

Test Bank

to accompany

NASH • JEFFREY • HOWE • FREDERICK • DAVIS • WINKLER

THE AMERICAN PEOPLE, Brief Fifth Edition

Jeanne Whitney
Salisbury State University



New York Boston San Francisco
London Toronto Sydney Tokyo Singapore Madrid
Mexico City Munich Paris Cape Town Hong Kong Montreal

This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.

Test Bank to accompany Nash/Jeffrey/Howe/Frederick/Davis/Winkler, *The American People, Brief Fifth Edition*

Copyright ©2006 Pearson Education, Inc.

All rights reserved. Printed in the United States of America. Instructors may reproduce portions of this book for classroom use only. All other reproductions are strictly prohibited without prior permission of the publisher, except in the case of brief quotations embodied in critical articles and reviews.

ISBN: 0-321-35542-3

1 2 3 4 5 6 7 8 9 10-OPM-08 07 06 05

Contents

Chapter 1	Ancient America and Africa	1
Chapter 2	Europeans and Africans Reach the Americas	15
Chapter 3	Colonizing the Continental in the Seventeenth Century	31
Chapter 4	The Maturing of Colonial Society	56
Chapter 5	The Strains of Empire	72
Chapter 6	A People in Revolution	88
Chapter 7	Consolidating the Revolution	106
Chapter 8	Creating a Nation	123
Chapter 9	Society and Politics in the Early Republic	145
Chapter 10	Economic Transformation in the Northeast and the Old Northwest	160
Chapter 11	Slavery and the Old South	177
Chapter 12	Shaping America in the Antebellum Age	194
Chapter 13	Moving West	211
Chapter 14	The Union in Peril	228
Chapter 15	The Union Severed	245
Chapter 16	The Union Reconstructed	263
Chapter 17	Rural America: The West and the New South	280
Chapter 18	The Rise of Smokestack America	296
Chapter 19	Politics and Reform	313
Chapter 20	Becoming a World Power	330
Chapter 21	The Progressives Confront Industrial Capitalism	347

Chapter 22	The Great War	263
Chapter 23	Affluence and Anxiety	379
Chapter 24	The Great Depression and the New Deal	395
Chapter 25	World War II	411
Chapter 26	Postwar America at Home, 1945-1960	428
Chapter 27	Chills and Fever During the Cold War	447
Chapter 28	Reform and Rebellion in the Turbulent Sixties, 1960-1969	462
Chapter 29	Disorder and Discontent, 1969-1980	476
Chapter 30	The Revival of Conservatism	492
Chapter 31	Post Cold War America	505
Chapter 32	Telecourse Video Questions	518

Chapter 1 Ancient American and Africa

Multiple-Choice Questions

- 1) By the 1400s, the "Indians" of the Americas had
- A) developed diverse and complex societies.
 - B) adopted essentially the same language and religion.
 - C) become nomadic big-game hunters.
 - D) fashioned a uniform system of social organization.

Answer: A

Page Ref: 4

Skill: Interpretive

- 2) As a result of the development of agriculture in the Americas, the members of native tribes
- A) engaged solely in agricultural tasks.
 - B) grew in numbers and founded separate societies.
 - C) lost faith in religious leaders.
 - D) abandoned regional trading networks.

Answer: B

Page Ref: 5

Skill: Interpretive

- 3) The Aztecs, one of the Meso-American empires, created a(n)
- A) highly stratified society.
 - B) capital city that amazed the Spanish with its grandeur.
 - C) empire that controlled a population estimated at between 10 and 20 million people.
 - D) all of the above.

Answer: D

Page Ref: 5-6

Skill: Interpretive

- 4) The Pueblo people of the American Southwest, encountered by the Spanish in the 1540s
- A) made their clothing and utensils from buffalo hides and bones.
 - B) built ceremonial mounds on which to worship their gods.
 - C) used irrigation canals, dams, and hillside terracing to water their arid maize fields.
 - D) failed to develop agricultural techniques suitable for their arid environment.

Answer: C

Page Ref: 6

Skill: Interpretive

- 5) In the seventeenth century, European explorers in the Mississippi and Ohio valleys were amazed to find
- A) the remnants of ancient European visitors.
 - B) Native Americans living as forest primitives.
 - C) a highly developed and far-flung Indian society.
 - D) hundreds of large ceremonial mounds.

Answer: D

Page Ref: 8

Skill: Interpretive

- 6) Archaeological studies of the mound builders suggest that Native American
- A) culture remained static for thousands of years before Europeans arrived.
 - B) loss of population and land accompanying the western migration of Europeans was inevitable.
 - C) societies participated in a vast trading network that linked villages across the continent.
 - D) settlements of the Atlantic seaboard represented the highest levels of pre-Columbian development.

Answer: C

Page Ref: 8

Skill: Interpretive

- 7) In Cahokia, the center of a vast Mississippi culture reaching its peak around 1200 A.D., Native Americans
- A) constructed a gigantic stone temple.
 - B) developed an urban center with at least 20,000 inhabitants.
 - C) depended upon hunting and fishing for survival.
 - D) traded only locally.
 - E) all of the above.

Answer: B

Page Ref: 8

Skill: Factual

- 8) All of the following belonged to the League of the Iroquois EXCEPT
- A) Mohawk.
 - B) Huron.
 - C) Senecas.
 - D) Oneidas.

Answer: B

Page Ref: 9

Skill: Factual

- 9) The results of suppressing intra-Iroquois feuds included
- A) increasing village stability.
 - B) weakening the Iroquois as warriors.
 - C) losing hunting grounds to neighboring tribes.
 - D) population decrease as competition over resources increased.

Answer: A

Page Ref: 10

Skill: Interpretive

- 10) The potential for conflict between Europeans and the indigenous people in North America stemmed primarily from different values concerning the
- A) role of technology in man's existence.
 - B) relationship to the environment.
 - C) adoption of a sedentary versus a nomadic lifestyle.
 - D) organization of family life.

Answer: B

Page Ref: 10

Skill: Interpretive

- 11) In contrast to the Europeans, most natives of North America believed that land serves as the basis for
- A) common sustenance.
 - B) material wealth.
 - C) independence and personal identity.
 - D) political status.

Answer: A

Page Ref: 11

Skill: Interpretive

- 12) Rather than personal wealth, natives of communal American societies valued
- A) intellectual development.
 - B) religious devotion.
 - C) physical attraction.
 - D) personal valor.

Answer: D

Page Ref: 21

Skill: Interpretive

13) Which of the following characteristics of a matrilineal tribe in North America is NOT accurate?

- A) family membership determined through the female line
- B) divorce as the woman's prerogative
- C) sharing of powers in the tribal economy
- D) political deliberation and decision-making by females

Answer: D

Page Ref: 11

Skill: Interpretive

14) In contrast to Europeans, Native Americans expressed religious beliefs

- A) in worship of the devil.
- B) in a less structured way.
- C) emphasizing the conversion of infidels.
- D) according to written scriptures.

Answer: B

Page Ref: 12

Skill: Interpretive

15) At the time of early contact with Europeans, Africa was a continent marked by

- A) backward and ignorant peoples.
- B) sparse and undeveloped settlements.
- C) diverse and elaborate cultures.
- D) primitive social organizations.

Answer: C

Page Ref: 12

Skill: Interpretive

16) Population growth and cultural development in West Africa

- A) depended upon ecological conditions and geography.
- B) required isolation from other cultures.
- C) progressed in regular and set patterns.
- D) guarded against foreign invasions and influences.

Answer: A

Page Ref: 12-13

Skill: Interpretive

17) The West African empire of Ghana became noted for its

- A) extensive urban settlement.
- B) elaborate sculpture and metalwork.
- C) long-distance commerce.
- D) all of the above.

Answer: D

Page Ref: 14

Skill: Interpretive

18) The West African kingdom of Ghana was destroyed by the

- A) invasion of North African Muslims.
- B) arrival of slave-hunting Europeans.
- C) internal divisions and jealousies among its tribes.
- D) failure to maintain outside trading contacts.

Answer: A

Page Ref: 14

Skill: Interpretive

19) Mansa Musa, who ruled the West African empire of Mali

- A) never succeeded in making Mali as large as Ghana.
- B) became so powerful that he led his army across the Sahara.
- C) led a legendary pilgrimage to Mecca.
- D) achieved little notice from people outside West Africa.

Answer: C

Page Ref: 14

Skill: Interpretive

20) Timbuktu in the fourteenth century was a(n)

- A) military outpost in the Kingdom of Ghana.
- B) city of Mali, with a distinguished faculty of scholars.
- C) barren and inhospitable location in the Sahara.
- D) major port of trade with the eastern world on the Indian Ocean.

Answer: B

Page Ref: 27

Skill: Factual

21) The Kongo kingdom's capital city Mbanza

- A) became a center for trade with the Portuguese.
- B) remained largely isolated from European influence.
- C) modeled its growth on Timbuktu's.
- D) did not engage in long-distance commerce because local resources provided for all its needs.

Answer: A

Page Ref: 15

Skill: Interpretive

22) In contrast to the fate of Africans enslaved in the Americas, the slaves in West African societies

- A) lost all legal rights and opportunities for economic advancement.
- B) remained uneducated and unwed.
- C) transferred slave status automatically to their children.
- D) did not suffer a permanently servile condition.

Answer: D

Page Ref: 16

Skill: Interpretive

23) West Africans shared religious beliefs that rejected

- A) the role of ancestors as mediators to the spiritual world.
- B) the existence of spirits in nature.
- C) the concept of a Supreme Creator.
- D) none of the above.

Answer: D

Page Ref: 17

Skill: Interpretive

24) All of the following factors contributed to the rise of modern Europe EXCEPT the

- A) revival of long-distance trade.
- B) rediscovery of ancient knowledge.
- C) emergence of powerful feudal lords.
- D) devastation of the population by the Black Death.

Answer: C

Page Ref: 18–19

Skill: Interpretive

25) The movement toward more intensive and profitable agriculture in the sixteenth century

- A) marked the first step toward industrial development in England.
- B) relieved the pressures of unemployment and poverty in England.
- C) led to a desire among French noblemen to maximize profits.
- D) strengthened regional cultures and leadership in Spain.

Answer: A

Page Ref: 19

Skill: Interpretive

- 26) The expansionist impulse of European monarchs in the latter fifteenth century was
- A) temporarily subdued by the growth of Renaissance culture.
 - B) nourished by population decline and civil disorder.
 - C) motivated by a desire to bypass Muslim merchants in trade with Asia and Africa.
 - D) disrupted by internal wars between bickering nobles.

Answer: C

Page Ref: 20

Skill: Interpretive

- 27) Which of the following nations became the early leader of European exploration?
- A) Portugal
 - B) Spain
 - C) France
 - D) England

Answer: A

Page Ref: 21

Skill: Factual

- 28) Invented in the 1450s, the quadrant allowed a more precise measurement of
- A) distance.
 - B) direction.
 - C) latitude.
 - D) longitude.

Answer: C

Page Ref: 21

Skill: Factual

- 29) "By the time the Spanish arrived in the 1540s, the indigenous Pueblo people were using irrigation canals." "Indigenous people" refers to those who
- A) react against something unjust or unworthy.
 - B) cleverly devise practical solutions.
 - C) live naturally in an area.
 - D) resist capture or control by others.

Answer: C

Page Ref: 6

Skill: Factual

- 30) "One of the most heavily populated regions of the North American continent was the Southeast, where rich and complex cultures, some of them joined in loose confederacies, were located." A confederacy is a(n)
- A) alliance for mutual support.
 - B) centrally controlled government.
 - C) collection of independent states that compete for resources.
 - D) empire in which subject states pay tribute to the most powerful.

Answer: A

Page Ref: 9

Skill: Applied

31) "The continent north of the Rio Grande contained perhaps 3–4 million people, of whom perhaps 500,000 lived along the eastern coastal plain and in the piedmont region accessible to the early European settlers." A piedmont region is a region

- A) along a river.
- B) formed by a plateau.
- C) lying at the base of mountains.
- D) that receives little rain.

Answer: C

Page Ref: 10

Skill: Factual

32) "European colonizers in North America also found disturbing the matrilineal organization of many tribal societies." Matrilineal organization occurs when

- A) women make all the political and economic decisions for the group.
- B) men have complete power over women, including the ability to give them away as slaves or sacrificial victims.
- C) family membership is determined by the female, rather than male line.
- D) women hold the highest positions in the religious structure.

Answer: C

Page Ref: 11

Skill: Applied

True/False Questions

1) People from Asia discovered the "New World" thousands of years before Christopher Columbus.

Answer: TRUE

Page Ref: 3–4

Skill: Factual

2) Anthropologists believe that the "agricultural revolution," the process by which man learned to domesticate plant life, occurred originally in Africa around 9,000 years ago.

Answer: FALSE

Page Ref: 4

Skill: Interpretive

3) The first European settlers to encounter remnants of the gigantic earthworks constructed by mound-building societies believed them to have been constructed possibly by some ancient civilization that had found North America.

Answer: TRUE

Page Ref: 8

Skill: Factual

- 4) To Indian peoples, trade was not only an economic matter but also a way to preserve reciprocity between individuals and communities.

Answer: TRUE

Page Ref: 11

Skill: Interpretive

- 5) Silver provided the source of West African wealth just as it did in Meso-America.

Answer: FALSE

Page Ref: 14

Skill: Interpretive

- 6) Many of the Africans forced onto Portuguese slave ships in the 1400s were devout Muslims.

Answer: TRUE

Page Ref: 12

Skill: Interpretive

- 7) Slavery was a new concept to Africans, unknown until Europeans introduced it.

Answer: FALSE

Page Ref: 16

Skill: Interpretive

- 8) Following the demographic disaster of the Black Death, feudal lords treated their peasants better for a time since labor became scarce and thus more valued.

Answer: TRUE

Page Ref: 19

Skill: Interpretive

Essay Questions

- 1) Broadly trace the major phases of pre-Columbian Native American history as charted by archaeologists and anthropologists.

Answer: Nomadic bands from Siberia in search of big-game animals migrated across a land bridge to Alaska between 25,000 and 12,000 years ago and began to disperse southward and eastward. As time passed and population increased, these earliest inhabitants of America evolved into separate cultures. Archaeologists and anthropologists have charted several phases of "Native American" history, noting the development of improved technology, the decline of nomadism, the "agricultural revolution," and the consequent evolution of greater social and political complexity.

Page Ref: 43-5

Skill: Interpretive

- 2) Identify the Aztec and explain their rise to power.

Answer: Successors to the Olmec and Toltec civilizations of Mesoamerica, the Aztecs built a powerful empire between the 14th and 16th centuries. Skilled warriors, they succeeded in taking control of central Mexico and demanded tribute from the people they conquered. They established a capital city, Tenochtitlan, that dazzled the Spanish when they arrived in the 16th century.

Page Ref: 5

Skill: Interpretive

- 3) Numerous culture groups developed across the North American continent, each with distinctive lifeways. Describe the most important features of the following culture groups, paying particular attention to whether or not they engaged in village life, trade and agriculture: Pueblo, Northwest Coast, and Moundbuilders.

Answer: The Pueblo, who lived in the southwest, built large, planned villages of multistoried buildings. Farmers, they constructed irrigation canals and terraces for their crops. They were skilled potters and weavers as well. While Northwest Coast native people also lived in villages of several hundred, they did not farm, but instead depended upon fish for their survival. A third culture group, the moundbuilders who lived in the Mississippi Valley, like the Pueblo constructed large villages. They developed an extensive trading network that linked native people from across the continent.

Page Ref: 9-16

Skill: Interpretive

- 4) Discuss the political and social organization of the Iroquois.

Answer: The five tribes comprising the League of the Iroquois formed a confederation based on kinship. They strengthened their political alliance in order to suppress intra-Iroquois feuds; their strategy succeeded. Their society stressed communal, rather than individual, survival.

Page Ref: 9-10

Skill: Interpretive

- 5) Explain the impact trade had on West Africa.

Answer: By the 5th century CE the empire of Ghana took shape, becoming wealthy and powerful as a result of the trans-Saharan trade in gold and salt. As West Africans like the Ghanians traded with North Africans and Arabs, Arab ideas and the Islamic faith entered the region. The trans-Saharan trade continued to be important to Mali, which replaced Ghana as the region's political leader, and Islam became more important. The trade that made Ghana and Mali powerful led at first to the rise of the Songhai, but it ultimately contributed to that state's demise. Moroccan forces conquered Songhai in order to take control of the trade in gold and salt.

Page Ref: 14-15

Skill: Interpretive

- 6) Contrast the views of Europeans of the fifteenth and sixteenth centuries with those of Native Americans they encountered on such topics as the environment, social relations, religious beliefs, and slavery.

Answer: In general, Native American tribes shared many cultural traits: reverence for the environment; communal ownership of land; matrilineal organization; and a polytheistic religion. In contrast to European societies, these were typically more egalitarian and less stratified.

Page Ref: 10–12

Skill: Interpretive

- 7) How new was slavery to West Africa? How did West Africans view slavery?

Answer: Slavery had existed for centuries in Africa. West Africans owned slaves themselves as well as participated in an overland slave trade, selling prisoners of wars and individuals convicted of heinous crimes. Slaves in West Africa lived under the same conditions as their owners and had rights to education, marriage, and their children. Slavery was not always a life-long condition and the children of slaves were free.

Page Ref: 16

Skill: Interpretive

- 8) What factors contributed to the rise of modern Europe and an age of expansionism from 1000 to 1600 A.D.? Contrast the political and economic changes in England with those of her European counterparts during this time.

Answer: A revival of long-distance trade, the emergence of powerful merchants, the rediscovery of ancient knowledge, and the population devastation resulting from the Black Death weakened the feudal system and contributed to the rise of modern Europe. Powerful kings in control of nation-states sought to expand their wealth and influence. In contrast to her European counterparts during this era, England began to limit the king's power as well as took the crucial first steps toward industrial development.

Page Ref: 18

Skill: Interpretive

Short Answer Questions

- 1) The _____ built a great capital, Tenochtitlan, that boasted a population of perhaps 150,000.

Answer: Aztec

Page Ref: 5

Skill: Factual

- 2) The city of _____, near present-day St. Louis, served as the urban center of Mississippian culture.

Answer: Cahokia

Page Ref: 8

Skill: Factual

- 3) Creating a more cohesive political confederacy helped to strengthen the _____.

Answer: Iroquois

Page Ref: 9-10

Skill: Factual

- 4) Native American religious leaders, _____, used plants and magical herbs to communicate with the spiritual world.

Answer: shamans

Page Ref: 12

Skill: Factual

- 5) Developing between the 5th and 11th centuries, _____, embraced a territory that stretched between the Atlantic Ocean and Niger River.

Answer: Ghana

Page Ref: 14

Skill: Factual

- 6) Located in Mali, _____, became a city of great importance because of its wealth and university.

Answer: Timbuktu

Page Ref: 14

Skill: Factual

- 7) Killing one-third of the population, the _____ devastated Western Europe and Africa in 1348.

Answer: Black Death

Page Ref: 19

Skill: Factual

- 8) In 1215, the English aristocracy curbed the powers of the king when they forced him to accept the _____.

Answer: Magna Charta.

Page Ref: 19

Skill: Factual

- 9) The rebirth of learning in Europe, called the _____, encouraged freedom of thought, richness of expression, and an emphasis on human abilities.

Answer: Renaissance

Page Ref: 20

Skill: Factual

- 10) Portugal assumed the lead in maritime advances and the exploration of new lands under the leadership of _____.

Answer: Prince Henry the Navigator.

Page Ref: 21

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) This empire controlled most of central Mexico by 1500.

Page Ref: 5

Skill: Factual

- 2) They depended upon salmon and spawning fish for sustenance.

Page Ref: 7

Skill: Factual

- 3) The Creeks, Choctaw and Natchez all consider these people to be their ancestors.

Page Ref: 8

Skill: Factual

- 4) They created a confederacy that included perhaps 10,000 persons in the 16th century.

Page Ref: 9-10

Skill: Factual

- 5) By the late 900s, this state controlled more than 100,000 square miles in West Africa.

Page Ref: 14

Skill: Factual

- 6) This Islamic West African kingdom had a university at Timbuktu.

Page Ref: 14

Skill: Factual

A) Aztec

B) Ghana

C) Songhai

D) Southeast native people

E) Mali

F) Iroquois

G) Pueblo

H) Northwest native people

I) Mound-builders

J) Benin

- 7) This West African kingdom reached its peak circa 1500.

Page Ref: 14

Skill: Factual

- 8) Noted for its walled city with hundreds of buildings, it became important in the African slave trade.

Page Ref: 15

Skill: Factual

- 9) They developed planned villages with large, multi-storied buildings.

Page Ref: 6

Skill: Factual

- 10) Also called Mississippian societies, these people were skilled potters and basket weavers.

Page Ref: 9

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) A | 2) H | 3) I | 4) F | 5) B | 6) E |
| 7) C | 8) J | 9) G | 10) D | | |

Chapter 2 Europeans and Africans Reach the Americas

Multiple-Choice Questions

- 1) An African known as Estevan and enslaved by the Spanish
- A) became an important trailblazer for Spanish explorers.
 - B) was the first African to die in the New World.
 - C) sailed on all of Columbus's voyages.
 - D) taught the Spanish how to communicate with their slaves.
 - E) all of the above.

Answer: A

Page Ref: 24

Skill: Interpretive

- 2) Christopher Columbus's urge to explore
- A) reflected his commitment to exploit other peoples.
 - B) was inspired by the reconquest of Spain.
 - C) developed from his family's history and experience in trade.
 - D) came primarily from a desire to reap significant fame and riches from his four voyages of exploration.

Answer: B

Page Ref: 26

Skill: Interpretive

- 3) While Spain began to exert its power on the other side of the Atlantic, the Portuguese
- A) decided to take a leading role in European affairs.
 - B) needed to address severe economic problems at home.
 - C) concentrated on spreading their power to Africa and East Asia.
 - D) entered a race with Spain for control of the Americas.

Answer: C

Page Ref: 27-28

Skill: Interpretive

- 4) Spanish and Portuguese explorations of the fifteenth and sixteenth centuries
- A) shifted commercial power from Mediterranean ports to those of the Atlantic.
 - B) retarded the growth of western European economies.
 - C) helped soothe the Catholic-Protestant division within Christianity.
 - D) prompted immediate competition from England and France.

Answer: A

Page Ref: 28

Skill: Interpretive

- 5) According to Martin Luther, good "works"
- A) represented only the external evidence of grace won through faith.
 - B) offered the means to heavenly salvation.
 - C) conferred upon an individual the blessings of the Church.
 - D) enabled an individual to reduce his or her time in purgatory.

