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THE HISTORY SUCCESS KIT

High School History Resources for the
Ohio Graduation Test

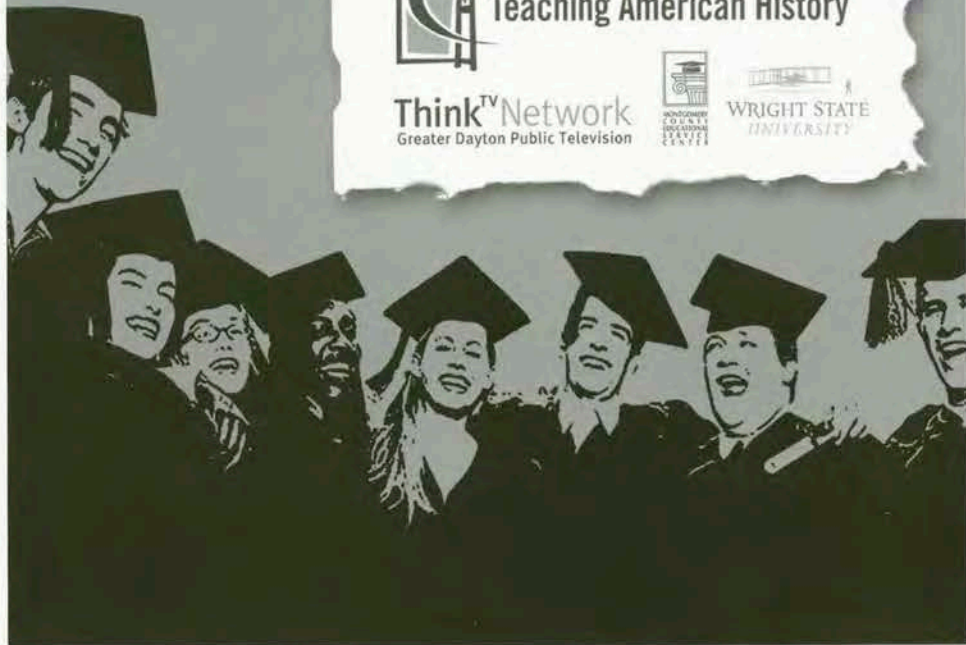


Miami Valley
Teaching American History

ThinkTV Network
Greater Dayton Public Television



WRIGHT STATE
UNIVERSITY



www.montgomery.k12.oh.us/history/ogt

Welcome to

THE HISTORY SUCCESS KIT

High School History Resources for the
Ohio Graduation Test



Dear History and Social Studies Educator:

The Miami Valley Teaching American History Project is pleased to bring you these resources to help your students with the history portion of the Ohio Graduation Test.

We've designed The History Success Kit for use by an OGT intervention teacher, either in the summer months or during the school year. All the resources are aligned to the Ohio Academic Content Standards for social studies.

The History Success Kit includes:

- A CD-ROM with OGT practice tests, the *History Word Whiz* game, and printable files of all kit content
- An Ohio Academic Content Standards cross key
- Overviews and timelines for the six historical eras on the test
- Worksheets and answer keys for each era
- A vocabulary glossary of words used on the OGT
- Vocabulary flash cards

You can easily customize the kit to send materials home with students – or you can use it right in the classroom. The kit includes content for six eras based on over-arching historical questions that address important themes covered by the OGT.

The History Word Whiz is a lively quiz game that will appeal to all your students and runs on most home personal computers, without the need for an Internet connection.

Suggested uses for teachers and students:

- Historical overviews, with expanded timelines, let students focus on key points
- Bolded vocabulary words in overviews allow students to check definitions in the glossary
- Worksheets allow students to practice extended multiple choice and extended response questions, and view real student sample responses
- Worksheets include writing and test-taking tips

These resources are also available on the Web at <http://lpdc.montgomery.k12.oh.us/History/index.htm>

For questions, comments, or technical support, please contact Mary Anne Kirk at Think^{TV} (Mkirk@thinktv.org). We hope you enjoy using these history resources, and we wish you and your students success!

Sincerely,

Margy Stevens

Director, Miami Valley Teaching American History Project



THE HISTORY SUCCESS KIT ACKNOWLEDGEMENTS

This project is dedicated to the memory of Dr. Robert Adams, political scientist and friend of Ohio's schools, who created the vocabulary resources in the kit.

Funding for The History Success Kit comes from the Miami Valley Teaching American History Project in conjunction with the Montgomery County Educational Service Center, Think^{TV}– Greater Dayton Public Television, and Wright State University. Additional funds were provided by eTech Ohio. The Teaching American History program is funded by the United States Department of Education.

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Special Thanks To:

Real Art Design Group

Chisano Marketing Communications

STANDARDS CROSS KEY

Ohio Academic Content Standards by Historical Time Period

1700–1800 Enlightenment and Revolution



Standard: History	Worksheets: 1–9
Standard: People in Societies	Worksheets: 6, 8
Standard: Geography:.....	Worksheets: 9
Standard: Economics	Worksheets: 4, 10
Standard: Government	Worksheets: 1–3, 5, 7, 9
Standard: Citizenship Rights and Responsibilities	Worksheets: 1–2, 4, 6–9
Standard: Social Studies Skills and Methods:.....	Worksheets: 5, 10

1890–1920 Industrialization and Imperialism



Standard: History	Worksheets 1–7, 9–10
Standard: Economics	Worksheets, 1, 3–7, 10
Standard: Geography	Worksheet 2, 8–9
Standard: People in Societies	Worksheet 2, 4–5, 8–10
Standard: Social Studies Skills and Methods	Worksheet: 7

1920–1941 The Roaring Twenties and the Great Depression



Standard: History	Worksheets: 1–5, 7, 9, 10
Standard: People in Societies	Worksheets: 3–6, 8, 10
Standard: Geography	Worksheets: 10
Standard: Economics	Worksheets: 1, 4, 6–8, 10
Standard: Government	Worksheets: 1–3, 9
Standard: Citizenship Rights and Responsibilities	Worksheet: 2, 7

STANDARDS CROSS KEY

Ohio Academic Content Standards by Historical Time Period

1914–1933 **The Legacy of the Great War**

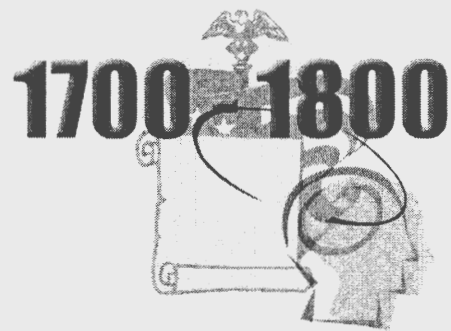
- Standard: HistoryWorksheets: 1–3, 5, 7–10
- Standard: GeographyWorksheets: 2
- Standard: EconomicsWorksheets: 1, 4–5, 9
- Standard: Citizenship Rights and ResponsibilitiesWorksheets: 6, 8
- Standard: Social Studies Skills and MethodsWorksheets: 4

1939–1953 **WWII and the Rise of the Cold War**

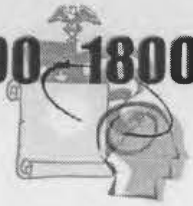
- Standard: HistoryWorksheets: 1–8, 10
- Standard: People in SocietiesWorksheets: 7–10
- Standard: GeographyWorksheets: 4, 9
- Standard: Citizenship Rights and ResponsibilitiesWorksheets: 3, 5, 8–9
- Standard: Social Studies Skills and MethodsWorksheets: 4

1953–Today **Post WWII to the Modern Era**

- Standard: HistoryWorksheets: 1–3, 7–8, 10
- Standard: People in SocietiesWorksheets: 1–2, 4–6, 8–10
- Standard: GeographyWorksheets: 6
- Standard: EconomicsWorksheets: 3, 4, 8–10
- Standard: GovernmentWorksheets: 4, 7
- Standard: Citizenship Rights and ResponsibilitiesWorksheets: 1–2, 4–5, 7, 9–10
- Standard: Social Studies Skills and MethodsWorksheets: 8



Enlightenment and Revolution



Enlightenment and Revolution



The Scientific Revolution of the seventeenth century gave rise to what historians call “Enlightenment Thought” by setting a model for intellectual inquiry through the use of the scientific method. The **Enlightenment**, also known as the “Age of Reason,” blossomed in France in the eighteenth century. The French Enlightenment thinkers, or *philosophes*, emphasized human reason and logic and explored the ideas of “natural rights” such as equality and liberty. These ideas quickly spread throughout Europe, and the European Enlightenment thinkers began questioning long established political institutions such as **absolutism** and inherited power as found in **monarchies**. In addition, they posed challenges to religious authority by stressing reason over a faith-based worldview, through a movement known as Deism. These ideas spread throughout Europe and across the Atlantic Ocean and took root in the American colonies. As with the European Enlightenment, the new schools of thought in the American colonies were primarily limited to the well educated **colonists** of the upper class.

Many European *philosophes*, such as the Baron de Montesquieu, who first conceived of the idea of separation of powers within government, thought that change in society must come from above through an “enlightened” ruler. American colonists, however, thought that **power** should be in the hands of the people and that political change was both necessary and possible. With no native hereditary nobility or peasant class, as in European **feudal society**, the colonists

could more easily envision change coming from below rather than above. The radical, liberal, ideas that were circulating prior to the American Revolution were encouraged and inflamed by a series of taxes imposed on the colonists to help ease the British out of the extreme debt that followed the Seven Years War with France. The American Revolution was a victory for the colonists who overthrew British colonial rule as well as an inspiration for the French Revolution that followed in France a little over a decade later. Later, South American colonies would begin a struggle for independence and liberation from the colonial rule of Spain and Portugal.

Enlightenment thought also informed our economic system. Adam Smith’s *Wealth of Nations*, written in 1776, gave rise to economics as an academic discipline as well as provided the argument for *laissez-faire* economics, **capitalism**, **free markets**, and free trade, which would serve as a model for American economic **policy** and practice. Enlightenment thought is further reflected in our documents. The Constitution and Bill of Rights clearly reflect the Enlightenment ideas of inherent human rights, equality, and liberty. Sadly, the contentious institution of slavery, which was hotly debated during the Constitutional Convention, was in effect protected by the document that granted so many freedoms to others. Deep divisions over the question of slavery and states’ rights during the Constitutional Convention would come to **define** the **issues** central to the conflict leading to the Civil War in America nearly a century later.



America at Home

- 1702- Queen Anne’s War:**
- 1713** Second of the French and Indian wars between France and Britain

- 1712** Slave Revolt in Boston
- 1718** French Settle New Orleans
- 1732** Ben Franklin Publishes *Poor Richard’s Almanac*

- 1734- The Great Awakening:**
- 1736** Protestant religious revival in the American colonies

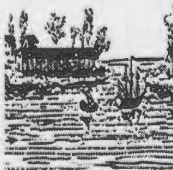
- 1739** Stono Rebellion:
Slave revolt in South Carolina

- 1739- King George’s War:**
- 1748** Third of four French and Indian wars

- 1756- French and Indian War:**
- 1763** Also known as the Seven Years War, was a conflict between British and French fought in the Americas

- 1764** Pontiac’s Rebellion:
Native American uprising against British after the French and Indian War

- 1765** Stamp Act:
Tax imposed by the British on a number of print documents



America and the World

- 1688- Glorious Revolution in England:**
- 1689** James II deposed; William and Mary take throne

- 1690** The Second Treatise of Civil Government written by John Locke:
Cited as Enlightenment manifesto on democracy

- 1702- Queen Anne’s War:**
- 1713** Known in Europe as the War of Spanish Succession - was a conflict over the Spanish throne; fought in N. America as well

- 1721** Montesquieu writes *The Persian Letters*:
Social Critique of European Society

- 1739- War of Austrian Accession:**
- 1748** Known as King George’s War in England and the colonies; third of Four French and Indian Wars in the colonies

- 1748** Montesquieu writes *The Spirit of Laws*:
Social Science comparison study of Republics, Monarchies, and Tyrannies

- 1756** Britain Declares War on France:
Seven Years War begins; fighting on the American continent referred to as the French and Indian War





Enlightenment and Revolution



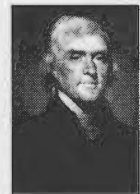
America at Home

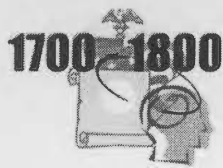
- 1766** **Declaratory Act:**
Asserted British legislative power and tax authority on the colonies
- 1767** **Townsend Act:**
British tax imposed on a number of imports into the colonies
- 1768** **British Troops Occupy Boston**
- 1770** **Boston Massacre**
- 1771** **North Carolina Regulators Defeated**
- 1773** **Tea Act Incites the Boston Tea Party**
- 1774** **Intolerable Acts**
First Continental Congress:
Meets in Philadelphia in September
- 1775** ***Common Sense* by Thomas Paine:**
Pamphlet advocating independence from Great Britain
- 1776** **Declaration of Independence:**
Document in which the thirteen colonies declare their independence from Great Britain; Thomas Jefferson was the principal author
- 1777** **Battle of Saratoga:**
Turning point in the American Revolutionary War with a decisive American victory
Second Continental Congress:
Articles of Confederation Adopted
Washington's Army at Valley Forge:
Troops suffered lack of supplies; 2,500 perished
- 1780** **Pennsylvania Begins to Abolish Slavery**
- 1781** **Cornwallis Surrenders at Yorktown:**
British forced to negotiate an end to the Revolutionary War
- 1786** **Annapolis Convention:**
Calls for the Revision of the Articles of Confederation
- 1786-1787** **Shay's Rebellion:**
Armed uprising of small farmers beleaguered by excessive debt and forced into debtor's prison
- 1787** **Northwest Ordinance:**
Created the Northwest Territory; expansion would proceed with the establishment of new states
Constitutional Convention:
Philadelphia Convention to frame the new Constitution
- 1788** **United States Constitution Ratified**
- 1789** **George Washington Becomes President**
- 1796** **John Adams Elected President**
- 1798** **Alien and Sedition Acts:**
Prohibited criticism of Congress or President; gave power to deport aliens
- 1801** **Jefferson Elected President**
- 1803** **Louisiana Purchase:**
Large purchase of French territory



America and the World

- 1760** **George III Becomes King of England**
- 1762** **Rousseau writes *The Social Contract*:**
Elaborated on his belief that sovereign power was vested in the people, not a ruler
- 1763** **Treaty of Paris:**
Ends Seven Years War
- 1773** **East India Company Act:**
Establishes tea monopoly; colonial merchants can no longer distribute tea
- 1776** **Adam Smith Writes *Wealth of Nations*:**
Ideas regarding free trade, capitalism, and division of labor; these views informed the structure of American economy
Benjamin Franklin in Paris:
Franklin becomes first American minister to the French court
- 1778** **French Supply Arms to the American Revolution**
French Treaty of Alliance:
French enter into formal alliance with the colonists due in part to Ben Franklin's diplomatic efforts
- 1779-1780** **Spanish and Dutch Declare War on British:**
British in a European war as well as American Revolution
- 1783** **Treaty of Paris:**
Peace treaty with Great Britain; colonies granted independence
- 1784** **Jefferson Becomes Ambassador to France**
- 1789-1791** **French Revolution:**
Revolution overturning French Absolute Monarchy; government replaced with a republic
- 1792** **Mary Wollstonecraft writes *The Vindication of the Rights of Women*:**
Argued the equality of women and men; this is cited as one of the first great feminist works
- 1799** **Napoleon Seizes Power:**
Begins military campaigns across Europe and later crowns himself emperor
- 1799-1815** **Napoleonic Wars:**
Series of European Wars fought during Napoleon's reign
- 1804** **Haiti Declares Independence from France**
- 1808-1814** **Peninsula War:**
Major conflict during the Napoleonic Wars pitted the countries of the Iberian peninsula and Great Britain against the French
- 1810-1821** **Mexican War for Independence from Spain**
- 1822** **Brazil Gains Independence from Portuguese**





Enlightenment and Revolution

Standards – History, Government, Citizenship Rights and Responsibilities

Worksheet

1



If there is an “All of the above” choice, and you see that at least two are correct statements, then “All of the above” is probably the answer.

1. Read the following excerpt and then answer the question.

In a well-ordered city every man flies to the assemblies: under a bad government no one cares to stir a step to get to them, because no one is interested in what happens there, because it is foreseen that the general will not prevail, and lastly because domestic cares are all-absorbing. Good laws lead to the making of better ones; bad ones bring about worse. As soon as any man says of the affairs of the State What does it matter to me? the State may be given up for lost.

On the Social Contract by Jean Jacques Rousseau

According to the reading, an important aspect of a good government is:

- a. Elections
- b. Participation by the citizens
- c. Good laws
- d. Strong king

2. An effort by individuals to work together for the benefit of all is called:

- a. Alliances
- b. Civil rights
- c. Common good
- d. Cultural diversity

3. Which of the following events influenced the coming of the Enlightenment?

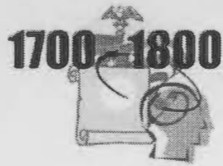
- a. Scientific Revolution
- b. French Revolution
- c. Reformation
- d. Renaissance

4. Another name for the Enlightenment is:

- a. Age of Question
- b. Age of New Thoughts
- c. Age of Reason
- d. Age of Revolutions

5. The Enlightenment changed the way people viewed:

- a. Religion
- b. Government
- c. Music
- d. Science



Enlightenment and Revolution

Standards – History, Government, Citizenship Rights and Responsibilities

Worksheet 2



Bring at least two pens/pencils with good erasers to the test.

1. What century did the Enlightenment begin?
 - a. Sixteenth century
 - b. Seventeenth century
 - c. Eighteenth century
 - d. Nineteenth century
2. In his work *Leviathan* Thomas Hobbes explained reasons and examples of both good and bad governments. Regardless of the rule, Hobbes believed all governments and their citizens had to establish _____ in order to exist.
 - a. Freedom of thought
 - b. Separation of powers
 - c. Social contracts
 - d. Freedom of religion
3. Enlightenment thinkers believed there were improvements to be made in the area of government. One concept in government that was challenged during the Enlightenment was the idea of:
 - a. Divine right of kings
 - b. Only men could efficiently rule a nation
 - c. Women could vote in elections
 - d. Children had natural rights
4. Enlightenment thinkers were called:
 - a. Philosophes
 - b. Radicals
 - c. Reformers
 - d. Socialists
5. Montesquieu believed that to prevent tyranny in government there should be separation of powers. Which of the following best illustrates this idea?
 - a. Absolute power in the executive branch
 - b. Total power in the legislative branch
 - c. Dividing power among three branches of government
 - d. Splitting power among three or more countries

1700-1800



Enlightenment and Revolution

Standards – History, Government

Worksheet 3



Keep your eyes on your own paper; you don't want to appear to be cheating and cause unnecessary trouble for yourself.

- During the Enlightenment, new ideas of government emerged which challenged existing governments. One form of government challenged was an absolute monarchy. Absolute monarchies still exist today in the countries of Saudi Arabia, Brunei, and Swaziland. The best definition of an absolute monarchy is:**
 - A hereditary ruler which has limits on her/his power
 - A system of government in which political control is exercised by all the people, either directly or through their elected representatives
 - A system of government headed by a religious leader
 - A hereditary ruler controls all of the functions of government
- Presently, the countries of the United Kingdom, Japan, and Spain have a form of government in which their head of state is a hereditary position and is limited by a set of laws and rules. This type of government is referred to as:**
 - Absolute monarchy
 - Dictatorship
 - Constitutional monarchy
 - Presidential democracy
- The present countries of Iran, Saudi Arabia, and Vatican City are ruled by a government in which a religion and the government are intertwined. This type of government is called:**
 - Absolute monarchy
 - Dictatorship
 - Parliamentary democracy
 - Theocracy
- Historically, several countries have been ruled under a dictatorship. This is a government headed by a dictator, or more generally any authoritarian or totalitarian government. Which of the following countries would be an example of a twentieth century dictatorship?**
 - Nazi Germany led by Adolph Hitler
 - Soviet Union led by Josef Stalin
 - Cuba led by Fidel Castro
 - United Kingdom led by Elizabeth II
- Several countries operate as a presidential democracy. For example the United States, Mexico, and Brazil all are presidential democracies. Under this type of government the main role of the president is both head of state and head of government. The president cannot introduce bills or vote in the:**
 - Legislature
 - Executive branch
 - Local elections
 - State elections



Enlightenment and Revolution

Standards – History, Economics, Citizenship Rights and Responsibilities

Worksheet 4



Don't rush; pace yourself!



Look for key words like who, what, when, where, why, and how, to help determine exactly what you need to include in your answer.

1. The large majority of Enlightenment thinkers were from the countries of:
 - a. Germany and France
 - b. France and Russia
 - c. Russia and England
 - d. France and England

2. New economic theories were advanced by the Enlightenment period. The physiocrats — economic theorists — applied the idea of natural law to economics. They believed that with less government influence, businesses would thrive and grow. This economic policy is called:
 - a. Laissez-Faire
 - b. Socialism
 - c. Communism
 - d. Traditional market

Short Answer — Two points

3. Read the passage below by the Enlightenment thinker Immanuel Kant and answer the question.

“Have courage to use your own intelligence? That is the motto of the Enlightenment. . . All that is required for this Enlightenment is freedom; and particularly the least harmful of all that may be called freedom, namely, the freedom for man to make public use of his reason in all matters. But I hear people clamor on all sides: “Don’t argue?” The officer says: Don’t argue, drill?” The tax collector: “Don’t argue, pay?” The pastor: “Don’t argue, believe?” . . . Here we have restrictions on freedom everywhere. Which restriction is hampering Enlightenment, and which does not, or even promotes it? I answer: The public use of a man’s reason must be free at all times, and this alone can bring Enlightenment among men.”

Immanuel Kant, “What is Enlightenment?” 1784

What does Kant believe is necessary in order to spread the ideas of the Enlightenment and why does he believe that people need courage to use their intelligence?



Enlightenment and Revolution

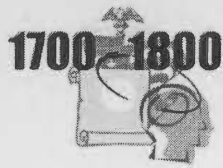
History, Government, Social Studies Skills and Methods

Worksheet 5



Keep a positive attitude throughout the whole test and try to stay relaxed.

- 1. John Locke believed that the government had an obligation to the people it governed to protect their natural rights. If a government failed to do this, then the people had the right to:**
 - a. Overthrow the government
 - b. Complain privately but not publicly
 - c. Nothing
 - d. Move to another country
- 2. Which of the following topics would be too broad for a research project?**
 - a. A comparison of two speeches by Voltaire
 - b. An analysis of Adam Smith's *The Wealth of Nations*
 - c. An evaluation of all the Enlightenment thinkers and their influence on the modern world
 - d. A comparison of Hobbes and Locke's view on the role of government
- 3. You are studying the Enlightenment. Which of the following resources would most likely make inaccurate use of facts and would not be a reliable resource?**
 - a. An article on the front page of a newspaper
 - b. An article in a history journal
 - c. An article in an academic journal
 - d. An article in the editorial section of a newspaper
- 4. Which of the following was not one of Locke's natural rights?**
 - a. Life
 - b. Liberty
 - c. Property
 - d. Pursuit of happiness
- 5. Voltaire was a French Enlightenment thinker. He stated, "I disapprove of what you say, but I will defend to the death your right to say it." Voltaire supported freedom of:**
 - a. Religion
 - b. Speech
 - c. Assembly
 - d. Protest



Enlightenment and Revolution

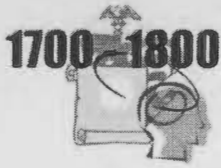
History, Citizenship Rights and Responsibility, People in Societies

Worksheet 6



If you start to feel nervous, take a few deep breaths to relax.

- The first actual revolutionary application of the ideas of the Enlightenment thinkers was:**
 - French Revolution
 - Russian Revolution
 - American Revolution
 - Cuban Revolution
- All of the following were reasons why the British imposed strict laws and rules on the American colonies EXCEPT:**
 - Britain needed to generate money in order to pay their large war debt
 - After decades of neglect, Britain wanted to reestablish control over the American colonies
 - The colonies had begun to forget that Britain ruled them
 - To avert the expansion of the colonies, Britain needed to curtail the colonies movement westward
- The main focus of colonial protest toward Britain was due to:**
 - Taxes
 - Restrictions on expansion
 - Native American attacks on colonial outposts
 - Removal of guns and weapons from the colonists
- The American colonists wanted the same privileges, status, and rights as the citizens of Britain. This is called:**
 - Assimilation
 - Equality
 - Reparations
 - Stereotype
- Patriot leaders such as Samuel Adams and Patrick Henry called for independence from Britain. They based their argument on the idea that if a government broke the social contract between itself and its citizens, the citizens had the right to overthrow the government. This principle of "social contract" is based on the teachings of:**
 - Voltaire
 - John Locke
 - Thomas Hobbes
 - Baron de Montesquieu



Enlightenment and Revolution

Standards – History, Economics, Social Studies Skills and Methods

**Worksheet
7**



Come up with the answer in your head before looking at the possible answers; this way the choices given on the test won't throw you off or trick you.



Look for “number” words to help determine how many points to make in your answer – for example the question to the right is asking for you to list two reasons.

1. The Second Continental Congress appointed Thomas Jefferson to write a Declaration of Independence. Jefferson was well educated and used ideas of the Enlightenment in his writing. Jefferson wrote that all men were born with natural rights: life, liberty, and property. Jefferson borrowed his words from:
 - a. Voltaire
 - b. Montesquieu
 - c. Hobbes
 - d. Locke

2. James Madison, the father of the U.S. Constitution, was also influenced by the writings of the Enlightenment thinkers. He applied the concept of the separation of powers and checks and balances to create the U.S. government. This concept is best viewed in:
 - a. Three levels of the government: local, state, and federal
 - b. Three regions of the U.S.: South, North and Midwest
 - c. Three branches of the government: legislative, executive, and judicial
 - d. Three class systems: lower, middle, and upper

3. After the American Revolution, the United States created a democracy. In a democracy, the source of authority for the government is the:
 - a. Head of state
 - b. Legislature
 - c. Courts
 - d. People

Extended Response — Two points

4. Using the influence of the Enlightenment, explain two reasons why the American colonists, in 1776, felt they had the right to declare independence from Britain.



Enlightenment and Revolution

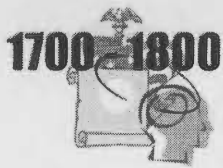
Standards – Peoples in Societies, Geography

Worksheet 8



Eliminate answers
you know aren't
right.

- 1. Natural law was a fundamental idea of the Enlightenment. Which concept is an application of natural law to the government's role in the economic lives of its citizens?**
 - a. Free markets based on supply and demand
 - b. Government control to achieve a favorable balance of trade
 - c. Agriculture based on tenant farming and serfdom
 - d. Lower taxes on the most privileged groups in society
- 2. The Enlightenment ideas appealed to the French people of the Third Estate. The First and Second Estate had more voting power even though the Third Estate had the largest number of representatives. When Louis XVI called for a meeting of the Estates General, the Third Estate demanded:**
 - a. A larger room
 - b. The imbalance of voting power to be corrected
 - c. The power of the Second Estate reduced
 - d. Nothing
- 3. The French Revolution saw a great amount of violence in the streets. This was typified by the storming of the Bastille by a mob of Parisians on July 14, 1789. This prison-fortress was a hated symbol of the Old Regime in France. Which of the following provides the best explanation for these French citizens resorting to violence against their government?**
 - a. All citizens in France had an equal voice in the French government
 - b. The lower classes had no real way to participate in the French government
 - c. All classes had equal representation in the French legislative branch
 - d. The lower classes supported the aristocracy in the way it governed France
- 4. In August, the National Assembly issued the Declaration of the Rights of Man and Citizens which demanded freedom of speech, religion, and justice for the people of France. The Declaration of the Rights of Man and Citizens was modeled after:**
 - a. U.S. Constitution by James Madison
 - b. Declaration of Independence by Thomas Jefferson
 - c. The Wealth of Nations by Adam Smith
 - d. The Spirit of Laws by Baron de Montesquieu
- 5. In which of the following systems of government would you expect citizens to have the least influence?**
 - a. Absolute monarchies
 - b. Constitutional monarchies
 - c. Parliamentary democracies
 - d. Presidential democracies



Enlightenment and Revolution

Standards – History, Citizenship Rights and Responsibilities, Geography, Government

Worksheet 9



Read the entire question and look for key words.

1. After Napoleon Bonaparte gained power during the French Revolution, Napoleon waged war with many European nations and extended France's influence, especially in respect to its Enlightenment ideas. This exchange of ideas is referred to as:
 - a. Geographic movement
 - b. Imports
 - c. Informational society
 - d. Culture

2. Enlightenment ideas and news of the successful American and French Revolutions eventually spread to Latin America. The first Latin American nation to gain independence from a European nation was:
 - a. Mexico
 - b. Cuba
 - c. Haiti
 - d. Brazil

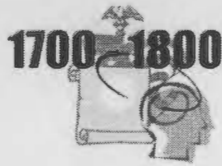
3. Each of the following forms of government has clearly defined means of transfer of power EXCEPT:
 - a. Presidential democracy
 - b. Dictatorship
 - c. Constitutional monarchy
 - d. Parliamentary democracy

Short Answer — Two points

4. Describe how citizenship action affected the following events: American Revolution and French Revolution.



Make sure to identify when the question is asking for a cause and effect answer.



Enlightenment and Revolution

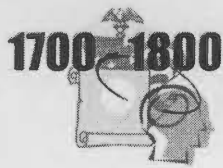
Standards – Economics, Social Studies Skills and Methods

Worksheet 10



If the question is asking for facts, don't give your personal opinion on the topic.

- The Enlightenment brought about new ideas and concepts in the area of economics. Nations began examining their economic policies and goals. In some places, decisions about employment are rather simple in that the sons usually follow in the footsteps of the father. If the father owned a restaurant, then the son would work in the restaurant and eventually take it over once the father retired. This is an example of what kind of economy?**
 - Market
 - Mixed
 - Command
 - Traditional
- In a command economy, who makes the decision as to what is produced, how much is produced, and who will produce it?**
 - Consumers
 - Government
 - Business owners
 - Entrepreneurs
- Laissez-faire economics would be classified as what kind of economy?**
 - Market
 - Mixed
 - Command
 - Traditional
- Due to the ideas of the Enlightenment, citizens began to demand participation in government. One such method of political action attempts to enact change through:**
 - Dictators
 - Revolution
 - Social protest
 - Ignoring the situation
- If you planned to write a paper arguing that an important cause of the American Revolution was Britain's economic policy toward the colonies, what would be a great piece of evidence to include in your paper?**
 - An article in a contemporary newspaper about the celebration of the Fourth of July
 - U.S. history textbook
 - Thomas Paine's pamphlet, *Common Sense*
 - PBS television program about the American Revolution



Enlightenment and Revolution

Standards – History, Government, Citizenship Rights and Responsibilities

Answer Key 1



If there is an “All of the above” choice, and you see that at least two are correct statements, then “All of the above” is probably the answer.

1. Read the following excerpt and then answer the question.

In a well-ordered city every man flies to the assemblies: under a bad government no one cares to stir a step to get to them, because no one is interested in what happens there, because it is foreseen that the general will not prevail, and lastly because domestic cares are all-absorbing. Good laws lead to the making of better ones; bad ones bring about worse. As soon as any man says of the affairs of the State What does it matter to me? the State may be given up for lost.

On the Social Contract by Jean Jacques Rousseau

According to the reading, an important aspect of a good government is:

- a. Elections
- b. Participation by the citizens
- c. Good laws
- d. Strong king

2. An effort by individuals to work together for the benefit of all is called:

- a. Alliances
- b. Civil rights
- c. Common good
- d. Cultural diversity

3. Which of the following events influenced the coming of the Enlightenment?

- a. Scientific Revolution
- b. French Revolution
- c. Reformation
- d. Renaissance

4. Another name for the Enlightenment is:

- a. Age of Question
- b. Age of New Thoughts
- c. Age of Reason
- d. Age of Revolutions

5. The Enlightenment changed the way people viewed:

- a. Religion
- b. Government
- c. Music
- d. Science

1700-1800



Enlightenment and Revolution

Standards – History, Government, Citizenship Rights and Responsibilities

Answer Key 2



Bring at least two pens/pencils with good erasers to the test.

1. What century did the Enlightenment begin?
 - a. Sixteenth century
 - b. Seventeenth century
 - c. Eighteenth century
 - d. Nineteenth century

2. In his work, *Leviathan*, Thomas Hobbes explained reasons and examples of both good and bad governments. Regardless of the rule, Hobbes believed all governments and their citizens had to establish _____ in order to exist.
 - a. Freedom of thought
 - b. Separation of powers
 - c. Social contracts
 - d. Freedom of religion

3. Enlightenment thinkers believed there were improvements to be made in the area of government. One concept in government that was challenged during the Enlightenment was the idea of:
 - a. Divine right of kings
 - b. Only men could efficiently rule a nation
 - c. Women could vote in elections
 - d. Children had natural rights

4. Enlightenment thinkers were called:
 - a. Philosophes
 - b. Radicals
 - c. Reformers
 - d. Socialists

5. Montesquieu believed that to prevent tyranny in government there should be separation of powers. Which of the following best illustrates this idea?
 - a. Absolute power in the executive branch
 - b. Total power in the legislative branch
 - c. Dividing power among three branches of government
 - d. Splitting power among three or more countries



Enlightenment and Revolution

Standards – History, Government

Answer Key 3



Keep your eyes on your own paper; you don't want to appear to be cheating and cause unnecessary trouble for yourself.

