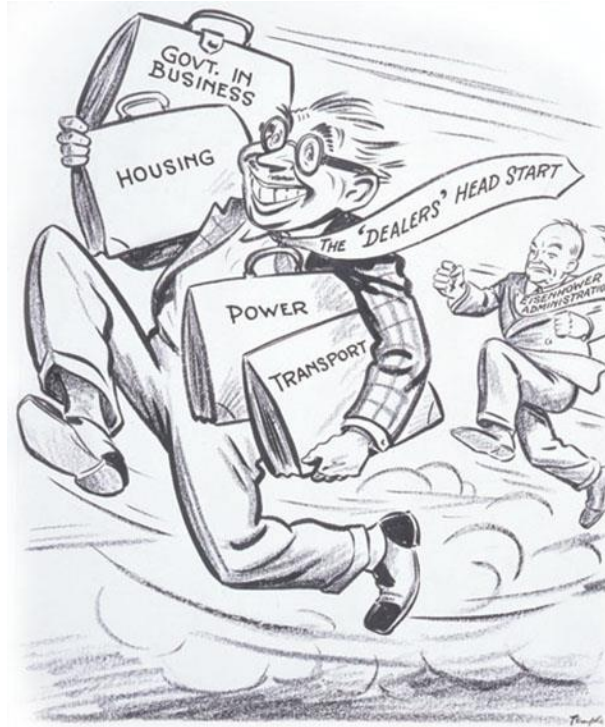
Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.1.2 Presidential Agendas: Truman and Eisenhower

Difficulty Level: Easy

Skill Level: Remember the Facts



10. How does the 1953 editorial political cartoon *Who Said 'Creeping Socialism'* contradict what President Eisenhower had to say about domestic programs associated with the New and Fair Deals?

- A) Eisenhower wanted to focus more on civil rights than other public programs.
- B) Eisenhower announced that he had no intention of dismantling most of these programs.
- C) Eisenhower wanted to dismantle these programs and desired more conservative ones in place.
- D) Eisenhower believed that balancing the budget and limiting government spending was more important.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.1.2 Presidential Agendas: Truman and Eisenhower

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 25.2 *Who Said 'Creeping Socialism,'* 1953

11. What term did Eisenhower use to describe the close ties between the defense industry and the Pentagon that might unduly influence government policy?

- A) the “military-industrial complex”
- B) the Fair Deal
- C) “victory of the moderates”
- D) “Creeping Socialism”

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.1.2 Presidential Agendas: Truman and Eisenhower

Difficulty Level: Easy

Skill Level: Remember the Facts

12. By 1960, what significant historic population threshold had the nation crossed?

- A) There were more non-Christian rather than Christian members living in the United States.
- B) There were more minorities than white Americans.
- C) More Americans were living in urban areas rather than rural areas for the first time.
- D) There were more middle class than working-class Americans.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2 A Middle-Class America

Difficulty Level: Easy

Skill Level: Remember the Facts

13. The 1944 GI Bill of Rights offered returning veterans _____.

- A) low-interest home loans
- B) significant tax breaks
- C) white-collar employment
- D) land grants

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.1 Postwar Prosperity

Difficulty Level: Easy

Skill Level: Remember the Facts



14. These two 1955 photographs of a suburban middle-class family called “What They Have” vs. “What They Own” featured in *Life* magazine demonstrate that American families _____.
- A) moved to suburbs in great numbers
 - B) relied heavily on credit to maintain affluent lifestyles
 - C) were made up of a white-collar working father and a stay-at-home mother
 - D) benefitted greatly from New Deal and Fair Deal programs

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.1 Postwar Prosperity

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 25.3 and 25.4 Buying on Credit

15. How did American political and business leaders perceive material abundance in the postwar United States?

- A) They feared that, if a recession hit, families risked losing everything.
- B) They admired citizens’ patriotism in purchasing American-made products.
- C) They believed this demonstrated the superiority of capitalist societies over communist ones.
- D) They were concerned that the public was becoming too dependent on credit.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.1 Postwar Prosperity

Difficulty Level: Moderate

Skill Level: Understand the Connections

16. How did journalist and social critic Vance Packard feel about American materialism in the postwar era as reflected by his commentary *The Status Seekers*?

- A) He was critical of Americans who abandoned frugality in favor of conspicuous consumption.
- B) He praised American workers who were able to climb the ladder of success to achieve an affluent lifestyle.
- C) He feared that buying heavily on credit would mean that families could lose everything in a time of recession.
- D) He was angry that manufacturers encouraged planned obsolescence of certain products after a few years so that consumers could buy more goods.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.1 Postwar Prosperity

Difficulty Level: Moderate

Skill Level: Understand the Connections

17. Who was a business executive in the postwar era describing when he stated that these people's jobs were to "see that Americans are never satisfied"?

- A) automobile manufacturers
- B) advertisers
- C) cigarette makers
- D) credit card issuers

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.1 Postwar Prosperity

Difficulty Level: Moderate

Skill Level: Understand the Connections

18. How were the suburbs of the 1950s different from the earlier suburbs of the 1920s?

- A) They consisted of homes that were frequently designed with unique features.
- B) They were usually integrated between white and minority residents.
- C) They were made up of larger homes than what could be found in the city.
- D) They were farther away from city centers and depended on cars for transportation.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.2 The Move to the Suburbs

Difficulty Level: Moderate

Skill Level: Understand the Connections

19. What were Levittowns?
- A) gated communities
 - B) planned suburban communities
 - C) public housing funded by the Fair Deal
 - D) segregated Southern communities

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.2 The Move to the Suburbs

Difficulty Level: Easy

Skill Level: Remember the Facts

20. How did developer William Levitt borrow from Henry Ford's automobile industry when planning his communities?
- A) Levitt paid his workers twice the average to ensure fast production.
 - B) Levitt hired armed guards to put down strikers and demonstrators.
 - C) Levitt used Ford's assembly line-style to develop standardized homes.
 - D) Levitt would not allow his construction workers to talk on the job.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.2 The Move to the Suburbs

Difficulty Level: Moderate

Skill Level: Understand the Connections

21. What was one common feature of a postwar suburban home?
- A) a lack of a garage for the family car
 - B) a separate kitchen and dining room
 - C) a second story to add more bedrooms as the child population grew
 - D) a large living room picture window that made the house appear more spacious

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.2 The Move to the Suburbs

Difficulty Level: Easy

Skill Level: Remember the Facts



22. Based on this photograph of this street scene in Levittown, New York, what was one distinguishing feature of the postwar suburbs?

- A) standardized homes lacking any distinguishing characteristics
- B) narrow streets that made driving cars difficult
- C) lack of yards for gardening or for children to play in
- D) lack of safe paths for children to get to school or for walkers

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.2 The Move to the Suburbs

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Competing Visions: Suburbs—American Dream or Nightmare?

23. What did American writer John Keats mean when he wrote in *The Crack in the Picture Window* that Americans could purchase a “box” in a suburban development “inhabited by people whose age, income, number of children, problems, habits, conversation, dress, possessions, and perhaps even blood type are also precisely like [theirs]”?

- A) Suburban homes were made affordable because of standardized construction.
- B) Suburban living encouraged mindless conformity and a lack of diversity.
- C) Suburbanites usually lived in isolation from each other.
- D) Suburban living was limited to the upper class.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.2 The Move to the Suburbs

Difficulty Level: Difficult

Skill Level: Analyze It

24. One significant trend of the years 1946–1964 was _____.

- A) the expansion of the working class
- B) ongoing growth in the power of organized labor
- C) easing fears regarding the threat of communism
- D) a dramatic increase in the birth rate

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.2 The Move to the Suburbs

Difficulty Level: Moderate

Skill Level: Understand the Connections

25. Many social critics like C. Wright Mills believed that, like the suburbs, white-collar jobs _____.

- A) would likely fade in importance
- B) were harmful to the environment
- C) stifled individuality
- D) were a drain on the economy

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.2 The Move to the Suburbs

Difficulty Level: Moderate

Skill Level: Understand the Connections

26. In the article “The Split-Level Trap,” *Good Housekeeping* magazine stated that suburban children “have not been made to feel a sense of responsibility,” thus arguing that suburban living

- A) led to the decline of grades in school
- B) spoiled children
- C) encouraged children to volunteer in their communities
- D) emphasized hard work, thrift, and patience in children

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.2 The Move to the Suburbs

Difficulty Level: Moderate

Skill Level: Understand the Connections

27. Who was the first sitting president to appear on television?

- A) Franklin D. Roosevelt
- B) Harry Truman
- C) Dwight Eisenhower
- D) John F. Kennedy

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.1 The Television Age Arrives

Difficulty Level: Easy

Skill Level: Remember the Facts

28. Although the first commercial television transmission occurred in 1939, why was it not until the early 1950s that television really took off with the American public?

- A) American entrepreneurs were more concerned with containing communism.
- B) The high rise in prices after World War II made it too expensive to afford televisions.
- C) World War II slowed down the production of televisions.
- D) The railroad strikes of the late 1940s hampered the growth of television production.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.1 The Television Age Arrives

Difficulty Level: Easy

Skill Level: Remember the Facts

29. What effect did President Eisenhower’s statement “If a citizen has to be bored to death it is cheaper and more comfortable to sit at home and look at television than it is to go outside and pay a dollar for a ticket” have on American popular culture in the 1950s?

- A) The film industry remained more productive than the television industry.
- B) The number of televisions in American households declined.
- C) Drive-in movie theaters grew in number and popularity.
- D) Many movie theaters closed and studios made fewer films.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.1 The Television Age Arrives

Difficulty Level: Moderate

Skill Level: Understand the Connections

30. How were middle-class American women portrayed in most popular televised comedy sitcoms, such as *I Love Lucy*, *Father Knows Best*, and *Leave It to Beaver*, during the 1950s?

- A) as independent working women in white-collar jobs
- B) as defiant housewives who stood up to domineering husbands
- C) as spouses who were satisfied with their roles as caring mothers and devoted wives
- D) as single mothers struggling to raise their children

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.1 The Television Age Arrives

Difficulty Level: Moderate

Skill Level: Understand the Connections

31. How did Richard Nixon benefit from his televised 1952 “Checkers speech” after he was accused of having a secret fund financed by California businessmen?

- A) He was elected governor of California.
- B) He was able to save his place as the vice presidential candidate on the Republican ticket.
- C) He became chairman of HUAC.
- D) He was elected as president in the 1952 election.

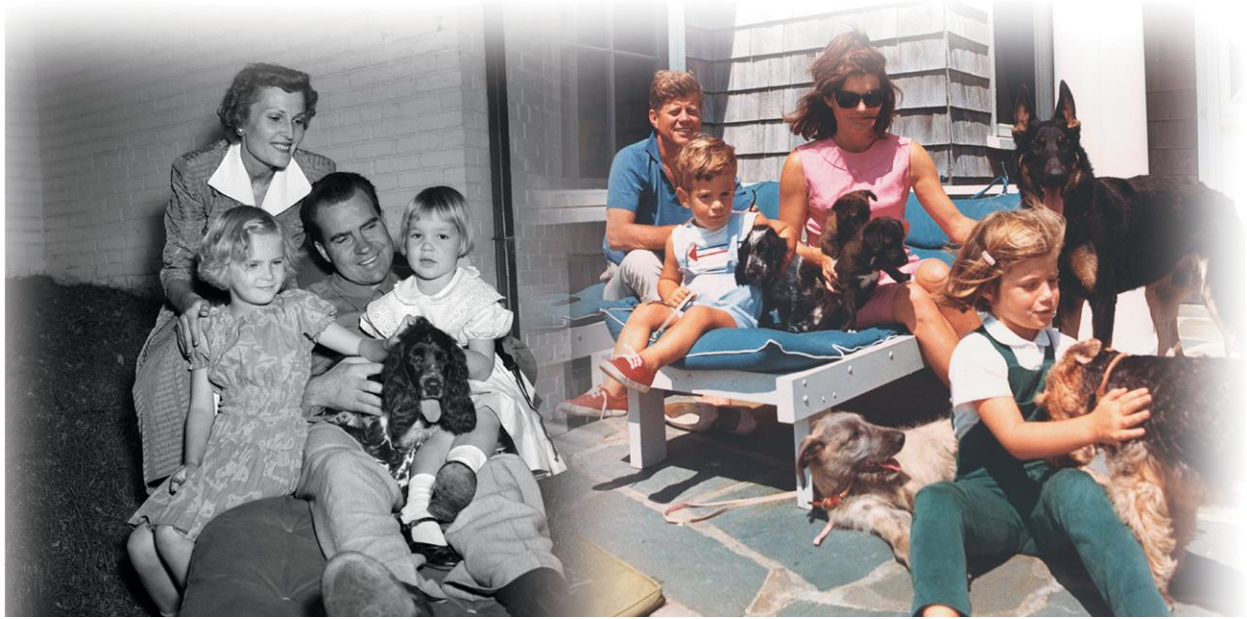
Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.1 The Television Age Arrives

Difficulty Level: Moderate

Skill Level: Understand the Connections



32. What do these photographs of the 1960 presidential candidates Richard Nixon and John F. Kennedy pictured with their families reveal about the American public in the postwar era?

- A) its tendency to pry into the lives of others
- B) its distrust of politicians
- C) its emphasis on idealized family life
- D) its obsession with celebrity life

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.1 The Television Age Arrives

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 25.5 and 25.6 Two candidates, one family portrait

33. Why did Americans who watched the televised 1960 presidential debate between Richard Nixon and John F. Kennedy believe Kennedy won while those who listened to it on radio felt that Nixon had won?

- A) Kennedy appeared more comfortable and attractive on television.
- B) Kennedy spoke more eloquently than Nixon.
- C) Kennedy had a large fan base in the television audience.
- D) Kennedy appeared sickly and gained the audience's sympathy.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.1 The Television Age Arrives

Difficulty Level: Moderate

Skill Level: Understand the Connections



34. What was one major reason as shown in this photograph that rock-and-roll singer Elvis Presley contributed to the growing generation gap between parents and their teenaged children during the 1950s?

- A) His “clean-cut” image was acceptable to parents but rejected by their adolescent children.
- B) His suggestive moves enraged parents while gaining adoring teenaged fans.
- C) Parents enjoyed his catchy lyrics and music while young people thought they sounded too “black.”
- D) Parents saw his success as a triumph for consumer tastes while their children saw it as the downfall of American civilization.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.2 Teen Culture and Rock-and-Roll

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 25.7 Elvis Presley

35. The success of 1950s films such as *The Wild One* and *Rebel Without a Cause* _____.
- A) illustrated a growing angst among America's youth
 - B) showed that moviegoers preferred comedies with light themes
 - C) renewed interest in the movie industry while television sales declined
 - D) reaffirmed the complacency associated with this decade

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.2 Teen Culture and Rock-and-Roll

Difficulty Level: Moderate

Skill Level: Understand the Connections

36. Allan Ginsberg's controversial 1955 poem *Howl* portrayed _____.
- A) protests against the Cold War and communism
 - B) the problems related to affluence and conspicuous consumption by the middle class
 - C) rebellion by middle-class suburban teenagers against their parents
 - D) the lives of those who lived beyond the mainstream of American life

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.3 The Beats

Difficulty Level: Moderate

Skill Level: Understand the Connections

37. The writings of Beat author Jack Kerouac _____.
- A) were condemned as communist during the McCarthy hearings
 - B) supported the passage of additional social reform programs
 - C) advocated against conformity and consumerism
 - D) combined psychology and religion to promote positive thinking

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.3 The Beats

Difficulty Level: Moderate

Skill Level: Understand the Connections



38. In what way does artist Mark Rothko's painting *No. 10* represent the break that Abstract Expressionism made from the art that prevailed between the 1930s and 1950s?

- A) It was clearly made by an artist with no training.
- B) It deliberately conveyed no specific message.
- C) It portrayed the world realistically.
- D) It was largely closed to interpretation by viewers.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.3 The Beats

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 25.8 Mark Rothko, *No. 10*



39. What does this photograph of children visiting town demonstrate about racial customs in the South?

- A) Black children enjoyed town, but white children did not.
- B) White children were taught to be unsmiling and quiet.
- C) White children generally preferred to be at home.
- D) Whites and blacks kept apart even from a young age.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.1 Separate and *Unequal*: Challenging Segregated Schools

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 25.9 A Southern Town

40. What earlier ruling was overturned by *Brown v. Board of Education*?

- A) *Marbury v. Madison*
- B) *McCulloch v. Maryland*
- C) *Santa Clara County v. Southern Pacific Railroad*
- D) *Plessy v. Ferguson*

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.1 Separate and *Unequal*: Challenging Segregated Schools

Difficulty Level: Easy

Skill Level: Remember the Facts

41. What was the major social reason why the Supreme Court ruled that segregated schools were unconstitutional in the case of *Brown v. Board of Education*?

- A) Research showed that segregation taught African American children to accept their inferiority to whites.
- B) African American students were taught by unqualified black teachers.
- C) Segregated schools violated the equal protection clause of the Fourteenth Amendment.
- D) Black children had been kept apart from white children from a young age.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.1 Separate and *Unequal*: Challenging Segregated Schools

Difficulty Level: Moderate

Skill Level: Understand the Connections

42. What made Emmett Till's 1955 murder in Mississippi different from previous racist killings of African Americans in the South?

- A) This was the first time that a black teenager tried to advance the Civil Rights Movement.
- B) Emmet Till was the youngest African American victim of racist violence in the United States.
- C) Till's family decided to fight back by publicizing his battered body and speaking in court.
- D) The jury failed to convict the accused murderers.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.2 Emmett Till

Difficulty Level: Moderate

Skill Level: Understand the Connections

43. When ordered to give her seat to a white passenger on a Montgomery, Alabama, city bus, Rose Parks chose to _____.

- A) appeal to the local courts
- B) obey the order, which was consistent with a local ordinance
- C) vacate her seat but protest by joining a bus boycott
- D) remain seated and risk arrest

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.3 Montgomery Bus Boycott, 1955

Difficulty Level: Easy

Skill Level: Remember the Facts



44. Why did the black Northern press choose to pair the image of Emmett Till's battered corpse with that of a smiling image of him with his mother Mamie Till-Bradley?
- A) They wanted to convince the Mississippi jury to convict Till's murderers.
 - B) They wanted to outrage their audience by showing how an innocent young boy was savagely beaten to death by racists.
 - C) They wanted to caution their audience of what could happen to African Americans in the South if they were too forward with white people.
 - D) They wanted to warn their audience of what could happen to anyone who played an active role in the Civil Rights Movement in the South.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.2 Emmett Till

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 25.10 Emmett Till and His Mother and Images as History: Inspiring a New Generation to Act

45. Martin Luther King Jr. was a co-founder of the _____.

- A) Congress of Racial Equality
- B) National Association for the Advancement of Colored People
- C) Student Nonviolent Coordinating Committee
- D) Southern Christian Leadership Conference

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.3 Montgomery Bus Boycott, 1955

Difficulty Level: Easy

Skill Level: Remember the Facts



46. What does this photograph of Rosa Park's 1955 arrest most accurately reveal about her role in instigating the Montgomery Bus Boycott?

- A) She was part of a well-organized movement that the NAACP led to test the bus segregation law.
- B) She was simply a tired seamstress who impulsively decided to stay seated when asked to move.
- C) She decided to participate in a planned one-day bus boycott to avoid potential violence.
- D) She was violently beaten in jail after her arrest.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.3 Montgomery Bus Boycott, 1955

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Choices and Consequences: Rosa Parks Makes History



47. How did the experience of many black riders on Montgomery city buses after integration contrast with the ride taken by Martin Luther King, Jr. and Ralph Abernathy immediately after the boycott was lifted?

- A) Many black riders decided to continue the boycott.
- B) Many black riders encountered violence.
- C) Black riders typically rode on more crowded buses.
- D) Black riders typically rode without a companion.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.3 Montgomery Bus Boycott, 1955

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 25.11 First Ride on an Integrated Montgomery Bus, 1956

48. When Arkansas governor Orval Faubus resisted the Supreme Court-mandated integration of public schools in Little Rock, President Eisenhower _____.

- A) quietly supported the actions of the governor
- B) urged Congress to pass civil rights legislation
- C) sent federal troops to Little Rock to protect the Little Rock Nine
- D) required that state troops be used to protect the Little Rock Nine

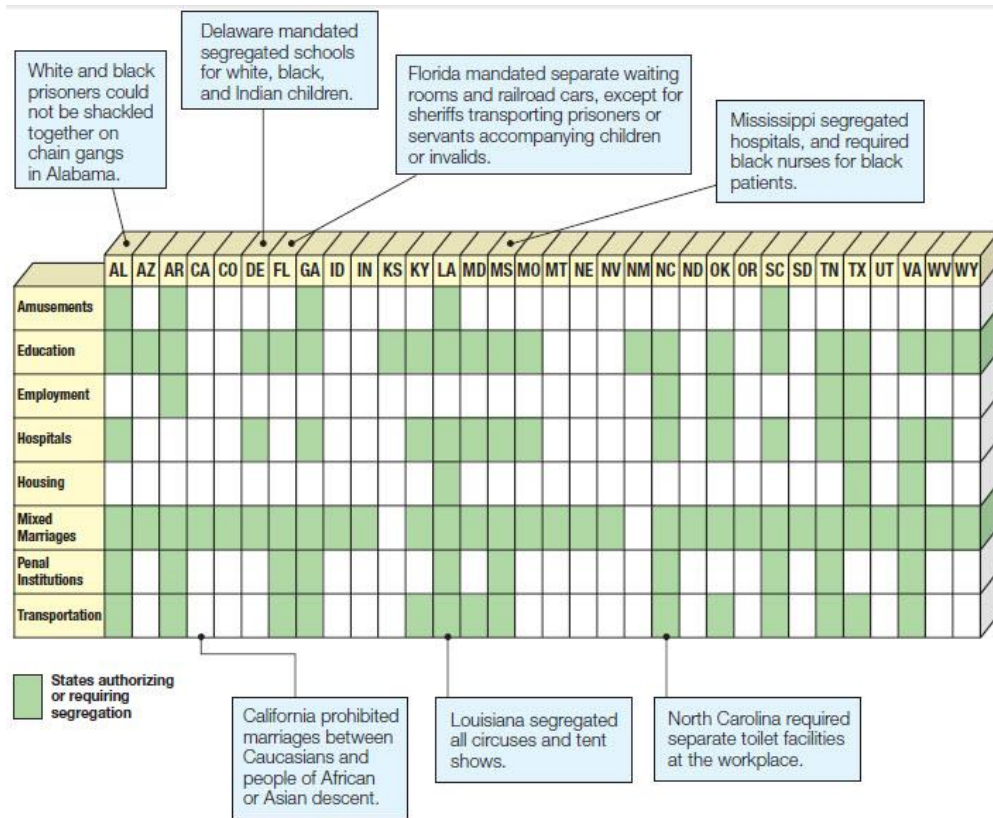
Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.4 The Little Rock Nine, 1957

Difficulty Level: Easy

Skill Level: Remember the Facts



49. What do these statutes suggest about daily life for African Americans in the United States?
- A) Restrictions on African American daily life were limited to Southern states.
 - B) The races had many opportunities for mixing in their daily lives.
 - C) Civil rights was more of a regional rather than a national problem.
 - D) Daily life was filled with reminders of oppression and discrimination.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.5 The Sit-Ins

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Envisioning Evidence: A National Snapshot of Racial Discrimination



50. What does this photograph of a sit-in at a Woolworth's lunch counter in Mississippi demonstrate about the power of nonviolent protest?
- A) It encouraged outsiders to sit down and join in the protest.
 - B) It inspired the protesters' opponents to turn away from violence.
 - C) It protected the protesters from assailants.
 - D) It made the protesters' antagonists look unsympathetic to outsiders.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4.5 The Sit-Ins

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 25.12 Mississippi Sit-In, 1963

Essay

51. How did labor unions attempt to increase their power in the postwar era? How did the government and broader American public respond? Discuss the Taft-Hartley Act in your response.

The ideal answer should include:

1. At the beginning of the postwar era, labor unions enjoyed great strength in the United States. Government support for union organizing during the New Deal and World War II, combined with a wave of successful sit-down strikes in the 1930s, had made labor a powerful force in American society. This was the high point of the labor movement, with over 14 million workers belonging to unions.
2. When the lifting of wartime price controls sent prices skyrocketing in 1946, nearly 4.6 million workers participated in 5,000 strikes nationwide between 1945–1946, demanding just not higher wages and benefits but also the right to participate in many management decisions. Signs and slogans by striking workers were meant to mobilize public support and demanded fairness for returning veterans. They also gave assurances that higher wages would not lead to higher prices. Both black and white voters went on strike together, reflecting the success of the Congress of Industrial Organizations (CIO) in mending racial divisions that had previously weakened the labor union.
3. As labor unrest grew, popular support for strikes diminished. The public had little sympathy for threats to shut down the steel and car industries, which formed the core of the national economy. Strikes in the coal and meatpacking industries also made daily household living more expensive for Americans. President Truman finally intervened when railroad workers went on strike and announced that he would use the army to run the railroads. Every striking worker would be drafted into the military if they did not return to work. The strikers returned to work moments before Truman was scheduled to ask Congress to authorize this legislation.
4. Republicans capitalized over labor conflicts and higher prices and won majorities in both the House and the Senate in the 1946 midterm elections. The Eightieth Congress immediately passed the Taft-Hartley Act of 1947 over Truman's veto. This law abolished the closed shop that required all workers who benefited from union-negotiated contracts to belong to a union. It also banned sympathy boycotts that were made by other workers who wanted to support a particular union's protest. The requirement that all union officers sign affidavits certifying that they were not members of the Communist Party encouraged unions to purge their most radical members. The Taft-Hartley Act was a serious blow to the labor movement. The 1955 merger of the American Federation of Labor with the CIO ushered in a more cautious era of labor organizing that mostly ignored unskilled workers and Southern laborers.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.1.1 The Labor Movement Curtailed

Difficulty Level: Easy

Skill Level: Remember the Facts



52. How did the establishment of William Levitt's first planned community transform the American housing industry? Describe this scene of a Levittown street. How did "Levittowns" and other suburbs confirm common criticisms of postwar suburban culture? For what reasons did others defend the suburbs?

The ideal answer should include:

1. Between 1948 and 1958, 85 percent of the nation's 13 million new houses were built in suburbs. By 1960, 37 million out of 189 million Americans lived in suburbs. William Levitt transformed the housing industry when he built his first planned "Levittown" on Long Island. To construct these thousands of mass-produced houses, Levitt applied Henry Ford's automobile assembly line-style innovations. Developers standardized every part of the construction process, and Levitt claimed his crews could assemble a house in 15 minutes while it took only three minutes to complete the paperwork to purchase one. Levitt was able to pass these savings on to home-buyers, dropping the price of new houses from \$14,000 to \$8,000. The low price of suburban houses, coupled with readily available government-backed financing, brought home ownership within reach of millions of Americans.
2. According to the article "The Big Changes in Suburbia" from *Harper's Magazine*, these new houses had been laid out with a thoughtful eye to the realities of the automobile age. Levittown had wide boulevards for through driving that was well separated from the houses, which stood along narrower, curving roads. The houses were not severely crowded, having ample front lawns and backyards. There was a commendable variety in exterior design, especially in texture and color. Houses were small and pleasant, with large living room picture windows to make the 1,000 square foot homes appear more spacious and to display a family's possessions and prosperity. Suburban homes had "living kitchens" where families cooked and ate their meals and "family rooms" to accommodate the television and other items that brought the family together at the end of the day. Each home also had a garage to shelter the automobile needed by every suburban family.
3. Critics charged that suburbs encouraged mindless conformity. John Keats in his 1957 book *The Crack in the Picture Window* described suburban homes as "boxes" in

developments where similar homes were occupied by people who were very much like each other in so many ways, possibly even having the same blood type, an allusion that suburbs were mostly segregated by race. *Good Housekeeping* magazine in the article “The Split-Level Trap” went on to say that suburban living spoiled children, making them forget the middle class virtues of hard work, thrift, and patience. The article stated that coddling children and teenagers and the lack of these virtues led to a mass of obedient parents and spoiled, lazy, materialistic children labeled “gimme kids.” These children would be the ones to most likely become school-behavior problems or delinquents in the suburbs.

4. Supporters of suburban development believed that this type of living improved daily life for its residents. William Levitt’s son Abraham fought back the charges made by Keats and other critics, stating that suburban houses were for people, not critics, and the people for whom they built these homes thought it was “pretty good.” The *Harper’s Magazine* article went on to state suburbs were gregarious communities in which people wandered in and out of one another’s houses without invitation and organized themselves into a wide variety of groups and organizations ranging from car pools to PTAs. The article went on to describe suburbs as “paradises for the well-adjusted...[but] less inviting to residents who prefer a modicum of seclusion.”

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.2.2 The Move to the Suburbs

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Competing Visions: Suburbs—American Dream Or Nightmare?

53. How did television transform the home life of millions of Americans during the 1950s? What insights did popular television shows from the 1950s offer about the American social and political landscapes?

The ideal answer should include:

1. In 1948, just 178,000 homes had televisions. By 1955, three-quarters of American households had one. President Eisenhower and his wife Mamie set the tone for watching television through the release of photographs showing them eating dinner each night from tray-tables in front of a television in their private White House living quarters. By the 1950s, attendance at movie theaters declined as more people stayed at home to watch television. Even President Eisenhower stated that “if a citizen is to be bored to death it is cheaper and more comfortable to sit at home and look at television than it is to go outside and pay a dollar for a ticket.”
2. Many early television shows dealt with the social conditions and cultural values of the day, paying particular attention to family and consumerism. *The Honeymooners* emphasized working-class conditions of life in a small apartment along with a focus on get-rich-quick schemes. Although *I Love Lucy* addressed the main character’s farcical adventures, she always realized that being a caring wife and mother was fulfilling enough. Situation comedies like *Father Knows Best* and *Leave It to Beaver* addressed the roles that each family member played, including a hard-working father in the white collar industry, a perfect mother who kept a spotless home, and children who learned traditional

middle-class values. Other shows like the *Ed Sullivan Show* and *American Bandstand* appealed to teenaged audiences by featuring acts like Elvis Presley (although censored for the television audience) as well as top 40 music hits. Many Americans who were unfamiliar with the emerging beatnik culture also developed their impressions through the comedy *The Many Loves of Dobie Gillis*, which featured a beatnik best friend who often advised the main character to reject his father's single-minded drive to make money and instead enjoy life to the fullest. This televised depiction of Beat culture also infused American vocabulary with new expressions such as "dig it," "cool," and "man" that were taken from African American culture.

3. Nightly news broadcasts brought glimpses of the wider world into American homes and played an increasing role in politics. Politicians quickly learned to use the new medium to their advantage. Republican vice presidential candidate Richard M. Nixon was the first politician to give a televised speech to refute a political scandal where he was charged with having a secret fund financed by California businessman. He appeared on television to refute charges that the money was used for his personal use, stating that there was only one gift he would not return, his dog Checkers. The "Checkers speech" saved Nixon's place on the Republican ticket for the 1952 presidential election. The 1960 Kennedy-Nixon debate was the first televised presidential election debate and watched by nearly 77 million Americans. While Kennedy appeared tan and fit, Nixon refused to wear makeup, looked as if he needed a shave, and was visibly sweating throughout the telecast. While those who listened on radio believed Nixon won the debate, television viewers felt that Kennedy was the winner. Kennedy went on to win the election, revealing the power of images to sway political judgments.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3 Popular Culture in the Fifties

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. How did the lives of teens in the fifties differ from those of youths of previous generations? How did popular culture respond to the emergence of the teenager?