Answer: A

Page Ref: 28

Skill: Interpretive

- 6) The doctrines of Protestant leader John Calvin
- A) emphasized the need for a hierarchical church structure.
 - B) offered a system for both self-discipline and social control.
 - C) denied hope of salvation to most believers.
 - D) appealed only to the poorest and most oppressed peoples of Europe.

Answer: B

Page Ref: 29

Skill: Interpretive

- 7) Protestantism did not gain an early foothold in the Americas because
- A) Protestants were more interested in earning profits than in converting souls.
 - B) Catholic missionaries were more daring than Protestant missionaries and bravely faced dangers Protestants refused to confront.
 - C) nations most affected by the Reformation entered overseas exploration later than Spain and Portugal.
 - D) all of the above.

Answer: C

Page Ref: 29

Skill: Interpretive

- 8) Within a single generation of Columbus's death, Spanish conquistadores
- A) failed to expand beyond the Caribbean.
 - B) conquered and claimed Central America.
 - C) explored, claimed and conquered most of South America, Central America and parts of North America.
 - D) explored, claimed and conquered most of South America and Central America, but had not yet reached North America.

Answer: C

Page Ref: 30-31

Skill: Interpretive

- 9) All of the following factors contributed to the conquest of the Aztec and Inca empires by the Spanish EXCEPT the Indians'
- A) superior numbers and commitment.
 - B) superior technology.
 - C) use of horses.
 - D) alliance with dissident natives.

Answer: A

Page Ref: 31

Skill: Interpretive

- 10) The population of the Americas dramatically declined following the arrival of Europeans primarily because of the
- A) enslavement and brutal treatment of Native Americans by Europeans.
 - B) loss of morale and sense of hopelessness that pervaded Native American societies.
 - C) lack of natural immunity among Native Americans to European diseases.
 - D) policy of systematic genocide employed by European explorers toward Native Americans.

Answer: C

Page Ref: 32

Skill: Interpretive

- 11) American exploration changed European diets by introducing Europeans to
- A) turkeys.
 - B) cocoa.
 - C) sugar.
 - D) maize and potatoes.
 - E) all of the above.

Answer: D

Page Ref: 34

Skill: Factual

12) The massive flow of silver bullion from the Americas to Europe in the sixteenth and seventeenth centuries

- A) delayed further exploration of America.
- B) triggered a century of inflationary pressures.
- C) increased prevailing wage rates in Europe.
- D) hampered capitalist modes of production.

Answer: B

Page Ref: 34

Skill: Interpretive

13) The Portuguese in Brazil hoped to earn great profits from the

- A) discovery of gold.
- B) enslavement of indigenous laborers.
- C) extraction of silver.
- D) production of sugar.

Answer: D

Page Ref: 35

Skill: Interpretive

14) The consequences of sugar production in the New World included

- A) revolutionizing European tastes.
- B) stimulating the transport of millions of African slaves.
- C) colonizing Brazil.
- D) all of the above.

Answer: D

Page Ref: 35

Skill: Interpretive

15) In his travels through the Gulf of Mexico region, Spanish explorer DeSoto

- A) enslaved Indians to serve as pack animals.
- B) witnessed the ravages of European diseases on native people.
- C) failed to conquer the people he encountered.
- D) all of the above.

Answer: D

Page Ref: 36

Skill: Interpretive

- 16) After spending seventy years working to convert the Pueblo people, Franciscan friars
- A) concluded that their mission was hopeless.
 - B) managed to graft a veneer of Catholicism over native culture.
 - C) converted most members of the population to Christianity.
 - D) succeeded in converting the Pueblo leaders, but not the general population.

Answer: B

Page Ref: 37

Skill: Interpretive

- 17) England initially became interested in the western Atlantic for
- A) fish.
 - B) furs.
 - C) gold.
 - D) sugar.
 - E) all of the above.

Answer: A

Page Ref: 37

Skill: Interpretive

- 18) England began to take greater interest in overseas exploration as a result of all of the following EXCEPT
- A) woolen merchants who wanted new markets.
 - B) economic depression that made people look for new opportunities.
 - C) commercial success in Scandinavia, India and the Middle East that raised hope for other market expansion.
 - D) improved ships that sailed faster and carried more cargo than before.

Answer: D

Page Ref: 40

Skill: Interpretive

- 19) The defeat of the Spanish Armada by England in 1588
- A) solidified Protestantism in England.
 - B) fanned a nationalistic spirit in England.
 - C) increased English interest in overseas exploration and colonization.
 - D) brought a temporary stalemate in European religious wars.
 - E) all of the above.

Answer: E

Page Ref: 40

Skill: Interpretive

- 20) The first English attempts to colonize on Roanoke Island in the 1580s
- A) attracted significant interest from English merchants and noblemen.
 - B) threatened Spanish control of the Americas.
 - C) failed to establish successful relations with Native Americans.
 - D) received official approval and financing from Queen Elizabeth.

Answer: C

Page Ref: 41

Skill: Interpretive

- 21) English colonizing ventures in the New World differed from previous Spanish and Portuguese efforts in that English attempts were
- A) immediate and major successes.
 - B) met with little or no native resistance.
 - C) privately organized and financed.
 - D) strictly coordinated and governed by the Crown.

Answer: C

Page Ref: 41

Skill: Interpretive

- 22) A negative image of Native Americans among English settlers
- A) resulted from their lack of information about indigenous peoples of the Americas.
 - B) explained for them the easy conquest of the natives by the Spanish.
 - C) spurred their desire to civilize and convert the natives to Christianity.
 - D) justified their claim that natives had disqualified themselves as rightful owners of the land.

Answer: D

Page Ref: 43

Skill: Interpretive

- 23) Historically, slaveholding in Africa was
- A) several centuries old, and regarded as a way to enhance one's social status.
 - B) a racial caste reserved for those with lighter skin.
 - C) an institution that forced hereditary lifetime service on certain members of society.
 - D) a recent development brought to the continent by Europeans.
 - E) all of the above.

Answer: A

Page Ref: 45

Skill: Interpretive

24) The least likely destination of European slave traders in the seventeenth century would have been

- A) the West Indies.
- B) Brazil.
- C) Spanish America.
- D) North America.

Answer: D

Page Ref: 44

Skill: Factual

25) The most important factors for increasing the African slave trade was a(n)

- A) need for labor on sugar plantations.
- B) rise in African population.
- C) interest in punishing Muslims for their occupation of Spain.
- D) desire to take control of African gold.

Answer: A

Page Ref: 46

Skill: Interpretive

26) "The countries most affected by the Reformation...." The Reformation was a(n)

- A) religious movement that criticized the Catholic faith.
- B) political movement to reduce the power of monarchs.
- C) economic movement to introduce new capitalist ideas.
- D) social movement to improve the lives of peasants and poor laborers.

Answer: A

Page Ref: 28-29

Skill: Applied

27) "Some Taino women married Spanish men and produced the first mestizo society in the Americas." Mestizo refers to a

- A) new language that combined Spanish with Taino.
- B) person of mixed European and American Indian ancestry.
- C) group of people who depend almost exclusively upon maize for their dietary needs.
- D) a culture blending Catholicism with Native American beliefs.

Answer: B

Page Ref: 30

Skill: Applied

28) "For nearly a century after Columbus's voyages, Spain enjoyed ... dominion over the fabulous hemisphere...." Dominion refers to

- A) a privilege granted by other nations to temporarily rule a region.
- B) the right to exploit resources, but not exert political control.
- C) sole right of possession.
- D) supreme authority.

Answer: D

Page Ref: 31

Skill: Applied

29) "Demographic disaster also struck the populous Inca peoples of the Peruvian Andes...." Demographic refers to

- A) epidemic disease.
- B) population.
- C) military conquest.
- D) internal revolt.

Answer: B

Page Ref: 32

Skill: Applied

30) "The massive flow of bullion from the Americas to Europe...." Bullion is

- A) gold or silver metal.
- B) a special variety of sugar.
- C) the germ that causes syphilis.
- D) news.

Answer: A

Page Ref: 34

Skill: Applied

True/False Questions

1) The ideas of Martin Luther won converts only slowly because of the tremendous difficulty of spreading news through Europe in the sixteenth century.

Answer: FALSE

Page Ref: 28

Skill: Interpretive

2) John Calvin's teachings implied that the highest born and most privileged on earth were doomed to burn in hell while the lowest were predestined for salvation.

Answer: FALSE

Page Ref: 29

Skill: Interpretive

- 3) Within a few generations of contact with Europeans, at least two-thirds of Native Americans were eliminated by infectious diseases.

Answer: TRUE

Page Ref: 32

Skill: Factual

- 4) Disease, and the resulting epidemics and deaths, constituted the only major negative consequence of the "Columbian Exchange."

Answer: FALSE

Page Ref: 32-33

Skill: Interpretive

- 5) Although Columbus excited the Spanish court by returning with traces of gold and silver from his voyage of 1492, the actual amount of precious metals in the New World proved to be very disappointing.

Answer: FALSE

Page Ref: 34

Skill: Interpretive

- 6) Sugar represented the most important food product that Europeans discovered in the Americas.

Answer: FALSE

Page Ref: 34

Skill: Interpretive

- 7) Unlike the English and French, the Spanish did not rely on forced Indian labor.

Answer: FALSE

Page Ref: 35

Skill: Factual

- 8) Probably the most important and valued region of the Spanish Empire in the Americas was the northern borderlands, the present-day Sun Belt of the United States.

Answer: FALSE

Page Ref: 35

Skill: Interpretive

- 9) Franciscan friars achieved great success in converting native people to Christianity.

Answer: FALSE

Page Ref: 37

Skill: Interpretive

- 10) Of all the people arriving in the New World from the fifteenth to the eighteenth centuries, the Africans were by far the most numerous, probably outnumbering Europeans two to one.

Answer: TRUE

Page Ref: 44

Skill: Factual

- 11) When Portuguese ship captains reached the west coast of Africa, they tapped into a slave-trading network that had existed for generations.

Answer: TRUE

Page Ref: 45

Skill: Factual

- 12) Sugar production transformed the African slave trade more than any other factor.

Answer: TRUE

Page Ref: 46

Skill: Interpretive

- 13) Since their goal was to deliver alive as many slaves as possible, slave traders provided healthy and fairly comfortable conditions for the "middle passage" of slaves from Africa to the New World.

Answer: FALSE

Page Ref: 47

Skill: Interpretive

- 14) As many as one in seven Africans died en route to the Americas.

Answer: TRUE

Page Ref: 47

Skill: Factual

Essay Questions

- 1) You are a Spanish explorer in 1500 and your brother sails for Portugal. Describe what voyages of exploration you both might plan for that year.

Answer: Although there were doubts by 1500 that Columbus had actually reached Asia by sailing west, the Spanish felt that such a westward route existed and that any new lands along the way were certainly worthy of further exploration. By 1500, the Portuguese had captured control of the African gold trade and had sailed around the southern tip of Africa on an eastern path to the Orient. According to a line of demarcation drawn by the pope in 1493 and redrawn in the Treaty of Tordesillas the following year, Portugal confined its exploration to the east and Spain to the west.

Page Ref: 26-28

Skill: Applied

- 2) You are a Catholic priest living in England in the 1540s and 1550s. How do you respond to the attacks on the Church that have been made by Martin Luther, John Calvin, and Henry VIII?

Answer: A Catholic priest might emphasize the importance of the sacraments and the Church hierarchy in helping an individual live correctly and gain heavenly salvation. The priest would denounce the teachings of Luther and Calvin for undermining Church authority and effectiveness. The priest would perhaps brand Henry VIII as a heretic who acted upon selfish political and economic rather than religious motives. The priest would later support the ill-fated attempts of Mary to restore the Catholic Church in England.

Page Ref: 28-29

Skill: Applied

- 3) Within a single generation of Columbus's death, Spanish conquistadores explored, claimed, and conquered a vast American empire. How was this possible?

Answer: During the early years of the sixteenth century, as northern and western Europeans were largely preoccupied with internal religious quarrels, Spanish conquistadores created an impressive empire in the New World. Spurred by religious, economic, and personal motives, the Spanish used horses and firearms, weapons unknown to the Indians, and exploited internal divisions among the Indian tribes to overthrow native empires. The lethal effects of European diseases and brutal treatment of Native Americans ensured their inability to resist Spanish domination.

Page Ref: 29-32

Skill: Interpretive

- 4) The "Columbian Exchange" introduced new plants, animals and microbes to people on both sides of the Atlantic. Assess the positive and negative consequences of that exchange. In your opinion, who benefitted most, those living on the western side of the Atlantic or those on the eastern side?

Answer: Europeans introduced grains (including wheat and rye) and fruit (including peaches and citrus) that became part of native people's diets. They also brought with them cattle and hogs that provided new sources of meat, but whose eating habits proved detrimental to native grasses. Worse, Europeans carried with them diseases for which native people lacked immunity. Europeans brought back to Europe a few animals, such as turkeys and guinea pigs. More importantly, they began to grow maize and potatoes, crops that did very well in the European climate.

Page Ref: 32-34

Skill: Interpretive

- 5) "Spanish conquest of major areas of the Americas set in motion two of the most far-reaching processes in modern history. One involved microbes, the other precious metals." Explain.

Answer: The lack of immunities to European diseases among Native Americans resulted in a decimation of the native population. The enslavement and brutal treatment of natives intensified the lethal effects. A diminishing supply of local labor would later necessitate the importation of African slaves. A massive flow of silver from America to England provided additional revenue, but also caused a "price revolution" and inflationary pressures which later prompted Europeans to emigrate to America.

Page Ref: 31-32; 34-35

Skill: Interpretive

- 6) Why was England so slow to engage in exploration and colonization? Analyze the conditions that prompted her to begin both in the late sixteenth century.

Answer: Spain had claimed America first, and Protestant England was not in a position to provoke the Catholic power. Only the voyages of John Cabot gave England any claims in the New World. By the late sixteenth century, the rising production of woolen cloth in England prompted a search for new markets while population growth and rising prices created a desire among ordinary Englishmen to emigrate. English defeat of the Spanish Armada in 1588 removed the Spanish obstacle. The idea of overseas expansion was effectively publicized, capturing the imagination of English merchants.

Page Ref: 37; 40–41

Skill: Interpretive

- 7) As a propagandist in favor of English exploration and colonization of America, write an essay trying to convince Queen Elizabeth of the need of financing such expeditions.

Answer: As the two Richard Hakluyts pointed out in the 1580s and 1590s, colonization of the New World offered new estates for English noblemen; exotic produce and wider markets for English merchants; and heathen peoples to be saved from both savagery and Catholicism. New World colonies would provide tax revenues for the Crown, employment opportunities for an excess population, and military bases from which to raid the Spanish.

Page Ref: 40–41

Skill: Applied

- 8) English settlers had ambivalent images and feelings about the natives of North America. Analyze why this was so and what images/feelings seemed to prevail.

Answer: On the one hand, the English settlers anticipated Indians as a friendly, gentle people, eager for trade and willing to share their earthly paradise. On the other hand, Englishmen feared the Indians as a savage, hostile people. Negative images of the Indians seemed to prevail, providing a moral justification for taking land from a people who rejected the "superior" culture and religion of the Englishmen.

Page Ref: 41–44

Skill: Interpretive

- 9) Consider the experiences of the typical African slave. Where did the person come from? Where would he or she be most likely to go? What happened between the moments of capture and arrival in the western Atlantic?

Answer: Most African slaves came from the region of West Africa, particularly from the area between the Senegal and Niger Rivers and the Gulf of Biafra. Most had been enslaved as a result of war, often purposely waged to gain slaves to trade. Men outnumbered women. Marched to the coast, and forced onto waiting ships, enslaved Africans suffered a grueling and deadly passage across the Atlantic. Finally, after a period averaging six months since capture, a slave typically found himself laboring on a sugar plantation in the Caribbean or Brazil.

Page Ref: 44–48

Skill: Interpretive

Short Answer Questions

- 1) The first European to sail around the cape of Africa, _____, allowed the Portuguese to eventually colonize the Indian Ocean and as far east as the Spice Islands and Canton by 1513.

Answer: Vasco da Gama

Page Ref: 27

Skill: Factual

- 2) A German monk, _____, initiated the Reformation in the early 16th century.

Answer: Martin Luther

Page Ref: 28

Skill: Factual

- 3) The doctrines of Calvin were first put into practice in the 1550s in the city-state of _____, which quickly became a haven for refugee Protestant leaders.

Answer: Geneva, Switzerland

Page Ref: 29

Skill: Factual

- 4) According to the division of areas of exploration between Spain and Portugal in the Treaty of Tordesillas (1494), Portugal received the territory of _____ in the New World.

Answer: Brazil

Page Ref: 30

Skill: Factual

- 5) Spanish conquistadore Pizarra captured Cuzco, the capital city of the _____.

Answer: Inca

Page Ref: 31

Skill: Factual

- 6) Two products from the "Columbian Exchange," _____ proved extremely important to Europeans and eventually became staple crops.

Answer: maize and potatoes

Page Ref: 34

Skill: Factual

- 7) From 1539 to 1542, the Spanish explorer _____, in search of the Seven Cities of Cibola, led an expedition through the Southwest region of what would later become the United States.

Answer: Francisco Vasquez de Coronado

Page Ref: 36

Skill: Factual

8) _____ tried to graft Catholicism onto Pueblo culture.

Answer: Franciscans

Page Ref: 37

Skill: Factual

9) In the late 16th century, England entered the effort to establish colonies in the Americas, first in Newfoundland, and then on _____.

Answer: Roanoke Island.

Page Ref: 41

Skill: Factual

10) So horrifying was the prospect of slavery and the conditions on board ship, that some Africans refused to eat during the "_____ " across the Atlantic.

Answer: Middle Passage

Page Ref: 47

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

1) Thinking he had landed on some outpost of Asia, this man explored the islands of Hispaniola and Cuba.

Page Ref: 26

Skill: Factual

2) Attacking the capital of Montezuma's empire, this man used horses, guns, and dissident native allies to overthrow the Aztec ruler.

Page Ref: 31

Skill: Factual

3) Marching from Panama through the jungles of Ecuador and into the towering mountains of Peru with a mere 168 men, this Spanish conquistador toppled the Inca Empire.

Page Ref: 31

Skill: Factual

A) Christopher Columbus

B) Henry VIII

C) Walter Raleigh

D) Juan Ponce de Leon

E) John Cabot

F) Francisco Pizarro

G) Hernando de Soto

H) Richard Hakluyt

I) Francis Drake

J) Hernando Cortes

- 4) Charting the southeastern region of North America, this explorer led expeditions to Florida in 1515 and 1521.

Page Ref: 35

Skill: Factual

- 5) Leading an expedition deep into the homelands of the Creek Indians from 1539 to 1542, this explorer attempted to bring the Gulf of Mexico region under Spanish control.

Page Ref: 36

Skill: Factual

- 6) Refused permission for a divorce by the pope, this man declared himself head of a Protestant (Anglican) Church.

Page Ref: 29

Skill: Factual

- 7) Allowing England a claim in the New World sweepstakes, this man explored the coasts of Newfoundland and Nova Scotia.

Page Ref: 37

Skill: Factual

- 8) Already experienced fighting the Spanish, this man led smaller English ships in the defeat of the lumbering galleons of the Spanish Armada in 1588.

Page Ref: 40

Skill: Factual

- 9) Together with his nephew of the same name, this man propagandized English colonization of America in the 1580s and 1590s.

Page Ref: 40-41

Skill: Factual

10) Organizing Englishmen for a settlement in America, this man planted a colony at Roanoke Island in the 1580s that was apparently wiped out by native attacks.

Page Ref: 41

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) A | 2) J | 3) F | 4) D | 5) G | 6) B |
| 7) E | 8) I | 9) H | 10) C | | |

Chapter 3 Colonizing the Continent in the Seventeenth Century

Multiple-Choice Questions

- 1) The life of Anthony Johnson, an African slave who first arrived in Virginia in 1621, illustrated that
- A) colonial blacks could gain their freedom by working industriously on the land.
 - B) living conditions for colonial blacks steadily improved through the seventeenth century.
 - C) racial boundaries were not firmly marked in the early seventeenth century.
 - D) from the beginning, black immigrants faced a life of degradation and bondage.

Answer: C

Page Ref: 51

Skill: Interpretive

- 2) The organizers of the Jamestown colony were motivated primarily by a desire to
- A) spread Christian religion to native peoples.
 - B) earn profits by discovering gold and developing trade with Indians.
 - C) pursue military adventures against the Spanish.
 - D) escape political oppression and religious persecution.

Answer: B

Page Ref: 52

Skill: Interpretive

- 3) All of the following factors contributed to a disastrous beginning for the Jamestown colony EXCEPT the:
- A) lack of food and sanitary conditions.
 - B) unwillingness of the Virginia Company to risk further expenses.
 - C) unproductive mix of settlers.
 - D) misperceptions and mishandlings by the colonists of local natives.

Answer: B

Page Ref: 52–53

Skill: Interpretive

- 4) The Virginia Company attracted new settlers to its colony after 1609 by
- A) promising free land at the end of seven years' labor for the company.
 - B) offering them a share of the company's profits.
 - C) advertising the benefits of Virginia's healthy environment and comfortable living conditions.
 - D) paying significantly higher wages than those prevailing throughout Europe.

Answer: A

Page Ref: 53

Skill: Interpretive

- 5) The economic salvation for the Virginia colony proved to be the
- A) trade with the Powhatan Indians.
 - B) cultivation of tobacco.
 - C) mining of silver.
 - D) invention of the cotton gin.

Answer: B

Page Ref: 53

Skill: Factual

- 6) In the seventeenth-century colonies of Virginia and Maryland, indentured servants
- A) comprised a minor portion of new immigrants.
 - B) were highly prized and thus well-treated by their masters.
 - C) transferred their servant status to any children born during their terms of indenture.
 - D) comprised approximately 80% of immigrants.

Answer: D

Page Ref: 56

Skill: Interpretive

- 7) The primary cause for continuing conflicts between English colonists and Native Americans in Virginia was the
- A) organization of Chesapeake tribes by the proud and talented leader Opechancanough.
 - B) English murder of Nemattanew, a Powhatan war captain and religious prophet.
 - C) refusal of Powhatan to allow his daughter Pocahontas to marry planter John Rolfe.
 - D) steady encroachment by land-hungry settlers on Indian territories.