1. **During the Enlightenment, new ideas of government emerged which challenged existing governments. One form of government challenged was an absolute monarchy. Absolute monarchies still exist today in the countries of Saudi Arabia, Brunei, and Swaziland. The best definition of an absolute monarchy is:**
 - a. A hereditary ruler which has limits on her/his power
 - b. A system of government in which political control is exercised by all the people, either directly or through their elected representatives
 - c. A system of government headed by a religious leader
 - d. A hereditary ruler controls all of the functions of government

2. **Presently, the countries of the United Kingdom, Japan, and Spain have a form of government in which their head of state is a hereditary position and is limited by a set of laws and rules. This type of government is referred to as:**
 - a. Absolute monarchy
 - b. Dictatorship
 - c. Constitutional monarchy
 - d. Presidential democracy

3. **The present countries of Iran, Saudi Arabia, and Vatican City are ruled by a government in which a religion and the government are intertwined. This type of government is called:**
 - a. Absolute monarchy
 - b. Dictatorship
 - c. Parliamentary democracy
 - d. Theocracy

4. **Historically, several countries have been ruled under a dictatorship. This is a government headed by a dictator, or more generally any authoritarian or totalitarian government. Which of the following countries would be an example of a twentieth century dictatorship?**
 - a. Nazi Germany led by Adolph Hitler
 - b. Soviet Union led by Josef Stalin
 - c. Cuba led by Fidel Castro
 - d. United Kingdom led by Elizabeth II

5. **Several countries operate as a presidential democracy. For example the United States, Mexico, and Brazil all are presidential democracies. Under this type of government the main role of the president is both head of state and head of government. The president cannot introduce bills or vote in the:**
 - a. Legislature
 - b. Executive branch
 - c. Local elections
 - d. State elections



Enlightenment and Revolution

Standards – History, Economics, Citizenship Rights and Responsibilities

Answer Key 4



Don't rush;
pace yourself!



Look for key words like who, what, when, where, why, and how, to help determine exactly what you need to include in your answer.

1. The large majority of Enlightenment thinkers were from the countries of:
 - a. Germany and France
 - b. France and Russia
 - c. Russia and England
 - d. France and England
2. New economic theories were advanced by the Enlightenment period. The physiocrats — economic theorists — applied the idea of natural law to economics. They believed that with less government influence, businesses would thrive and grow. This economic policy is called:
 - a. Laissez-faire
 - b. Socialism
 - c. Communism
 - d. Traditional market

Short Answer — Two points

3. Read the passage below by the Enlightenment thinker Immanuel Kant and answer the question.

“Have courage to use your own intelligence? That is the motto of the Enlightenment. . . All that is required for this Enlightenment is freedom; and particularly the least harmful of all that may be called freedom, namely, the freedom for man to make public use of his reason in all matters. But I hear people clamor on all sides: “Don’t argue?” The officer says: Don’t argue, drill?” The tax collector: “Don’t argue, pay?” The pastor: “Don’t argue, believe?” . . . Here we have restrictions on freedom everywhere. Which restriction is hampering Enlightenment, and which does not, or even promotes it? I answer: The public use of a man’s reason must be free at all times, and this alone can bring Enlightenment among men.”

Immanuel Kant, “What is Enlightenment?” 1784

What does Kant believe is necessary in order to spread the ideas of the Enlightenment and why does he believe that people need courage to use their intelligence?

Zero points

He believes that a man’s reason can’t be restricted to spread Enlightenment. He feels people need to use their courage because if they don’t then they’ll be restricted.

One point

Kant believed that the public use of a man’s reason must be free at all times. He believed that people needed courage to use their intelligence because all that is required for the enlightenment is freedom.

Two point

Kant believes that freedom is necessary in order to spread the ideas. People need courage because they might be afraid to state their beliefs. Government should not restrict a person’s belief, though they may try as Kant shows with the preacher and the officer.



Enlightenment and Revolution

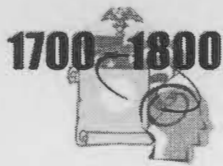
History, Government, Social Studies Skills and Methods

Answer Key 5



Keep a positive attitude throughout the whole test and try to stay relaxed.

1. John Locke believed that the government had an obligation to the people it governed to protect their natural rights. If a government failed to do this, then the people had the right to:
 - a. Overthrow the government
 - b. Complain privately but not publicly
 - c. Nothing
 - d. Move to another country
2. Which of the following topics would be too broad for a research project?
 - a. A comparison of two speeches by Voltaire
 - b. An analysis of Adam Smith's *The Wealth of Nations*
 - c. An evaluation of all the Enlightenment thinkers and their influence on the modern world
 - d. A comparison of Hobbes and Locke's view on the role of government
3. You are studying the Enlightenment. Which of the following resources would most likely make inaccurate use of facts and would not be a reliable resource?
 - a. An article on the front page of a newspaper
 - b. An article in a history journal
 - c. An article in an academic journal
 - d. An article in the editorial section of a newspaper
4. Which of the following was not one of Locke's natural rights?
 - a. Life
 - b. Liberty
 - c. Property
 - d. Pursuit of happiness
5. Voltaire was a French Enlightenment thinker. He stated, "I disapprove of what you say, but I will defend to the death your right to say it." Voltaire supported freedom of:
 - a. Religion
 - b. Speech
 - c. Assembly
 - d. Protest



Enlightenment and Revolution

History, Citizenship Rights and Responsibility, People in Societies

Answer Key 6



If you start to feel nervous, take a few deep breaths to relax.

- The first actual revolutionary application of the ideas of the Enlightenment thinkers was:**
 - French Revolution
 - Russian Revolution
 - American Revolution
 - Cuban Revolution
- All of the following were reasons why the British imposed strict laws and rules on the American colonies EXCEPT:**
 - Britain needed to generate money in order to pay their large war debt
 - After decades of neglect, Britain wanted to reestablish control over the American colonies
 - The colonies had begun to forget that Britain ruled them
 - To avert the expansion of the colonies, Britain needed to curtail the colonies movement westward
- The main focus of colonial protest toward Britain was due to:**
 - Taxes
 - Restrictions on expansion
 - Native American attacks on colonial outposts
 - Removal of guns and weapons from the colonists
- The American colonists wanted the same privileges, status, and rights as the citizens of Britain. This is called:**
 - Assimilation
 - Equality
 - Reparations
 - Stereotype
- Patriot leaders such as Samuel Adams and Patrick Henry called for independence from Britain. They based their argument on the idea that if a government broke the social contract between itself and its citizens, the citizens had the right to overthrow the government. This principle of "social contract" is based on the teachings of:**
 - Voltaire
 - John Locke
 - Thomas Hobbes
 - Baron de Montesquieu



Enlightenment and Revolution

Standards – History, Economics, Social Studies Skills and Methods

Answer Key 7



Come up with the answer in your head before looking at the possible answers; this way the choices given on the test won't throw you off or trick you.



Look for “number” words to help determine how many points to make in your answer – for example the question to the right is asking for you to list two reasons.

- The Second Continental Congress appointed Thomas Jefferson to write a Declaration of Independence. Jefferson was well educated and used ideas of the Enlightenment in his writing. Jefferson wrote that all men were born with natural rights: life, liberty, and property. Jefferson borrowed his words from:**
 - Voltaire
 - Montesquieu
 - Hobbes
 - Locke
- James Madison, the father of the U.S. Constitution, was also influenced by the writings of the Enlightenment thinkers. He applied the concept of the separation of powers and checks and balances to create the U.S. government. This concept is best viewed in:**
 - Three levels of the government: local, state, and federal
 - Three regions of the U.S.: South, North and Midwest
 - Three branches of the government: legislative, executive, and judicial
 - Three class systems: lower, middle, and upper
- After the American Revolution, the United States created a democracy. In a democracy, the source of authority for the government is the:**
 - Head of state
 - Legislature
 - Courts
 - People

Extended Response — Two points

- Using the influence of the Enlightenment, explain two reasons why the American colonists, in 1776, felt they had the right to declare independence from Britain.**

Zero points

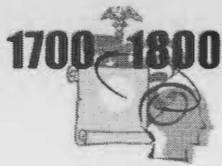
Because they needed the concept of separation of powers and check and balances to create the U.S. government.

One point

American colonists wanted independence from Britain because the Enlightenment thinkers believed in free speech, and so did the Americans. The Americans wanted that, as well as checks and balances, another idea from the Enlightenment.

Two points

The Enlightenment brought about a school of thought where beliefs about economy and government were questioned. People, including American revolutionaries felt that they no longer needed a king to govern them, and thought that they should also have a say in the process of government, possibly even going so far as to elect their officials. The Enlightenment also brought about the belief that there are “inalienable rights” that all people have, rights the revolutionaries felt they were not receiving.



Enlightenment and Revolution

Standards – Peoples in Societies, Geography

Answer Key 8



Eliminate answers
you know aren't
right.

- 1. Natural law was a fundamental idea of the Enlightenment. Which concept is an application of natural law to the government's role in the economic lives of its citizens?**
 - a. Free markets based on supply and demand
 - b. Government control to achieve a favorable balance of trade
 - c. Agriculture based on tenant farming and serfdom
 - d. Lower taxes on the most privileged groups in society
- 2. The Enlightenment ideas appealed to the French people of the Third Estate. The First and Second Estate had more voting power even though the Third Estate had the largest number of representatives. When Louis XVI called for a meeting of the Estates General, the Third Estate demanded:**
 - a. A larger room
 - b. The imbalance of voting power to be corrected
 - c. The power of the Second Estate reduced
 - d. Nothing
- 3. The French Revolution saw a great amount of violence in the streets. This was typified by the storming of the Bastille by a mob of Parisians on July 14, 1789. This prison-fortress was a hated symbol of the Old Regime in France. Which of the following provides the best explanation for these French citizens resorting to violence against their government?**
 - a. All citizens in France had an equal voice in the French government
 - b. The lower classes had no real way to participate in the French government
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 - a. U.S. Constitution by James Madison
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- 5. In which of the following systems of government would you expect citizens to have the least influence?**
 - a. Absolute monarchies
 - b. Constitutional monarchies
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 - d. Presidential democracies



Enlightenment and Revolution

Standards – History, Citizenship Rights and Responsibilities, Geography, Government

Answer Key 9



Read the entire question and look for key words.



Make sure to identify when the question is asking for a cause and effect answer.

1. After Napoleon Bonaparte gained power during the French Revolution, Napoleon waged war with many European nations and extended France's influence, especially in respect to its Enlightenment ideas. This exchange of ideas is referred to as:
 - a. Geographic movement
 - b. Imports
 - c. Informational society
 - d. Culture

2. Enlightenment ideas and news of the successful American and French Revolutions eventually spread to Latin America. The first Latin American nation to gain independence from a European nation was:
 - a. Mexico
 - b. Cuba
 - c. Haiti
 - d. Brazil

3. Each of the following forms of government has clearly defined means of transfer of power EXCEPT:
 - a. Presidential democracy
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 - d. Parliamentary democracy

Short Answer — Two points

4. Describe how citizenship action affected the following events: American Revolution and French Revolution.

Zero points

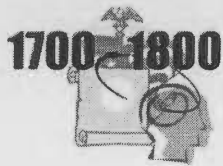
Citizenship impacted the American Revolution and the French Revolution because the people had to stand up for what they believed in, in order to get the things that they wanted.

One point

Citizenship gave America freedom. That's why they were able to have the American Revolution. And it was the same for the French Revolution. The French people revolted and protested the king's decision and started the revolution.

Two points

Citizenship action impacted the American and French Revolutions because citizens were willing to act on beliefs. They felt their governments weren't what they wanted and acted on that. The citizens used protest and demonstrations to show their disapproval. If these citizen had not stood up for what they believed in, the Enlightenment ideas of life, liberty, and property, there's no telling where America or France would be today.



Enlightenment and Revolution

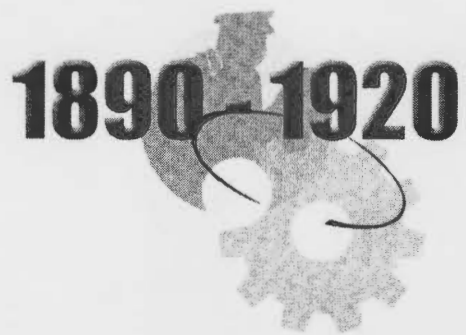
Standards – Economics, Social Studies Skills and Methods

Answer Key 10



If the question is asking for facts, don't give your personal opinion on the topic.

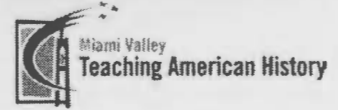
- The Enlightenment brought about new ideas and concepts in the area of economics. Nations began examining their economic policies and goals. In some places, decisions about employment are rather simple in that the sons usually follow in the footsteps of the father. If the father owned a restaurant, then the son would work in the restaurant and eventually take it over once the father retired. This is an example of what kind of economy?**
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- Due to the ideas of the Enlightenment, citizens began to demand participation in government. One such method of political action attempts to enact change through:**
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- If you planned to write a paper arguing that an important cause of the American Revolution was Britain's economic policy toward the colonies, what would be a great piece of evidence to include in your paper?**
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 - U.S. history textbook
 - Thomas Paine's pamphlet, *Common Sense*
 - PBS television program about the American Revolution



Industrialization and Imperialism



Industrialization and Imperialism



By the late nineteenth century the United States had come out of the Reconstruction era to emerge as an **industrial** giant in what had been coined the “Gilded Age.” America’s rise to economic prominence was aided by increased **industrialization** after the Civil War, leading to a boom in a number of American industries such as mining, mills, and railroads. The agricultural revolution, cheap labor, the rise of big business, and government policy all contributed to the nation’s rise to world prominence. Yet all the while, this prosperity was characterized by harsh working conditions for the people of the nation, including women, children, and a rapidly increasing **immigrant** population. **Industrialization** also saw an influx of workers from rural America to urban centers, where living conditions were often overcrowded, unsanitary, unsafe, and where tenement living was the norm.

As wealth and industry in America expanded, so too did American interests throughout the world. Frederick Jackson Turner’s 1893 **thesis** suggested that with the closure of the American western frontier, continued expansion was needed to sustain the “American Spirit.” Increased naval power, as well

as overproduction of consumer products, led to American territorial expansion to acquire both new **markets** and naval bases abroad. American expansion abroad was often guided and justified by the principles of Manifest Destiny. The resulting American **imperialism**, especially the U.S. economic dominance in Latin America, ensured by the U.S. victory in the Spanish-American War, helped secure the United States’ world power status.

Despite America’s new might, conditions at home were underscored by northern migration of African Americans escaping the **Jim Crow** south, continued racial tensions, citizen demand for labor reform, and a score of movements demanding political and **social reform**. **Progressive reform** of the early twentieth century encompassed a host of **issues** from **conservation**, urban reform, child labor **regulation**, women’s **suffrage**, to “trust-busting,” and prohibition. It was an era of positive change, yet, simultaneously tinged by continued racism—a tumultuous time that ultimately witnessed the United States’ entry into the First World War.



America at Home

- 1888 American Federation of Labor founded:**
One of the first federations of labor unions in the U.S., founded in Columbus, Ohio
- 1890 Sherman Anti-Trust Act:**
Federal action to limit monopolies
Official “Closure” of the American frontier
- 1892 Homestead Strike:**
Labor confrontation between steel workers and the Carnegie Steel Company resulting in bloody clash between strikers and Pinkerton agents
- 1893 Depression of 1893:**
Serious economic decline precipitated by a run on gold
Turner Thesis:
Important essay describing the closure of the western frontier and its impact on America
- 1894 Pullman Strike:**
Railway worker strike in company town of Pullman; Federal troops called in to break the strike
- 1901 McKinley Assassination:**
U.S. President McKinley assassinated by anarchist; Theodore Roosevelt becomes president
- 1903 Ford Motor Company Founded:**
Ford radically changed industrial work force and production



America and the World

- 1883 U.S. Creates Steel-Hulled Ships:**
Naval modernization and increased navalism ensues
- 1889 Pan American Conference**
- 1898 Battleship Maine Explosion:**
Mysterious explosion of U.S. battleship docked in Cuba; the incident was blamed on Spain giving the U.S. justification for declaration of war
- Spanish and American War**
Treaty of Paris:
Allows for U.S. expansion
- U.S. Annexation of Hawaii**
Spanish American War ends:
Spain cedes Puerto Rico, Guam, and Philippines to the U.S.; Cuba gains independence
- 1899 U.S. Annexation of Philippines;**
Phillipines strategically located en route to China
- 1899- Open Door Notes**
- 1900 U.S. diplomatic maneuver** to gain equal trade access to China
- 1899- Philippine Insurrection:**
- 1902 Uprising** to end U.S. occupation
- 1900 Boxer Rebellion:**
Violent uprising against western influence in China
- 1903 Platt Amendment:**
Ensured U.S. ability to intervene in Cuban affairs





America at Home

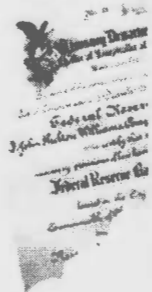
- 1903** **Teddy Roosevelt's "Square Deal":**
A series of laws to ensure fairness by rebalancing power between corporations and individuals
- 1905** **IWW (Industrial Workers of the World) founded:**
Radical trade union formed in response to the AFL
- 1906** **Pure Food and Drug Act:**
Ensured federal inspection of meat and prevented sale of spoiled food stuff and dangerous medicines
- 1909** **NAACP founded:**
African American Civil Rights Organization
- 1910-1920** **Great Migration:**
Refers to the mass northern migration of African Americans
- 1912** **Progressive Party Founded by Theodore Roosevelt**
Woodrow Wilson Elected President
- 1913** **Federal Reserve Act:**
Created U.S. central bank and gave the Federal Reserve the power to coin money and set its value
- 1914** **Clayton Anti-trust Legislation:**
Passed to address shortcomings of the Sherman Act
- 1916** **Adamson Act:**
Established eight hour work day for railroad workers
- 1917** **Red Scare:**
Period of communist paranoia in the U.S. immediately following the Bolshevik Revolution

Espionage Act:
Made it a crime for any person to interfere in U.S. military success or sympathize with an enemy; criticized as unconstitutional
- 1918** **Influenza epidemic:**
Flu pandemic that resulted in millions of deaths worldwide

Sedition Act:
Amendment to the Espionage Act of 1917 making it a crime to criticize the U.S. government

18th Amendment:
Prohibition of alcoholic beverages
- 1919** **Labor Riots - St. Louis:**
Resulted after African Americans were used as strike breakers enraging white strikers

Race Riots - Chicago:
Resulted after a young boy was killed by a white man who police refused to arrest
- 1920** **19th Amendment:**
Federal act guaranteeing women the right to vote



America and the World

- 1903** U.S. gains rights to Panama Canal
- 1904** **Roosevelt Corollary to Monroe Doctrine:**
Declares U.S. hemispheric police power
- 1905** U.S. Financial Supervision of Dominican Republic
- 1907** **Gentleman's Agreement with Japan:**
Limited Japanese immigration to U.S.
- 1910** **Mexican Revolution Begins:**
Mexican uprising to depose Mexican dictator Porfirio Diaz; U.S. holdings in Mexico threatened
- 1912** U.S. troops invade Cuba again and occupy Nicaragua
- 1914** **Great War Begins:**
Wilson remains neutral

U.S. troops invade Mexico

Panama Canal Completed:
Canal connecting Pacific and Atlantic oceans
- 1915** **Sinking of Lusitania:**
Passenger liner sunk by German U-boats; U.S. civilians killed

Zimmerman Telegram:
Telegram instructing the German ambassador to Mexico to propose a German-Mexican alliance against the United States, ultimately catapulting the U.S. into WWI
- 1917** **Russian Revolution:**
Russian Tzarist system overthrown

U.S. Enters the War:
"Industrialized War" characterized by chemical and trench warfare
- 1918** **Armistice Ended WWI**
- 1919** **Paris Peace Conference:**
An international conference where the victors of WWI negotiated the peace treaties between the victors and the defeated Central Powers

Treaty of Versailles:
Formal end of WWI where U.S. and its allies imposed harsh terms on Germany, often blamed for start of WWII

Wilson's 14 points:
President Wilson's ideas for reconstructing Europe, a precursor to the League of Nations

League of Nations:
International organization organized after the 1919 Paris Peace Conference whose goals included disarmament, prevention of war, international diplomacy, and improved global welfare



Industrialization and Imperialism

Standards – History, Economics

Worksheet 1



When you first receive your test, do a quick survey of the entire test so that you know how to efficiently budget your time.

1. A key element necessary for a country to be able to industrialize was its:
 - a. Access to raw materials and resources
 - b. Size of markets
 - c. Labor supply
 - d. Number of ships
2. The Industrial Revolution began in:
 - a. Russia
 - b. The United States
 - c. Great Britain
 - d. France
3. The Industrial Revolution affected which area first?
 - a. Transportation
 - b. Communication
 - c. Textiles
 - d. Agriculture
4. Look at the chart below and then answer the question.

Countries	Percent of World Production in 1870	Percent of World Production in 1913
Great Britain	32	14
United States	23	36
Germany	13	16
France	10	6
Belgium	19	26

According to the chart, by 1913 which statement is true?

- a. The United States had surpassed Great Britain as controlling the largest share of world production
 - b. In 1870, Germany's world production was greater than Belgium's
 - c. France's production doubled between 1870 and 1913
 - d. Great Britain was the leader in world production in 1940
5. Which statement best describes the overall effect of the Industrial Revolution?
 - a. The introduction of machines caused many craftsmen to lose their jobs
 - b. Working conditions in the factories were safer than working conditions on the farms
 - c. People made more money working in the factories than owning their own business
 - d. The Industrial Revolution spread evenly throughout the world

Industrialization and Imperialism

Standards – History, Geography, People in Societies

Worksheet 2



Don't worry if others finish before you; focus on the test in front of you.

1. **During the Industrial Revolution, as the need for factory workers increased, people moved from:**
 - a. Suburbs to urban areas
 - b. Rural regions to the suburbs
 - c. Urban areas to the rural areas
 - d. Rural regions to the urban regions
2. **Why was life in the cities different than life on the farms for women factory workers?**
 - a. On the farms, women didn't have to work
 - b. In the cities, women were paid less, worked longer hours, and had to accept discrimination from superiors
 - c. In the cities, childcare was available for the women factory workers
 - d. On the farms, women formed unions in order to improve their lives
3. **As machinery became more automated, fewer workers were needed. This caused:**
 - a. Workers to return to their farms
 - b. Many people to go to college
 - c. Emigration from Europe to the United States
 - d. Industrialization to spread to more countries

4. **Look at the chart below and then answer the questions.**

Rural and Urban U.S. Population

	1860	1900	1920
Total Population	31,443,321	76,212,168	106,021,537
% Rural	80.2	60.4	48.8
% Urban	19.8	39.6	51.2

Source: U.S. Census

According to the chart above, which of the following statements is true?

- a. The U.S. population nearly doubled between 1900 and 1920
 - b. The U.S. population living in rural areas has steadily declined between 1860 and 1920
 - c. The U.S. urban population was at its highest in 1900
 - d. The U.S. rural population remained the same between 1860 and 1900
5. **According to the chart above, one reason for the shift in urban and rural population would be:**
 - a. As industry grew in the U.S., more people moved into the cities
 - b. Farm work became too hard for people to do after 1860
 - c. More people wanted to avoid the pollution in the rural areas
 - d. Life in urban areas was easier than in the rural areas

Industrialization and Imperialism

Standards – History, Economics

Worksheet 3



Bring a watch to the test with you so that you can better pace yourself.

1. Read the quote below and then answer the question.

“But now comes a harder question. How is this growing wealth divided? Is it rightly or wrongly divided?... During the past fourteen years the wealth of this nation has increased much faster than the population, but the people who work for wages are little if any better off than they were fourteen years ago...”

Congregationalist Minister Washington Gladden, 1886

The above quote best illustrates the ideas of which individual?

- Factory owner
- Member of the Socialist party
- Anti-union supporter
- Business leader

2. Use the chart below to answer the question.

Year	Average Work Week (hours)	Average Wage (hour)
1890	60	\$.20
1900	59	\$.22
1910	56.6	\$.26
1920	51	\$.66

Which of the following statements best explains the change in hourly wage and length of work week?

- People became faster at completing their work so they worked fewer hours
- Regulations by the government established a reduction to the work day and an increase to the hourly wage
- Less people were working so the average wage increased
- Women and children were not allowed to work

3. Labor unions in the United States have been interested in all of the following EXCEPT:

- Higher wages
- Safer working conditions
- Longer work week
- Shorter work week

4. The main reason for anti-trust legislation in the United States has been to:

- Increase competition among companies
- Enable the growth of monopolies
- Eliminate competition among businesses
- Foster greater business efficiency

Industrialization and Imperialism

Standards – History, Economics, People in Societies

Worksheet 4



Read all the choices before choosing your answer.



Read the question thoroughly and pay attention to the number of explanations you need to give.

1. In the United States, the first industry to form large corporations was:
 - a. Steel
 - b. Shipbuilding
 - c. Railroads
 - d. Coal

2. If business A controls 85 percent of the computer market, business A is:
 - a. Charged with violating the anti-trust legislation
 - b. Taxed at a higher rate than other computer companies
 - c. Allowed to hire more workers
 - d. Not breaking any laws

3. Which of the following is a negative result of the Industrial Revolution?
 - a. Events from around the world can be reported faster
 - b. Wages have increased
 - c. People can enjoy foods from all over the world
 - d. Environmental disasters and effects are growing

4. Early labor unions were:
 - a. Supported by the government
 - b. Supported by the factory owners
 - c. Formed despite the opposition by the factory owners
 - d. Had large memberships

Short Answer – Two points

5. Due to the Industrial Revolution, the world has become a “smaller place.” Explain two changes in communication and/or transportation that have resulted in globalization.

Industrialization and Imperialism

Standards – History, Economics, People in Societies

Worksheet 5



A positive choice is more likely to be true than a negative one.

1. Read the following quote and then answer the question.

“Take up the White Man’s Burden, Send forth the best ye breed
Go bind your sons to exile, To serve your captives’ need
To wait in heavy harness, On fluttered folk and wild
Your new-caught, sullen peoples, Half-devil and half-child”

Rudyard Kipling

According to the quote, one reason to imperialize a country was to:

- Take raw materials from the country
 - Prevent another country from gaining it
 - To teach and improve the country’s citizens
 - To add markets for the mother country
2. Colonies supplied all of the following except:
- Raw materials
 - New languages
 - Market for goods
 - Cheap labor
3. During the late 19th century, European countries obtained colonies in:
- Africa, South America, and the Far East
 - Africa, the Middle East, and the Far East
 - Africa, North America, and South America
 - Middle East, North America, and South America
4. Following the Spanish-American War, the United States became an imperialist nation with interests in:
- Africa, Central America, Far East
 - Far East, Central America, and Europe
 - Far East, Caribbean, and Central America
 - Africa, Europe, and Far East
5. Which idea associated with Social Darwinism led to increased support for imperialism?
- Command economy
 - Survival of the fittest
 - Freedom of speech
 - Anti-colonialism

Industrialization and Imperialism

Standards – History, Economics

Worksheet 6



Read the question before you look at the answer.



Make sure to address both cause and effect in your answer when the question calls for it.

1. In the late 19th century, farmers in the United States responded to the changing economy by forming which political movement?
 - a. Socialist
 - b. Populist
 - c. Abolitionist
 - d. Communist

2. Laissez-Faire economics requires that the government:
 - a. Regulates all businesses
 - b. Regulates a little of businesses
 - c. Sets minimum wages and maximum hours for the workers
 - d. Remains completely removed from all business activity

3. A market economy is one in which:
 - a. Government regulates what is to be produced and for whom it will be produced
 - b. Consumers regulate what is to be produced and for whom it will be produced
 - c. Government and consumers regulate what is to be produced and for whom it will be produced
 - d. All of the above

Extended Response — Four points

4. The Industrial Revolution changed the way people lived. Describe four ways in which people's lives were affected by the Industrial Revolution.

Industrialization and Imperialism

Standards – History, Economics, Social Studies Skills and Methods

Worksheet 7



Come up with the answer in your head before looking at the possible answers; this way the choices given on the test won't throw you off or trick you.

- All of the following were impacts of imperialism on the people in the controlled territories EXCEPT:**
 - A rise in their standard of living
 - Changes in their culture
 - New types of governments
 - Military dominance of their people
- The following were reasons for American support of the U.S. imperialist policy:**
 - Need for new markets and raw materials
 - Christian duty to spread Christianity
 - Diversion from domestic problems
 - All of the above
- During the late 19th century, many American newspapers supported the ideas of imperialism. They attempted to influence their readers by using a technique called:**
 - Muckraking
 - Yellow journalism
 - Discrimination
 - Exploitation
- The country which enacted the "Open Door Policy" with China, allowing all nations equal trading privileges in China, was:**
 - Great Britain
 - Spain
 - United States
 - Russia
- When researching, you can learn how the people of Cuba felt about the United States controlling their island by:**
 - Reading a diary from a U.S. citizen who vacationed in Cuba
 - Reading census information about Cuba gathered by the U.S. government
 - Reading a travel brochure about Cuba
 - Reading an autobiography of a Cuban citizen during the U.S. control of Cuba

Industrialization and Imperialism

Standards – Peoples in Societies, Geography

Worksheet 8



Eliminate answers you know aren't right.

- Which of the following is an example of an exchange of cultural practices?
 - Americans eating French fries in fast food restaurants
 - New Yorkers listening to Elvis Presley songs
 - Chinese acupuncture becoming popular in the United States
 - Americans eating tacos in fast food restaurants
- Immigration to the United States affects language because it:
 - Causes school districts to add new language courses every year
 - Results in new signs being added to highways
 - Infuses new words in the language
 - Causes resentment by the English-speaking citizens

Look at the table below and then answer the question

Foreign born-population in the U.S.

Legal Resident Status	Latin America (Mexico, South and Central America)	Europe	Africa	Asia
1890	107,307	8,030,347	2,207	113,383
1910	279,514	279,514	3,992	191,484
1930	791,840	11,784,010	18,326	275,665
1960	908,309	7,256,311	35,355	490,996
1990	8,407,837	4,350,403	363,819	4,979,037

Source: U.S. Census

- According to the chart above, since 1910:
 - European foreign-born population in the United States has been declining
 - Asian foreign-born population has been constantly the same
 - African foreign-born population has been increasing slowly
 - Latin American foreign-born population has been decreasing
- Which of the following would not be a reason for the increase in African foreign-born population in the United States between the years 1960 and 1990?
 - Slavery ended
 - As African colonies gained their independence, many people chose to leave the continent
 - Lack of jobs and industry forced Africans to look for other areas to move to
 - As the civil rights movement gained improvements, more Africans looked to moving to the U.S.

Industrialization and Imperialism

Standards – History, People in Societies, Geography

Worksheet 9



Usually the correct answer is the choice with the most information.

1. **Although imperialism typically had negative impacts, the introduction of Western civilization to Japan forced it to:**
 - a. Industrialize its businesses
 - b. Create a constitution for its government
 - c. Westernize its dress and create a public education system
 - d. All of the above

2. **In Africa, most European colonies had gained their independence by 1980; however, due to the legacy of imperialism, the transition to self-government has been slow.**
Which of the following best explains the difficulty facing African nations attempting to compete in a global economy?
 - a. Civil wars and political unrest
 - b. Inadequate transportation and communication
 - c. Lack of industry
 - d. All of the above

3. **The age of imperialism was fueled by the effects of:**
 - a. Age of Enlightenment
 - b. Industrial Revolution
 - c. French Revolution
 - d. World War I

4. **Which of the following was a positive impact of imperialism?**
 - a. European countries introduced their colonies to new languages and religions
 - b. The colonial people were forced to work long hours with low wages
 - c. European countries introduced their colonies to the history of Europe and other places
 - d. European countries introduced new medicines and methods of sanitation to their colonies

5. **A number of West African countries are French speaking. Which of the following reasons would best explain why?**
 - a. West Africans admired French culture
 - b. French missionaries taught language classes in West Africa
 - c. Much of West Africa was under French-colonial rule
 - d. A strong foreign exchange program between France and Africa

Industrialization and Imperialism

Standards – People in Societies, Economics, History

Worksheet 10



If there is an "All of the above" answer and you know that at least two of the choices are correct select the "All of the above" answer.

1. All of the following were successful resistance to imperialism EXCEPT:

- a. Boxer uprising in China, 1900
- b. Ethiopian resistance to Italian colonization, 1896
- c. Sepoy rebellion in India against the British, 1857
- d. None of the above

2. The American annexation of Hawaii was based almost entirely on:

- a. Government interest to establish a naval base
- b. Attempt to control the sugar industry
- c. Missionaries desire to Christianize the islands
- d. Attempt to control the pineapple industry

3. The building of the Panama Canal, linking the Pacific and Atlantic oceans, rested on the desire of the United States to:

- a. Provide more rapid travel to its naval bases
- b. Prove its technological superiority to the world
- c. Employ the citizens of Panama in an effort to raise their standard of living
- d. To link the states of California and New York together

Extended Response — Four points

4. Following the Spanish-American War, the United States became a world power, obtaining territories around the world. Many citizens from these "obtained" territories resented and resisted the United States control. Explain two such resisting peoples and the result of their uprising.

Industrialization and Imperialism

Standards – History, Economics

Answer Key 1



When you first receive your test, do a quick survey of the entire test so that you know how to efficiently budget your time.

1. A key element necessary for a country to be able to industrialize was its:
 - a. Access to raw materials and resources
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4. Look at the chart below and then answer the question.

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Industrialization and Imperialism

Standards – History, Geography, People in Societies

Answer Key 2



Don't worry if others finish before you; focus on the test in front of you.

1. **During the Industrial Revolution, as the need for factory workers increased, people moved from:**
 - a. Suburbs to urban areas
 - b. Rural regions to the suburbs
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 - d. Rural regions to the urban regions
2. **Why was life in the cities different than life on the farms for women factory workers?**
 - a. On the farms, women didn't have to work
 - b. In the cities, women were paid less, worked longer hours, and had to accept discrimination from superiors
 - c. In the cities, childcare was available for the women factory workers
 - d. On the farms, women formed unions in order to improve their lives
3. **As machinery became more automated, fewer workers were needed. This caused:**
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4. **Look at the chart below and then answer the questions.**

Rural and Urban U.S. Population

	1860	1900	1920
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Urban	19.8	39.6	51.2

Source: U.S. Census

- According to the chart above, which of the following statements is true?**
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 - b. The U.S. population living in rural areas has steadily declined between 1860 and 1920
 - c. The U.S. urban population was at its highest in 1900
 - d. The U.S. rural population remained the same between 1860 and 1900
5. **According to the chart above, one reason for the shift in urban and rural population would be:**
 - a. As industry grew in the U.S., more people moved into the cities
 - b. Farm work became too hard for people to do after 1860
 - c. More people wanted to avoid the pollution in the rural areas
 - d. Life in urban areas was easier than in the rural areas

Industrialization and Imperialism

Standards – History, Economics

Answer Key 3



Bring a watch to the test with you so that you can better pace yourself.