The ideal answer should include:

1. Teenagers of the 1950s grew up with an abundance of materials, unlike their parents who were raised during the hard times of the Great Depression. While many teenagers agreed with their parents' political views concerning communist expansion and the growing nuclear threat, others adopted an ethos of pleasure-seeking that often put them at odds with their parents, who emphasized thrift and self-discipline. Teenagers were no longer expected to earn money to support their families, and thus experienced unprecedented leisure time and longer schooling. They were also free to spend money earned from after-school jobs as they liked.
2. Teenagers used their money to buy record players and radios to play music specifically marketed to them. Many songs, such as the Coasters' "Yakety Yak," depict teenaged rebellion against parental authority. Teenaged revolt was also evident through the slang and fads that they created during the 1950s. Sociologist Edgar Friedenberg noted that "the teen-ager seems to have replaced the Communist as the appropriate target for public controversy and foreboding." In addition, traditionalists also lambasted horror comic books and teen films for encouraging teenagers to revolt against their parents and social norms.
3. Rock-and-roll music and its musicians provoked the most public outrage toward teenager nonconformity during the 1950s. The first notable rock-and-roll song was Bill Haley and the Comet's "Rock Around the Clock" in 1955, and Chuck Berry also had notable early hits that proclaimed rock-and-roll the music of choice for the teen generation. However, it took Elvis Presley to make rock-and-roll a phenomenon. Presley melded the raw sexuality and powerful rhythms of African American rhythm and blues music with gospel and country music, and included catchy pop lyrics to develop his own eroticized dancing style. Nicknamed "Elvis the Pelvis," Presley became a lightning rod for critics who denounced rock-and-roll as the downfall of American civilization.
4. Rock-and-roll also used television to appeal to teenagers. While a censored Elvis appeared on the *Ed Sullivan Show*, it was Dick Clark's *American Bandstand* that helped pioneer television programming exclusively for teenagers. With the advent of the pocket-size transistor radio, teenagers could listen to radio stations broadcasting the top 40 best-selling records or independent rhythm and blues stations in the privacy of their bedrooms, away from critical adults.
5. Hollywood films like *The Wild One* and *Rebel Without a Cause* catered to teenage tastes. These movies along with actors like James Dean appealed to teenaged audiences by embracing the angry persona of angry youths discontented with mainstream society. Parental norms often prevailed in the 1950s, and teenagers usually married young, shortly after graduating from high school, and started families during the baby boom generation.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.3.2 Teen Culture and Rock-and-Roll

Difficulty Level: Moderate

Skill Level: Understand the Connections



55. Discuss the strategy of nonviolent resistance employed by many in the Civil Rights Movement. What was it based on? How did images such as this one further the cause?

The ideal answer should include:

1. During the 1950s, Martin Luther King, Jr. emerged as a major leader in the Civil Rights Movement alongside a generation of black and white college students who employed new nonviolent strategies to compel white Americans to confront the harsh realities of Jim Crow laws. Although King is often perceived as the leader of the nonviolence movement in civil rights, Student Nonviolent Coordinating Committee (SNCC) founder Diane Nash noted that "... young people should realize that it was people just like them, their age, that formulated goals and strategies, and actually developed the movement."
2. After King was elected leader of the Southern Christian Leadership Conference (SCLC), the organization decided that black churches could help the Civil Rights Movement devise a new nonviolent strategy that challenged segregation and discrimination throughout the South. Initially, King saw nonviolence mainly as a way to gain sympathy and prevent authorities from using violence against demonstrators. Over the next few years, King's social justice fundamentalism evolved from his "Sermon on the Mount" biblical reading that urged Christians to create "a beloved community" by winning over enemies with love and humility rather than seeking to punish or defeat them. King was also influenced by activists like the Reverend James Lawson, who had traveled to India to study the Hindu version of nonviolence pioneered by Mahatma Gandhi.
3. In 1958, James Lawson began conducting SCLC workshops to prepare college students in Nashville for a sit-in campaign to desegregate the city's lunch counters. Students studied Christian pacifist principles and Gandhi's theories of nonviolence in addition to Henry David Thoreau's ideas on civil disobedience. The sit-ins addressed the tactic of civil disobedience, which meant breaking the law in a peaceful way to call attention to an unjust law. This also replicated the same strategies that CIO workers had used in the 1930s with their sit-down strikes. These sit-ins would also attract press attention.

4. Lawson taught his students to ignore the taunts and blows that whites would heap on them during a sit-in, to go limp when pulled from the seats, and curl into a protective fetal position if attacked. These Nashville workshops identified and trained students who would become major leaders in the Civil Rights Movement.
5. After an impulsive lunch counter sit-in at a Greensboro, North Carolina, in 1960, churches and students worked together to unleash waves of sit-ins throughout the South. After a month of having roving gangs and thugs punch and kick Lawson's students in Nashville sit-ins, the Nashville police tried to arrest the demonstrators by arresting them for "disorderly conduct." Students responded with a "jail-no bail" strategy, knowing that only so many could fit in jail cells and that it would cost taxpayer money to be fed and cared for. Refusals to pay bail also meant that no other demonstrators could be arrested. The SCLC then launched a successful boycott on downtown businesses in Nashville. Students also marched peacefully to city hall after a black lawyer's home was bombed and soon integrated the Nashville lunch counters in addition to holding "stand-ins" at segregated movie theaters and "sleep-ins" in the lobbies of whites-only hotels.
6. Lawson and SCLC organizer Ella Baker both saw that students were a powerful force in the Civil Rights Movement and urged them to form their own civil rights organization, which resulted in the creation of the Student Nonviolent Coordinating Committee (SNCC). SNCC and the SCLC often forged partnerships between black churches and university students, both white and black, who eagerly put themselves in the front lines during demonstrations while the churches provided experienced organizers, meeting spaces, and funds to organize successful protests.
7. While photographs between black students in nice outfits requesting lunch counter service and ragtag gangs of heckling white boys led to some success with white moderates in the upper South, resistance to sit-ins in the lower South was more formidable and vicious. The photograph of student Anne Moody with two white activists sitting at a Woolworth's counter in Jackson, Mississippi, shows them assaulted by high school students who are pouring condiments on their heads while being encouraged by an older white man to get them off the chairs and pour salt in their wounds. Such images, along with film footage shown on television news broadcasts, forced the rest of the nation to confront the realities of Jim Crow and racial violence in the South. Through television, what happened in the South no longer remained news only in the South. A distinct teenage culture within the baby boom generation created a strong generational bond among the young adults in the Civil Rights Movement, and the ideological overtones of the Cold War helped civil rights protesters focus attention on the fundamental contradictions between America's self-proclaimed goal of spreading democracy throughout the world and visible racial discrimination at home.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1950s.

Topic: 25.4 Freedom Now: The Civil Rights Movement

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 25.12 Mississippi Sit-In, 1963

CHAPTER TWENTY-SIX
A NATION DIVIDED: THE VIETNAM WAR, 1945–1975

Multiple Choice



1. How did critics of the peace movement during the Vietnam War react to the 1967 photograph “Flower Power”?
- A) They saw this gesture as an insincere ploy to distract the soldiers just before demonstrators stormed the Pentagon.
 - B) They realized that the war was futile and began to demand that President Johnson withdraw troops from Vietnam.
 - C) They called for further escalation of the war into Cambodia and Laos despite protestors’ demands for peace.
 - D) They perceived this image to be a stark contrast between government-sponsored violence in Vietnam and American citizens’ demand for peace.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

2. In 1945, Vietnamese forces formed a provisional government in Hanoi and declared independence under the leadership of _____.

- A) Ngo Dinh Diem
- B) Mao Zedong
- C) Thich Quang Duc
- D) Ho Chi Minh

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.1 The Escalating Importance of Vietnam

Difficulty Level: Easy

Skill Level: Remember the Facts

3. During the Cold War, which nation did the United States support in its efforts to regain control of its Vietnam colony?

- A) Great Britain
- B) Japan
- C) France
- D) China

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.1 The Escalating Importance of Vietnam

Difficulty Level: Easy

Skill Level: Remember the Facts

4. President Truman's key advisers and National Security Council Report 68 (NSC-68) mistakenly believed that communism in Vietnam was _____.

- A) a way for Japan to gain more natural resources in this region
- B) not a serious concern after World War II
- C) controlled or financed by the Soviet Union
- D) assisted by financial and military help from the Chinese

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.1 The Escalating Importance of Vietnam

Difficulty Level: Moderate

Skill Level: Understand the Connections



5. This photograph of Ho Chi Minh sitting with Vietnamese children in 1954 reinforced his reputation in Vietnam as a(n) _____.
- A) accomplished educator
 - B) wise elder who loved his nation
 - C) military dictator and follower of communism
 - D) enemy of the United States and the West

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.1 The Escalating Importance of Vietnam

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 26.1 Ho Chi Minh Poses with Children, 1954

6. The Vietminh were _____.
- A) Vietnamese communists
 - B) Chinese military forces sent to train Vietnamese communist troops
 - C) Vietnamese supporters of French colonialism
 - D) Vietnamese opposed to Communism

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.1 The Escalating Importance of Vietnam

Difficulty Level: Easy

Skill Level: Remember the Facts

7. _____ was the belief held by the Truman and Eisenhower administrations that a communist takeover of Vietnam would soon result in the same fate in other nations in Southeast Asia.
- A) Containment
 - B) Brinksmanship
 - C) Vietnamization
 - D) The domino theory

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.1 The Escalating Importance of Vietnam

Difficulty Level: Easy

Skill Level: Remember the Facts

8. What was the major result of the Geneva Accords of 1954?
- A) Vietnam gained complete independence from France.
 - B) Vietnam was temporarily partitioned along the seventeenth parallel.
 - C) North Vietnam invaded South Vietnam.
 - D) France withdrew completely from Vietnam.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.2 Taking Over from the French

Difficulty Level: Easy

Skill Level: Remember the Facts



9. What did Marcus Edwin's 1953 cartoon *How About the Other Buttons?* imply about the role of Joseph Stalin and the Soviet Union during the Cold War?

- A) Stalin had nationalistic ambitions for taking over the locations shown in the cartoon.
- B) The Soviet Union was considering using nuclear warfare in Korea.
- C) Stalin had the opportunity to resolve the conflict in Indochina just as he had done in Korea.
- D) The Soviet Union was responsible for the start of the Korean War.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.1 The Escalating Importance of Vietnam

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 26.2 *How About the Other Buttons?*

10. Who did the United States select to head the new government in South Vietnam after its establishment in 1954?

- A) Ngo Dinh Diem
- B) Ho Chi Minh
- C) Thich Quang Duc
- D) Ngo Dinh Nhu

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.2 Taking Over from the French

Difficulty Level: Easy

Skill Level: Remember the Facts

11. Unlike the North Atlantic Treaty Organization (NATO), the Southeast Asian Treaty Organization (SEATO) _____.

- A) excluded European nations from membership
- B) focused on humanitarian relief rather than containment of communism
- C) required member nations to send troops to support South Vietnam
- D) left each member nation's commitment for mutual defense vague

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.2 Taking Over from the French

Difficulty Level: Moderate

Skill Level: Understand the Connections

12. The National Liberation Front (NLF) that united factions in South Vietnam opposed to the Diem regime into a fighting coalition was derisively called _____ by President Diem.

- A) Vietminh
- B) "tough little miracle men"
- C) Vietcong
- D) Dien Bien Phu

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.2 Taking Over from the French

Difficulty Level: Easy

Skill Level: Remember the Facts



13. The best explanation for the enduring power of this image taken by Associated Press photographer Malcolm Browne is _____.

- A) the clash between the modernity of the car and the ancient practice of Buddhism
- B) the contrast between the serenity of the monk and violence of the flames
- C) Western viewers' general lack of familiarity with Buddhist practices
- D) the fact that Ngo Dinh Diem would inflict such brutality on his people

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.3 Debates within the Kennedy Administration

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 26.3 Burning Monk

14. What was President Kennedy's policy regarding U.S. involvement in Vietnam?

- A) He tried to settle the conflict with North Vietnam through diplomatic negotiations.
- B) He escalated involvement by sending in combat troops for the first time.
- C) He sent more financial aid and increased the number of military "advisers" in South Vietnam.
- D) He urged Congress to declare war on North Vietnam.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.3 Debates within the Kennedy Administration

Difficulty Level: Easy

Skill Level: Remember the Facts



15. Why did Lyndon B. Johnson insist on taking the oath of office with Jackie Kennedy at his side after John F. Kennedy's assassination in Dallas as shown in this photograph taken by Cecil Stoughton?

- A) to demonstrate to the public that she supported his presidency
- B) to put a stop to widespread rumors that he had no right to the presidency
- C) to show that the supposed friction between him and President Kennedy was a myth
- D) to quell suspicions that he had had a hand in the assassination of President Kennedy

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.4 The Kennedy Assassination

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 26.4 Jackie Kennedy

16. What happened in Vietnam shortly before the assassination of John F. Kennedy in November 1963?

- A) a withdrawal of U.S. forces in South Vietnam
- B) a Kennedy-supported military coup resulting in Ngo Dinh Diem's murder
- C) an attempt by Ngo Dinh Diem to negotiate with Ho Chi Minh
- D) a decision by the Kennedy administration to turn to diplomacy in Vietnam

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.4 The Kennedy Assassination

Difficulty Level: Moderate

Skill Level: Understand the Connections



17. Why did political cartoonist Ira Levine draw President Johnson's gallbladder incision in the shape of South Vietnam in his political cartoon *Johnson's Scar*?

- A) to imply that U.S. involvement there was a scar on the Johnson administration
- B) to symbolize the damage done to U.S. forces by Vietcong guerillas
- C) to garner U.S. support for Johnson's leadership in fighting there
- D) to underscore the idea that fighting communism in Asia was a core U.S. interest

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.5 The Gulf of Tonkin

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 26.5 *Johnson's Scar*

18. The Gulf of Tonkin Resolution _____.

- A) officially partitioned Vietnam into two separate northern and southern nations
- B) was an official declaration of war by Congress on North Vietnam
- C) gave President Johnson the power to wage undeclared war in Vietnam
- D) officially ended the war in Vietnam

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.5 The Gulf of Tonkin

Difficulty Level: Easy

Skill Level: Remember the Facts

19. What did *New York Times* reporter David Halberstam mean when, in 1962, he summed up the military dilemma in Vietnam by stating “It is often impossible to separate the cruel and dedicated foe you want to kill from the simple and illiterate peasant you want to woo”?

- A) Communist troops inflicted heavy losses on South Vietnamese civilians.
- B) Communist troops launched their attacks from strongholds in North Vietnam.
- C) Communist troops blended into the civilian population so they were harder to detect.
- D) Communist troops often made civilians act as suicide bombers.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.2 Fighting in Vietnam

Difficulty Level: Difficult

Skill Level: Analyze It

20. What were the “steel horses” used by North Vietnamese civilians on the Ho Chi Minh Trail?

- A) military jeeps with soldiers sent to the Vietcong
- B) old-fashioned automobiles loaded with supplies for Communist forces in the south
- C) army tanks sent to the Communists in South Vietnam
- D) bicycles that carried supplies and weapons to Communist troops in the south

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.2.1 The Bombing Campaign

Difficulty Level: Easy

Skill Level: Remember the Facts

21. What did American pilots in Vietnam primarily imply when they satirically quipped “Only you can prevent forests”?

- A) Harmful defoliants like Agent Orange were sprayed on trees in order to expose Vietcong hideouts.
- B) Napalm dropped in jungles burned large acreage of forests and jungles.
- C) Trails were cleared through the jungles of South Vietnam so that American troops could conduct search-and-destroy missions.
- D) Bombs and missiles dropped in the jungles destroyed much of the native vegetation.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.2.1 The Bombing Campaign

Difficulty Level: Moderate

Skill Level: Understand the Connections



22. What message do the snapshots “Reaching Out” on the left and of gunner James Farley on the right, which were both taken by *Life* magazine photographer Larry Burrows, convey to the public about the Vietnam War?

- A) Both younger and older soldiers were participants in combat.
- B) American military combat was a shared burden as well as an individual experience.
- C) Combat produced both doubts and idealism in American soldiers.
- D) Combat resulted in both cowardice and bravery.

Answer: B

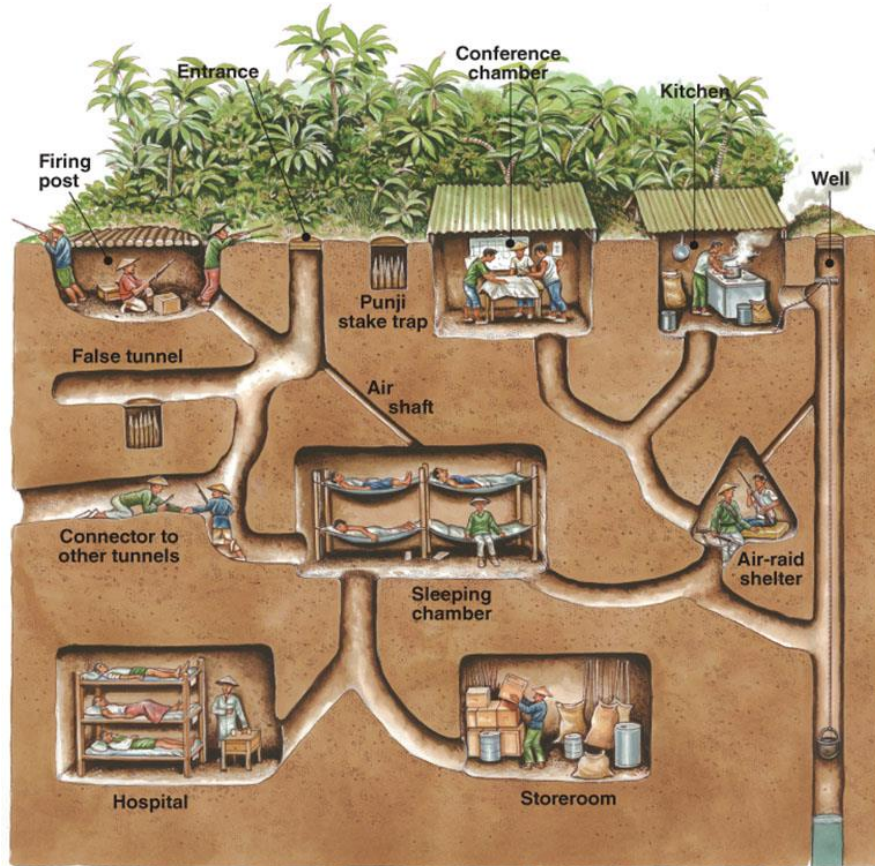
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topics: 26.2.2 On the Ground and 26.2.3 The Tet Offensive

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 26.6 American Gunner Rescues Downed Comrades, 1965 and Images as History: The Power of the Press in Vietnam



23. This drawing of a Vietcong hideout shows that it was specifically built in order to

- A) prevent an American war of attrition in South Vietnam
- B) lodge North Vietnamese troops who had invaded South Vietnam
- C) combat American air superiority and bombings
- D) shelter local villagers from American search-and-destroy missions

Answer: C

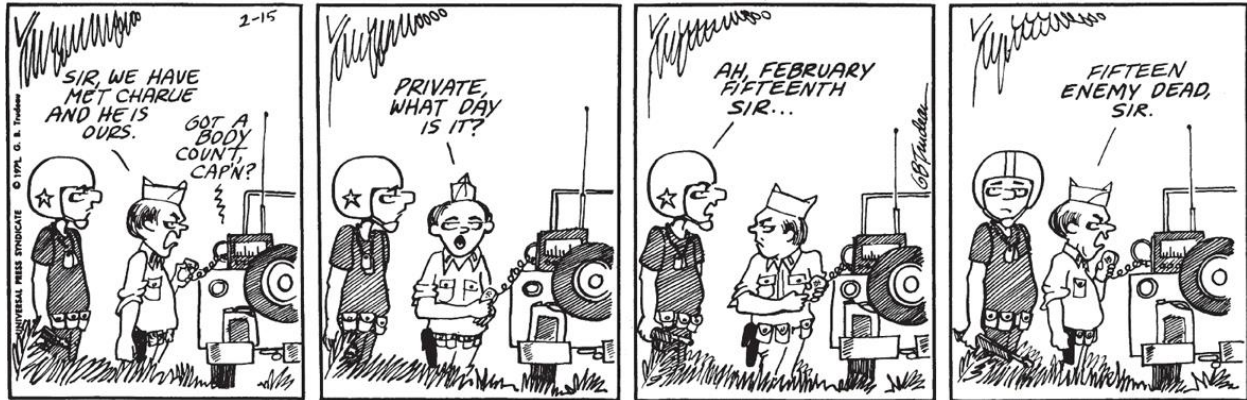
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.2.2 On the Ground

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 26.7 Drawing of Vietcong Hideout



24. What did this Doonesbury cartoon intend to lampoon?

- A) the inaccuracies and meaninglessness of body counts
- B) the tensions between enlisted men and officers
- C) the dissociation of the military from the day-to-day life of the Vietnamese
- D) the difficulties of distinguishing the Vietcong from civilians

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.2.2 On the Ground

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 26.8 Doonesbury Lampoons Body Counts

25. The Tet Offensive was _____.

- A) the American-planned assassination of South Vietnamese president Ngo Dinh Diem
- B) a massacre of innocent South Vietnamese villagers by American soldiers
- C) the beginning of American aerial bombings in Cambodia and Laos
- D) a North Vietnamese and Vietcong assault on over 100 cities and towns in South Vietnam

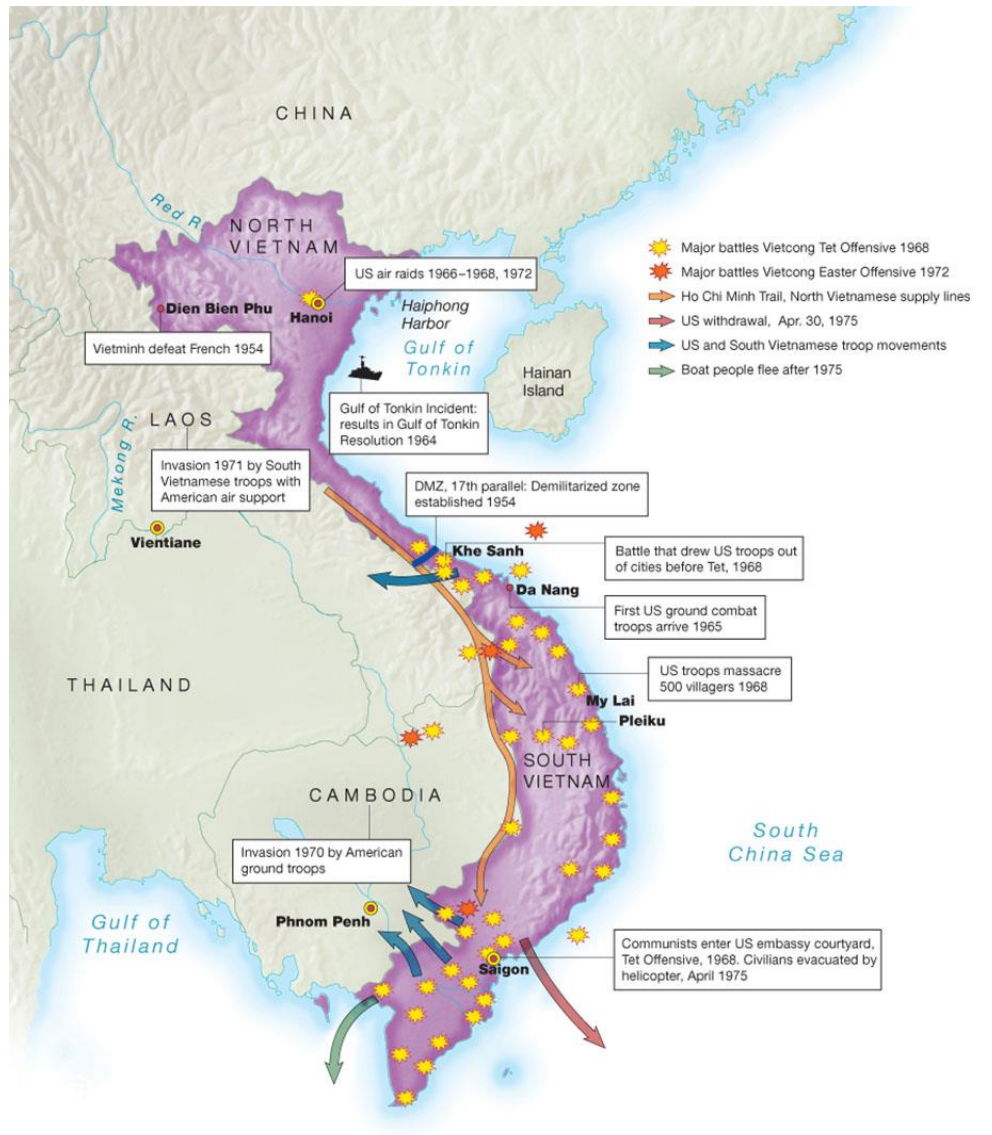
Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.2.3 The Tet Offensive

Difficulty Level: Easy

Skill Level: Remember the Facts



26. The primary purpose of this map is to show that _____.
- A) North and South Vietnam eventually reunited as one Communist nation
 - B) China changed the course of the war in Vietnam in a 20-year period
 - C) the United States spent over 20 years trying to defeat Communist forces in Vietnam
 - D) the Cold War spread beyond Southeast Asia because of the Vietnam War

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.2.3 The Tet Offensive

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 26.9 Map of Vietnam

27. What were CBS-TV news anchor Walter Cronkite's intentions when he told viewers on February 27, 1968, that "we have been too often disappointed by the optimism of the American leaders, both in Vietnam and Washington, to have faith any longer in the silver linings they find in the darkest clouds"?

A) He was urging the United States to seek a negotiated peace in Vietnam since the war was a stalemate.

B) He was advising President Johnson not to run for reelection because of the Vietnam crisis.

C) He was suggesting an escalated aerial bombing of North Vietnam to bring the war to a quick end.

D) He was recommending that the United States instigate another military coup in South Vietnam to stabilize and strengthen that government.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.2.3 The Tet Offensive

Difficulty Level: Difficult

Skill Level: Analyze It

28. Based on public opinion polls taken between 1965 and 1973, how did most Americans feel about the war in Vietnam and the peace movement at home?

A) Most Americans supported the war but disliked the peace movement.

B) Most Americans opposed the war but supported the peace movement.

C) Most Americans were evenly divided between supporting the war and supporting the peace movement.

D) Most Americans disliked both the war and the peace movement.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.3 Controversy on the Home Front

Difficulty Level: Easy

Skill Level: Remember the Facts



29. What did Associated Press photographer Eddie Adams mean when he commented on his snapshot “Saigon Execution” by stating that “pictures do not always tell the full story, and this is one case where this is true”?

- A) The photograph intended to draw on American sympathies for the execution of an innocent civilian, but it actually revealed that this person was an armed Communist guerrilla.
- B) This photograph was meant to show that Saigon was under law and order, but it instead portrayed a city in the midst of chaos.
- C) This photograph tried to show support for South Vietnamese General Nguyen Ngoc Loan’s action for executing an armed Vietcong terrorist, but it was actually condemned by Americans as a cold-blooded execution.
- D) The photograph was meant to condemn General Loan’s vicious regime in Saigon, but Americans instead saw him as a hero fighting against communism.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.2.3 The Tet Offensive

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: The Power of the Press in Vietnam

30. Although peace activists in the United States had a variety of reasons for opposing the war in Vietnam, one thing they all had in common was that the war _____.

- A) had a negative impact on African Americans
- B) was destroying American democracy
- C) could be brought to a quick end if the United States negotiated directly with Ho Chi Minh
- D) would end faster if more students were involved in the peace movement

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.3.1 The Antiwar Movement

Difficulty Level: Moderate

Skill Level: Understand the Connections

31. Founded in 1962, Students for a Democratic Society (SDS) _____.

- A) shared many goals with communists
- B) organized violent protests from its inception
- C) criticized both the war abroad and capitalism at home
- D) focused its efforts on protesting the war in Vietnam

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.3.1 The Antiwar Movement

Difficulty Level: Moderate

Skill Level: Understand the Connections

32. What pioneering war protest action did faculty and students at the University of Michigan introduce to the general public in 1965?

- A) teach-ins about the Vietnam War
- B) burning of draft cards
- C) street marches against the war
- D) writing the popular chant “Hey, hey, LBJ, how many kids did you kill today?”

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.3.1 The Antiwar Movement

Difficulty Level: Easy

Skill Level: Remember the Facts



33. Why did many male American antiwar protestors choose to burn their draft cards during the Vietnam War?

- A) They supported a communist-run government in Vietnam.
- B) They believed they were intentionally committing treason against the United States.
- C) They saw this action as a form of free speech against the war.
- D) The Supreme Court had legalized burning draft cards as free speech.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.3.1 The Antiwar Movement

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 26.10 Burning Draft Cards during the Vietnam War

34. Who did most conservative Southern whites and white Northern blue-collar workers support in the 1968 presidential election?

- A) Richard Nixon
- B) George Wallace
- C) Hubert H. Humphrey
- D) Robert Kennedy

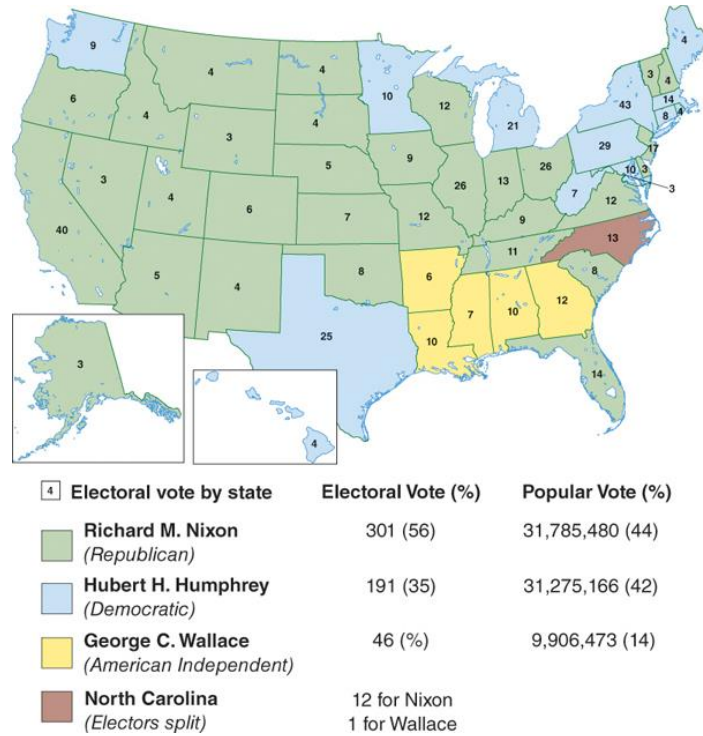
Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.3.1 The Antiwar Movement

Difficulty Level: Easy

Skill Level: Remember the Facts



35. What does this map imply about the results of the 1968 presidential election?

- A) New England and the Northeast mostly voted for the conservative cause.
- B) Most of Humphrey's support came from states in the Far West.
- C) The Democratic Party was able to hold on to its stronghold in the Deep South.
- D) The peace movement helped the conservative cause, which led to Nixon's election.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.3.1 The Antiwar Movement

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 26.11 The Presidential Election of 1968

36. Why were events at the village of My Lai referred to as a massacre?

- A) The confirmed body count was remarkably high.
- B) The images released to the public were gruesome.
- C) The U.S. military tortured its enemies there.
- D) The victims killed there were unarmed villagers.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.3.2 My Lai

Difficulty Level: Easy

Skill Level: Remember the Facts



37. What was ironic about this photograph taken by Army photographer Ron Haeberle of soon-to-be executed victims of the 1968 massacre at My Lai?

- A) Americans were more outraged with the publication of the photograph rather than the killings of these villagers.
- B) The incident was referred to as a massacre when only a small number of villagers had been killed.
- C) The woman on the left buttoning her blouse had just been raped by the same men who were getting ready to kill her.
- D) The women in this photograph were Vietcong terrorists who had recently killed marines from the platoons involved in this incident.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.3.2 My Lai

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 26.12 My Lai Villagers Moments before Their Execution, 1968

38. What were the consequences of the My Lai massacre for commanding officer Lieutenant William Calley?

- A) He kept the events secret and was accused of responsibility decades later.
- B) He was never brought to trial and regarded as a hero.
- C) He successfully argued that higher-ranking officials were responsible.
- D) He was convicted of murder and pardoned by Nixon.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.3.2 My Lai

Difficulty Level: Easy

Skill Level: Remember the Facts

39. What was President Nixon's main goal through his Vietnamization program?

- A) winning the war through the escalation of American ground forces in Vietnam
- B) turning over most of the ground fighting to the South Vietnamese Army
- C) negotiating for peace directly with the North Vietnamese government
- D) disarming the peace movement by publicizing pictures of withdrawing American troops

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.1 Seeking Peace with Honor

Difficulty Level: Easy

Skill Level: Remember the Facts

40. How was the Nixon Doctrine different from previous diplomatic actions taken by the United States in global geopolitics?