Answer: D

Page Ref: 56

Skill: Interpretive

- 8) As a result of the Indian assault of 1622 upon the Virginia colony, the colonists
- A) secured a new charter from the king with greater powers of self-government.
 - B) suffered relatively few casualties and minor property losses.
 - C) pursued more ruthless and determined efforts to displace the Indians.
 - D) adopted a more peaceful and conciliatory attitude and policy toward the Indians.

Answer: C

Page Ref: 57

Skill: Interpretive

- 9) In the colony of Maryland, the Calvert family intended to
- A) offer a religious refuge to Catholics.
 - B) promote economic and social equality.
 - C) initiate all colonial legislation.
 - D) carefully limit population growth.

Answer: A

Page Ref: 57

Skill: Interpretive

- 10) Chesapeake colonists of the seventeenth century
- A) typically enjoyed long and happy marriages.
 - B) quickly established churches and schools.
 - C) built large and gracious plantation homes.
 - D) faced a strong possibility of dying from disease.

Answer: D

Page Ref: 58

Skill: Interpretive

- 11) In response to Bacon's Rebellion, Governor Berkeley of Virginia
- A) sanctioned the attacks by Bacon against hostile Indians.
 - B) declared Bacon a rebel and ordered him arrested.
 - C) refused the offer of aid from royal troops in England.
 - D) pardoned the rebel leaders upon their surrender.

Answer: B

Page Ref: 59

Skill: Factual

- 12) Bacon's Rebellion of 1676 relieved much of the social tension among white Virginians by
- A) opening additional lands for white settlers.
 - B) making government more responsive to the common people.
 - C) halting the influx of black slaves.
 - D) quieting the Indian frontier with a program of educational missions and regulated trade.

Answer: A

Page Ref: 59

Skill: Interpretive

- 13) Which of the following factors did NOT contribute to the outbreak of Bacon's Rebellion?
- A) declining tobacco prices
 - B) lack of opportunity
 - C) an unresponsive government
 - D) colonial mistreatment of the Indians

Answer: D

Page Ref: 59

Skill: Interpretive

- 14) Life in the southern colonies remained volatile in the late seventeenth century mainly because of a lack of
- A) geographic mobility.
 - B) social cohesion.
 - C) religious freedom.
 - D) adequate manpower.

Answer: B

Page Ref: 60

Skill: Interpretive

- 15) The southern transition to black slave labor in the last quarter of the seventeenth century might be explained by the
- A) increasing availability and falling prices of black slaves.
 - B) growing population of landless and potentially rebellious former white servants.
 - C) decreasing numbers of white Europeans willing to enter indentured servitude.
 - D) all of the above.

Answer: D

Page Ref: 60

Skill: Interpretive

16) By the early eighteenth century, most colonial legislatures enacted laws forbidding slaves the right to

- A) participate in the political process.
- B) engage in commercial activity or hold property.
- C) congregate in public or travel without permission.
- D) enter into legal marriage or parenthood.
- E) all of the above.

Answer: E

Page Ref: 61

Skill: Factual

17) The Puritans of England

- A) wished to rid the Church of England of all Catholic beliefs and practices.
- B) welcomed changes sparked by England's accelerating commercial activity.
- C) loyally supported the rule of King Charles I.
- D) shunned the notions of social reform and missionary activity.

Answer: A

Page Ref: 62

Skill: Interpretive

18) Puritans decided to emigrate from England during the 1630s because of

- A) religious persecution.
- B) political repression.
- C) economic depression.
- D) public degeneracy.
- E) all of the above.

Answer: E

Page Ref: 62

Skill: Interpretive

19) Unlike the Puritans, the Pilgrims

- A) expected to convert a sinful world.
- B) separated from the Church of England.
- C) preferred to settle in Holland rather than America.
- D) squabbled with local Indians.

Answer: B

Page Ref: 63

Skill: Interpretive

- 20) To establish a community of pure Christians in the Massachusetts Bay Colony, Puritans felt government should
- A) guard religious freedom of choice.
 - B) grant political participation to all adult males.
 - C) punish religious as well as civil transgressors.
 - D) promote and protect individual interests.

Answer: C

Page Ref: 64

Skill: Interpretive

- 21) In contrast to Virginia, the colony of Massachusetts Bay thrived almost from the beginning because the early Puritan settlers
- A) came as freemen in families, possessed a strong work ethic and valuable skills.
 - B) were less educated and thus less easily dissatisfied.
 - C) chose a location uninhabited by hostile Indians.
 - D) arrived as young, single, and healthy males unburdened by family commitments.

Answer: A

Page Ref: 64

Skill: Interpretive

- 22) Puritan minister Roger Williams supported
- A) New England's affiliation with the Church of England.
 - B) mandatory church attendance for all colonists.
 - C) complete separation of church and state.
 - D) colonial usurpation of Indian lands.

Answer: C

Page Ref: 65

Skill: Interpretive

- 23) The distribution of land in the Puritan villages of Massachusetts Bay
- A) challenged existing differences in wealth and status.
 - B) created socialistic and egalitarian communities.
 - C) followed the dictates of the colony's General Court.
 - D) depended partly upon a man's usefulness to the community.

Answer: D

Page Ref: 76

Skill: Interpretive

24) Which of the following elements contributed to the cohesion of Puritan village life in New England?

- A) absence of women and children
- B) cold and rainy weather
- C) predominance of families
- D) substantial investments in bound labor
- E) all of the above

Answer: C

Page Ref: 67

Skill: Interpretive

25) New Englanders built more private and comfortable houses at an earlier stage than colonists in the Chesapeake because of the:

- A) unhealthy climate and environment in New England.
- B) stunted and unstable family life in New England.
- C) need of Southerners to invest available capital in labor.
- D) less worldly and materialistic attitudes of Southerners.

Answer: C

Page Ref: 69

Skill: Interpretive

26) Which of the following hallmarks of American society might be traced to the Puritans?

- A) individual freedom of thought and action
- B) stress on literacy and education
- C) celebration of religious and cultural diversity
- D) separation of church and state

Answer: B

Page Ref: 69

Skill: Interpretive

27) The root cause of King Philip's War in New England stemmed from the anger of young Wampanoags at the colonists'

- A) refusal to sell them guns and supplies.
- B) alliance with their hated enemies, the Narragansetts.
- C) unwillingness to admit Native Americans to white churches and colleges.
- D) attacks on their land base and political sovereignty.

Answer: D

Page Ref: 69–70

Skill: Interpretive

28) Which of the following factors was most instrumental in securing victory for the New England colonists in King Philip's War?

- A) efficient mobilization of colonial manpower and supplies
- B) political cohesion among the colonies
- C) conversion of King Philip to Christianity
- D) internal problems for the Indians, such as food shortages, disease, and defections

Answer: D

Page Ref: 70

Skill: Interpretive

29) Slavery never became the foundation of the northern colonial work force because

- A) labor-intensive crops would not grow in colder climates.
- B) it proved impossible to train slaves as domestic servants or artisans.
- C) colonists there viewed slavery as immoral.
- D) New England merchants refused to participate in the international slave trade.

Answer: A

Page Ref: 70

Skill: Interpretive

30) By the early seventeenth century, the French

- A) became preoccupied with internal struggles.
- B) rapidly populated the province of Quebec.
- C) befriended the Iroquois in local Indian wars.
- D) developed a fur trade in Canada.

Answer: D

Page Ref: 71

Skill: Interpretive

31) The Dutch colony of New Netherland

- A) had to rely upon English merchants for overseas trade.
- B) was blocked from inland trade by hostile Iroquois Indians.
- C) became the colony of New York following English takeover in 1664.
- D) restricted all newcomers to membership in the Dutch Reformed Calvinist Church.

Answer: C

Page Ref: 72

Skill: Factual

32) The architects of the Carolina colony

- A) wished to pursue radical social experiments begun during the English civil war.
- B) intended to create a hereditary aristocracy of wealthy manor lords.
- C) commissioned the capture of Indians for sale as slaves in New England and the West Indies.
- D) designed the most democratic of all the colonial governments.

Answer: B

Page Ref: 74

Skill: Factual

33) After experimenting with various crops, the colonists of South Carolina decided to concentrate upon the cultivation of

- A) sugar.
- B) indigo.
- C) rice.
- D) cotton.

Answer: C

Page Ref: 75

Skill: Factual

34) By 1720, the population of South Carolina

- A) consisted mostly of black slaves.
- B) engaged in a variety of economic pursuits.
- C) enjoyed a relatively disease-free environment.
- D) shared common social and religious goals.

Answer: A

Page Ref: 75

Skill: Factual

35) The Society of Friends, or Quakers

- A) believed the church and its ministers provided the keys to heavenly salvation.
- B) enjoyed official approval and widespread popularity in England during the seventeenth century.
- C) preached the need for a rigid social hierarchy to preserve order and stability.
- D) renounced the use of force in human affairs and rejected a hierarchical society.

Answer: D

Page Ref: 76

Skill: Interpretive

36) Most English Protestants considered Quakers as dangerous fanatics for all of the following reasons EXCEPT refusal to

- A) defer to superiors in their customs and speech.
- B) pay taxes in support of the Church of England.
- C) admit women, blacks, and Indians to church membership.
- D) sign witnesses' oaths on the Bible.

Answer: C

Page Ref: 76

Skill: Interpretive

37) Quakers first planted a North American colony in

- A) New York.
- B) West Jersey.
- C) Pennsylvania.
- D) Delaware.

Answer: B

Page Ref: 76

Skill: Factual

38) In his colony, William Penn intended to

- A) guard against the anarchy of popular rule.
- B) nurture a social and religious homogeneity.
- C) exploit the region's rich natural resources.
- D) blend peoples of all backgrounds in peaceful coexistence.

Answer: D

Page Ref: 78

Skill: Interpretive

39) William Penn believed that the Indians should be

- A) compensated for their land.
- B) removed forcibly from his colony.
- C) sold into slavery.
- D) freely engaged in trade.

Answer: A

Page Ref: 78

Skill: Interpretive

40) Although designed as an experiment in harmony, Pennsylvania experienced an ironically turbulent growth because

- A) William Penn's dictatorial control alienated settlers.
- B) the absence of persecution eliminated a crucial binding element for Quakers.
- C) social radicalism undermined the confidence of would-be investors.
- D) fervent evangelicalism led to religious discrimination.

Answer: B

Page Ref: 79

Skill: Interpretive

41) The Pueblos were pushed to the point of revolt when the Spaniards began to

- A) use them as conscripted labor.
- B) take more and more of their land.
- C) assault their religion by seizing their kivas.
- D) burn down their villages.

Answer: C

Page Ref: 80

Skill: Interpretive

42) While the Spanish reasserted their control over the Pueblos, they were not successful in reconquering

- A) California.
- B) Florida.
- C) New Mexico.
- D) Texas.

Answer: B

Page Ref: 81

Skill: Factual

43) According to the theory of mercantilism, colonies existed primarily to

- A) produce manufactured goods.
- B) provide foodstuffs and raw materials.
- C) recruit foreign workers.
- D) expand trade with other nations.

Answer: B

Page Ref: 81

Skill: Factual

44) The Navigation Act of 1660

- A) listed colonial products that could be shipped only to England or to other English colonies.
- B) allowed expanded exports of colonial tobacco to European markets.
- C) created stringent enforcement mechanisms by which England regulated colonial trade.
- D) promoted colonial trade by removing English duties on enumerated articles.

Answer: A

Page Ref: 82

Skill: Factual

45) England's passage of the Navigation Acts was prompted by her commercial rivalry with

- A) France.
- B) Holland.
- C) Spain.
- D) Portugal.

Answer: B

Page Ref: 82

Skill: Factual

- 46) After 1675, England enacted stricter imperial controls because of
- A) her desire to regulate the internal affairs of overseas colonies.
 - B) the need of British merchants for increased efficiency in trade.
 - C) the complications of international competition and war.
 - D) the demands of Parliament for greater colonial accountability.

Answer: C

Page Ref: 82

Skill: Interpretive

- 47) Governor Edmund Andros of the Dominion of New England antagonized colonists by
- A) suppressing religious dissent.
 - B) extending local control of government.
 - C) challenging the validity of all land titles.
 - D) supporting the overthrow of King James II.

Answer: C

Page Ref: 83

Skill: Interpretive

- 48) Leisler's Rebellion in New York City reflected the
- A) desire by Americans for more consistent English regulations.
 - B) resentment of lower-class Dutch residents toward the town's English elite.
 - C) acceptance by city leaders of the right of ordinary people to exercise political power.
 - D) unsuccessful attempt by conservatives to stem the power of the "rabble."

Answer: B

Page Ref: 83

Skill: Interpretive

- 49) The Glorious Revolution of 1688 resulted in
- A) the widespread notion that kings ruled by a God-given "divine right."
 - B) Catholic domination of the English government.
 - C) lasting political changes to several colonies.
 - D) a bloody war between England and the Netherlands.

Answer: C

Page Ref: 84

Skill: Interpretive

50) The colonial elite tried to foster social and economic stability by the

- A) maintenance of a highly stratified society.
- B) extension of voting rights.
- C) opening of new lands and economic opportunities.
- D) protection of religious freedom.

Answer: A

Page Ref: 84

Skill: Interpretive

51) The Salem witchcraft trials of 1692 reflected the

- A) renewed vigor of Puritan ideals in the colony of Massachusetts.
- B) breakdown of justice under newly appointed Governor William Phips.
- C) hysterical response by one community to the anxiety of a tumultuous era.
- D) ability of Salem residents to resist popular pressures and prejudices.
- E) all of the above.

Answer: C

Page Ref: 87

Skill: Interpretive

52) Factors contributing to the Salem witchcraft hysteria of 1692 may have included

- A) generational strife.
- B) commercial tensions.
- C) an outbreak of food poisoning.
- D) old family animosities.
- E) all of the above.

Answer: E

Page Ref: 86–87

Skill: Interpretive

53) The American definition of slaves in nonhuman terms "involved one of the great paradoxes of modern history." A paradox is a(n)

- A) example or model of excellence.
- B) conclusion of faulty reasoning.
- C) seeming contradiction.
- D) development with negative consequences.

Answer: C

Page Ref: 61

Skill: Factual

54) "An ideology of rebellion in England," Puritanism in America became one of control. An ideology is a

- A) doctrine of religious beliefs.
- B) body of ideas reflecting social needs and aspirations.
- C) collection of customs and practices.
- D) set of organizational policies and procedures.

Answer: B

Page Ref: 64

Skill: Factual

55) Leisler's sympathy for the common people "earned him the hatred of the city's oligarchy." An oligarchy is a

- A) market controlled by few sellers.
- B) market controlled by few buyers.
- C) government controlled by few persons or families.
- D) society governed by one religion.

Answer: C

Page Ref: 83

Skill: Factual

56) "They refused to observe the customary marks of deference, such as doffing one's hat to a superior." Deference means

- A) friendliness.
- B) respect shown to a superior.
- C) proper upbringing.
- D) religious toleration.

Answer: B

Page Ref: 76

Skill: Factual

True/False Questions

1) Of the more than 900 settlers who arrived in Jamestown from 1607 to 1609, less than ten percent survived.

Answer: TRUE

Page Ref: 52

Skill: Factual

2) The Puritans were the first Europeans to reach the shores of New England.

Answer: FALSE

Page Ref: 62

Skill: Factual

- 3) Although it served as an ideology of rebellion in England, Puritanism in America became an ideology of control.

Answer: TRUE

Page Ref: 64

Skill: Interpretive

- 4) The Puritans of New England preferred to live on isolated farms rather than in villages for they feared close proximity to neighbors would lead them to sin and gossip.

Answer: FALSE

Page Ref: 64

Skill: Interpretive

- 5) Anne Hutchinson doubly offended the leaders of Massachusetts Bay by contradicting their teachings and challenging the subordinate position expected of women.

Answer: TRUE

Page Ref: 65

Skill: Interpretive

- 6) New England officials passed America's first draft laws in response to the need for manpower during King Philip's War.

Answer: TRUE

Page Ref: 70

Skill: Factual

- 7) Carolina may have been the most elaborately planned colony in English history, but it was the least successful in achieving amicable relations with the Native Americans.

Answer: TRUE

Page Ref: 74

Skill: Interpretive

- 8) Although North and South Carolina shared essentially the same social and economic patterns, they were separated into two distinct colonies in 1701.

Answer: FALSE

Page Ref: 75

Skill: Interpretive

- 9) Nearly everywhere they went, Quakers were welcomed and respected for their gentle ways and attitudes.

Answer: FALSE

Page Ref: 76

Skill: Interpretive

- 10) The Quaker policies of toleration and liberalism discouraged the immigration of settlers disdainful of Indians and hungry for their land.

Answer: FALSE

Page Ref: 78

Skill: Interpretive

- 11) Through the seventeenth century, American colonists engaged in a rash of insurrections against what they regarded as arbitrary and tainted governments imposed by England.

Answer: TRUE

Page Ref: 81

Skill: Interpretive

- 12) The Glorious Revolution of 1688 stemmed from the reaction of Englishmen against the denial of religious freedom by King James II.

Answer: FALSE

Page Ref: 82

Skill: Interpretive

- 13) In contrast to England, life in colonial America was characterized by a greater social fluidity.

Answer: TRUE

Page Ref: 84

Skill: Interpretive

- 14) People of property or power in the seventeenth century generally regarded the common people as ignorant, dangerous, and certain to disrupt society if entrusted with the right to rule themselves.

Answer: TRUE

Page Ref: 76

Skill: Interpretive

Essay Questions

- 1) Although Anthony Johnson arrived from Africa in 1621, he found it easier than his grandchildren would to escape slavery. Why?

Answer: Indentured white servants satisfied the demand for labor in the English southern colonies during the early seventeenth century. By the 1680s, however, English participation in the African slave trade allowed southern planters to purchase slaves more readily and cheaply than before. The supply of white servants diminished, and they fanned out over a broader area. Further, white servant unrest and a growing population of landless and discontented ex-servants offered potential challenges to the status quo. The southern elite welcomed a more permanent and pliable work force.

Page Ref: 51

Skill: Interpretive

- 2) Analyze the backgrounds, ideologies, goals, and modes of settlement among European immigrants to North America that produced distinctly different societies along the Atlantic seaboard in the seventeenth century.

Answer: Nearly 200,000 European immigrants came to the coast of North America in the seventeenth century. Although Virginia was organized by merchants, Maryland by a Catholic proprietor, and Carolina by noblemen, most of the settlers came as indentured servants. In the northern colonies, immigrants seeking religious freedom and godly community life—the Puritans in New England and the Quakers in Pennsylvania—created stable, prosperous communities. By 1675, the English dislodged the Dutch, transforming New Netherland to the cosmopolitan colony of New York.

Page Ref: 52–85

Skill: Interpretive

- 3) Why did the early years of the Jamestown colony prove to be a "starving time"? Could such a result have been avoided?

Answer: Jamestown was organized by a joint-stock company of merchants in search of quick profits through the discovery of gold, valuable trade, or the fabled passage to China. The settlers were not prepared for the mundane tasks of everyday survival. Disease and malnutrition contributed to a high mortality rate. Relations with local Indians turned bitter as the English tried to subdue them with shows of force. A "starving time" might have been avoided with the recruitment of farmers rather than adventurers and more cooperative relations with local natives.

Page Ref: 52–53

Skill: Interpretive

- 4) Did tobacco provide the "salvation" for the Virginia colony or merely set the stage for future problems? Explain.

Answer: The cultivation of tobacco provided Virginia economic profits and obliged planters to recruit a reliable supply of cheap labor. Initially, European indentured servants fit the bill. Virginia's steady expansion and encroachment on Indian lands provoked violence between the colonizers and Indians.

Page Ref: 53; 56

Skill: Interpretive

- 5) You are an indentured servant living in the Virginia colony in 1650. Describe your background, current conditions, and future prospects.

Answer: Indentured servants were enticed to Virginia by free passage as well as the promise of free land in return for seven years' labor. To Englishmen from the lower classes, the offer seemed irresistible. Life for indentured servants was difficult, filled with disease, and a brutal work routine. Only about one in twenty realized the dream of achieving freedom and acquiring land. For a woman the best "escape" was marriage to a free man who might purchase her indenture.

Page Ref: 56

Skill: Applied

- 6) Explain the pragmatic as well as the psychological reasons that led white American colonists of the seventeenth century to transform the black servant from a human being to a piece of chattel property.

Answer: The key step in the dehumanization of African slaves was instituting hereditary lifetime service. Slavery became not only a system of forced labor, but also a pattern of human relationships authorized by law. Further, definition of slaves as less than human justified brutal behavior by whites in exercising that control.

Page Ref: 60

Skill: Interpretive

- 7) Although far more European colonists came to the Chesapeake and Carolina colonies than to New England or Pennsylvania during the seventeenth century, life proved to be much more secure in the Puritan and Quaker colonies. Analyze how and why this was so.

Answer: Disease, stunted family life, and a harsh work regimen made life difficult in the Chesapeake and Carolina colonies. A frontier quality of life persisted far longer than in the North, for life was too fragile, the tobacco economy too volatile, and labor requirements too expensive to allow investments in material possessions. In the northern colonies, fewer immigrants came, but life was more secure. With strong family and community ties, a healthier climate, and religious motivation, the Puritans in New England and the Quakers in Pennsylvania thrived.

Page Ref: 52–79

Skill: Interpretive

- 8) Why were the colonists of the Chesapeake slower than those of New England to build private and comfortable homes? What conclusions might future historians draw about current housing patterns and developments in the United States?

Answer: Archaeologists and architectural historians note a pattern of different house types, from primitive to more permanent and comfortable, as American society developed socially and economically. The longer use of crude structures in the Chesapeake stemmed from the fragility of existence there in the seventeenth century, with a high mortality rate, an imbalance between the sexes, and lack of stable family life. Also, tobacco growing was labor-intensive, allowing little money for other investments. Students might discuss "homelessness" in a historical context.

Page Ref: 54–55

Skill: Interpretive

- 9) What was the Puritan "errand into the wilderness"? Analyze the ways in which this errand failed or proved successful.

Answer: The Puritans intended to establish in the New World communities of pure Christians who collectively swore a covenant with God to work for His ends. To establish "a city upon a hill," the Puritans forbid civil or religious transgressions from their mission. Although the Puritans fashioned stable communities, developed the economy, and constructed effective governments, material success and growth would contribute to social diversity and undermine religious zeal and commitment.