1. Read the quote below and then answer the question.

“But now comes a harder question. How is this growing wealth divided? Is it rightly or wrongly divided?... During the past fourteen years the wealth of this nation has increased much faster than the population, but the people who work for wages are little if any better off than they were fourteen years ago....”

Congregationalist Minister Washington Gladden, 1886

The above quote best illustrates the ideas of which individual?

- Factory owner
- Member of the Socialist party
- Anti-union supporter
- Business leader

2. Use the chart below to answer the question.

Year	Average Work Week (hours)	Average Wage (hour)
1890	60	\$.20
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1920	51	\$.66

Which of the following statements best explains the change in hourly wage and length of work week?

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 - Less people were working so the average wage increased
 - Women and children were not allowed to work
3. Labor unions in the United States have been interested in all of the following EXCEPT:
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 - Safer working conditions
 - Longer work week
 - Shorter work week
4. The main reason for anti-trust legislation in the United States has been to:
- Increase competition among companies
 - Enable the growth of monopolies
 - Eliminate competition among businesses
 - Foster greater business efficiency

Industrialization and Imperialism

Standards – History, Economics, People in Societies

Answer Key 4



Read all the choices before choosing your answer.



Read the question thoroughly and pay attention to the number of explanations you need to give.

1. In the United States, the first industry to form large corporations was:
 - a. Steel
 - b. Shipbuilding
 - c. Railroads
 - d. Coal

2. If business A controls 85 percent of the computer market, business A is:
 - a. Charged with violating the anti-trust legislation
 - b. Taxed at a higher rate than other computer companies
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 - d. Not breaking any laws

3. Which of the following is a negative result of the Industrial Revolution?
 - a. Events from around the world can be reported faster
 - b. Wages have increased
 - c. People can enjoy foods from all over the world
 - d. Environmental disasters and effects are growing

4. Early labor unions were:
 - a. Supported by the government
 - b. Supported by the factory owners
 - c. Formed despite the opposition by the factory owners
 - d. Had large memberships

Short Answer — Two points

5. Due to the Industrial Revolution, the world has become a “smaller place.” Explain two changes in communication and/or transportation that have resulted in globalization.

Zero points

One change in globalization is the steam engine was invented during that time and another is the telegraph, each invention made communication and transportation easier.

One point

The change in communication due to Industrial Revolution is the Internet and cell phones. The Internet is a new way to communicate because you can use e-mail which is a source that helps you receive instant messages faster. The cell phone is good because you can travel and still talk on the phone.

Two points

One change in communication that has resulted in globalization is the Internet. Because of the global networking of computers, people can communicate instantly with one another despite the physical miles between them. Another technology that resulted in globalization is the airplane, which suddenly makes it much easier to travel across the ocean. People can go from country to country in a few hours. The world is now much smaller.

Industrialization and Imperialism

Standards – History, Economics, People in Societies

Answer Key 5



A positive choice is more likely to be true than a negative one.

1. Read the following quote and then answer the question.

“Take up the White Man’s Burden, Send forth the best ye breed
Go bind your sons to exile, To serve your captives’ need
To wait in heavy harness, On fluttered folk and wild
Your new-caught, sullen peoples, Half-devil and half-child”

Rudyard Kipling

According to the quote, one reason to imperialize a country was to:

- Take raw materials from the country
 - Prevent another country from gaining it
 - To teach and improve the country’s citizens
 - To add markets for the mother country
2. Colonies supplied all of the following except:
- Raw materials
 - New languages
 - Market for goods
 - Cheap labor
3. During the late 19th century, European countries obtained colonies in:
- Africa, South America, and the Far East
 - Africa, the Middle East, and the Far East
 - Africa, North America, and South America
 - Middle East, North America, and South America
4. Following the Spanish-American War, the United States became an imperialist nation with interests in:
- Africa, Central America, Far East
 - Far East, Central America, and Europe
 - Far East, Caribbean, and Central America
 - Africa, Europe, and Far East
5. Which idea associated with Social Darwinism led to increased support for imperialism?
- Command economy
 - Survival of the fittest
 - Freedom of speech
 - Anti-colonialism

Industrialization and Imperialism

Standards – History, Economics

Answer Key 6



Read the question before you look at the answer.



Make sure to address both cause and effect in your answer when the question calls for it.

1. In the late 19th century, farmers in the United States responded to the changing economy by forming which political movement?
 - a. Socialist
 - b. Populist
 - c. Abolitionist
 - d. Communist

2. Laissez-Faire economics requires that the government:
 - a. Regulates all businesses
 - b. Regulates a little of businesses
 - c. Sets minimum wages and maximum hours for the workers
 - d. Remains completely removed from all business activity

3. A market economy is one in which:
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 - b. Consumers regulate what is to be produced and for whom it will be produced
 - c. Government and consumers regulate what is to be produced and for whom it will be produced
 - d. All of the above

Extended Response — Four points

4. The Industrial Revolution changed the way people lived. Describe four ways in which people's lives were affected by the Industrial Revolution.

Zero points

People lives were changed in many ways. One way is prices went up on different items. They were making things that people had no money to buy. Another change was the patriotisms, meaning that they had flag and red, white and blue everywhere. Not enough jobs were available, and other things were effected too.

One point

The Industrial Revolution changed the way people lived by having people move from the country to the city. Workers were put in factories. Small businesses were forced to push expensive clothing to cheaper prices because the bulk clothing was cheaper to make.

Two points

Four ways the Industrial Revolution changed the way people lived by:
1. Communication 2. Factories 3. Ways of Traveling 4. Inventions

Four points

The Industrial Revolution changed peoples lives in four ways. They were affected through transportation by being able to travel on steam ship and on steam locomotive. The Industrial Revolution also affected them in communication, there was the telegraphy and telephone. People were also affected economically with higher wages at work and lower prices for purchased goods. Finally, the Industrial Revolution made people move, either from the country to the city for factory work or from one country to another in search of better jobs.

Industrialization and Imperialism

Standards – History, Economics, Social Studies Skills and Methods

Answer Key 7



Come up with the answer in your head before looking at the possible answers; this way the choices given on the test won't throw you off or trick you.

1. **All of the following were impacts of imperialism on the people in the controlled territories EXCEPT:**
 - a. A rise in their standard of living
 - b. Changes in their culture
 - c. New types of governments
 - d. Military dominance of their people

2. **The following were reasons for American support of the U.S. imperialist policy:**
 - a. Need for new markets and raw materials
 - b. Christian duty to spread Christianity
 - c. Diversion from domestic problems
 - d. All of the above

3. **During the late 19th century, many American newspapers supported the ideas of imperialism. They attempted to influence their readers by using a technique called:**
 - a. Muckraking
 - b. Yellow journalism
 - c. Discrimination
 - d. Exploitation

4. **The country which enacted the "Open Door Policy" with China, allowing all nations equal trading privileges in China, was:**
 - a. Great Britain
 - b. Spain
 - c. United States
 - d. Russia

5. **When researching, you can learn how the people of Cuba felt about the United States controlling their island by:**
 - a. Reading a diary from a U.S. citizen who vacationed in Cuba
 - b. Reading census information about Cuba gathered by the U.S. government
 - c. Reading a travel brochure about Cuba
 - d. Reading an autobiography of a Cuban citizen during the U.S. control of Cuba

Industrialization and Imperialism

Standards – Peoples in Societies, Geography

Answer Key 8



Eliminate answers
you know aren't
right.

- Which of the following is an example of an exchange of cultural practices?
 - Americans eating French fries in fast food restaurants
 - New Yorkers listening to Elvis Presley songs
 - Chinese acupuncture becoming popular in the United States
 - Americans eating tacos in fast food restaurants
- Immigration to the United States affects language because it:
 - Causes school districts to add new language courses every year
 - Results in new signs being added to highways
 - Infuses new words in the language
 - Causes resentment by the English-speaking citizens

Look at the table below and then answer the question

Foreign born-population in the U.S.

Legal Resident Status	Latin America (Mexico, South and Central America)	Europe	Africa	Asia
1890	107,307	8,030,347	2,207	113,383
1910	279,514	279,514	3,992	191,484
1930	791,840	11,784,010	18,326	275,665
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1990	8,407,837	4,350,403	363,819	4,979,037

Source: U.S. Census

- According to the chart above, since 1910:
 - European foreign-born population in the United States has been declining
 - Asian foreign-born population has been constantly the same
 - African foreign-born population has been increasing slowly
 - Latin American foreign-born population has been decreasing
- Which of the following would not be a reason for the increase in African foreign born population in the United States between the years 1960 and 1990?
 - Slavery ended
 - As African colonies gained their independence, many people chose to leave the continent
 - Lack of jobs and industry forced Africans to look for other areas to move to
 - As the civil rights movement gained improvements, more Africans looked to moving to the U.S.

Industrialization and Imperialism

Standards – History, People in Societies, Geography

Answer Key 9



Usually the correct answer is the choice with the most information.

1. **Although imperialism typically had negative impacts, the introduction of Western civilization to Japan forced it to:**
 - a. Industrialize its businesses
 - b. Create a constitution for its government
 - c. Westernize its dress and create a public education system
 - d. All of the above

2. **In Africa, most European colonies had gained their independence by 1980; however, due to the legacy of imperialism, the transition to self-government has been slow.**
Which of the following best explains the difficulty facing African nations attempting to compete in a global economy?
 - a. Civil wars and political unrest
 - b. Inadequate transportation and communication
 - c. Lack of industry
 - d. All of the above

3. **The age of imperialism was fueled by the effects of:**
 - a. Age of Enlightenment
 - b. Industrial Revolution
 - c. French Revolution
 - d. World War I

4. **Which of the following was a positive impact of imperialism?**
 - a. European countries introduced their colonies to new languages and religions
 - b. The colonial people were forced to work long hours with low wages
 - c. European countries introduced their colonies to the history of Europe and other places
 - d. European countries introduced new medicines and methods of sanitation to their colonies

5. **A number of West African countries are French speaking. Which of the following reasons would best explain why?**
 - a. West Africans admired French culture
 - b. French missionaries taught language classes in West Africa
 - c. Much of West Africa was under French-colonial rule
 - d. A strong foreign exchange program between France and Africa

Industrialization and Imperialism

Standards – People in Societies, Economics, History

Answer Key 10



If there is an "All of the above" answer and you know that at least two of the choices are correct select the "All of the above" answer.

1. **All of the following were successful resistance to imperialism EXCEPT:**
 - a. Boxer uprising in China, 1900
 - b. Ethiopian resistance to Italian colonization, 1896
 - c. Sepoy rebellion in India against the British, 1857
 - d. None of the above
2. **The American annexation of Hawaii was based almost entirely on:**
 - a. Government interest to establish a naval base
 - b. Attempt to control the sugar industry
 - c. Missionaries desire to Christianize the islands
 - d. Attempt to control the pineapple industry
3. **The building of the Panama Canal, linking the Pacific and Atlantic oceans, rested on the desire of the United States to:**
 - a. Provide more rapid travel to its naval bases
 - b. Prove its technological superiority to the world
 - c. Employ the citizens of Panama in an effort to raise their standard of living
 - d. To link the states of California and New York together

Extended Response — Four points

4. **Following the Spanish-American War, the United States became a world power, obtaining territories around the world. Many citizens from these "obtained" territories resented and resisted the United States control. Explain two such resisting peoples and the result of their uprising.**

Zero points

Two resisting people would be France and Russia. They resisted the U.S. uprising because it meant more money and territory for the U.S.

One point

There are many people in territories around the world that resented and resisted U.S. control. One of these territories was Panama. They didn't want the U.S. to control them and in the end we gave them back everything but the canal. There are also many other who resisted U.S. control.

Two points

One territory that resisted the U.S. was Cuba. They had a strong dictatorship. The U.S. wanted them to be a democracy and Cuba disagreed. We almost went to war with Cuba. Another is Puerto Rico. Puerto Rico didn't like the U.S. for fighting them and they revolted. The U.S. soon stopped all revolt and got control. Puerto Rico is still kind of controlled by the U.S.

Three points

One resisting people were the Philippines. The U.S. was expected to give the people their freedom after fighting in the Spanish-American War. But, the U.S. didn't give them their freedom. Instead, the U.S. controlled the Philippines until after WWII. The Philippines were constantly rebelling until given their freedom.

Another group of which resented the U.S. control was the people of Hawaii. The U.S. staged a revolt in Hawaii so U.S. businesses could control the sugar industry. Hawaii is now a state in the U.S. but we didn't get it in a nice way.

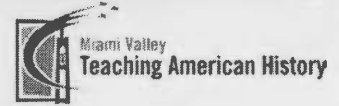


The Legacy of the Great War





The Legacy of the Great War



During the early twentieth century, intense competition and rivalry among European powers over trade, increased militarism, and growing nationalism all contributed to growing tensions between the European powers. Competition over territorial expansion, specifically the “Scramble for Africa,” was a particular source of conflict. The balance of power rested on a series of treaty-based European alliances between the Central Powers of Austria-Hungary, Germany and the Ottoman Empire, and the Triple Entente — Great Britain, France and Russia. The assassination of Archduke Ferdinand, heir to the Austro-Hungarian throne on June 28th, 1914, helped spark a world war that in fact had a series of complex causes.

With the outbreak of the Great War in 1914, President Woodrow Wilson and America remained staunchly neutral despite pro-Allied sympathies. American neutrality was difficult for a number of reasons. Trade relations were disrupted disproportionately between the Allied powers and Germany. Germany saw American ties to the Allied economy and arms supply as a sign of American allegiance to the Allied powers. Violation of American maritime neutral trade rights, as well as unrestricted submarine warfare, had a huge impact on pulling the U.S. into war. What would ultimately draw the U.S. into the war was the intercepted “Zimmerman Telegram,” a secret correspondence by the German ambassador to Mexico asking that the country join in a military alliance against the Americans in return for Mexican territories lost to them in 1848. Amid public outcry on the publication of the Zimmerman Telegram, Wilson addressed Congress in 1917, offering a list of grievances toward Germany and asking for a declaration of war.

By the time the U.S. entered the conflict, the Great War had been raging for three years. A new “industrialized” style of military conflict emerged during WWI, which was characterized by trench and chemical warfare, constant stalemate, and

catastrophic casualties on both sides of the fighting. The war ended roughly a year after Americans entered the arena, with the November 1918 armistice. As the head of the American delegation to the Paris Peace Conference, Wilson began a concerted effort to keep the world free from future war and safe for **democracy**. On January 18th, 1918, Wilson announced his **Fourteen Points** — a number of provisions to help bring about his vision. Among the points were self-determination for all people, de-colonization, freedom of the seas, and perhaps most importantly, the creation of a “League of Nations” which was designated to help ensure world peace and harmony. Wilson’s Fourteen Points faced a number of challenges both at home and at the Peace Conference. Not all of Wilson’s points were accepted at the Conference by the Europeans, and at home the U.S. Senate ultimately blocked American entry into the League of Nations.

It took months of negotiation during the Paris Peace Conference for an agreement to be reached. Of the five treaties signed at the conference, it is the **Treaty of Versailles** signed by Germany that is often cited by historians as one of the main causes of WWII. Through the **Treaty of Versailles**, the European victors were determined to punish Germany, who they held responsible for the war, by imposing harsh terms and **reparations**. In addition, the Europeans were looking to further expand their empires. Germany lost a majority of its natural resource-rich territory. Colonial territory held by the Central Powers in Africa, the Middle East, and the Pacific was turned over to the French and British, while Japan received China’s Shantung province. These harsh provisions, coupled with worldwide economic depression after 1929, would soon contribute to the rise of nationalism and militarism in Europe, and more specifically the rise of Hitler and other totalitarian regimes.



America at Home

- 1912** Woodrow Wilson Elected President
- 1914** U.S. Troops Intervene in Mexico: U.S. troops invade and occupy the Mexican city of Veracruz after U.S. sailors are arrested by Mexican port officials
- Great War Begins:** Wilson Remains Neutral
- 1916** Wilson Warns Germany Not to Continue Unrestricted Submarine Warfare
- National Defense Act:** Increase in Army and National Guard
- 1917** Zimmerman Telegram Intercepted: Secret correspondence between Germany and Mexico that drew the U.S. into the war



America and the World

- 1880-1914** “Scramble for Africa”: Europeans scramble to acquire colonial territory in Africa
- 1899-1902** Boer War: War Between British and Independent Boer (Dutch) Republics in S. Africa
- 1903** France Completes Acquisition of Indochina
- 1910** Japanese Annex Korea
- 1911-1912** Fall of Manchu Dynasty: Chinese Revolution establishes republic
- 1914** Archduke Ferdinand and Wife Assassinated





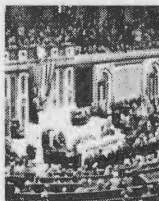
America at Home

- 1917** **Wilson Asks Congress for Declaration of War:**
United States enters WWI on April 6, 1917

Espionage Act:
Made it a crime for any person to interfere in U.S. military success or sympathize with an enemy; criticized as unconstitutional

Selective Service Act:
Required all men aged 21-30 to register for military service

Red Scare Begins in the U.S.:
Period of communist paranoia in the United States following the Bolshevik Revolution in Russia
- 1918** **Sedition Act:**
Amendment to the Espionage Act of 1917 making it a crime to criticize the U.S. government
- 1918-1919** **Deadly Waves of Influenza Kills Millions Around the World:**
700,000 die in the United States
- 1918** **Wilson Declares His Fourteen Points**
- 1921** **Worst Year of Post WWI Recession in the U.S. and Around the World**
- 1928** **Hoover Elected President**
- 1929** **Stock Market Crash**
Great Depression Begins in the United States
- 1932** **Franklin Delano Roosevelt Elected**
Bonus Army March on Washington:
Demonstration by WWI veterans promised bonus pay; police used tear gas and opened fire on demonstrators
- 1933** **United States Recognizes Soviet Union**
Roosevelt Extends Good Neighbor Policy:
Moderated U.S. intervention in Latin America and Europe
- 1934** **Unemployment Peaks in the United States**

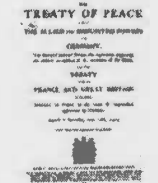


America and the World

- 1914** **WWI Begins**
Ottoman Empire Enters WWI: Ottomans ally with Germany
- 1914** **Battle of the Frontiers:**
Series of battles fought on French Eastern frontier resulting in staggering casualties
- 1914** **First Trenches of Western Front Are Dug**
- 1915** **Allies Battle for Turkish town Gallipoli**
German U-Boats sink Lusitania:
U.S. civilians killed
- 1916** **Battle of Verdun**
July-September Battle of Somme: 800,000 killed
- 1917** **Germany Returns to Unrestricted Submarine Warfare**
Balfour Declaration:
Pledge of British Support for creation of Jewish homeland (Israel)

American Forces Land in France
Bolsheviks overthrow Russian Government
New Russian Government led by Leon Trotsky signs armistice with Germany
- 1918** **British Capture Jerusalem from the Turks**
July - Tzar Nicholas and his family are murdered by the Bolsheviks
Kaiser Wilhelm II Abdicates
November Armistice Ending WWI
December Paris Peace Conference Begins:
Takes negotiators months to arrive at a settlement
- 1919** **American and Japanese Troops Intervene in Russian Revolution**
Treaty of Versailles Signed by Germany:
Harsh terms and reparations imposed

Former Ottoman Empire Divided into League of Nations Mandates
- 1922** **Mussolini Comes to Power in Italy**
- 1924-** **Adolph Hitler Imprisoned for Sedition**
- 1925** **Economic Depression Reaches Europe**
- 1933** **Collapse Of Weimar Republic:**
Hitler rises to power





The Legacy of the Great War

Standards – History, Economics

Worksheet 1



Always read the whole question carefully, don't make assumptions about what the question might be.

- The Great War began in 1914 when a “spark” set off a series of events. Several factors or tensions had accumulated which created a climate for war. One such factor was nationalism. The best definition of nationalism is:**
 - Extreme loyalty for one's country, often with emphasis on national self interest and promotion of one's culture over others
 - All people of one nation working together
 - A stronger nation controls a weaker nation
 - A build up of a nation's weapons
- The issue of self-government was one factor that led to the outbreak of WWI. Many nations' citizens belonged to their own ethnic groups and some of these multinational groups of people wanted to be able to control the destiny of their lives and create their own country. Which of the following nations did not have to deal with this problem?**
 - Russia
 - France
 - Austria-Hungary
 - Ottoman Empire
- Competition between the nations of Europe was another factor leading to war. Countries needed raw materials to make manufactured goods along with fuel to power their factories. They also needed places to sell their goods. These industrialized nations looked for ways to take control of weaker, less industrialized countries. This is called:**
 - Nationalism
 - Alliances
 - Imperialism
 - Militarism
- Prior to the start of the Great War, Europe had approximately one hundred years of peace with only minor conflicts. During that period of time, many changes occurred especially in the area of economics. The largest influence on economics was:**
 - Industrial Revolution
 - Nationalism
 - Boxer Rebellion
 - Rivalry among the nations
- Changes in technology led to new weapons of war which nations stockpiled to increase the size of their armies and navies. This is called:**
 - Imperialism
 - Alliances
 - Militarism
 - Industrial Revolution



The Legacy of the Great War

Standards – History, Geography

Worksheet 2



Once you receive the test, scan it quickly to get a feel of the questions.

- The assassination of Archduke Ferdinand, heir to the Austrian-Hungarian empire, on June 28th, 1914, led to the start of:**
 - A boycott against the nation of Serbia
 - Competition for a new leader of Austria-Hungary
 - The collapse of Austria-Hungary
 - The Great War (WWI)
- At the beginning of the war, many countries chose sides to support. This formal agreement among nations to cooperate and provide for their mutual defense is called:**
 - Common good
 - Alliances
 - Interdependence
 - Globalization
- Which country was not a member of the Central Powers?**
 - Germany
 - Italy
 - Ottoman Empire
 - Austria-Hungary
- Which of the following countries formed the Triple Entente?**
 - United Kingdom, France, Russia
 - United Kingdom, United States, France
 - United States, France, Russia
 - United Kingdom, France, Ottoman Empire
- Which of the following countries joined the Triple Entente in 1915?**
 - Japan
 - Italy
 - Germany
 - Ireland



The Legacy of the Great War

Standards – History

Worksheet 3



Don't keep changing your answer; usually your first choice is the right one, unless you miss-read the question.



Think about what the question is asking specifically. In this example, you would not get points for giving the short-term causes of the Great War.

1. At the outbreak of war, President Wilson declared the United States, “neutral in fact as well as in name... impartial in thought as well as in action.” This proved to be difficult to maintain because:
 - a. American ships were attacked by German submarines
 - b. American citizens were killed while traveling overseas on ships such as the *Sussex* and *Lusitania*
 - c. American ships were searched by British and French warships
 - d. All of the above

2. Read the following passage and answer the question.

“I didn’t raise my boy to be a soldier,
I brought him up to be my pride and joy,
Who dares to put a musket on his shoulder,
To shoot some other mother’s darling boy?”

I Didn’t Raise my Boy to be a Soldier
By Alfred Bryan and Al Piantadosi

In respect to the war in Europe, the above song would have most likely supported a policy of:

- a. Aggression
 - b. Neutrality
 - c. Common good
 - d. Globalization
3. In 1916, President Wilson ran for re-election under the slogan “He kept us out of war.” He attempted to bring the warring sides together and sent aides to Europe to try to find a compromise. Unfortunately, it didn’t work. The United States was finally pulled into the war due to:
 - a. Continued attacks on American ships
 - b. An attack on New York City by German submarines
 - c. An assassination attempt on President Wilson
 - d. The Zimmerman telegram to Mexico offering U.S. territory if they joined Germany in the war.

Short Answer — Two points

4. Identify two long-term causes of the Great War.



The Legacy of the Great War

Social Studies Skills and Methods, Economics

Worksheet 4



Make sure you understand what the question is asking you.



Restate the question in your answer, if you just list reasons without referring to the question, your answer might not make sense.

Percentage of Women to Men in Employment	Industry %	Transport %	Agriculture %	Commerce %	All Workers %
1914	26	2	9	27	24
1918	35	12	14	53	37
1920	27	4	10	40	28

Use the chart above to answer the questions below.

- According to the chart above, in 1914 the area where women held the largest percentage of workers was:**

 - Industry
 - Transport
 - Agriculture
 - Commerce

- According to the chart above, the year in which women held the highest percentage in commerce was:**

 - 1914
 - 1918
 - 1920
 - 1922

- According to the chart above, the area in which women held the lowest percentage of workers for the years, 1914, 1918 and 1920 was:**

 - Industry
 - Transport
 - Agriculture
 - Commerce

- According to the chart, what was the highest overall percentage of women workers to men workers between the years of 1914 and 1920?**

 - 24
 - 28
 - 37
 - 53

Short Answer — Two points

- Identify two ways in which women contributed to the war effort.**



The Legacy of the Great War

History, Economics

Worksheet 5



If you don't know an answer skip it. Go on with the rest of the test and come back to it later; maybe on another part of the test there'll be something that will help you out with that question.

- The industries of Europe produced new weapons that were used during the Great War. All of the following were new weapons introduced during the war EXCEPT:**
 - Tanks
 - Airplanes
 - Rifle
 - Poison gas
- Besides new weapons, there were new methods of fighting introduced in the Great War. Both sides dug deep trenches, dividing the armies into two fronts. The trenches were muddy and wet, causing discomfort for the soldiers. The trenches prevented the two opposing armies from gaining territory and resulted in:**
 - Stalemate
 - Blockade
 - Depression
 - Truce
- Unlike wars in the past, the Great War affected more than just the military of a country. All citizens of a country were required to contribute to the war. Women took jobs in factories, grew food in "victory gardens," and gave money in the form of liberty bonds. This type of involvement is referred to as:**
 - Interdependence
 - Globalization
 - Total war
 - Communism
- Read the following passage and answer the question.**

"Over there, over there,
Send the word, send the word, over there,
That the Yanks are coming
The Yanks are coming,
The drums rum-tunmming ev'ry where –

Over There by George M. Cohan

The above song is in reference to:

 - The end of the war in Europe
 - The feeling of neutrality in the United States
 - The arrival of the U.S. soldiers in Europe
 - The arrival of Mexican soldiers in Europe



The Legacy of the Great War

Standard – Citizenship Rights and Responsibilities

Worksheet 6



Use the entire time. Eighty percent pass who spend two hours on the test. Twenty percent pass who spend an hour.



For the writing portion of the OGT, concentrate on the content of your answer and don't get too caught up fretting over grammar and mechanics.

1. **During the Great War, some Americans protested U.S. involvement. Charles Schenck, a socialist, sent flyers to draftees encouraging them not to serve. He was arrested under the Espionage Act. His arrest and subsequent court appearance led to the Supreme Court establishing:**
 - a. Equal opportunity for all
 - b. Revoke of the 1st Amendment
 - c. Clear and present danger rule
 - d. Alternative service for conscientious objectors

2. **The Great War came to a close with the signing of:**
 - a. Treaty of Paris
 - b. Wilson's Fourteen Points
 - c. Treaty of Vienna
 - d. Treaty of Versailles

3. **One major result of the Great War was:**
 - a. A victorious Germany
 - b. A revolution in Russia
 - c. A defeated France
 - d. A revolution in Britain

Extended Response — Four points

4. **Identify four ways in which World War I was different from previous wars.**



The Legacy of the Great War

Standards – History

Worksheet 7



Answer all questions. The OGT takes points away if you leave them blank.

- The peace treaty ending the Great War held Germany solely responsible for causing the war. This portion of the treaty is referred to as:**
 - Reparations
 - Demilitarization
 - Territorial losses
 - War-guilt clause
- One part of the treaty dealt specifically with the need to create nations for various groups of people. All of the following were new countries that emerged from the war EXCEPT:**
 - Poland
 - Lithuania
 - Turkey
 - Italy
- An international organization created to preserve the peace after World War I was the:**
 - United Nations
 - League of Nations
 - European Union
 - North Atlantic Treaty Organization
- One flaw of the international organization created after World War I was the fact that _____ refused to join.**
 - Great Britain
 - Russia
 - United States
 - France
- The main purpose of President Wilson's Fourteen Points at the end of WWI was to:**
 - Assist the leaders of Europe to gain additional territory at Germany's expense
 - Assure peace in the future by not treating Germany as a vanquished nation
 - Divide Germany into several parts so it would not be a threat in the future
 - Gain reparations from Germany to help pay for the cost of the war



The Legacy of the Great War

Standards – History, Citizenship Rights and Responsibilities

Worksheet 8



If you do not know the answer to a question, eliminate answers you know are wrong, and then take your best educated guess.

- The end of World War I brought expectations for many groups of people. In the Balfour Declaration, the British pledged to help create a homeland for this group of people.**
 - Germans
 - Turks
 - Jews
 - Irish
- Near the end of World War I, the Russian people revolted against their government. Their reason for revolting was:**
 - Lack of supplies and high casualties during the war
 - Demand for more political power for the citizens
 - Autocratic rule of the czar
 - All of the above
- The group which emerged as the leader of the Russian people in 1918 and signed a separate peace, the Treaty of Brest-Litovsk, with the Germans was:**
 - Mensheviks
 - Bolsheviks
 - Socialist
 - Communists
- In 1922, Russia was reorganized into the Union of the Soviet Socialist Republics. It was ruled by a dictator. Who ruled the USSR?**
 - Stalin
 - Hitler
 - Lenin
 - Mussolini
- After World War I, several colonial nations began to protest the control of their nation by outside countries. Citizens in India helped mobilize for the cause of independence from British rule by:**
 - Organizing a massive voter campaign to elect Gandhi as their president
 - Participating in a campaign of passive resistance and civil disobedience
 - Raising an Indian army to defeat the British forces in India
 - Submitting to the inevitability of continued British rule



The Legacy of the Great War

Standards – History, Economics

Worksheet 9



When analyzing tables or maps, use your pencil to line up data to ensure you don't misread the information.



Make sure to identify when the question is asking for a cause and effect answer.

Deaths in World War I

Belgium	45,550	Romania	300,000
British Empire.....	942,135	Russia	1,700,000
France.....	1,368,000	Serbia.....	45,000
Greece	23,098	United States	116,516
Italy	680,000	Austria-Hungary	1,200,000
Japan	1,344	Bulgaria	87,495
Montenegro	3,000	Germany	1,935,000
Portugal	8,145	Ottoman Empire.....	725,000

1. According to the information above, which country lost the largest number of people in World War I?
 - a. France
 - b. Austria-Hungary
 - c. Germany
 - d. Russia

2. In an attempt to prevent wars in the future, several countries endorse signing the Kellogg-Briand Pact which renounced war as an instrument of national policy. Although it sounded like a great idea, it, like the League of Nations, had no means to:
 - a. Enforce the agreement
 - b. Finance the agreement
 - c. Enlarge the number of countries signing the pact
 - d. None of the above

3. After the Great War, the United States experienced a period of economic boom resulting in an increase in prosperity for some Americans. Unfortunately, the economy had some underlying problems and resulted in:
 - a. High unemployment
 - b. Unequal distribution of wealth
 - c. Overproduction
 - d. All of the above

Short Answer – Two points

4. Describe two causes of the Russian Revolution.



The Legacy of the Great War

Standards – Economics, Social Studies Skills and Methods

Worksheet 10



If the question is asking for facts, don't give your personal opinion on the topic.

1. During the 1930s, in response to the world-wide depression, many countries experienced a political power struggle resulting in changes of their leaders. In Italy, Mussolini took control and established a Fascist party. Which of the following are characteristics of Fascism?

- a. Promotes extreme nationalism
- b. One party rule
- c. Devotion to an authoritarian leader
- d. All of the above

2. In Germany during the 1930s, which political party took control?

- a. Communist
- b. Nazis
- c. Democrat
- d. Republican

3. View the chart below and answer the question.

Political Philosophy	Communism	Fascism
Leader	Dictator/authoritarian	Dictator/authoritarian
Political Parties	One-party rule; totalitarian	One-party rule; totalitarian
Rights of Citizens	Individual rights denied Use of secret of police	Individual rights denied Use of secret of police
Social Classes	Classless society	Favored upper classes

According to the chart above, the main difference between Communism and Fascism is the:

- a. Type of leader
- b. Rights of the citizens
- c. Social classes
- d. Political parties

Extended Response — Four points

4. Historians often cite the harshness of the Treaty of Versailles on Germany as a primary cause of the eventual outbreak of World War II. Summarize two provisions of the Versailles Treaty relating to Germany and discuss how each helped lead to World War II.



For a four point extended response question, you need to make four specific points in your answer.



Answer Key 1



Always read the whole question carefully, don't make assumptions about what the question might be.

The Legacy of the Great War

Standards – History, Economics

1. **The Great War began in 1914 when a “spark” set off a series of events. Several factors or tensions had accumulated which created a climate for war. One such factor was nationalism. The best definition of nationalism is:**
 - a. Extreme loyalty for one’s country, often with emphasis on national self interest and promotion of one’s culture over others
 - b. All people of one nation working together
 - c. A stronger nation controls a weaker nation
 - d. A build up of a nation’s weapons

2. **The issue of self-government was one factor that led to the outbreak of WWI. Many nations’ citizens belonged to their own ethnic groups and some of these multinational groups of people wanted to be able to control the destiny of their lives and create their own country. Which of the following nations did not have to deal with this problem?**
 - a. Russia
 - b. France
 - c. Austria-Hungary
 - d. Ottoman Empire

3. **Competition between the nations of Europe was another factor leading to war. Countries needed raw materials to make manufactured goods along with fuel to power their factories. They also needed places to sell their goods. These industrialized nations looked for ways to take control of weaker, less industrialized countries. This is called:**
 - a. Nationalism
 - b. Alliances
 - c. Imperialism
 - d. Militarism

4. **Prior to the start of the Great War, Europe had approximately one hundred years of peace with only minor conflicts. During that period of time, many changes occurred especially in the area of economics. The largest influence on economics was:**
 - a. Industrial Revolution
 - b. Nationalism
 - c. Boxer Rebellion
 - d. Rivalry among the nations

5. **Changes in technology led to new weapons of war which nations stockpiled to increase the size of their armies and navies. This is called:**
 - a. Imperialism
 - b. Alliances
 - c. Militarism
 - d. Industrial Revolution

1914-1933



The Legacy of the Great War

Standards – History, Geography

Answer Key 2



Once you receive the test, scan it quickly to get a feel of the questions.