- A) The United States would continue to intervene in regional conflicts taking place all over the world.
- B) The United States would share a sphere of influence in Southeast Asia with China and the Soviet Union.
- C) The United States now expected its friends to take the lead in defending themselves.
- D) The United States would be the primary nation policing the actions of Southeast Asian nations.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.1 Seeking Peace with Honor

Difficulty Level: Moderate

Skill Level: Understand the Connections

41. The term *détente* has been used to describe President Nixon's _____.
- A) methods of improving U.S. relations with China and the Soviet Union
 - B) threat to use nuclear weapons against the Vietcong during the Vietnam War
 - C) attempts to get China and the Soviet Union to declare war on each other
 - D) failed efforts to conceal the role that he played in the Watergate scandal

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.1 Seeking Peace with Honor

Difficulty Level: Easy

Skill Level: Remember the Facts

42. How did President Nixon expand the conflict in Vietnam in April 1970 and shatter the public consensus he had carefully created for his Vietnamization policy?
- A) He resumed massive aerial bombings on North Vietnam.
 - B) He ordered an American ground force invasion of neighboring Cambodia.
 - C) He alarmed North Vietnamese communists by visiting China and the Soviet Union.
 - D) He supported the mass murders committed by the Khmer Rouge in Cambodia.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.2 Cambodia: Invasion and Outrage

Difficulty Level: Easy

Skill Level: Remember the Facts

43. In 1971, *The New York Times* published the Pentagon Papers, a classified Department of Defense study that confirmed that _____.
- A) U.S. involvement in Vietnam was illegal, because Congress never declared war
 - B) the Pentagon believed the Vietnam War was unwinnable
 - C) President Nixon was secretly collaborating with the Vietcong
 - D) Presidents Kennedy and Johnson had lied to the public about the U.S. role in Vietnam

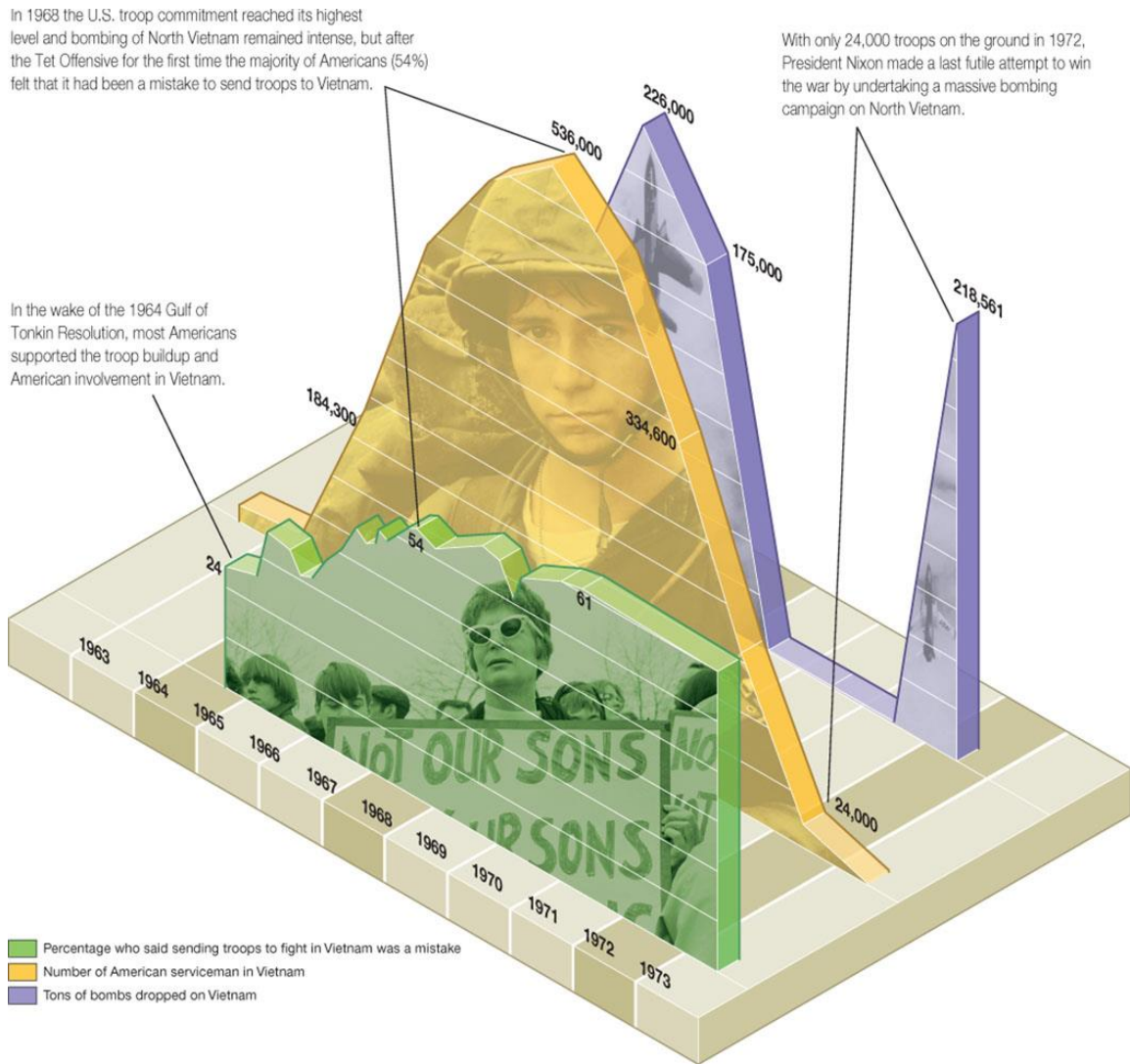
Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.2 Cambodia: Invasion and Outrage

Difficulty Level: Easy

Skill Level: Remember the Facts



44. What is one conclusion that can be made by evaluating the evidence on this chart?
- The Vietnam War was exclusively a ground war for American troops.
 - The American public supported troop escalation in Vietnam after the surprise North Vietnamese attacks during the Tet Offensive.
 - Despite the unpopularity of the war, nearly 40 percent of the nation still believed that the United States had done the right thing by sending troops to Vietnam.
 - Aerial bombings increased in the last years of the war due to the Communist presence in Cambodia.

Answer: C

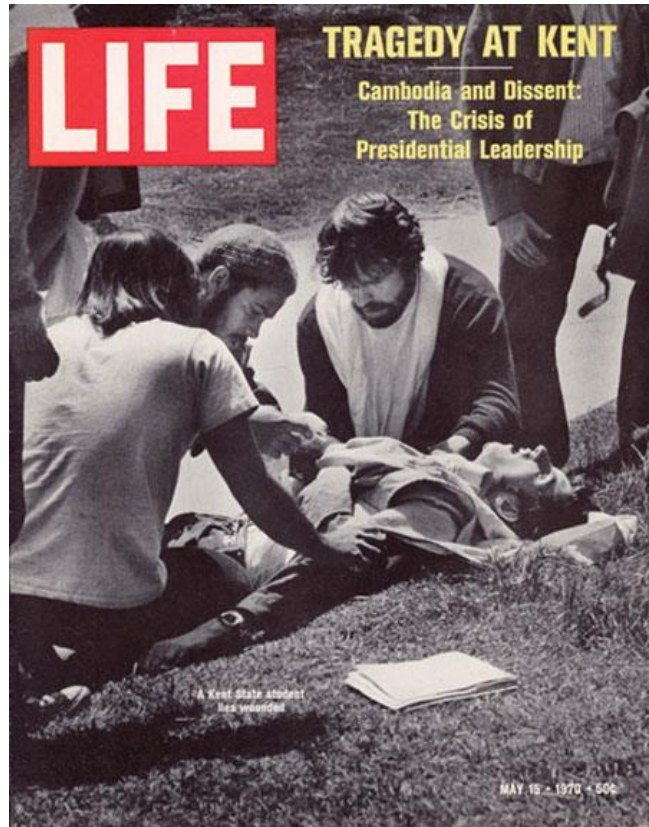
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.2 Cambodia: Invasion and Outrage

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Envisioning Evidence: Vietnam: The War by the Numbers



45. What made the 1970 killings of four students who were protesting the U.S. invasion of Cambodia at Kent State University so ironic?

- A) Americans feared that a war undertaken to protect American democracy was instead of destroying it.
- B) The four victims had just been drafted to go serve in Vietnam and Cambodia.
- C) Nixon had recently called the student protestors such as those at Kent State “bums blowing up campuses” while the public perceived them as martyrs.
- D) The Kent State shootings unmasked the “town and gown” divide that resulted in counterprotests to support the war.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.2 Cambodia: Invasion and Outrage

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 26.13 Kent State University, 1970

46. The Strategic Arms Limitation Treaty (SALT I) _____.
- A) constituted the first step in negotiating peace with North Vietnam
 - B) was an agreement with the Soviet Union limiting intercontinental ballistic missiles
 - C) constituted the beginning of new diplomatic relations with China
 - D) was used by President Nixon as evidence to support escalation in Vietnam.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.3 Withdrawal

Difficulty Level: Easy

Skill Level: Remember the Facts

47. Effects of the Vietnam War included the _____.
- A) increased support for overseas warfare
 - B) obliteration of communism in Southeast Asia
 - C) surrender of the Vietcong
 - D) erosion of American confidence in the government

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.3 Withdrawal

Difficulty Level: Moderate

Skill Level: Understand the Connections

48. How did the War Powers Resolution of 1973 limit the president's authority?
- A) He had to seek congressional approval for any overseas deployment of American troops that lasted for more than 60 days.
 - B) He could not ask Congress to consider approval of funds to friendly foreign governments that were at war.
 - C) He could not authorize arms shipments to friendly foreign governments that were at war.
 - D) He lost the power to command aerial forces to bomb unfriendly governments and regimes.

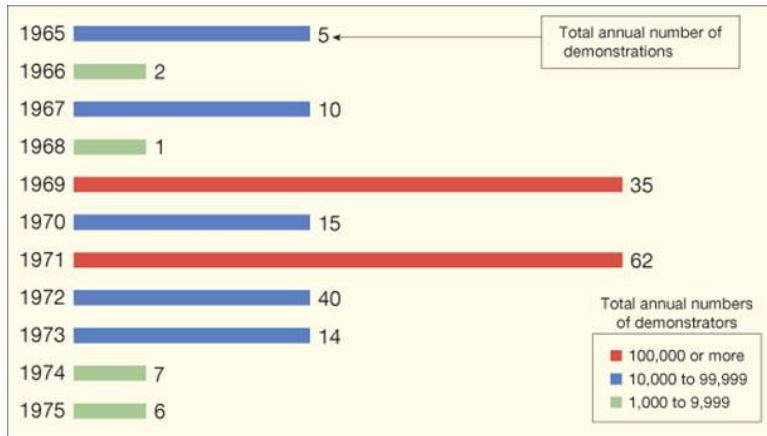
Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.3 Withdrawal

Difficulty Level: Easy

Skill Level: Remember the Facts



Antiwar Demonstrations in Washington, D.C., 1965-1975

Total Serving in the American Military (worldwide)	8.7 million men 250,000 women
Total Serving in Vietnam	3.4 million men 6,421 women
Total Killed in Vietnam	47,415 battle deaths 10,785 other causes
Total Wounded	153,303
Total Draft Evaders	600,000 (tens of thousands fled to Canada)
Vietnamese Casualties (North and South)	2 million
Total Cost of War	\$173 billion

The Human and Financial Cost of the Vietnam War, 1964-1973

49. Which of the following do these two graphics illustrate about the Vietnam War?
- A) More American soldiers died in Vietnam than in World War II.
 - B) The war was unpopular with many Americans.
 - C) More than 50 percent of the American military was deployed to Vietnam during the course of the war.
 - D) The greatest antiwar protests in the national capital came during the first three years of American ground troops being sent to Vietnam.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.3 Withdrawal

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Assets: 26.14 Antiwar Demonstrations in Washington, D.C., 1965-1975 and 26.16 The Human and Financial Cost of the Vietnam War, 1964-1973



50. What feeling can be inferred from the photo of the South Vietnamese attempting to flee Saigon from the roof of the American Embassy in 1975?

- A) security because the South Vietnamese were not in imminent danger
- B) satisfaction because the evacuation was a triumph for the United States
- C) disdain because Americans were not eager to help their Vietnamese allies
- D) disheartenment because many of those in line would not be able to escape

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4.3 Withdrawal

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 26.15 The Final Evacuation

Essay

51. Discuss the importance of decisions made between 1945 and 1954 that set the course for U.S. involvement in the Vietnam War.

The ideal answer should include:

1. America first became involved in Vietnam during World War II, when Japan took over the French colony of Indochina. U.S. intelligence officials worked with Ho Chi Minh, the leader of an underground Vietnamese communist resistance movement that launched guerrilla warfare against Japanese occupiers. At the end of the war in 1945, Ho Chi Minh formed a provisional government in Hanoi and declared independence from France, which sent in troops to crush the Vietnamese independence movement. Ho Chi Minh had hoped that the United States would support the independence movement, but his communist credentials tainted him in the eyes of the Truman administration, although he assured them that the Soviet Union did not control or finance him.
2. Vietnam took on new political significance with the emergence of the Cold War. The United States wanted to support France and prevent the spread of communism to Western Europe, so it sent that nation arms and funds beginning in 1947. The French government then used some of this aid to finance the war in Vietnam, and the United States agreed to support French efforts in regaining control of its colony. In 1950, with the fall of China to Communist forces the previous year and the outbreak of the Korean War, Vietnam became more strategically important for the United States, since it began to fear that all of Asia might fall to communism. The “who lost China” debate hurt Truman politically, and no subsequent president wanted to be the one blamed for Vietnam falling to communism. Containing communism in both Europe and Asia then became a cornerstone of American foreign policy.
3. As the Cold War spread, Truman’s advisers saw the hand of the Soviet Union behind every communist victory. National Security Council Report 68 (NSC-68) warned that any more territory under Soviet control would make the USSR invincible in a future military conflict, and the threat would be greater if the Soviets gained control of resource-rich Southeast Asia. Both the Truman and Eisenhower administration believed in the domino theory, a fear that a communist Vietnam would open the door to a complete communist takeover of Southeast Asia. Americans also believed that Stalin’s success in pressuring China and North Korea to accept an armistice to end the Korean War could also mean that he could start or stop communist insurgencies around the globe, including Vietnam. Stalin had encouraged Chinese leader Mao Zedong to take charge of promoting communist revolution in Asia. Mao sent Communist Chinese advisers to train Vietnam officers as well as Chinese-manufactured supplies, which confirmed to the United States that the Vietminh were part of a larger international Soviet conspiracy.
4. By 1954, the United States was paying for 80 percent of France’s expenses in the Vietnamese war. However, the United States also doubted that France had the will to carry on, which became a reality later that year when the Vietminh defeated the French at Dien Bien Phu. This prompted France to seek an international agreement with Ho Chi Minh and the Vietminh. The Geneva Accords that followed called for a temporary partition of Vietnam along the seventeenth parallel, with the Vietminh in the north and the French in the south, and a general election to follow in two years to reunify the

country under one government. The Eisenhower administration refused to sign these accords and instead resolved to use the two-year period to ease the French out of South Vietnam and create a new government capable of raising and training a strong military to resist communist aggression.

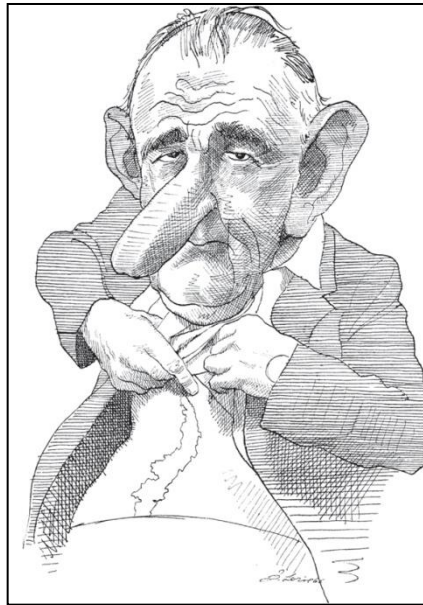
5. The United States selected Ngo Dinh Diem, a wealthy Catholic and staunch nationalist, to head the new South Vietnamese government. Neither Diem nor the United States intended to let the scheduled election take place, certain that Ho Chi Minh's authoritarian government would use force or fraud to ensure victory in the North and perhaps in the South as well. The United States tried to destabilize Ho Chi Minh's fledgling Communist government by creating political turmoil in North Vietnam through the Central Intelligence Agency (CIA).
6. In addition to supporting an anti-communist South Vietnam, the United States in 1954 formed the Southeast Asia Treaty Organization (SEATO) in which member nations pledged to "meet common danger" in Southeast Asia together, and, in a separate agreement, identified Vietnam, Laos, and Cambodia as areas that would endanger the "peace and security" of SEATO members if any of these three nations came under attack. SEATO left each member nation's commitment of mutual defense vague, which was urged by Secretary of State John Foster Dulles, who was reluctant to overextend American military responsibilities around the world. Dulles also reasoned that this vague commitment would provide a justification for direct American involvement in Vietnam to protect SEATO members if the United States decided to escalate its participation in the future. SEATO illustrated how completely the United States linked the civil war in Vietnam to the global crusade against communism.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1 The Long Road to War

Difficulty Level: Moderate

Skill Level: Understand the Connections



52. How did President Lyndon B. Johnson escalate the role of the United States in Vietnam to a level higher than any of his predecessors? Explain the role that the Gulf of Tonkin Resolution played in this decision. Use the political cartoon *Johnson's Scar* by David Levine to analyze public reaction to his war strategy and how it sealed his legacy in Vietnam.

The ideal answer should include:

1. Lyndon B. Johnson inherited a rapidly deteriorating situation in Vietnam after the U.S.-instigated Diem assassination in 1963. Like the three predecessors before him, he faced the choice of pulling back or escalating the American commitment in Vietnam, which, at that time, included 16,000 military advisers and Green Berets as well as substantial financial aid to South Vietnam. The United States still continued to believe that the Soviet Union was controlling communist movements throughout the world although they had an open split with China by 1964. Johnson's advisors differed in how to address the situation in Vietnam, and he feared that withdrawal would mark him as a weak leader and embolden conservative challenges to his civil rights and social welfare programs.
2. Johnson soon began to make bolder moves in Vietnam and its off-shore waters. On August 2, 1964, North Vietnamese torpedo boats attacked the American destroyer USS *Maddox* in the Gulf of Tonkin. Two days later, its crew and a second destroyer, the USS *Turner Joy*, both reported coming under attack from North Vietnamese torpedoes, although no North Vietnamese boats were located. The ships' joint commander now doubted that a second attack had taken place, although Secretary of War Robert McNamara accepted the initial reports of a second attack as conclusive and urged Johnson to escalate attacks. Besides ordering reprisal bombing against North Vietnam, Johnson used the Gulf of Tonkin incident to win congressional approval for further military action in Vietnam. Congress approved the Gulf of Tonkin Resolution in August of 1964, which gave the president permission "to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression" in Vietnam.

3. Johnson further escalated the role of the United States when he ordered ground troops to Vietnam. The first U.S. Marines landed at Da Nang on March 8, 1965. As the U.S. Air Force began a major bombing campaign against North Vietnam in Operation Rolling Thunder, General William Westmoreland requested dramatic escalation of American ground forces being sent to Vietnam. Johnson considered a negotiated settlement as tantamount to losing Vietnam to communism. He publicly sent 50,000 troops immediately and privately guaranteed Westmoreland an additional 50,000 along with a promise to send more as needed. He also approved heavy bombing of Vietcong strongholds and tried to institute political reforms in South Vietnam. As a result, the United States now took the lead in fighting the Vietcong and the North Vietnamese. By 1967, there were nearly 500,000 American troops in Vietnam, and the United States dropped more bombs there than it had in all of World War II.
4. By choosing escalation, Lyndon B. Johnson sealed his legacy as the American president who made winning the war a priority for the United States. In 1965, Johnson had undergone gall bladder surgery and, afterwards, lifted his shirt to reveal his incision to the press. The following year, political cartoonist David Levine parodied this image and created a drawing with a scar that now resembled the shape of Vietnam, sending a message that this conflict through Johnson's decision to increase escalation was destined to scar his presidency and the nation. Johnson's willingness to expose the minute details of his health to the public contrasted sharply with the ethos of misinformation and secrecy he embraced as illustrated by Pinocchio-like nose in this caricature, something that was later confirmed with the release of the Pentagon Papers in 1971.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.1.5 The Gulf of Tonkin

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 26.5 *Johnson's Scar*



53. Using *Life* photographer Larry Burrows's "Reaching Out" and Associated Press photographer Eddie Adams's "Saigon Execution," explain how the media influenced the public perception of the Vietnam War in the United States.

The ideal answer should include:

1. Photographers typically convey a point of view through their photos. However, differing interpretations by Americans surrounding some of these images taken in Vietnam disregarded the photographer's original reason for taking the photo. Instead, these interpretations imposed a different meaning on each image that reflected the viewer's own political views, thus making them iconic visual statements. This resulted in an increased power of the press used to mold public opinion about the war in Vietnam.
2. While on a mission on the field with a group of marines, *Life* photographer Larry Burrows took a photo of a wounded black soldier reaching out to a white comrade sprawled on the ground. According to *Life* readers, "Reaching Out" illustrated how the shared burden of combat inspired men to transcend the racial problems that were going on in the United States. Burrows's photo gave some viewers hope that Americans could learn how to live together as brothers at home. This interracial comparison, however, told only one side of soldiers' stories in Vietnam. Racial conflict permeated the armed forces, suggesting that fighting together did not heal the racial divide.
3. In the midst of the 1968 Tet Offensive, photographer Eddie Adams saw South Vietnamese police apprehend a Vietcong suspect in Saigon. He took "Saigon Execution" just as South Vietnamese General Nguyen Ngoc Loan aimed his pistol at the man's head and pulled the trigger. Loan told Adams that this person had killed many of his men as well as American soldiers. His supporters stated that the Vietcong had ruthlessly executed thousands of South Vietnamese officials and police during the Tet Offensive. The *New York Times* even supported Loan's justification by identifying the victim as a man in civilian dress with a pistol. Instead of justifiable retribution, many Americans saw this as an execution and believed that prisoners of war had the right to a trial under international law. This image of one man's death became a symbol of the failed U.S.

effort to establish the rule of law in South Vietnam, prompting fears that American soldiers were also killing prisoners of war. Adams regretted taking this photograph that forever tarnished Loan's reputation. Adams contended that "pictures do not always tell the full story, and this is one case where this is true."

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.2.3 The Tet Offensive

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: The Power Of The Press In Vietnam

54. What were the reasons why Americans opposed the war in Vietnam? Who actually protested the war, and how did the antiwar movement reflect cultural and class differences in American society that led to a disunited peace movement? What was the one factor that peace activists agreed on? What was the broader public response to the movement?

The ideal answer should include:

1. Unlike previous antiwar movements, the peace movement during the Vietnam War moved from the fringes to the center of American public life. This movement made itself visible through mass demonstrations, propaganda posters, and press coverage of celebrities who joined it. Many peace activists believed that they were preserving the American tradition of freedom of speech, although their movement was perceived to be controversial by Americans who held differing views on the legitimacy of wartime dissent.
2. When Lyndon Johnson announced that he would not run for reelection in 1968, he noted that “there is division in the American house right now,” as he referenced the domestic debate over the war in Vietnam. Although many working- and middle-class people opposed the war, overcoming existing cultural and class divisions in American society to create a unified antiwar movement proved to be difficult. The organized antiwar movement tended to attract mostly white, middle-class, college-educated Americans or individuals already engaged in social justice crusades. Many working-class women and African Americans with grade school education and lower-paying jobs opposed the war but had little interest in marching alongside middle-class college students in street demonstrations.
3. Uniting around one universal vision also posed difficulties for the antiwar movement. While all peace activists wanted to end the war in Vietnam, they offered different arguments for doing so. Some made the moral argument that a war involving napalm, search-and-destroy missions, and forced relocation into strategic hamlets hurt the Vietnamese more than living under Communist rule did. Others focused on the futility of fighting an unwinnable civil war. Other groups accepted that the nation needed to stop Communist China from expanding its influence, arguing that working directly with Ho Chi Minh could accomplish this goal more effectively than fighting a war in Vietnam. Still other activists saw a chance to open the nation’s eyes to injustice at home as well as overseas, such as Students for a Democratic Society (SDS), who combined opposition to the war with a critique of the inequities of capitalism.
4. Although their reasons for opposing the war differed, peace advocates agreed that the war was destroying American democracy. They noted violations of American democratic values including going to war without a formal declaration of war by Congress, presidential secrets and lies, FBI surveillance of peace protesters, and unjust draft deferments for middle- and upper-class men who could afford to go to college. Martin Luther King, Jr. denounced both the destruction of Vietnamese culture and the war’s negative impact on African Americans. The high cost of the war diverted funds from antipoverty programs, and a disproportionate number of African American men were fighting and dying in Vietnam, thus illustrating ongoing racial injustice within the United States.
5. The peace movement became more public as it became more visible in the street. It impacted many colleges and universities. Beginning with the University of Michigan in

1965, many faculty and students implemented teach-ins to protest the war. Not all students favored these, and over 6,000 students at the University of Wisconsin signed a petition supporting President Johnson and the war in Vietnam. Men protested the draft by burning their draft cards; something they saw as a form of free speech although the Supreme Court disagreed. Supporters of the war urged the card burners to burn themselves instead. President Johnson tried to discredit the peace movement by claiming it was communist-run and gave solace to the enemy. Other defenders charged this movement with treason, while some war supporters believed the unpopularity of the peace movement helped bolster the resolve of Americans in the political center to stay the course.

6. The protest movement also impacted the 1968 presidential election. Robert Kennedy sought the Democratic nomination as a peace candidate, a factor that led to Lyndon Johnson's decision not to run for reelection. Kennedy, however, was assassinated before the Democratic convention in Chicago, which resulted in Vice President Hubert Humphrey's nomination. This in turn led to antiwar demonstrations outside the convention hall that resulted in violent clashes with the police. In the general election, Republican Richard Nixon won the presidency, largely because the protest movement helped the conservative cause.
7. Opposition to the Vietnam War never resulted in widespread support for the peace movement. Most Americans were still anti-communist even as their dissatisfaction with the war grew. Although 55 percent of them labeled themselves as doves in Gallup Polls from 1969, three-fifths of those surveyed also believed the peace movement helped the enemy and made it more difficult for the president to end the war.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.3.1 The Antiwar Movement

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. What did President Nixon mean by his campaign promise to bring about “peace with honor”? Discuss his approaches to fulfilling this promise, including his Vietnamization policy. What factors actually led to the 1973 peace treaty with North Vietnam?

The ideal answer should include:

1. After Nixon’s inauguration in 1969, he told his advisers that he was “going to stop the war. Fast.” He also wanted to preserve America’s international reputation. For Nixon, a peace with honor meant winning the war in Vietnam. He and his national security adviser Henry Kissinger pursued four different tactics to achieve this goal.
2. The first part of Nixon’s plan to bring peace with honor was the policy of Vietnamization, which turned over the majority of ground fighting to the South Vietnamese Army. By 1971, the American presence in Vietnam had declined greatly and showed a return to the pre-1965 approach of sending financial and military aid to South Vietnam. Nixon asked the “great silent majority” to support Vietnamization and rebuked the peace movement. Vietnamization also promised to give Americans victory with the minimal loss of American lives. The United States quickly transformed the South Vietnamese Army into one of the largest and best equipped in the world, prompting North Vietnamese negotiators to wonder if the United States could succeed with their “puppet troops” when it could not succeed on its own. Nixon hoped that Vietnamization would disarm the peace movement by replacing images of civilian suffering on the evening news with pictures of troops withdrawing and returning home. He also reformed the draft so that deferment was replaced by a lottery that randomly drafted men by date of birth. Both Nixon and Kissinger hoped that Vietnamization would reshape the role that the United States played in global geopolitics, embracing a competing strategic vision of multipolarity that focused on negotiating with Europe, China, Japan, and the Soviet Union to construct a new balance of power system to keep peace. Under the Nixon Doctrine, the United States would refrain from direct involvement in regional conflicts and expected its friends to take the lead in defending themselves.
3. Nixon’s second tactic linked Vietnamization to resumption of massive bombings in North Vietnam, which had been halted in 1968 when Johnson had initiated peace talks. As American troops left Vietnam, the number of bombs dropped increased spectacularly, justifying Nixon and Kissinger’s conclusion that the United States had not used enough military force before that to achieve victory.
4. Nixon and Kissinger’s third tactic was to use diplomacy to decrease Soviet and Chinese support for North Vietnam. Nixon pursued independent negotiations with each nation to strengthen their ties to the United States and deepen their distrust of each other. He pursued his vision of multipolarity through détente, using diplomatic, economic, and cultural contacts to improve relations with both nations. Although both countries continued to send aid to North Vietnam, once they decided to normalize trade relations and enter into arms limitation agreements with the United States, the Soviet Union and China began to pressure North Vietnam to seek a negotiated peace.
5. The fourth component of Nixon’s Vietnam policy involved the neighboring neutral nation of Cambodia, where he hoped to cut off supplies filtering through the Ho Chi Minh Trail and thus pressure North Vietnam into a peace agreement that included an independent South Vietnam. By April of 1970, Nixon shattered the public consensus for Vietnamization by ordering American ground forces to invade Cambodia, but this two-

month incursion only pushed the North Vietnamese further into Cambodia, where they began supporting the vicious Khmer Rouge.

6. Nixon's claim that expanding the war so that he could end it sooner led to massive protests on college campuses and in Congress, where the Senate symbolically terminated the Gulf of Tonkin Resolution. Many university demonstrations turned violent, including one 1970 demonstration at Kent State University in Ohio that resulted in the deaths of four people. Nixon still believed that expanding the theater of war into Laos in February of 1971 would vindicate his methods, but his hopes for disrupting the Ho Chi Minh Trail were unsuccessful. South Vietnamese troops were used in this invasion, leading administration officials to proclaim the success of Vietnamization; critics, however, noted that many of these soldiers clung in panic to the skids of departing helicopters during the chaotic retreat back to South Vietnam.
7. In 1972, Nixon traveled to both China and the Soviet Union, demonstrating that diplomacy rather than war could best contain communism in Southeast Asia. These improving relationships between the United States and its communist benefactors alarmed North Vietnam, who was advised by Mao Zedong to sign a peace treaty, regroup after the Americans withdrew, and then resume the war. The North Vietnamese first tried to recreate the Tet Offensive with the Easter Offensive of March 1972, which led Nixon to order a massive retaliation against North Vietnam through bombing, a blockade, and mining a key harbor. Nixon also earned a reputation as a tough negotiator who got results when concluding the first disarmament treaty with the Soviet Union.
8. By the summer of 1972, both the United States and North Vietnam concluded the costs of continued fighting had become too great. Recognizing that Democratic presidential candidate George McGovern, a peace advocate who promised to withdraw American troops from Vietnam, was trailing in the polls to Nixon, the North Vietnamese decided to seek the best terms possible from Nixon. After several months of negotiations, the final 1973 peace treaty called for American withdrawal, allowed North Vietnamese troops to remain in South Vietnam, and left the existing South Vietnamese government in place. Those present in Paris for this conference knew that the cease-fire existed only on paper. The war would go on, only without American advisers, pilots, or soldiers. In March of 1975, North Vietnam renewed its offensive, knowing that the United States would not intervene. Within eight weeks of its invasion, South Vietnam collapsed, and the North Vietnamese entered Saigon.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the Vietnam War.

Topic: 26.4 The Long Road to Peace

Difficulty Level: Moderate

Skill Level: Understand the Connections

CHAPTER TWENTY-SEVEN
A DECADE OF DISCORD: THE CHALLENGE OF THE 1960s

Multiple Choice



1. This image of Martin Luther King Jr.'s daughter Yolanda and his wife Coretta Scott King taken after his funeral best captures the _____.
- A) hopefulness that could still be achieved by the Civil Rights Movement
 - B) fracture that took place between the nonviolent and militant branches of the Civil Rights Movement
 - C) crushing disappointment of the dashed dreams of the Civil Rights Movement
 - D) willingness to use the government to protect civil rights and expand economic opportunity

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image



2. What did 1960 Democratic presidential candidate John F. Kennedy mean when he stated that he “was better off in the war [World War II] than they are in the coal mines” when he met with coal miners in West Virginia during his campaign?