Page Ref: 61–71

Skill: Interpretive

- 10) A recent convert to the Society of Friends, you emigrate from London to Philadelphia in 1720. Upon your arrival in America, you write a letter to your Anglican cousin back in England explaining your reasons for emigrating, your impressions of Pennsylvania, and your hopes for the future.

Answer: Persecuted as dangerous fanatics in England because of their democratic approach to religion, many Quakers chose to immigrate to William Penn's colony. Ironically, the Quaker policy of toleration and liberal government in Pennsylvania attracted thousands of immigrants whose land hunger and disdain for Indians undermined Penn's dream of a peaceful, free society. With settlers of various beliefs and from many nations, Pennsylvania laid the foundation for the pluralism that would become the hallmark of American society.

Page Ref: 75–79

Skill: Applied

- 11) Compare Spanish experiences in their frontier outposts of Florida and New Mexico in the late 1600s and early 1700s.

Answer: Spain's outposts in Florida and New Mexico fell into disarray between 1680 and the early 1700s. They used small numbers of settlers in both, relying on forced Indian labor. This was their undoing. The Pueblos, led by medicine man Pope, revolted against the Spanish particularly when their native religious ceremonies were threatened. While the Spanish won, they declared a cultural truce. In Florida, the Spanish and their Indian missions were threatened by the English and their Indian allies. While the Spanish held onto St. Augustine, they were not able to drive out the English and French. The latter would have the main influence over Florida Indians.

Page Ref: 79–81

Skill: Interpretive

- 12) Did European colonists "settle" North America or "invade" it? Analyze the areas of and reasons for both successful and failed relations between the colonists and the Native Americans.

Answer: European colonists usually "invaded" lands already occupied by Native Americans, who were not as densely settled as in South America and thus not as easily subjugated. The colonists generally regarded the Indians as barbarians to be converted, controlled, or pushed aside; although Roger Williams, William Penn, and some others advocated fair treatment of Indians. White encroachment led to conflicts in both northern and southern colonies. More interested in trade than land, the French and Dutch generally enjoyed more peaceful relations with the Indians.

Page Ref: 52–81

Skill: Interpretive

- 13) Land greed was the cause of all colonial conflicts in the seventeenth century. Using several specific examples, explain why you agree or disagree with this premise.

Answer: Reacting against New Englanders' encroachment on their land and political sovereignty, local Indian tribes resisted in King Philip's War of 1675–1676. At the same time, the Chesapeake colonies became locked in struggles involving both a war between the red and white populations and civil war within the colonizers' society for control of and access to land and power. The colonial rebellions associated with the Glorious Revolution might be interpreted in terms of "land greed."

Page Ref: 52–84

Skill: Applied

- 14) Analyze the reasons for and the results of the attempts of colonial elites to foster social and political stability in the American colonies during the seventeenth century.

Answer: American colonial societies were highly fluid and competitive. To ensure against anarchy and to foster social and political stability, the colonial elite tried to maintain a system of social gradations and subordination. In the raw conditions of frontier life, however, colonists gave respect not to those who claimed it by birth but to those who earned it by deed.

Page Ref: 84–85

Skill: Interpretive

- 15) Analyze the factors that might have contributed to the outbreak and spread of hysteria over witchcraft in Salem, Massachusetts, in 1692. In today's world, what "anxieties" provoke "hysterical" reactions, and how should society respond?

Answer: The deposing of Governor Andros in Massachusetts left the colony in political limbo for three years, allowing what might have been a brief scare to escalate into a major hysteria, capped by the execution of twenty villagers in Salem for witchcraft. Local factors such as generational strife, old family animosities, and tensions between agricultural and commercial interests contributed to the general anxiety of an era marked by war, economic disruption, and the erosion of the Puritans' utopian vision.

Page Ref: 85–87

Skill: Applied

Short Answer Questions

- 1) In 1607, a group of merchants established the first permanent English colony in North America at _____.

Answer: Jamestown.

Page Ref: 52

Skill: Factual

- 2) People willing to sell a portion of their working lives in exchange for free passage across the Atlantic were called _____.

Answer: indentured servants.

Page Ref: 56

Skill: Factual

- 3) Nathaniel Bacon led a revolt in 1676 against the policies of _____, royal governor of Virginia.

Answer: Sir William Berkeley

Page Ref: 58

Skill: Factual

- 4) The Puritans established the first printing press in North America and even planted the seed for the first university, _____ College.

Answer: Harvard

Page Ref: 65

Skill: Factual

- 5) To guard against colonial dispersion and provide more effective defense against potential enemies, Puritan leaders established in 1643 a political structure called the _____.

Answer: Confederation of New England.

Page Ref: 69

Skill: Factual

- 6) New England's involvement in the international slave trade deepened with the growth of its seaports as centers for the distilling of _____, one of the principal commodities traded for slaves on the African coast.

Answer: rum

Page Ref: 71

Skill: Factual

- 7) Samuel de Champlain established a French settlement in 1608 at _____, later the capital of New France.

Answer: Quebec

Page Ref: 71

Skill: Factual

- 8) By 1650, the _____ had a trading empire that reached southeast and east Asia and had become one of the mightiest commercial nations in the world.

Answer: Dutch

Page Ref: 72

Skill: Factual

- 9) By 1750, the largest city in the colonies, one bustling with a wide range of artisans, merchants, and professionals, was _____.

Answer: Philadelphia.

Page Ref: 79

Skill: Factual

- 10) In 1675, England attempted to impose greater imperial control with the establishment of the _____, a committee of the king's privy council vested with power to make and enforce decisions regarding the management of the colonies.

Answer: Lords of Trade

Page Ref: 82

Skill: Factual

- 11) Charles II appointed Sir Edmund Andros to rule over the _____, designed as one government for the northeastern American colonies.

Answer: Dominion of New England

Page Ref: 83

Skill: Factual

- 12) In 1692, hysteria over witchcraft resulted in the executions of twenty people in the village of _____, Massachusetts.

Answer: Salem

Page Ref: 85

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Tribes of tidewater Virginia that attempted in 1622 to drive white colonizers from their land.

Page Ref: 56

Skill: Factual

- 2) Tribe that had aided the first settlers at Plymouth but later fought against New England colonists in King Philip's War.

Page Ref: 70

Skill: Factual

- 3) Tribe that refused to support other New England Indians in King Philip's War, seeking to protect its advantages in the fur trade.

Page Ref: 70

Skill: Factual

A) Glorious Revolution (1688)

B) Susquehannocks

C) Bacon's Rebellion (1676)

D) George Calvert

E) King Philip's War (1675–1676)

F) John Winthrop

G) Powhatans

H) Mohawks

I) Captain John Smith

- 4) Tribe of western Virginia whose rich lands were coveted by the supporters of Bacon's Rebellion.

Page Ref: 59

Skill: Factual

- 5) Uprising by several New England Indian tribes to protest the invasion by English settlers on their land and political sovereignty.

Page Ref: 69–70

Skill: Factual

- 6) Protest by frontiersmen against the lack of economic and political opportunities in the colony of Virginia.⁸⁴

Page Ref: 54

Skill: Factual

- 7) Victory for the forces of Protestantism and parliamentary power in England.

Page Ref: 82

Skill: Factual

- 8) Reaction by the common people of New York City against the city's oligarchy.

Page Ref: 83–84

Skill: Factual

- 9) English gentleman who "cashed in" a royal debt to his father to obtain a large land grant in North America to establish an asylum for the persecuted and a refuge from arbitrary state power.

Page Ref: 77

Skill: Factual

J) John Rolfe

K) Anne Hutchinson

L) Leisler's Rebellion (1688–1689)

M) William Bradford

N) Roger Williams

O) Wampanoags

P) William Penn

- 10) Leader of an antinomian movement in Puritan New England who stressed the mystical nature of God's free gift of grace and individual helplessness.

Page Ref: 65

Skill: Factual

- 11) Puritan minister who fled from Massachusetts to Rhode Island because of conflicting opinions on church and government policies.

Page Ref: 65

Skill: Factual

- 12) Leader of Puritan colonists to Massachusetts Bay who reminded them, "we shall be as a city upon a hill [and] the eyes of all people are upon us."

Page Ref: 64

Skill: Factual

- 13) Leader of a band of Pilgrims who sailed on the *Mayflower* and settled at Plymouth in 1620.

Page Ref: 64

Skill: Factual

- 14) One of Virginia's early tobacco planters, he married Pocahontas, the daughter of Powhatan, and thus helped end, at least temporarily, troubled relations with the Indians.

Page Ref: 56

Skill: Factual

- 15) An English nobleman, he hoped to create in Maryland a religious refuge for Catholics and a New World version of the English manorial countryside.

Page Ref: 57

Skill: Factual

- 16) Strongest leader of the early Jamestown colony, he tried unsuccessfully to subdue the local tribes by shows of force.

Page Ref: 52-53

Skill: Factual

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 1) G | 2) O | 3) H | 4) B | 5) E | 6) C |
| 7) A | 8) L | 9) P | 10) K | 11) N | 12) F |
| 13) M | 14) J | 15) D | 16) I | | |

Chapter 4 The Maturing of Colonial Society

Multiple-Choice Questions

- 1) Colonial America in the first half of the eighteenth century experienced
- A) population growth and economic development.
 - B) a narrowing of class differences.
 - C) loss of local autonomy.
 - D) continual declines in church membership.

Answer: A

Page Ref: 91

Skill: Interpretive

- 2) Which of the following statements concerning immigrants to colonial America during the first half of the eighteenth century is correct?
- A) Newly arrived immigrants usually settled in New England.
 - B) Most German-speaking immigrants settled in Pennsylvania.
 - C) Slave imports fell.
 - D) Virginia experienced the greatest influx of new settlers.

Answer: B

Page Ref: 92

Skill: Interpretive

- 3) New Englanders opted for more of a mixed economy than settlers in the middle or southern colonies because in New England
- A) Puritans forbade the buying of slaves.
 - B) cultivation of cereal crops was too labor-intensive.
 - C) availability and productivity of land was limited.
 - D) Native Americans had already cleared and used the land.

Answer: C

Page Ref: 92–93

Skill: Interpretive

- 4) Most immigrants to colonial America after 1713 were
- A) university-trained Puritans.
 - B) sons of wealthy gentry.
 - C) skilled craftsmen and shopkeepers.
 - D) slaves and indentured servants.

Answer: D

Page Ref: 94

Skill: Factual

5) Which of the following adages is NOT a reflection of Benjamin Franklin's utilitarian philosophy?

- A) The sleeping fox gathers no poultry.
- B) Lost time is never found again.
- C) Men are only sinners in the hands of an angry God.
- D) Sloth makes all things difficult but industry all easy.

Answer: C

Page Ref: 95

Skill: Interpretive

6) Compared to her English counterpart, the eighteenth-century northern colonial woman

- A) enjoyed broader legal and property rights.
- B) received fewer chances to marry if divorced or widowed.
- C) married at an older age and bore fewer children.
- D) pursued a daily routine less likely to overlap that of her husband's.

Answer: A

Page Ref: 96

Skill: Interpretive

7) All of the following occurred as a result of English settlement except

- A) native fur-bearing animals became extinct in areas of settlement.
- B) summers became hotter and winters colder.
- C) forests became depleted.
- D) native grasses and shrubs flourished.

Answer: D

Page Ref: 97-98

Skill: Interpretive

8) The Chesapeake colonies of the early eighteenth century witnessed

- A) increasing profitability of, and thus reliance upon, tobacco cultivation.
- B) steady replacement of slave laborers by indentured servants.
- C) the emergence of a planter gentry as political and social leaders.
- D) virtual universal ownership of land and slaves.

Answer: C

Page Ref: 98-99

Skill: Interpretive

- 9) The vast majority of inhabitants along the coast of South Carolina by the 1740s consisted of
- A) rice planters.
 - B) black slaves.
 - C) Charleston tourists.
 - D) poor German and Scots-Irish immigrants.

Answer: B

Page Ref: 99

Skill: Factual

- 10) In contrast to slaves in the southern colonies, slaves in the northern colonies
- A) made up a larger portion of the population.
 - B) adapted to European ways much faster.
 - C) kept alive their African languages and customs.
 - D) lived in the countryside rather than the port cities.

Answer: B

Page Ref: 94

Skill: Interpretive

- 11) There was no North American parallel to the massive slave uprisings of the Caribbean or South America because in North America
- A) slaves were more civilized and educated.
 - B) there was no place for fugitive slaves to escape.
 - C) slaves rarely outnumbered whites in any area.
 - D) slave rebellions were peacefully and amicably resolved.

Answer: C

Page Ref: 103

Skill: Interpretive

- 12) Which of the following factors helped temper rebellion and offer comfort to colonial slaves?
- | | |
|---------------------------------------|---------------------------------------|
| A) religion and family life | B) kind treatment from masters |
| C) interracial liaisons and marriages | D) good food and healthy environments |

Answer: A

Page Ref: 103–104

Skill: Interpretive

13) The typical master in colonial America wished to convert the slave into a(n)

- A) mindless drudge who obeyed every command.
- B) independent worker who increased profits.
- C) loving and faithful member of the plantation family.
- D) educated and skilled producer of goods.

Answer: A

Page Ref: 102

Skill: Interpretive

14) France's interior empire in North America

- A) stressed farming more than trading, missionizing, or military efforts.
- B) created an ineffective shield against British expansion.
- C) contained no African slaves.
- D) had many settlements that were mixed-race communities.

Answer: D

Page Ref: 105

Skill: Interpretive

15) In contrast to conditions in the English colonies, life in New Spain was characterized by greater

- A) racial intermixture.
- B) social barriers.
- C) political independence.
- D) sharing of profits with natives.

Answer: A

Page Ref: 109

Skill: Interpretive

16) As a result of extensive contact with European colonizers during the early eighteenth century, Native American tribes of the interior

- A) abandoned hunting for subsistence agriculture.
- B) adopted the white man's culture and religion.
- C) altered patterns of tribal life and leadership.
- D) benefitted from commercial trade and development.

Answer: C

Page Ref: 110

Skill: Interpretive

- 17) The advent of "modern" life occurred first in the seaboard centers of colonial America, including the transition from a
- A) barter to a commercial economy.
 - B) social order based on achievement to one based on status.
 - C) contentious to a deferential politics.
 - D) factory to a skilled craftsman's production of goods.

Answer: A

Page Ref: 111

Skill: Interpretive

- 18) Colonial merchants of the early eighteenth century
- A) exported luxury and manufactured goods to Europe, Africa, and the West Indies.
 - B) integrated American producers and consumers in the Atlantic basin trading system.
 - C) typically imported more goods than Americans desired or could use.
 - D) engaged in the tasks of shipping and distributional services only.

Answer: B

Page Ref: 111

Skill: Interpretive

- 19) For urban artisans in colonial America
- A) work patterns proved regular and constant.
 - B) a major goal was economic independence.
 - C) New England paid the highest wages.
 - D) urban growth and economic expansion guaranteed success.

Answer: B

Page Ref: 112

Skill: Interpretive

- 20) The social structure of American colonial cities from 1690 to 1770 was influenced by
- A) steadily declining property values and taxes.
 - B) an absence of urban poverty.
 - C) an increasing gap between the wealthy and the poor.
 - D) the end of colonial warfare.

Answer: C

Page Ref: 112

Skill: Interpretive

21) According to the entrepreneurial ethos, prosperity resulted from

- A) regulated prices and wages.
- B) quality controls.
- C) self-denial.
- D) individual competition.

Answer: D

Page Ref: 113

Skill: Interpretive

22) All of the following represent theories of Enlightenment thinkers EXCEPT the notion that

- A) God predetermined the contents of the human mind.
- B) man could use his reason and thus acquire knowledge.
- C) systematic investigation would unlock the secrets of the physical universe.
- D) scientific laws might be applied to human institutions in order to improve society.

Answer: A

Page Ref: 113–114

Skill: Interpretive

23) Religious life in the colonies was marked by

- A) tightly organized and disciplined congregations.
- B) scarcity of trained ministers.
- C) discrimination against Anglicans.
- D) government compulsion to attend services.

Answer: B

Page Ref: 116

Skill: Interpretive

24) The religious revival known as the Great Awakening

- A) affected the colonies equally and simultaneously.
- B) reaffirmed traditional sources of authority.
- C) emphasized individual responsibility for conversion.
- D) helped stem the tide of revolutionary thought and behavior.

Answer: C

Page Ref: 116

Skill: Interpretive

25) Which of the following might NOT be considered a legacy of the Great Awakening?

- A) legitimization of dissent
- B) religious homogeneity
- C) separation of church and state
- D) enhanced feelings of individual self-worth

Answer: B

Page Ref: 118

Skill: Interpretive

26) Royal checks on colonial lawmaking operated imperfectly in the eighteenth century primarily because of the

- A) weakness of colonial governors.
- B) time lag in English response to colonial action.
- C) provincial nature of colonial legislation.
- D) fear of American reprisals to English objections.

Answer: B

Page Ref: 119

Skill: Interpretive

27) Boston's impressment riot of 1747 illustrated the

- A) unruly and lawless nature of many Americans.
- B) strength of official law enforcement in the colonies.
- C) willingness of Americans to resist forcefully arbitrary power.
- D) legitimacy of formal legislative channels.

Answer: C

Page Ref: 120

Skill: Interpretive

28) During the early eighteenth century, colonial assemblies

- A) lost political power to colonial governors.
- B) concentrated on the distribution of patronage.
- C) gained the "power of the purse."
- D) remained merely advisory bodies.

Answer: C

Page Ref: 121

Skill: Interpretive

- 29) The most important government for colonial New Englanders was the
- A) town meeting.
 - B) county government.
 - C) colonial assembly.
 - D) English parliament.

Answer: A

Page Ref: 122

Skill: Interpretive

- 30) According to the Whig ideology, the best defense against corruption and tyranny rested in the
- A) increased power of the executive.
 - B) maintenance of a strong standing army.
 - C) suppression of dissent and sedition.
 - D) vigilance by the people.

Answer: D

- 31) "Jarrett first encountered evangelicalism in the published sermons of George Whitefield, an English clergyman." Evangelicalism refers to religious beliefs or churches that emphasize
- A) performance of good works as the keys to salvation.
 - B) individual faith and authority of the Christian gospel.
 - C) partaking of the sacraments.
 - D) a hierarchical structure and leadership.

Answer: B

Page Ref: 91

Skill: Factual

- 32) "Although merchants stood first in wealth and prestige in the colonial towns, artisans were far more numerous." An artisan is a person who
- A) publically performs or entertains.
 - B) creates works of art, as paintings or sculptures.
 - C) is manually skilled in making a particular product.
 - D) writes novels, plays, poems, or music.

Answer: C

Page Ref: 111

Skill: Factual

True/False Questions

- 1) It was noted as early as the 1750s that the gap in population between England and her colonies was closing rapidly.

Answer: TRUE

Page Ref: 91

Skill: Factual

- 2) A shipboard mortality rate of 15 percent in the colonial era made it the most unhealthy of all times to seek American shores.

Answer: TRUE

Page Ref: 94

Skill: Factual

- 3) Eighteenth-century indentured servants possessed many opportunities for economic advancement.

Answer: FALSE

Page Ref: 94

Skill: Interpretive

- 4) The Northern slave population increased at a rapid pace in the eighteenth century, but not as fast as the indentured servant population.

Answer: TRUE

Page Ref: 94

Skill: Factual

- 5) The population of the colonies had surpassed one million people by 1750, most of whom had spread deep into the interior beyond the Appalachian Mountains.

Answer: FALSE

Page Ref: 140

Skill: Interpretive

- 6) Open slave rebellions were plotted and engineered only by those slaves who had spent long years suffering in the colonies.

Answer: FALSE

Page Ref: 103

Skill: Interpretive

- 7) The spiritual motives of the Spanish missionaries resulted in a greater appreciation and respect for tribal peoples than in other North American colonial empires.

Answer: FALSE

Page Ref: 110

Skill: Interpretive

- 8) The switch from subsistence to commercial hunting drew Native Americans into a market economy in which their trading partners gradually became trading masters.

Answer: TRUE

Page Ref: 110

Skill: Interpretive

- 9) A growing transatlantic trade undermined the entrepreneurial ethos in America and increased concern for the public welfare.

Answer: FALSE

Page Ref: 111

Skill: Interpretive

- 10) Most established clergymen of colonial America welcomed and encouraged the practice of "lay exhorting" — individual testimonials and preaching.

Answer: FALSE

Page Ref: 116

Skill: Interpretive

- 11) Whereas property requirements severely restricted the size of the electorate in England, the cheapness of land in America allowed a relatively larger proportion of adult free males in the colonies the right to vote.

Answer: TRUE

Page Ref: 112

Skill: Interpretive

Essay Questions

- 1) Discuss the factors that contributed to a population explosion in North America from 1680 to 1750. How and why did immigrants of the eighteenth century differ from those of the previous century? Did America prove to be their land of opportunity?

Answer: The population explosion in North America from 1680 to 1750 was fed from both internal and external sources. Among whites, a higher marriage rate, larger families, and lower mortality rate than in Europe prevailed by the 1720s. Immigrants of this era arrived from Germany, Switzerland, Ireland, and Africa rather than England, and they were mostly indentured servants and slaves. Only a small proportion of the eighteenth-century arrivals achieved their dream of becoming independent landholders.

Page Ref: 91–92

Skill: Interpretive

- 2) Analyze the ways in which contact with the French, Spanish, and English transformed life for Native Americans during the first half of the eighteenth century.

Answer: Despite maintaining many cultural practices, the interior Indian tribes suffered from the commercial, diplomatic, and military contact with British colonizers. Involvement in the fur trade spread diseases, aggravated warfare, depleted their lands of game animals, and drew Native Americans into a market economy in which their trading partners gradually became their trading masters. Racial intermixture and social fluidity were greater in the French and Spanish than in the English colonies, but contact with Europeans still resulted in reduction and degradation of tribal Americans.

Page Ref: 105; 108–110

Skill: Interpretive

- 3) Compare the development of agriculture in the New England, mid-Atlantic, and southern colonies. How did different types of farming contribute to the formation of different types of societies in the three regions?

Answer: Dense forests, poor soil, and a cold climate limited the development of agriculture and forced economic diversification in the northeastern colonies. More favorable conditions in the mid-Atlantic colonies led to modest surpluses of foodstuffs which could be sold. Northern agricultural work routines were less intense and burdensome than the cultivation of staple crops in the South. A plantation economy and society dominated the tidewater South, but the backcountry settlers there pursued mixed farming and cattle raising.

Page Ref: 92-93; 98-101

Skill: Interpretive

- 4) How did the coming of European settlers affect the environment in the Americas?