- 1. The assassination of Archduke Ferdinand, heir to the Austrian-Hungarian empire, on June 28th, 1914, led to the start of:**
 - a. A boycott against the nation of Serbia
 - b. Competition for a new leader of Austria-Hungary
 - c. The collapse of Austria-Hungary
 - d. The Great War (WWI)

- 2. At the beginning of the war, many countries chose sides to support. This formal agreement among nations to cooperate and provide for their mutual defense is called:**
 - a. Common good
 - b. Alliances
 - c. Interdependence
 - d. Globalization

- 3. Which country was not a member of the Central Powers?**
 - a. Germany
 - b. Italy
 - c. Ottoman Empire
 - d. Austria-Hungary

- 4. Which of the following countries formed the Triple Entente?**
 - a. United Kingdom, France, Russia
 - b. United Kingdom, United States, France
 - c. United States, France, Russia
 - d. United Kingdom, France, Ottoman Empire

- 5. Which of the following countries joined the Triple Entente in 1915?**
 - a. Japan
 - b. Italy
 - c. Germany
 - d. Ireland



The Legacy of the Great War

Standards – History

Answer Key 3



Don't keep changing your answer; usually your first choice is the right one, unless you misread the question.



Think about what the question is asking specifically. In this example, you would not get points for giving the short-term causes of the Great War.

1. At the outbreak of war, President Wilson declared the United States, "neutral in fact as well as in name... impartial in thought as well as in action." This proved to be difficult to maintain because:
 - a. American ships were attacked by German submarines
 - b. American citizens were killed while traveling overseas on ships such as the *Sussex* and *Lusitania*
 - c. American ships were searched by British and French warships
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I brought him up to be my pride and joy,
Who dares to put a musket on his shoulder,
To shoot some other mother's darling boy?"

I Didn't Raise my Boy to be a Soldier
By Alfred Bryan and Al Piantadosi

In respect to the war in Europe, the above song would have most likely supported a policy of:

- a. Aggression
 - b. Neutrality
 - c. Common good
 - d. Globalization
3. In 1916, President Wilson ran for re-election under the slogan "He kept us out of war." He attempted to bring the warring sides together and sent aides to Europe to try to find a compromise. Unfortunately, it didn't work. The United States was finally pulled into the war due to:
 - a. Continued attacks on American ships
 - b. An attack on New York City by German submarines
 - c. An assassination attempt on President Wilson
 - d. The Zimmerman telegram to Mexico offering U.S. territory if they joined Germany in the war.

Short Answer — Two points

4. Identify two long-term causes of the Great War.

Zero points

There are two long term causes of the Great War. One cause being the advancement of Germany, and its troops into other countries including neutrals. The second cause being that the holocaust came into effect, causing horror worldwide and the mass killings of many peoples.

One point

Long term causes of the Great War: distrust in alliances and countries trying to expand and run into each other.

Two points

Two causes of the Great War were imperialism and arms race. First countries were competing with each other for colonies in African and Asia. This competition led to tension between the countries. Secondly, countries had built up their weapons and military partly due to the Industrial Revolution. The countries were ready to go to war when the Archduke was killed.



The Legacy of the Great War

Social Studies Skills and Methods, Economics

Answer Key 4



Make sure you understand what the question is asking you.



Restate the question in your answer, if you just list reasons without referring to the question, your answer might not make sense.

Percentage of Women to Men in Employment	Industry %	Transport %	Agriculture %	Commerce %	All Workers %
1914	26	2	9	27	24
1918	35	12	14	53	37
1920	27	4	10	40	28

Use the chart above to answer the questions below.

- 1. According to the chart above, in 1914 the area where women held the largest percentage of workers was:**

 - Industry
 - Transport
 - Agriculture
 - Commerce
- 2. According to the chart above, the year in which women held the highest percentage in commerce was:**

 - 1914
 - 1918
 - 1920
 - 1922
- 3. According to the chart above, the area in which women held the lowest percentage of workers for the years, 1914, 1918 and 1920 was:**

 - Industry
 - Transport
 - Agriculture
 - Commerce
- 4. According to the chart, what was the highest overall percentage of women workers to men workers between the years of 1914 and 1920?**

 - 24
 - 28
 - 37
 - 53

Short Answer — Two points

- 5. Identify two ways in which women contributed to the war effort.**

Zero points

The women freed them. They would stay home and clean all and make the money.

One point

When the men left for the war, the women took their jobs in the factories to make weapons.

Two points

One way in which women contributed to the war effort was by making them weapons in the factories. Another way in which women contributed to the war effort was by working as nurses in the military.



The Legacy of the Great War

History, Economics

Answer Key 5



If you don't know an answer skip it. Go on with the rest of the test and come back to it later; maybe on another part of the test there'll be something that will help you out with that question.

- The industries of Europe produced new weapons that were used during the Great War. All of the following were new weapons introduced during the war EXCEPT:**
 - Tanks
 - Airplanes
 - Rifle
 - Poison gas
- Besides new weapons, there were new methods of fighting introduced in the Great War. Both sides dug deep trenches, dividing the armies into two fronts. The trenches were muddy and wet, causing discomfort for the soldiers. The trenches prevented the two opposing armies from gaining territory and resulted in:**
 - Stalemate
 - Blockade
 - Depression
 - Truce
- Unlike wars in the past, the Great War affected more than just the military of a country. All citizens of a country were required to contribute to the war. Women took jobs in factories, grew food in "victory gardens," and gave money in the form of liberty bonds. This type of involvement is referred to as:**
 - Interdependence
 - Globalization
 - Total war
 - Communism
- Read the following passage and answer the question.**

"Over there, over there,
Send the word, send the word, over there,
That the Yanks are coming
The Yanks are coming,
The drums rum-tunmming ev'ry where –

Over There by George M. Cohan

The above song is in reference to:

 - The end of the war in Europe
 - The feeling of neutrality in the United States
 - The arrival of the U.S. soldiers in Europe
 - The arrival of Mexican soldiers in Europe



The Legacy of the Great War

Standard – Citizenship Rights and Responsibilities

Answer Key 6



Use the entire time. Eighty percent pass who spend two hours on the test. Twenty percent pass who spend an hour.



For the writing portion of the OGT, concentrate on the content of your answer and don't get too caught up fretting over grammar and mechanics.

- 1. During the Great War, some Americans protested U.S. involvement. Charles Schenck, a socialist, sent flyers to draftees encouraging them not to serve. He was arrested under the Espionage Act. His arrest and subsequent court appearance led to the Supreme Court establishing:**
 - a. Equal opportunity for all
 - b. Revoke of the 1st Amendment
 - c. Clear and present danger rule
 - d. Alternative service for conscientious objectors
- 2. The Great War came to a close with the signing of:**
 - a. Treaty of Paris
 - b. Wilson's Fourteen Points
 - c. Treaty of Vienna
 - d. Treaty of Versailles
- 3. One major result of the Great War was:**
 - a. A victorious Germany
 - b. A revolution in Russia
 - c. A defeated France
 - d. A revolution in Britain

Extended Response — Four points

- 4. Identify four ways in which World War I was different from previous wars.**

Zero points

World War one was different from other wars because world war one had less casualties and ended with a treaty.

One point

In WWI it was different from the previous wars because we fought other countries around the world. It was a World war.

Two points

- 1) They had new types of weapons like subs
- 2) There was more deaths than other wars
- 3) The war lasted a long time

Three points

In WWI, there were new weapons, like submarines

Also, trench warfare began. It involved both sides digging large ditches or trenches and that's where the soldier fought.

New equipment, like gas masks, were used to protect soldiers for the new weapons.

Four points

World War I was different from previous wars because

- New weapons – machine guns and tanks
- Trench warfare – this made battles bloody and led to stalemates
- The number of countries involved was larger than other wars
- The number of deaths, both civilians and soldiers was high



The Legacy of the Great War

Standards – History

Answer Key 7



Answer all questions. The OGT takes points away if you leave them blank.

- 1. The peace treaty ending the Great War held Germany solely responsible for causing the war. This portion of the treaty is referred to as:**
 - a. Reparations
 - b. Demilitarization
 - c. Territorial losses
 - d. War-guilt clause
- 2. One part of the treaty dealt specifically with the need to create nations for various groups of people. All of the following were new countries that emerged from the war EXCEPT:**
 - a. Poland
 - b. Lithuania
 - c. Turkey
 - d. Italy
- 3. An international organization created to preserve the peace after World War I was the:**
 - a. United Nations
 - b. League of Nations
 - c. European Union
 - d. North Atlantic Treaty Organization
- 4. One flaw of the international organization created after World War I was the fact that _____ refused to join.**
 - a. Great Britain
 - b. Russia
 - c. United States
 - d. France
- 5. The main purpose of President Wilson's Fourteen Points at the end of WWI was to:**
 - a. Assist the leaders of Europe to gain additional territory at Germany's expense
 - b. Assure peace in the future by not treating Germany as a vanquished nation
 - c. Divide Germany into several parts so it would not be a threat in the future
 - d. Gain reparations from Germany to help pay for the cost of the war



The Legacy of the Great War

Standards – History, Citizenship Rights and Responsibilities

Answer Key 8



If you do not know the answer to a question, eliminate answers you know are wrong, and then take your best educated guess.

1. **The end of World War I brought expectations for many groups of people. In the Balfour Declaration, the British pledged to help create a homeland for this group of people.**
 - a. Germans
 - b. Turks
 - c. Jews
 - d. Irish

2. **Near the end of World War I, the Russian people revolted against their government. Their reason for revolting was:**
 - a. Lack of supplies and high casualties during the war
 - b. Demand for more political power for the citizens
 - c. Autocratic rule of the czar
 - d. All of the above

3. **The group which emerged as the leader of the Russian people in 1918 and signed a separate peace, the Treaty of Brest-Litovsk, with the Germans was:**
 - a. Mensheviks
 - b. Bolsheviks
 - c. Socialist
 - d. Communists

4. **In 1922, Russia was reorganized into the Union of the Soviet Socialist Republics. It was ruled by a dictator. Who ruled the USSR?**
 - a. Stalin
 - b. Hitler
 - c. Lenin
 - d. Mussolini

5. **After World War I, several colonial nations began to protest the control of their nation by outside countries. Citizens in India helped mobilize for the cause of independence from British rule by:**
 - a. Organizing a massive voter campaign to elect Gandhi as their president
 - b. Participating in a campaign of passive resistance and civil disobedience
 - c. Raising an Indian army to defeat the British forces in India
 - d. Submitting to the inevitability of continued British rule



The Legacy of the Great War

Standards – History, Economics

Answer Key 9



When analyzing tables or maps, use your pencil to line up data to ensure you don't misread the information.



Make sure to identify when the question is asking for a cause and effect answer.

Deaths in World War I

Belgium	45,550	Romania	300,000
British Empire.....	942,135	Russia	1,700,000
France.....	1,368,000	Serbia.....	45,000
Greece	23,098	United States	116,516
Italy	680,000	Austria-Hungary	1,200,000
Japan	1,344	Bulgaria	87,495
Montenegro	3,000	Germany	1,935,000
Portugal	8,145	Ottoman Empire.....	725,000

1. **According to the information above, which country lost the largest number of people in World War I?**
 - a. France
 - b. Austria-Hungary
 - c. Germany
 - d. Russia

2. **In an attempt to prevent wars in the future, several countries endorse signing the Kellogg-Briand Pact which renounced war as an instrument of national policy. Although it sounded like a great idea, it, like the League of Nations, had no means to:**
 - a. Enforce the agreement
 - b. Finance the agreement
 - c. Enlarge the number of countries signing the pact
 - d. None of the above

3. **After the Great War, the United States experienced a period of economic boom resulting in an increase in prosperity for some Americans. Unfortunately, the economy had some underlying problems and resulted in:**
 - a. High unemployment
 - b. Unequal distribution of wealth
 - c. Overproduction
 - d. All of the above

Short Answer — Two points

4. **Describe two causes of the Russian Revolution.**

Zero points

One cause was the Kellogg Briand pact. Another cause was overproduction and low unemployment.

One point

A cause of the Russian Revolution was the collapse of their government. Another cause was their large debt from the war.

Two points

Many Russians were dying in a war that they thought didn't directly affect them. The war cost a lot of money and the people of Russia were starving. They wanted to pull out of the war and they wanted food.

1914-1933



The Legacy of the Great War

Standards – Economics, Social Studies Skills and Methods

Answer Key 10



If the question is asking for facts, don't give your personal opinion on the topic.

- During the 1930s, in response to the world-wide depression, many countries experienced a political power struggle resulting in changes of their leaders. In Italy, Mussolini took control and established a Fascist party. Which of the following are characteristics of Fascism?
 - Promotes extreme nationalism
 - One party rule
 - Devotion to an authoritarian leader
 - All of the above

- In Germany during the 1930s, which political party took control?
 - Communist
 - Nazis
 - Democrat
 - Republican

- View the chart below and answer the question.

Political Philosophy	Communism	Fascism
Leader	Dictator/authoritarian	Dictator/authoritarian
Political Parties	One-party rule; totalitarian	One-party rule; totalitarian
Rights of Citizens	Individual rights denied Use of secret of police	Individual rights denied Use of secret of police
Social Classes	Classless society	Favored upper classes

According to the chart above, the main difference between Communism and Fascism is the:

- Type of leader
- Rights of the citizens
- Social classes
- Political parties

Extended Response — Four points

- Historians often cite the harshness of the Treaty of Versailles on Germany as a primary cause of the eventual outbreak of World War II. Summarize two provisions of the Versailles Treaty relating to Germany and discuss how each helped lead to World War II.

One point

The Treaty of Versailles ended WWI with Germany agreeing to give back a fair amount of land they had taken from the surrounding countries. Instead they began to grow in power with eventually led to Hitler's Nazi party.

Two points

Two provisions of the Treaty of Versailles were one that Germany would have to stop building their arms and two, that they would not cause conflict in any way towards the U.S. They both helped lead to WWII because Germany didn't follow with the treaty of Versailles and with building arms led to the outbreak of war.

Four points

Two things that the Treaty of Versailles did was one – charge Germany for all the destruction that the war created, Germany then slipped into poverty allowing Hitler to take power by saying he could end Germany's depression. Another thing the treaty did was greatly reducing Germany's military, which hurt German moral by making them think they were weak and vulnerable, which made Hitler looked all the better when he re-made the German military.



For a four point extended response question, you need to make four specific points in your answer.



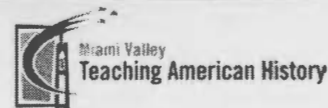
The Roaring Twenties and Great Depression

1920-1941



The Roaring Twenties and Great Depression

OVERVIEW 1



Following a brief post WWI economic decline, the 1920s brought a period of prosperity for Americans and a general increase in the **standard of living** for a number of citizens. A time of **technological innovation** and new consumer products, the 1920s saw two-thirds of American homes powered by electricity, and automobiles widely affordable for the middle class. The previous era of **Progressive reform** was replaced by a consumerism boom, when Americans, fueled by installment buying options, eagerly purchased automobiles, radios, new homes, and stocks. Both the middle class and leisure time grew, and along with this, American value systems changed. Materialism and pleasure seeking began to replace the traditional values of faith, home, and thrift. Women, who were finally granted the right to vote nationally in 1920, experienced newfound independence and expressed themselves with new modes of dress, including short hair and shorter skirts that went along with the new “flapper” lifestyle.

Despite the general prosperity of the 1920s, racial, ethnic, and religious prejudice increased along with distrust for immigrants in a wave of post war **isolationism**. The Bolshevik Revolution in 1917 had led to a widespread fear of the radical left in America. This national paranoia, referred to as the “**Red Scare**,” culminated in the conviction and execution of two Italian anarchists — Nicola Sacco and Bartolomeo Vanzetti. The Immigration Quota Act of 1921 in effect served to limit the number of non-Anglo European immigrants by at least seventy-five percent; Asian immigration to the United States was completely banned. In the meantime, the South saw a resurgence of the Klu Klux Klan. African Americans migrated north beginning in the early 1900s and well into the 1920s to escape the violent, racist climate of the South and to find work in northern urban centers. Though still suffering from racism and discrimination in the North, African Americans were able to build vibrant communities. The African American arts movement known as the Harlem Renaissance flourished as a result of northern migration to New York. The arts flourished, and Jazz became the new music of the era — in America, and around the world.

“The Jazz Age,” or “Roaring Twenties,” became associated with prohibition. The official ban on alcohol was enforced

nationally starting in 1920, and with this began a subculture of speakeasies, bootleggers, and organized crime — of which Chicago-based Al Capone was the most notorious. The freewheeling times of the 1920s would soon end with the stock market crash of 1929 and the Great Depression that followed. The newly elected president, Herbert Hoover, had been in office little over six months, when on October 24th, 1929, the stock market plummeted by fifty percent. Over production, over consumption, market speculation including — **buying on margin**, world events, and government policy contributed to the crash. The stock market crash had catastrophic effects and sent America spiraling into an economic **depression** that would last until 1941.

The Great Depression worsened after 1932, and was made worse by a devastating drought in the southern plains states, including Kansas, Oklahoma, and portions of Texas, Colorado, and New Mexico. Over-farming coupled with over a decade of drought had reduced farms to dusty wasteland in what became known as the Dust Bowl. The rest of the industrialized world had fallen into economic depression as well. Despite the global nature of the depression, Americans tended to blame their president for their troubles—shanty homes that were popping up near large urban centers were being called “Hoovervilles.” Not surprisingly, Franklin Delano Roosevelt won an overwhelming victory in the 1932 election, offering Americans a “**New Deal**.” Despite FDR’s efforts, New Deal programs were not enough to pull the United States out of its economic disaster. Though social programs like the Works Progress Administration (WPA) and **legislation** like the Social Security Act could not rescue the country’s economy, the FDR administration forever transformed the nation through the introduction of the concept of the welfare state and federal responsibility for the stability of the nation’s economy.

The Great Depression and its devastating world wide impact would soon become one of the causes of WWII. Ironically, it took the Second World War and the subsequent economic stimulation from war production and industry to bring an end to the Great Depression in America.



America at Home

1919 Race Riots:
Occur in Chicago, Seattle, and other cities

1920 19th Amendment:
Women gain Federal voting rights

Harding Elected President

1920s Flapper Generation Begins:
Flapper was a term coined to describe young women of the twenties who shunned conventional dress and manners



America and the World

1918 Suffrage Granted to Women in the Following European Countries:
United Kingdom, Germany, Hungary, Poland, and Russian Federation

1919 League of Nations
Mandates Created:
Former colonial holdings in Africa, Middle East, and Asia divided into mandates administered by the WWI victors





The Roaring Twenties and Great Depression



America at Home

- 1920** Prohibition Begins Nationally
- 1921** Palmer Raids:
Controversial raids on U.S. citizens and non-citizens for their political affiliations
- Immigration Quota Law:**
Set immigration quotas primarily based on ethnicity
- Sacco and Vanzetti Convicted**
- 1923-1924** Teapot Dome Government Scandal Exposed:
Oil reserve scandal during the Harding administration
- 1925** Scopes Trial:
Controversial trial about the right to teach evolution in the classroom
- 1927** Charles Lindbergh Completes First Solo Flight Around the World
- Sacco and Vanzetti Executed**
- 1928** Stock Market Soars
Hoover Elected President
- 1929** Stock Market Crash:
Great Depression begins
- 1931** Scottsboro Affair:
Controversial trial where nine African American men were convicted of the rape of two white women
- 1932** Bonus March on Washington D.C.:
Demonstration by WWI veterans demanding promised bonus pay; police used tear gas and opened fire on the demonstrators
- 1932-1939** Dust Bowl:
Extreme draught that decimated agriculture in the Plains region
- Franklin D. Roosevelt Elected:**
New Deal programs begin
- 1932** Federal Relief Act
- 1933** Emergency Banking Relief Act
- 1934** Unemployment Peaks
- 1935** Works Progress Administration Started (WPA)
Social Security Act
National Labor Relations Act (NLRA)
- 1937** Farm Security Administration Act (FSA)
- 1938** 10.4 Million Americans Unemployed
- 1939** Steinbeck Writes Grapes of Wrath:
Novel that depicts life in the Dust Bowl
- 1940** Roosevelt Wins Election:
Begins unprecedented third term in office
- Fair Employment Practices Committee:**
Prevented discrimination in war industry and government
- 1941** U.S. Entry into WWII:
Wartime production brings end to Great Depression



America and the World

- 1920** Gandhi Launches National Campaign for Non-Violent Resistance to British Rule
- 1921-1922** Post War Economic Depression in Europe
- 1922** Mussolini Comes to Power in Italy
Stevenson Act Passed in Great Britain:
Attempt to stabilize rubber prices
- 1923** Devaluation of German Mark
- 1925** Josephine Baker Performs in Paris:
Female African American performer who gained popularity in France
- 1928** Stalin Banishes Trotsky for Criticizing Communist Government
- 1929** Stock Market Collapse:
Global economic implications
- German Unemployment Reaches Five Million**
- 1930** Worldwide Economic Recession
London Naval Treaty:
Signed between United States, United Kingdom, and Japan — limits shipbuilding and regulates submarine warfare
- 1931** Collapse of Austrian Banking System
Great Britain Goes off the Gold Standard
Mukden Incident:
Japanese annex Manchuria
- 1932** Forty-Three Percent of German Labor Force Unemployed
German Economic Recovery
- 1933** Collapse of Weimar Republic in Germany
Hitler Establishes Nazi Regime
- 1934** French Anti-Parliamentary Riots
- 1936** Popular Front Wins French National Elections:
Radical Socialist Party that gained power as a result of French financial instability
- "Great Purge" Begins in Soviet Union:**
Persecution of suspected communist traitors; millions were exiled or executed
- 1936-1939** Spanish Civil War:
Francisco Franco establishes dictatorship
- 1937** French Riots:
Riots sparked by French Fascists
- 1939** WWII Begins





The Roaring Twenties and the Great Depression

Standards – History, Economics, Government

Worksheet 1



Exercising a few days before the test will help reduce stress.



When you are not sure what the answer is, use common sense and take an educated guess. For example, this question is asking about the 1920s so you can rule out the television as a possible answer.

1. Which of the following countries experienced an economic boom during the 1920s?
 - a. Germany
 - b. United States
 - c. Great Britain
 - d. China

2. During the 1920s, a movement to restrict the selling, distributing, and consuming of alcohol had support nationwide. In fact the states ratified an amendment outlawing alcohol. Which amendment was this?
 - a. 18th Amendment
 - b. 19th Amendment
 - c. 20th Amendment
 - d. 21st Amendment

3. After the Great War, people wanted to return to the “good life.” The decade’s presidents were elected for their “hands off” approach to governing to allow big business to grow. Which political party were all three of the presidents, in the 1920s, a member of?
 - a. Communist
 - b. Socialist
 - c. Republican
 - d. Democratic

4. The “hands off” approach was evident in the way that the 1920’s presidents allowed big business to grow. They felt that government should have little, if any, restrictions for business. This concept is called:
 - a. Command market
 - b. Traditional market
 - c. Mixed market
 - d. Laissez Faire

Short Answer — Two points

5. The prosperity of the 1920s was also evident in the growth of consumerism. Technology produced items which were affordable for most people, improving their standard of living. Explain two products, in the 1920s, which were part of this consumerism.



The Roaring Twenties and the Great Depression

Standards – History, Citizenship Rights and Responsibilities, Government

Worksheet 2



Show up to class early so you won't have to worry about being late.



For short answer questions, make sure you stick to the point.

1. The most important new consumer product in the 1920s was:
 - a. Washer
 - b. Ironing board
 - c. Radio
 - d. Automobile

2. One side effect of the 1920s Presidents' reluctance to regulate business was:
 - a. Corruption in government offices
 - b. Scandals such as the Tea Pot Dome
 - c. Great Depression
 - d. All of the above

3. During the 1920s, the United States underwent a "Red Scare." Which of the following best describes this situation?
 - a. Fear of communists and anarchists
 - b. Increase of red tide along the coastal regions
 - c. Decrease nationwide in the support of Red Cross activities
 - d. The controversy over using the color red in stop signs and street lights

4. One group of people who fought for voting rights and were able to achieve them with the passage of the 19th Amendment was:
 - a. Native Americans
 - b. Women
 - c. African Americans
 - d. Chinese Americans

Short Answer — Two points

5. Prohibition outlawed the use of alcohol. Explain two arguments that supported the reasoning behind prohibition.



The Roaring Twenties and the Great Depression

Standards – History, Government

Worksheet
3



Write down important facts, definitions and /or keywords in the margin first so you won't worry about forgetting them.



Look for "action" words like describe, explain, list, and argue.

Black Population Trends

	1890	1960
Southern	90.3%	10%
Rural	90%	5%
Northern	9.7%	90%
Urban	10%	95%

Information from <http://us.history.wisc.edu>

- According to the chart, which of the following statements is true?**

 - During the 1890s, more African Americans lived in the North than the South
 - During the 1890s, more African Americans worked in the city than in the country
 - During the 1890s, more African Americans lived in the South than the North
 - During the 1890s, more African Americans wanted to live in the North
- The chart above shows migration between the northern and southern sections of the United States. What does the chart fail to address?**

 - The successful experiences of the people who moved into the North
 - The percentage of people who moved into the western states
 - The percentage of people who returned to either the South or rural regions
 - All of the above
- This period of African American movement in the 1920s is referred to as the Great Migration. The main reason for the movement was:**

 - Better job opportunities in the North
 - Less racism and restrictions in the North
 - More freedoms and educational opportunities in the North
 - All of the above
- The migration of African Americans to northern cities led to the:**

 - The Harlem Renaissance
 - Easing of restrictions on African Americans, especially in the South
 - Acceptance of African Americans by other immigrant groups in the North
 - All of the above

Short Answer — Two points

- Not everyone thought that women should receive the right to vote. Describe two arguments against giving women the right to vote.**



The Roaring Twenties and the Great Depression

Standards – History, Economics, People in Societies

Worksheet 4



Do the simple questions first to help build up your confidence for the harder questions.

- The trial of Sacco and Vanzetti, two immigrant laborers who were convicted of murdering a payroll clerk on very weak evidence, occurred at the height of:**
 - The Harlem Renaissance
 - The Great Depression
 - The New Deal
 - The Red Scare
- Which of the following contributed to the development of African American culture in Harlem and other Northern cities during the 1920s?**
 - Improved opportunities for sharecroppers in the South
 - Increased interest in leisure activities such as sports
 - Migration of African Americans from the South to the North
 - A surge of creativity and talent due to the decades of oppression in the South
- During the Red Scare, there was labor union support for the government to take a more active role in industry and business, to the degree that the United States would create a:**
 - Mixed economy
 - Command economy
 - Market economy
 - Traditional economy
- The end of the Progressive Era, a period of reform and increased citizen participation in the government, came shortly after the passage of:**
 - 19th Amendment
 - 20th Amendment
 - 21st Amendment
 - 26th Amendment
- During the Harlem Renaissance, literature, poetry, music, and art drew heavily from:**
 - European roots
 - Asian roots
 - African roots
 - Native American roots



The Roaring Twenties and the Great Depression

Standards – History, People in Societies

Worksheet 5



Focus on the question at hand; don't let your mind wander to other things.

- 1. One of the main results of the *Red Scare* were the limitations placed on immigration. Most Americans wanted to keep out people who did not fit the "American category." This included:**
 - a. Asians
 - b. Catholics and Jews
 - c. Mexicans
 - d. All of the above
- 2. Which group or groups suffered the most job losses during the Great Depression?**
 - a. Cattle ranchers
 - b. Big business owners
 - c. Women, African Americans, and unskilled workers
 - d. Farmers
- 3. Which of the following is a major reason why Prohibition failed?**
 - a. People didn't support it
 - b. It created widespread poverty since alcohol was not available for taxation
 - c. It went against the Constitution
 - d. People associated it with Communism
- 4. Which phrase best describes the Harlem Renaissance?**
 - a. A cultural movement
 - b. A political movement
 - c. An economic movement
 - d. A reform movement
- 5. Which of the following best characterizes the Roaring Twenties?**
 - a. Unchecked immigration
 - b. Growth in consumerism
 - c. Hard time for businessmen
 - d. Disappearance of racial prejudice



The Roaring Twenties and the Great Depression

Standards – People in Societies, Economics

Worksheet 6



Don't worry about how fast other people finish their test. Concentrate on your own test.

1. **Jim Crow laws were attempts to restrict the rights of:**
 - a. African Americans
 - b. Chinese
 - c. Women
 - d. Native Americans

2. **Race riots occurred after World War I. Many African Americans had served overseas during the war, fighting for democracy, only to return to a segregated United States. Segregation was upheld by the Supreme Court decision:**
 - a. Brown v. Board of Education, Topeka, Kansas
 - b. Regents of University of California v. Bakke
 - c. Plessey v. Ferguson
 - d. Schenck v. United States

3. **Along with the race riots and the Red Scare, during the 1920s a white-supremacist organization reemerged. Initially this group was created after the Civil War by Confederate veterans. This group is:**
 - a. Ku Klux Klan
 - b. Black Panthers
 - c. Immigration Restriction Organization
 - d. Southern Men's Alliance

4. **During the Harlem Renaissance, a popular form of music which came from blues, ragtime, and New Orleans brass bands became nationally known. Artists such as Duke Ellington, Louis Armstrong, and Bessie Smith were popular performers. This period of time became known as the:**
 - a. Victorian Age
 - b. Jazz Age
 - c. Blues Age
 - d. Roaring 20s

5. **Although during the 1920s business appeared to be doing well, in fact many groups were suffering. Which of the following did not prosper during the 1920s?**
 - a. Consumer business
 - b. Automobile industry
 - c. Banks
 - d. Farmers



The Roaring Twenties and the Great Depression

Standards – History, Economics, Citizenship Rights and Responsibilities

Worksheet 7



Eat before a test. Having food in your stomach will give you energy and help you stay focused, but avoid heavy foods which can make you sleepy.

1. **Read the quote and answer the question.**

“We ask of our rulers . . . no special privileges, no special legislation. We ask justice, we ask equality, we ask that all civil and political rights that belong to citizens of the United States be guaranteed to us and our daughters forever.”

Susan B. Anthony

The above quotation was in support of:

- African American rights
 - End to the war in Europe
 - Prohibition
 - Women’s Rights movement
2. **The practice of buying stocks during the 1920s at a small fraction of their full price is called:**
- Depression
 - Buying on margin
 - Command market
 - Comparative advantage
3. **The Stock Market crash itself did not cause the Great Depression. What other factor contributed to the economic slowdown?**
- Closing of banks
 - High unemployment
 - Lower wages
 - All of the above
4. **President Hoover’s response to the Great Depression was:**
- Do nothing; it would fix itself
 - Establish programs to give aid to the farmers
 - Print more money to keep money in circulation
 - Close the stock market
5. **President Wilson created the Federal Reserve System. The Federal Reserve System is important to the United States economy, because through its policies, it:**
- Determines the tax rate for businesses and individuals
 - Decides the rate of unemployment
 - Decides how many banks will exist
 - Determines the money supply for the country



The Roaring Twenties and the Great Depression

Standards – Economics, People in Societies

Worksheet 8



Don't linger on one question too long – mark your best guess and come back to the question if time permits.



Create a brief outline of your response in the margins; this will help you organize your answer and stay on point.

1. **During the Great Depression, to ensure protection of American business, the government placed a tax on imports. This is called a:**
 - a. Tariff
 - b. Blockade
 - c. Quota
 - d. Competition

2. **In a period of high inflation and high unemployment, the Federal Reserve System would most likely:**
 - a. Raise interest rates to increase the amount of money in circulation
 - b. Lower interest rates to increase the amount of money in circulation
 - c. Raise interest rates to reduce the amount of money in circulation
 - d. Lower interest rates to reduce the amount of money in circulation

3. **During the Great Depression, the government enacted a policy of protectionism. The best example of protectionism is:**
 - a. Limitations placed on suspicious immigrants trying to come into the U.S.
 - b. Tax on imports
 - c. Extra locks on doors of government buildings
 - d. More border patrol along Canada and Mexico

4. **The Great Depression also affected society on a cultural level. All of the following are examples of how the Great Depression effected society EXCEPT:**
 - a. Photographers hired by the government to document people's living conditions
 - b. John Steinbeck's *Grapes of Wrath*
 - c. Creation of baseball leagues
 - d. Woody Guthrie's folk songs

Short Answer — Two points

5. **Describe two ways in which the New Deal expanded the role of the government.**



The Roaring Twenties and the Great Depression

Standards – History, Government

Worksheet

9



Context clues can often point to the correct answer.

1. **Who said the following?**

“I pledge you, I pledge myself, to a new deal for the American people.”

 - a. Herbert Hoover
 - b. Langston Hughes
 - c. Franklin Roosevelt
 - d. Lucretia Mott

2. **What was the New Deal?**
 - a. A reform program intended to ease the effects of the Depression and encourage economic recovery
 - b. A government policy intended to stimulate the economy by raising tariffs to protect businesses against foreign competition
 - c. A national movement to outlaw the sale and manufacture of alcohol in hopes of improving the nation’s moral standards
 - d. A reform program meant to encourage people to work hard, save money, and fix the nation’s economic problems by themselves

3. **The New Deal programs were nicknamed “Alphabet Soup” because:**
 - a. It was a mixture of programs to aid all types of people
 - b. The programs were typically called by their initials
 - c. The programs began in the state of Alabama and then spread to the other states alphabetically
 - d. None of the above

4. **This agency was created in order to regulate the banks and protect citizens from future bank failures. It is called:**
 - a. Social Security System
 - b. National Labor Relations Board
 - c. Federal Housing Administration
 - d. Federal Deposit Insurance Corporation

5. **How did the New Deal mark a major change in the role of American government?**
 - a. The government no longer took care of the poor
 - b. The government took over all industries and businesses
 - c. The government began letting the market dictate prices
 - d. The government took a more active role in society and the economy



The Roaring Twenties and the Great Depression

Standards – Economics, Geography, History

Worksheet 10



Read each question very carefully – look out for absolute words like “always” and “never.”