- A) Coal miners in West Virginia faced harsh consequences if they went on strike for better working and living conditions.
- B) Pesticides had ruined the West Virginia terrain so that farming was nearly impossible and led to hunger for mining families.
- C) West Virginians had to deal with numerous environmental hazards that jeopardized their health.
- D) The miners and their families had to deal with appalling poverty in their lives.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.1 Kennedy and the New Frontier

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 27.1 Presidential Candidate John F. Kennedy Speaking with Coal Miners, 1960

3. The 1960s was the heyday of American liberalism largely due to _____.
- A) Kennedy and Johnson's reform agendas as well as pivotal Supreme Court rulings
 - B) the war in Vietnam and the hippie movement
 - C) Barry Goldwater's presidential campaign and the Great Society
 - D) the Civil Rights Movement and first American moon landing

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1 The Liberal Moment

Difficulty Level: Easy

Skill Level: Remember the Facts

4. Michael Harrington's 1962 book *The Other America: Poverty in the United States* had its greatest impact by _____.
- A) criticizing poor people for not doing much to improve their own situations
 - B) cutting government funding for social welfare programs
 - C) awakening the social consciousness of affluent liberals, including John F. Kennedy
 - D) creating a politically favorable climate for environmental regulation

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.1 Kennedy and the New Frontier

Difficulty Level: Easy

Skill Level: Remember the Facts

5. John F. Kennedy's legislative program, which emphasized a liberal agenda and included raising the minimum wage, providing health care for the elderly, and increasing government spending to stimulate the economy was known as the _____.
- A) New Deal
 - B) Fair Deal
 - C) Great Society
 - D) New Frontier

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.1 Kennedy and the New Frontier

Difficulty Level: Easy

Skill Level: Remember the Facts

6. The Peace Corps' major goal was to _____.
- A) organize formal resistance to the growing violence in the Civil Rights Movement
 - B) encourage volunteerism to work on humanitarian projects in developing nations
 - C) protest American escalation in the Vietnam War
 - D) send privileged young adults to work on community projects in domestic urban and rural areas

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.1 Kennedy and the New Frontier

Difficulty Level: Easy

Skill Level: Remember the Facts

7. Who was Chief Justice of the Supreme Court of the United States during the 1960s when liberal decisions were reached on the promotion of social justice?
- A) Earl Warren
 - B) Thurgood Marshall
 - C) Hugo L. Black
 - D) Barry Goldwater

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.2 A Liberal Court

Difficulty Level: Easy

Skill Level: Remember the Facts

1954	Brown v. Board of Education outlawed racial segregation in public schools.
1962	Baker v. Carr gave federal courts right to intervene if states created voting districts of unequal size.
1962	Engel v. Vitale outlawed official school prayer in public schools.
1963	Gideon v. Wainwright gave accused felons the right to free legal counsel.
1965	Griswold v. Connecticut established "right to privacy," overturning state laws banning use of contraception.
1966	Miranda v. Arizona required that police inform suspect of right to remain silent and have a lawyer present during police questioning.
1967	Loving v. Virginia prohibited state laws banning interracial marriages.

8. Based on the table above, the Supreme Court focused primarily on hearing cases dealing with _____ during the 1960s.

- A) workers' rights
- B) empowerment of big business
- C) civil rights
- D) individual rights

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.2 A Liberal Court

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 27.1.2 Major Decisions of the Warren Court



9. The image pictured here is most closely associated with the issues that led to the Supreme Court case of _____.

- A) *Brown v. Board of Education*
- B) *Loving v. Virginia*
- C) *Engel v. Vitale*
- D) *Gideon v. Wainwright*

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.2 A Liberal Court

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Choices and Consequences: Is School Prayer Constitutional?

10. As a delegate for the Mississippi Freedom Democratic Party, which of the following women spoke eloquently in favor of bringing electoral justice to the South?

- A) Fannie Lou Hamer
- B) Coretta Scott King
- C) Daisy Bates
- D) Rosa Parks

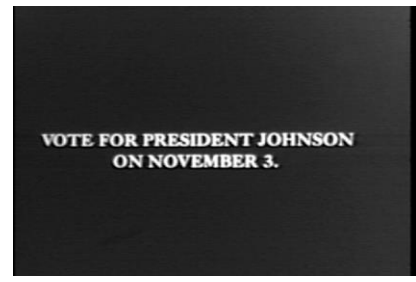
Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.3 The 1964 Election

Difficulty Level: Easy

Skill Level: Remember the Facts



11. Lyndon Johnson's 1964 "Daisy Girl" campaign ad intended to _____.
- A) demonstrate that the United States had the upper hand in the nuclear race with the Soviets
 - B) show that the United States could be victorious in Vietnam
 - C) warn the public of a possible Soviet attack that Republican Barry Goldwater could not handle
 - D) portray Barry Goldwater as a dangerous extremist

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.3 The 1964 Election

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 27.3 Sequence of Stills from the Daisy Girl Campaign Ad, 1964

12. How did Lyndon Johnson's Great Society program impact the executive level of government?
- A) It transferred appropriations designated for the poor from Congress to the presidency.
 - B) It reduced the level of bureaucracy in the executive branch.
 - C) It created two new cabinet positions, Housing and Urban Development (HUD) and Transportation
 - D) It, rather than the states, took control of running the new Medicaid program.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.4 The Great Society

Difficulty Level: Moderate

Skill Level: Understand the Connections

1964	Economic Opportunity Act created VISTA, a domestic version of the Peace Corps, and community-based antipoverty programs that residents designed and administered.
	Wilderness Act protected public lands from development to preserve their unspoiled state.
1965	Social Security Act created Medicare, government health insurance for Americans over 65, and Medicaid, government health insurance for the poor.
	Department of Housing and Urban Development established a new Cabinet-level position to administer Great Society legislation intended to clear slums and build new public housing.
	Elementary and Secondary Education Act allocated \$1 billion to improve education for impoverished children.
	Higher Education Act created federal scholarships and loans for students in need.
	Immigration Act eliminated national quotas, set new guidelines favoring family unification and desirable occupational skills.
	Highway Beautification Act provided funds for landscaping along nation's highways.
	Motor Vehicle Air Pollution Control Act set first federal standards for motor vehicle emissions.
1966	Department of Transportation established a new Cabinet-level position to administer federal funds to improve highways and urban mass transit.
	Fair Packaging and Labeling Act required manufacturers to label number of servings and nutritional information on food packages.
1967	Public Broadcasting Act created public television and radio stations dedicated to educational programming.

13. Based on this chart, what conclusion can be made about the liberal legislation that was part of Johnson's Great Society?

- A) It gave more power to the states when dealing with social welfare programs.
- B) It expanded the federal government's role in American society.
- C) It curtailed the powers of Congress in passing legislation.
- D) It primarily benefited public school and university students.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.4 The Great Society

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 27.4 Key Great Society Legislative Achievements

14. Rachel Carson's 1962 book *Silent Spring* created a favorable climate for _____.
- A) health care reform
 - B) welfare programs
 - C) nuclear disarmament
 - D) environmental reform

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1.4 The Great Society

Difficulty Level: Easy

Skill Level: Remember the Facts

15. Why did John F. Kennedy fail to support the Civil Rights Movement after the actions taken in 1961 by the Freedom Riders?
- A) He believed that civil rights volunteers were unnecessarily putting their lives at risk when they didn't have to.
 - B) He was against giving African Americans equal rights.
 - C) He feared alienating his white Democratic Southern base.
 - D) His Northern white working-class base feared that African Americans would take jobs away from them.

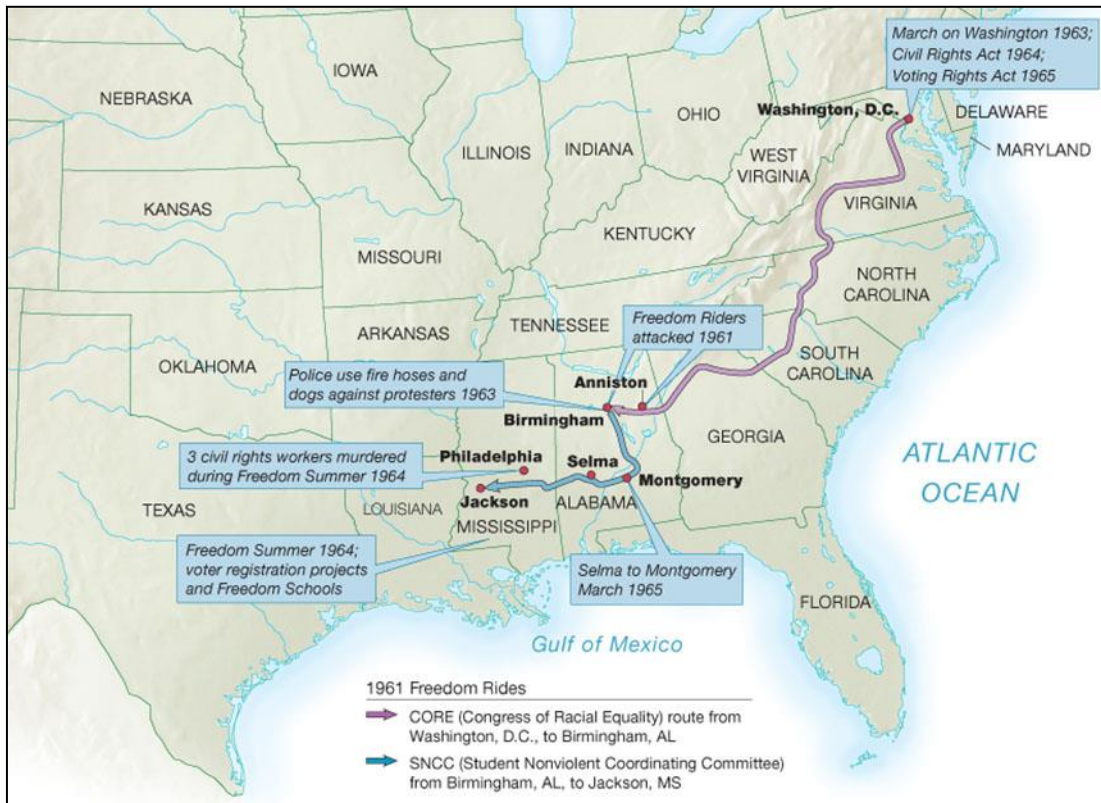
Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.1 Kennedy and the Freedom Riders

Difficulty Level: Easy

Skill Level: Remember the Facts



16. This map of civil rights milestones that took place between 1961 and 1965 shows that

- A) most demonstrations took place in the Deep South
- B) the Upper South had more violent reactions to civil rights workers than the Deep South
- C) major civil rights legislation was primarily written and adopted at the state level
- D) civil rights workers and volunteers were exclusively African American

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.1 Kennedy and the Freedom Riders

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 27.5 Civil Rights Milestones, 1961–1965



17. As a result of this 1961 bus firebombing outside of Anniston, Alabama, the Freedom Riders began to receive protection from _____.
- A) Black Panther patrols
 - B) state troopers sent by the governor of Alabama
 - C) National Guard units sent by President Kennedy
 - D) federal marshals sent by Attorney General Robert Kennedy

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.1 Kennedy and the Freedom Riders

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 27.6 Freedom Riders Attacked in Anniston, Alabama, 1961

18. What did Martin Luther King, Jr. allude to when he asked in his “Letter from a Birmingham Jail,” “How would whites feel about...telling their children that they could not go to the segregated amusement parks advertised on television, and living in constant fear of their lives?”
- A) Racial discrimination dehumanized people.
 - B) Businesses were economically motivated to adhere to racial discrimination.
 - C) Discrimination and segregation were inherent values for most white Southerners in the 1960s.
 - D) The only way to end segregation was through nonviolent demonstrations.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.2 Birmingham, 1963

Difficulty Level: Difficult

Skill Level: Analyze It

19. As a result of President Kennedy’s 1963 announcement of a proposed civil rights act that would outlaw segregated public facilities nationwide, _____ became the first political figure to be assassinated during the 1960s.
- A) Martin Luther King, Jr.
 - B) Medgar Evers
 - C) Malcolm X
 - D) Robert F. Kennedy

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.2 Birmingham, 1963

Difficulty Level: Easy

Skill Level: Remember the Facts



20. Why did civil rights activists in Birmingham approve the media's use of such violent pictures taken by *Life* photojournalist Charles Moore that depicted the mistreatment of women and young people during the Birmingham campaign of April 1963?

- A) They wanted Northerners in particular to be outraged at the display of police brutality.
- B) They were trying to persuade President Kennedy to send in federal troops for their protection.
- C) They sought to condemn the Ku Klux Klan for participating in these violent actions.
- D) They wanted to convince the public that they had no choice but to resort to violence in order to achieve desegregation.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.2 Birmingham, 1963

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Birmingham, 1963



21. As can be seen in this photograph, what was significant about the setting in which speakers gave their speeches to the crowds at the March on Washington?

- A) It accentuated the irony of a nation that would honor only white men.
- B) It emphasized the comparative weakness of current presidents when compared to Lincoln.
- C) It underscored that President Lincoln's legacy was still unfulfilled 100 years later.
- D) It highlighted the great respect Martin Luther King Jr. had for Abraham Lincoln.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.3 March on Washington

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 27.7 March on Washington, 1963

22. According to civil rights worker and voter registrar Anne Moody, how did those who opposed the March on Washington make evident their hostility toward this protest demonstration?

- A) They assassinated Martin Luther King Jr.
- B) They violently attacked demonstrators on the Edmund Pettis Bridge in Selma, Alabama.
- C) They killed three CORE workers who had gone to Mississippi to register black voters.
- D) They bombed the Sixteenth Street Baptist Church in Birmingham, killing four girls.

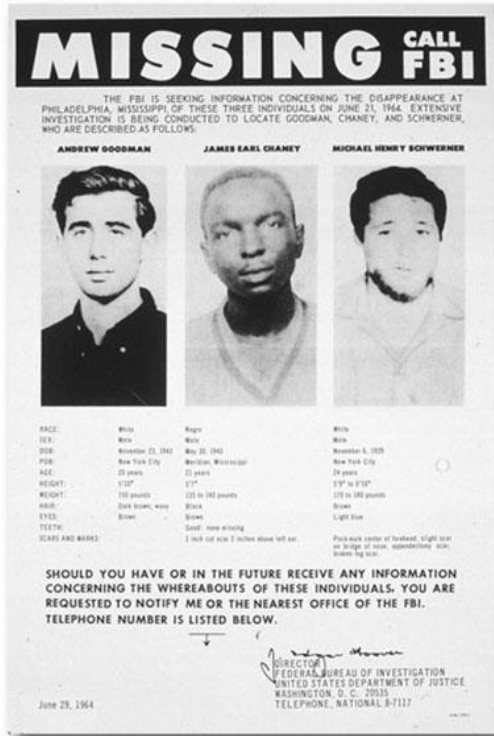
Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.3 March on Washington

Difficulty Level: Moderate

Skill Level: Understand the Connections



23. Why did the 1964 murders of CORE workers Andrew Goodman, James Earl Chaney, and Michael Schwerner in Mississippi and the FBI investigation that followed it anger many black Americans when their disappearances were first publicized?

- A) They resented that most of the nation only seemed to care about violence in the Civil Rights Movement if white activists disappeared or were killed.
- B) They were angry that African American James Chaney had been brutally beaten before his murder while the two white activists were not.
- C) They knew that local sheriff Cecile Price had arranged these murders but had no proof to substantiate their claims.
- D) They considered Goodman and Schwerner to be “outside agitators” who made living in the Deep South more dangerous for them.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.4 Freedom Summer

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 27.8 FBI Poster of Three Slain Freedom Summer Civil Rights Workers, 1964

24. Freedom Summer was a turning point in the Civil Rights Movement and a multi-pronged attack on white supremacy that took place in 1964 in the state of _____.

- A) Alabama
- B) Mississippi
- C) Georgia
- D) Arkansas

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.4 Freedom Summer

Difficulty Level: Easy

Skill Level: Remember the Facts

25. The Civil Rights Act of 1964 _____.

- A) was not backed by Lyndon Johnson
- B) was defeated in the House of Representatives
- C) prohibited segregation in public facilities
- D) guaranteed the right to vote to African Americans

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.4 Freedom Summer

Difficulty Level: Easy

Skill Level: Remember the Facts



26. What was the purpose of this photograph that was taken on the march from Selma to Montgomery the week after “Bloody Sunday” and features civil rights protestors praying in front of a billboard claiming Martin Luther King Jr. was a communist?

- A) to show that King and his followers were devout Christians intent on promoting a democratic nation
- B) to demonstrate that, through prayer, these activists espoused nonviolent beliefs in advancing civil rights
- C) to ascertain that they had the First Amendment right of religious freedom despite the color of their skins
- D) to counter charges from ultra-conservative groups that the Civil Rights Movement was intentionally provoking violence so a communist revolution could take place

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.5 Selma and the Voting Rights Act of 1965

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 27.9 Prayer Vigil during the March from Selma to Montgomery, March 21, 1965

27. The purpose of the Voting Rights Act of 1965 was to guarantee voting rights by _____.
- A) banning literacy tests and poll taxes
 - B) solely relying on the Fifteenth Amendment to protect voting rights
 - C) eliminating Jim Crow laws in the South that led to desegregation
 - D) fining and jailing any group or person who tried to prevent anyone from voting

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2.5 Selma and the Voting Rights Act of 1965

Difficulty Level: Easy

Skill Level: Remember the Facts

28. The coalition of student-based organizations that attacked racial discrimination, poverty, and the war in Vietnam during the 1960s was known as _____.
- A) Congress of Racial Equality (CORE)
 - B) Students for a Democratic Society
 - C) the New Left
 - D) Young Americans for Freedom (YAF)

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.1 The New Left and the Counterculture

Difficulty Level: Easy

Skill Level: Remember the Facts

29. In “The Port Huron Statement” of 1962, what group of people was activist Tom Hayden urging to join the protest movement when he stated that “we are the people of this generation, bred in at least modest comfort, housed now in universities, looking uncomfortably to the world we inherit”?
- A) the “silent majority”
 - B) the baby boom generation
 - C) hippies
 - D) young conservatives

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.1 The New Left and the Counterculture

Difficulty Level: Moderate

Skill Level: Understand the Connections



30. The title of Robert Altman's photograph "Holding Together" refers to the hippies' _____.
- A) fortitude as expressed by the setting in the wilderness
 - B) strength in numbers as expressed by size of the gathering
 - C) commitment to civil rights as expressed by their raised hands
 - D) harmony as expressed by their joined hands

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.1 The New Left and the Counterculture

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 27.10 Holding Together

31. The Free Speech Movement organized by Mario Savio in 1964 had its start at _____ after this school's administration shut down an off-campus area where students could hand out political pamphlets or give speeches.
- A) Kent State University
 - B) the University of California, Berkeley
 - C) the University of Michigan
 - D) the University of Mississippi

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.1 The New Left and the Counterculture

Difficulty Level: Easy

Skill Level: Remember the Facts

32. Author James Baldwin wrote in *The Fire Next Time* that _____ believed that “the white God has not delivered them, perhaps the black God will” to explain this group’s growing popularity with Northern black urban neighborhoods.

- A) the Nation of Islam
- B) the Black Panthers
- C) SNCC
- D) Black Power militants

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.2 Malcolm X: An Alternative to Nonviolence

Difficulty Level: Moderate

Skill Level: Understand the Connections

33. As a Nation of Islam spokesperson, Malcolm X advocated _____.

- A) the violent overthrow of the U.S. government
- B) nonviolent resistance
- C) migration to Africa
- D) black separatism and militancy

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.2 Malcolm X: An Alternative to Nonviolence

Difficulty Level: Easy

Skill Level: Remember the Facts



34. This image of Malcolm X, who is shown on the left, taking a photograph of heavyweight boxing champion Muhammad Ali in 1964 kept white Americans on edge because both men

- A) called for violent attacks on whites
- B) used militant rhetoric emphasizing black pride and physical prowess
- C) advocated for a Islamic theocracy in the United States
- D) called for a Back-to-Africa movement

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.2 Malcolm X: An Alternative to Nonviolence

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 27.11 Malcolm X Snaps a Photo of Muhammad Ali, 1964



35. Photographs such as this one of the Watts Riots in 1965 were mainly intended to emphasize

- A) the brutality of law enforcement needed to resist an inner-city riot
- B) the heroism of the firefighters who were preventing blacks from destroying their own community
- C) the tragedy of the ruined neighborhood that was caused by its own residents
- D) the devastation of inner-city poverty that led its residents to commit desperate acts

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.3 Watts and Chicago

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 27.12 Watts Riots, 1965

36. How was the SCLC's 1966 Chicago campaign different from the Watts Riots?

- A) White protesters reacted violently to black activists who marched through all-white neighborhoods calling for fair housing.
- B) Nonviolent civil rights marchers resorted to violence when they set white neighborhoods on fire.
- C) Chicago refused to desegregate public buildings after the march.
- D) The Chicago marches were peaceful, unlike the Watts riots that left 34 dead.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.3 Watts and Chicago

Difficulty Level: Moderate

Skill Level: Understand the Connections

37. The Black Panther Movement was established in 1966 by _____.

- A) Malcolm X and Muhammad Ali
- B) Stokely Carmichael and Jim Bevel
- C) Bobby Seale and Huey Newton
- D) James Meredith and Diane Nash

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.4 Black Power and the Black Panthers

Difficulty Level: Easy

Skill Level: Remember the Facts



38. Why did Black Panther Huey Newton choose to stage this 1967 photograph in this manner?

- A) He wanted to convey a militant ideology with symbols of a racial identity rooted in African culture to the public.
- B) He was an avid hunter of big game in Africa, which symbolized power to the Black Panther Movement.
- C) He wanted to urge young black men to adopt commando-style clothing that included leather jackets, black pants, black berets, and dark sunglasses.
- D) He believed this style of dress and the weapons he was holding would intimidate urban gangs in black neighborhoods.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.4 Black Power and the Black Panthers

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 27.13 Black Panther Leader Huey Newton, 1967

39. What competing visions did Helen Gurley Brown and Betty Friedan offer on how women should be viewed during the 1960s?

- A) Brown believed women should receive equal pay as men while Friedan accepted the notion that women should focus solely on homemaking and child-rearing.
- B) Brown thought that women should not marry while Friedan favored women who were good “housewife-mothers.”
- C) Brown established *Cosmopolitan* magazine to empower women through sexuality while Friedan reinforced the “Mindless Sex Object Image” that *Playboy* magazine favored for women.
- D) Brown urged women to explore their sexuality while Friedan believed that women should be able to engage in a full range of meaningful activities available to men.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.5 The Women’s Liberation Movement

Difficulty Level: Moderate

Skill Level: Understand the Connections

40. Which of the following publications quoted a middle-class housewife who said “I’m a server of food and a putter-on of pants and a bedmaker....But who am I?”

- A) *Silent Spring* by Rachel Carson
- B) *The Feminine Mystique* by Betty Friedan
- C) *Sex and the Single Girl* by Helen Gurley Brown
- D) an article from Helen Gurley Brown’s *Cosmopolitan* magazine

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.5 The Women’s Liberation Movement

Difficulty Level: Moderate

Skill Level: Understand the Connections



41. What type of message did feminists picketing the 1968 Miss America Pageant intend to convey to the American public through the posters they were holding?

- A) grotesque
- B) violent
- C) satirical
- D) sympathetic

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.5 The Women's Liberation Movement

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 27.14 Feminists Picket the Miss America Pageant, 1968



42. What was the irony captured by *Life* photographer Steve Schapiro's photograph of Martin Luther King Jr.'s room at the Lorraine Motel in Memphis when Schapiro took this snapshot several hours after King's assassination?

- A) King's book *Strength to Love*, which was in his suitcase, recommended that activists start to use violence to defend themselves.
- B) King had planned to return to his room that now featured a newscast about his death.
- C) King ate extravagantly for someone responsible for setting up the Poor People's Campaign.
- D) King was killed just outside of his motel room.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.4.1 The Faltering Civil Rights Movement

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 27.15 King's Room in the Lorraine Motel, April 4, 1968

43. The support of which group for the Democratic ticket dropped by 25 percent between the 1964 and 1968 presidential elections because they believed that federal programs only sustained blacks and other minorities?

- A) women
- B) the urban poor
- C) the white working class
- D) university students in need of financial aid

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.4.2 The Great Society Unravels

Difficulty Level: Easy

Skill Level: Remember the Facts

44. What were New Left protesters outside the 1968 Democratic Convention in Chicago supporting when violence broke out between them and the police force?

- A) the legalization of drugs
- B) antiwar candidate Eugene McCarthy
- C) voting rights for African Americans
- D) an end to violence by police

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.4.2 The Great Society Unravels

Difficulty Level: Easy

Skill Level: Remember the Facts

45. In his 1960 book *The Conscience of a Conservative*, Republican Senator Barry Goldwater wrote that government should _____.

- A) interfere less in the lives of people
- B) raise taxes to fund more federal appropriations
- C) inaugurate new federal programs to assist the poor
- D) spend more money on current federal programs

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.4.2 The Great Society Unravels

Difficulty Level: Moderate

Skill Level: Understand the Connections

“There’s Money Enough To Support Both Of You —
Now, Doesn’t That Make You Feel Better?”



46. What does the 1967 Herblock political cartoon imply about President Johnson?

- A) His excessive spending on Vietnam was a threat to the Great Society.
- B) He was able to balance the demands of both foreign and domestic policy.
- C) He hoped to undermine Great Society programs indirectly.
- D) He cared more about the needs of the Vietnamese than those of Americans.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.4.2 The Great Society Unravels

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 27.16 Torn between Two Mistresses, 1967



47. Who would have most likely worn this souvenir pin commemorating Apollo 11's moon landing in 1969?
- A) feminist activists
 - B) members of the New Left
 - C) Soviet sympathizers
 - D) working- and middle-class Americans

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.4.2 The Great Society Unravels

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 27.17 Apollo 11 Souvenir Pin, 1969

48. What was ironic about the 1967 "Summer of Love"?
- A) San Francisco's Haight-Ashbury neighborhood had never been a place where hippies gathered.
 - B) Most hippies had already retreated to communes in rural America.
 - C) The media had lost interest in the counterculture.
 - D) It marked the deterioration of the hippie counterculture.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.4.3 The Demise of the Counterculture

Difficulty Level: Moderate

Skill Level: Understand the Connections



49. As depicted in this photograph, why did the group “Indians of All Tribes” decide to occupy the site of an abandoned federal prison on Alcatraz Island in San Francisco Bay between 1969 and 1971?

- A) Alcatraz prison had been the site where many Native Americans had been imprisoned during the late nineteenth and early twentieth centuries.
- B) They felt the prison was the perfect site because, like an Indian reservation, it also lacked many basic facilities.
- C) The island had been part of an earlier reservation set aside for California Indians before it was taken away from them.
- D) The island was the site of an ancestral burial ground before it became the site of a federal prison.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.4.3 The Demise of the Counterculture

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 27.18 Indian Occupation of Alcatraz Island, 1969

50. César Chávez fought for better working and living conditions for members of what group?

- A) factory workers
- B) farm laborers
- C) steel workers
- D) sanitation workers

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.4.2 The Great Society Unravels

Difficulty Level: Easy

Skill Level: Remember the Facts

Essay

1954	Brown v. Board of Education outlawed racial segregation in public schools.
1962	Baker v. Carr gave federal courts right to intervene if states created voting districts of unequal size.
1962	Engel v. Vitale outlawed official school prayer in public schools.
1963	Gideon v. Wainwright gave accused felons the right to free legal counsel.
1965	Griswold v. Connecticut established "right to privacy," overturning state laws banning use of contraception.
1966	Miranda v. Arizona required that police inform suspect of right to remain silent and have a lawyer present during police questioning.
1967	Loving v. Virginia prohibited state laws banning interracial marriages.

1964	Economic Opportunity Act created VISTA, a domestic version of the Peace Corps, and community-based antipoverty programs that residents designed and administered.
	Wilderness Act protected public lands from development to preserve their unspoiled state.
1965	Social Security Act created Medicare, government health insurance for Americans over 65, and Medicaid, government health insurance for the poor.
	Department of Housing and Urban Development established a new Cabinet-level position to administer Great Society legislation intended to clear slums and build new public housing.
	Elementary and Secondary Education Act allocated \$1 billion to improve education for impoverished children.
	Higher Education Act created federal scholarships and loans for students in need.
	Immigration Act eliminated national quotas, set new guidelines favoring family unification and desirable occupational skills.
	Highway Beautification Act provided funds for landscaping along nation's highways.
	Motor Vehicle Air Pollution Control Act set first federal standards for motor vehicle emissions.
1966	Department of Transportation established a new Cabinet-level position to administer federal funds to improve highways and urban mass transit.
	Fair Packaging and Labeling Act required manufacturers to label number of servings and nutritional information on food packages.
1967	Public Broadcasting Act created public television and radio stations dedicated to educational programming.

51. Using the information from these two charts and from the textbook, explain why the reform agendas implemented by John F. Kennedy and Lyndon B. Johnson as well as major decisions made by the Warren Court led to the 1960s being the heyday of American liberalism.

The ideal answer should include:

1. Both Kennedy and Johnson saw themselves as the heirs of the New Deal legacy. They believed in the power of the federal government to reform American society, but each also faced intense resistance from conservatives who were certain that the less federal government interfered in the economy or local government, the better.
2. When campaigning for president in 1960, Kennedy got to know many people who were exposed to poverty, especially in rural and industrial communities. In his 1961 inaugural address, he stated that everyone "should begin anew." Kennedy wanted to reinvigorate the liberal agenda through his legislative program, the New Frontier. His proposed reforms included raising the minimum wage, reducing overcrowding in schools, and providing health care for the elderly. He advocated cutting taxes and increasing government spending to stimulate the economy, reasoning that, as incomes rose, more tax revenue would fill the federal coffers to pay for these programs. He raised unemployment and Social Security benefits and the minimum wage, but despite his immense popularity,

he had trouble implementing other parts of his liberal legislative program. Just over one-third of his proposals became law. Conservative congressmen opposed using deficit spending to fund tax cuts and Kennedy's programs. Southerners objected to Northerners' insistence that federal education funds go only to racially integrated schools, while Protestants resisted offering public monies to private Catholic parochial schools.

3. Unlike Kennedy, Lyndon B. Johnson was quite aggressive in pursuing the federal legislation that was part of his liberal agenda, the Great Society, which made social welfare reforms that would secure the amenities of modern life to all Americans. Like the Populists, Progressives, and New Dealers who came before him, Johnson wanted to use the power of the federal government to rein in the wealthy and help economically disadvantaged Americans. Johnson also excelled at forging deals needed to move legislation through Congress by persuading them into enacting key pieces of Kennedy's legislation, including civil rights legislation, a tax cut, and federally funded public housing. He often subjected legislators to the "Johnson Treatment," a mixture of cajoling, horse-trading, and intimidation in order to get them to support his legislation.
4. Johnson also announced his own War on Poverty, creating an Office of Economic Opportunity that formed the Jobs Corps to teach inner-city youth vocational skills and created Volunteers in Service to America (VISTA), a domestic version of the Peace Corps that sent privileged young adults to work on community projects in impoverished urban and rural areas. New cabinet positions were created, the Department of Housing and Urban Development (HUD) to oversee housing and economic relief to struggling cities, and the Department of Transportation, which managed federal funds used in highway construction and landscaping. In order to create consensus, he offered conservative industrialists tax breaks for supporting his social welfare programs, arguing that his programs would create highly skilled workers who consumed more.
5. Under the Johnson administration, the federal government began combating pollution, supporting the arts, and planting trees and flowers along the nation's highways, a beautification program strongly endorsed by his wife, Lady Bird Johnson. President Johnson pushed first for federal aid to schools through the Elementary and Secondary Education Act and then turned to providing health care to senior citizens and the poor by establishing Medicaid under the Social Security Act, although he compromised by letting doctors and hospitals be reimbursed for whatever they charged instead of setting a government rate and letting the states run Medicaid. He also signed the Immigration Act of 1965, which eliminated the quota system established in the 1920s. Congress also enacted bipartisan environmental measures that required pollution controls on cars and established national standards for acceptable air and water pollution in addition to Johnson's creation of federally protected wilderness areas to safeguard endangered domestic species at risk of extinction. During his administration, Johnson was able to push through over 65 percent of his legislative proposals, although Republicans complained of "the three-B Congress—bullied, badgered, and brainwashed."
6. Under the leadership of Chief Justice Earl Warren from 1953 to 1969, the Supreme Court became an aggressive champion of individual rights. Warren believed that the Constitution gave the government the power and the responsibility to protect the relatively powerless against oppression by the majority. By rendering opinions on a wide range of social justice issues, the Warren Court brought about a legal revolution that permanently altered American schools, politics, the criminal justice system, and cultural

norms.