Answer: Europeans brought animals, plants, and diseases with them, and viewed the natural resources of the New World as theirs for the taking. They cut down forests, causing soil erosion, and hunted some fur-bearing animals to extinction in certain areas. Their grazing animals — cattle, horses, pigs, sheep, and goats — destroyed much ground cover. Their ecologically destructive practices profoundly altered the natural world around them. The seemingly endless availability of more land encouraged them to be careless.

Page Ref: 97-98

Skill: Interpretive

- 5) Compare the roles and rights of women in seventeenth-century Europe with those of their counterparts on the American colonial frontier. Explain how conditions improved or worsened for American women during the eighteenth century.

Answer: In contrast to their European counterparts, American women on the colonial frontier seldom remained unmarried and enjoyed greater rights in control of property, in conducting business, and in consenting to a marriage partner. American women also typically married at a younger age and bore more children. Through the eighteenth century, colonial American women had limited career choices and rights but broad responsibilities.

Page Ref: 95-97

Skill: Interpretive

- 6) What changes transformed life in the southern colonies from 1680 to 1750? What similarities or differences existed between the tobacco coast, the rice coast, and the backcountry?

Answer: Between 1680 and 1750, the white tidewater settlements in the South made the transition from a frontier society marked by a high immigration rate, a surplus of males, and an unstable social organization to a settled society composed mostly of native-born families. Although the economy was perhaps more diversified in the Upper South, slaves overwhelmingly replaced indentured servants on both the tobacco and rice coasts and planter elites emerged to dominate political and social life. Thousands of immigrants flooded into the backcountry South, an isolated, primitive region.

Page Ref: 98-101

Skill: Interpretive

- 7) Examine the reasons for and the consequences of the differences that characterized living conditions for slaves in the United States versus the Caribbean and South America; in the northern versus the southern colonies.

Answer: In contrast to slaves in the Caribbean or South America, those in North America enjoyed a relatively healthier environment, a more even sex ratio, and a consequently larger natural increase in population. There were fewer rebellions in North America because slaves rarely outnumbered whites in a locality and had fewer opportunities for escape. Most slaves were used in the southern colonies of North America. In the north, slaves made up a smaller portion of the population and adapted more readily to European ways than their southern counterparts.

Page Ref: 102–103

Skill: Interpretive

- 8) Discuss the various ways by which slaves might have resisted the institution of slavery in the American colonies. What impacts did religion and family have upon slave resistance?

Answer: Early slave resistance generally took the form of escape rather than open rebellion, which had little chance for success and met with brutal reprisals. Religion and family played central roles in helping slaves find meaning and worth in an otherwise cruel and discouraging existence.

Page Ref: 94; 102–103

Skill: Interpretive

- 9) The author maintains that for urban artisans in eighteenth-century America, fortuitous circumstances rather than hard work or frugal living were often the critical factors in achieving success. Would the same argument be more or less true for urban workers today?

Answer: The author notes that an advantageous marriage, luck in avoiding illness, and the size of an inheritance were often the critical factors in determining the success of urban artisans in the eighteenth century. Due to technological progress and our increased "control" over nature, it would seem that such fortuitous circumstances would have less impact today over one's fate. The answer to this question, however, will depend on the student's philosophical outlook.

Page Ref: 111–112

Skill: Interpretive

- 10) How did population growth, economic development, and new ways of thinking affect life in American colonial cities during the eighteenth century?

Answer: The urban societies of colonial America provided the cutting edge of social change. In the seaboard cities, the transition first occurred from a barter to a commercial economy, from a social order based on status to one based on achievement, from deferential to participatory politics, and from small-scale craftsmanship to factory production. The growth of colonial cities generated an entrepreneurial ethos and demands for economic freedom. Cities also became the centers for the discussion and dissemination of Enlightenment ideas.

Page Ref: 111–115

Skill: Interpretive

- 11) Analyze the causes and consequences of the Great Awakening. Was the Great Awakening a "conservative" or a "liberal" movement?

Answer: The Great Awakening was a series of religious revivals that swept different regions between 1720 and 1760 with varying degrees of intensity. New Protestant leaders used an emotional rather than intellectual approach to reduce apathy and increase church membership. The Great Awakening promoted religious pluralism, the founding of new colleges, and the idea of separating church and state. The seemingly "conservative" quest for spiritual renewal led to challenges of old sources of authority and produced patterns of thought and behavior that later fueled a revolutionary movement.

Page Ref: 115-119

Skill: Interpretive

- 12) During the eighteenth century, how did colonial Americans begin to diverge from Englishmen on questions regarding the proper extent and division of political power?

Answer: During the eighteenth century, elected colonial legislatures gradually transformed themselves from advisers into governing bodies reflecting the interests of the electorate and checking executive authority. Americans adopted the Whig ideology which held that concentrated power was historically the enemy of liberty and that too much power lodged in any person or group inevitably produced corruption and tyranny.

Page Ref: 119-123

Skill: Interpretive

Short Answer Questions

- 1) The largest number of eighteenth-century European immigrants to colonial America were the Protestant _____ - _____.

Answer: Scots-Irish.

Page Ref: 92

Skill: Factual

- 2) A system of small forts, trading posts, and agricultural villages throughout the central area of North America was established in the early eighteenth century by the _____.

Answer: French.

Page Ref: 105

Skill: Factual

- 3) Benjamin Franklin's popular work, _____, next to the Bible, was the most widely read book in the colonies, containing quips, adages, and homespun philosophy.

Answer: Poor Richard's Almanack

Page Ref: 95

Skill: Factual

- 4) Eliza Lucas Pinckney, a wealthy South Carolina planter's wife, experimented successfully in the 1740s with the cultivation of _____, a plant from which a blue dye could be extracted for use in textiles.

Answer: indigo

Page Ref: 99

Skill: Factual

- 5) During the latter part of the seventeenth century, King Louis XIV attempted to make _____ the most powerful nation in Europe and to expand its empire in the New World.

Answer: France

Page Ref: 105

Skill: Factual

- 6) The two wars between 1689 and 1713 struck hard at New England and particularly at the colony of _____.

Answer: Massachusetts

Page Ref: 107

Skill: Factual

- 7) After fulfilling a contract as an apprentice, an artisan became a _____, selling his labor to a master craftsman to perfect his trade.

Answer: journeyman

Page Ref: 112

Skill: Factual

- 8) In his influential *Essay Concerning Human Understanding*, Enlightenment thinker _____ argued that God had not predetermined the contents of the human mind but furnished it with the capacity to acquire knowledge.

Answer: John Locke

Page Ref: 113

Skill: Factual

- 9) In response to religious apathy, the Congregational Church of New England adopted the _____-_____ in the 1660s in an attempt to expand church membership.

Answer: Half-Way Covenant

Page Ref: 115

Skill: Factual

- 10) Before the Great Awakening, the only colleges established in the colonies had been Harvard, Yale, and the College of _____.

Answer: William and Mary.

Page Ref: 118

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Subordination of private interest to the commonweal; economic life should operate according to what is equitable, not what is profitable.

Page Ref: 113

Skill: Interpretive

- 2) Prosperity requires the encouragement of acquisitive appetites rather than self-denial, for ambition spurs economic activity as more people seek more goods.

Page Ref: 113

Skill: Interpretive

- 3) Humanity's ability to reason and acquire knowledge enables it to understand and thus improve its condition.

Page Ref: 113

Skill: Interpretive

- 4) The fires of Protestant belief could be reignited only if individuals assume responsibility for their own conversions.

Page Ref: 116

Skill: Interpretive

- 5) Concentration of political power is dangerous and will produce corruption and tyranny.

Page Ref: 110

Skill: Interpretive

- 6) Dutch Reformed minister who excited his congregation through emotional preaching

Page Ref: 116

Skill: Factual

A) The Enlightenment

B) The corporate view of society

C) The Great Awakening

D) Benjamin Franklin

E) Theodore Frelinghuysen

F) The Whig ideology

G) The entrepreneurial ethos

H) George Whitefield

I) John Peter Zenger

J) Jonathan Edwards

- 7) Philadelphia printer who gained widespread fame with his practical applications of Enlightenment philosophy and scientific knowledge.

Page Ref: 95

Skill: Factual

- 8) New England minister who revived his congregation by lambasting them for their sins and warning them of the fires of hell.

Page Ref: 116

Skill: Factual

- 9) English minister who demonstrated his mastery of emotional open air preaching during seven barnstorming tours along the American seaboard.

Page Ref: 116

Skill: Factual

- 10) New York newsman who escaped a conviction for seditious libel in the 1730s following his printed criticisms of the local governor.

Page Ref: 123

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) B | 2) G | 3) A | 4) C | 5) F | 6) E |
| 7) D | 8) J | 9) H | 10) I | | |

Chapter 5 The Strains of Empire

Multiple-Choice Questions

- 1) For a poor shoemaker like Ebenezer MacIntosh of Boston, the wars of the latter eighteenth century
- A) imposed economic hardships and deprivation.
 - B) offered an opportunity for economic gain.
 - C) destroyed his faith in democratic government.
 - D) had little impact or significance.

Answer: B

Page Ref: 126

Skill: Interpretive

- 2) Following the Glorious Revolution of 1688, England
- A) tightened imperial controls over her American empire.
 - B) forbade colonial merchants the right to engage in foreign trade.
 - C) relaxed customs regulations and reduced duties.
 - D) entered a political alliance with France.

Answer: A

Page Ref: 128–129

Skill: Interpretive

- 3) As a result of the Molasses Act of 1733
- A) New England rum had to be shipped to England before being exported to another country.
 - B) trade between New England and the French West Indies collapsed.
 - C) New England merchants and shippers gained new respect for royal authority.
 - D) many of New England's largest merchants and distillers resorted to smuggling.

Answer: D

Page Ref: 129

Skill: Interpretive

- 4) England declared war on Spain in 1739 because of a desire to
- A) end Spanish involvement in smuggling activities.
 - B) avenge Spanish piracy of English merchant ships.
 - C) dominate trade in the Atlantic basin.
 - D) win commercial privileges from her ally France.

Answer: C

Page Ref: 129

Skill: Interpretive

- 5) The underlying cause of the Seven Years' War in America was the
- A) French attack on the western forces of George Washington.
 - B) English colonial penetration of the Ohio Valley.
 - C) English retaliation against western Indian attacks.
 - D) French takeover of the western fur trade.

Answer: B

Page Ref: 130

Skill: Interpretive

- 6) The turning point of the French and Indian War in America occurred when
- A) General Edward Braddock claimed control of Fort Duquesne.
 - B) American representatives approved a plan for intercolonial action.
 - C) the French won the alliance of the powerful Iroquois Confederacy.
 - D) English Prime Minister William Pitt threw his nation's full military might into the American campaign.

Answer: D

Page Ref: 131

Skill: Interpretive

- 7) General James Wolfe overcame the French on the Plains of Abraham in 1759 to capture the city of
- A) Louisbourg.
 - B) Quebec.
 - C) Montreal.
 - D) New Orleans.

Answer: B

Page Ref: 132

Skill: Factual

8) The British Proclamation of 1763

- A) ordered colonial governors to reserve lands west of the Appalachian Mountains for Indian nations.
- B) successfully ended an attempt by Ottawa Indians to drive the British out of the Ohio Valley.
- C) allowed western Indians the right to trade with any European merchants.
- D) ended reckless speculation in western lands by eastern investors.

Answer: A

Page Ref: 132

Skill: Interpretive

9) The end of the Seven Years' War left the American colonies

- A) economically prosperous.
- B) debt-ridden and weakened in manpower.
- C) more dependent upon British support and leadership.
- D) reluctant to pursue western settlements.

Answer: B

Page Ref: 133

Skill: Interpretive

10) Which of the following provisions was NOT a part of George Grenville's program to raise colonial revenue?

- A) increased taxes on imported French molasses
- B) prohibition of colonial currency
- C) an expanded list of enumerated commodities
- D) stamp duties on various colonial documents and products

Answer: A

Page Ref: 134–135

Skill: Interpretive

11) Perhaps the most immediately effective protest against the Stamp Act was the

- A) passage of formal resolutions by the Virginia House of Burgesses.
- B) organization of mob riots by the Sons of Liberty.
- C) formation of an intercolonial Stamp Act Congress.
- D) boycott of British goods by American merchants.

Answer: B

Page Ref: 135–137

Skill: Interpretive

12) Passage of the Declaratory Act by Parliament

- A) resolved the problems that had created the Stamp Act crisis.
- B) politicized the American resistance movement.
- C) asserted Parliament's power to enact laws for the colonies in "all cases whatsoever."
- D) demonstrated British desire to reach a compromise solution with the colonies on matters of taxation.

Answer: C

Page Ref: 137

Skill: Interpretive

13) As a result of the Townshend Acts of 1767, Parliament

- A) raised customs duties on American imports of paper, lead, paint, and tea.
- B) permanently suspended New York's rebellious assembly for noncompliance with British regulations.
- C) sent a circular letter to each colony explaining England's need for revenue.
- D) required colonial assemblies to pay the salaries of royal officials from local property taxes.

Answer: A

Page Ref: 137

Skill: Interpretive

14) By early 1770, Parliament decided to repeal the Townshend duties except for one on tea because the

- A) employment of troops had restored colonial order and respect for the mother country.
- B) Americans had promised to drop objections to parliamentary regulations of trade.
- C) colonial ports had erupted in violent demonstrations.
- D) colonial boycott of British goods had severely hurt British merchants.

Answer: D

Page Ref: 140

Skill: Interpretive

15) The Boston Massacre, in which five townspeople were killed by British redcoats

- A) convinced Governor Hutchinson to order British troops out of town.
- B) galvanized the colonies into further resistance to English policies.
- C) demonstrated the calculated desire of the British to crush colonial rebellion.
- D) resulted in a speedy conviction and execution of the soldiers.

Answer: A

Page Ref: 140

Skill: Interpretive

16) Americans objected to the Tea Act of 1773 because it would

- A) raise the price of tea in America.
- B) make it difficult for American merchants to compete with British merchants.
- C) bankrupt the popular East India Company.
- D) increase Parliament's taxation of tea.

Answer: B

Page Ref: 141

Skill: Interpretive

17) The Intolerable Acts provided for all of the following EXCEPT the

- A) closing of Boston's port until Massachusetts paid for tea destroyed in the Boston Tea Party.
- B) individual punishment of participants in the Boston Tea Party.
- C) immunity of British soldiers involved in suppressing civil disturbances from local court trials.
- D) replacement of Hutchinson as governor by the commander in chief of British forces in America.

Answer: B

Page Ref: 142

Skill: Interpretive

18) The call for the meeting of a Continental Congress in 1774 came in response to the

- A) Quartering Act.
- B) Stamp Act.
- C) Townshend Acts.
- D) Intolerable Acts.

Answer: D

Page Ref: 142

Skill: Factual

19) Discussions at the First Continental Congress were LEAST concerned with

- A) overcoming sectional hostilities and jealousies.
- B) defining and justifying American grievances against England.
- C) determining a colonial plan of resistance.
- D) preparing financially and militarily for war.

Answer: D

Page Ref: 143

Skill: Interpretive

20) Even before the Second Continental Congress assembled in May 1775, most colonies had created extralegal, revolutionary governments which

- A) created and armed militia units.
- B) bullied merchants and shopkeepers to conform to boycotts.
- C) levied taxes.
- D) operated the courts.
- E) all of the above.

Answer: E

Page Ref: 143

Skill: Factual

21) The ideology of revolutionary republicanism

- A) reflected common colonial interests and experiences.
- B) originated in the struggle of American colonists against imperial despotism.
- C) borrowed ideas from English political thought and Enlightenment theories.
- D) provided a coherent doctrine to which all colonists could subscribe.

Answer: C

Page Ref: 143

Skill: Interpretive

22) Americans viewed English policies after 1763 as

- A) a systematic attack on their constitutional liberties.
- B) threats to their economic interests.
- C) evidence of English corruption.
- D) all of the above.

Answer: D

Page Ref: 143

Skill: Interpretive

23) In the republican world view, governmental power

- | | |
|-----------------------------|----------------------------|
| A) maintained order. | B) threatened liberty. |
| C) controlled factionalism. | D) promoted public virtue. |

Answer: B

Page Ref: 143–144

Skill: Interpretive

24) Much of the colonial clergy

- A) urged their congregations to obey British laws.
- B) supported the revolutionary movement against English rule.
- C) denounced the revolutionary pamphleteers.
- D) saw the revolutionary movement as dangerously immoral.

Answer: B

Page Ref: 145

Skill: Interpretive

25) The struggle with England over colonial rights between 1764 and 1776 revealed that

- A) colonial merchants sided with their British counterparts.
- B) newer immigrants held more conservative views.
- C) over time people tend to grow tired of politics.
- D) colonial society was not unified.

Answer: D

Page Ref: 145

Skill: Interpretive

26) During the 1760s and 1770s, urban artisans in America

- A) opposed revolutionary agitation against England.
- B) used political discontent to demand internal reforms.
- C) feared political protests might provoke retaliation by powerful merchants.
- D) degenerated into radical and unruly mobs.

Answer: B

Page Ref: 146

Skill: Interpretive

27) The most important revolutionary role for colonial women was

- A) organizing political protests.
- B) offering medical support to military units.
- C) praying for deliverance from English oppression.
- D) facilitating the boycott of English goods.

Answer: D

Page Ref: 146

Skill: Interpretive

- 28) Most colonial farmers of the 1750s and 1760s
- A) suffered from declining prices and markets.
 - B) immediately joined the resistance movement.
 - C) had to be drawn gradually into the resistance movement.
 - D) would fight with the British during the Revolution.

Answer: C

Page Ref: 147

Skill: Interpretive

- 29) The Regulators of North Carolina opposed the
- A) policies of an unresponsive government.
 - B) use of military tactics.
 - C) issuance of paper currency.
 - D) division of large landholdings.

Answer: A

Page Ref: 148

Skill: Interpretive

- 30) Which of the following series of "steps on the road to revolution" is NOT in correct chronological order?
- A) Proclamation of 1763; Boston Massacre; Tea Act.
 - B) First Continental Congress; Coercive Acts; Boston Tea Party.
 - C) Currency Act; Stamp Act; Declaratory Act.
 - D) Sugar Act; Quartering Act; Townshend Revenue Acts.

Answer: B

Page Ref: 148

Skill: Factual

- 31) "England was quietly installing the machinery of imperial management..." Imperial management refers to one
- A) out of control.
 - B) dealing with colonies.
 - C) concerned only with taxes.
 - D) based upon popular consent.

Answer: B

Page Ref: 129

Skill: Applied

32) "But the legislators bowed to expediency." Expediency implies a(n)

- A) adherence to matters of principle.
- B) matter of urgent attention.
- C) appropriateness to the purpose at hand.
- D) stubborn refusal to compromise.

Answer: C

Page Ref: 137

Skill: Applied

33) Some revolutionary ideas were expressed in the form of broadsides. A broadside is

- A) a street skit.
- B) a cartoon.
- C) a single printed sheet.
- D) a slogan.

Answer: C

Page Ref: 143

Skill: Applied

34) Colonists protested England's arbitrary use of power. Arbitrary means

- A) characterized by unrestrained exercise of power.
- B) ungenerous.
- C) lacking in judgment.
- D) subject to arbitration.

Answer: A

Page Ref: 147

Skill: Applied

True/False Questions

1) The era from 1689 to 1763 was one of chronic warfare in both Europe and North America.

Answer: TRUE

Page Ref: 129

Skill: Interpretive

2) The Seven Years War proved to be one of the bloodiest wars fought in the New World.

Answer: TRUE

Page Ref: 132

Skill: Interpretive

3) George Grenville's program to raise revenue proposed that all imperial debts be paid by the American colonists.

Answer: FALSE

Page Ref: 134

Skill: Interpretive

- 4) The Declaratory Act, passed in response to the colonial turmoil over the Stamp Act, failed to resolve the issue of Parliament's right to tax the colonies.

Answer: TRUE

Page Ref: 137

Skill: Interpretive

- 5) To avoid potential violence, Governor Hutchinson of Massachusetts tried to convince the East India Company to return its shiploads of tea to England rather than attempt unloading in Boston.

Answer: FALSE

Page Ref: 141

Skill: Interpretive

- 6) Parliamentary restrictions passed after the Boston Tea Party were deemed "intolerable" by Americans but justly "coercive" by most Englishmen.

Answer: TRUE

Page Ref: 142

Skill: Interpretive

- 7) Colonial leaders gathered at the First Continental Congress for the purpose of declaring independence and preparing for war.

Answer: FALSE

Page Ref: 143

Skill: Interpretive

- 8) Revolutionary republicanism emphasized not the benefits of governmental powers but its dangers.

Answer: TRUE

Page Ref: 143-144

Skill: Interpretive

- 9) Economic difficulties in the 1760s and 1770s led craftsmen in Philadelphia to band together within their craft and their community.

Answer: TRUE

Page Ref: 145-146

Skill: Interpretive

- 10) The agricultural areas of the colonies formed the vital core of revolutionary agitation.

Answer: FALSE

Page Ref: 110

Skill: Interpretive

Essay Questions

- 1) How did Britain attempt to restructure its colonial empire from 1688 to 1763? Were the years of the early eighteenth century a period of "salutary neglect?"

Answer: Following the Glorious Revolution of 1688, England tightened her imperial administration, providing a more coherent management and a corps of colonial bureaucrats. England matched its strength against France four times between 1689 and 1763, winning concessions of major importance. Though known as a period of "salutary neglect," this was actually an era when king and Parliament increased their control over colonial affairs. England asked her colonies to share in the costs of defending and extending the empire and to tailor their behavior to the needs of the home country.

Page Ref: 128–129; 134–135

Skill: Interpretive

- 2) Discuss the causes and important developments of the Seven Years' War in North America. Analyze the consequences of the war for the various "winners" and "losers."

Answer: English colonial penetration of the Ohio Valley provoked French resistance in 1754. Although the French dominated the early years of war, William Pitt as England's prime minister was committed to winning. English victory in 1763 removed French and Spanish threats to eastern North America, but resulted in heavy debts and increased administrative problems. The end of European rivalry harmed the trading position of interior Indians and left them hostile to further English advances, while American colonists anticipated westward expansion and relished a sense of American identity.

Page Ref: 129–134

Skill: Interpretive

- 3) Discuss the proposed program of George Grenville in 1764–1765 to raise revenue to reduce England's debts. How and why did the Stamp Act politicize American colonists as never before?