On extended response questions, give the major points first and details last.

1. **The Great Depression spread from the United States to:**
 - a. South America
 - b. Rest of the world
 - c. Europe
 - d. Asia

2. **One of the causes of World War II can be found in:**
 - a. Treaty of Versailles
 - b. Great Depression
 - c. Rise of militaristic leaders
 - d. All of the above

3. **In addition to the hardships of the Great Depression, a drought coupled with over-farming reduced a large portion of the southern plains states including Kansas, Texas, Oklahoma, Colorado, and New Mexico to a wasteland. This was called:**
 - a. The Great Drought
 - b. The Dust Bowl
 - c. Hoovervilles
 - d. The Second Great Depression

4. **The Great Depression ended when:**
 - a. More money was printed and placed into circulation
 - b. World War II started, causing an economic stimulation to occur
 - c. President Roosevelt was elected
 - d. The United States stopped using the gold standard

Short Answer — Two points

5. **The New Deal enacted many measures in response to the Great Depression that remain in effect today. Describe two.**



The Roaring Twenties and the Great Depression

Standards – History, Economics, Government

Answer Key

1



Exercising a few days before the test will help reduce stress.



When you are not sure what the answer is, use common sense and take an educated guess. For example, this question is asking about the 1920s so you can rule out the television as a possible answer.

- Which of the following countries experienced an economic boom during the 1920s?
 - Germany
 - United States
 - Great Britain
 - China
 - During the 1920s, a movement to restrict the selling, distributing, and consuming of alcohol had support nationwide. In fact the states ratified an amendment outlawing alcohol. Which amendment was this?
 - 18th Amendment
 - 19th Amendment
 - 20th Amendment
 - 21st Amendment
 - After the Great War, people wanted to return to the “good life.” The decade’s presidents were elected for their “hands off” approach to governing to allow big business to grow. Which political party were all three of the presidents, in the 1920s, a member of?
 - Communist
 - Socialist
 - Republican
 - Democratic
 - The “hands off” approach was evident in the way that the 1920’s presidents allowed big business to grow. They felt that government should have little, if any, restrictions for business. This concept is called:
 - Command market
 - Traditional market
 - Mixed market
 - Laissez Faire
- Short Answer — Two points
- The prosperity of the 1920s was also evident in the growth of consumerism. Technology produced items which were affordable for most people, improving their standard of living. Explain two products, in the 1920s, which were part of this consumerism.

Zero points

During the 1920s America was booming with new things. It was the era of flappers and illegal consumption of alcohol. New products in the 1920’s were the stock market and the assembly line.

One point

Two products that were part of the consumerism were the automobile and the airplane. These means of transportation made it easier for people to move from place to place.

Two points

Two products that were part of the consumerism were the car and the washer. Due to the prosperity and the assembly line, products were made faster and at a lower cost. Most people in the 20s had a car and a washing machine.



The Roaring Twenties and the Great Depression

Standards – History, Citizenship Rights and Responsibilities, Government

Answer Key 2



Show up to class early so you won't have to worry about being late.



For short answer questions, make sure you stick to the point.

1. The most important new consumer product in the 1920s was:
 - a. Washer
 - b. Ironing board
 - c. Radio
 - d. Automobile

2. One side effect of the 1920s Presidents' reluctance to regulate business was:
 - a. Corruption in government offices
 - b. Scandals such as the Tea Pot Dome
 - c. Great Depression
 - d. All of the above

3. During the 1920s, the United States underwent a "Red Scare." Which of the following best describes this situation?
 - a. Fear of communists and anarchists
 - b. Increase of red tide along the coastal regions
 - c. Decrease nationwide in the support of Red Cross activities
 - d. The controversy over using the color red in stop signs and street lights

4. One group of people who fought for voting rights and were able to achieve them with the passage of the 19th Amendment was:
 - a. Native Americans
 - b. Women
 - c. African Americans
 - d. Chinese Americans

Short Answer — Two points

5. Prohibition outlawed the use of alcohol. Explain two arguments that supported the reasoning behind prohibition.

Zero points

Two arguments that supported the reasoning behind prohibition were that people were going to sneak and have it anyway and it's a form of celebration.

One point

Some of the reasons people supported prohibition was because they believed alcohol was the origin for a lot unnecessary violence. If alcohol was outlawed, people would be in their right minds so there would be less violence. That is what people thought would happen.

Two points

Two reasons to support prohibition were:

- 1) Alcohol was the cause for many criminal acts, such as robbing and raping women.
- 2) Men who over used alcohol would sometimes go home and abuse their wives and children



The Roaring Twenties and the Great Depression

Standards – History, Government

Answer Key 3



Write down important facts, definitions and /or keywords in the margin first so you won't worry about forgetting them.



Look for "action" words like describe, explain, list, and argue.

Black Population Trends

	1890	1960
Southern	90.3%	10%
Rural	90%	5%
Northern	9.7%	90%
Urban	10%	95%

Information from <http://us.history.wisc.edu>

1. According to the chart, which of the following statements is true?
 - a. During the 1890s, more African Americans lived in the North than the South
 - b. During the 1890s, more African Americans worked in the city than in the country
 - c. During the 1890s, more African Americans lived in the South than the North
 - d. During the 1890s, more African Americans wanted to live in the North
2. The chart above shows migration between the northern and southern sections of the United States. What does the chart fail to address?
 - a. The successful experiences of the people who moved into the North
 - b. The percentage of people who moved into the western states
 - c. The percentage of people who returned to either the South or rural regions
 - d. All of the above
3. This period of African American movement in the 1920s is referred to as the Great Migration. The main reason for the movement was:
 - a. Better job opportunities in the North
 - b. Less racism and restrictions in the North
 - c. More freedoms and educational opportunities in the North
 - d. All of the above
4. The migration of African Americans to northern cities led to the:
 - a. The Harlem Renaissance
 - b. Easing of restrictions on African Americans, especially in the South
 - c. Acceptance of African Americans by other immigrant groups in the North
 - d. All of the above

Short Answer — Two points

5. Not everyone thought that women should receive the right to vote. Describe two arguments against giving women the right to vote.

Zero points

There is no sayings in the constitution about women, only men.

One point

Two arguments against giving women the right to vote were that their emotion might influence the way they voted and

Two points

Two arguments against giving women the right to vote are, women might make rash decisions based on emotion if they're upset or not, and two, women are not usually politically active. They are busy raising children and taking care of the home so women would not be aware of what is going on in the government.



The Roaring Twenties and the Great Depression

Standards – History, Economics, People in Societies

Answer Key 4



Do the simple questions first to help build up your confidence for the harder questions.

1. **The trial of Sacco and Vanzetti, two immigrant laborers who were convicted of murdering a payroll clerk on very weak evidence, occurred at the height of:**
 - a. The Harlem Renaissance
 - b. The Great Depression
 - c. The New Deal
 - d. The Red Scare

2. **Which of the following contributed to the development of African American culture in Harlem and other Northern cities during the 1920s?**
 - a. Improved opportunities for sharecroppers in the South
 - b. Increased interest in leisure activities such as sports
 - c. Migration of African Americans from the South to the North
 - d. A surge of creativity and talent due to the decades of oppression in the South

3. **During the Red Scare, there was labor union support for the government to take a more active role in industry and business to the degree that the United States would create a:**
 - a. Mixed economy
 - b. Command economy
 - c. Market economy
 - d. Traditional economy

4. **The end of the Progressive Era, a period of reform and increased citizen participation in the government, came shortly after the passage of:**
 - a. 19th Amendment
 - b. 20th Amendment
 - c. 21st Amendment
 - d. 26th Amendment

5. **During the Harlem Renaissance, literature, poetry, music, and art drew heavily from:**
 - a. European roots
 - b. Asian roots
 - c. African roots
 - d. Native American roots



The Roaring Twenties and the Great Depression

Standards – History, People in Societies

Answer Key 5



Focus on the question at hand; don't let your mind wander to other things.

1. One of the main results of the *Red Scare* were the limitations placed on immigration. Most Americans wanted to keep out people who did not fit the "American category." This included:
 - a. Asians
 - b. Catholics and Jews
 - c. Mexicans
 - d. All of the above

2. Which group or groups suffered the most job losses during the Great Depression?
 - a. Cattle ranchers
 - b. Big business owners
 - c. Women, African Americans, and unskilled workers
 - d. Farmers

3. Which of the following is a major reason why Prohibition failed?
 - a. People didn't support it
 - b. It created widespread poverty since alcohol was not available for taxation
 - c. It went against the Constitution
 - d. People associated it with Communism

4. Which phrase best describes the Harlem Renaissance?
 - a. A cultural movement
 - b. A political movement
 - c. An economic movement
 - d. A reform movement

5. Which of the following best characterizes the Roaring Twenties?
 - a. Unchecked immigration
 - b. Growth in consumerism
 - c. Hard time for businessmen
 - d. Disappearance of racial prejudice



The Roaring Twenties and the Great Depression

Standards – People in Societies, Economics

Answer Key 6



Don't worry about how fast other people finish their test. Concentrate on your own test.

1. Jim Crow laws were attempts to restrict the rights of:
 - a. African Americans
 - b. Chinese
 - c. Women
 - d. Native Americans

2. Race riots occurred after World War I. Many African Americans had served overseas during the war, fighting for democracy, only to return to a segregated United States. Segregation was upheld by the Supreme Court decision:
 - a. Brown v. Board of Education, Topeka, Kansas
 - b. Regents of University of California v. Bakke
 - c. Plessey v. Ferguson
 - d. Schenck v. United States

3. Along with the race riots and the Red Scare, during the 1920s a white-supremacist organization reemerged. Initially this group was created after the Civil War by Confederate veterans. This group is:
 - a. Ku Klux Klan
 - b. Black Panthers
 - c. Immigration Restriction Organization
 - d. Southern Men's Alliance

4. During the Harlem Renaissance, a popular form of music which came from blues, ragtime, and New Orleans brass bands became nationally known. Artists such as Duke Ellington, Louis Armstrong, and Bessie Smith were popular performers. This period of time became known as the:
 - a. Victorian Age
 - b. Jazz Age
 - c. Blues Age
 - d. Roaring 20s

5. Although during the 1920s business appeared to be doing well, in fact many groups were suffering. Which of the following did not prosper during the 1920s?
 - a. Consumer business
 - b. Automobile industry
 - c. Banks
 - d. Farmers



The Roaring Twenties and the Great Depression

Standards – History, Economics, Citizenship Rights and Responsibilities

Answer Key 7



Eat before a test. Having food in your stomach will give you energy and help you stay focused, but avoid heavy foods which can make you sleepy.

1. Read the quote and answer the question.

“We ask of our rulers . . . no special privileges, no special legislation. We ask justice, we ask equality, we ask that all civil and political rights that belong to citizens of the United States be guaranteed to us and our daughters forever.”

Susan B. Anthony

The above quotation was in support of:

- a. African American rights
- b. End to the war in Europe
- c. Prohibition
- d. Women’s Rights movement

2. The practice of buying stocks during the 1920s at a small fraction of their full price is called:

- a. Depression
- b. Buying on margin
- c. Command market
- d. Comparative advantage

3. The Stock Market crash itself did not cause the Great Depression. What other factor contributed to the economic slowdown?

- a. Closing of banks
- b. High unemployment
- c. Lower wages
- d. All of the above

4. President Hoover’s response to the Great Depression was:

- a. Do nothing; it would fix itself
- b. Establish programs to give aid to the farmers
- c. Print more money to keep money in circulation
- d. Close the stock market

5. President Wilson created the Federal Reserve System. The Federal Reserve System is important to the United States economy, because through its policies, it:

- a. Determines the tax rate for businesses and individuals
- b. Decides the rate of unemployment
- c. Decides how many banks will exist
- d. Determines the money supply for the country



The Roaring Twenties and the Great Depression

Standards – Economics, People in Societies

Answer Key 8



Don't linger on one question too long – mark your best guess and come back to the question if time permits.



Create a brief outline of your response in the margins; this will help you organize your answer and stay on point.

- 1. During the Great Depression, to ensure protection of American business, the government placed a tax on imports. This is called a:**
 - a. Tariff
 - b. Blockade
 - c. Quota
 - d. Competition

- 2. In a period of high inflation and high unemployment, the Federal Reserve System would most likely:**
 - a. Raise interest rates to increase the amount of money in circulation
 - b. Lower interest rates to increase the amount of money in circulation
 - c. Raise interest rates to reduce the amount of money in circulation
 - d. Lower interest rates to reduce the amount of money in circulation

- 3. During the Great Depression, the government enacted a policy of protectionism. The best example of protectionism is:**
 - a. Limitations placed on suspicious immigrants trying to come into the U.S.
 - b. Tax on imports
 - c. Extra locks on doors of government buildings
 - d. More border patrol along Canada and Mexico

- 4. The Great Depression also affected society on a cultural level. All of the following are examples of how the Great Depression effected society EXCEPT:**
 - a. Photographers hired by the government to document people's living conditions
 - b. John Steinbeck's *Grapes of Wrath*
 - c. Creation of baseball leagues
 - d. Woody Guthrie's folk songs

Short Answer — Two points

- 5. Describe two ways in which the New Deal expanded the role of the government.**
Zero points

The New Deal expanded the role of the government by having them put more effort into business and cities.

One point

The New Deal expanded the role of government by:

- 1) creating government checks on the economy so the depression couldn't happen again but giving the government power to change things if they thought it was needed.
- 2) creating welfare policies

Two points

The New Deal gave the government the role of contractor, giving and creating thousands of jobs. Also, the government became very important in the handling of business affairs. The government was much more active in business than before. Regulations of the stock market such as keeping people from buying on the margin were one New Deal program.



The Roaring Twenties and the Great Depression

Standards – History, Government

Answer Key 9



Context clues can often point to the correct answer.

1. **Who said the following?**

“I pledge you, I pledge myself, to a new deal for the American people.”

 - a. Herbert Hoover
 - b. Langston Hughes
 - c. Franklin Roosevelt
 - d. Lucretia Mott

2. **What was the New Deal?**
 - a. A reform program intended to ease the effects of the Depression and encourage economic recovery
 - b. A government policy intended to stimulate the economy by raising tariffs to protect businesses against foreign competition
 - c. A national movement to outlaw the sale and manufacture of alcohol in hopes of improving the nation's moral standards
 - d. A reform program meant to encourage people to work hard, save money, and fix the nation's economic problems by themselves

3. **The New Deal programs were nicknamed “Alphabet Soup” because:**
 - a. It was a mixture of programs to aid all types of people
 - b. The programs were typically called by their initials
 - c. The programs began in the state of Alabama and then spread to the other states alphabetically
 - d. None of the above

4. **This agency was created in order to regulate the banks and protect citizens from future bank failures. It is called:**
 - a. Social Security System
 - b. National Labor Relations Board
 - c. Federal Housing Administration
 - d. Federal Deposit Insurance Corporation

5. **How did the New Deal mark a major change in the role of American government?**
 - a. The government no longer took care of the poor
 - b. The government took over all industries and businesses
 - c. The government began letting the market dictate prices
 - d. The government took a more active role in society and the economy



The Roaring Twenties and the Great Depression

Standards – Economics, Geography, History

Answer Key 10



Read each question very carefully – look out for absolute words like “always” and “never.”



On extended response questions, give the major points first and details last.

1. **The Great Depression spread from the United States to:**
 - a. South America
 - b. Rest of the world
 - c. Europe
 - d. Asia

2. **One of the causes of World War II can be found in:**
 - a. Treaty of Versailles
 - b. Great Depression
 - c. Rise of militaristic leaders
 - d. All of the above

3. **In addition to the hardships of the Great Depression, a drought coupled with over-farming reduced a large portion of the southern plains states including Kansas, Texas, Oklahoma, Colorado, and New Mexico to a wasteland. This was called:**
 - a. The Great Drought
 - b. The Dust Bowl
 - c. Hoovervilles
 - d. The Second Great Depression

4. **The Great Depression ended when:**
 - a. More money was printed and placed into circulation
 - b. World War II started, causing an economic stimulation to occur
 - c. President Roosevelt was elected
 - d. The United States stopped using the gold standard

Short Answer — Two points

5. **The New Deal enacted many measures in response to the Great Depression that remain in effect today. Describe two.**

Zero points

One effect was to have allies when at war.

Another was that we'd only supply the ally with supplies rather than send soldiers.

One point

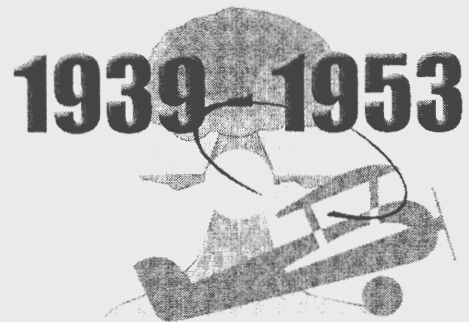
Two measures in response to the Great Depression that remain in effect today are:

- 1) stock markets – they fixed them so people wouldn't be able to buy so much on credit .

Two points

The FDIC ensures Americans that their money is safe in approved banks. This keeps money insured up to \$100,000.

There was also a job program set up to help create national parks. The creation of these parks helped preserve wildlife and the environments. These parks are still popular today.



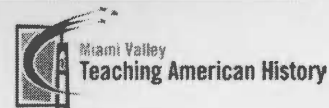
WWII and the Rise of the Cold War

1939 1953



WWII and the Rise of the Cold War

OVERVIEW 1



The Great Depression in the U.S. had worldwide economic impact. Europe, which was struggling to recover from the ravages of the Great War, entered a global economic depression. To help the situation at home, the U.S. recalled its foreign loans. Many European nations, who were also suffering from the effects of the Great Depression, defaulted on the repayment of their loans, causing international relations to suffer. Germany, especially, felt the economic effects, which were intensified by the provisions laid out in the **Treaty of Versailles** following WWI. Authoritarian style government saw a revival after WWI, and countries became increasingly nationalistic. Fascist rulers such as Mussolini in Italy, and later, Francisco Franco in Spain, came to power. Among the emerging dictators was Adolph Hitler, who promised “work and bread” with his Nazi party in Germany. **Nazism**, which was founded on principles of extreme nationalism and racism, began a “purification” program that ultimately led to the Holocaust – the mass, systematic murder of millions of European Jews.

Despite provisions in the **Treaty of Versailles**, Hitler secretly began to rearm Germany and aimed to take back territory he thought unfairly taken away at Versailles. By 1935 the Germans began openly rearming in the wave of British and French appeasement policies. Wanting to avoid another war, the British and French let Germany get away with violating the Treaty of Versailles. In 1936, Germany and Italy formed an alliance, and shortly after, Japan joined allegiance with Germany against the communist Soviet Union. Germany began reclaiming territory through military force, eventually going so far as to annex Austria. Hitler soon set his sights on Poland, and following his blitzkrieg invasion of an allied country, Britain and France responded by declaring war on Germany. Thus began World War II.

In the United States, President Roosevelt supported **isolationism** and a “go it alone” policy during the nation’s economic troubles. In keeping with his isolationist policy, Roosevelt passed a series of neutrality acts in order to keep America out of the war. However, with the increasing aggression of the Axis powers, American involvement in terms of aid to the allies was inevitable. FDR offered aid to the allies through measures such as the Lend-Lease program, which allowed aid to Great Britain without overt involvement in the war. However, following the bombing of Pearl Harbor by the Japanese, Americans entered the war in 1941.

On the home front, the war years offered economic opportunities for women and **minorities**, though they were expected to surrender their jobs once the soldiers returned from war. Additionally, a misguided effort to provide domestic security led to the mass incarceration of Japanese Americans in internment camps. Though millions of lives were lost

on all sides, it was the war, and the subsequent boom in industry, that restored prosperity to a nation that had languished for over a decade in severe economic depression.

Just before the war’s end, the political implications of the struggle had come to outweigh the military aspects. Tensions started building between the Soviet Union and the other western democracies. At the Yalta Conference, months after the end of the European war on May 8th, 1945, Roosevelt, Stalin, and Churchill agreed to divide Berlin, as well as granting eastern Poland to the Soviet Union, in exchange for Soviet help in ending the war with the Japanese. Despite the Soviet commitment to help with the effort in the Pacific, the United States made the controversial decision to use the atomic bomb on two Japanese cities to avoid a land invasion and further loss of American life. Many historians argue that the decision to use atomic weapons was in part a display of force designed specifically to intimidate the Soviets. Despite the tensions that were shaping post war politics, the three agreed to draft a United Nations charter – founded to replace the League of Nations in hopes of preventing future conflicts.

Though the Allies emerged victorious from the war, Europe was utterly ravaged by the fighting. An American program of economic aid, the **Marshall Plan**, offered economic aid to Western Europe for recovery. Though many nations were weakened by the war, the United States and the Soviet Union emerged as world powers, and were soon at odds. Harry S. Truman, who became president after the death of Roosevelt, crafted the **Truman Doctrine** in 1947, which provided for military and economic aid to countries vulnerable to falling to communism, in an effort at **communist containment**. The buildup of tensions between the western democratic allies and the communist Soviet Union would result in a new crisis – the Cold War.

In response to the Cold War climate, the **North Atlantic Treaty** was signed by western democratic nations in an alliance to ensure security of all member nations in the event of communist aggression. To counter **NATO**, the Soviet Union and its allies formed the **Warsaw Pact**. U.S. commitment to communist containment would eventually draw it into the Korean conflict. Soviet-controlled North Korea invaded the American-controlled south in attempts to reunite the country. The U.S., along with other allies, entered into the conflict via the United Nations in 1950. Korea would be first in a series of cold war conflicts gone hot that the United States would be drawn into.

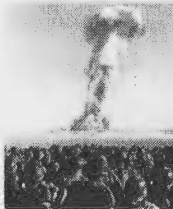


WWII and the Rise of the Cold War



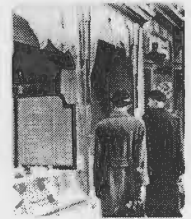
America at Home

- 1935** First Neutrality Act Passed:
Followed Italian invasion of Ethiopia; an attempt to keep the U.S. out of the war
- 1941** Bombing of Pearl Harbor by Japanese
U.S. Enters the War
End of Great Depression in U.S.
FDR Gives "Four Freedoms" Speech
FDR Creates Office of Civil Defense
Executive Order 8802:
Issued by FDR to prohibit racial discrimination in the defense industry
- 1941-1945** Six Million American Women Enter Workforce for War Production
- 1942** Executive Order 9066: Japanese American internment begins
Manhattan Project Begins:
Secret work to produce an atomic bomb
- 1943** Race Riots:
In Detroit, Harlem, and nearly fifty other U.S. cities
- 1944** G.I. Bill of Rights :
Establishes education benefits for veterans
Roosevelt Reelected for a Fourth Term
- 1945** Atomic Bomb Test:
First atomic bomb exploded in a test at Alamogordo, New Mexico
April:
FDR dies of brain hemorrhage
- 1945** Truman Becomes President
- 1947** Truman Doctrine Issued:
Program to offer military and economic aid to nations vulnerable to communist take-over
- 1948** Racial Desegregation of the Armed Forces
- 1950** McCarthyism Begins
- 1952** Eisenhower Elected



America and the World

- 1933** Hitler Becomes German Chancellor
- 1936** Germany and Italy Form Alliance
Japan Allies with Germany in Anti-Communist Pact
- 1936-1937** Spanish Civil War
- 1937** Japanese Militarists Attack China
- 1938** Hitler's Anschluss of Austria:
Nazi annexation of Austria
German Persecution of Jews Increases
- 1939** World War II Begins:
After Germany invades Poland, France and Britain declare war
- 1941** Germany Invades Russia
- 1942** U.S. Victory Over Japanese Forces at the Battles of Midway and Coral Sea
Allies Invade North Africa
- 1943** Allies Invade Italy
Soviet Army Defeats German Troops at Stalingrad
- 1944** D-Day:
Allies storm Normandy
- 1945** Hiroshima and Nagasaki:
Destroyed by atomic bomb blasts
Japan Surrenders
World War II Ends
- 1945** Yalta Conference:
Meeting Between Stalin, Churchill, and Roosevelt
United Nations Created
- 1948** Berlin Blockade:
The first major crisis of the Cold War; Soviets blockaded entry into West Berlin- Americans, British, and French had to airlift huge amounts of supplies for nearly a year
Creation of State of Israel
- 1949** Communist Revolution In China
- 1950** North Korea Invades South Korea:
Korean War begins
- 1953** Korean War Ends



1939 - 1953



WWII and the Rise of the Cold War

Standards – History, Economics

Worksheet 1



If you start feeling anxious or nervous while taking the test, pause and take a couple deep breaths, then continue on.

1. During the late 1930s, United States foreign policy can be best characterized by which of the following statements?

- A desire to be isolated from the problems of Europe
- To aid Britain and France against the Nazi aggression
- To build up the military in anticipation of going to war with Japan
- To declare war on Germany in 1939 with France and Britain

2. The United States entered World War II when:

- Poland was invaded
- France surrendered
- Russia was invaded
- Pearl Harbor was attacked

3. Read the quote and then answer the question.

“We have peace for our time.”

*Neville Chamberlain,
British prime minister, 1938*

This statement was made after:

- The Munich Pact announcing a compromise between Germany and France and Britain over a region of Czechoslovakia.
- The signing of the Treaty of Versailles
- The bombing of Hiroshima and the surrender of Japan
- The invasion of Poland

4. Which of the following is not a military dictator who rose to power in the years between the two world wars?

- Hitler – Germany
- Roosevelt – United States
- Mussolini – Italy
- Tojo – Japan

5. The main reason for Japanese expansion into Manchuria and China was:

- Power
- Living room
- Natural resources
- Food



WWII and the Rise of the Cold War

Standards – History

Worksheet 2



If you have time, go back over your test to make sure you have answered all of the questions.

- One reason that the United States avoided war with Germany and Japan was:**
 - The country was dealing with the Great Depression
 - The country felt protected by the oceans on either side
 - Reminders of the horrible effects of war from the Great War
 - All of the above
- Why did the countries of Europe, in particular Britain and France, appease Adolph Hitler and Germany?**
 - They knew the United States would not back them up if they tried to stop Hitler
 - They didn't care about the countries Hitler was taking over
 - They secretly supported Hitler's programs to restore pride and honor to Germany
 - They wanted to avoid another war
- When war first broke out in Europe, the United States Congress passed the Neutrality Acts which forbid the U.S. from selling weapons or giving help to countries at war. But as most of Europe fell to the Nazis' regime, the United States felt compelled to help Britain. Which of the following gave ships and supplies to Britain?**
 - Lend-Lease Act
 - War bonds
 - Rationing efforts
 - None of the above
- Read the quote and then answer the question.**

"Yesterday, December 7, 1941 – a date which will live in infamy – the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan."

Who made the above statement?
 - Adolf Hitler
 - Winston Churchill
 - Franklin Roosevelt
 - Dwight Eisenhower



WWII and the Rise of the Cold War

Standards – History, Citizenship Rights and Responsibilities

Worksheet 3



Look for exclusion words like except, not, but, and “not including.”

1. **All of the following were efforts by the United States at mobilization for war EXCEPT:**
 - a. Women entered the work force to fill noncombatant positions
 - b. Factories were changed over to produce war materials
 - c. Draft age was extended from 18 to 45
 - d. Overseas travel was forbidden

2. **Read the following quote and answer the question.**

“Our safety does not lie in fighting European wars. It lies in our own internal strength, in the character of the American people and American institutions.”

Charles Lindbergh, American aviator

Mr. Lindbergh would have:

 - a. Supported the United States entrance into World War II when Poland was invaded
 - b. Joined the Army Air Corps and fought in World War II
 - c. Protested the United States policy to aid France and Britain
 - d. Supported the United States entrance into World War II when Britain was attacked

3. **During World War II, all of the nation’s people and resources were focused toward the war effort. This is called:**
 - a. Common good
 - b. Globalization
 - c. Total war
 - d. Communism

4. **All of the following were violations of basic civil liberties EXCEPT:**
 - a. Japanese Americans were relocated to camps inland due to security reasons
 - b. African Americans in the military served in segregated units
 - c. Women were paid lower wages than men who worked in the same job
 - d. In Europe, Jews were held in concentration camps

5. **In 1988, the United States government gave compensation to individuals for which violation of civil liberties?**
 - a. Japanese Americans who were relocated to camps inland due to security reasons
 - b. African Americans in the military who served in segregated units
 - c. Women who were paid lower wages than men who worked in the same job
 - d. In Europe, Jews who were held in concentration camps



WWII and the Rise of the Cold War

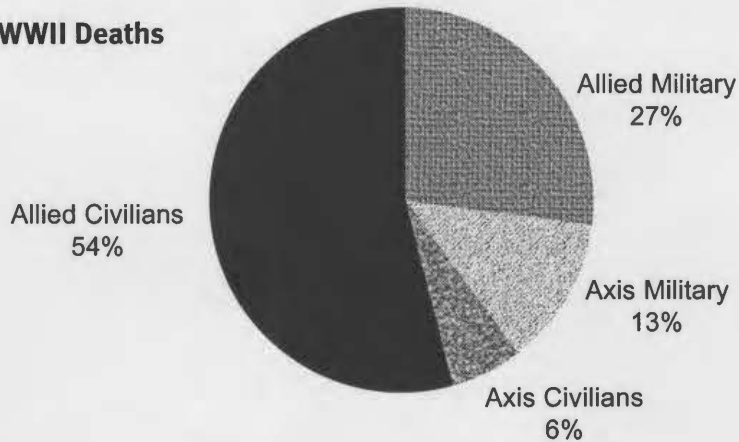
Standards – History, Geography, Social Studies Skills and Methods

Worksheet 4



Always read the whole question carefully—don't make assumptions about what the question might be.

WWII Deaths



Use the above pie chart to answer the questions below.

- Which of the following is true?
 - The Axis powers lost more civilians than the Allied powers
 - The Allied powers lost less military than the Axis powers
 - The Axis powers lost more military than their civilians
 - The Allied powers lost more military than their civilians
- During the war, the Big Three—the allied leaders—met regularly to discuss war strategy and also to plan for the postwar peace. At the Yalta Conference, they discussed whether the Soviet Union would enter the war against Japan once the war with Germany was over. However, by July 1945, the Soviet Union still had not entered the war against Japan. Which is the best statement explaining the Soviet delay in declaring war on Japan?
 - The Soviets knew of the atomic bomb and didn't believe their help was needed
 - The Soviets were too busy trying to rebuild their destroyed cities
 - The Soviets felt Britain and the United States had purposely delayed opening a second front in Europe — adding to the millions of Soviet deaths while fighting the Germans
 - The Soviets had secretly signed a treaty with Japan which forbid them from entering the war
- Which of the following led to increased tensions between the Soviet Union and the United States at the end of World War II?
 - Death of President Roosevelt
 - Soviets' capture of eastern territories in Europe during the defeat of Germany
 - Liberation of France
 - Use of atomic bombs on Japanese cities

1939-1953



WWII and the Rise of the Cold War

Standards – History, Citizenship Rights and Responsibilities

Worksheet 5



Read the directions at least twice to make sure you understand what is expected.



If you aren't sure about an exact date or number, then use an approximation, for example, "Approximately 5000" or "In the late seventeenth century."

1. **"Rosie the Riveter" was a symbol of women doing what during World War II?**
 - a. Fighting in the military
 - b. Serving as a nurse
 - c. Working in a factory
 - d. Advertising war bonds in movies

2. **Which of the following statements best describes what happens to constitutional rights in the United States during times of war?**
 - a. Americans find no changes in the amount of freedom they have during wartime
 - b. Many constitutional freedoms can be restricted by concerns over national security
 - c. The Constitution is abolished during times of war and reinstated once the war is over
 - d. Individual states determine which freedoms can be restricted

3. **Conscientious objectors are:**
 - a. People who support war
 - b. People who refused to participate in serving in the military
 - c. Not allowed to live in the United States
 - d. None of the above

4. **Which leader was in power at the end of World War II?**
 - a. Truman – United States
 - b. Hitler – Germany
 - c. Churchill – Great Britain
 - d. Stalin – Soviet Union

Short Answer — Two points

5. **Explain two ways in which Americans at home contributed to the war effort in World War II.**



WWII and the Rise of the Cold War

Standards – History

Worksheet 6



Eliminate two
“stupid” answers.
Most multiple
choice questions
have two
improbable
answer choices.

- 1. Which of the following was offered as economic aid to Western Europe for recovery after World War II?**
 - a. Truman Doctrine
 - b. Berlin Airlift
 - c. Marshall Plan
 - d. United Nations
- 2. With the failure of the League of Nations, a new international organization was established to keep the peace of the world. The new organization was:**
 - a. North Atlantic Treaty Organization
 - b. United Nations
 - c. Warsaw Pact
 - d. None of the above
- 3. In order to oversee the rebuilding of Axis nations after the war, the Allies divided Germany into:**
 - a. Two sections
 - b. Three sections
 - c. Four sections
 - d. Five sections
- 4. After World War II, tensions mounted between the United States and the Soviet Union. The first stand-off between the two superpowers occurred:**
 - a. When North Korea invaded South Korea
 - b. When the Soviet Union closed off Berlin from western access
 - c. When the Soviet Union put nuclear missiles in Cuba
 - d. When the United States sent troops to help the South Vietnamese
- 5. The Security Council of the United Nations consists of five permanent members and ten rotating members. Which of the following are the correct five permanent members?**
 - a. Soviet Union (Russia), United States, China, Japan, and Great Britain
 - b. Soviet Union (Russia), United States, Japan, Great Britain, and France
 - c. Soviet Union (Russia), United States, China, Great Britain, and France
 - d. Soviet Union (Russia), United States, Great Britain, France, and Spain



WWII and the Rise of the Cold War

Standards – History, People in Societies

Worksheet 7



In “none of the above” choices, if you are certain one of the statements is true, don’t choose “none of the above.”