7. Beginning with *Brown v. Board of Education* in 1954, the Court struck down school desegregation and began to dismantle Jim Crow piece by piece as it struck down segregated interstate and city buses, upheld the rights of civil rights protesters to hold sit-ins, and embraced mid-1960s federal laws that desegregated public places and guaranteed the right to vote as constitutional.
8. The Warren Court also upheld the right to privacy during the 1960s. Through cases such as *Griswold v. Connecticut* and *Loving v. Virginia*, the Court struck state laws that prohibited the use of contraception and prevented interracial marriages. Other decisions, such as those reached in *Gideon v. Wainwright* and *Miranda v. Arizona*, redefined how the police arrested and interrogated suspects, making sure that individuals had the constitutional rights to have a state-funded attorney present during questioning and to not answer questions that might incriminate them in a crime. The Court also championed freedom of speech by ruling against laws that required members of the Communist Party to register with the government as well as striking down official school prayer through the case of *Engel v. Vitale* as a violation of the First Amendment. The following year, the Court went on to ban recitation of the Lord's Prayer and Bible-reading in public schools as well, ruling that to remain neutral, the government could not support "the tenets of one or all religions."

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.1 The Liberal Moment

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Assets: 27.2 Major Decisions of the Warren Court and 27.4 Key Great Society Legislative Achievements

52. How did the Civil Rights Movement secure passage of the Civil Rights Act of 1964 and Voting Rights Act of 1965? Address events such as the Freedom Riders, the Birmingham Campaign, the March on Washington, Freedom Summer, and "Bloody Sunday" and how they promoted passage of these laws. What were the effects of these two laws?

The ideal answer should include:

1. Both Kennedy's and Johnson's strong civil rights agendas came in response to carefully planned grassroots protests against segregation and disenfranchisement in Alabama and Mississippi. These highly visible demonstrations imperiled many civil rights workers, and their leaders hoped to win support from white liberals and moderates nationally by showing them the face of Southern segregationists' resistance. By 1965, the Civil Rights Movement ended legalized segregation and disenfranchisement.
2. The Congress of Racial Equality (CORE) initially tried to get President Kennedy's attention to end Jim Crow in 1961 by launching the Freedom Rides into Alabama and Mississippi. The first Freedom Ride was difficult in that one bus was firebombed, and a passenger on the second bus was violently beaten by Ku Klux Klansmen. Attorney General Robert F. Kennedy sent 600 federal marshals to protect the riders, but President Kennedy did not do much as he was still dealing with the recent fallout from the Bay of Pigs invasion. Eventually, the Interstate Commerce Commission required integration of

all interstate travel facilities, but John F. Kennedy remained unresponsive of supporting the Civil Rights Movement as he feared alienating his white Southern Democratic base and open discussion of America's racial problems that could provide fodder for Soviet propaganda.

3. In 1963, the SCLC began a carefully coordinated campaign to desegregate Birmingham, Alabama, perhaps the most segregated city in the nation. The SCLC accurately predicted that they would gain Kennedy's attention once the world saw police chief Bull Connor's forces attacking nonviolent demonstrators with high-power water hoses and dogs. In order to do this, the SCLC would have to depend on television to transmit images that would make it impossible for moderate white Americans to ignore the nation's racial problems. Both sit-ins and boycotts were used before the actual demonstrations, where violent tactics were used by Connor's men. The Civil Rights Movement scored a major victory in Birmingham as they won a commitment to desegregate lunch counters and schools, the promise of jobs, and getting President Kennedy's attention on civil rights.
4. Birmingham had given the civil rights cause enough national and international visibility that Martin Luther King Jr. decided to organize the March on Washington later that summer in 1963. The more than 200,000 marchers in what became the nation's largest political protest to date demanded passage of a federal civil rights act. Their slogan "Jobs and Freedom" underscored the link between greater economic opportunity and civic equality. King chose to deliver his "I Have a Dream" speech from the Lincoln Memorial to demonstrate that African Americans had waited a century for equal rights.
5. Freedom Summer in 1964 was a major turning point of the Civil Rights Movement. It forced the federal government to deepen its commitment to equal rights, laid bare the rising tensions within the Civil Rights Movement, and trained a generation of student activists who would then spearhead new leftist and feminist movements. In the midst of Freedom Summer, Congress passed the Civil Rights Act of 1964, which banned segregation in businesses and places open to the public, such as restaurants and public schools. It also prohibited discrimination in employment on the basis of race, religion, ethnicity, or sex. This legislation came about because of thousands of individuals risked arrest, murder, or unemployment to participate in boycotts, sit-ins, and street demonstrations in towns and cities throughout the South.
6. Due to the violence associated with "Bloody Sunday" that resulted from the March on Selma on March 7, 1965, President Lyndon Johnson announced in a televised address that he was sending a federal voting rights act to Congress. Members of the Civil Rights Movement had launched a 50-mile march to Montgomery in order to demand voting rights. As soon as the demonstrators crossed the Edmund Pettis Bridge just outside of Selma, they were attacked by armed county troopers with clubs and tear gas. Five months later, Johnson signed the Voting Rights Act of 1965, which prohibited literacy tests and poll taxes as well as authorizing the use of federal registrars to register voters in states that failed to respect the Fifteenth Amendment. Within one year, over 9,000 blacks had registered in Dallas County, where Selma is located, and had enough votes to defeat Sheriff Jim Clark, who had launched the "Bloody Sunday" attacks.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.2 Nonviolence Triumphant: The Civil Rights Movement, 1960–1965

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. How did media coverage affect protest movements during the 1960s? Include relevant examples from the Civil Rights Movement, the New Left and the counterculture movement.

The ideal answer should include:

1. In 1963, the SCLC began a carefully coordinated campaign to desegregate Birmingham, Alabama, perhaps the most segregated city in the nation. Press coverage in Birmingham increased when Martin Luther King Jr. and Birmingham SCLC leader Fred Shuttlesworth led a march in defiance of a state injunction that prohibited public demonstrations. Police immediately arrested and jailed both King and Shuttlesworth. The SCLC accurately predicted that they would gain Kennedy's attention once the world saw police chief Bull Connor's forces attacking nonviolent demonstrators with high-power water hoses and dogs. In order to do this, the SCLC would have to depend on television to transmit images that would make it impossible for moderate white Americans to ignore the nation's racial problems. Many of these demonstrators were high school students whose images of being attacked by Connor's police force led to Northerners reacting with outrage at this blatant display of police brutality, while Southern moderates worried that Connor's heavy-handed tactics would invite more federal security of Southern politics and racial customs. *Life* photojournalist Charles Moore made sure not to publish any pictures showing students who threw pieces of concrete at a policeman. *Life* magazine went on to state that "[The pictures] are frightening because of the brutal methods being used by white policemen in Birmingham, Ala. against Negro demonstrators... The Negro strategy of 'nonviolent direct action' invites that very brutality—and welcomes it as a way to promote the Negroes' cause, which, under the law, is right." Both Moore's photos and television coverage of the mayhem helped transform Birmingham from a local crisis into an event that prompted national soul-searching about democracy in America.
2. Martin Luther King Jr.'s March on Washington in August 1963 received the nation's full attention as well. It was among the first events that television viewers throughout the world could watch live due to a new communications satellite. Across the world, people participated in sympathy marches before American embassies and sent petitions to President Kennedy. By the end of August, 78 percent of white Americans believed that images of racial discrimination in the United States made it harder for the nation to achieve its Cold War foreign policy goals.
3. After Birmingham, the spotlight turned to Mississippi in 1964, where Freedom Summer became a turning point in the Civil Rights Movement. Media attention came after three CORE students—Andrew Goodman, James Chaney, and Michael Schwerner—disappeared after being released from jail in Philadelphia, Mississippi, and were then ambushed by the sheriff and his fellow Klansmen. The trio's disappearance created national headlines, forcing the FBI to launch a manhunt to find them, which some blacks resented because they believed the nation seemed to care only about civil rights if white activists disappeared, especially after sailors searching for the three CORE activists found corpses of three lynched black men whose disappearances authorities had ignored.
4. The nonviolent Civil Rights Movement used a standoff in Selma, Alabama, to secure President Johnson's open support for federal legislation guaranteeing blacks the right to vote. On March 7, 1965, better known as "Bloody Sunday," 600 demonstrators began a 50-mile walk to Montgomery to demand voting rights. As they began walking across the

Edmund Pettis Bridge in Selma, they were attacked by county troopers with clubs and tear gas. ABC interrupted the film *Judgment at Nuremberg*, which dramatized the trials against Nazi leaders charged with crimes against humanity, to show news footage of the Bloody Sunday assault, which left a haunting image of viewers as this footage was juxtaposed next to the film's portrayal of the Holocaust. When a second march took place in Selma the following Sunday, the marchers took advantage of every opportunity to enlist the sympathies of mainstream journalists.

5. The New Left, which was a small but highly visible coalition of student-based organizations that attacked radical discrimination, poverty, and the war in Vietnam, also took advantage of the media to advance their causes. The Free Speech Movement began at the University of California, Berkeley, after campus administration shut down a small strip of land just outside the campus that students used for political speeches and to hand out political pamphlets. Aided by sympathetic television coverage, the Free Speech Movement succeeded after four months of demonstrations and inspired left-leaning students on other university campuses. Once the novelty of student demonstrations wore off, getting television reporters to cover their protests required more outlandish theatrics, images that increasingly radicalized student leaders provided. Press scrutiny sometimes backfired, however. Nightly news reports of demonstrators hurling bricks and expletives frightened moderates, who viewed the New Left as unpatriotic and dangerous.
6. Riots broke out in Watts, a Los Angeles black ghetto, in August 1965 as a result of a black man's routine arrest for drunk driving, which residents viewed as yet another example of police harassment that plagued them daily. Watts burned for six days before 16,000 national guardsmen managed to stop the damage, although 34 people had died and \$35 million in property had been destroyed. Due to press and television coverage, Watts changed the image of African American protest in the white imagination from nonviolence to uncontrolled violence. The press ignored residents' complaints about police harassment and instead portrayed Los Angeles police and firemen as heroes who struggled to prevent black rioters from destroying their own community.
7. Liberal politics took a hard blow from the media during the 1968 Democratic Convention in Chicago. Opposed to the nomination of Hubert Humphrey as the party's presidential candidate, ten thousand antiwar activists led by Tom Hayden protested outside the Chicago Convention Center to support antiwar candidate Eugene McCarthy. Yippies, a New Left splinter group that stood for blending "pot and politics," joined the protest. The police attacked the demonstrators, and televised images of long-haired, pot-smoking protesters who waved North Vietnamese flags and threw excrement swayed public opinion more than news reports of police brutality. Over 70 percent of adults supported the police crackdown.
8. The hippie counterculture began to come apart during the 1967 "Summer of Love" in San Francisco's Haight-Ashbury neighborhood, a hippie gathering place for free food, drugs, sex, and music, when media coverage drew large crowds there. In the fall, hippie stalwarts organized a mock "Death of Hippie: Son of Media" funeral procession, blaming the over-hyped media image of the free-loving hippie for the drug-related violence and epidemic of rapes that now beset Haight-Ashbury. They then departed this area en masse, moving the focus of hippie culture to rural communities away from the media glare, where some kept the hippie utopian ideal alive.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the

1960s.

Topics: 27.2 Nonviolence Triumphant: The Civil Rights Movement, 1960–1965, 27.3 The Fractured Left, and 27.4 The End of an Era

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. Why did women involved in the Civil Rights Movement and the New Left abandon those causes for the women's movement? What differing views of women's liberation did Helen Gurley Brown and Betty Friedan propose, and to whom did their messages appeal?

The ideal answer should include:

1. Fractures within the Civil Rights Movement and within the New Left took place between men and women of these movements. In both cases, younger female activists were unhappy with gender discrimination within both movements. While college-aged women had enthusiastically participated in Freedom Summer, they were also relegated to doing virtually all the clerical chores and housework for SNCC. Several black female SNCC workers even staged a sit-in at a SNCC office in Atlanta to protest gender discrimination within the Civil Rights Movement. White activists Mary King and Casey Hayden asserted that the “assumptions of male superiority are as ...crippling to the woman as the assumptions of white supremacy are to the Negro.” The New Left experienced similar problems with gender discrimination within Students for a Democratic Society (SDS) that also redirected their energies to the women's movement. Black women were more reluctant to abandon the Civil Rights Movement because they felt that racial oppression affected them more severely than sexual discrimination.
2. Helen Gurley Brown and Betty Friedan each wrote bestsellers in the 1960s that helped reignite the women's movement, but both had very different views of women's liberation. In her 1962 book *Sex and the Single Girl*, Brown asserted that marriage was overrated and counseled young women to explore their sexuality while they had a chance. By using their sex appeal intelligently, young women could thrive despite earning less than men and having fewer career opportunities. Brown continued to promote her philosophy of “empowerment through sexuality” in *Cosmopolitan*, a provocative women's magazine that she launched in 1965.
3. Betty Friedan also challenged the accepted notion that women should focus solely on homemaking and child-rearing. In her 1963 book *The Feminine Mystique*, Friedan noted that men were free to make careers, enjoy hobbies, and engage in politics, but women “never had a chance to be anything else” than a “housewife-mother,” and thus developed in a meaningless void. Unlike Brown, Friedan did not believe that sex could fill the void, nor did she urge women to avoid marriage or having children. Instead, she believed that women should be able to engage in the full range of meaningful activities available to men, which appealed strongly to white middle-class women who felt imprisoned within their suburban lives. Friedan went on to join political activists frustrated with the government's failure to fully enforce the Civil Rights Act of 1964, which barred discrimination in employment on the basis of race, ethnicity, religion, or sex. The new Equal Employment Opportunity Commission took complaints of racial discrimination seriously but ignored charges of sexual discrimination. She also helped found the National Organization for Women (NOW) in 1966 to secure equal rights for women in

employment, education, and politics, which were traditionally male domains, as well as giving women control over their own bodies through unfettered access to contraception and legal abortions.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.3.5 The Women's Liberation Movement

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. What strategies did Mexican American and Native American activists adopt in their campaigns for social justice in the 1960s and early 1970s? What did they achieve? How were they set back?

The ideal answer should include:

1. Mexican American and Native American activists drew inspiration from the African American struggle and launched their own highly visible, but short-lived, crusades to end ethnic discrimination. Like the African American struggle for civil rights, factionalism and police harassment also hurt these two movements.
2. During the 1960s, Mexican American migrant workers averaged a life expectancy of about 50 and experienced an infant mortality rate that was double the national average. The short-handed hoe, known to these workers as “the devil’s arm,” forced them to bend all day in the fields and caused intense back pain. Union activist César Chávez often remembered this suffering and felt renewed determination to organize strikes and boycotts to improve their working conditions until California regulators finally banned this tool in 1975. Chávez became head of the United Farm Workers union and implemented strikes and marches to improve migrants’ working and living conditions. Chávez also appealed directly to consumers, convincing 17 million Americans to stop buying nonunion-picked grapes, although this tactic had a backlash in some areas as antiunion customers loaded up their cars with nothing but grapes. By 1970, however, the economic toll of the boycott forced growers to recognize the United Farm Workers and raise wages.
3. Latino urban radicals in Texas, California, and Colorado had a competing vision called La Raza that emphasized racial identity over union organizing. The Brown Berets modeled themselves after the Black Panthers and proudly called themselves “Chicanos,” embracing their Mexican-American heritage while demanding an end to Anglo-American discrimination. The Chicano student movement began in March 1968 when 10,000 high school students in East Los Angeles staged a “blow-out” by walking out of their classrooms to protest the poor education they received in their mostly Hispanic schools. By this point, white Americans had little tolerance for radical political protest and overwhelmingly supported the police for shutting the demonstrations down. Internal divisions within the Mexican American community over the wisdom of mass demonstrations and steady harassment from the police hastened the demise of the Chicano student movement.
4. Native American activists also drew inspiration from the integrationist vision that championed equality and the competing militant one that emphasized racial identity. After encouraging Indians to move off their reservations in the 1950s, the Bureau of

Indian Affairs (BIA) began terminating the rights of some Indian tribes to federal protection. Ending their dependence on the BIA to run schools, manage their lands, and provide health care, the agency argued, would encourage Indians to assimilate into mainstream culture more quickly. Indian activists wanted the government to continue its federal assistance while allowing more self-government on reservations.

5. On November 20, 1969, a group calling themselves “Indians of All Tribes” took over the abandoned federal prison on Alcatraz Island on San Francisco Bay. They issued the scathing Alcatraz Proclamation that offered to buy the island for \$24 in glass beads and red cloth, the same amount the Dutch paid to purchase Manhattan Island in 1626. The proclamation went on to describe Alcatraz as the perfect site for an Indian reservation because it too lacked many of the basic amenities needed for living, including running water, sanitation, schools, mineral resources, and productive soil. The protest finally ended in June 1971 after dealing with cold weather and isolation for long periods of time.
6. Native Americans staged nearly 70 other occupations throughout the nation, including the American Indian Movement’s armed takeover of the village of Wounded Knee, South Dakota in 1973. These highly visible protests prompted President Nixon to increase funds for social services on Indian reservations and to establish the Office of Indian Water Rights. In the early 1970s, the federal government ended the policy of termination, and Congress increased Indian self-rule on the reservations. Indian tribes also began to successfully sue the government for violating past treaty violations. Despite this, government harassment, part of a general crackdown on revolutionary political movements in the early seventies, led to the end of many radical Indian groups.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1960s.

Topic: 27.4.4 Keeping Protest Alive: Mexican Americans and Native Americans

Difficulty Level: Easy

Skill Level: Remember the Facts

CHAPTER TWENTY-EIGHT
RIGHTING A NATION ADRIFT: AMERICA IN THE 1970s AND 1980s

Multiple Choice



1. The 1973 Arab embargo on oil that led to gas shortages throughout the United States served as a reminder that _____.
- A) Americans were not prudent when it came to budgeting for rising prices in gasoline
 - B) foreign nations could wreak havoc on the U.S. economy
 - C) environmental problems and pollution were rampant in the United States during the 1970s
 - D) the United States needed to have a deeper commitment in supporting Israel against its enemies

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: Introduction

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Chapter opening image

2. How did the end of the Vietnam War contribute to the nation's economic woes?

- A) Taxes were on the rise after the end of this war.
- B) The war had consumed much of the fuel that was on reserve, thus leading to an oil shortage.
- C) U.S. participation in this war led to strained relations with members of the Organization of the Petroleum Exporting Countries (OPEC).
- D) Returning veterans entered a job market already dealing with massive layoffs.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.1 An Ailing Economy

Difficulty Level: Moderate

Skill Level: Understand the Connections

3. How did issues surrounding U.S. diplomatic relations lead to the energy crisis of the 1970s?

- A) U.S. support of Israel during the Yom Kippur War led to an oil embargo by the OPEC nations.
- B) The Soviet Union cut off oil shipments to the United States after that nation formed strong alliances with Middle Eastern Arab nations during the Cold War.
- C) Arab nations opposed the support that the United States had given to Jews during the Holocaust.
- D) OPEC nations opposed the United States' role in trying to defeat communism in Southeast Asia.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.1 An Ailing Economy

Difficulty Level: Moderate

Skill Level: Understand the Connections



4. This map of the Middle East reveals that _____.
- A) the Persian Gulf and Strait of Hormuz had little relevance to American economic interests
 - B) the Middle East was still under the influence of European colonialism
 - C) U.S. dependence on Middle Eastern oil increased the importance of conflicts in this region for Americans
 - D) the Soviet Union expanded into the Middle East in order to secure its oil reserves

Answer: C

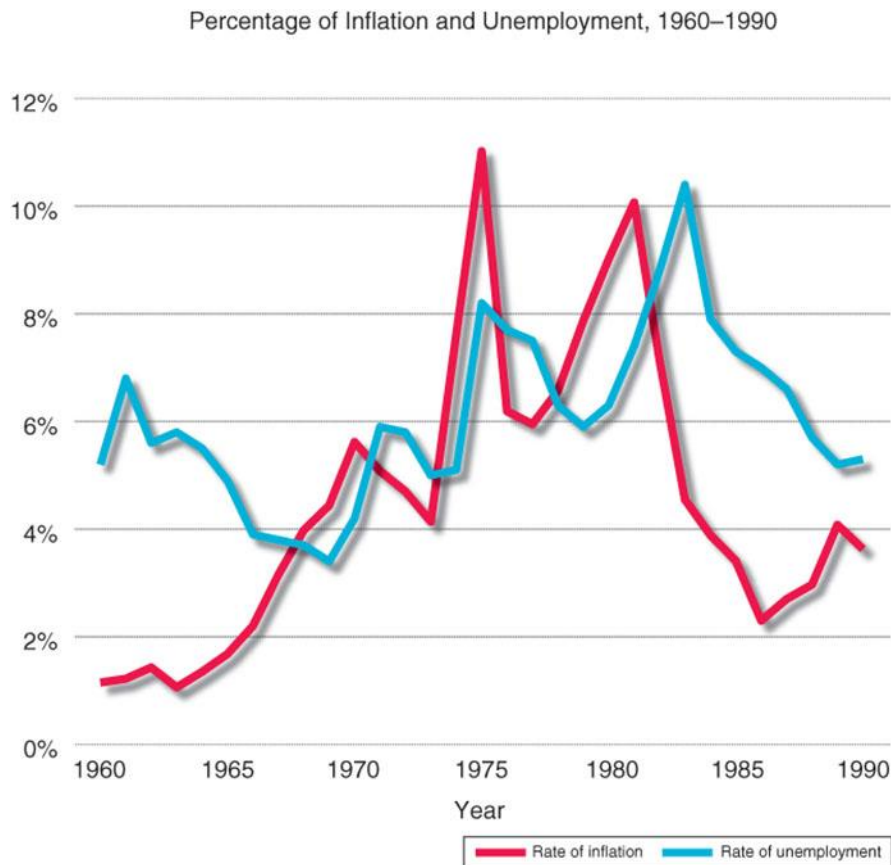
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.1 An Ailing Economy

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 28.1 Middle East and Persian Gulf, 1947-1988



5. The rising spikes in the increasing rates of inflation and unemployment that took place during the 1970s represent _____.
- A) “stagflation”
 - B) an economic depression
 - C) a boom-and-bust cycle
 - D) sustainable growth

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.1 An Ailing Economy

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 28.2 Inflation and Unemployment, 1960–1990

6. Rising unemployment in the United States during the 1970s had its roots in which two ailing industries that had long been the backbone of the American economy?

- A) oil and telecommunications
- B) automobile and steel
- C) agriculture and manufacturing
- D) banking and technology

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.1 An Ailing Economy

Difficulty Level: Easy

Skill Level: Remember the Facts

7. New industrial manufacturing centers that shifted from the North to Southern and Southwestern cities such as Atlanta, Houston, Phoenix, and San Diego led to the creation of and the population shift to the “_____ Belt.”

- A) Rust
- B) Bible
- C) Sun
- D) Silicon

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.1 An Ailing Economy

Difficulty Level: Easy

Skill Level: Remember the Facts

8. The founding of Apple Computer and Microsoft were examples of what change in the American economy?

- A) a focus on creating luxury goods
- B) a shift to high-tech industries
- C) an emphasis on making products for entertainment
- D) the rewarding of innovation with wealth

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.1 An Ailing Economy

Difficulty Level: Moderate

Skill Level: Understand the Connections

9. What did Richard Nixon do as president that resulted in the most drastic government intervention in the economy since World War II?

- A) He eviscerated most New Deal programs, including elimination of Social Security.
- B) He doubled the size of the Medicare budget.
- C) He increased the government's support to welfare assistance programs.
- D) He instituted wage and price controls to curb inflation.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.2 Frustration at Home

Difficulty Level: Easy

Skill Level: Remember the Facts

10. Nixon hoped that, by appointing _____ as Chief Justice of the Supreme Court in 1969, the Court would offer a more restrained interpretation of the Constitution.

- A) Earl Warren
- B) Sandra Day O'Connor
- C) Warren Burger
- D) William Rehnquist

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.2 Frustration at Home

Difficulty Level: Easy

Skill Level: Remember the Facts

11. The Supreme Court's mandate ordering Northern cities to develop school busing programs so that the North could catch up with the South in school desegregation led to massive resistance and protests in _____ in 1976.

- A) Boston
- B) Chicago
- C) New York City
- D) Philadelphia

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.2 Frustration at Home

Difficulty Level: Easy

Skill Level: Remember the Facts



12. This collection of political buttons regarding the Watergate scandal that involved President Nixon reveals that _____.

- A) the majority of American citizens wanted Nixon to be impeached and removed from office
- B) the nation was divided over Nixon's role and guilt in this political scandal
- C) Nixon's role in Watergate was perceived to be minimal and harmless
- D) Nixon was regarded favorably by most of the American public

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.3 The Watergate Scandal

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 28.3 Political Buttons

13. In the election of 1972, Richard Nixon easily defeated the antiwar candidate _____.

- A) George Wallace
- B) Hubert Humphrey
- C) George McGovern
- D) Jimmy Carter

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.3 The Watergate Scandal

Difficulty Level: Easy

Skill Level: Remember the Facts



14. The Herblock 1974 political cartoon *Nixon Hanging Between the Tapes* comments on the fact that President Nixon _____.

- A) had many opponents intent on bringing him down
- B) might have salvaged his career if he had kept quiet about Watergate
- C) edited his tapes of White House conversations
- D) had the right through executive privilege to withhold information regarding his activities

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.1.3 The Watergate Scandal

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Images as History: Watergate Through Political Cartoons

15. Under the 25th Amendment, President Richard Nixon was able to _____.
- A) pardon Vice President Spiro Agnew for any crimes he may have committed
 - B) claim executive privilege in not having to surrender his tapes to Congress
 - C) remove Spiro Agnew as vice president
 - D) appoint Gerald Ford as vice president

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.1 A Weakened Presidency

Difficulty Level: Easy

Skill Level: Remember the Facts

16. What action committed by President Gerald Ford most harmed his presidency and probably led to his defeat in the 1976 presidential election?
- A) giving Richard Nixon a full pardon after the Watergate scandal
 - B) supporting a military dictatorship in Chile
 - C) accepting the east-west balance in Europe by signing the Helsinki Accords
 - D) accepting large donations from businessmen for his campaign in return for favors

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.1 A Weakened Presidency

Difficulty Level: Easy

Skill Level: Remember the Facts

17. Efforts to curb influence-peddling through campaign donations had the unintended consequence of _____.
- A) the creation of the Federal Election Commission to monitor federal elections
 - B) the emergence of political action committees (PACs) that allowed private interest groups to donate more money than individuals
 - C) limiting campaign donations by individuals and official political organizations
 - D) establishing a system of public funding for presidential elections

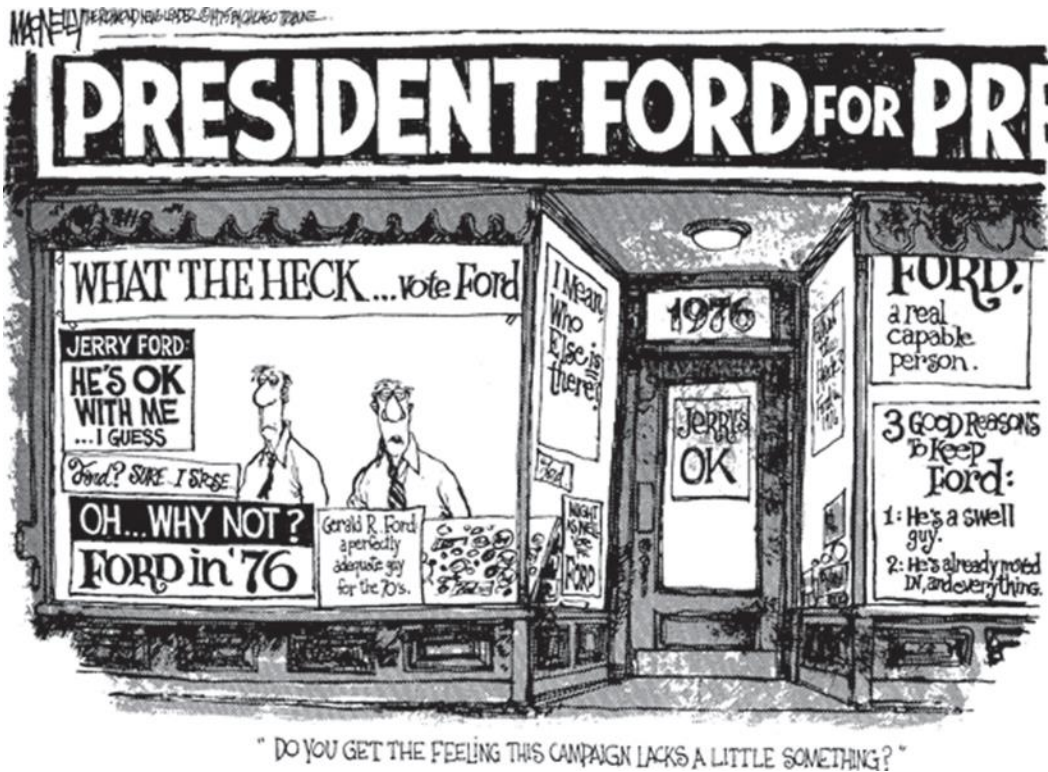
Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.1 A Weakened Presidency

Difficulty Level: Moderate

Skill Level: Understand the Connections



18. This cartoon by Jeff MacNelly purports that the best reason to elect President Ford in 1976 was _____.
- A) to maintain the status quo
 - B) to support his progressive domestic agenda
 - C) his stance on foreign policy issues
 - D) his economic recovery policy

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.2 The Leadership Crisis Continues: Carter in the White House

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 28.4 *Do You Get the Feeling This Campaign Lacks a Little Something?*

19. President Carter worked with Congress to establish a “Superfund” that was intended to _____.

- A) support domestic oil production
- B) channel money into struggling public schools
- C) provide financial assistance to dictatorships fighting against communism
- D) clean up the nation’s most polluted areas

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.2 The Leadership Crisis Continues: Carter in the White House

Difficulty Level: Easy

Skill Level: Remember the Facts

20. The 1978 energy law failed to implement which of President Carter’s proposals?

- A) lifting price controls on oil
- B) raising taxes on the sale of gas-guzzling cars
- C) creating tax incentives to use coal
- D) raising taxes on oil and gas company profits

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.2 The Leadership Crisis Continues: Carter in the White House

Difficulty Level: Easy

Skill Level: Remember the Facts

21. In a speech later called the “malaise speech,” President Carter expressed his feeling that _____.

- A) the record profits of such companies as Exxon were merited
- B) the problems of the economy had been overrated
- C) the nation was experiencing a spiritual and moral crisis
- D) no actions were needed to solve the energy crisis

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.2 The Leadership Crisis Continues: Carter in the White House

Difficulty Level: Easy

Skill Level: Remember the Facts

"TRUST ME!"



22. According to this caricature, big oil companies were accused of _____.
- A) lying about gas shortages to gouge customers
 - B) using their private funds to save the oil industry
 - C) gambling away gasoline profits by making unwise investment decisions
 - D) paying Middle Eastern nations exorbitantly high amounts of money for oil

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.2 The Leadership Crisis Continues: Carter in the White House

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 28.5 "Trust Me!"