Answer: Grenville proposed a series of new measures in 1764–1765 to place a share of the costs of running the empire on the American colonists. The Revenue (Sugar) Act actually reduced the tax on imported molasses, but tightened enforcement provisions. The Currency Act prohibited colonial issue of paper money. The Stamp Act required revenue stamps on published documents. Americans protested the latter as an internal tax, passed without colonial approval. Resistance to the Stamp Act politicized American communities, and new leaders emerged to displace older and more cautious spokesmen.

Page Ref: 134–135

Skill: Interpretive

- 4) The Tea Act was passed in 1773 by Parliament to save the British East India Company from bankruptcy. How and why did it precipitate the final plunge into revolution for the American colonies?

Answer: Americans denounced the Tea Act for giving the East India Company a monopoly on the American tea trade, fearing other monopolies would follow. Americans also resented what they perceived as an attempt by England to manipulate colonial acceptance of Parliament's taxing power. American resistance resulted in the famed Boston Tea Party. Parliament responded with a series of coercive measures, dubbed the Intolerable Acts by Americans, designed to force colonial submission to British rule. The colonies held a Continental Congress to pursue a unified course of resistance.

Page Ref: 141–142

Skill: Interpretive

- 5) You are a member of Britain's Parliament voting in favor of the Coercive Acts in 1774. Write a letter to your American cousin in Massachusetts briefly reviewing the events of the past ten years from the British perspective.

Answer: A member of Britain's Parliament might have argued the necessity of increased taxes on the American colonies to help pay the costs of running the empire. He would have decried the use of American violence and intimidation tactics to force the view of American "patriots," particularly events during the Stamp Act and Tea Act crises.

Page Ref: 134–142

Skill: Interpretive

- 6) How did growing revolutionary sentiment from 1764 to 1776 impact urban artisans, women, and backcountry farmers in America?

Answer: Urban artisans capitalized on the growing revolutionary sentiment of the 1760s and 1770s to demand internal reform and raise notions of how American society might be reorganized. Colonial women played a vital role in facilitating the economic boycott of English goods. Removed from the urban scenes of action, backcountry farmers generally had to be drawn gradually into the resistance movement. Social tensions in some rural areas eventually became part of the momentum for revolution.

Page Ref: 145–149

Skill: Interpretive

Short Answer Questions

- 1) In 1696, Parliament tightened imperial administration in America with the creation of additional _____ – _____ courts, which functioned without juries, to prosecute smugglers who evaded trade restrictions.

Answer: vice-admiralty

Page Ref: 128

Skill: Factual

- 2) England declared war on Spain in 1739, presumably because the Spanish severed the ear of English sea captain _____.

Answer: Robert Jenkins.

Page Ref: 129

Skill: Factual

- 3) To discuss creation of a colonial union and possible alliance with the Iroquois Indians, colonial representatives met in 1754 at _____.

Answer: Albany.

Page Ref: 130

Skill: Factual

- 4) At Fort Duquesne, the French rebuffed the attempts of young Virginia militia colonel _____ to establish an English fort at the forks of the Ohio River.

Answer: George Washington

Page Ref: 130

Skill: Factual

- 5) During the Seven Years War, England relocated _____, the first time a civilian population was relocated by force.

Answer: Acadians

Page Ref: 131

Skill: Factual

- 6) Even after the French surrender in the Seven Years' War, the Ottawa Chief _____ gathered many of the northern tribes that had aided the French for an assault on English western forts.

Answer: Pontiac

Page Ref: 132

Skill: Factual

- 7) Composed mainly of artisans, shopkeepers, and ordinary citizens, groups calling themselves the _____ carried out violent protests against the Stamp Act.

Answer: Sons of Liberty

Page Ref: 137

Skill: Factual

- 8) The Townshend Acts suspended New York's assembly until that colony ceased its noncompliance with the _____ Act of 1765, which required public funds for support of British troops garrisoned in the colonies.

Answer: Quartering

Page Ref: 137

Skill: Factual

- 9) In 1772, a band of Rhode Island colonists attacked and burned a British patrol boat, the _____.

Answer: Gaspee.

Page Ref: 141

Skill: Factual

- 10) Delegates to the first Continental Congress agreed to the _____, which attempted to justify colonial defiance of English policies.

Answer: Declaration of Rights and Resolves

Page Ref: 143

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- | | |
|--|--|
| 1) Delegate to the Albany Congress in 1754, he designed a plan for an intercolonial government that would provide for common defense and manage Indian affairs.
<i>Page Ref: 130</i>
<i>Skill: Factual</i> | A) Samuel Adams
B) William Pitt
C) General Edward Braddock
D) General Thomas Gage |
| 2) Fiery Virginian lawyer who debated strongly worded resolutions against the Stamp Act.
<i>Page Ref: 135</i>
<i>Skill: Factual</i> | E) Benjamin Franklin
F) Lord North
G) Patrick Henry |
| 3) Author of the circular letter in protest of the Townshend Acts, this man became the leader of Boston's radicals and was denounced as a dangerous firebrand by the British.
<i>Page Ref: 137</i>
<i>Skill: Factual</i> | H) William Tryon
I) Thomas Hutchinson
J) George Grenville |
| 4) North Carolina governor who led troops against protesting farmers in 1768 and 1771.
<i>Page Ref: 148</i>
<i>Skill: Factual</i> | |

- 5) Traditional English commander whose contempt for the woodswise French regiments and their stealthy Indian allies led to a disastrous defeat in 1755.

Page Ref: 130

Skill: Factual

- 6) England's prime minister in 1757, he turned around Britain's fortunes in the Seven Years' War in America with major commitments of military might.

Page Ref: 131

Skill: Factual

- 7) England's chief minister at the end of the Seven Years' War, his program to raise revenue by increasing taxes provoked colonial resistance.

Page Ref: 134

Skill: Factual

- 8) Governor of Massachusetts whose refusal to yield to public protests helped provoke the Boston Tea Party.

Page Ref: 141

Skill: Factual

- 9) Commander-in-chief of British forces in America, he was named as the new governor of Massachusetts in the Intolerable Acts of 1774.

Page Ref: 142

Skill: Factual

- 10) The king's chief minister who interpreted the Boston Tea Party not as a protest against taxes, but a question over British authority.

Page Ref: 142

Skill: Factual

1) E
7) J

2) G
8) I

3) A
9) D

4) H
10) F

5) C

6) B

Chapter 6 A People in Revolution

Multiple-Choice Questions

- 1) For Lieutenant "Long Bill" Scott of Peterborough, New Hampshire, service in the Continental Army
- A) proved safe and uneventful.
 - B) seemingly offered chances for personal advancement.
 - C) constituted his patriotic duty.
 - D) enabled him to buy a family farm.

Answer: B

Page Ref: 152

Skill: Interpretive

- 2) Actual fighting in the American Revolution began when the
- A) British army, sent to seize colonial arms, was interrupted by colonists at Lexington.
 - B) colonial Minutemen attacked a British camp guarding an arsenal in Concord.
 - C) British navy shelled the colonial port of Norfolk, Virginia.
 - D) colonial army under Washington forced the British to evacuate Boston.

Answer: A

Page Ref: 154

Skill: Interpretive

- 3) The Second Continental Congress
- A) immediately declared American independence from England.
 - B) authorized a continental army of 20,000 soldiers.
 - C) rejected attempts at reconciliation sent by the King.
 - D) made plans to seize the lands of interior Indian tribes.
 - E) all of the above.

Answer: B

Page Ref: 155

Skill: Interpretive

- 4) Thomas Paine's pamphlet *Common Sense* urged American colonists to
- A) declare their independence from a tyrannical king.
 - B) consider carefully the tremendous obstacles of war.
 - C) remain loyal to the mother country.
 - D) pursue every avenue of possible compromise.

Answer: A

Page Ref: 155

Skill: Interpretive

- 5) During the first year of the Revolution in New England, the
- A) numbers of army recruits steadily declined.
 - B) residents experienced widespread loss of life and property.
 - C) numbers and influence of Loyalists increased.
 - D) British decided to evacuate Boston.
 - E) all of the above.

Answer: D

Page Ref: 157

Skill: Interpretive

- 6) Britain established its military headquarters in New York City in 1776 because of the city's
- A) central location.
 - B) spacious harbor.
 - C) access to food supplies.
 - D) Loyalist sentiments.
 - E) all of the above.

Answer: E

Page Ref: 157

Skill: Interpretive

- 7) George Washington's early military setbacks convinced him to
- A) lead an assault on Canada.
 - B) engage the British in frontal combat.
 - C) harass the British, making the war as costly for them as possible.
 - D) seek a final attempt at reconciliation with the British.

Answer: C

Page Ref: 159

Skill: Interpretive

- 8) Under the Articles of Confederation, Congress would NOT have the power to
- A) impose taxes.
 - B) declare war.
 - C) mediate boundary disputes between the states.
 - D) administer relations with Indians living outside state boundaries.

Answer: A

Page Ref: 160-161

Skill: Factual

- 9) Ratification of the Articles of Confederation was delayed by state disputes over the
- A) abolition of the slave trade.
 - B) cession of western land claims.
 - C) powers of the national government.
 - D) quotas imposed for the raising of troops.

Answer: B

Page Ref: 161

Skill: Interpretive

- 10) The ability of the Confederation Congress to function was limited by the stipulation that
- A) it could not pass resolutions nor seek state support.
 - B) any proposed law required unanimous approval.
 - C) each state's delegation could cast but one vote.
 - D) all war powers belonged to the executive branch.

Answer: C

Page Ref: 161

Skill: Interpretive

- 11) During the Revolutionary War, George Washington repeatedly criticized the Continental Congress for
- | | |
|------------------------------------|-------------------------------------|
| A) blocking needed imports. | B) failing to support the army. |
| C) being soft on land speculators. | D) forming an alliance with France. |

Answer: B

Page Ref: 161

Skill: Interpretive

12) The British invasion of the southern states was complicated by the

- A) colonial use of guerrilla tactics.
- B) jagged coastline and numerous inland rivers.
- C) absence of Loyalist supporters.
- D) presence of a large slave population.

Answer: A

Page Ref: 162

Skill: Interpretive

13) In response to the Revolution, the Cherokee Indians

- A) joined Americans in a military alliance.
- B) remained aloof from the conflict.
- C) launched raids in Eastern Tennessee.
- D) fled the fighting to lands west of the Mississippi River.

Answer: C

Page Ref: 164

Skill: Interpretive

14) At the peace talks following the Revolution, the British responded to the wartime help of the Iroquois by

- A) compensating them for their losses.
- B) guaranteeing them control of their lands.
- C) offering them safe refuge in Canada.
- D) entirely ignoring their interests.

Answer: D

Page Ref: 165

Skill: Interpretive

15) According to the Treaty of Paris (1783) ending the American Revolution

- A) the western boundary of the United States would be the crest of the Appalachian Mountains.
- B) Britain would retain only those territories they controlled at the war's end.
- C) all British forces would evacuate American territory "with all convenient speed" once hostilities ceased.
- D) the United States would use the property of Loyalists to repay prewar debts owed to British merchants.

Answer: C

Page Ref: 167

Skill: Interpretive

- 16) All of the following factors contributed to American victory in the Revolution EXCEPT the
- A) Dutch and French loans, war supplies, and military forces.
 - B) overwhelming support by Congress and the state governments for the Continental Army.
 - C) American people's determination not to submit.
 - D) administrative and organizational talents of George Washington.

Answer: B

Page Ref: 167-168

Skill: Interpretive

- 17) Britain lost the Revolutionary War because she
- A) proved economically inferior to the combined American states.
 - B) pursued overly aggressive military strategies.
 - C) failed to capitalize sufficiently on her advantages.
 - D) abandoned traditional European battlefield tactics.

Answer: C

Page Ref: 168

Skill: Interpretive

- 18) During the American Revolution, the state militias
- A) provided an effective, well-equipped fighting force.
 - B) served to legitimate the war among the people.
 - C) required service of only the poorest class of men.
 - D) increasingly attracted volunteer recruits.

Answer: B

Page Ref: 172

Skill: Interpretive

- 19) As the Revolutionary War lengthened and its costs increased, which of the following groups would have been LEAST likely to contribute soldiers for the cause?
- A) recently arrived immigrants
 - B) former indentured servants
 - C) unskilled manual laborers
 - D) men of wealth and influence

Answer: D

Page Ref: 172

Skill: Interpretive

20) Combat during the Revolution was

- A) deeply personal as soldiers fought face-to-face and hand-to-hand.
- B) difficult for independent farmers unused to discipline or following orders.
- C) highly impersonal because Americans fought strangers from across an ocean.
- D) familiar to Americans accustomed to hunting and tracking game.

Answer: A

Page Ref: 172

Skill: Interpretive

21) The medical treatment soldiers received

- A) did little good and often did harm.
- B) saved many from death.
- C) relied heavily on amputation to save lives.
- D) was nearly non-existent.

Answer: A

Page Ref: 173

Skill: Interpretive

22) For American civilians, the Revolution

- A) seldom touched their lives in a threatening way.
- B) struck hardest in the rural regions.
- C) often caused destruction or confiscation of their property.
- D) resolved prior problems of housing and public health.

Answer: C

Page Ref: 173–174

Skill: Interpretive

23) Loyalist emigrants established successful lives in all the following EXCEPT

- | | |
|---------------------------------|-----------------------------------|
| A) England. | B) land west of the Appalachians. |
| C) Canadian Maritime Provinces. | D) British West Indies. |

Answer: B

Page Ref: 175

Skill: Factual

- 24) The punishment of Loyalists during the Revolution
- A) was tempered by feelings of kinship and affection.
 - B) gained the support of the most conservative patriots.
 - C) typically fell hardest upon members of the lower classes.
 - D) raised concerns over the protection of individual liberty.

Answer: D

Page Ref: 175

Skill: Interpretive

- 25) American Loyalists during the Revolution
- A) received generous compensation from England for their losses.
 - B) numbered fewer than 10,000 people.
 - C) lived mostly in and around the city of Boston.
 - D) were most numerous around New York City.

Answer: D

Page Ref: 175

Skill: Interpretive

- 26) Many American black slaves sought their freedom during the Revolution by
- A) fighting with the British.
 - B) fleeing to the maritime provinces of Canada.
 - C) seeking return passage to Africa.
 - D) attempting to take lands from western Indians.

Answer: A

Page Ref: 176

Skill: Interpretive

- 27) The generation of Americans who fought the Revolution
- A) preferred European to American newspapers.
 - B) rejected religious notions of the nation's destiny.
 - C) focused on private rather than public affairs.
 - D) became passionately absorbed by political debates.

Answer: D

Page Ref: 178

Skill: Interpretive

28) During the Revolution, clergy did all of the following EXCEPT

- A) called America the "New Israel," God's chosen people to preserve liberty.
- B) criticized the Revolution for not following Christian ideals.
- C) urged Americans to rededicate themselves to God by fighting for American liberty.
- D) exhorted Americans to repent their sins.

Answer: B

Page Ref: 178

Skill: Interpretive

29) During the Revolution, people

- A) became more apathetic than before.
- B) called for universal suffrage.
- C) continued to be highly political.
- D) tried to ignore politicians as much as possible.

Answer: C

Page Ref: 179

Skill: Interpretive

30) American republican ideology

- A) embraced a hierarchical system of authority.
- B) promoted strong government to protect liberty.
- C) endorsed public authority created by people contracting for their mutual good.
- D) denounced all systems of authority.

Answer: C

Page Ref: 180

Skill: Interpretive

31) Revolutionary Americans wrote state constitutions

- A) directly based upon royal charters.
- B) to define and control governmental powers.
- C) in meetings of their regularly elected congresses.
- D) only after the issues of war had been resolved.

Answer: B

Page Ref: 181

Skill: Interpretive

32) In contrast to colonial governments, the new state constitutions of the 1770s and 1780s reduced the

- A) number of elected officials.
- B) responsibilities of elected assemblies.
- C) powers of the governor.
- D) overall size of the government.

Answer: C

Page Ref: 183

Skill: Interpretive

33) Pennsylvania adopted a "radical" state constitution which provided for

- A) division of powers between "democratic" and "aristocratic" elements.
- B) creation of a single, all-powerful legislative house.
- C) significant strengthening of the governor's authority.
- D) redistribution of property within the state.

Answer: B

Page Ref: 182

Skill: Interpretive

34) Massachusetts farmers and artisans considered their state's constitution to

- A) provide too much liberty and too little order.
- B) a model of a balanced government.
- C) provide insufficient protection for property.
- D) be aristocratic, favoring the rich and powerful.

Answer: D

Page Ref: 183

Skill: Interpretive

35) During the 1780s, women of property temporarily enjoyed the right to vote in the state of

- A) Virginia.
- B) Massachusetts.
- C) New York.
- D) New Jersey.

Answer: D

Page Ref: 184

Skill: Factual

36) Women in revolutionary America

- A) carefully avoided political discussions.
- B) severed all connections with the public realm.
- C) redefined traditional roles in new political meanings.
- D) played numerous and active military roles.

Answer: C

Page Ref: 185

Skill: Interpretive

37) "Employing what today would be called guerrilla tactics," the American commander harassed the British. Guerrilla tactics might be simply described as those of

- A) reliance on overwhelming force.
- B) hit and run.
- C) defensive retreat.
- D) head-on confrontation.

Answer: B

Page Ref: 162

Skill: Factual

38) "Britain's...mercenaries raised ... fears particularly among the women." Mercenaries are soldiers

- A) hired for money from a foreign country.
- B) having no mercy or pity.
- C) fighting out of blind loyalty and duty.
- D) lacking professional equipment or training.

Answer: A

Page Ref: 173

Skill: Factual

39) In 1807, the New Jersey assembly passed "a bill specifically disenfranchising women." To disenfranchise means

- A) to exclude from business ownership.
- B) to exempt from taxes.
- C) to take away the right to vote.
- D) to exclude from public office.

Answer: C

Page Ref: 184

Skill: Factual

- 40) "Opponents...condemned the document's supporters as 'coffee-house demagogues.'" A demagogue is one who
- A) supports decision-making by the majority.
 - B) promotes the interests of the common citizen.
 - C) rejects the notions of political equality.
 - D) appeals to the passions and prejudices of the people.

Answer: D

Page Ref: 183

Skill: Factual

True/False Questions

- 1) The American Revolution lasted for seven years, longer than any other of America's wars until Vietnam nearly 200 years later.

Answer: TRUE

Page Ref: 153

Skill: Factual

- 2) Native Americans who fought for American independence gained great benefits from their efforts.

Answer: FALSE

Page Ref: 165

Skill: Interpretive

- 3) During the peace negotiations following the Revolution, the French foreign minister Vergennes protected American interests.

Answer: FALSE

Page Ref: 167

Skill: Interpretive

- 4) As the Revolutionary War lengthened and its costs escalated, the people's commitment to the "glorious cause" diminished.

Answer: FALSE

Page Ref: 168

Skill: Interpretive

- 5) As the war progressed, the Continental Army increasingly drew its ranks from members of the middle and upper classes.

Answer: FALSE

Page Ref: 172

Skill: Interpretive

- 6) Surgeons for the Continental Army, operating without anesthetics and with the crudest of instruments, probably threatened life as often as they preserved it.

Answer: TRUE

Page Ref: 173

Skill: Factual

- 7) The casualties of combat in the American Revolution constituted a smaller percentage of the total population, or of the total fighting force, than for any other American conflict.

Answer: FALSE

Page Ref: 173

Skill: Factual

- 8) At one time or another during the Revolution, British troops occupied every major port city in the United States.

Answer: TRUE

Page Ref: 183

Skill: Factual

- 9) Ethnic minority groups, including Native Americans and black slaves, became the most avid supporters of the Revolution.

Answer: FALSE

Page Ref: 163–165; 176–178

Skill: Interpretive

- 10) Most women of the revolutionary era did not press for political equality, for the idea flew in the face of long-standing social convention, and its advocacy exposed a person to public ridicule.

Answer: TRUE

Page Ref: 183–186

Skill: Interpretive

Essay Questions

- 1) Trace the steps by which Americans created an independent government from 1774 to 1781. Explain how and why the Articles of Confederation were adopted.

Answer: Americans met at the First Continental Congress of 1774 to protest English policies. The Second Continental Congress of 1775, in the midst of a war crisis, began to exercise the responsibilities of a sovereign government. The Articles of Confederation were sent to the states for approval in 1777 and ratified in 1781. Although creating a national government, the Articles reflected the fears of a centralized government and reserved broad powers to the states. Ratification was delayed by state disputes and reluctance to surrender western land claims.

Page Ref: 159–161

Skill: Interpretive

- 2) Historians have used muster rolls from different towns and regions to analyze the social composition of the Continental Army and how it changed during the course of the Revolution. Analyze their conclusions.

Answer: Initially fought by volunteers inspired by patriotism and drawn from a broad spectrum of social and economic ranks, the Revolutionary War, as with wars in general, was transformed over time into a poor man's fight. The Continental Army became filled with conscripts, hired substitutes, and members of the lower classes drawn by enlistment bounties, promises of good pay, and opportunities for personal advancement.

Page Ref: 170–171

Skill: Interpretive

- 3) Why did fighting in the American Revolution shift over time from the Northeast to the Middle Atlantic to the South? Contrast the primary British and American war strategies from 1776 to 1781.

Answer: Britain abandoned New England in early 1776 because of rebel strength and the lack of Loyalist support. The British established their military headquarters in New York City, hoping to sever the states in two. Washington adopted a defensive strategy of caution and delay. The war was stalemated, and the British turned to the South, hoping to strengthen their forces and utilize their naval power. The British scored significant coastal victories but were thwarted by American guerrilla tactics from penetrating into the interior.

Page Ref: 157–159; 161–163

Skill: Interpretive

- 4) How were the weak and disunited American states able to defeat Great Britain, the most powerful nation in the Atlantic world? What "lessons" might the Revolution have offered later Americans for the proper conduct of the Vietnam War?

Answer: American advantages included Washington's leadership, foreign aid, defensive position, the rural nature of the land, guerrilla tactics, and particularly, commitment to a cause. The British, in spite of vast economic and military resources, remained overconfident and failed to capitalize on their strengths. As the war dragged on and costs escalated, Britain's will wavered and political support eroded. The United States might have later considered that "a guerrilla force can win if it does not lose; a regular army loses if it does not consistently win."

Page Ref: 167–169

Skill: Interpretive

- 5) Although the Revolution resulted in independence for the American nation, it produced varied consequences for those who lived through it. Analyze the impact of the Revolution on the lives of Native Americans, blacks, and women.