1. **What was the main purpose of the Marshall Plan?**
 - a. To rebuild Japan after World War II
 - b. To keep European countries from “falling” to communism
 - c. To help the United States control eastern Europe
 - d. To rebuild European countries after World War II

2. **Which of the following nations would not have belonged to the Warsaw Pact?**
 - a. France
 - b. Bulgaria
 - c. Soviet Union
 - d. Hungary

3. **Prior to the start of World War II, the nation of China was engaged in a civil war between the Nationalist and Communist forces. During World War II, the two opposing sides worked together to fight the Japanese but resumed their civil war at the end of World War II. Which of the following statements about the renewed revolution is not true?**
 - a. The United States supported the Nationalist side, sending aid and weapons
 - b. The Communists received much support from the peasants
 - c. After losing the revolution, the Nationalists retreated to the island of Taiwan
 - d. The United States did not view the Communist struggle in China as part of the Cold War

4. **Israel became a nation in 1948 as a result of:**
 - a. Germany’s desire to see the Jews have a nation of their own
 - b. Jewish desire, particularly after the Holocaust, to have a nation
 - c. Egyptian interest in a Jewish nation in the Middle East
 - d. Syrian interest in sharing territory with a new Jewish state

5. **Which of the following groups of people had hundreds of thousands of people displaced with the creation of Israel?**
 - a. Jews
 - b. Germans
 - c. Palestinians
 - d. Chinese



WWII and the Rise of the Cold War

Standards – History, Economics

Worksheet 8



In “all of the above” choices, if you are certain one of the statements is false, do not choose “all of the above.”

- 1. Based on what you know about the North Atlantic Treaty Organization’s mission, which country would not have been a member of NATO?**
 - a. Denmark
 - b. France
 - c. Spain
 - d. East Germany
- 2. The Warsaw Pact was an alliance created in response to:**
 - a. The Truman Doctrine
 - b. NATO
 - c. United Nations
 - d. League of Nations
- 3. After World War II, Britain offered independence to India. However, due to the difficulty of forming one government which all the Indians would accept, India was partitioned into two nations. The difficulty in forming a government was due to:**
 - a. Class differences between the rich and poor
 - b. Differences between the two major religions of India: Hinduism and Islam
 - c. A majority of Indians wanted to remain under the control of Britain
 - d. Economic differences between the populations of the west and east in India
- 4. The Truman Doctrine consisted of programs offering military and economic aid to:**
 - a. Japan
 - b. Colonial Africa
 - c. Soviet-bloc states
 - d. Countries vulnerable to falling to communism
- 5. Much like the League of Nations, the United Nations was founded after WWII to:**
 - a. Ensure collective security and prevent future conflicts
 - b. Spread democracy around the world
 - c. Prevent the spread of communism
 - d. Punish Germany



WWII and the Rise of the Cold War

Standards – Geography, People in Societies, Citizenship Rights and Responsibilities

Worksheet 9



If the question is asking for facts, don't give your personal opinion on the topic.



If you have time when you complete the test, go back and proofread your work and correct any errors.

1. **At the end of World War II, the Allied forces wanted nations to be held accountable and responsible for atrocities that occurred, especially against civilian populations. Which of the following crimes were tried at Nuremberg?**
 - a. Rape of Chinese women by the Japanese
 - b. The use of atomic weapons against the Japanese by the United States
 - c. The killing of Germans as the Soviet Union swept through eastern Europe
 - d. The extermination of the European Jews by the Germans

2. **The United Nations basic purpose is to preserve world peace. It is divided into six bodies or parts. One part acts as a forum to settle disputes between countries and to impose order and justice. It hears cases about territorial disputes, asylum rights, and accusations of genocide. This part is the:**
 - a. Security Council
 - b. General Assembly
 - c. Economic and Social Council
 - d. International Court of Justice

3. **During the past century, the United States has experienced a reduction in all land areas except:**
 - a. Farmland
 - b. Urban areas
 - c. Wilderness
 - d. Forest areas

4. **During the Cold War, the United States and the Soviet Union both engaged in a brutal war of propaganda. Which of the following is not an example of propaganda?**
 - a. A large statue of Josef Stalin with a plaque listing his military achievements and contributions to the Soviet Union
 - b. A poster warning American citizens to be aware of the Communists in their neighborhood, and listing potential ways of identifying a communist
 - c. A Soviet poster showing how Americans live in poverty but also in wealth
 - d. A listing of American citizens and their addresses

Short Answer — Two points

5. **How did the Cold War affect the United States on an economic level, such as trade?**



WWII and the Rise of the Cold War

Standards – History, People in Societies

Worksheet 10



Be on time and come fully prepared with a pencil.



When an extended response question is asking you to list a number of points, don't just list the points, describe them, if that is what the question calls for.

1. **The closing months of World War II led to the period known as the Cold War, in which the United States and the Soviet Union were antagonists. One of the major reasons for American fear of the Soviet Union at the end of World War II was because the Soviets:**
 - a. Dropped atom bombs on Hiroshima and Nagasaki
 - b. Consolidated control over the countries of Eastern Europe
 - c. Reneged on their agreement to enter the war against Japan
 - d. Disarmed after World War II ended

2. **The Korean War made the Cold War turn hot. Although the United States and the Soviet Union did not face each other in combat during the conflict, they did supply the Koreans with weapons and helped train them. Many people believed that the war would turn into World War III, but it did not. Which of the following statements best summarizes the conflict?**
 - a. The United Nations supported the people of South Korea, in which the United States provided the largest number of soldiers to South Korea
 - b. The cease fire ending the war occurred in 1953, although a peace treaty was never signed
 - c. The border between North and South Korea continues to be a dangerous spot
 - d. All of the above

3. **In response to the closing of the roads and access to West Berlin by the Soviets, the Americans and British:**
 - a. Built a large wall around East Berlin
 - b. Gave up trying to get to West Berlin
 - c. Flew airplanes over the road-block and supplied the West Berliners via this method for over a year
 - d. Appealed to the United Nations for sanctions to be placed on the Soviet Union

Extended Response — Four points

4. **Following the end of World War II, Americans experienced a boom and growth in their economy. Especially during the 1950s, Americans began moving from cities to the suburbs, and the middle class grew. Describe four changes that occurred in the 1950s which helped establish the American way of life.**



WWII and the Rise of the Cold War

Standards – History, Economics

Answer Key 1



If you start feeling anxious or nervous while taking the test, pause and take a couple deep breaths, then continue on.

1. During the late 1930s, United States foreign policy can be best characterized by which of the following statements?
 - a. A desire to be isolated from the problems of Europe
 - b. To aid Britain and France against the Nazi aggression
 - c. To build up the military in anticipation of going to war with Japan
 - d. To declare war on Germany in 1939 with France and Britain
2. The United States entered World War II when:
 - a. Poland was invaded
 - b. France surrendered
 - c. Russia was invaded
 - d. Pearl Harbor was attacked
3. Read the quote and then answer the question.

“We have peace for our time.”

*Neville Chamberlain,
British prime minister, 1938*

This statement was made after:

 - a. The Munich Pact announcing a compromise between Germany and France and Britain over a region of Czechoslovakia.
 - b. The signing of the Treaty of Versailles
 - c. The bombing of Hiroshima and the surrender of Japan
 - d. The invasion of Poland
4. Which of the following is not a military dictator who rose to power in the years between the two world wars?
 - a. Hitler – Germany
 - b. Roosevelt – United States
 - c. Mussolini – Italy
 - d. Tojo – Japan
5. The main reason for Japanese expansion into Manchuria and China was:
 - a. Power
 - b. Living room
 - c. Natural resources
 - d. Food

1939-1953



WWII and the Rise of the Cold War

Standards – History

Answer Key 2



If you have time, go back over your test to make sure you have answered all of the questions.

1. **One reason that the United States avoided war with Germany and Japan was:**
 - a. The country was dealing with the Great Depression
 - b. The country felt protected by the oceans on either side
 - c. Reminders of the horrible effects of war from the Great War
 - d. All of the above

2. **Why did the countries of Europe, in particular Britain and France, appease Adolph Hitler and Germany?**
 - a. They knew the United States would not back them up if they tried to stop Hitler
 - b. They didn't care about the countries Hitler was taking over
 - c. They secretly supported Hitler's programs to restore pride and honor to Germany
 - d. They wanted to avoid another war

3. **When war first broke out in Europe, the United States Congress passed the Neutrality Acts which forbid the U.S. from selling weapons or giving help to countries at war. But as most of Europe fell to the Nazis' regime, the United States felt compelled to help Britain. Which of the following gave ships and supplies to Britain?**
 - a. Lend-Lease Act
 - b. War bonds
 - c. Rationing efforts
 - d. None of the above

4. **Read the quote and then answer the question.**

“Yesterday, December 7, 1941 – a date which will live in infamy – the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan.”

Who made the above statement?

 - a. Adolf Hitler
 - b. Winston Churchill
 - c. Franklin Roosevelt
 - d. Dwight Eisenhower



WWII and the Rise of the Cold War

Standards – History, Citizenship Rights and Responsibilities

Answer Key 3



Look for exclusion words like except, not, but, and “not including.”

1. **All of the following were efforts by the United States at mobilization for war EXCEPT:**
 - a. Women entered the work force to fill noncombatant positions
 - b. Factories were changed over to produce war materials
 - c. Draft age was extended from 18 to 45
 - d. Overseas travel was forbidden

2. **Read the following quote and answer the question.**

“Our safety does not lie in fighting European wars. It lies in our own internal strength, in the character of the American people and American institutions.”

Charles Lindbergh, American aviator

Mr. Lindbergh would have:

 - a. Supported the United States entrance into World War II when Poland was invaded
 - b. Joined the Army Air Corps and fought in World War II
 - c. Protested the United States policy to aid France and Britain
 - d. Supported the United States entrance into World War II when Britain was attacked

3. **During World War II, all of the nation’s people and resources were focused toward the war effort. This is called:**
 - a. Common good
 - b. Globalization
 - c. Total war
 - d. Communism

4. **All of the following were violations of basic civil liberties EXCEPT:**
 - a. Japanese Americans were relocated to camps inland due to security reasons
 - b. African Americans in the military served in segregated units
 - c. Women were paid lower wages than men who worked in the same job
 - d. In Europe, Jews were held in concentration camps

5. **In 1988, the United States government gave compensation to individuals for which violation of civil liberties?**
 - a. Japanese Americans who were relocated to camps inland due to security reasons
 - b. African Americans in the military who served in segregated units
 - c. Women who were paid lower wages than men who worked in the same job
 - d. In Europe, Jews who were held in concentration camps



WWII and the Rise of the Cold War

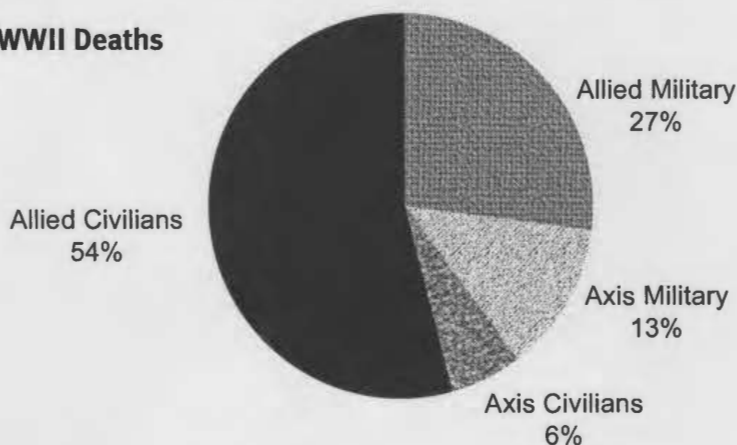
Standards – History, Geography, Social Studies Skills and Methods

Answer Key 4



Always read the whole question carefully—don't make assumptions about what the question might be.

WWII Deaths



Use the above pie chart to answer the questions below.

- 1. Which of the following is true?**

 - The Axis powers lost more civilians than the Allied powers
 - The Allied powers lost less military than the Axis powers
 - The Axis powers lost more military than their civilians
 - The Allied powers lost more military than their civilians
- 2. During the war, the Big Three—the allied leaders—met regularly to discuss war strategy and also to plan for the postwar peace. At the Yalta Conference, they discussed whether the Soviet Union would enter the war against Japan once the war with Germany was over. However, by July 1945, the Soviet Union still had not entered the war against Japan. Which is the best statement explaining the Soviet delay in declaring war on Japan?**

 - The Soviets knew of the atomic bomb and didn't believe their help was needed
 - The Soviets were too busy trying to rebuild their destroyed cities
 - The Soviets felt Britain and the United States had purposely delayed opening a second front in Europe — adding to the millions of Soviet deaths while fighting the Germans
 - The Soviets had secretly signed a treaty with Japan which forbid them from entering the war
- 3. Which of the following led to increased tensions between the Soviet Union and the United States at the end of World War II?**

 - Death of President Roosevelt
 - Soviets' capture of eastern territories in Europe during the defeat of Germany
 - Liberation of France
 - Use of atomic bombs on Japanese cities

1939–1953



ANSWER KEY 5

WWII and the Rise of the Cold War

Standards – History, Citizenship Rights and Responsibilities

Answer Key 5



Read the directions at least twice to make sure you understand what is expected.



If you aren't sure about an exact date or number, then use an approximation, for example, "Approximately 5000" or "In the late seventeenth century."

1. "Rosie the Riveter" was a symbol of women doing what during World War II?
 - a. Fighting in the military
 - b. Serving as a nurse
 - c. Working in a factory
 - d. Advertising war bonds in movies
2. Which of the following statements best describes what happens to constitutional rights in the United States during times of war?
 - a. Americans find no changes in the amount of freedom they have during wartime
 - b. Many constitutional freedoms can be restricted by concerns over national security
 - c. The Constitution is abolished during times of war and reinstated once the war is over
 - d. Individual states determine which freedoms can be restricted
3. Conscientious objectors are:
 - a. People who support war
 - b. People who refused to participate in serving in the military
 - c. Not allowed to live in the United States
 - d. None of the above
4. Which leader was in power at the end of World War II?
 - a. Truman – United States
 - b. Hitler – Germany
 - c. Churchill – Great Britain
 - d. Stalin – Soviet Union

Short Answer — Two points

5. Explain two ways in which Americans at home contributed to the war effort in World War II.

Zero points

They build bomb shelters to protect themselves from the bomb.

One point

They build war supplies and boosted morale for troops.

Two points

Women did the jobs men usually did by working in factories and producing weapons, ammo, planes, etc.

They also served as nurses in the military.



WWII and the Rise of the Cold War

Standards – History

Answer Key 6



Eliminate two “stupid” answers. Most multiple choice questions have two improbable answer choices.

1. Which of the following was offered as economic aid to Western Europe for recovery after World War II?
 - a. Truman Doctrine
 - b. Berlin Airlift
 - c. Marshall Plan
 - d. United Nations

2. With the failure of the League of Nations, a new international organization was established to keep the peace of the world. The new organization was:
 - a. North Atlantic Treaty Organization
 - b. United Nations
 - c. Warsaw Pact
 - d. None of the above

3. In order to oversee the rebuilding of Axis nations after the war, the Allies divided Germany into:
 - a. Two sections
 - b. Three sections
 - c. Four sections
 - d. Five sections

4. After World War II, tensions mounted between the United States and the Soviet Union. The first stand-off between the two superpowers occurred:
 - a. When North Korea invaded South Korea
 - b. When the Soviet Union closed off Berlin from western access
 - c. When the Soviet Union put nuclear missiles in Cuba
 - d. When the United States sent troops to help the South Vietnamese

5. The Security Council of the United Nations consists of five permanent members and ten rotating members. Which of the following are the correct five permanent members?
 - a. Soviet Union (Russia), United States, China, Japan, and Great Britain
 - b. Soviet Union (Russia), United States, Japan, Great Britain, and France
 - c. Soviet Union (Russia), United States, China, Great Britain, and France
 - d. Soviet Union (Russia), United States, Great Britain, France, and Spain



WWII and the Rise of the Cold War

Standards – History, People in Societies

Answer Key 7



In “none of the above” choices, if you are certain one of the statements is true, don’t choose “none of the above.”

- 1. What was the main purpose of the Marshall Plan?**
 - a. To rebuild Japan after World War II
 - b. To keep European countries from “falling” to communism
 - c. To help the United States control eastern Europe
 - d. To rebuild European countries after World War II
- 2. Which of the following nations would not have belonged to the Warsaw Pact?**
 - a. France
 - b. Bulgaria
 - c. Soviet Union
 - d. Hungary
- 3. Prior to the start of World War II, the nation of China was engaged in a civil war between the Nationalist and Communist forces. During World War II, the two opposing sides worked together to fight the Japanese but resumed their civil war at the end of World War II. Which of the following statements about the renewed revolution is not true?**
 - a. The United States supported the Nationalist side, sending aid and weapons
 - b. The Communists received much support from the peasants
 - c. After losing the revolution, the Nationalists retreated to the island of Taiwan
 - d. The United States did not view the Communist struggle in China as part of the Cold War
- 4. Israel became a nation in 1948 as a result of:**
 - a. Germany’s desire to see the Jews have a nation of their own
 - b. Jewish desire, particularly after the Holocaust, to have a nation
 - c. Egyptian interest in a Jewish nation in the Middle East
 - d. Syrian interest in sharing territory with a new Jewish state
- 5. Which of the following groups of people had hundreds of thousands of people displaced with the creation of Israel?**
 - a. Jews
 - b. Germans
 - c. Palestinians
 - d. Chinese

1939 - 1953



ANSWER KEY 8

WWII and the Rise of the Cold War

Standards – History, Economics

Answer Key 8



In “all of the above” choices, if you are certain one of the statements is false, do not choose “all of the above.”

- 1. Based on what you know about the North Atlantic Treaty Organization’s mission, which country would not have been a member of NATO?**
 - a. Denmark
 - b. France
 - c. Spain
 - d. East Germany
- 2. The Warsaw Pact was an alliance created in response to:**
 - a. The Truman Doctrine
 - b. NATO
 - c. United Nations
 - d. League of Nations
- 3. After World War II, Britain offered independence to India. However, due to the difficulty of forming one government which all the Indians would accept, India was partitioned into two nations. The difficulty in forming a government was due to:**
 - a. Class differences between the rich and poor
 - b. Differences between the two major religions of India: Hinduism and Islam
 - c. A majority of Indians wanted to remain under the control of Britain
 - d. Economic differences between the populations of the west and east in India
- 4. The Truman Doctrine consisted of programs offering military and economic aid to:**
 - a. Japan
 - b. Colonial Africa
 - c. Soviet-bloc states
 - d. Countries vulnerable to falling to communism
- 5. Much like the League of Nations, the United Nations was founded after WWII to:**
 - a. Ensure collective security and prevent future conflicts
 - b. Spread democracy around the world
 - c. Prevent the spread of communism
 - d. Punish Germany



WWII and the Rise of the Cold War

Standards – Geography, People in Societies, Citizenship Rights and Responsibilities

Answer Key 9



If the question is asking for facts, don't give your personal opinion on the topic.



If you have time when you complete the test, go back and proofread your work and correct any errors.

1. **At the end of World War II, the Allied forces wanted nations to be held accountable and responsible for atrocities that occurred, especially against civilian populations. Which of the following crimes were tried at Nuremburg?**
 - a. Rape of Chinese women by the Japanese
 - b. The use of atomic weapons against the Japanese by the United States
 - c. The killing of Germans as the Soviet Union swept through eastern Europe
 - d. The extermination of the European Jews by the Germans

2. **The United Nations basic purpose is to preserve world peace. It is divided into six bodies or parts. One part acts as a forum to settle disputes between countries and to impose order and justice. It hears cases about territorial disputes, asylum rights, and accusations of genocide. This part is the:**
 - a. Security Council
 - b. General Assembly
 - c. Economic and Social Council
 - d. International Court of Justice

3. **During the past century, the United States has experienced a reduction in all land areas except:**
 - a. Farmland
 - b. Urban areas
 - c. Wilderness
 - d. Forest areas

4. **During the Cold War, the United States and the Soviet Union both engaged in a brutal war of propaganda. Which of the following is not an example of propaganda?**
 - a. A large statue of Josef Stalin with a plaque listing his military achievements and contributions to the Soviet Union
 - b. A poster warning American citizens to be aware of the Communists in their neighborhood, and listing potential ways of identifying a communist
 - c. A Soviet poster showing how Americans live in poverty but also in wealth
 - d. A listing of American citizens and their addresses

Short Answer — Two points

5. **How did the Cold War affect the United States on an economic level, such as trade?**

Zero points

The Cold War affected the U.S. on economic level with trade because many of the overseas countries we traded with were in the path of Russian routes.

One point

It stopped trade between the U.S. and S.U. completely. It caused the U.S. to shorten exports which reduced profits from that area.

Two points

During the Cold War the United States did not trade with other communist nations, such as China and Cuba. In addition, the United States used trade to "convince" nations to stay on the U.S. side. If countries sided with the Soviet Union, they could lose imports and exports from the United States. Secondly, the Cold War cost the U.S. a lot of money. The U.S. was always trying to improve their military and add more weapons for their security.



WWII and the Rise of the Cold War

Standards – History, People in Societies

Answer Key 10



Be on time and come fully prepared with a pencil.



When an extended response question is asking you to list a number of points, don't just list the points, describe them, if that is what the question calls for.

- The closing months of World War II led to the period known as the Cold War, in which the United States and the Soviet Union were antagonists. One of the major reasons for American fear of the Soviet Union at the end of World War II was because the Soviets:**
 - Dropped atom bombs on Hiroshima and Nagasaki
 - Consolidated control over the countries of Eastern Europe
 - Reneged on their agreement to enter the war against Japan
 - Disarmed after World War II ended
- The Korean War made the Cold War turn hot. Although the United States and the Soviet Union did not face each other in combat during the conflict, they did supply the Koreans with weapons and helped train them. Many people believed that the war would turn into World War III, but it did not. Which of the following statements best summarizes the conflict?**
 - The United Nations supported the people of South Korea, in which the United States provided the largest number of soldiers to South Korea
 - The cease fire ending the war occurred in 1953, although a peace treaty was never signed
 - The border between North and South Korea continues to be a dangerous spot
 - All of the above
- In response to the closing of the roads and access to West Berlin by the Soviets, the Americans and British:**
 - Built a large wall around East Berlin
 - Gave up trying to get to West Berlin
 - Flew airplanes over the road-block and supplied the West Berliners via this method for over a year
 - Appealed to the United Nations for sanctions to be placed on the Soviet Union

Extended Response — Four points

- Following the end of World War II, Americans experienced a boom and growth in their economy. Especially during the 1950s, Americans began moving from cities to the suburbs, and the middle class grew. Describe four changes that occurred in the 1950s which helped establish the American way of life.**

Zero points

They need more stuff.

One point

Four changes that helped establish American way of life were more jobs were available in the 1950s. Unemployment was very low.

Two points

Many changes occurred during the 1950s that helped establish the American way of life. One of these changes was more immigrants. Our technology when it came to transportation improves. Everyone wanted a car.

Three points

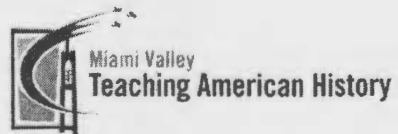
Many changes were the car as the main transportation. The car allowed people to move away from the cities. The car also created the highway system which again allowed people to travel on vacations.

Four points

The changes are: 1) the baby boom – the soldiers came home and everyone got married and had lots of babies 2) the car – the car let people move to the suburbs 3) the GI bill – this was money given to veterans so they could go to school like college and also it helped them buy stuff like houses. 4) Highway system – Eisenhower created the highway system to link the cities together.

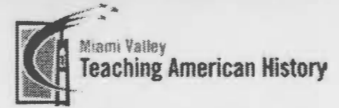


Post WWII to the Modern Era





Post WWII to the Modern Era



The **Cold War** defined world politics after WWII. The post-WWII world saw anti-colonial independence movements form in emerging countries around the world. Fearing that the vulnerable, newly independent countries emerging in Latin America, the Middle East, Sub-Saharan Africa, and Asia would fall to **communism**, the United States increased its aggressive **containment** policies, increasing tensions between the United States and Soviet Union. The Cold War also affected the American psyche, where a growing culture of fear contributed to the rise of **McCarthyism**. A sense of paranoia that communism was invading the U.S. reigned. Adding to the tensions were the nuclear capabilities of both of the super powers. Americans were naively advised to “duck and cover” in the event of a nuclear attack. Though Cold War tensions impacted the lives of Americans, post war America saw a “baby boom,” an expanding economy, and growth of the middle class. With the advent of the interstate highway system, more Americans were able to commute to work, and middle class families headed to fast-growing suburbs to raise their children away from the hustle and bustle of the city.

Under the over arching umbrella of the Cold War, another ongoing struggle was unfolding. The **Civil Rights** Movement came to the forefront in the 1950s and 1960s. Several strides toward gaining equal rights for African Americans were made during the 1940s when the NAACP set out to overturn segregation laws in various arenas of public life. The NAACP won an inspiring victory with the monumental 1954 court case, **Brown vs. the Board of Education**, where the policy of “separate but equal” was overturned and desegregation of schools began. Many anti-civil rights whites, especially in the South, bitterly and often violently opposed the gains of the civil rights movement. Despite this, civil rights advocacy continued with sit-ins, bus boycotts, and other acts of **civil disobedience**. Dr. Martin Luther King Jr., a Baptist minister from Atlanta, emerged as an inspiring national leader for the movement. However, just as substantial gains for civil rights were being made in the United States, other countries in the world, such as South Africa, were moving in the opposite direction. Starting in 1948, the South African government instituted **apartheid** – a government policy of racial segregation that did not end until 1993.

The 1960s were a turbulent time that witnessed the assassination of President Kennedy and Martin Luther King, among other political leaders and activists. In addition, the communist revolution in Cuba, led by Fidel Castro in 1959, succeeded in installing a communist government dangerously close to the United States, creating tension and even crisis between the two countries. In its commitment to communist containment, the U.S. became bogged down in the Vietnam War. Though no official declaration of war was ever made, U.S. involvement in the fighting would ultimately lead to the deaths of thousands of American soldiers. Domestic sentiment against the war became increasingly vocal, especially among American

youth. A **counter culture** movement began, where young men and women protested through rallies, demonstrations, and a new anti-establishment youth sub-culture that rejected the ideas of their parents. The activism of the 1960s led to many gains for minorities, including women, with the passage of the Civil Rights Act of 1964.

During the 1970s, the American people were experiencing a loss of confidence in their leadership as well as the economy in the wake of the Watergate scandal, “stagflation,” decline in American industry, the energy crisis, the defeat of South Vietnam, and the Iranian hostage crisis. The presidencies of Ford and Carter attempted to renew citizen’s faith in America, and alleviate the economic woes of the nation, albeit with little success. It was in this context that Ronald Reagan won a landslide victory in the 1980 election, promising to restore economic growth and expand the military.

During the Reagan years, tensions between the Soviet Union and the United States intensified. Reagan dubbed the Soviet Union the “Evil Empire” and began a massive military increase in hopes of toppling the Soviet Union economically by accelerating the arms race. The new Soviet leader, Mikhail Gorbachev, aware that the Soviet economy would not hold up, realized that arms negotiations with the United States were necessary. These negotiations led to reform of the Soviet system, with policies of liberal reform and democratization of Eastern bloc states, which ultimately contributed to the dissolution of the Soviet Union and signaled the end of the Cold War.

With the fall of the Soviet Union, the United States emerged as the world’s unilateral superpower, and a new world order emerged. In the new age of **globalization**, the United States sphere of **influence** widened **culturally**, politically, and economically. The U.S. had also become the leader of the new information age, and with the advent of the World Wide Web in the 1990s, U.S. culture and values quickly spread around the globe. This caused a measurable amount of concern for some who feared a homogenous American world culture at the expense of other nations’ customs and traditions. Some were also growing uncomfortable with America’s increasing role as a global police force, often intervening in the affairs of other countries for what some saw as self serving interests. The United States had far reaching economic influence as well, often pressuring other nations to open their markets to American goods and pushing through controversial trade treaties such as NAFTA. Yet, at the dawn of the twenty-first century, the United States seemed securely placed at the head of world power. However, the United States, and everything it stands for, would be viciously challenged by violent terrorist attacks committed by Islamic extremists on September 11, 2001. The history of the post 9/11 world is still being written.



Post WWII to the Modern Era



America at Home

- 1950** **McCarthyism Begins:**
Senator McCarthy alleges communists in government; wave of persecution ensues
- 1952** **Eisenhower Elected**
- 1953** **Korean War Ends**
- 1954** **Brown Vs. the Board of Education**
Communist Control Act:
Makes participation in Communist Party illegal
- 1955** **Montgomery Bus Boycotts Begin:**
Inspired by Rosa Parks' arrest after refusing to give her seat on a bus to a white man
- 1956** **Eisenhower Elected**
Highway Act:
Interstate Highway System launched
- 1957** **Civil Rights Act Passed by Congress**
- 1960** **Sit-in Protests Begin, Greensboro North Carolina**
Kennedy Elected President:
First Catholic president
- 1961** **Freedom Rides Begin**
- 1962** **Cesar Chavez Finds UFW:**
Works to improve situation of migrant farm workers
- 1963** **Kennedy Assassination**
Civil Rights March on Washington
- 1964** **U.S. Civil Rights Act Enacted**
Vietnam War Protest March on Washington
- 1965** **Johnson Signs Voting Rights Act**
- 1966** **Betty Freidan establishes N.O.W.**
- 1968** **MLK Assassinated**
Robert Kennedy Assassinated
- 1969** **Americans Land on Moon**
- 1970** **Kent State Massacre:**
Four students killed in Vietnam protest
- 1972-1974** **Watergate Scandal**
- 1973** **Roe Vs. Wade:**
Landmark case legalizing abortion
- 1976** **Carter Elected President**
- 1978** **Bakke Vs. the Regents of California:**
Landmark affirmative action case
- 1981** **Reagan Takes Office**
- 1986** **Iran Contra Affair:**
Arms scandal that reached the White House
- 1991** **U.S. Enters Gulf War**
- 1994** **NAFTA:**
Controversial trade treaty between U.S., Canada, and Mexico
- 2001** **9/11 Terrorist Attacks**



America and the World

- 1954** **French Forced out of Vietnam After 100 Years of Colonial Rule**
- 1957** **Sputnik:**
World's first satellite; launched into space by Soviet Union
- 1959-1975** **Vietnam War**
- 1959** **Castro Overthrows Batista:**
Communist government installed
- 1961** **Bay of Pigs Invasion:**
Failed U.S.-backed invasion of Cuba
- 1962** **Cuban Missile Crisis:**
Confrontation between Soviet Union and U.S. after Soviet missiles were deployed to Cuba
- 1967** **Six Days War:**
War fought between Israel and its Arab neighbors
- 1982** **Israeli Invasion of Lebanon**
- 1989** **Fall of Berlin Wall:**
Symbolized the end of the Cold War
- Tiananmen Square Protests:**
Anti-government protests in China; resulted in deaths of some protesters
- 1990** **Reunification of Germany**
Iraq Invades Kuwait
- 1991** **Gulf War Begins:**
After Iraq invades Kuwait – a U.S. led coalition to stop threat of Iraq
- Croatia and Slovenia Declare Independence:**
Yugoslav troops move against Slovenia
- 1992-1995** **Bosnian Civil War**
- 1994** **Rwandan Genocide**
- 2001** **U.S. Invades Afghanistan**
- 2003** **U.S. Troops invade Iraq**





Post WWII to the Modern Era

Standards – Citizenship Rights and Responsibilities, People in Societies, History

Worksheet 1



Look over the test to see what kinds of questions there are, and to give yourself an idea of how long you should spend on each area.



Before attempting to answer the question, look at the instruction words.

1. As the Cold War continued into the 1950s, some Americans worried that Communist spies were stealing information. This led to an era of suspicion and fear in which many Americans found their careers ruined as a result of panic. This time period was called:

- a. Red Scare
- b. McCarthyism
- c. Civil Rights movement
- d. Arms Race

2. In the movie industry, filmmakers were encouraged to avoid hiring suspected communists who were either actors or musicians or directors. The term explaining this action is:

- a. Blacklist
- b. Bias
- c. Free enterprise
- d. Protectionism

3. All of the following are examples of cultural exchanges except:

- a. Baseball in Cuba
- b. Basketball in Italy
- c. Sumo wrestling in Japan
- d. Soccer in the United States

4. After World War II independence movements grew. Vietnam, with the colony of Indochina, fought against the Japanese in WWII and expected to be rewarded by being given its independence. Which country wanted to continue control of Vietnam?

- a. Japan
- b. France
- c. United States
- d. Great Britain

Short Answer — Two points

5. Describe two effects that recent immigrants to the United States have had on the culture of the United States.



Post WWII to the Modern Era

Standards – People in Societies, Citizenship Rights and Responsibilities, History

Worksheet 2



Bring at least two pens/pencils with good erasers to the test.

1. During the 1970s under the leadership of Pol Pot, Cambodia was reduced to a rural pre-industrial society. The government enacted a policy of _____ against its citizens who protested or did not compel with the governmental policies.

- a. Isolation
- b. Protection
- c. Genocide
- d. Socialism

2. By examining the Supreme Court decisions of Plessey v. Ferguson and Brown v. Board of Education, Topeka, Kansas, it can be concluded that

- a. The Supreme Court never changes it decisions
- b. The Supreme Court does not involve itself with significant social issues
- c. The Supreme Court consistently interprets the Constitution
- d. The Supreme Court may change its interpretation of the Constitution over time

3. Which of the following are in direct response to Fidel Castro's revolution in Cuba?

- a. Boycott of importing Cuban goods
- b. Planning of the Bay of Pigs invasion
- c. The response to the building of missile silos in Cuba
- d. All of the above

4. During the 1960s, the Berlin Wall was built to:

- a. Keep the residents of West Berlin from escaping into East Berlin
- b. Keep the residents of East Berlin from escaping into West Berlin
- c. Keep the residents of East Germany from escaping into East Berlin
- d. Keep the residents of West Germany from escaping into East Berlin

Short Answer – Two points

5. Explain two ways in which Jim Crow laws affected racial equality in the United States as late as the 1960s.



Post WWII to the Modern Era

Standards – History, Economics

Worksheet 3



If you don't know the answer come back to it after you finish the rest of the test and make an educated guess. Other parts of the test may give you clues about the answer.