23. How were Jimmy Carter and Woodrow Wilson similar in their foreign affairs policies?
- A) They both had to deal with overseas wars that involved the United States.
 - B) They both tried to get America to champion democracy worldwide.
 - C) They both believed that the United States had the right to meddle in Latin American affairs.
 - D) They both faced diplomatic crises in the Middle East.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.3 New Paths in Foreign Affairs

Difficulty Level: Moderate

Skill Level: Understand the Connections

24. Which of the following actions in Latin America was accomplished under the Carter presidency?

- A) normalizing relations with Communist Cuba
- B) preventing the Cuban-supported Sandinistas from controlling Nicaragua
- C) ordering a CIA-backed coup of Chilean dictator Augusto Pinochet's regime
- D) negotiating a treaty that returned the Panama Canal to Panama in 2000

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.3 New Paths in Foreign Affairs

Difficulty Level: Easy

Skill Level: Remember the Facts

25. The Carter Doctrine declared that the United States would _____.

- A) not purchase oil from countries other than members of OPEC
- B) not engage in covert assassination plots against foreign leaders or rebels
- C) use armed forces to prevent outside countries from intruding in the Persian Gulf
- D) use force against any country that threatened Israel's right to exist

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.3 New Paths in Foreign Affairs

Difficulty Level: Easy

Skill Level: Remember the Facts

26. SALT II was technically killed when the Soviet Union invaded what country in 1979?

- A) Iran
- B) Afghanistan
- C) Iraq
- D) Pakistan

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.3 New Paths in Foreign Affairs

Difficulty Level: Easy

Skill Level: Remember the Facts

27. As a result of the 1978 Camp David Accords, which Arab nation became the first to recognize Israel's right to exist?

- A) Iran
- B) Saudi Arabia
- C) Egypt
- D) Jordan

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.3 New Paths in Foreign Affairs

Difficulty Level: Easy

Skill Level: Remember the Facts

28. What was ironic about the final outcome to President Carter's handling of the Iranian hostage crisis?

- A) The American hostages were not released until minutes after Ronald Reagan was sworn in as president, thus denying Carter a final triumph.
- B) The hostages were killed after President Carter authorized an unsuccessful rescue mission by Special Forces in April 1980.
- C) The Shah of Iran died of cancer before Carter could return him to Iran in exchange for the hostages.
- D) Even though the United States pledged not to interfere in Iran's domestic affairs after the release of the hostages, it still continued to do so.

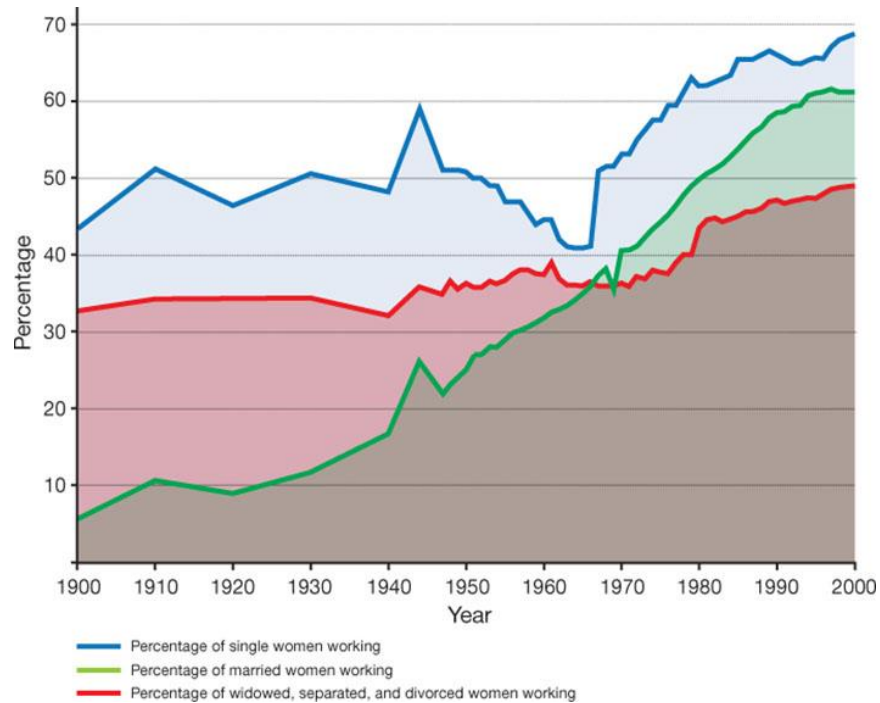
Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.2.3 New Paths in Foreign Affairs

Difficulty Level: Moderate

Skill Level: Understand the Connections



29. The chart Women and Work, 1900–2000 implies that the steady increase of women in the workforce after 1970 was due largely to _____.

- A) the resolution of racial and ethnic prejudice and rising divorce rates
- B) affordable day care services and comparable salaries to working men
- C) changing attitudes about married women in the workforce and declining birthrates
- D) the development of new appliances and passage of the Equal Rights Amendment

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.1 The Equal Rights Amendment and Abortion Controversies

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 28.6 Women and Work, 1900–2000

30. The Equal Rights Amendment _____.

- A) ultimately fell three states short of ratification
- B) created little controversy
- C) was one of several victories for the feminist movement in the 1970s
- D) was proposed by a national constitutional convention

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.1 The Equal Rights Amendment and Abortion Controversies

Difficulty Level: Easy

Skill Level: Remember the Facts



31. This photograph of women marching at a 1970 St. Louis, Missouri, protest march on the 50th anniversary of the ratification of the Nineteenth Amendment reveals that _____.

- A) many of the demonstrators were members of the pro-life movement
- B) the Equal Rights Amendment had been ratified by the states
- C) legalized abortion had been passed by the U.S. Supreme Court
- D) there were many unresolved issues that women still had to address through protest

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.1 The Equal Rights Amendment and Abortion Controversies

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 28.7 Women Marching for Equal Rights

32. What opposing views did female activists Gloria Steinem and Phyllis Schlafly have regarding gender roles in society?

- A) Steinem believed that women's identities would always be based on their looks, while Schlafly believed that women should make abortion and childcare centers socially acceptable.
- B) Steinem believed gender roles were culturally constructed, while Schlafly believed that they were rooted in biology.
- C) Steinem believed that women should help their husbands in earning wages, while Schlafly believed that men should be stay-at-home fathers.
- D) Steinem believed women should be fulltime mothers, while Schlafly believed that both men and women would be happier once they were free of culturally constructed gender roles.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.1 The Equal Rights Amendment and Abortion Controversies

Difficulty Level: Difficult

Skill Level: Analyze It

33. In *Roe v. Wade*, the Supreme Court ruled in 1973 that _____.

- A) human life begins at birth
- B) all forms of abortion should be considered illegal
- C) any restrictions on abortion were unconstitutional
- D) states could not criminalize abortions in the first three months of pregnancy

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.1 The Equal Rights Amendment and Abortion Controversies

Difficulty Level: Easy

Skill Level: Remember the Facts



34. This image of pro-life demonstrators represents what aspect of the conflict over abortion?
- A) the conflict between Congress and the Reagan administration
 - B) the conflict between the will of the majority and the law of the land
 - C) the conflict between the rights of women and those of the unborn
 - D) the conflict between feminists and environmentalists

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.1 The Equal Rights Amendment and Abortion Controversies

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 28.8 Pro-life Protest, 1979

35. The “safe sex” message gained credence in the wake of _____.
- A) a worldwide AIDS epidemic that affected the population of the United States
 - B) the classification of homosexuality as a mental disorder by the American Psychiatric Association
 - C) the Stonewall riot in June 1969 that initiated the gay rights movement
 - D) the condemnations by the religious right of those in homosexual relationships

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.2 Gay Rights

Difficulty Level: Easy

Skill Level: Remember the Facts



36. The AIDS Memorial Quilt and ACT-UP “funeral” demonstrations were similar in what way?

- A) Both used positive images to strive toward acceptance of gay lifestyles.
- B) Both were seen as subversive acts of civil disobedience.
- C) Both employed symbolism related to dead bodies.
- D) Both focused on demands for better care for AIDS patients.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.2 Gay Rights

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 28.9 AIDS Memorial Quilt, 1987 and 28.10 ACT-UP Protesters Stage a Funeral Demonstration in Wall Street

37. April 22, 1970, was celebrated with the very first _____.

- A) Gay Pride parade
- B) Earth Day
- C) Take Your Daughter to Work Day
- D) AIDS Awareness Day

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.3 Environmentalism

Difficulty Level: Easy

Skill Level: Remember the Facts



38. What common factor did all of the environmental disasters shown on this map share?

- A) They were isolated incidents occurring either in the Northeast or the West.
- B) They were all caused by the oil industry.
- C) They were not covered adequately by the media.
- D) They were all man-made disasters.

Answer: D

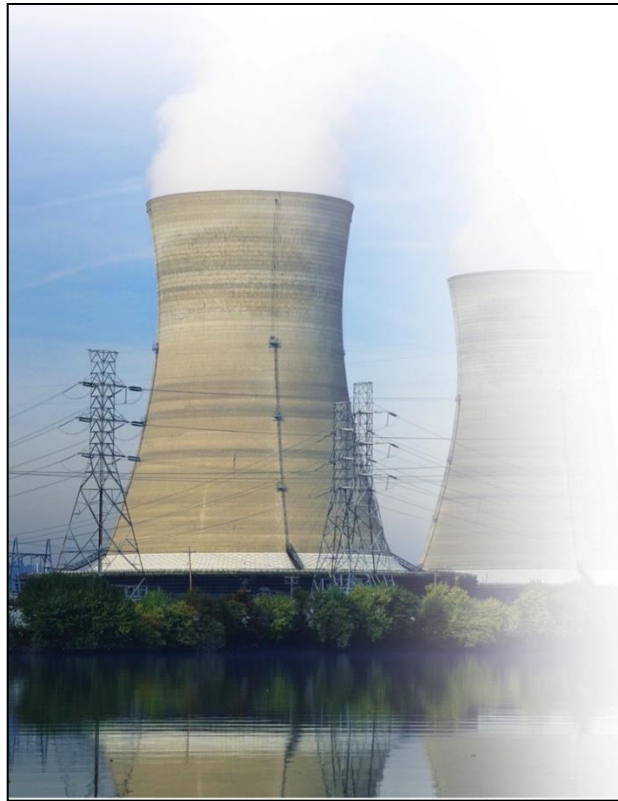
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.3 Environmentalism

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 28.11 Environmental Disasters, 1969–2010



39. What did this image of a Three Mile Island nuclear reactor tower and media coverage of Love Canal in New York come to represent to many Americans in the late 1970s?

- A) the promise of a cleaner environment
- B) the threat by industrialists to move their companies overseas
- C) danger to the health of nearby residents
- D) the overreach of government regulation

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.3 Environmentalism

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 28.12 Three Mile Island Nuclear Reactor Towers

40. The emerging conservative coalition that created alliances among groups with different concerns and views of what American and its government should be and reshaped the Republican Party in the process was known as the _____.

- A) New Right
- B) “Sagebrush Rebellion”
- C) Moral Majority
- D) Religious Right

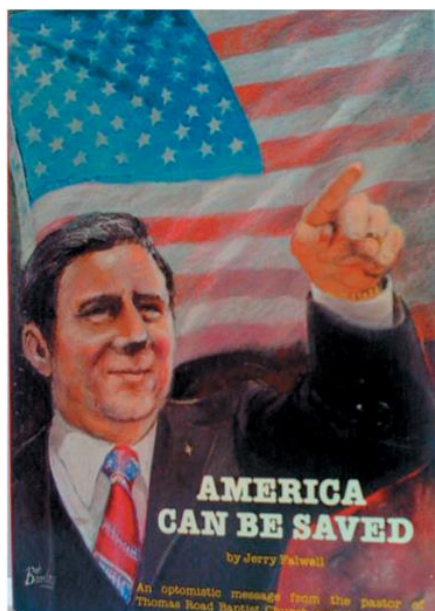
Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.1 The New Conservative Coalition

Difficulty Level: Easy

Skill Level: Remember the Facts



41. Jerry Falwell’s book *America Can Be Saved* illustrated a new connection between _____.

- A) the “silent majority” and Democratic converts to the Republican Party
- B) neoconservatives and feminism
- C) religious fundamentalism and political activism
- D) the Moral Majority and environmentalism

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.1 The New Conservative Coalition

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 28.13 America Can Be Saved (1979)



42. What did these photographs taken by news photographer Ron Edmonds during Ronald Reagan's attempted assassination by John Hinckley on March 30, 1981, fail to show the public?
- A) that Reagan was unaware that shots had been fired
 - B) that Reagan's gunshot wound was actually life-threatening
 - C) that the Secret Service did not do a good job in protecting the president
 - D) that the assassination attempt took place in a foreign country

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.2 Setting a New Course: Reagan at Home

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 28.14 President Reagan Shot, 1981

43. Why did television commentators compare Ronald Reagan's 1980 presidential victory over Jimmy Carter to Franklin D. Roosevelt's victory over Herbert Hoover in 1932?
- A) Both men were social liberals wanting to expand government support for the needy.
 - B) Both men won razor-thin majorities in the Electoral College to become president.
 - C) Both men believed in supply-side economics that let entrepreneurs keep more of their profits.
 - D) Both men defeated unpopular incumbents through the creation of new coalitions.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.2 Setting a New Course: Reagan at Home

Difficulty Level: Moderate

Skill Level: Understand the Connections

44. Which of the following best describes President Reagan's managerial style?
- A) He trusted no one and made every decision by himself.
 - B) He micromanaged his staff and weighed in on most decisions.
 - C) He allowed his subordinates to make many decisions without his oversight.
 - D) He was a "workaholic" who never took a day off.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.2 Setting a New Course: Reagan at Home

Difficulty Level: Moderate

Skill Level: Understand the Connections

45. President Reagan's Strategic Defense Initiative (SDI) _____.
- A) resulted in large expenditures to create a missile shield that failed
 - B) was ultimately thwarted by Congress
 - C) emphasized the use of traditional weapons rather nuclear arsenals
 - D) was opposed by defense industry leaders

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.3 Foreign Policy Triumphs and Scandals

Difficulty Level: Easy

Skill Level: Remember the Facts



46. During the late twentieth century, most of the interventions done by the United States in Central America and the Caribbean were conducted in order to _____.

- A) use the CIA to assassinate Latin American dictators
- B) remove the last vestiges of American imperialism in this region
- C) provide financial assistance to victims of natural disasters
- D) destabilize communist and leftist regimes in this region

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.3 Foreign Policy Triumphs and Scandals

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 28.15 American Intervention in Latin America, 1980–2000

47. In the Iran-Contra affair, National Security Council Director John Poindexter and Marine Lt. Col. Oliver North _____.

- A) were primarily motivated to undermine the Iraqi government under Saddam Hussein
- B) went to the press to reveal illegal actions by the Reagan administration in selling arms to Iran
- C) testified that President Reagan was solely to blame for the Iran-Contra Affair
- D) funneled funds from arms sales made to Iran to the anti-Communists in Nicaragua

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.3 Foreign Policy Triumphs and Scandals

Difficulty Level: Easy

Skill Level: Remember the Facts

48. What was ironic about Ronald Reagan's becoming the first American president to agree with the Soviets to reduce nuclear arms?

- A) his simultaneous deployment of weapons against Latin America
- B) his fervent and decades-long stance against Communism
- C) his lack of interest in foreign affairs
- D) his campaign promises to increase defense spending

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.3 Foreign Policy Triumphs and Scandals

Difficulty Level: Difficult

Skill Level: Analyze It

49. In 1980, Ronald Reagan appointed _____ as the first female justice on the Supreme Court of the United States.

- A) Phyllis Schlafly
- B) Sandra Day O'Connor
- C) Ruth Bader Ginsburg
- D) Sonia Sotomayor

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.4 The Reagan Revolution

Difficulty Level: Easy

Skill Level: Remember the Facts

50. President Reagan frequently said that “government is not the solution to our problem; government is the problem” and believed instead that _____.
- A) New Deal and Great Society programs should be expanded
 - B) the power of the executive should override that of Congress
 - C) an unfettered free market would result in prosperity
 - D) welfare and other social programs should be continued by the states

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.4 The Reagan Revolution

Difficulty Level: Moderate

Skill Level: Understand the Connections

Essay

51. Discuss the origins and consequences of the economic troubles Americans faced in the 1970s. How did Presidents Carter and Reagan respond to these problems?

The ideal answer should include:

1. The unprecedented prosperity that the United States enjoyed during the 1950s and 1960s came to a rapid end in the 1970s as periodic recessions returned. The ailing economy had its origins with the Vietnam War as President Johnson tried to pay for both the war and his Great Society programs without raising taxes, thus leading to a ballooning federal deficit and inflation. The end of the war also added to rising unemployment, as returning veterans tried to find jobs in a market that was already experiencing massive layoffs in the industrial sector.
2. Energy costs were also on the rise at this time as Americans, who made up 6 percent of the world’s population, consumed nearly 40 percent of global energy resources. Due to the United States’ increased reliance on Middle Eastern oil, the unending strife in that region affected Americans’ daily lives. The United States offered steadfast support to the Jewish state of Israel in that region, much to the consternation of its oil-producing Arab neighbors. After the United States sent military aid to Israel during the 1973 Yom Kippur War, the Organization of the Petroleum Exporting Countries (OPEC) announced an oil embargo on the United States. The embargo lasted for five months, which was enough time to ravage the American economy. The embargo was finally lifted after the United States persuaded Israel to withdraw from parts of Egyptian and Syrian territories taken during the war.
3. In 1974, the United States entered its worst recession since the Great Depression. Unlike previous financial crises, the economy suffered from both high unemployment and unprecedented inflation that kept prices rising, a combination called “stagflation.” Tax cuts meant to stimulate a business recovery and create more jobs put more money into the economy and caused prices to rise even further. Raising interest rates to curtail inflation made obtaining home mortgages and business loans difficult for most Americans. The federal deficit grew tremendously as tax revenue declined, but high spending on defense and entitlement programs like Social Security continued.

4. The rising unemployment in the 1970s had its roots in the ailing auto and steel industries. Market shares dropped for the Big Three automakers as more Americans began to purchase smaller, more fuel-efficient cars imported from Japan. The decline in the steel industry also resulted from aggressive foreign competition, especially from Japan. Before long, a Rust Belt of decaying industrial cities appeared in the Midwest. In addition, Northern manufacturing jobs disappeared as American companies relocated to the South, where non-unionized labor costs were cheaper and air-conditioning made this area more hospitable. By 1980, a “Sun Belt” of new manufacturing centers emerged throughout the South and Southwest.
5. With the election of the fiscally conservative Jimmy Carter as president in 1976, an emphasis was placed on balancing the federal budget rather than deficit-spending. Carter believed that too much government regulation was hampering the business recovery, and he was able to convince Congress to deregulate the trucking, communication, and airline industries, much to the consternation of his liberal supporters, who felt that regulation was necessary to protect the public. Carter identified the rising oil costs as the main cause of the nation’s economic problems and appeared on television to urge Americans to consume less oil, calling the energy crisis “the moral equivalent of war.” Carter proposed ending the price controls that kept oil and gas prices low and imposing higher federal taxes on gasoline. To prevent price-gouging, he also wanted oil and gas companies to pay higher taxes on their profits. The energy law that resulted in 1978 compromised by lifting price controls, raising the sales tax on gas-guzzling cars, and offering tax incentives for using alternative energy sources but did not include a windfall profits tax on oil and gas company profits.
6. The country again encountered an energy crisis when price controls were lifted without also raising taxes on oil and gas company profits. In 1979, OPEC raised prices four times in five months, and the revolution in Iran curtailed its oil exports. Carter renewed his call for a windfall-profit tax on oil and gas companies, hoping to use this revenue to fund public transportation, develop alternative energy sources, and help the poor pay for heating. To stimulate interest in energy conservation, Carter delivered the “malaise speech,” in which he sermonized, much to the resentment of the public, that the nation had gone from one that “celebrated hard work, strong families, close-knit communities, and faith in God” to one that worshipped “self-indulgence and consumption.”
7. After Ronald Reagan’s overwhelming defeat of Jimmy Carter in the 1980 presidential election, he entered the presidency with the goal of cutting income and corporate taxes and reducing social welfare spending. He immediately sent Congress a budget that cut spending for social programs, increased allocations for defense, and lowered taxes. The Reagan administration embraced a theory of supply-side economics that let entrepreneurs keep more of their profits, thus fueling economic growth and creating more and better-paying jobs that generated enough tax revenue to offset the increases in military spending. His opponents criticized this as trickle-down economics, where aid to the wealthy failed to create more jobs for the poor. After surviving a failed assassination attempt and gaining high approval ratings, his budget easily passed Congress, and the top tax rate dropped from 70 percent to 50 percent. This was lowered again in 1986 to 28 percent. Reagan remained pro-business throughout his presidency, driven to free private industry from government regulations that he believed restricted its growth. This included the deregulation of the savings and loan industry, which lost huge amounts of depositors’

money in speculative investments once it was deregulated.

8. Reagan's fiscal policies remained controversial during his presidency. The federal debt nearly tripled as hoped-for tax revenue failed to materialize and the military buildup continued without limitations. After a serious recession in 1981–1983, the economy began to improve as inflation lessened and business activity picked up. This return to prosperity helped Republicans argue that people at all class levels were doing better financially under Reagan. Democrats lamented the increased concentration of income in the hands of the top fifth of the population, thus convincing them that Reagan's economic policies helped the rich get richer and the poor get poorer. Republicans countered that consumption was a better measurement of Americans' overall financial health rather than income distribution. While the poorest Americans were not living as well as the richest, their material circumstances were much improved when compared with those of previous generations.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topics: 28.1.1 An Ailing Economy, 28.2.2 The Leadership Crisis Continues: Carter in the White House, and 28.4.2 Setting a New Course: Reagan at Home

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. Compare and contrast the Watergate and Iran-Contra scandals. Who was blamed for these events? What role did the executive branch play in these events? What were the initiators' motives and how did the American public respond?

The ideal answer should include:

1. Both the Watergate and Iran-Contra scandals focused on the idea of an "imperial presidency" where Nixon and Reagan autocratically used presidential authority to subvert the will and the proper authority of Congress. While the domestic Watergate scandal led to Nixon's resignation before he could face impeachment proceedings, the Iran-Contra scandal, a foreign relations issue, did not lead to Reagan's resignation as president. Both presidents had avid supporters and harsh critics regarding their roles in both of these scandals.
2. The Watergate scandal began when five burglars were caught breaking into the offices of the Democratic National Committee in the Watergate building. The plan, which was financed by Nixon's reelection committee and approved by White House staffers, called for the burglars to fix a broken telephone wiretap installed during a previous break-in so the Nixon campaign could listen to Democratic phone calls. When the burglars went on trial in 1973, one of them confessed to accepting a bribe to keep quiet about the White House's involvement in planning the break-in. Nixon tried to keep the Watergate break-in secret not only because it was embarrassing but also because it was illegal.
3. After Senator Howard Baker asked "What did the President know, and when did he know it?" At one Senate committee hearing, references were made to secret tapes that Nixon made of all White House conversations that could provide an answer to that question. The issue of gaining access to these tapes and what they revealed transformed this burglary into a constitutional crisis over whether the president was above the law. Nixon refused to turn over the tapes to the Justice Department or Congress, claiming that

the constitutionally protected right of executive privilege meant he could keep advice from counselors private. Investigators argued that the president had no constitutional right to withhold evidence of corruption or abuse of power. Nixon then tried to use his authority to control the investigation. When Archibald Cox, who headed the Justice Department investigation, secured a court order for the tapes on Saturday, October 20, 1973, Nixon ordered Attorney General Elliot Richardson to fire Cox. Richardson and the deputy attorney general refused and resigned. The third-ranking official in the Justice Department finally fired Cox in what became known to an outraged American public as the “Saturday Night Massacre.”

4. After much delay and controversy, Nixon finally turned over highly edited versions of his taped White House conversations, enraging his critics even further. He was lampooned by liberal cartoonists as a tyrant and a crook. Critics also saw Nixon as liar whose illegal activities hurt the country, while some of his supporters believed he was telling the truth or saw the incident as too trivial to warrant impeachment. The House Judiciary Committee issued articles of impeachment against Nixon, charging him with obstruction of justice, abusing his presidential powers by ordering the CIA, FBI, and IRS to harass his political enemies, and violating the Constitution by refusing to honor congressional subpoenas. The Supreme Court also unanimously ruled that Nixon could not withhold information pertaining to his own potential criminal wrongdoing. Nixon finally released the remaining tapes, and the nation heard the president authorize a cover-up, instructing the CIA to tell the FBI to end its Watergate investigation to protect “national security.” Three days later, Nixon resigned in order to avoid impeachment proceedings that were almost certain to remove him from office.
5. The Iran-Contra scandal that faced Ronald Reagan focused on his foreign policy stands towards Latin America and the Middle East. In Nicaragua, he hoped to unseat the leftist Sandinistas, who received support from Communist Cuba and were also sending aid to leftist rebels battling the pro-American government in El Salvador. Reagan authorized CIA support to the Contras, counterrevolutionary forces in Nicaragua that opposed the Sandinistas. Congress tried to have the United States move away from direct interference in any other nation’s domestic affairs and prohibited the CIA and Department of Defense from funding any effort to overthrow the Sandinistas. National Security Council (NSC) Director Robert McFarlane and his assistant Marine Lt. Col. Oliver North convinced Reagan that these restrictions did not prevent the NSC from soliciting millions from Saudi Arabia and private donors to aid the Contras, but Congress prohibited the government from using non-American funds to unseat the Sandinistas.
6. In October 1983, an Islamist suicide bomber plowed a vehicle with explosives into an unsecured barracks housing U.S. peacekeeping troops in Beirut, Lebanon, killing 241 servicemen. Iranian-backed Islamist terrorist groups then increased assaults against the United States by taking Americans hostage in Lebanon.
7. Reagan’s desires to end the Middle Eastern hostage crisis and halt the spread of communism in Central America led to Reagan’s biggest political scandal. Reagan administration officials sold arms to Iran to secure the hostages’ release and then illegally used the proceeds to support the anti-Communist Contras in Nicaragua. Reagan initially asked his new NSC director John Poindexter and Oliver North in 1985 to devise a plan to sell arms to Iran, which needed the weapons for its war with Iraq. As part of this secret agreement, the United States demanded that Iran secure the release of hostages held in

Lebanon. Several hostages were freed, but the arms-for-hostages deal backfired when Reagan's willingness to pay bribes to free American hostages encouraged militant Islamic groups to seize more hostages over the next two years. Poindexter and North also secretly decided to divert profits from these arms sales to the Contras in Nicaragua, directly violating the congressional ban on aid to the anti-Communist rebels. This action was exposed when an illegal airplane carrying arms to the Contras crashed in 1986. Poindexter and North won appeals on legal technicalities and went free although they were initially convicted of breaking the law. Poindexter testified before Congress that Reagan knew nothing about their illegal diversions of funds to the Contras. The public accepted his explanation, viewing Reagan as a hands-off administrator who could not always control his subordinates.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topics: 28.1.3 The Watergate Scandal and 28.4.3 Foreign Policy Triumphs and Scandals

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. What victories did feminists win in the 1970s? What factors limited their success?

The ideal answer should include:

1. Feminist political demands received unprecedented attention in the 1970s. Feminist organizations lobbied for equal pay for equal work, an end to sexual harassment, and paid maternity leave, issues that became more pressing as the economic downturn at the beginning of this decade forced more women into the workplace.
2. The feminist movement, however, faced challenges convincing working women that feminism provided an answer to the problems they faced balancing work and home life or advancing in the workplace. Many women were reluctant to identify themselves publicly as feminists even if they privately supported the women's movement goals. Divisions within the women's movement also created a major obstacle since poor minority women often saw racial and ethnic prejudice as bigger obstacles to their economic advancement.
3. Despite its negative media portrayals and problems attracting working-class women, the feminist movement did secure some successes in the early 1970s. Cities established shelters for battered women and rape-crisis centers. Congress also passed the Equal Rights Amendment in 1972, which proposed that "equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex. By 1975, 34 of the 38 states needed for ratification had approved the measure.
4. Cultural conservatives like Phyllis Schlafly were against the ERA, which they said would destroy the American family. Schlafly helped forge a coalition among Catholics, Southerners, anti-feminists, religious fundamentalists, and fiscal conservatives that pushed the Republican Party to the right. Feminists branded Schlafly a hypocrite, pointing out that she was a well-educated woman who had enjoyed a satisfying career in Republican politics before spearheading the anti-ERA campaign. Schlafly's anti-feminist message resonated in Southern and Mountain states, areas without strong local feminist organizations to offer a competing view of how gender discrimination adversely affected women in the workplace. In the end, Schlafly and the anti-ERA forces prevailed, as the ERA remained three states short when the deadline for approving the measure came in

1982.

5. The greatest challenge faced by the feminist movement during the 1970s was the issue of legalized abortion. Between 700,000 and 800,000 women a year sought illegal abortions, and botched procedures by incompetent practitioners working in unsanitary conditions killed 2,000 to 3,000 patients annually. Individual states still had the right to determine the legality of abortion up to the early 1970s. California took the lead in changing the law that only allowed women to end a pregnancy if her life was in danger so that women could terminate pregnancies in cases of rape and incest and fetuses with severe physical and mental defects. Texas, on the other hand, only allowed abortions if a pregnancy jeopardized a woman's life. Feminists felt that women, not male doctors, should have the right to make medical decisions about their own bodies.
6. In 1970, Norma McCorvey sued Texas under the pseudonym Jane Roe, claiming that she had the right to a safe and legal abortion based on her constitutional "right to privacy." In the 1973 *Roe v. Wade* decision, the Supreme Court gave the feminist movement its greatest victory. This decision prohibited states from criminalizing abortion in the first trimester, but allowed them to regulate abortion in the second trimester and prohibit it during the third trimester when a fetus became viable. One key question, however, was sidestepped by the Court—where life begins, which is still a major argument used by anti-abortion protestors today. Supporters of legalized abortion began calling themselves "pro-choice," while opponents began to use the "pro-life" label. Both sides also used the language of rights, the "rights of women" vs. the "rights of the unborn." In the 1990s, McCorvey changed her mind about abortion and became a born-again Christian who joined the anti-abortion crusade. In the twenty-first century, the abortion debate continues. Although the pro-life movement has been unable to overturn *Roe* directly, it has secured a ban on federal funding for abortions along with having some states require parental notification when minors seek an abortion.
7. The feminist movement occasionally benefited from positive media coverage, such as the "battle of the sexes" 1973 tennis match between Billie Jean King and Bobby Riggs. King defeated Riggs, who called himself a "male chauvinist pig," on live television. Riggs even announced his conversion to the feminist cause by shouting "equality for women" as he hit the final volley into the net. King's victory advanced opportunities for women's professional sports. Feminist campaigns also led to the passage of Title IX of the 1972 Education Act, which prohibited gender discrimination in education and revolutionized high school and college sports by forcing administrators to create more teams and scholarships for female students.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.1 The Equal Rights Amendment and Abortion Controversies

Difficulty Level: Easy

Skill Level: Remember the Facts

54. Describe the origins of the environmental movement and its development in the 1970s. Who were opponents to this movement? How did President Reagan respond to this movement?

The ideal answer should include:

1. The environmental movement in the United States had its origins with the establishment of Earth Day on April 22, 1970. Earth Day made environmentalism visible, but the variety of causes that activists championed revealed the competing visions within the environmental movement. To the New Left and counterculture environmentalists, eating organically produced food grown without pesticides became a symbolic way of purging the poison of mainstream American values out of their lives. Politicians framed pollution as a straightforward health issue in order to secure environmentally friendly legislation. They created laws for mandating lead-free gas and paint by focusing on how lead poisoning damaged children's brains. Traditional conservation societies like the Sierra Club and the Audubon Society concentrated on preserving pristine wild habitats from development and supported expansion of the National Park Service to safeguard wilderness areas.
2. During the 1970s, Presidents Nixon and Carter increased federal environmental controls by supporting different pieces of legislation that required removal of asbestos from schools, reduction of airborne toxins in factories, and installation of catalytic converters to reduce automobile pollution. The consumer protection movement led by Ralph Nader resulted in the creation of a federal Consumer Product Safety Commission that could ban the sale of hazardous products. While the general public supported these reforms, blue-collar workers feared that new, expensive pollution controls on industry simply encouraged industrialists to move their factories overseas.
3. Two well-publicized environmental scandals in the late 1970s convinced most Americans that their well-being depended on strict federal environmental regulation. At Love Canal, near Niagara Falls in New York, the state finally admitted in 1978 that the foul-smelling industrial waste dumped into the Love Canal contained deadly toxins that had polluted the area's ground and air. Residents had long complained about rising levels of miscarriages and birth defects in this area. Congress responded by creating a Superfund to clean up dangerously polluted areas, including \$400 million over 20 years to restore the Love Canal region. In 1979, the Three Mile Island nuclear power plant had a partial meltdown of a nuclear reactor. This resulted in 100,000 panicked residents fleeing the area when radioactive steam poured into the area. The government-sponsored cleanup took 14 years to complete, and despite new, more stringent federal regulations for nuclear reactors, Americans refused to accept new nuclear power plants in their neighborhoods.
4. Not all Americans supported new environmental regulation. A "Sagebrush Rebellion" arose in the West among conservatives demanding that the federal government return federally controlled lands to the states. Western miners, ranchers, and loggers opposed new federal regulations that limited their access to water, their ability to hunt predators, and their grazing rights on federal lands.
5. Western votes helped Ronald Reagan win the presidency in 1980. Being an avid outdoorsman, Reagan did not believe the environment was in jeopardy. Emphasizing economic growth, he loosened recently enacted pollution controls on industry and reduced the size and budget of the Environmental Protection Agency, which was responsible for enforcing federal environmental regulations.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.3.3 Environmentalism

Difficulty Level: Easy

Skill Level: Remember the Facts

55. Describe the “Reagan Revolution.” Who made up this group? What was achieved or lost during this era, and why do the claims of a revolution appear exaggerated?