Answer: Alliance with the British and fighting against the Americans by many Native Americans hastened rather than prevented loss of their lands. Many black slaves also took advantage of the Revolution to fight with the British or to escape from their masters. Northern states began the abolition of slavery but did not, for the most part, accord free blacks equal rights. Americans also excluded women from the formal right of republican citizenship, although women began to assume more public roles.

Page Ref: 163–165; 175–178

Skill: Interpretive

- 6) Discuss the difficulties Americans faced in raising, equipping and maintaining an army.

Answer: At the war's beginning, men of all ranks enlisted in their state militias and the Continental Army. Throughout the war both the states and Congress failed to provide sufficient food, clothing and supplies. Recruitment became more difficult as the war progressed.

Page Ref: 169, 172

Skill: Interpretive

- 7) Explain what types of Americans chose to remain Loyalists during the Revolution and why. Discuss the treatment Loyalists received during the war and whether such treatment was fair or appropriate.

Answer: In addition to many blacks and Native Americans, other groups with a special incentive for loyalism included ethnic minorities, royal appointees, Anglican clergymen, and many members of the upper classes who benefited from the status quo. Loyalists were ostracized, had their property confiscated, and lost political rights and protection. Students should address the question of governmental balance between individual liberty and public security in discussion of the treatment of Loyalists.

Page Ref: 163–165; 175–178

Skill: Interpretive

- 8) You are an American patriot in 1776. Write a political pamphlet in support of the Revolution.

Answer: The Revolution politicized the American people as never before. They infused their national interest with divine intent and believed themselves responsible for the fate of human liberty. The expanded activities of the new state governments evoked widespread political interest and participation.

Page Ref: 178–181

Skill: Applied

- 9) During the Revolution, constitution-making generated considerable controversy over how democratic new governments should be. Contrast the approaches to that problem as taken by the states of Pennsylvania and Massachusetts.

Answer: Pennsylvania adopted the most democratic state constitution of all, extending political rights and guarantees, and even suggesting (although the proposal was deleted) redistribution of property. In Massachusetts, the disruptions of war were less severe and the continuity of political leadership and control much greater. The Massachusetts constitution included only the most necessary republican changes, maintaining a powerful executive and protection for the interests of the wealthy.

Page Ref: 181–183

Skill: Interpretive

Short Answer Questions

- 1) The first plan for a permanent union of the states, sharply limiting what the Congress could do and reserving broad governing powers to the individual states, was the _____.

Answer: Articles of Confederation

Page Ref: 160

Skill: Factual

- 2) At the urging of Joseph Brant in the summer of 1777, most of the _____ abandoned neutrality and joined the struggle against the Americans.

Answer: Iroquois

Page Ref: 164

Skill: Factual

- 3) Between 1780 and 1782, Russia, the Netherlands, and six other European countries joined in a _____ aimed at protecting their maritime trade against British efforts to control it.

Answer: League of Armed Neutrality

Page Ref: 165-167

Skill: Factual

- 4) England formally recognized American independence in the _____ of _____, signed in 1783.

Answer: Treaty of Paris

Page Ref: 167

Skill: Factual

- 5) British General Burgoyne's attempt in 1777 to isolate New England by invading from Canada failed because _____ decided to attack Philadelphia rather than move northward up the Hudson River to join him.

Answer: Sir William Howe

Page Ref: 168

Skill: Factual

- 6) Among the American people who suffered great losses during the Revolution were the _____, those who remained faithful to the Crown.

Answer: Loyalists

Page Ref: 175

Skill: Interpretive

- 7) Thomas Peters was an American slave who escaped from his master, fought with the British, and later led several thousand American blacks first to Canada and then to the free black colony of _____ on the west coast of Africa.

Answer: Sierra Leone

Page Ref: 176

Skill: Factual

- 8) "The principle of political equality was another controversial touchstone of _____."

Answer: republicanism

Page Ref: 181

Skill: Interpretive

- 9) One of the most radical state constitutions, _____, redistributed property, eliminated the office of governor and established only one legislative house.

Answer: Pennsylvania's

Page Ref: 182–183

Skill: Factual

- 10) _____ reminded her husband to think about the rights of women as well as men.

Answer: Abigail Adams

Page Ref: 185

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Washington scored a surprise victory here in December, 1776, to prevent the collapse of the American war effort.

Page Ref: 159

Skill: Factual

- 2) An American victory here in October, 1777, offset British domination of the Middle Atlantic region and helped secure a treaty of alliance for the United States with France.

Page Ref: 159

Skill: Factual

A) Charleston, South Carolina

B) Trenton, New Jersey

C) John Dickenson

D) General Nathanael Greene

E) Yorktown, Virginia

F) Richard Henry Lee

G) Saratoga, New York

- 3) At this camp of Washington's army, soldiers suffered from severe shortages of supplies and low morale during the terrible winter of 1777-1778.

Page Ref: 172

Skill: Factual

- 4) This coastal city surrendered and the British captured 5,400 American soldiers after a month's siege on May 12, 1780, representing the costliest American defeat of the war.

Page Ref: 161

Skill: Factual

- 5) American land and French naval forces entrapped the British army of Lord Cornwallis on a peninsula and forced his surrender here in October, 1781.

Page Ref: 163

Skill: Factual

- 6) He led American forces to victory at Cowpens, South Carolina in 1781

Page Ref: 163

Skill: Factual

- 7) He headed continental forces in the South and successfully employed guerrilla tactics to harass the British and their Loyalist allies.

Page Ref: 162

Skill: Factual

- 8) He wrote a pamphlet rejecting monarchy and urging Americans to defend their liberty.

Page Ref: 155

Skill: Factual

H) Thomas Paine

I) General Daniel Morgan

J) Valley Forge, Pennsylvania

- 9) He introduced a congressional resolution calling for independence.

Page Ref: 156

Skill: Factual

- 10) He chaired the committee that drafted the Articles of Confederation.

Page Ref: 160

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) B | 2) G | 3) J | 4) A | 5) E | 6) I |
| 7) D | 8) H | 9) F | 10) C | | |

Chapter 7 Consolidating the Revolution

Multiple-Choice Questions

- 1) Anti-Federalist Timothy Bloodworth of North Carolina feared that the national government described in the proposed Constitution would
- A) destroy individual liberties.
 - B) place too much power in the people's hands.
 - C) remain submissive to state governments.
 - D) lack authority to pass necessary laws.

Answer: A

Page Ref: 189

Skill: Interpretive

- 2) The most notable accomplishments of the Confederation Congress resulted in the
- A) abolition of slavery in the North.
 - B) establishment of a stable currency.
 - C) sale and organization of northwestern lands.
 - D) observation of the "utmost good faith" toward the Indians.

Answer: C

Page Ref: 191

Skill: Interpretive

- 3) The legal framework for settlement of the Northwest Territory provided for the
- A) removal of British troops from western posts.
 - B) appointment and later election of territorial assemblies.
 - C) free navigation of the Mississippi River.
 - D) clearing of all Indian tribes from the Ohio region.

Answer: B

Page Ref: 191

Skill: Interpretive

- 4) During the immediate postwar years, most white Americans viewed the Native Americans of the interior as
- A) conquered peoples.
 - B) equal partners in western settlement.
 - C) rival members of independent nations.
 - D) potential converts to Christian civilization.

Answer: A

Page Ref: 191

Skill: Interpretive

- 5) The steadily eroding position of the Confederation Congress became apparent with the
- A) shifting location of its meetings.
 - B) refusal of the states to attend sessions.
 - C) dismissal of its actions by the public.
 - D) need of constant protection by the Continental Army.

Answer: A

Page Ref: 190–191

Skill: Interpretive

- 6) After negotiations with the United States in 1784, the Iroquois
- A) returned to the war path.
 - B) regained strength and self-confidence.
 - C) reclaimed western lands.
 - D) ceded most of their lands to the United States and retreated to small reservations.

Answer: D

Page Ref: 191–192

Skill: Interpretive

- 7) To gain commercial advantages in Europe, a majority in the Confederation Congress seemed willing to
- A) adopt a common tariff policy.
 - B) repay all foreign war debts.
 - C) open American ports to foreign trade.
 - D) forego free navigation of the Mississippi River.

Answer: D

Page Ref: 193

Skill: Interpretive

8) American leaders in the 1780s feared that backcountry settlers in the Southwest might seek affiliation with

- A) Britain. B) Spain. C) France. D) the Indians.

Answer: B

Page Ref: 193

Skill: Interpretive

9) The Confederation Congress reacted to the national debt by

- A) prompt and full repayment.
B) raising taxes and tariffs.
C) borrowing additional money abroad.
D) ordering states to issue additional paper money.

Answer: C

Page Ref: 193

Skill: Interpretive

10) In spite of aid to the American war effort, France thereafter

- A) cut off commercial ties with the United States.
B) tried to manipulate the peace process for its own interests.
C) retained strategic outposts on American soil.
D) demanded territorial concessions from the United States.

Answer: B

Page Ref: 194

Skill: Interpretive

11) The Confederation Congress proved unable to promote American overseas trade primarily because the

- A) states refused Congress the power to regulate foreign commerce.
B) strong monarchic governments of Europe refused to negotiate.
C) American economy had slipped into a serious depression.
D) Atlantic world was divided into exclusive imperial trading spheres.

Answer: A

Page Ref: 194

Skill: Interpretive

12) The newly independent states

- A) rejected England's model of an established church and quickly separated church and state.
- B) extended moderate religious freedom and some states began to disestablish churches.
- C) decided to avoid the touchy subject of religion in order to preserve unity.
- D) broke away from the Anglican Church and founded the Protestant Episcopal Church as the official national church.

Answer: B

Page Ref: 195–197

Skill: Interpretive

13) Slavery came under attack during the Revolutionary era for all of the following EXCEPT

- A) the institution seemed incompatible with republicanism.
- B) it appeared hypocritical to fight for liberty when one-fifth of the population was enslaved.
- C) people had come to view blacks as equals.
- D) in some areas the slave economy was weakening.

Answer: C

Page Ref: 197–198

Skill: Interpretive

14) The economic effects of independence included

- A) a booming seafaring economy now that Americans were free from British trade restrictions.
- B) a rapid increase in domestic manufacturing and industry.
- C) depression, inflation, and widespread debt.
- D) no real noticeable effects as business and trade resumed familiar patterns.

Answer: C

Page Ref: 199

Skill: Interpretive

15) For several years following 1783, a trend developed in American politics marked by

- A) increased numbers of voters.
- B) strengthening of republican reforms.
- C) democratization of leadership.
- D) resurgent conservatism.

Answer: D

Page Ref: 201

Skill: Interpretive

- 16) In 1790, Pennsylvania replaced its constitution of 1776 with a more conservative document, the latter one providing for the
- A) creation of a single legislative house.
 - B) dismantling of the Bank of North America.
 - C) strengthening of the powers of the governor.
 - D) disfranchisement of former Loyalists.

Answer: C

Page Ref: 201

Skill: Interpretive

- 17) Which of the following issues was NOT a contributing factor to Shays's Rebellion?
- A) debt
 - B) Indian raids
 - C) paper money
 - D) taxation

Answer: B

Page Ref: 201–202

Skill: Interpretive

- 18) The crisis that ultimately sparked Shays's Rebellion in Massachusetts began with the
- A) public panic and runs on state banks.
 - B) removal of English goods from local markets.
 - C) passage of state "stay laws."
 - D) collapse of a complicated pyramid of credit and debt.

Answer: D

Page Ref: 202

Skill: Interpretive

- 19) Massachusetts responded to Shays's Rebellion with a
- A) dispatch of armed militiamen.
 - B) moratorium on private debts.
 - C) new issue of additional paper money.
 - D) reduction of taxes.

Answer: A

Page Ref: 203

Skill: Interpretive

- 20) By 1786, political and economic turmoil convinced many Americans of the
- A) inadequacies of the Articles of Confederation.
 - B) inherent weaknesses of republican government.
 - C) dangers of centralized power.
 - D) problems of a standing army.

Answer: A

Page Ref: 203

Skill: Interpretive

21) Which of the following men was NOT an early subscriber to the Federalist philosophy?

- A) George Washington
- B) Alexander Hamilton
- C) Thomas Jefferson
- D) James Madison

Answer: C

Page Ref: 203

Skill: Interpretive

22) The Federalists argued that a stronger national government was necessary to

- A) extend American trade.
- B) spur economic recovery.
- C) protect national interests.
- D) establish public credit.
- E) all of the above.

Answer: E

Page Ref: 206

Skill: Interpretive

23) At the Philadelphia convention of 1787, James Madison of Virginia

- A) appeared unprepared for discussions.
- B) remained conspicuously absent.
- C) worked tirelessly to argue the nationalist course.
- D) championed the cause of state sovereignty.

Answer: C

Page Ref: 206

Skill: Interpretive

24) Governor George Clinton of New York

- A) supported the Federalist arguments in favor of the Constitution.
- B) appointed Alexander Hamilton as a delegate to the Constitutional Convention.
- C) feared further strengthening of the national government would threaten the autonomy of New York.
- D) had served as Washington's aide-de-camp during the Revolution.

Answer: C

Page Ref: 207

Skill: Interpretive

- 25) The major objection to the Virginia Plan by the smaller states was the proposal for
- A) proportional rather than equal representation of the states in Congress.
 - B) direct election of the president.
 - C) creation of a national judiciary.
 - D) a council of revision to review legislation.

Answer: A

Page Ref: 208

Skill: Interpretive

- 26) At the Constitutional Convention, Alexander Hamilton proposed
- A) guarantees of state sovereignty.
 - B) the direct election of United States senators.
 - C) a Congress and president elected for life.
 - D) inclusion of a Bill of Rights.

Answer: C

Page Ref: 208

Skill: Interpretive

- 27) As part of the Great Compromise
- A) free black Americans were accorded citizenship and the right to vote.
 - B) each state would have an equal vote in the Senate.
 - C) direct taxes would be apportioned on the basis of individual wealth.
 - D) the national government would have the power to tax exports.

Answer: B

Page Ref: 209

Skill: Interpretive

- 28) Concerning the fate of black Americans, the Constitution provided
- A) that no congressional representation be allowed for a state's black population.
 - B) for the abolition of slavery in the northern states at the end of twenty years.
 - C) that no prohibition would be placed on the migration or importation of slaves.
 - D) federal sanction for the capture and return of runaway slaves.

Answer: D

Page Ref: 209

Skill: Interpretive

29) The Constitution most decisively strengthened the

- A) northern over southern states.
- B) large over small states.
- C) mercantile over agrarian interests.
- D) national over state governments.

Answer: D

Page Ref: 210

Skill: Interpretive

30) The Federalists planned carefully for the ratification of the Constitution by calling for the approval of

- A) all thirteen states.
- B) the state assemblies.
- C) specially elected state conventions.
- D) a direct vote by the people.

Answer: C

Page Ref: 210

Skill: Interpretive

31) Anti-Federalists opposed the Constitution because they feared

- A) the new government lacked sufficient power.
- B) individuals possessed too much liberty.
- C) it threatened the existence of slavery.
- D) loss of liberty from a corrupt, powerful government and the rise of factions.

Answer: D

Page Ref: 211

Skill: Interpretive

32) The authors of the *Federalist Papers* argued that factionalism

- A) threatened state interests.
- B) was inevitable and should be accommodated.
- C) undermined public virtue.
- D) restricted expansion of a republican empire.

Answer: B

Page Ref: 212

Skill: Interpretive

33) The Federalists won ratification of the Constitution primarily because of their

- A) defense of the status quo.
- B) deep-seated fear of central government.
- C) determination and political skill.
- D) appeal to local loyalties.

Answer: C

Page Ref: 215

Skill: Interpretive

34) In his paintings, John Trumbull sought to do all of the following EXCEPT

- A) promote national pride.
- B) construct a public memory.
- C) impart ideal truths rather than depict scenes with literal accuracy.
- D) romanticize the war and his role in fighting for liberty.

Answer: D

Page Ref: 204–205

Skill: Interpretive

35) Which of the following Americans would most likely have been an Anti-Federalist?

- A) a merchant of New York City
- B) an urban laborer of Philadelphia
- C) a farmer in upstate New York
- D) a tobacco planter of coastal Virginia

Answer: C

Page Ref: 215

Skill: Interpretive

36) The Philadelphia convention of 1787 was convened "to render the constitution of the federal government adequate to the exigencies of the Union." Exigencies refer to

- A) immediate costs.
- B) pressing needs.
- C) overall responsibilities.
- D) ultimate goals.

Answer: B

Page Ref: 188

Skill: Factual

37) As a member of the Confederation Congress, Bloodworth confronted the "hostile, patronizing attitudes of England and France...." Patronizing means

- A) threatening.
- B) condescending.
- C) insincere.
- D) subservient.

Answer: B

Page Ref: 189

Skill: Factual

38) France "regarded republicanism as subversive." A subversive is a person or thing who

- A) promotes democracy.
- B) threatens liberty.
- C) undermines an established government.
- D) lacks sophistication or substance.

Answer: C

Page Ref: 194

Skill: Factual

39) "Ratification was to be decided by specially elected conventions...." Ratification is a process of

- A) composition.
- B) revision.
- C) rejection.
- D) confirmation.

Answer: D

Page Ref: 210

Skill: Factual

40) No national plebiscite on the Constitution was ever taken. A plebiscite is a

- A) direct vote by the people.
- B) public opinion poll.
- C) report of public proceedings.
- D) consultation of the upper class.

Answer: A

Page Ref: 212

Skill: Factual

True/False Questions

1) Congress remained in Philadelphia until the building of the federal city was completed in 1800.

Answer: FALSE

Page Ref: 190

Skill: Factual

2) Passage of the Northwest Ordinances of 1785 and 1787 was easily accomplished because the bills served so many people's interests.

Answer: TRUE

Page Ref: 191

Skill: Interpretive

3) The American Revolution improved Native American-white relations because it offered whites and Native Americans an opportunity to join together against a common foe.

Answer: FALSE

Page Ref: 191-193

Skill: Interpretive

- 4) The reason for the diplomatic problems of the American Confederation was clear: the nation was new, weak, and republican in a world dominated by strong monarchic governments.

Answer: TRUE

Page Ref: 194

Skill: Interpretive

- 5) The years following the American Revolution were marked by increasing social and political conservatism.

Answer: TRUE

Page Ref: 291

Skill: Interpretive

- 6) Every state except Georgia sent delegates to the constitutional convention of 1787.

Answer: FALSE

Page Ref: 206

Skill: Factual

- 7) Most of the best-known and most capable political leaders of the Confederation era chose not to attend the Philadelphia convention of 1787.

Answer: FALSE

Page Ref: 206

Skill: Factual

- 8) Alexander Hamilton was born to a wealthy and influential merchant family in New York City.

Answer: FALSE

Page Ref: 207

Skill: Factual

- 9) According to the Federalists of the late 1780s, power no longer stood as liberty's antagonist but as its guarantor.

Answer: TRUE

Page Ref: 211

Skill: Interpretive

- 10) Had a national plebiscite been taken on the Constitution, a majority of the people would probably have opposed the document, either out of indifference or alarm.

Answer: TRUE

Page Ref: 212

Skill: Interpretive

Essay Questions

- 1) Analyze the successes and failures of the Confederation government in struggling with the following peacetime agenda: demobilizing the army; opening new lands for western settlement; wrestling with a large national debt; and surviving in a hostile world.

Answer: The soldiers and officers of the Continental Army remained disgruntled at unfulfilled promises. Although Congress provided a plan and legal framework for the sale and organization of northwestern lands, it had not secured removal of British troops, guaranteed free navigation of the Mississippi River, or cleared the region of hostile Indians. Congress had inadequate powers to solve postwar problems of debt and trade.

Page Ref: 190–194

Skill: Interpretive

- 2) Following the revolution, increasing numbers of Americans questioned how slavery could exist in a republican society. How did beliefs in republicanism and liberty affect slavery in the new nation?

Answer: Everywhere slavery weakened, except in Georgia and South Carolina where blacks outnumbered whites. By 1790 all states but two had outlawed slave importations. Virginia and Maryland made it easier to manumit slaves and increasing numbers of slaves purchased their freedom. One in ten blacks in the Chesapeake was free. Northern states abolished slavery or enacted laws to make it pass out of existence.

Page Ref: 197–199

Skill: Interpretive

- 3) Discuss the causes and consequences of Shays's Rebellion in Massachusetts in 1786–1787.

Answer: Heavy debts, agricultural depression, lack of money, and increased taxes drove the farmers of Massachusetts into rebellion under the leadership of Daniel Shays in 1786. Although the government responded with force to put down the protest, the episode helped convince many Americans of the need to correct the inadequacies of the Confederation.

Page Ref: 201–203

Skill: Interpretive

- 4) A remarkable group of men met in Philadelphia in the summer of 1787 to revise the Constitution. Who were they and how representative were they of the people's interests?

Answer: The 55 delegates to the convention "read like an honor roll of the Revolution." Representing every state except Rhode Island, the delegates were exceptionally learned and qualified, and tended to lean toward the Federalist view. Needless to say, however, the specific interests of women, blacks, and Native Americans were neglected.

Page Ref: 206–210

Skill: Interpretive

- 5) Although called to revise the Articles of Confederation, the Philadelphia convention of 1787 proposed not reform but a revolutionary change in national government. What changes were proposed and why?

Answer: In contrast to a Confederacy with semi-autonomous states seemingly unable to resolve economic problems and protect national interests, the Constitution created a federal republic with a supreme national government. A powerful executive and national judiciary were created, and the powers of Congress were increased to provide for the general welfare.

Page Ref: 206–210

Skill: Interpretive

- 6) A series of compromises and agreements to divide powers at the Constitutional Convention helped reconcile conflicting interests. Identify and explain the groups and sources of conflict as well as the various compromises and solutions adopted.

Answer: Conflicting interests at the convention included large versus small states, North versus South, national versus state governments, and the advocates of power versus liberty. The Great Compromise dealt with representation of the states and their black populations. The Constitution provided for the separation of powers among three branches with an intricate system of checks and balances.

Page Ref: 206–210

Skill: Interpretive

- 7) Contrast the arguments of the Federalists and Anti-Federalists for and against ratification of the Constitution.

Answer: The Federalists argued that a stronger national government was necessary to extend American trade, spur economic recovery, and protect national as well as republican interests. Anti-Federalists argued that such a government would threaten state interests and individual liberty and that expansion would create factionalism. Federalists countered that the competing interests of varied factions would promote rather than harm the public good.