Make a brief outline in the margins of the points you will make in your response so that you don't leave anything out.

1. American involvement in Vietnam was an example of:
 - a. Containment
 - b. McCarthyism
 - c. Isolationism
 - d. Arms race

2. Which country was the first to put a satellite into orbit?
 - a. France
 - b. Soviet Union
 - c. United States
 - d. China

3. During the Cold War, the closest that the Soviet Union and the United States ever came to actually going to war was:
 - a. Berlin Airlift
 - b. Korean War
 - c. Vietnam War
 - d. Cuban Missile Crisis

4. Which of the following did not contribute, after World War II, to the trend of the United States population moving from the cities to the suburbs?
 - a. G.I. Bill for education and home loans
 - b. Interstate highway system
 - c. Immigration
 - d. Mass produced, low priced homes

Extended Response — Four points

5. In the past fifty years, countries have become more interdependent for important goods and services. Analyze two ways this globalization has improved a nation's standard of living and two ways in which interdependence has hindered the growth of a nation. Be specific.



Post WWII to the Modern Era

Government, Citizenship Rights and Responsibilities, Economics, People in Societies

Worksheet 4



Don't rush;
pace yourself!



Long introductions are not necessary on short answer questions – get to the point with your first sentence.

1. **The 22nd Amendment changed the way presidents serve by:**
 - a. Increasing the age requirement to 40
 - b. Limiting them to only being elected to two terms
 - c. Lowering the age requirement to 30
 - d. Abolishing the Electoral College as a means of electing the president

2. **In response to the Iranian hostage crisis, President Carter took action by:**
 - a. Sending a Marine division to the capital of Iran
 - b. Negotiating the release of the hostages after more than a year of capture
 - c. Getting the Soviet Union to intervene
 - d. Returning the Shah of Iran back to the government of Iran

3. **In rejecting the concept of the “melting pot,” many minorities in the United States began supporting all of the following ideas except:**
 - a. Affirmative action programs
 - b. Ethnic studies programs in colleges
 - c. Acceptance of different languages being spoken in the U.S.
 - d. Government-sponsored minority assimilation

4. **The 26th Amendment to the Constitution allowed which group to vote?**
 - a. African Americans
 - b. Women
 - c. Citizens between 18 and 21 years old
 - d. Native Americans

Short Answer — Two points

5. **The United States and Japan both have strong automobile industries. What effect does this have on each country's trade?**



Post WWII to the Modern Era

Citizenship Rights and Responsibilities, People in Societies

Worksheet 5



Read the directions slowly and carefully.



Be concrete— be sure to provide specific examples and details to support each of your points.

1. **The women’s liberation movement first started as an examination of women’s personal lives. It soon developed into a movement. Which of the following was never a concern to women during the movement?**
 - a. Bringing an end to discrimination in the work force for women
 - b. Achieving equal pay for equal work regardless of sex
 - c. Supporting women for higher academic achievements
 - d. Recognizing that women are an important factor in raising children

2. **The countercultural movement of the 1960s demonstrated rebellion against all of the following except:**
 - a. War in Vietnam
 - b. Fair and equal rights for everyone
 - c. Government involvement in private lives of citizens
 - d. Older generations

3. **One result of government’s increasing taxes on business might be to:**
 - a. Increase supply because businesses would have more money to produce goods
 - b. Reduce the cost of the goods as business would pass on increased profits to the consumer
 - c. Increase business profits as they will sell more goods than before the taxes went into effect
 - d. Reduce the supply of goods as the cost of producing them would increase

Extended Response — Four points

4. **Choose one minority group that has achieved more rights in the past century. Explain two rights achieved and describe two methods that were used by citizens to get more rights.**



Post WWII to the Modern Era

Standards – People in Societies, Geography

Worksheet 6



Stay relaxed.
If you begin to get nervous take a few deep breaths slowly to relax yourself and then get back to work.

- 1. Immigration patterns in the United States tend to shift through time. The first immigrants to the New World came predominately from Britain and western Europe. During the early part of the 19th century, Germans and Irish made up the largest immigrant group. During the end of the 19th century, southern and eastern European immigrants were traveling to the United States. The most recent wave of immigrants beginning during the 1960s has been from what part of the world?**
 - a. Africa
 - b. Latin America
 - c. Asia
 - d. Canada
- 2. Due to the shifts in immigration, presently the largest minority group in the United States is:**
 - a. African Americans
 - b. Asian Americans
 - c. European Americans
 - d. Hispanics
- 3. One of the first achievements in the Civil Rights movement was:**
 - a. When Rosa Parks refused to give up her seat to a white passenger, starting the bus boycott
 - b. Brown v. Board of Education of Topeka, Kansas Supreme Court decision desegregating public schools
 - c. President Truman ordered that the American armed forces be desegregated
 - d. President Johnson signed the Civil Rights Act
- 4. Martin Luther King Jr., a young minister, was inspired to use peaceful protests to achieve an end to segregation of African Americans. King's inspiration came from:**
 - a. Mohandas Gandhi
 - b. Rosa Parks
 - c. Nelson Mandela
 - d. Malcolm X
- 5. Which change in society contributed the most to the growth of both the Civil Rights and the women's movement?**
 - a. Red Scare
 - b. Korean and Vietnam Wars
 - c. Space Race
 - d. Inequality during the postwar prosperity



Post WWII to the Modern Era

Standards – Citizenship Rights and Responsibilities, History, Government

Worksheet 7



Don't skip around on the test – you might lose your place or forget to answer a question. If a question has you stumped, mark it and come back to it later.

1. **Cesar Chavez, leader of the United Farm Workers (UFW), obtained a victory for itinerant workers when:**
 - a. Florida orange growers awarded the UFW voting rights
 - b. California grape growers signed a contract with the UFW acknowledging the union
 - c. Chavez led a protest march with Martin Luther King, Jr., in Washington, D.C.
 - d. Workers were allowed to attend a desegregated school

2. **In its early years, the National Organization for Women (NOW) directed its efforts mainly toward assisting:**
 - a. Battered and abused women
 - b. Women in the military
 - c. Women in the workplace
 - d. Affluent women

3. **The Supreme Court decision in the 1973 case of *Roe v. Wade* stated that:**
 - a. The unborn were protected under the First Amendment
 - b. States had the right to determine if abortion was legal in their state
 - c. Under the constitutionally guaranteed “right to privacy,” all state laws prohibiting abortion during the “first trimester” of pregnancy were invalid
 - d. Separate is not equal

4. **Four students were killed at Kent State University during a protest of:**
 - a. Abortion rights
 - b. Vietnam War
 - c. Cuban Missile Crisis
 - d. Supreme Court decision overturning *Brown v. Board of Education*

5. **President Nixon was the first president to visit Communist China. His main reason to establish a relationship with China was to:**
 - a. Counteract the power of the Soviet Union
 - b. Prevent China from allying with the nationalistic Taiwan
 - c. Help overthrow the Chinese government
 - d. Convince China to leave South Vietnam



Post WWII to the Modern Era

Standards – Social Studies Skills and Methods, People in Societies, Economics, History

Worksheet 8



Check your spelling and punctuation. Write legibly and neatly – print if your printing is better than your cursive writing.

1. Describing all athletes as “dumb” is an example of:
 - a. Credibility
 - b. Stereotyping
 - c. Verifying
 - d. Feasibility

2. If you wanted to find out how many accidents a year were caused by drunk drivers, which source would you go to?
 - a. Automobile company
 - b. Lawyer
 - c. Reporter for a local paper
 - d. The National Highway Traffic Safety Administration

3. Advances in global communication and transportation have resulted in:
 - a. More tolerance for different religions
 - b. Spreading popular culture, such as music, around the world
 - c. Reduction in wars and conflicts
 - d. More diseases and deaths from accidents

4. “Reaganomics,” or “supply side” economics, operated from the assumption that the woes of the American economy were largely the result of:
 - a. High interest rates
 - b. Poor government spending
 - c. High taxes
 - d. Foreign wars

5. President Jimmy Carter said that the Soviet Union’s invasion of this country was the “gravest threat to world peace since World War II.” What country was invaded?
 - a. Vietnam
 - b. Grenada
 - c. Afghanistan
 - d. Poland



Post WWII to the Modern Era

Standards – People in Societies, Citizenship Rights and Responsibilities, Economics

Worksheet 9



When you are finished, if you have time left, look over your test to make sure that you have answered all the questions.

- Like other cultural groups, Hispanic Americans have directly influenced American culture. All of the following are positive effects on American culture except:**
 - Mexican foods
 - Music such as Mariachi, Salsa, Tango
 - Holiday celebrations like *Cinco de Mayo*
 - Increased border patrols in the southwestern states
- Which of the following political action groups is incorrectly paired?**
 - NAACP – African Americans
 - NOW – Women
 - UFW – Hispanic
 - AIM – Disabled Americans
- People who favor fewer restrictions on immigration cite that immigrants:**
 - Increase the cost of welfare and public services
 - Bring new ideas and an entrepreneurial spirit to the United States
 - Drive down wages for jobs
 - Create overcrowding in cities
- Some Americans argue that the government should cut spending on welfare and other government social programs. A possible effect of such decreases in government spending could be:**
 - Lower taxes
 - Higher deficits
 - Larger government
 - Lower wages
- Which of the following statements best explains why, in 2003, the United States had a trade deficit?**
 - The United States exported more than it imported
 - The United States imported more than it exported
 - The United States had the same number of exports and imports
 - The United States stopped all exporting to the world



Post WWII to the Modern Era

Standards – History, Economics, People in Societies, Citizenship Rights and Responsibilities

Worksheet 10



Once you finish, remain quiet so as not to disturb the other students still working on their tests.

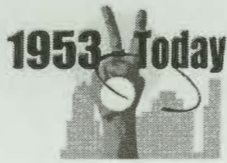
1. **America sent peacekeeping troops to Bosnia because:**
 - a. Russia threatened American interests in the region
 - b. The Serbs and Muslims were involved in a bloody civil war
 - c. French peacekeeping troops needed help in the region
 - d. The threat of the use of nuclear weapons was discussed by the nation of Turkey to solve the conflict

2. **Which Soviet leader initiated the new policies of “glasnost” and “perestroika” that helped transform the Soviet Union in the late 1980s?**
 - a. Ronald Reagan
 - b. Josef Stalin
 - c. Mikhail Gorbachev
 - d. Leonid Brezhnev

3. **The NAFTA treaty helped:**
 - a. Promote free trade and open markets
 - b. Show support for civil rights in Africa
 - c. Environmental regulations in North America
 - d. Reduce the number of nuclear arms in the world

4. **Apartheid in South Africa gained global attention in the 1960s and 1970s. The most effective method used against apartheid was:**
 - a. Refusal by many people to travel to South Africa
 - b. A huge letter writing effort by people around the world
 - c. The United Nations statement which called for an end to the apartheid
 - d. Economic boycotts of businesses that operated in South Africa by people and governments around the world

5. **In the late 1980s and the early 1990s, the dominant factor in foreign affairs was:**
 - a. The ending of the Cold War between the United States and the Soviet Union
 - b. A lessening of tension between the United States and France
 - c. A new missile crisis in Africa
 - d. New freedoms emerging from the countries of western Europe



Post WWII to the Modern Era

Standards – Citizenship Rights and Responsibilities, People in Societies, History

Answer Key 1



Look over the test to see what kinds of questions there are, and to give yourself an idea of how long you should spend on each area.



Before attempting to answer the question, look at the instruction words.

- 1. As the Cold War continued into the 1950s, some Americans worried that Communist spies were stealing information. This led to an era of suspicion and fear in which many Americans found their careers ruined as a result of panic. This time period was called:**
 - a. Red Scare
 - b. McCarthyism
 - c. Civil Rights movement
 - d. Arms Race
- 2. In the movie industry, filmmakers were encouraged to avoid hiring suspected communists who were either actors or musicians or directors. The term explaining this action is:**
 - a. Blacklist
 - b. Bias
 - c. Free enterprise
 - d. Protectionism
- 3. All of the following are examples of cultural exchanges except:**
 - a. Baseball in Cuba
 - b. Basketball in Italy
 - c. Sumo wrestling in Japan
 - d. Soccer in the United States
- 4. After World War II independence movements grew. Vietnam, with the colony of Indochina, fought against the Japanese in WWII and expected to be rewarded by being given its independence. Which country wanted to continue control of Vietnam?**
 - a. Japan
 - b. France
 - c. United States
 - d. Great Britain

Short Answer — Two points

- 5. Describe two effects that recent immigrants to the United States have had on the culture of the United States.**

Zero points

The two effects that immigrants have had is more beliefs.

One point

The work is cheaper so Americans get first and immigrants get hired.

Two points

Two effects immigrants have had on the U.S. are that the U.S. now is the most diverse country in the world with many people coming from different countries. Also the U.S. has many people come and put their culture into ours making our country rich with many kinds of festivals and celebrations, different types of music and food and introducing new languages to our citizens.



Post WWII to the Modern Era

Standards – People in Societies, Citizenship Rights and Responsibilities, History

Answer Key 2



Bring at least two pens/pencils with good erasers to the test.

1. **During the 1970s under the leadership of Pol Pot, Cambodia was reduced to a rural pre-industrial society. The government enacted a policy of _____ against its citizens who protested or did not compel with the governmental policies.**
 - a. Isolation
 - b. Protection
 - c. Genocide
 - d. Socialism

2. **By examining the Supreme Court decisions of Plessey v. Ferguson and Brown v. Board of Education, Topeka, Kansas, it can be concluded that**
 - a. The Supreme Court never changes its decisions
 - b. The Supreme Court does not involve itself with significant social issues
 - c. The Supreme Court consistently interprets the Constitution
 - d. The Supreme Court may change its interpretation of the Constitution over time

3. **Which of the following are in direct response to Fidel Castro's revolution in Cuba?**
 - a. Boycott of importing Cuban goods
 - b. Planning of the Bay of Pigs invasion
 - c. The response to the building of missile silos in Cuba
 - d. All of the above

4. **During the 1960s, the Berlin Wall was built to:**
 - a. Keep the residents of West Berlin from escaping into East Berlin
 - b. Keep the residents of East Berlin from escaping into West Berlin
 - c. Keep the residents of East Germany from escaping into East Berlin
 - d. Keep the residents of West Germany from escaping into East Berlin

Short Answer – Two points

5. **Explain two ways in which Jim Crow laws affected racial equality in the United States as late as the 1960s.**

Zero points

Two ways Jim Crow laws affected racial equality was that: The African Americans were treated differently.

One point

Jim Crow laws affected racial equality by separating people because of their race. It leads to tension among the people. Another way Jim Crow affected racial equality was by preventing blacks from living equal to white.

Two points

The laws kept African Americans out of "white" schools. They also separated people from drinking out of the same fountain using the same bathrooms, living in the same neighborhoods and other common things. The laws made a division between the races which in itself added to the tension and the inequality. One side naturally felt superior to the other.

Post WWII to the Modern Era

Standards – History, Economics

Answer Key
3



If you don't know the answer come back to it after you finish the rest of the test and make an educated guess. Other parts of the test may give you clues about the answer.



Make a brief outline in the margins of the points you will make in your response so that you don't leave anything out.

1. American involvement in Vietnam was an example of:
 - a. Containment
 - b. McCarthyism
 - c. Isolationism
 - d. Arms race
2. Which country was the first to put a satellite into orbit?
 - a. France
 - b. Soviet Union
 - c. United States
 - d. China
3. During the Cold War, the closest that the Soviet Union and the United States ever came to actually going to war was:
 - a. Berlin Airlift
 - b. Korean War
 - c. Vietnam War
 - d. Cuban Missile Crisis
4. Which of the following did not contribute, after World War II, to the trend of the United States population moving from the cities to the suburbs?
 - a. G.I. Bill for education and home loans
 - b. Interstate highway system
 - c. Immigration
 - d. Mass produced, low priced homes

Extended Response — Four points

5. In the past fifty years, countries have become more interdependent for important goods and services. Analyze two ways this globalization has improved a nation's standard of living and two ways in which interdependence has hindered the growth of a nation. Be specific.

Zero points

Globalization has made the world more global. People know where other countries are and how they live.

One point

This globalization has improved a nation's standard of living by making us more aware of happening around the world. Countries share ideas and make connections with one another.

Two points

Globalization of trade has improved a nation of standard by being able to experience another nation's culture. It also helps with money, other countries pays tariffs and more money comes into the country. But this globalization has also hindered our nation because the nation also loses money and it takes our culture.

Three points

This globalization has improved a nations' standard of living because its all worked out the certain countries trade with each other and everybody get what they need for stuff. Some countries have too much of something and too little of something else. Globalization helps equal it out and it improves everyone's life. The negative thing is that some countries get into arguments and get the whole chain thrown off.

Four points

Two ways how this globalization has improved a nation's standard of living is by exchanging goods that a country needs. For example, the US gives food to Saudi Arabia in exchange for oil. Each country gets their needs met. It also brings money into the country through tariffs and exports/ imports. Unfortunately, globalization can hinder the growth of a nation by making it dependent on a country for a product. For instance, the U.S. relies on oil so we don't look for ways of trying to come up with a different type of fuel. It also leads to conflicts within groups of nations that have a resource other countries want. Like the war in Iraq is over oil.



Post WWII to the Modern Era

Government, Citizenship Rights and Responsibilities, Economics, People in Societies

Answer Key 4



Don't rush;
pace yourself!



Long introductions are not necessary on short answer questions – get to the point with your first sentence.

1. **The 22nd Amendment changed the way presidents serve by:**
 - a. Increasing the age requirement to 40
 - b. Limiting them to only being elected to two terms
 - c. Lowering the age requirement to 30
 - d. Abolishing the Electoral College as a means of electing the president

2. **In response to the Iranian hostage crisis, President Carter took action by:**
 - a. Sending a Marine division to the capital of Iran
 - b. Negotiating the release of the hostages after more than a year of capture
 - c. Getting the Soviet Union to intervene
 - d. Returning the Shah of Iran back to the government of Iran

3. **In rejecting the concept of the “melting pot,” many minorities in the United States began supporting all of the following ideas except:**
 - a. Affirmative action programs
 - b. Ethnic studies programs in colleges
 - c. Acceptance of different languages being spoken in the U.S.
 - d. Government-sponsored minority assimilation

4. **The 26th Amendment to the Constitution allowed which group to vote?**
 - a. African Americans
 - b. Women
 - c. Citizens between 18 and 21 years old
 - d. Native Americans

Short Answer — Two points

5. **The United States and Japan both have strong automobile industries. What effect does this have on each country's trade?**

Zero points

This allows items to be sent from one place to another. This also let other countries trade with Japan after World War II.

One point

The United States and Japan both have a strong automobile industry which makes it hard for the countries to trade with each other because neither country needs the other's cars.

Two points

Neither country will be able to trade with each other because they have the same product. This also means that the U.S. and Japan will be in competition with each other when trading with other countries. They will need the same resources and that could lead to problems too.



Post WWII to the Modern Era

Citizenship Rights and Responsibilities, People in Societies

Answer Key 5



Read the directions slowly and carefully.



Be concrete—be sure to provide specific examples and details to support each of your points.

- 1. The women's liberation movement first started as an examination of women's personal lives. It soon developed into a movement. Which of the following was never a concern to women during the movement?**
 - a. Bringing an end to discrimination in the work force for women
 - b. Achieving equal pay for equal work regardless of sex
 - c. Supporting women for higher academic achievements
 - d. Recognizing that women are an important factor in raising children
- 2. The countercultural movement of the 1960s demonstrated rebellion against all of the following except:**
 - a. War in Vietnam
 - b. Fair and equal rights for everyone
 - c. Government involvement in private lives of citizens
 - d. Older generations
- 3. One result of government's increasing taxes on business might be to:**
 - a. Increase supply because businesses would have more money to produce goods
 - b. Reduce the cost of the goods as business would pass on increased profits to the consumer
 - c. Increase business profits as they will sell more goods than before the taxes went into effect
 - d. Reduce the supply of goods as the cost of producing them would increase

Extended Response — Four points

- 4. Choose one minority group that has achieved more rights in the past century. Explain two rights achieved and describe two methods that were used by citizens to get more rights.**

Zero points

African Americans are treated more equal than whites.

One point

African Americans have achieved more rights in the past century. They have earned the right to vote.

Two points

African Americans are a huge minority in today's society. Lots of discrimination was everywhere. African Americans stood up and they protested their rights so there was no more segregation. They also fought for their rights, using violence.

Three points

In the last 100 years, African Americans have fought and protested for their rights. They achieved an end to segregation with the overturn of the Brown v. Board of Education. They achieved this by fighting the government in a legal way, through petitions and the courts. They had people file court hearings and review the earlier decisions.

Four points

Women have achieved many rights in the past century. They got the right to vote with the passage of the 19th Amendment. They got this by protesting and marching in Washington, getting people to notice their desires. Secondly, women have been fighting to get equal pay for equal work. They started bringing attention to their cause after WWII when they didn't want to give up their jobs. They wrote books and articles about their desires and wants. They made Congress look into equal pay laws. Finally, they were able to get abortion legal which gave them the right to control their own bodies.



Post WWII to the Modern Era

Standards – People in Societies, Geography

Answer Key 6



Stay relaxed.
If you begin to get nervous take a few deep breaths slowly to relax yourself and then get back to work.

- 1. Immigration patterns in the United States tend to shift through time. The first immigrants to the New World came predominately from Britain and western Europe. During the early part of the 19th century, Germans and Irish made up the largest immigrant group. During the end of the 19th century, southern and eastern European immigrants were traveling to the United States. The most recent wave of immigrants beginning during the 1960s has been from what part of the world?**
 - a. Africa
 - b. Latin America
 - c. Asia
 - d. Canada
- 2. Due to the shifts in immigration, presently the largest minority group in the United States is:**
 - a. African Americans
 - b. Asian Americans
 - c. European Americans
 - d. Hispanics
- 3. One of the first achievements in the Civil Rights movement was:**
 - a. When Rosa Parks refused to give up her seat to a white passenger, starting the bus boycott
 - b. Brown v. Board of Education of Topeka, Kansas Supreme Court decision desegregating public schools
 - c. President Truman ordered that the American armed forces be desegregated
 - d. President Johnson signed the Civil Rights Act
- 4. Martin Luther King Jr., a young minister, was inspired to use peaceful protests to achieve an end to segregation of African Americans. King's inspiration came from:**
 - a. Mohandas Gandhi
 - b. Rosa Parks
 - c. Nelson Mandela
 - d. Malcolm X
- 5. Which change in society contributed the most to the growth of both the Civil Rights and the women's movement?**
 - a. Red Scare
 - b. Korean and Vietnam Wars
 - c. Space Race
 - d. Inequality during the postwar prosperity



Post WWII to the Modern Era

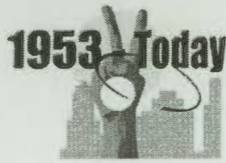
Standards – Citizenship Rights and Responsibilities, History, Government

Answer Key 7



Don't skip around on the test – you might lose your place or forget to answer a question. If a question has you stumped, mark it and come back to it later.

- Cesar Chavez, leader of the United Farm Workers (UFW), obtained a victory for itinerant workers when:**
 - Florida orange growers awarded the UFW voting rights
 - California grape growers signed a contract with the UFW acknowledging the union
 - Chavez led a protest march with Martin Luther King, Jr., in Washington, D.C.
 - Workers were allowed to attend a desegregated school
- In its early years, the National Organization for Women (NOW) directed its efforts mainly toward assisting:**
 - Battered and abused women
 - Women in the military
 - Women in the workplace
 - Affluent women
- The Supreme Court decision in the 1973 case of *Roe v. Wade* stated that:**
 - The unborn were protected under the First Amendment
 - States had the right to determine if abortion was legal in their state
 - Under the constitutionally guaranteed “right to privacy,” all state laws prohibiting abortion during the “first trimester” of pregnancy were invalid
 - Separate is not equal
- Four students were killed at Kent State University during a protest of:**
 - Abortion rights
 - Vietnam War
 - Cuban Missile Crisis
 - Supreme Court decision overturning *Brown v. Board of Education*
- President Nixon was the first president to visit Communist China. His main reason to establish a relationship with China was to:**
 - Counteract the power of the Soviet Union
 - Prevent China from allying with the nationalistic Taiwan
 - Help overthrow the Chinese government
 - Convince China to leave South Vietnam



Post WWII to the Modern Era

Standards – Social Studies Skills and Methods, People in Societies, Economics, History

Answer Key 8



Check your spelling and punctuation. Write legibly and neatly – print if your printing is better than your cursive writing.

1. Describing all athletes as “dumb” is an example of:
 - a. Credibility
 - b. Stereotyping
 - c. Verifying
 - d. Feasibility

2. If you wanted to find out how many accidents a year were caused by drunk drivers, which source would you go to?
 - a. Automobile company
 - b. Lawyer
 - c. Reporter for a local paper
 - d. The National Highway Traffic Safety Administration

3. Advances in global communication and transportation have resulted in:
 - a. More tolerance for different religions
 - b. Spreading popular culture, such as music, around the world
 - c. Reduction in wars and conflicts
 - d. More diseases and deaths from accidents

4. “Reaganomics,” or “supply side” economics, operated from the assumption that the woes of the American economy were largely the result of:
 - a. High interest rates
 - b. Poor government spending
 - c. High taxes
 - d. Foreign wars

5. President Jimmy Carter said that the Soviet Union’s invasion of this country was the “gravest threat to world peace since World War II.” What country was invaded?
 - a. Vietnam
 - b. Grenada
 - c. Afghanistan
 - d. Poland



Post WWII to the Modern Era

Standards – People in Societies, Citizenship Rights and Responsibilities, Economics

Answer Key 9



When you are finished, if you have time left, look over your test to make sure that you have answered all the questions.

- 1. Like other cultural groups, Hispanic Americans have directly influenced American culture. All of the following are positive effects on American culture except:**
 - a. Mexican foods
 - b. Music such as Mariachi, Salsa, Tango
 - c. Holiday celebrations like *Cinco de Mayo*
 - d. Increased border patrols in the southwestern states
- 2. Which of the following political action groups is incorrectly paired?**
 - a. NAACP – African Americans
 - b. NOW – Women
 - c. UFW – Hispanic
 - d. AIM – Disabled Americans
- 3. People who favor fewer restrictions on immigration cite that immigrants:**
 - a. Increase the cost of welfare and public services
 - b. Bring new ideas and an entrepreneurial spirit to the United States
 - c. Drive down wages for jobs
 - d. Create overcrowding in cities
- 4. Some Americans argue that the government should cut spending on welfare and other government social programs. A possible effect of such decreases in government spending could be:**
 - a. Lower taxes
 - b. Higher deficits
 - c. Larger government
 - d. Lower wages
- 5. Which of the following statements best explains why, in 2003, the United States had a trade deficit?**
 - a. The United States exported more than it imported
 - b. The United States imported more than it exported
 - c. The United States had the same number of exports and imports
 - d. The United States stopped all exporting to the world



Post WWII to the Modern Era

Standards – History, Economics, People in Societies, Citizenship Rights and Responsibilities

Answer Key 10



Once you finish, remain quiet so as not to disturb the other students still working on their tests.

1. **America sent peacekeeping troops to Bosnia because:**
 - a. Russia threatened American interests in the region
 - b. The Serbs and Muslims were involved in a bloody civil war
 - c. French peacekeeping troops needed help in the region
 - d. The threat of the use of nuclear weapons was discussed by the nation of Turkey to solve the conflict

2. **Which Soviet leader initiated the new policies of “glasnost” and “perestroika” that helped transform the Soviet Union in the late 1980s?**
 - a. Ronald Reagan
 - b. Josef Stalin
 - c. Mikhail Gorbachev
 - d. Leonid Brezhnev

3. **The NAFTA treaty helped:**
 - a. Promote free trade and open markets
 - b. Show support for civil rights in Africa
 - c. Environmental regulations in North America
 - d. Reduce the number of nuclear arms in the world

4. **Apartheid in South Africa gained global attention in the 1960s and 1970s. The most effective method used against apartheid was:**
 - a. Refusal by many people to travel to South Africa
 - b. A huge letter writing effort by people around the world
 - c. The United Nations statement which called for an end to the apartheid
 - d. Economic boycotts of businesses that operated in South Africa by people and governments around the world

5. **In the late 1980s and the early 1990s, the dominant factor in foreign affairs was:**
 - a. The ending of the Cold War between the United States and the Soviet Union
 - b. A lessening of tension between the United States and France
 - c. A new missile crisis in Africa
 - d. New freedoms emerging from the countries of western Europe

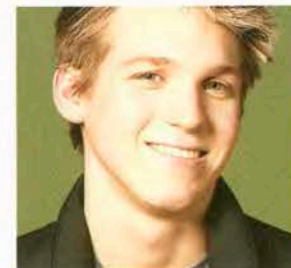
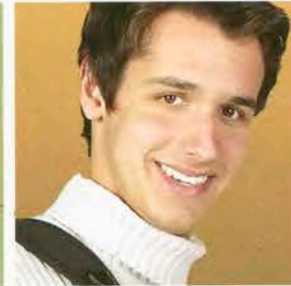
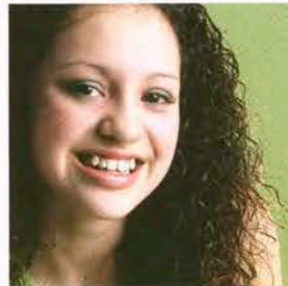
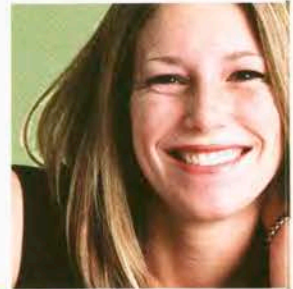
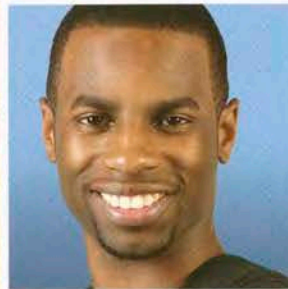
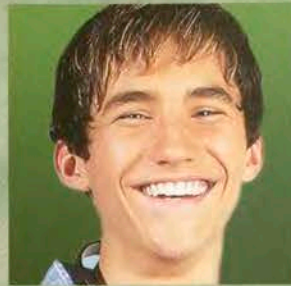
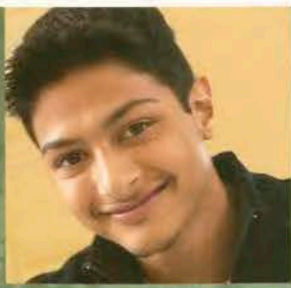


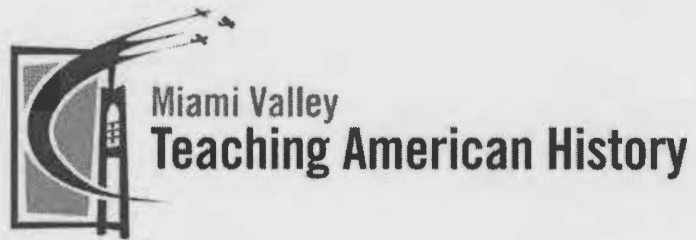
Vocabulary Building Glossary



VOCABULARY BUILDING

A GLOSSARY FOR
SOCIAL STUDIES FOR THE
OHIO GRADUATION TEST





VOCABULARY BUILDING

A GLOSSARY FOR SOCIAL STUDIES
FOR THE OHIO GRADUATION TEST





- 1. ACCOUNT:**
a story, narrative, or record of what happened over a period of time as in,
This chapter is an account of the “roaring twenties” in the U.S.
- 2. AFFECT:**
to produce a result or effect; for example, *The bitter cold weather affected the fighting ability of George Washington’s army camping at Valley Forge, Pennsylvania, in the winter of 1777.*
- 3. ANALYZE:**
to identify the basic guiding principles or most important parts of something and then explain how they relate to each other or work together to produce a conclusion or result, as in *analyze absolutism or analyze imperialism.*
- 4. ASSESS:**
to determine and state the value or importance of something, as in,
Assess the importance of the Civil War battle of Gettysburg.
- 5. AUTOBIOGRAPHY:**
an account of a person’s life written by that person.
- 6. BIBLIOGRAPHY:**
a list of information sources used in research that support (document) findings and conclusions.
- 7. BIOGRAPHY:**
an account of a person’s life written by someone other than the subject of the biography.
- 8. CAUSE AND EFFECT RELATIONSHIP:**
the principle that for every event there is an identifiable, prior action or situation that helps explain why the event (or events) occurred; the idea that events do not occur randomly or accidentally without reason; for example, *The American Revolution (the event) may be explained as the effect of earlier actions (like the Stamp Act) taken by the English government*; essay test questions often ask for explanation of important events or social changes that cite specific causal forces or actions that produced the event or situation under consideration.
- 9. CHALLENGE:**
something that threatens, obstructs or makes a goal more difficult to achieve, or, that makes it difficult to accept or continue to believe what was once believed to be true.
- 10. CONTRIBUTE:**
help reach a goal, add to what others do or give to reach a goal.

11. DEFINE:

state the meaning of a word, describe main characteristics of something as in, *define the economics term, depression, or define the word battlefield.*

12. DESCRIBE:

to say, write or communicate with reasonable detail what happened, how somebody or something looks, how something works; to describe means simply to state factually “what is,” not to assert its “goodness or badness.”

13. DETERMINE:

to decide what to do after considering many possibilities.

14. EFFECT:

noun or verb: noun: result, outcome, what happened after something happened or somebody did something as in, one effect of the Civil War was the end of slavery; verb: cause an outcome, make something happen; as in, *The way George Washington conducted himself as the first president effected major change in how the American people thought about the new, stronger executive branch created by the Constitution.*

15. EXPLAIN:

give reasons for something, state a cause or causes of something that happened, or may happen, or about how something works.

16. IDENTIFY:

give a brief description of who a person is, what she/he did or is known for, or a statement including the main things to know about something.

17. INFLUENCE:

ability to cause people to act or think in ways they would not otherwise have done; influence comes from prestige, respect, trust, skills of persuasion.