The ideal answer should include:

1. The “Reagan Revolution” was so named because Ronald Reagan lowered taxes for the wealthy and permanently curtailed the growth of the welfare state. He appointed right-leaning judges to the federal judiciary, including Sandra Day O’Connor as the first female Supreme Court justice. Cultural conservatives remained loyal to Reagan even though he offered little more than lip service to their goals of outlawing abortion, returning prayer to public schools, or ending affirmative action.
2. The claims of a “Reagan Revolution” also appear to be exaggerated. Even though he stated that “government is not the solution to our problem; government is the problem,” when he left office in 1989, the New Deal and Great Society were still vibrant and relevant. Americans still expected the federal government to pay pensions, guarantee unemployment benefits, curb pollution, and help educate poor children.
3. Rather than leaving an enduring institutional legacy, Reagan presided over a profound shift in political vision. His pro-business policies reinvigorated faith that an unfettered free market could make Americans prosperous, and his open alliance with the Religious Right brought discussion of issues that concerned cultural conservatives into the center of American political discourse. In foreign policy, neoconservatives’ interventionist ideas became influential in Republican circles. According to reporter Lou Cannon, “Reagan succeeded in reviving national confidence at a time when there was a great need for inspiration. This was his contribution as president.”

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of the 1970s and 1980s.

Topic: 28.4.4 The Reagan Revolution

Difficulty Level: Moderate

Skill Level: Understand the Connections

CHAPTER TWENTY-NINE
BUILDING A NEW WORLD ORDER: THE UNITED STATES, 1989–2015

Multiple Choice



1. Why did Islamic extremists from al-Qaeda choose the World Trade Center towers in New York City as the site to plow two hijacked airplanes into on September 11, 2001?

- A) They housed anti-terrorist offices that were investigating al-Qaeda.
- B) President George W. Bush was scheduled to appear at the World Trade Center that day.
- C) They symbolized American dominance of the world economy.
- D) They were the tallest targets in the planes' flight paths.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: Introduction

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Chapter opening image



2. What was the effect of this photograph taken of 1988 Democratic candidate Michael Dukakis in his unsuccessful bid for the presidency?
- A) He was ridiculed for riding around in a tank in a suit and tie and not looking presidential.
 - B) He was perceived to be a strong commander in chief if elected president.
 - C) He was portrayed as the nation's defender against communism and terrorism.
 - D) He was depicted as a leader who would continue to increase military spending.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.1 The Election of 1988

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 29.1 A Failed Photo-Op

3. Who was elected president in 1988?
- A) Bill Clinton
 - B) George H. W. Bush
 - C) H. Ross Perot
 - D) George W. Bush

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.1 The Election of 1988

Difficulty Level: Easy

Skill Level: Remember the Facts

4. Which former Communist nation in Eastern Europe was the first to form a democratic government in the postwar era?

- A) Hungary
- B) East Germany
- C) Czechoslovakia
- D) Poland

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.2 Popular Revolts against Communism

Difficulty Level: Easy

Skill Level: Remember the Facts

5. What was the most immediate factor that led to the destruction of the Berlin Wall on November 9, 1989?

- A) a botched news report by an East German official who told residents they could freely leave
- B) negotiations between President George H. W. Bush and Soviet Premier Mikhail Gorbachev
- C) a protest demonstration launched by West German sympathizers in East Germany
- D) Polish workers' union Solidarity winning control of the Polish Parliament

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.2 Popular Revolts against Communism

Difficulty Level: Easy

Skill Level: Remember the Facts

6. President Bush muted his response to the fall of the Berlin Wall because _____.

- A) he did not fully understand the significance of the event
- B) he did not want to provoke a hardline reaction from the Soviets
- C) he feared that a reunited Germany might once again threaten the peace of the world
- D) he was occupied with responding to the Iraqi invasion of Kuwait

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.2 Popular Revolts against Communism

Difficulty Level: Moderate

Skill Level: Understand the Connections



7. What does this photograph of one man using a hammer to destroy parts of the Berlin Wall in 1989 symbolize?

- A) the frustration shown toward Soviet Premier Mikhail Gorbachev
- B) the reaction toward the possible retaliation by East German soldiers standing on the wall
- C) the ability of common people to make history and overcome tyranny
- D) the anger and resentment that West Germans had toward their countrymen in East Germany

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.2 Popular Revolts against Communism

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: The Fall of the Berlin Wall



8. How do these images of the man with the hammer in Berlin and “Tank Man” in Beijing’s Tiananmen Square tell two different stories about Communism in Eastern Europe and China in the late 1980s?

- A) Eastern European nations suffered severe retaliations for demonstrating against Communism, while Chinese officials responded with economic and political reforms.
- B) Soviet troops invaded protesting Eastern European nations, while the Chinese were more responsive to human rights.
- C) The man with the hammer was arrested and probably executed for his actions, while “Tank Man” became known for his defense of human rights.
- D) Communism in most of Eastern Europe fell through peaceful demonstrations, while demonstrators in China were unsuccessful in their attempts to bring about reform.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.2 Popular Revolts against Communism

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: Images as History: The Fall Of The Berlin Wall and 29.2 Standing Up for Democracy in China, 1989



9. What conclusion did most Americans reach when watching this 1991 video clip of Los Angeles police beating African American Rodney King after pursuing him on an 8-mile car chase?

- A) Most Americans were divided on whether there was a racist police force using brutality against blacks or whether police were just doing their job to keep law and order.
- B) The majority of the American public believed that the Los Angeles policemen were poorly trained and harbored racist attitudes toward blacks and Latinos.
- C) Most Americans supported the jury's decision that the officers were overworked and were doing their job to uphold law and order in a dangerous neighborhood.
- D) Blacks and Latinos in Los Angeles marched in peaceful demonstrations to protest the jury's "not guilty" decision against the police charged with King's beating.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.3 Domestic Policy in the Bush Administration

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 29.3 Los Angeles Police Beat Motorist Rodney King, 1991

10. Anita Hill accused Supreme Court nominee Clarence Thomas, her former colleague, of _____.

- A) sexual harassment
- B) taking bribes
- C) illegal drug use
- D) plagiarism

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.3 Domestic Policy in the Bush Administration

Difficulty Level: Easy

Skill Level: Remember the Facts

11. What was one of George H. W. Bush's greatest successes regarding his domestic policies at home?

- A) the Defense of Marriage Act
- B) the Americans with Disabilities Act
- C) the fall of communism in Eastern Europe
- D) his decision to bail out the failing savings and loan industry

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.3 Domestic Policy in the Bush Administration

Difficulty Level: Easy

Skill Level: Remember the Facts

12. Why did President George H. W. Bush launch Operation Just Cause in 1989?

- A) He wanted to ensure that democratic governments were installed in Eastern European nations.
- B) He wanted to intervene in the war between Iran and Iraq.
- C) He wanted to defend Kuwait from the Iraqi invasion.
- D) He wanted to remove Panamanian military dictator Manuel Noriega from power.

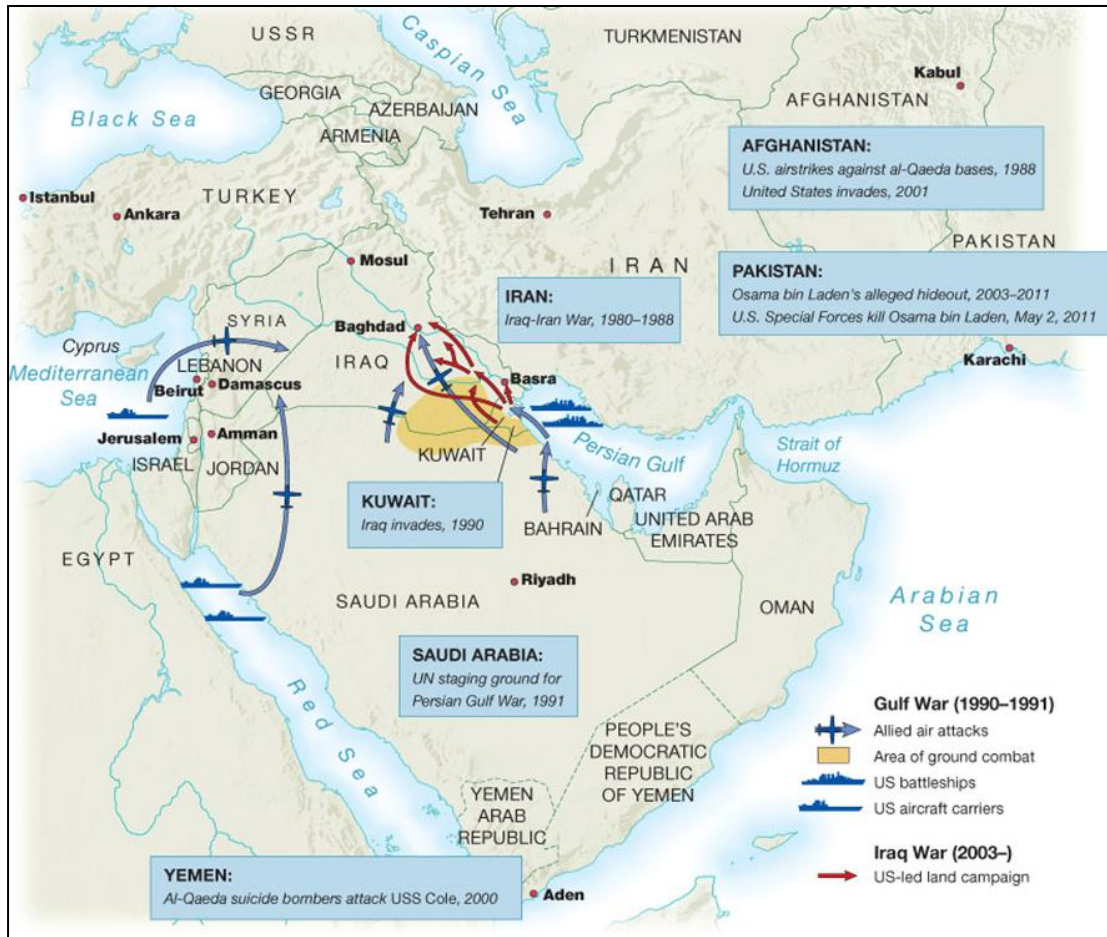
Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.4 Panama and the Persian Gulf War

Difficulty Level: Moderate

Skill Level: Understand the Connections



13. The actions taken by the United States in the Persian Gulf War of 1990–1991 and the Iraq War that began in 2003 and are shown on this map were justified through the _____ Doctrine.
- A) Truman
 B) Powell
 C) Carter
 D) Nixon

Answer: C

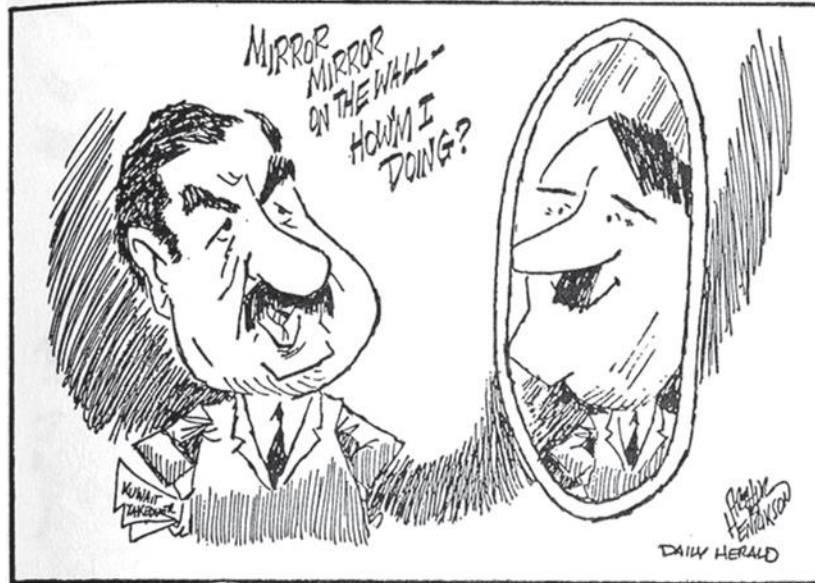
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.4 Panama and the Persian Gulf War

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 29.4 America and the Middle East, 1980–2003



14. Based on the information found in this cartoon, Iraqi dictator Saddam Hussein was compared to German Führer Adolf Hitler because they both _____.
- A) committed atrocities against their own people
 - B) invaded sovereign nations through expansionist drives
 - C) rebuilt their war-torn homelands and sought revenge on their oppressors
 - D) actively tried to acquire nuclear arms

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.4 Panama and the Persian Gulf War

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 29.5 "Mirror, Mirror, on the Wall—How'm I Doing?"

15. President George H. W. Bush's call for U.S. military involvement in the Persian Gulf came when _____.
- A) it was rumored that Iraq was developing nuclear weapons
 - B) Iraq engaged in a bitter war with Iran
 - C) the Soviet Union sent its forces into southern Iraq
 - D) Iraq invaded Kuwait and gained control of its oil production.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.4 Panama and the Persian Gulf War

Difficulty Level: Moderate

Skill Level: Understand the Connections

16. According to the Powell Doctrine, the conditions under which the United States might go to war include _____.

- A) having the support of the United Nations
- B) having a clear exit strategy
- C) having the ultimate goal of enforcing peace
- D) being attacked first

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.4 Panama and the Persian Gulf War

Difficulty Level: Easy

Skill Level: Remember the Facts

17. Despite the support of many voters, President Clinton failed to _____.

- A) pursue free trade with other nations
- B) pass significant health care reform
- C) raise taxes on the wealthy
- D) win re-election in 1996

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.2.1 Clinton's New Democrats

Difficulty Level: Easy

Skill Level: Remember the Facts

18. How did President Clinton help the United States accelerate toward the trend of globalization during his administration?

- A) He granted China a most favored nation status in trade deals with the United States.
- B) He accepted market-based solutions to social problems and ended deficit spending.
- C) He supported the North American Free Trade Agreement that lifted trade barriers with Canada and Mexico.
- D) He gave tax breaks to companies that shifted production to China or Mexico where labor was cheaper.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.2.1 Clinton's New Democrats

Difficulty Level: Moderate

Skill Level: Understand the Connections



19. Based on the newspaper in the photograph, it can be concluded that Bill Clinton was impeached by the House of Representatives for _____.

- A) denying he had an affair while testifying under oath on an unrelated matter
- B) having an affair with White House intern Monica Lewinsky
- C) deceiving the American public on television about his relationship with Lewinsky
- D) having sexual relationships with multiple women after he was married

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.2.1 Clinton's New Democrats

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 29.6 Clinton's Sex Scandal

20. The Green Party candidate in the 2000 presidential election who won enough votes in Florida so that its electoral votes were awarded to Republican George W. Bush in a 537-vote difference was _____.

- A) John Kerry
- B) Al Gore
- C) Patrick Buchanan
- D) Ralph Nader

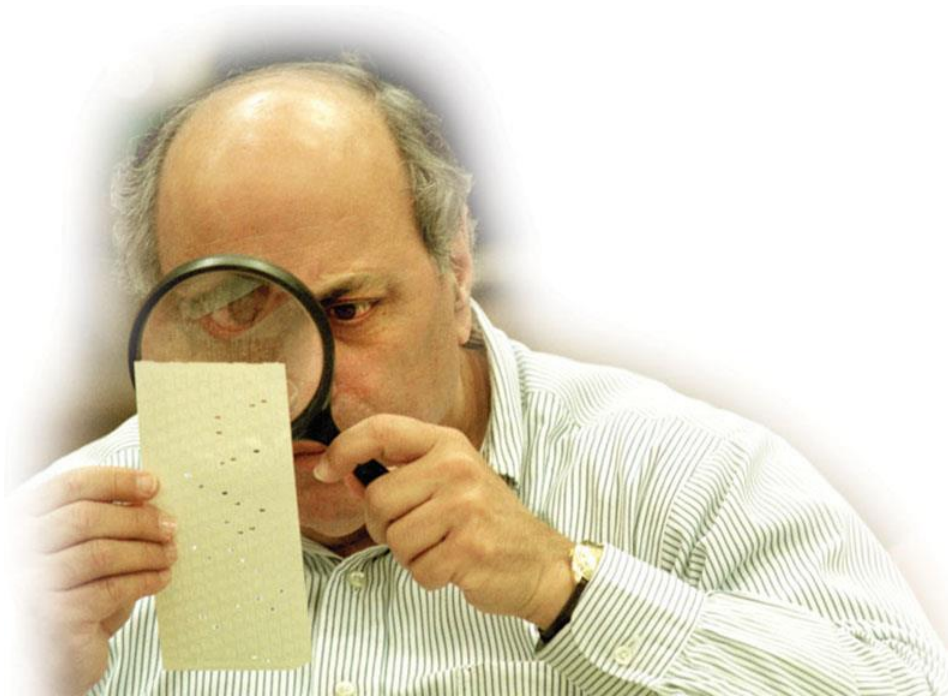
Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.2.2 The Disputed Election of 2000

Difficulty Level: Easy

Skill Level: Remember the Facts



21. What made this photograph an iconic image of the 2000 presidential election?

- A) It revealed the U.S. Supreme Court's partisanship in determining who would be the next President of the United States.
- B) It addressed the issue of voter fraud that Democrats charged Republicans with in Florida because of alleged African American voter suppression.
- C) It addressed the drawn-out and controversial recount in Florida that was caused in part by "hanging chads" on electronic ballots.
- D) It showed that, in the age of machine-counted votes, the public received instantaneous communication about election results.

Answer: C

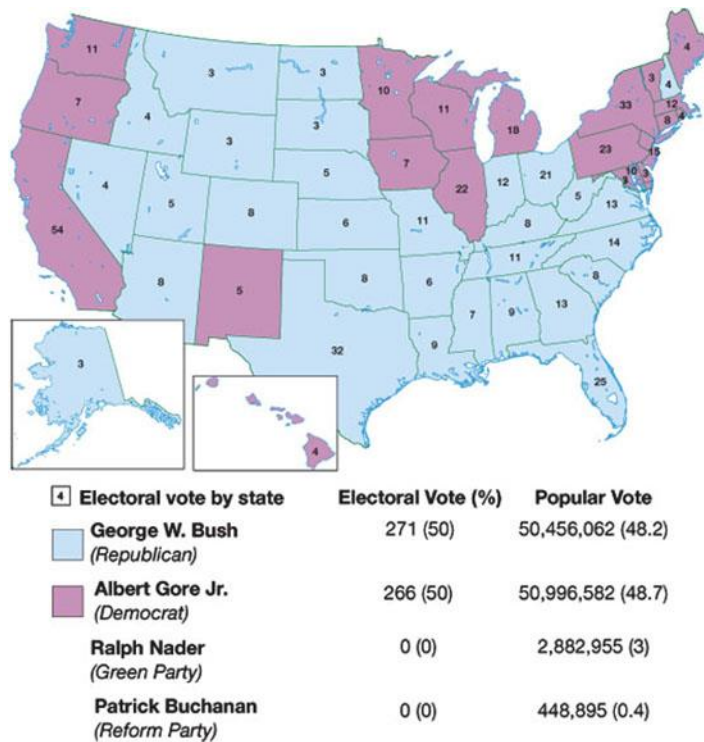
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.2.2 The Disputed Election of 2000

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 29.7 Hanging Chads



22. What is one conclusion about the 2000 presidential election that can be determined from this map and corresponding information?

- A) The entry of third-party candidates had little influence on the final election results.
- B) Although Al Gore won more popular votes than George W. Bush, he did not win the presidential election.
- C) The Democrats won the Electoral College due to the large base of support they had on the West Coast.
- D) Both the popular vote and the electoral vote showed that the race was not as close as predicted.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.2.2 The Disputed Election of 2000

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 29.8 Presidential Election, 2000

23. What was the intent of George W. Bush’s vision known as “compassionate conservatism”?
- A) to use private industries, charities, and religious institutions rather than the government to provide community services
 - B) to increase government spending on social and welfare services
 - C) to send federal money and services to foreign nations dealing with war and starvation
 - D) to give the wealthy over 40 percent of the tax cuts so that they could jump-start the economy

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.2.3 Compassionate Conservatism

Difficulty Level: Easy

Skill Level: Remember the Facts

24. President Bush’s 2001 “No Child Left Behind” law provided federal funding to public schools by linking it to _____.
- A) improving high school graduation rates
 - B) student achievement rates on Advanced Placement examinations
 - C) student performance on annual standardized assessments
 - D) rising student attendance rates

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.2.3 Compassionate Conservatism

Difficulty Level: Easy

Skill Level: Remember the Facts

25. The center of high-tech enterprises, Silicon Valley, is located in the area surrounding _____.
- A) San Diego, California
 - B) Seattle, Washington
 - C) Austin, Texas
 - E) San Jose, California

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.1 The Computer Age

Difficulty Level: Easy

Skill Level: Remember the Facts

26. Use of the Internet became widespread when _____.
- A) personal computers were introduced
 - B) the World Wide Web was developed
 - C) it was created for military installations during the Cold War
 - D) Microsoft developed its Windows operating system

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.1 The Computer Age

Difficulty Level: Easy

Skill Level: Remember the Facts

27. In 1996, President Clinton said, “When I took office [in 1993], only high energy physicists had ever heard of what is called the World Wide Web ... Now even my cat has its own page.” This quotation attests to what aspect of the Internet?
- A) the speed at which its use became widespread
 - B) the ease with which it can be used
 - C) the variety of information that can be found on it
 - D) the frivolity of the majority of its content

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.1 The Computer Age

Difficulty Level: Difficult

Skill Level: Analyze It

28. Which of the following is true of the 1996 Defense of Marriage Act?
- A) It ruled that all states had to allow same-sex marriages.
 - B) It was signed into law by President George W. Bush.
 - C) It defined marriage as a legal union between a man and a woman.
 - D) It required states that banned same-sex marriages to accept legal marriages performed in other states.

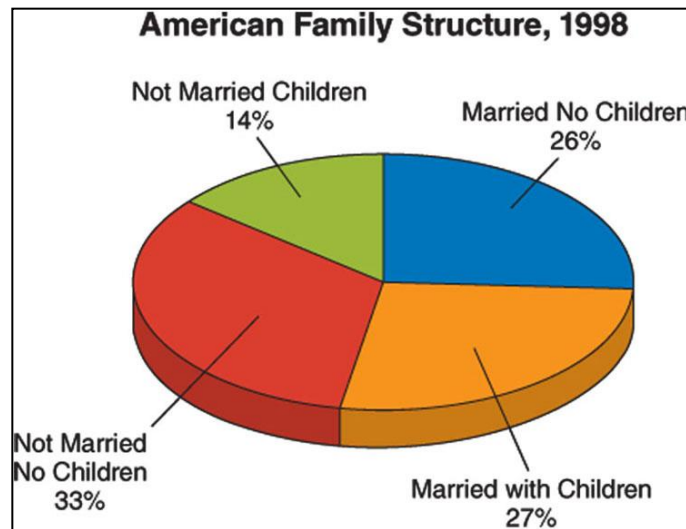
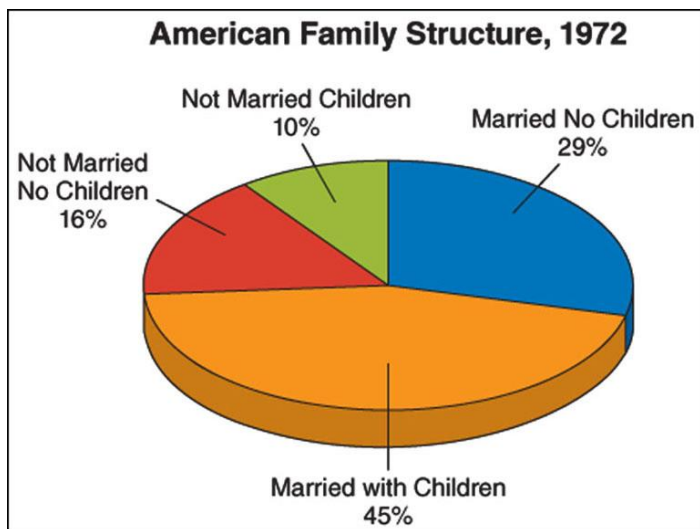
Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.2 The Changing Face of Families

Difficulty Level: Moderate

Skill Level: Understand the Connections



29. What was one effect of the changing family structures that took place between 1972 and 1998 that are depicted on these graphs?

- A) an decline in the number of single women having children on their own
- B) a decline in student enrollment throughout the nation's grade schools
- C) an increase in traditional nuclear families consisting of two heterosexual parents and their children
- D) legal recognition of same-sex marriages throughout the country

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.2 The Changing Face of Families

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 29.9 Changes in American Family Structure, 1972–1998

30. As a result of increased life expectancy in the late twentieth and early twenty-first centuries,

- A) greater media exposure to changes in family lifestyles led to higher public awareness of the “graying of America.”
- B) the social welfare system went bankrupt because there were fewer native-born workers to pay taxes
- C) poverty increased in the United States
- D) Social Security and Medicare payments went up

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.2 The Changing Face of Families

Difficulty Level: Moderate

Skill Level: Understand the Connections



31. This 2015 photograph of an illuminated White House shows that President Obama supported _____.

- A) the Supreme Court's ruling that all states had to recognize same-sex marriage
- B) the Defense of Marriage Act
- C) an end to the wars in Iraq and Afghanistan
- D) a constitutional amendment banning same-sex marriage

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.2 The Changing Face of Families

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 29.10 White House in Rainbow Colors

32. As a result of the elimination of national immigration quotas in 1965, _____.

- A) European immigration to the United States increased dramatically
- B) immigration from Third World nations in Latin America, Asia, and Africa increased
- C) illegal immigration from Mexico and Central America dropped sharply
- D) immigrants to the United States assimilated quickly

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.3 A Wave of Immigration

Difficulty Level: Moderate

Skill Level: Understand the Connections

33. In arguing that current patterns of immigration hurt the American economy in his 1996 article “The New Economics of Immigration: Affluent Americans Gain: Poor Americans Lose,” what did Harvard economist George Borjas emphasize?

- A) the upward mobility of immigrants
- B) the higher birth rates among most immigrant groups
- C) the denial of welfare benefits to immigrants
- D) the low work and education skills of most immigrants

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.3 A Wave of Immigration

Difficulty Level: Moderate

Skill Level: Understand the Connections

34. What was one of the key arguments about large-scale immigration that writer Tamar Jacoby addressed in her 2002 article “Too Many Immigrants”?

- A) Foreign workers took jobs from American workers.
- B) Unemployment rates rose in cities with large immigrant populations.
- C) Cities and states with the largest immigration populations had faster economic growth and lower unemployment.
- D) Refugees and other immigrants had little effect on states’ fiscal problems.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.3 A Wave of Immigration

Difficulty Level: Moderate

Skill Level: Understand the Connections



35. What assumption would someone on the political left make about Brian Fairington's cartoon on immigration to the United States?

- A) that immigrants contributed to overall prosperity by working for very little
- B) that immigrants are ignorant of the workings of the U.S. government
- C) that immigrants drained the economy by seeking taxpayer-funded social services
- D) that most immigrants tended to assimilate quickly into American society

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.3 A Wave of Immigration

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 29.11 Competing Views on Immigration

36. Scientists believe that the phenomenon of global warming is primarily a result of

- A) regular fluctuations in the climate
- B) the melting of polar ice caps
- C) widespread deforestation
- D) the burning of fossil fuels

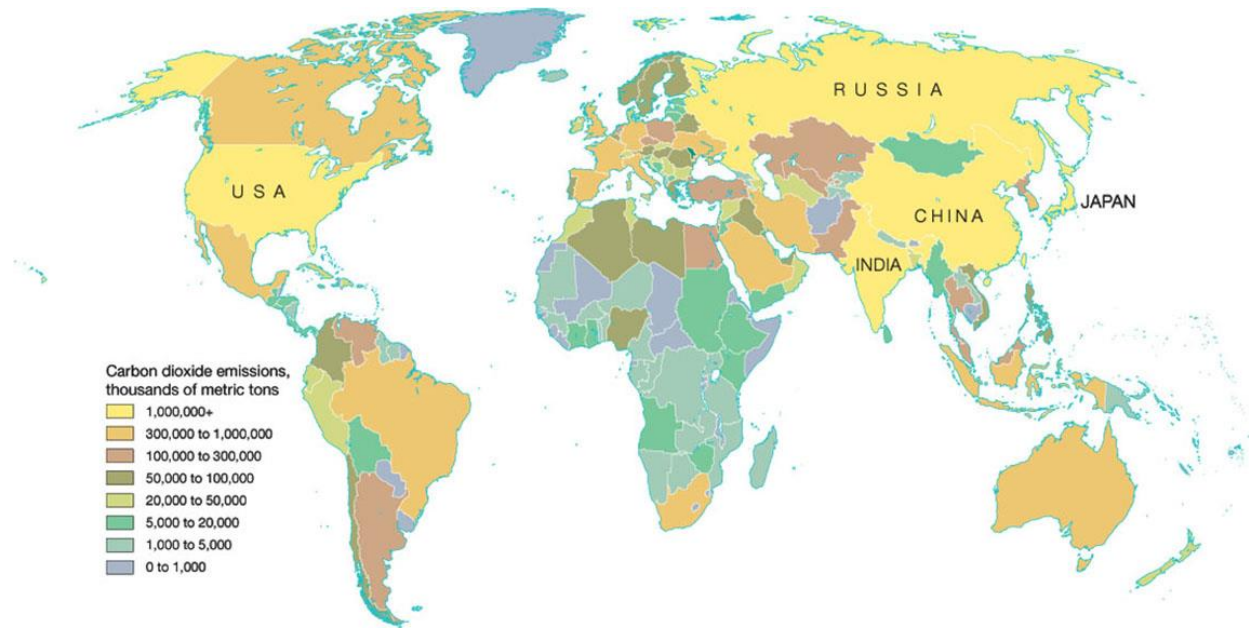
Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.4 Climate Change

Difficulty Level: Easy

Skill Level: Remember the Facts



37. What conclusion can be made from this 2007 map showing global carbon dioxide emissions?

- A) Americans owned few sport-utility vehicles (SUVs).
- B) Developing African nations had few cars or heavy industry.
- C) Greenhouse gases had a greater detrimental effect in Europe rather than in Asia.
- D) Sea levels throughout the world were falling.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.4 Climate Change

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 29.12 Global Carbon Dioxide Emissions

38. Why did President George W. Bush not ratify the Kyoto Protocol that set targets for reducing greenhouse emissions in industrial nations although the United States had signed it when it was initially written in 1997?

- A) It exempted China and relied on governmental controls to develop “green” technology.
- B) Americans refused to change their driving habits and continued to purchase gas-guzzling cars.
- C) He did not believe the scientific evidence linking climate change to human activity.
- D) He supported conservatives who wanted to drill for oil in the Arctic National Wildlife Refuge rather than depending on Middle Eastern oil.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.4 Climate Change

Difficulty Level: Moderate

Skill Level: Understand the Connections



39. How did these contrasting images from the early 1990s of a starving Somali woman and her child and of Somali rebels dragging the corpse of an American soldier through the streets of Mogadishu, Somalia, impact the American public's perception of African nations like Somalia?

- A) Both images caused the United States to appeal to the United Nations to send aid and peacekeeping forces to Somalia.
- B) Both images convinced President Clinton to submit to the public demand of withdrawing American troops from Somalia.
- C) Both images encouraged Americans to view African nations as dysfunctional places where famine and fighting were endemic.
- D) Both images rallied popular support for aiding the poor in East Africa, prompting President George H. W. Bush to send American troops to Somalia.

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.1 Ethnic Cleansing and Terrorism

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 29.13 and 29.14 Competing Views of Civil War Turmoil in Somalia, 1992 and 1993

40. The United States helped broker the 1995 Dayton Peace Accords, which settled territorial disputes and issues of “ethnic cleansing” in _____.

- A) Afghanistan
- B) Rwanda
- C) the former Yugoslavia
- D) Iraq

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.1 Ethnic Cleansing and Terrorism

Difficulty Level: Easy

Skill Level: Remember the Facts

41. The April 19, 1995, bombing of a federal building in Oklahoma City by Timothy McVeigh and his accomplice Terry Nichols is best remembered as _____.

- A) an attack launched by opponents of the Second Amendment’s right to bear arms
- B) payback for supporting Israel in the Arab-Israeli conflict
- C) the first terrorist attack in the United States by al-Qaeda operatives
- D) the deadliest terrorist attack against American civilians until 9/11

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.1 Ethnic Cleansing and Terrorism

Difficulty Level: Moderate

Skill Level: Understand the Connections

42. President George W. Bush’s statement “we will make no distinction between the terrorists who committed these acts and those who harbor them” after the 9/11 attacks justified his decision to immediately _____.

- A) bomb al-Qaeda strongholds in Yemen in response to its attack on the *USS Cole*
- B) invade Afghanistan and oust the Taliban regime for not turning over al-Qaeda members
- C) permit waterboarding as a form of torture against al-Qaeda prisoners at Guantánamo Bay
- D) invade Iraq and remove Saddam Hussein from power

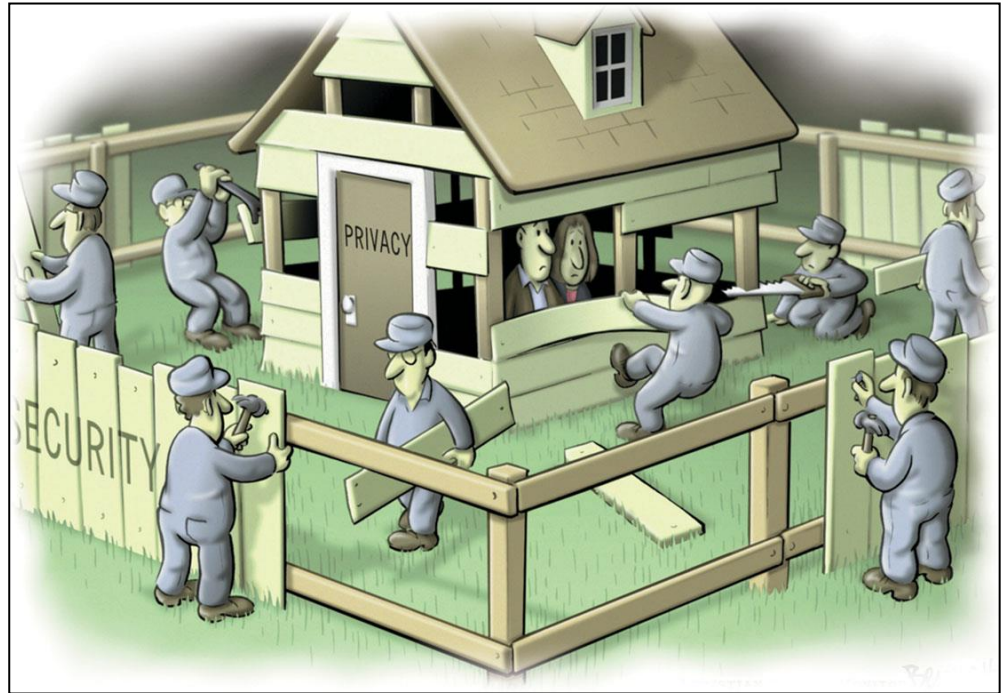
Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.2 9/11

Difficulty Level: Moderate

Skill Level: Understand the Connections



43. How do both the photograph of the 9/11 attacks on the World Trade Center and Clay Bennett's 2002 Pulitzer Prize-winning cartoon criticizing the 2001 Patriot Act address a familiar wartime dilemma?

- A) The government had to determine how to protect the nation against enemy agents operating on American soil while safeguarding the privacy rights of Americans at the same time.
- B) The government had to address criticism that it had failed to prevent the 9/11 attacks and justify why it arrested many Arabs and Muslims in response to this attack.
- C) The government had to develop new safety measures to protect the American public while also permitting torture as an interrogation tactic on captured suspects.
- D) The government had to establish new measures for gathering intelligence in order to prevent domestic attacks while simultaneously deciding if search warrants for Internet and phone records were constitutional.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.2 9/11

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: 29.15 The World Trade Center Collapses and 29.16 Security versus Privacy, 2002

44. Prior to the 2003 invasion of Iraq, George W. Bush focused primarily on Iraq's _____
- A) barring UN weapons inspectors from the country
 - B) suppression of the Sunni majority
 - C) supposed possession of weapons of mass destruction
 - D) control of a sizeable percentage of the world's oil

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.3 The Iraq War

Difficulty Level: Easy

Skill Level: Remember the Facts

45. In issuing the Bush Doctrine to justify the American bombing and invasion of Iraq in 2003, George W. Bush included for the first time the _____.
- A) use of fighting a preemptive war to prevent future attacks on the United States
 - B) right to attack nations that harbored terrorists
 - C) authority to replace autocratic governments with democratically elected ones
 - D) creation of a foreign policy that protected America's singular status as the world's greatest military power

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.3 The Iraq War

Difficulty Level: Moderate

Skill Level: Understand the Connections



46. What paradoxical information was revealed through this April 10, 2003, photograph of Iraqi citizens enlisting the aid of U.S. Marines to pull down a statue of Saddam Hussein in Baghdad?
- A) The event showed that, although Iraqis were against Saddam, they immediately replaced him with another dictator.
 - B) The event revealed that the same soldiers who helped the crowd pull down Saddam's statue later tortured these civilians.
 - C) The event showed the Iraqi public's commitment to democracy although the war lasted for another eight years.
 - D) The event was initially seen as being emblematic of success in Iraq but was later revealed to be have been staged so that the press had a positive image of the war.

Answer: D

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.3 The Iraq War

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 29.17 "Baghdad Falls," April 10, 2003



47. What do these images of Barack Obama in this Washington, D.C., gift shop most reveal about the 44th President of the United States of America?

- A) His lack of experience as a politician made his critics skeptical of his leadership as president.
- B) His charisma, calmness, and message of “Hope” led to an inspired following who voted him into office in 2008.
- C) His election as the first African American president led to major divisions between different sectors of the American public.
- D) Obama soon discovered after his election that he could please neither conservatives nor liberals.

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.4 The Election of 2008

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 29.18 “Obamamania”

48. What combination of factors has been proposed as the cause of the severe economic downturn that began in 2007?

- A) the failures of both the Clinton and Obama administrations to institute single-payer health care
- B) the Bush-era tax cuts followed by Tea Party demands to reduce the federal budget
- C) a decline in home values followed by defaults on risky loans and the declining value of mortgage-backed securities
- D) the government takeover of Freddie Mac and Fannie Mae combined with the refusal to save Lehman Brothers

Answer: C

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.4 The Election of 2008

Difficulty Level: Difficult

Skill Level: Analyze It

49. Why did the conservative grassroots movement known as the Tea Party emerge after Barack Obama's election in 2008?

- A) There were concerns about the escalating debt and federal power.
- B) Tea Partiers opposed American military involvement in Iraq and Afghanistan.
- C) Holding Islamic prisoners indefinitely without charges in the Guantánamo Bay prison went against their moral beliefs.
- D) They feared polarizing leaders like Sarah Palin who proposed radical ideas about government.

Answer: A

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.5 Troubled Times

Difficulty Level: Moderate

Skill Level: Understand the Connections



50. Which best characterizes how this cartoon portrays recent political debate over domestic issues such as health care through the Affordable Care Act?

- A) as tending toward cooperation
- B) as fixed in stalemate
- C) as engaged but harmonious
- D) as dominated by special interests

Answer: B

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.4.5 Troubled Times

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 29.19 A Vigorous Debate

Essay



51. Compare and contrast these photographs representing challenges to Communist rule in the late 1980s. How is the power of individual demonstration portrayed in each image? What were the effects of these challenges in Eastern Europe and China?

The ideal answer should include:

- As George H. W. Bush assumed office in 1989, both he and Soviet Premier Mikhail Gorbachev remained suspicious of each other. Events during that year, however, quickly changed their views toward each other. Communism experienced a quick demise in Eastern Europe in 1989. The first sign of the upheaval took place in May when Communist Hungary took down a barbed wire fence on the border it shared with democratic Austria, leading to large numbers of East German defections to the West. The Soviet Union refused to intervene as it also did when Poland's Solidarity workers' union won control of the Polish Parliament and established the first democratic government in Eastern Europe since World War II.
- As Soviet, Hungarian, and Polish leaders lifted restrictions on speech, voting, and economic activity to save their Communist regimes, they unleashed a wave of popular revolt against Communist rule that soon overwhelmed them. The fall of Communism was perhaps fastest and most unexpected in East Germany, where, on November 9, 1989, a harried East German official botched a news conference and mistakenly told the East German public that they could freely leave through any of the border crossings. Thousands gathered at armed crossing points, and when confused guards opened the gates at the Berlin Wall, both East and West Germans rejoiced atop the wall and demanded reunification of their divided city.
- From the comfort of their homes, people around the world watched televised images of East and West Berliners destroying the wall piece by piece. This photograph of the man with the hammer to many Americans symbolized the ability of the common people to make history

through peaceful demonstrations. Within the following year, East and West Germany had reunified as one democratic nation, and the Soviet Union no longer dominated Eastern Europe, losing the territory it had controlled since the end of World War II. The individual states that formed the Soviet Union also demanded their independence, and hard-line Communist insiders unsuccessfully tried to orchestrate a coup against Gorbachev, who resigned as head of the Communist Party on August 24, 1990, five days before the dissolution of the Soviet Communist Party. By the end of 1991, he was no longer president as the Soviet Union ceased to exist and all its member states, including Russia, became independent nations.

- When faced with a popular revolt in 1989 as well, Chinese Communist officials took a different course of action. University students occupied Tiananmen Square in Beijing in April 1989 to protest the removal of a high-ranking Communist official who had called for economic and political reforms. Government officials debated whether to end the demonstrations with troops or adopt a Gorbachev-like approach and accommodate some of the students' demands. Tanks appeared on June 4, signaling that Chinese officials were going to opt for military force to end these demonstrations. Troops shot hundreds as they cleared Tiananmen Square of protesters. Two days later, a lone man merely identified as "Tank Man" walked down the ironically-named Avenue of Eternal Peace and made a solitary gesture of defiance by standing steadfast in the middle of the street as 17 tanks approached. Although he was able to stop the tanks in their tracks and the world cheered his courageous stand, the man was whisked off by bystanders and was more than likely executed by Chinese authorities.
- China's violent suppression of democracy movements provoked competing visions on how the United States should proceed with its economic relationship with that nation. By 1990, American companies increasingly outsourced manufacturing jobs to China, using cheap Chinese labor to produce affordable goods for Americans. Some critics argued that while helping the Chinese government improve the standard of living for ordinary citizens, Americans were also bolstering the autocratic Communist regime. Others countered that recent events in Eastern Europe demonstrated that exposing Chinese citizens to Western values and goods would assist in preparing them for an eventual democratic and capitalist revolution, while a third faction worried that a prosperous and industrially strong China might replace the United States as the world's absolute power.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.1.2 Popular Revolts against Communism

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Assets: Images as History: The Fall of the Berlin Wall and 29.2 Standing Up for Democracy in China, 1989



Explaining the War with Iraq, 2003



52. Compare the differences and similarities in the U.S. path to war in the 1991 Persian Gulf War and the 2003 Iraq War. How did the images above shape public perception of the 2003 Iraq War? Why was the 2003 war more controversial at home than the 1991 war?

The ideal answer should include:

1. Both the 1991 Persian Gulf War and the 2003 Iraq War fell under the administrations of father and son George H. W. Bush and George W. Bush and were the severest foreign policy tests for both presidents. Additionally, both presidents justified their decisions through the Carter Doctrine that established the Persian Gulf as a region vital to U.S. national and economic interests. While both wars involved fighting Iraqi dictator Saddam Hussein and active combat lasted for only a short amount of time, motives and outcomes for both wars were different for the United States.
2. The Persian Gulf War began on August 2, 1990, when Iraqi dictator Saddam Hussein invaded neighboring Kuwait, which provided 9 percent of the world's oil. The United States had believed that up to that point, Iran, not Iraq, was the major threat to the stability of the Persian Gulf region, and it had supplied Iraq with weapons and intelligence. Other Arab nations like Saudi Arabia and Kuwait had also loaned Iraq billions of dollars to fight Iran. Saddam demanded that these nations forgive Iraq's debt and harbored particular animosity towards Kuwait, which he accused of exporting too much oil and depressing world oil prices. When Kuwait refused, he invaded that nation, claiming it had historically been part of Iraq.
3. President George H. W. Bush sent American troops and ships to Saudi Arabia under Operation Desert Shield to protect that nation from an Iraqi attack. Bush soon questioned whether this purely defensive strategy was enough since Iraq now controlled 20 percent of the world's oil. As Bush contemplated war, General Colin Powell, the chair of the Joint Chiefs, urged the president to follow the rules of military engagement established

- during the Reagan years.
4. The Powell Doctrine asserted that the United States should go to war only as a last resort when the president had the full support of the nation and the international community, could employ overwhelming military force to win without a serious loss of American life, and had a clear exit strategy. Eventually, 34 nations joined an international coalition against Iraq, and the United Nations issued a resolution authorizing military action if Saddam did not withdraw from Kuwait by January 15, 1991. Saudi Arabia agreed to serve as the staging area for the invasion, and nearly 500,000 U.S. troops and 65 warships made their way to the Persian Gulf. Although the Powell Doctrine also called for full support from the nation, Bush still faced stiff opposition from congressional Democrats, who wanted to rely on economic sanctions to force Saddam to withdraw. Although Bush tried to show the atrocities that Saddam made against Kurdish people with poison gas attacks and compared him to Adolf Hitler in undertaking an expansionist drive to conquer more land, the Democrats voted against a formal declaration of war and, instead, Congress voted to authorize war according to the terms of the UN resolution. After the coalition attacked Iraq, public debate ceased, and the nation supported the president.
 5. The Persian Gulf War was carried out in two phases. In the first phase, the U.S. forces bombed Iraqi installations in Kuwait and major cities in Iraq for over one month. After Iraqi defenses were in shambles, the war's second phase began when coalition ground troops attacked Iraqi forces in Kuwait, in what became known as Operation Desert Storm under the command of General Norman Schwarzkopf. The Iraqi army was forced out of Kuwait in four days, and after American soldiers crossed into Iraq, President Bush halted the 42 days of fighting, stating that the goal of ending Saddam's occupation of Kuwait had been met and that there was no intention of conquering Iraq.
 6. The United States would continue to monitor this region and rely on sanctions to curb Saddam's power, although neoconservatives wanted to use the war as a way to remove him from power. Most of Bush's advisors recommended that he use his clear exit strategy and have troops leave Iraq since it would be nearly impossible to bring together the nation's three major ethnic groups to form a democratic government. Bush was able to avoid large casualties since there were only 148 American battlefield deaths and avoided widening the war beyond its original goal.
 7. Victory in the Persian Gulf War led to a reevaluation of American foreign policy goals, in which Bush announced that the United States would build a "new world order." By doing so, the nation would play an active global peacekeeping role dedicated to spreading democracy and prosperity. Secretary of Defense Dick Cheney and his neoconservative aide Paul Wolfowitz both asserted to the president that the United States needed to respond immediately and preemptively to any foreign nation that challenged American military superiority and attempted to "overturn the established political and economic order." While Bush never publicly embraced these neoconservative ideals, his son George W. Bush was more open to these ideas when he became president and applied them to the Iraq War of 2003.
 8. After the World Trade Center attacks on September 11, 2001, President George W. Bush began a "war on terror" that initially was fought in Afghanistan and then spread to Iraq. One ongoing goal for the United States had been to contain Saddam Hussein's ambition to acquire weapons of mass destruction. As shown in the top half of the "Explaining the War with Iraq" cartoon, Saddam Hussein had, beginning in 1998, failed to cooperate with

the UN weapons inspection program that had been put in place after the end of the Persian Gulf War. Neoconservatives, who had failed to convince Bill Clinton to remove Saddam, had now been appointed to Bush's key defense-related positions, including Secretary of Defense Donald Rumsfeld and Vice President Dick Cheney. They urged the president to attack Iraq while public concern about national security remained high. These advisers favored preemptive war, a doctrine in which the United States should use force to remove hostile regimes before they could pose a serious threat, when fighting Iraq. Secretary of State Colin Powell, on the other hand, urged restraint, worried that a hostile fundamentalist Islamic government might replace Saddam's secular government and cause greater terrorist threats to the United States.

9. Having privately decided to topple Saddam, Bush laid the groundwork for an invasion of Iraq and announced a new national strategy that had much of its origins in the key principles that his father had announced around the "new world order" in 1992. The one major difference was the inclusion of preemptive war to aggressively protect America's singular status as the world's strongest military power. Bush built his case for war by announcing that Saddam harbored weapons of mass destruction and had links to al-Qaeda. By the summer of 2002, this rhetoric had convinced 54 percent of the American public of the falsehood that Saddam was responsible for the 9/11 attacks. In order to win the support of the international community and more of the American public, Bush made a half-hearted attempt, as shown in the lower half of the "Explaining the War with Iraq" cartoon, to work with the United Nations, just as the United States had done in 1991, to reconstitute the weapons inspection program that had been halted in 1998, and secured support from a handful of potential allies in case the United States went to war. He convinced wavering Democrats to support the war after announcing that Iraq had tried to buy uranium oxide to build a bomb from Niger, although these documents were later proven to be forgeries and antiwar advocates charged that Bush had deliberately misled the nation to war. Bush also obtained a congressional joint resolution authorizing the use of force to enforce UN mandates in Iraq and remove Saddam from power.
10. After announcing that Saddam had refused to cooperate with UN weapons inspectors, Bush ordered an attack on Iraq on March 19, 2003. The Iraq War followed the same pattern as the Persian Gulf War—intense bombing followed by a ground invasion. As in the Persian Gulf War, active combat was brief, lasting only three weeks before American forces entered Baghdad and toppled Saddam. The photograph of a jubilant crowd pulling down Saddam's statue in Baghdad was originally meant to be emblematic, and President Bush stated that it would be "recorded alongside the fall of the Berlin Wall as one of the great moments of liberty." Subsequent reports suggested that American army personnel had staged this event across from a hotel housing international journalists to create a positive image of the war, and the controversy surrounding the picture mirrored the American debate on whether the war was based on lies, or was, as Bush and his supporters maintained, an attempt to spread democracy to the Middle East.
11. After active combat, no weapons of mass destruction were found in Iraq. Iraq elected a democratic government that struggled to contain ethnic and religious strife. U.S. forces came under daily attack until a surge of troops in 2008 weakened rebel insurgencies. Saddam Hussein was eventually captured, imprisoned, put on trial and executed in 2006. Controversy over the war continued as scandalous photographs taken by American soldiers at the American-run Abu Ghraib prison circulated in the mainstream media and

on the Internet. The war was finally declared over by President Barack Obama in December 2011, over eight years after the first troops arrived there.

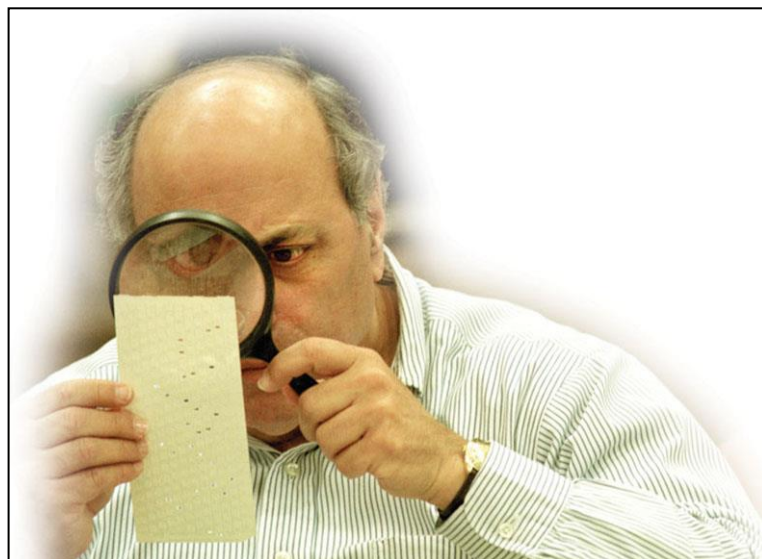
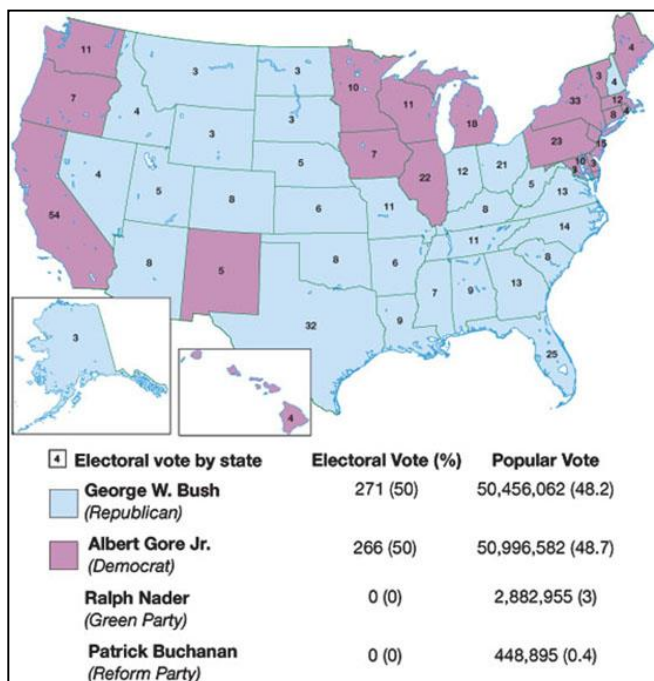
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topics: 29.1.4 Panama and the Persian Gulf War and 29.4.3 The Iraq War

Difficulty Level: Difficult

Skill Level: Analyze It

Text Assets: Choices and Consequences: Launching a Preemptive War and 29.17 “Baghdad Falls,” April 10, 2003



53. Who were the major candidates running for president in the Election of 2000, and what were their positions on issues related to the economy? Using these images, explain what made this election so controversial. How was the final outcome of this election determined?

The ideal answer should include:

1. The two major candidates running for president in 2000 were Democrat Al Gore and Republican George W. Bush. Gore was Bill Clinton's vice president and a well-known environmentalist, while Bush, the son of former President George H. W. Bush, was the current Governor of Texas and a born-again evangelical Christian with a folksy attitude. Both candidates put forth competing visions on how to spend the proposed federal surplus. Calling this the "people's money," Bush proposed enormous tax cuts that would fuel investment and economic growth. Bush rejected the Democrats' emphasis on federal government activism and vowed to create an "ownership society" where people had more control over their wealth, Social Security retirement accounts, health care, and property. Gore followed the traditional Democratic vision of using government regulation and federally funded programs to promote equity, environmental responsibility, and prosperity. He charged that Bush's tax cuts would disproportionately help the wealthy and starve federal programs for the poor. Gore also proposed saving the surplus to prepare for the coming explosion in Social Security payments once the baby boom generation began retiring. Two other candidates, consumer advocate Ralph Nader, who represented the Green Party and conservative Patrick Buchanan, who represented the Reform Party, also entered the race.
2. Results were not complete on election night, despite machine-counted votes and instantaneous communication. Several states were too close to call that evening, and it was several days before Gore emerged with 266 electoral votes, four short of the required

270 votes needed to win the presidency. Bush had 246 votes. As shown on the map, Gore won the national popular vote with about a 500,000 vote plurality, but no winner could be determined until Florida's electoral votes were finalized.

3. During a 36-day recount of ballots in Florida that vote-counting machines had rejected because voters had not completely punched the perforated box next to the candidate's name, Gore's team went to state court and won a hand recount in four primarily Democratic Florida counties. Election inspectors, such as the one pictured above, spent hours examining "hanging chads," the partially punched boxes, to determine voters' intent. Florida Republican officials then argued that time for the recount had run out and certified that Bush had won the state.
4. The controversy then went to the U.S. Supreme Court where conservative judges accepted the Republican argument that the different standards used by inspectors to include or reject ballots violated the "equal protection" clause of the Fourteenth Amendment. By winning Florida, George W. Bush had the 271 electoral votes needed to win the election. Subsequent privately funded recounts undertaken by major news organizations all concluded that Bush had won Florida.
5. Democrats brought up various issues as they questioned and challenged the election results. Besides challenging the poor ballot design in Florida and Supreme Court partisanship, they also charged that Florida Republicans had used shady tactics to disenfranchise African Americans, such as incorrectly claiming they were felons who could not vote. They also targeted liberals who had rejected the centrist direction of the Democratic Party and voted for Nader. The Green Party candidate received nearly 100,000 votes in Florida, a state that Bush won by only 537 votes.

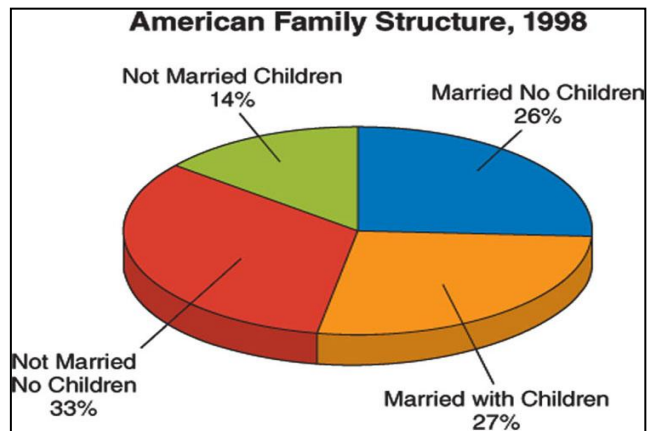
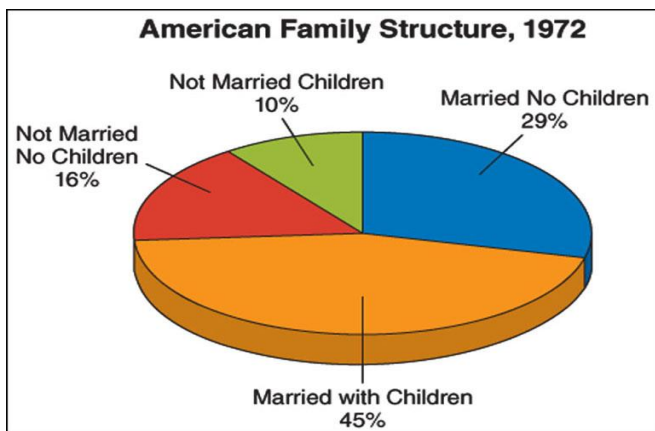
Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.2.2 The Disputed Election of 2000

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Assets: 29.7 Hanging Chads and 29.8 Presidential Election, 2000



54. Using the graphs on American family structure as evidence, describe the changes in the structure of American families since the 1970s. How have Americans responded to these changes, as well as to the movement that eventually led to the legalization of same-sex marriage? How did the Defense of Marriage Act of 1996 and the U.S. Supreme Court impact the same-sex marriage movement?

The ideal answer should include:

1. The composition of the American family changed radically in less than one generation during the late twentieth century. By 1998, 47 percent of American families lived in non-married households, both with and without children, compared to 26 percent in 1972. By 1998, the percentage of unmarried people without children doubled, while the percentage of married people with children dropped by 40 percent. Gender roles within families also changed as the traditional model of marriage with a working father and stay-at-home mother transitioned to a family model where both parents worked outside the home.
2. Changing family structures led to debate between the New Right, who wanted to reverse these trends, and liberal Democrats, who championed the right of non-married partners to cohabitate and of single women to have children. Many people who considered themselves liberal on economic and social issues joined with the New Right in condemning same-sex marriage. “Civil union” was proposed as an alternative.
3. With the passage of the Defense of Marriage Act (DOMA) in 1996, marriage was defined as a legal union between a man and a woman. States that banned same-sex marriages did not have to accept legal marriages performed in other states if a gay couple moved to their jurisdiction. After DOMA was ruled unconstitutional by lower federal courts, the Justice Department stopped defending legal challenges to it in 2011. In a 5–4 decision, the Supreme Court ruled on June 26, 2015, that all states must allow same-sex marriages. Not all Americans supported this action, and conservative politicians began advocating for a constitutional amendment banning gay marriage.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.2 The Changing Face of Families

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 29.9 Changes in American Family Structure, 1972–1998



55. How have trends in immigration changed in the decades since the 1970s? Using the political cartoon by Brian Farriseno, explain how Americans on the left and right have responded to these trends.

The ideal answer should include:

1. After Congress eliminated national immigration quotas in 1965, the United States experienced a social transformation caused by a massive wave of immigration. By the 1990s, 9.1 million immigrants had come to the United States, mostly from Asia, Africa, and Latin America. Hundreds of thousands more entered the country illegally. At the same time, only two million Europeans immigrated to the United States between 1980 and 2000. One area that experienced high Hispanic immigration rates was the Southwest. Some critics satirically referred to this trend as the *reconquista*, or the reconquest of territory that Mexico had lost to the United States at the end of the Mexican-American War of 1848. Overall, the United States attracted twice as many immigrants as all of the other nations in the world combined.
2. As shown in the political cartoon, competing claims about the economic benefits of immigration emerged. Harvard economist George J. Borjas claimed that the large-scale migration of less-skilled workers harmed the economic opportunities of less-skilled native workers. This argument was refuted by writer Tamar Jacoby, who stated that immigrants did not take jobs from Americans. She also stated that cities and states with large immigrant populations had faster economic growth and lower unemployment than cities and states that did not attract immigrants.
3. The New Right also feared dire cultural consequences as the nation fragmented into permanent ethnic enclaves. Conservative Patrick Buchanan stated that “if America is to survive as ‘one nation, one people,’ we need to call a ‘time-out’ on immigration, to assimilate the tens of millions who have lately arrived.” These critics also organized campaigns to make English the nation’s official language to protect the nation’s cultural cohesion.
4. Critics also denounced illegal immigration, arguing that those who entered illegally

violated other laws as well. Illegal immigrants sent their children to school and received health care in hospitals, all at taxpayer expense. Borjas claimed that increasing welfare dependency in the immigrant population suggested that immigration created a substantial fiscal burden on the most-affected localities and states. Jacoby concurred with Borjas in stating that states with large immigrant populations, especially refugees, often faced chronic fiscal problems but also stated that at the federal level, where immigrants paid taxes to the IRS, they actually paid in more than what they took out. Unions also claimed that undocumented workers could not join labor unions, making it more difficult to organize labor to improve working conditions and wages.

5. Proponents of immigration pointed out to the nation's past success in assimilating immigrants and argued that immigrants took low-paying jobs that few Americans wanted, as claimed by Jacoby when she stated that "they generally fill economic niches that would otherwise go wanting." Jacoby went on to state that immigrants brought energy—"the pluck and grit and willingness to improvise and innovate." Countering claims that immigrants failed to assimilate, advocates of immigration noted the high rate of interethnic marriages among second-generation immigrants. They also viewed complaints about multiculturalism as a racist attempt to protect the United States as a primarily white society.
6. The different meanings attached to the word "benefits" encapsulated the debate over whether immigrants drained the economy by seeking taxpayer-funded social services or contributed to the overall prosperity by working for very little. The debate, as shown in Fairrington's cartoon, continues.

Learning Outcome: Demonstrate knowledge of the key events, people, and chronology of American history from 1989 to the present.

Topic: 29.3.3 A Wave of Immigration

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Image 29.11 Competing Views on Immigration