18. INTENDED TO:

expected or designed to achieve a certain effect or result.

19. LIST:

a series of words or short phrases with a common purpose like the names of all U.S. presidents, the main characteristics of an event, action or situation as in, *List the major causes of the Protestant Reformation* (no explanation or description of each one necessary).

20. POWER:

power is similar to influence in that both imply the ability to get people to act or think in ways they would not otherwise have done; power differs in that it more often rests on the actual use of or threat of force or coercion in some form as, *When a law is disobeyed, the government has the legitimate (rightful) power or authority to take a person's life, freedom or property as punishment,* or, when an employer uses her power over an employee's job and salary to enforce compliance with employment requirements.

- 21. RESOLVE:**
to solve a problem, to reach agreement in a dispute or conflict, to clarify a confusing situation.
- 22. RESULTED:**
the direct effects or consequences of actions, events, conditions.
- 23. SUMMARIZE:**
to present only the most important ideas or points explained in greater detail in the original body of writing, or, to state in brief form the major reasons for something as in, *Summarize the Magna Carta*, or, *Summarize why the U.S. entered World War I*.
- 24. SUPPORT:**
noun or verb: noun; a form of help received or given; verb: giving, helping.



CHALLENGE WORDS

SOCIAL STUDIES OGT

- 1. ANALYSIS:**

the separating or breaking up into parts of any whole — a situation, an event, a condition, an argument as in, *Analyze the Declaration of Independence — what are its key ideas, objectives and arguments supporting American independence.*
- 2. ARTIFACT:**

something produced by human work; for example, in the study of ancient civilizations, primitive art or tools found by archaeologists digging under and around crumbling structures, or, in more recent times, pieces of pottery, old coins and tableware found at the west Dayton site of the Wright brothers' original home also are artifacts.
- 3. ASSURE:**

to state positively, to end doubt, to create a sense of confidence that nothing bad will happen.
- 4. ATTEMPTED:**

to have made an effort, tried, sought to have achieved something.
- 5. BIAS:**

a tendency toward unfair judgment, an attitude that keeps people from being objective; a mental block or attitude obstructing truth or reality; for example, racial bias against African-Americans among white Americans made it difficult for them to recognize the unjust treatment black Americans suffered because of racial segregation laws and other forms of racial discrimination.
- 6. COMPARE AND CONTRAST:**

to explain how two or more things of the same type or in the same general category are similar and, at the same time different and, in some ways, completely opposite from each other; as in, *Compare and contrast the effects of the Civil War on the North and the South or compare and contrast German Nazism with Soviet Russian Communism.* (You cannot compare and contrast pizza and cars but you can compare and contrast different brands of pizza.)
- 7. CONCEPT:**

a general idea, connection of similar ideas intended to give a “mental picture” that increases understanding.
- 8. CONVICTION:**

a strong, fixed belief; an important principle or standard of judgment.
- 9. CREDIBLE:**

believable, persuasive, convincing, easy to accept as true; capable of being believed or accepted as true, creating the strong impression of truth and validity as in, *He gave a credible explanation of what happened.*

- 10. CRITICAL:**
a turning point in time or a situation leading toward possibly good or bad results; something very important to the way the future turns out.
- 11. CRITIQUE:**
an objective, balanced analysis of the good and bad points in a piece of writing, an oral presentation, or in a set of ideas.
- 12. DISTRIBUTION:**
to divide up and allocate or give out shares of something among many recipients.
- 13. ESSENTIAL:**
something that must be included in an explanation or description of an event, condition or situation, or that is the key, the first step toward understanding a more complex event, condition or situation as, *In order to understand why the Civil War was inevitable it is essential to know how intense was the conflict over slavery.*
- 14. IMPLEMENTATION:**
carrying out a plan or intention, working to achieve a goal, putting ideas into action.
- 15. IMPLY:**
to indicate or to hint at without actually saying openly as in, *King George the Third's refusal even to listen to complaints of American colonial leaders implied that he did not believe the colonies would ever rebel against his authority.*
- 16. INFER:**
to conclude or to assume that something is true after a period of observation, reading, listening as in, *I infer after reading Uncle Tom's Cabin that Harriet Beecher Stowe thought slavery to be morally wrong, or, I infer from the look on your face that you do not like the picture.*
- 17. INNOVATION:**
something new, completely different and important.
- 18. OBJECTIVE:**
based on facts and clear evidence, unbiased.
- 19. PERCEIVE:**
to have a strong mental impression (perception) of reality or truth based on a mix of fact and non-fact; perceptions are often strengthened by a strong wish that something be true.
- 20. PRIMARY SOURCE:**
an original source of information; for example an autobiography (someone writing the story of his/her own life) is a primary source of information about the person whereas a textbook chapter, written by someone else, including information about the same person is not a primary source.

- 21. REFLECTED:**
an event, condition or action that clearly revealed its cause.
- 22. RELIABILITY:**
dependability, conscientiousness, faithfulness.
- 23. SECONDARY SOURCE:**
a source of information created by someone not directly involved in or a personal witness to what is being written about, for example, a social studies textbook contains mostly secondary information; an example of an exception would be a textbook that includes an original source, as for example, the full, actual text of President Lincoln's speech at the Gettysburg battleground.
- 24. SIGNIFICANT:**
important, meaningful; has or will have a major effect.
- 25. THESIS:**
a statement (written or spoken) of belief that intends to offer a basic explanation of something as in, *The cause of the American Revolution was the English government's violation of the natural rights of people living in colonial America*; a thesis must be supported by facts and logical reasoning; when a thesis is not supported either because of untrue facts or when true facts are not presented in an understandable, logical way, then the thesis may be refuted or disproved by pointing out the factual and/or logical weaknesses.
- 26. VIOLATED:**
the fact of a rule or law being broken, feeling of having been unjustly treated or harmed.
- 27. VIOLATING:**
breaking or disregarding the law or the rules, disturbing, doing harm.



- 1. 14 POINTS:**
a set of 14 ideas proposed by U.S. President Woodrow Wilson in 1919 for ending World War I and establishing a just and lasting world peace.
- 2. 1st AMENDMENT FREEDOMS:**
a set of restraints on American national and state governments preventing them from restricting citizens' natural rights of free speech, religion, assembly (to meet and organize for political purposes) and petition, (to ask for government to act or not to act in certain ways and to seek to influence what government does); these rights are included in the 1st Amendment to the U.S. Constitution, part of the Bill of Rights; the U.S. Supreme Court has declared them so important to democracy that they deserve special protection and may be restricted only under the most unusual circumstances, for example, when there is a "clear and present danger" to national security.
- 3. 19th AMENDMENT:**
the amendment to the U.S. Constitution in 1920 that established the right of American women to vote in federal and state elections by invalidating all state laws limiting voting to men.
- 4. 26th AMENDMENT:**
the amendment to the U.S. Constitution in 1971 that established the right of U.S. citizens 18 years of age to vote in all state and federal elections by invalidating all state laws limiting the right to vote to citizens 21 and over.
- 5. ABOLITION:**
in American history the term usually refers to the goal of ending slavery; "abolitionists" were people who advocated and worked to end slavery before the Civil War.
- 6. ABSOLUTE ADVANTAGE:**
a producer of a good or service has an absolute advantage if he/she can make more of it than another producer when each has the same amount of resources — money, skill, time, etc.
- 7. ABSOLUTE MONARCHY:**
a political system in which a monarch (king, queen, emperor or prince) who gained power by birth into a legally, often religiously recognized royal family exercises total, unopposed and legally unchallengeable authority over a nation; inhabitants normally are called "subjects" rather than "citizens" as inhabitants of republics are identified; Saudi Arabia, Morocco and some other Arab-Islamic nations in the region of the Persian Gulf qualify as absolute monarchies; some absolute monarchs gain their power through a presumed grant of authority from a divine source; in the past many monarchs claimed and people accepted their authority to rule by "divine right."

- 8. ABSOLUTISM:**
when rulers hold total governing power without regard to the people's wishes and where there is no recognized opportunity for the people to change or criticize their leaders; absolutist rulers may be absolute monarchs or they derive their power from control of military forces and/or control over a nation's economic resources.
- 9. AFFIRMATIVE ACTION:**
a federal policy first stated in 1969 requiring private and public organizations receiving federal money to set up programs ensuring equal opportunities and fair treatment in employment and education for members of groups that historically had been unfairly treated or denied jobs or admission because they were female or African-American. Under affirmative action, when an employer or educational institution has a "disproportionate representation" of white males, (for example if 95% of 1000 workers in a business or public institution are white males), the institution or business has the "burden of proof" or responsibility for demonstrating that that this is not because of discriminatory hiring policies or practices. Affirmative action came about to more quickly remedy the continuing effects of long standing discrimination against non-white minorities and women. The first test of the constitutionality of affirmative action came in the case of Bakke vs. Regents of the University of California in which the U.S. Supreme Court approved the policy provided that fixed quotas (a certain number or percentage of minority or female employees or students) were not used.
- 10. AGRARIAN:**
relating to farming and the conditions of life shared by people who earn their living cultivating land and growing crops.
- 11. ANARCHY:**
the absence of formal government or laws regulating and restraining behavior; some philosophers argue that governments are inherently, naturally bad and unjustly limit human freedom and the innate potential of people for positive growth and development; other philosophers assert that human beings are naturally self-destructive and can only survive and reach their full potential under a system of government-provided law and order; to them anarchy brings fear, social chaos and in the end the destruction of civilized life.
- 12. ANTI-TRUST:**
government laws aimed at eliminating business monopoly, which is the over-concentration of ownership in manufacturing, banking, or the media.
- 13. APARTHEID:**
a government policy of official, legal separation of native black Africans and white European settlers in the nation of South Africa; the policy of apartheid was established in 1950 by the controlling white minority; it ended in 1993.
- 14. APPEASEMENT:**
1930s policy of Great Britain and France intended to prevent World War II by letting Germany violate the Treaty of Versailles and use military force against its neighbors without penalty.

15. ARCHIPELAGO:

any large body of water studded with islands; also the islands themselves, a group of islands; for example the Philippine archipelago comprises hundreds of large and small islands which together are the nation called the Philippines.

16. ASSIMILATION:

to absorb a minority race or culture into the dominant or majority race or culture to the point where most differences all but disappear.

17. BAKKE VS. REGENTS OF UNIVERSITY OF CALIFORNIA:

U.S. Supreme Court case in 1978 confirming the constitutionality of affirmative action policies but also stating that a university official may not make student admission decisions based primarily on a racial quota system (a certain number or percentage) even if the quotas have a “benign” or socially approved purpose. The Bakke case was the first test of the constitutionality of the federal affirmative action policy. It upheld the policy provided that “rigid numerical quotas” were not used to achieve its goals.

18. BLACKLIST:

(verb) identify person or group for punishment by denying them usual rights and benefits of group membership; (noun) list of persons excluded from usual benefits and rights coming with group membership.

19. BROWN VS. BOARD OF EDUCATION OF TOPEKA:

U.S. Supreme Court case (1954) declaring unconstitutional the long standing policy permitting states and local school districts to require racial segregation of students in public schools. Brown is probably the most important case ever decided by the Supreme Court. It overturned a previous Supreme Court decision in Plessy vs. Ferguson, 1896, that said racial segregation of students was constitutional so long as the separate schools were equal.

20. BUYING ON MARGIN:

when a purchaser of stock borrows some of the purchase price from the broker selling the stock with the understanding that the broker may “call” the loan at some future time. The “margin” is the percentage of cash a purchaser must provide to buy the stock. For example, a 5% margin means the purchaser pays only 5% in cash and borrows the remaining 95% of the purchase price from the broker. A buyer assumes that the value of the stock will rise allowing him to sell it, pay off the loan to the broker and still reap a profit. Widespread abuse of this practice contributed to the 1929 stock market crash when, as stock prices began to fall, brokers “called” their loans encouraging a “panic selling,” which produced further declines in stock values.

21. CAMPAIGN:

in war a series of coordinated military actions intended to conquer an enemy army; in politics a series of coordinated activities including selection of issues, opinion polling, speeches, media ads, fund-raising, travel intended to win an election.

22. CIVIL DISOBEDIENCE:

the conscious disobedience of laws or policies considered to be unjust or wrong with a willingness to accept punishment for doing so.

23. CIVIL RIGHTS:

the principle that limits the exercise of governmental power over citizens in key areas of political life free speech, free exercise of religious conscience, freedom from government-imposed religion, freedom to petition government and freedom to assemble (to organize) for political purposes and also asserts a government obligation to protect the constitutional rights of citizens against violations by their fellow citizens.

24. CLEAR AND PRESENT DANGER TEST:

in the case of Schenck vs United States (1919) the U.S. Supreme Court defined conditions (a test) under which the government could properly limit the 1st Amendment guarantee of the right of free speech; the Court said that government may not limit free speech unless it can be shown that the form of speech in question, if allowed to be expressed, would pose a "clear and present danger" to national security.

25. COLD WAR:

(as opposed to a "hot war") a period of world-wide tensions, threats of war and limited wars from 1947-1989 dominated by fear of a nuclear war between the U.S. and the former Soviet Union with disastrous potential results for the whole world; the Cold War ended with the collapse of the former Soviet Union in 1989 and the withdrawal of Soviet military forces from eastern Europe where they had supported communist political systems since the end of World War II.

26. COLONIZE:

to move people into a territory to live in order to control the area in which they settle; for example the English sent colonists to the New World (North America) to extend and strengthen their economic influence.

27. COMMAND ECONOMY:

government makes all of the major decisions about how a nation's economy will operate including what and how much is produced and what the cost of goods and services will be.

28. COMMUNISM:

political and economic system where governing authority is exclusively exercised by one political party which controls all governing institutions; individual civil liberties including free speech and the opportunity to change government leadership through free, competitive elections are not recognized; communist states also have command economies where government makes all major decisions about what crops are grown, products made and services provided. Originally, the theory or principle of communism stated that major forms of property like land and machines and other necessary means of material well being should be owned in common by all workers because they were the only legitimate producers of wealth and therefore should participate in the economy and share its fruits "each according to his ability and need."

29. COMMUNIST CONTAINMENT:

a U.S. designed policy in 1947 that aimed at preventing (containing) the Soviet Union from expanding its power beyond where it was at that time.

- 30. CONSCIENTIOUS OBJECTOR:**
person who refuses to fight in war because she/he believes killing is morally wrong although he/she is willing to perform non-combatant services for their country in place of military service.
- 31. CONSERVATION:**
actions of citizens and laws and policies of government intending to preserve and protect the natural environment.
- 32. CONTINENT:**
one of the seven great divisions of land on the earth as in the continent of North America or the continent of Antarctica.
- 33. CONSTITUTIONAL MONARCHY:**
a democratic system of government in which a monarch (king, queen, emperor, prince, etc.) is the symbolic, ceremonial head of government or chief of state having very little, if any, real governing authority; the monarch achieved the position through birth into a legally, often religiously recognized royal family whose members over time hold the position for life and, upon death or other reasons for departure, are replaced (succeeded) by another member of the same royal family. The United Kingdom, Sweden, the Netherlands and Denmark are today examples of constitutional monarchies that evolved over many centuries from absolute monarchies.
- 34. COUNTER CULTURE:**
name for a protest movement originating in the late 1960s and early 1970s among young people in the U.S. and other nations rejecting all forms of authority and that advocated radically different attitudes toward sex, dress, drug use, and lifestyle.
- 35. COUP:**
(pronounced "coo") a sudden overthrow of political leadership often through violence or the threat of force; the original, full French term is, Coup d'état (pronounced, "coo-day-tah") meaning forceful overthrow of the state.
- 36. CRITIQUE:**
a constructive, detailed analysis of the objectives, strengths, weaknesses and value of an activity, a product (book, article, film, art work) that is intended to improve the object of the critique.
- 37. CULTURAL CHARACTERISTIC:**
one part of a nation's culture—for example, the role of the family or the status of women in a particular nation.
- 38. CULTURAL DIVERSITY:**
the presence of recognizable, continuing racial, ethnic, religious and socio-economic differences among a population.
- 39. CULTURAL HERITAGE:**
a comprehensive, varied set of beliefs, values, attitudes, practices brought by all of the people who settle a nation (like America) passed from generation to generation that today continue to influence what people think and how they act.

- 40. CULTURAL:**
the sum total of all beliefs, practices, values, art, ways of life, institutions, and knowledge that is shared by people in a nation and that is transmitted to future generations.
- 41. CULTURAL BOUNDARIES:**
the idea that all cultures have a limited range of influence and acceptance rather than being universally accepted and practiced; cultural boundaries do not necessarily coincide with (are the same as) geographic or political boundaries; for example American, English and French culture exist within the nation of Canada.
- 42. CULTURAL PERSPECTIVE :**
a generally accepted attitude, value or way of thinking about life associated with a particular culture; for example, the Native American veneration of nature and belief in the common ownership of the land (rejection of private property).
- 43. CULTURAL PRACTICE:**
a recurring way of behaving or acting, a pattern of behavior, associated with a particular culture; for example, in some early cultures, the tradition of fathers teaching their sons the survival skills of hunting and fishing at a certain age.
- 44. DEMOCRACY:**
a political system guaranteeing a broad range of political rights to citizens who give their consent to be governed for the common good by persons in authority, freely chosen by citizens through periodic, competitive elections.
- 45. DICTATORSHIP:**
a nation controlled by a dominant government leader supported by military or other powerful groups none of whom are elected and where citizens have no right to express critical opinions or openly oppose those in power.
- 46. DISCRIMINATION:**
deprivation of one citizen's or a group of citizens' rights by government, private organizations, or individuals based on racial, religious, ethnic, gender, or other unconstitutional reasons.
- 47. DUE PROCESS OF LAW (DUE PROCESS):**
procedures and standards of fairness that government officials including police, judges, and prosecutors must follow before any citizen accused of a crime may be found guilty and as a result be deprived of freedom, property or life; for example, the right of all citizens accused of crime to have the assistance of a defense lawyer whether or not they can pay the cost.
- 48. ECONOMIC BOUNDARIES:**
the definition of the normally physical limits within which there are regular, important transactions between buyers and sellers of goods and services.
- 49. ENLIGHTENMENT:**
18th century European philosophical movement advocating use of human reason, logic, and scientific methods to question traditionally accepted knowledge and beliefs.

50. EUROPEAN UNION (EU):

an organization of 25 European nations for mainly economic purposes featuring a common market (no trade barriers), a common currency (the Euro), and increasingly seeking cooperation in new areas of common economic, political, and international relations interests; many see the EU as an evolutionary step toward a sovereign United States of Europe.

51. EXPORTER:

a person or business that makes and sells goods and services to buyers in other countries than her/his own.

52. FEDERAL RESERVE SYSTEM:

the central bank of the USA authorized by Congress to regulate loan interest rates and the amount of money in circulation to help keep the American economy strong.

53. FEUDAL SOCIETY:

a combined social, political and economic system based on a fixed hierarchy or power ranking of all individuals into formal groups (peasants, nobility, priests, royalty) with formal obligations of responsibility and service, permanent allocations of land holdings, and political privileges determined by custom, law, and religious authority; feudalism existed in medieval Europe from about 500 AD to about 1450 AD and in some other nations as well in the same period, Japan, for example; Russia was also a feudal system until the communist revolution of 1917 overthrew the Czar (an absolute monarch).

54. FISCAL POLICY:

a tool available to Congress to manage the economy by adjusting tax rates and sources of government revenue.

55. FOREIGN POLICY:

the programs, goals and actions of a nation's government in its relations with other governments in the world.

56. FREE MARKET:

producers and buyers of goods and services bargain about what and how much is produced and what it will cost; principles of supply and demand guide economic decisions.

57. GENOCIDE:

the planned, systematic extermination of a whole racial, ethnic, religious, or cultural group; usually carried out by a government against a targeted group.

58. GLOBALIZATION:

the long term international integration or connection of economic activity among corporations facilitated by the reduction of trade and labor force barriers between nations and the rapid growth of communications technology permitting instant, continuous flow of information in all forms and management decisions via FAX, the Internet, global positioning systems and satellite-based cellular telephone communication; globalization also refers to the growth of regional political cooperation and the rise in the 1990s of satellite-based television media permitting instantaneous,

continuous broadcast of news and information to a mass, world-wide audience; in short, globalization means the rapid elimination of past barriers to human interaction on a global scale.

- 59. GLOBAL ECONOMY:**
economic activity based on free flow of labor, capital, goods, services, and raw materials across national political boundaries.
- 60. GREAT DEPRESSION:**
period from 1930 to 1941 when the U.S. economy suffered massive unemployment, low manufacturing production, business and bank failures, personal bankruptcies, and widespread hardship among the American people.
- 61. IMMIGRATION:**
movement of people from one nation into another nation.
- 62. IMPERIALISM:**
a policy of expanding a nation's authority by acquiring new land or control over important resources like water, oil, and food that other nations also want.
- 63. IMPORTER:**
a person or business that buys goods from a foreign producer to sell in his/her own country.
- 64. INDIGENOUS PEOPLE:**
the original inhabitants of a geographic area, region or nation as in, The indigenous people of what is now the United States of America were what we call Indian (native American) tribes.
- 65. INDUSTRIALIZATION:**
the long term evolution of a nation's economy toward a system focused on manufacturing goods and where people mainly earn their living working in large, highly mechanized factories.
- 66. INFLATION:**
the loss of money's buying power when prices rise faster than incomes making goods and services more costly; there are many possible causes of inflation including a scarcity of goods leading to increased demand for them resulting in higher prices or major, rapid increases in incomes encouraging consumers to buy more than normal which, in turn, causes shortages, higher demand and higher prices.
- 67. INFRASTRUCTURE:**
basic foundation, critical support systems necessary for a successful organization, community, economy, or nation like transportation and communication; also, essential foundation requirements for a building or other physical structure.

68. INTEREST RATES:

the cost of borrowing money; the rate expresses the amount of the cost as, for example, a 10% rate means that for every dollar borrowed, the borrower pay ten cents per dollar borrowed every year until the loan is repaid; governments often borrow large sums of money to pay for major projects or, in some cases, everyday operating expenses.

69. ISOLATIONISM:

the opinion held by many American political leaders in the 1920s and 30s that the U.S. should be active in international affairs only when its security or other vital interests are directly threatened by other nations.

70. ISSUE:

a problem or widely recognized concern over which people disagree and may offer differing solutions; as in, To many people the major environmental issue is the threat of global warming.

71. ISRAELI-PALESTINIAN CONFLICT:

after World War I ended in 1918, Great Britain governed Palestine under a League of Nation's mandate to create a new Jewish state within the territory. Great Britain continued to administer Palestine until 1947, unable to gain agreement between the resident Jewish and Palestinian populations on how to divide lands and governing authority. At that time, Great Britain left Palestine and turned over authority to the United Nations, which, in 1948, finally established the long-promised Jewish state of Israel within the boundaries of Palestine. Arab states in the region, including Egypt, Iraq, Jordan and Syria, immediately declared war on Israel but failed to defeat the army of the new state. Since the end of the 1948 war, new wars and more or less continuous guerilla warfare and terrorism have characterized relations between the Palestinians, their Arab state allies, and the Israelis.

72. JIM CROW LAWS:

laws passed after the Civil War by southern, formerly Confederate, state legislatures and local governments denying freed slaves equal treatment with whites in virtually all areas of public and private life.

73. LABOR UNIONS:

organizations of employees set up to bargain and make contracts with employers on the conditions of and pay for the work of union members.

74. LAISSEZ-FAIRE:

the idea that an economy should be left alone to "run on its own" with minimum government regulation.

75. LAISSEZ-FAIRE ECONOMICS:

a set of economic principles and actions based on the idea that government regulation of the economy hurts economic growth; for example, an example of laissez-faire economics would be to cut taxes and reduce government spending to the minimum.

76. LEGISLATION:

the written, legally binding product of actions taken by a legislative body like Congress, a state legislature or a local council; the collective body of laws on various subjects enacted by a legislative body.

77. LIBEL:

a false publication or writing that seriously damages a person's reputation.

78. MARBURY VS. MADISON:

a case decided by the U.S. Supreme Court in 1803 that confirmed the authority of the Court to interpret the meaning of the Constitution and, in so doing, to declare actions by the other branches of the federal government and by state and local governments "null and void" (non-enforceable) if, in the Courts' view, they do not conform to the principles of the U.S. Constitution.

79. MARSHALL PLAN:

an American program of economic aid to assist the nations of western Europe to recover from the destructive effects of World War II, named for the U.S. secretary of state, George C. Marshall, who originally proposed it at the end of World War II.

80. McCARTHYISM:

describes the abuse of government power and the persecution of individuals and groups in the early 1950s by U.S. Senator Joseph McCarthy and his supporters; Senator McCarthy sought to take unfair advantage of many Americans' fear of communism and the military threat posed by the former Soviet Union at the height of the Cold War; he very broadly and unfairly labeled many political opinions of which he personally disapproved as communist and the members of organizations he disliked as "un-American" because they once had belonged to organizations he accused of being communist or sympathetic to the former Soviet Union.

81. MINORITIES:

groups united by common racial, ethnic, religious or cultural characteristics; historically minorities often have been victims of discrimination by more powerful majorities.

82. MIXED ECONOMY:

an economy based mainly on private ownership and control of economic resources but where government regulates, promotes and guides activity in selected areas like the banking system, rates of interest on loans and savings, and in programs of business and employment stimulation during economic downturns.

83. MONARCHY:

a political system headed by a monarch either called a king, queen, emperor, or prince who gained the position by birth into a legally, often religiously recognized royal family and who retains the position throughout his or her life or until otherwise removed from or leaves the position to be replaced (succeeded) by another member of the same royal family; monarchies vary greatly in the extent of the monarch's real governing authority.

84. MONETARY POLICY:

a tool for managing the economy available to the U.S. Federal Reserve (the U.S. Central Bank) by controlling the amount of money available for loans, the overall money supply, and interest rates on loans.

85. MONOPOLY:

concentration of business ownership among a small number of big companies that results in the end of competition allowing the dominant companies to control the price and supply of what they produce.

86. MULTIPLE PERSPECTIVES:

using two or more points of view or perspectives to increase understanding; for example, we can know more about the Great Depression if we look at its effects on farmers as well as factory workers.

87. NAZISM:

political principles and policies of the National German Democratic Workers' Party (NAZI Party) led by dictator Adolph Hitler in the 1930s that included extermination of Jews (the Holocaust), denial of all political rights to German citizens, and military aggression against other nations leading to World War II.

88. NEW DEAL:

a comprehensive set of government actions and programs intended to help the U.S. economy recover from the Great Depression proposed by the administration of President Franklin D. Roosevelt after his election in 1932.

89. NORTH ATLANTIC TREATY ORGANIZATION (NATO):

a military alliance created in 1947 of western European nations, Canada, and the United States that intended to guarantee the collective security of all its members against possible attack by the Soviet Union and its satellites (unwilling) allies in eastern Europe.

90. OPPORTUNITY COSTS:

real economic cost of a good or service measured by the value of what might otherwise have been produced.

91. PARLIAMENTARY DEMOCRACY:

a system of government using elections to choose officials, that protects the civil liberties of its citizens and that merges executive and legislative functions of government rather than constitutionally separating executive, legislative, and judicial powers as in the American system of government; for example the nation's chief executive (usually called the prime minister) and other major government executives are also voting members of the legislative body called the parliament, as in Great Britain; the prime minister and the other chief executives of government hold their executive offices only so long as a majority of the members of parliament permit.

- 92. PARTISAN POLITICS:**
actions and statements about public policy issues identified with political parties; election campaign tactics and strategies adopted by parties; attempts to promote the ideas, goals, and influence of one political party over another.
- 93. PETITION:**
a formal, written request from citizens that government officials take a particular action.
- 94. PHILOSOPHES:**
any of the social, philosophical, and political writers of the 18th century French Enlightenment.
- 95. PHYSICAL CHARACTERISTICS:**
something that may be seen, touched, measured that helps describe differences and similarities among different peoples and nations.
- 96. PLESSY VS. FERGUSON:**
the U.S. Supreme Court case in 1896 that made constitutional the legally required segregation of black and white citizens in public facilities like restaurants, theaters, stores, hotels, public transportation and in public schools so long as separate facilities were available for white and black users that were equal in quality (the doctrine of "separate but equal").
- 97. POLICY (GOVERNMENT):**
a plan of action, goals and intentions composed of a mix of laws, statements, regulations and official practices as in, *The policy of President Lincoln during the Civil War was to preserve the union by any means necessary.*
- 98. POLITICAL BOUNDRY:**
the legal, recognized territorial boundaries separating one nation from others or separating one governmental unit in a nation from other units in the same nation as among the American states.
- 99. PRESIDENTIAL DEMOCRACY:**
a system of government using elections to select officials, that protects the civil liberties of its citizens and that constitutionally separates the legislative, executive, and judicial functions of government; the major difference between presidential and parliamentary democracies is that the chief executive (called the president in the U.S.) is elected directly by the people, has a separate constitutional grant of authority, and a fixed term of office that is not dependent on the support of the legislative branch (called Congress in the U.S.).
- 100. PROGRESSIVE REFORMERS:**
citizens seeking improvements in American life, 1890-1925, including improving working conditions for women, outlawing child labor, ending political corruption, regulating food and drug production, installing the eight hour work day, and ending business monopolies.

101. PROPAGANDA:

messages directed at a whole population in various forms and media (writing, speaking, electronic media, parades, mass demonstrations, symbols) intended to persuade recipients to believe in and act in support of the political objectives of government leaders; propaganda often distorts or flagrantly disregards truth in favor of appeals to mass fears and irrational, often negative emotions.

102. PROTECTIONISM:

government policy protecting domestic producers against competition from foreign competitors often achieved through a system of taxes or tariffs consumers pay when they buy foreign-produced goods.

103. RATIFICATION:

formal, final approval of proposed changes to a government constitution.

104. RECESSION:

a period of reduced economic activity, increased unemployment, and loss of jobs much less severe than a full depression like the one of the 1930s.

105. RED SCARE:

exaggerated fears of communism, revolution and political radicalism in the U.S. during the early 1920s caused by a successful communist revolution in 1917 in Russia.

106. REGULATION:

government standards and rules intended to define proper and improper conduct by private organizations and citizens with the goal of ensuring public safety, health, and well-being.

107. RENAISSANCE:

the great revival of art, literature and learning in Europe in the 14th, 15th and 16th centuries marking the transition from the medieval world to the modern world; the movement began in Italy and slowly moved to other countries; there are distinctive styles of architecture, painting, and literature associated with the renaissance period.

108. REPARATIONS:

payment of the costs of war by the defeated nation to the victors.

109. REPUBLIC:

a representative form of democracy where actual governing is done by elected and appointed officials who function through permanent, large institutions like the U.S. Congress or the British Parliament and who are responsible to citizens for how they govern and may be replaced through periodic elections; the opposite form of democracy would be a direct democracy in which citizens themselves meet periodically to make major community decisions as in ancient Athens or today in the United States in New England town meetings.

110. ROE VS. WADE:

the U.S. Supreme Court case in 1973 that, by interpretation of the 9th Amendment to the U.S. Constitution, first recognized a constitutional right to privacy, the major effect of which was to make unconstitutional state laws making abortion under any

circumstances illegal; that decision stimulated very intense, conflicting reactions between those favoring the decision as protecting what they termed a “woman’s right to choose” whether or not to continue a pregnancy and those advocating what they called a “pro-life” viewpoint opposing the decision.

111. SLANDER:

oral communication of false statements intended to injure a person’s reputation.

112. SOCIAL CONTRACT:

the idea that the power of government to make laws regulating how people will live, to tax citizens, and in other ways to limit the freedom of individuals must come from a voluntary grant of authority to government by the people themselves and that, whenever government abuses its authority, the people may take it back; the social contract idea was set forth to refute the traditional idea of a permanent “divine (God-given) right to rule” enjoyed by monarchs throughout most of human history.

113. SOCIAL REFORM:

attempt to improve the conditions of life of people in a society or community usually carried out through government action.

114. SOCIALISM:

economic system in which major means of production and distribution of goods and services are controlled by government leaders chosen in free, majority-rule elections in which citizens enjoy full protection of their political rights.

115. SPECIALIZATION:

tendency for members of workforce to focus on limited tasks and sets of skills to achieve maximum efficiency and productivity from their efforts.

116. STANDARD OF LIVING:

a comparative measure of the material values and benefits enjoyed by a population group or a nation.

117. STEREOTYPE:

an over-simplified, widely accepted, fixed image or conception of an object, person, or group, often unfair in the way that it falsely labels and categorizes whole groups of people.

118. SUBURBANIZATION:

gradual, long term movement of people out of cities to live and make new communities in surrounding areas.

119. SUFFRAGE:

the right and ability to vote in elections of government leaders.

120. SUPPLY AND DEMAND (LAWS OF):

the idea that the cost of things we buy and sell is mainly the result of how strongly people want them (demand) and their availability (supply) as in, *the cost of computers has dropped over time as the demand for them increased the available supply.*

- 121. TECHNOLOGICAL INNOVATIONS:**
new applications of science to practical uses and needs.
- 122. TERRORISM:**
a set of violent actions, destructive motives and plans whose origins and rationale are not necessarily well known or understood, intended to create widespread fear and insecurity among whole populations; terrorism often leads to actual loss of life and property as in the September 11, 2001, attacks on New York City, Washington, D.C., and the crash of a passenger airliner in Pennsylvania.
- 123. THEOCRACY:**
autocratic system of political and social organization based upon religious principles including strict codes of personal belief, behavior, morality, and even dress where religious leaders also control the government; Iran today qualifies as a theocracy.
- 124. TREATY OF VERSAILLES:**
signed in Versailles, France, 1919, formally ending World War I; winners of war (U.S., France, England and Italy) forced defeated Germans to accept harsh terms; often seen as a cause of the rise of Hitler and World War II.
- 125. TRUMAN DOCTRINE:**
a program of military and economic aid to nations threatened by communist take-over announced in 1947 and named for its author, President Harry Truman.
- 126. WARSAW PACT:**
a collective security military alliance created and led by the Soviet Union in 1949 between itself and other communist nations of eastern Europe as a counter to the U.S.-led collective security military alliance called the North Atlantic Treaty Organization created in 1947.