Page Ref: 210–212

Skill: Interpretive

- 8) Analyze the social and geographic patterns of Federalist and Anti-Federalist strength in the states.

Answer: Federalist strength was concentrated in urban and coastal areas dependent upon overseas trade and thus drew support from merchants, businessmen, urban workers, and commercial planters and farmers. In contrast, Anti-Federalist support centered in the remote farming regions of the interior outside the market economy, immersed in their own local interests.

Page Ref: 212–215

Skill: Interpretive

- 9) You are a member of the Federalist party in 1788. Present your arguments as to why the Constitution has won ratification by the states.

Answer: Students might choose to review the problems of the Confederation which prompted the writing of the Constitution as well as some of the agreements made at the convention to handle conflicting interests. Above all, the students should include the arguments, tactics, and leadership of the Federalist proponents.

Page Ref: 190–215

Skill: Interpretive

Short Answer Questions

- 1) Like many Americans of the late 1780s, Timothy Bloodworth shared a growing conviction that the _____ were too weak and inadequate as a form of government.

Answer: Articles of Confederation

Page Ref: 188

Skill: Factual

- 2) American military officers camped in early 1783 at _____, New York, hinted darkly at direct action if their demands were not met by the Confederation Congress.

Answer: Newburgh

Page Ref: 190

Skill: Factual

- 3) The political organization of the territory west of New York and Pennsylvania and north of the Ohio River was provided for by the _____ of 1787.

Answer: Northwest Ordinance

Page Ref: 191

Skill: Factual

- 4) Negotiations were held at gunpoint and hostages were taken in order to coerce the Indian delegates in agreeing to the Treaty of _____ (1784), the first Congressional treaty with an Indian tribe.

Answer: Fort Stanwix

Page Ref: 191

Skill: Factual

- 5) By the late 1780s, the per capita value of American exports had fallen a startling _____ percent from the 1760s.

Answer: 30

Page Ref: 194

Skill: Factual

- 6) In 1786, Massachusetts farmers asked the state government for passage of " _____ " to suspend the collection of private debts.

Answer: stay laws

Page Ref: 202

Skill: Factual

- 7) To discuss ways of promoting interstate commerce, delegates from four states gathered in _____ in September 1786.

Answer: Annapolis, Maryland

Page Ref: 206

Skill: Factual

- 8) Rather than by direct election, the Constitution provided for a(n) _____ of wise and experienced leaders to choose the president of the United States.

Answer: electoral college

Page Ref: 209

Skill: Factual

- 9) Article 1, Section 8, of the Constitution has been called the " _____ " because it has been used to expand the powers and activities of the national government.

Answer: elastic clause

Page Ref: 210

Skill: Factual

- 10) Written by James Madison, Alexander Hamilton, and John Jay, _____ constituted a series of essays to explain the Constitution and promote its ratification.

Answer: *The Federalist*

Page Ref: 211

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Self-made businessman and farmer, he convinced his colleagues in North Carolina not to ratify the Constitution without a Bill of Rights.

Page Ref: 189

Skill: Factual

A) John Jay

B) James Madison

C) Luther Martin

- 2) Wealthy and influential Philadelphia merchant, he served as superintendent of finance for the Confederation government.
Page Ref: 193
Skill: Factual
- 3) Foreign secretary for the Confederation government, he negotiated with the Spanish ambassador Don Diego de Gardoqui in an effort to reopen the Mississippi River for American navigation.
Page Ref: 193
Skill: Factual
- 4) American minister to England in 1785, he discovered that England had no intention of opening the empire's ports to American shipping.
Page Ref: 194
Skill: Factual
- 5) Popular revolutionary war captain, he led Massachusetts farmers in an unsuccessful revolt of 1786 against the collection of debts and taxes.
Page Ref: 202
Skill: Factual
- 6) Delegate from Virginia to the Constitutional Convention, he read extensively to prepare a new plan for national government.
Page Ref: 206
Skill: Factual
- D) Daniel Shays
- E) Alexander Hamilton
- F) Edmund Randolph
- G) Robert Morris
- H) John Adams
- I) William Paterson
- J) Timothy Bloodworth

- 7) Delegate from New York to the Constitutional Convention, he proposed a national government so powerful that the states would remain as little more than administrative agencies.

Page Ref: 208

Skill: Factual

- 8) Delegate from Virginia to the Constitutional Convention, he introduced the Virginia Plan.

Page Ref: 208

Skill: Factual

- 9) Delegate from New Jersey to the Constitutional Convention, he spoke for the interests of the small states, offering an opposition program to the Virginia Plan.

Page Ref: 208

Skill: Factual

- 10) Delegate from Maryland to the Constitutional Convention, he voiced his uncompromising opposition to anything that threatened state sovereignty or smacked of aristocracy.

Page Ref: 208

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) J | 2) G | 3) A | 4) H | 5) D | 6) B |
| 7) E | 8) F | 9) I | 10) C | | |

Chapter 8 Creating a Nation

Multiple-Choice Questions

- 1) In June, 1799, David Brown of Dedham, Massachusetts, was convicted of sedition because of his
- A) desertion from the navy.
 - B) conspiracy with the enemy.
 - C) criticism of the central government.
 - D) plot to steal western lands.

Answer: C

Page Ref: 218–219

Skill: Interpretive

- 2) Political discussions during the 1790s
- A) seldom incorporated foreign affairs.
 - B) evoked tremendous controversy and debate.
 - C) demonstrated nearly unanimous approval of the government.
 - D) resolved questions of political power and equality.

Answer: B

Page Ref: 219

Skill: Interpretive

- 3) As the first president, George Washington
- A) faced numerous challengers for the position.
 - B) became an object of public scorn and approbation.
 - C) received the title of "His Highness, the President of the United States."
 - D) had been elected unanimously by the Electoral College.

Answer: D

Page Ref: 220

Skill: Interpretive

- 4) The Bill of Rights contained all of the following guarantees for individuals EXCEPT
- A) citizenship for anyone born in the United States.
 - B) freedom of speech, press, and religion.
 - C) right of trial by jury.
 - D) protection against unreasonable searches and seizures.

Answer: A

Page Ref: 222

Skill: Factual

- 5) According to Alexander Hamilton, the proper role of the new government was to
- A) promote economic enterprise.
 - B) redistribute personal wealth.
 - C) provide for the public welfare.
 - D) extend democratic privileges.

Answer: A
Page Ref: 222
Skill: Interpretive

- 6) As secretary of the treasury, Alexander Hamilton sought to
- A) tie the interests of the common people to the national government.
 - B) reduce the nation's trade with and thus dependence on England.
 - C) stabilize the government's finances and establish its credit.
 - D) secure a commercial and diplomatic alliance with France.

Answer: C
Page Ref: 223
Skill: Interpretive

- 7) Opponents feared Hamilton's plan to fund the national debt would
- A) depreciate the value of government bonds.
 - B) chiefly benefit France and the Netherlands.
 - C) unduly reward the original investors.
 - D) result in a profit for financial speculators.

Answer: D
Page Ref: 223
Skill: Interpretive

- 8) Hamilton intended his plan for federal assumption of state debts to
- A) increase the powers of the state governments.
 - B) strengthen the tie between wealth and national power.
 - C) reduce the need for federal taxation.
 - D) promote the development of agrarian interests.

Answer: B
Page Ref: 223
Skill: Interpretive

- 9) Hamilton appeased Southern critics of his assumption plan by offering the South
- A) special tax incentives.
 - B) repayment of some debts.
 - C) location of the future national capital.
 - D) location of the proposed national bank.

Answer: C
Page Ref: 224
Skill: Interpretive

10) Following the constitutional doctrine of "implied powers," the national government possesses the authority to

- A) regulate all commerce within the United States.
- B) operate state as well as national banks.
- C) levy and collect taxes, tariffs, and export duties.
- D) enact laws necessary and proper for exercising specific powers.

Answer: D

Page Ref: 224

Skill: Interpretive

11) Thomas Jefferson opposed Hamilton's argument of "implied powers" because he feared

- A) a strengthening of states rights.
- B) more revolution.
- C) indefinite expansion of federal authority.
- D) too much interpretation of the Bill of Rights.

Answer: C

Page Ref: 224

Skill: Interpretive

12) Which of Hamilton's proposals was attacked as unconstitutional by Thomas Jefferson?

- | | |
|--|--------------------------------------|
| A) creation of a national bank | B) federal assumption of state debts |
| C) placement of an excise tax on whiskey | D) passage of protective tariffs |

Answer: A

Page Ref: 224

Skill: Interpretive

13) Farmers of western Pennsylvania rebelled because

- A) the tax made whiskey too expensive for them to purchase it.
- B) they wanted higher taxes on whiskey to promote sobriety.
- C) whiskey distilling became illegal.
- D) they resented loss of control as a market economy disrupted traditional ways of life and eastern areas gained political strength.

Answer: D

Page Ref: 225

Skill: Interpretive

14) Alexander Hamilton viewed the Whiskey Rebellion as a(n)

- A) indication of an unjust policy needing change.
- B) test of the administration's ability to govern.
- C) minor protest unworthy of government attention.
- D) serious threat to the public safety.

Answer: B

Page Ref: 226

Skill: Interpretive

15) The French Revolution of 1789

- A) produced moderate constitutional reforms.
- B) gained the support of conservatives throughout Europe.
- C) became increasingly radical and violent.
- D) made little impact on American politics.

Answer: C

Page Ref: 226

Skill: Interpretive

16) Upon the outbreak of European war in the 1790s, Federalists argued that the French alliance of 1778

- A) required American intervention against the French Revolution.
- B) necessitated American aid to the French war efforts.
- C) allowed American trade with belligerent powers.
- D) had been dissolved when the French monarchy collapsed.

Answer: D

Page Ref: 227

Skill: Interpretive

17) For the Federalists, revolutionary France of the mid-1790s symbolized

- | | |
|--------------------------|-------------------------|
| A) social anarchy. | B) republican liberty. |
| C) administrative decay. | D) arbitrary privilege. |

Answer: A

Page Ref: 227

Skill: Interpretive

18) George Washington demanded the recall of Citizen Edmund Genet because the French minister

- A) lacked American public support.
- B) refused to negotiate a commercial treaty.
- C) strictly adhered to the bounds of diplomatic protocol.
- D) urged Congress to reject the Neutrality Proclamation.

Answer: D

Page Ref: 230

Skill: Interpretive

19) The Democratic-Republican societies of the 1790s

- A) failed to attract "respectable" members or leaders.
- B) condemned the excesses of the French Revolution.
- C) sharply criticized the government's policies.
- D) avidly supported the administration of George Washington.

Answer: C

Page Ref: 231

Skill: Interpretive

20) In the treaty of 1794 negotiated by John Jay, England agreed to

- A) vacate western military posts.
- B) pay for American slaves confiscated during the revolution.
- C) open their colonies in the West Indies to American shipping.
- D) guard against impressment of American sailors.

Answer: A

Page Ref: 231

Skill: Factual

21) In the Treaty of San Lorenzo (1795), Spain agreed to

- A) cede Florida to the United States.
- B) grant free navigation of the Mississippi River.
- C) sell the Louisiana territory for \$15 million.
- D) end Spanish attacks on American shipping.

Answer: B

Page Ref: 231-232

Skill: Factual

- 22) Thomas Jefferson supported all of the following measures EXCEPT the
- A) expansion of political democracy.
 - B) National Bank.
 - C) Constitution.
 - D) French Revolution.

Answer: B

Page Ref: 232

Skill: Factual

- 23) John Adams and Thomas Jefferson served respectively as the
- A) Virginia and Massachusetts delegates to the Continental Congress.
 - B) United States ministers to France and Britain during the 1780s.
 - C) secretary of state and vice-president during Washington's administration.
 - D) president and vice-president chosen by the electoral college in 1796.

Answer: D

Page Ref: 232

Skill: Factual

- 24) As a committed Federalist, John Adams
- A) believed in a limited national government.
 - B) applauded the French Revolution.
 - C) feared excessive democracy.
 - D) sought to expand political democracy.

Answer: C

Page Ref: 274

Skill: Interpretive

- 25) As a result of the so-called XYZ Affair, President Adams
- A) sent an American commission to negotiate with France.
 - B) called for a declaration of war against France.
 - C) received petitions of support.
 - D) offered an American loan to the French government.

Answer: C

Page Ref: 233

Skill: Interpretive

- 26) The Alien Act of 1798 authorized the president to
- A) extend the residence requirements for citizenship.
 - B) expel any aliens deemed dangerous to the United States.
 - C) specify charges for the imprisonment of enemy aliens.
 - D) close American ports to European immigrants.

Answer: B

Page Ref: 234

Skill: Factual

- 27) The Sedition Act of 1798 was designed by the Federalists primarily to
- A) encourage the flow of European immigrants.
 - B) safeguard civil liberties.
 - C) smother political opposition.
 - D) ensure the public safety.

Answer: C

Page Ref: 234

Skill: Interpretive

- 28) The majority of individuals convicted of violating the Sedition Act were
- A) Irish or French immigrants.
 - B) Federalist politicians.
 - C) military deserters.
 - D) printers and editors.

Answer: D

Page Ref: 235

Skill: Factual

- 29) Republican Congressman Matthew Lyon was imprisoned because he
- A) spat in the face of a political opponent.
 - B) caned a fellow congressman on the House floor.
 - C) criticized President John Adams.
 - D) plotted an anti-government insurrection.

Answer: C

Page Ref: 235

Skill: Factual

30) The Virginia and Kentucky Resolutions

- A) indicated popular support for the Federalists' program.
- B) proposed state nullification of unconstitutional laws.
- C) violated the Bill of Rights.
- D) obstructed enforcement of federal laws.

Answer: B

Page Ref: 235

Skill: Interpretive

31) In the election of 1800, the Federalists were charged with the

- A) agitation of war against France.
- B) promotion of political dissent.
- C) unconstitutional exercise of federal power.
- D) failure to maintain an adequate defense.

Answer: C

Page Ref: 235

Skill: Interpretive

32) The election of 1800 resulted in a tie between Thomas Jefferson and

- | | |
|------------------------|-------------------|
| A) John Adams. | B) Aaron Burr. |
| C) Alexander Hamilton. | D) James Madison. |

Answer: B

Page Ref: 236

Skill: Factual

33) Because of the tie vote in the election of 1800, the election moved to

- | | |
|----------------------------------|------------------|
| A) the electoral college. | B) the Senate. |
| C) the House of Representatives. | D) the Congress. |

Answer: C

Page Ref: 236

Skill: Factual

34) Which of the following Americans would have been MOST likely to have voted for Thomas Jefferson in 1800?

- A) a shipbuilder in Boston, Massachusetts
- B) a wealthy merchant in New York City, New York
- C) a commercial farmer in Charleston, South Carolina
- D) a laborer in Savannah, Georgia

Answer: D

Page Ref: 237

Skill: Interpretive

35) Which of the following series of events is in the CORRECT chronological order?

- A) Whiskey Rebellion; Bill of Rights; election of George Washington
- B) negotiation of Jay's Treaty; Genet Affair; outbreak of the French Revolution
- C) XYZ Affair; passage of the Alien and Sedition Acts; Virginia and Kentucky Resolutions
- D) election of John Adams; Washington's Farewell Address; establishment of the national bank

Answer: C

Page Ref: 243

Skill: Factual

36) When the government moved to a new capital in the District of Columbia, officials

- A) discovered a beautiful city.
- B) competed with merchants for space.
- C) found little more than a swampy village.
- D) none of the above.

Answer: C

Page Ref: 238

Skill: Interpretive

37) In his inaugural address, Jefferson pledged his administration to the task of

- A) strengthening the military.
- B) jailing all subversives.
- C) repudiating the national debt.
- D) reconciling political differences.

Answer: D

Page Ref: 238

Skill: Interpretive

- 38) Federalists passed the Judiciary Act of 1801 to
- A) reduce the number of federal courts and judges.
 - B) establish the doctrine of judicial review.
 - C) deny the Jeffersonians full control of the government.
 - D) replace the principles of English common law.

Answer: C

Page Ref: 238

Skill: Interpretive

- 39) The Jeffersonians sought to
- A) secure the judiciary from political attack.
 - B) remove several opposition judges from the bench.
 - C) use the judiciary to counter democratic excesses.
 - D) extend the powers of the federal judiciary.

Answer: B

Page Ref: 238

Skill: Interpretive

- 40) Jeffersonians regarded the federal government as
- A) necessary to defend our national safety.
 - B) necessary for little more than delivering mail, dealing with Indians, and overseeing foreign policy.
 - C) the principal guarantor of property rights.
 - D) more closely attuned to the people's needs.

Answer: B

Page Ref: 239

Skill: Interpretive

- 41) Under Thomas Jefferson, the federal government did all of the following EXCEPT
- A) undercut the Alien Acts.
 - B) allowed the Sedition Acts to lapse.
 - C) collected income taxes.
 - D) abolished some government positions.

Answer: C

Page Ref: 239

Skill: Interpretive

42) To preserve and promote equality and liberty, the Jeffersonians advocated a policy of

- A) commercial growth.
- B) industrial development.
- C) rapid territorial expansion.
- D) economic concentration.

Answer: C

Page Ref: 240

Skill: Interpretive

43) In January 1803, James Monroe was sent to Paris with instructions to purchase

- A) the Dakota Territory.
- B) Louisiana.
- C) Florida.
- D) New Orleans and West Florida.

Answer: D

Page Ref: 240–241

Skill: Factual

44) The French were willing to sell Louisiana for all of the following reasons EXCEPT

- A) a recent black rebellion in Haiti.
- B) renewed threat of war with England.
- C) fear of American designs on the area.
- D) a desire to keep the Spanish from gaining possession.

Answer: D

Page Ref: 241

Skill: Interpretive

45) The Lewis and Clark Expedition (1803–1806)

- A) proved the feasibility of an overland route to the Pacific.
- B) failed to produce useful scientific information.
- C) carefully avoided contact and hostilities with Native Americans.
- D) discouraged further attempts at westward expansion.

Answer: A

Page Ref: 241–242

Skill: Interpretive

46) The Jeffersonians pursued peace with special urgency because they feared war would

- A) harm standing alliances with friendly nations.
- B) emphasize the importance of overseas commerce.
- C) increase governmental powers and thus restrict liberties.
- D) threaten the nation's historic dependency on Europe.

Answer: C

Page Ref: 242

Skill: Interpretive

- 47) In April 1806, Congress passed the Non-Importation Act, which prohibited the importation of
- A) English goods that could be produced domestically or acquired elsewhere.
 - B) goods from the French and Spanish West Indies.
 - C) grains from Canada.
 - D) West Indian sugar.

Answer: A

Page Ref: 243

Skill: Factual

- 48) The Embargo Act of 1807 proved to be an ill-fated decision by the Jefferson administration because it provoked a(n)
- A) full blockade of the European coast by the British navy.
 - B) attempt by Napoleon to close all commerce and communication with the British Isles.
 - C) attack by the British warship Leopard on the American frigate Chesapeake.
 - D) economic depression and domestic bitterness within the United States.

Answer: D

Page Ref: 243

Skill: Interpretive

- 49) Judge John Pickering was impeached for erratic judicial behavior, "especially the Federalist diatribes with which Pickering regularly assaulted defendants and juries." A diatribe is a
- A) prejudicial view of the facts.
 - B) bitter or abusive criticism.
 - C) prescription for justice not widely shared.
 - D) intemperate defense of one's philosophy.

Answer: B

Page Ref: 239

Skill: Factual

- 50) "Britain's continuing refusal to stop impressment...added to the tension between the two nations." Impressment refers to England's policy of
- A) seizing American ships attempting to trade with France.
 - B) blockading the coast of Europe to prevent American trade.
 - C) confiscating American cargoes of contraband.
 - D) drafting American seamen, supposed British deserters.

Answer: D

Page Ref: 243

Skill: Factual

True/False Questions

- 1) The first electoral college convened under the Constitution unanimously elected George Washington as president.

Answer: TRUE

Page Ref: 220

Skill: Factual

- 2) Alexander Hamilton advocated republican government because he trusted the wisdom, instincts, and purposes of the common people.

Answer: FALSE

Page Ref: 222

Skill: Interpretive

- 3) Both the agrarian South and the seaport districts of the North opposed Hamilton's idea of protective tariffs, fearful they would reduce trade and raise the cost of living.

Answer: TRUE

Page Ref: 225

Skill: Interpretive

- 4) President George Washington thought the supposed threat of the Whiskey Rebellion to his government was greatly exaggerated and refused to authorize a military force in opposition.

Answer: FALSE

Page Ref: 225

Skill: Factual

- 5) According to international law, neutral nations are forbidden the right to trade with belligerent nations.

Answer: FALSE

Page Ref: 227

Skill: Interpretive

- 6) A United States treaty with England in 1794 resolved all of America's grievances and won popular acclaim for negotiator John Jay.

Answer: FALSE

Page Ref: 231

Skill: Factual

- 7) "Millions for defense, but not one cent for tribute" became the American rallying cry in response to news of the XYZ Affair.

Answer: TRUE

Page Ref: 233

Skill: Factual

- 8) With passage of the Alien and Sedition Acts it became obvious that the Federalists equated preservation of their own political power with national security.

Answer: TRUE

Page Ref: 234

Skill: Interpretive

- 9) The Federalists entered the election of 1800 so united that the resultant electoral vote ended in a tie between their candidates.

Answer: FALSE

Page Ref: 236

Skill: Factual

- 10) The Jeffersonian Republicans resembled the former Anti-Federalists, but represented a much broader coalition.

Answer: TRUE

Page Ref: 237

Skill: Interpretive

- 11) Jefferson referred to the election of 1800 as a revolution.

Answer: TRUE

Page Ref: 237

Skill: Interpretive

- 12) It was fortunate that Supreme Court Justice Samuel Chase was not convicted and forcibly removed from the bench for he had committed no impeachable offense.

Answer: TRUE

Page Ref: 239

Skill: Interpretive

Essay Questions

- 1) The author refers to the 1790s as "one of the most tumultuous decades in American political history." Explain why a scholar would regard the decade as a difficult time in United States history.

Answer: The new government faced situations that tested the extent of federal power and Americans expressed different opinions of how strong the federal government should be. Disagreements over federal power and individual liberty led to the formation of political parties. Secretary of the Treasury Alexander Hamilton thought that the federal government should be strong and that it should be active in the economy. The Alien and Sedition acts showed how far the government would abridge liberties in order to protect itself. The Whiskey Rebellion and formation of Democratic societies revealed the extent of citizen dissatisfaction with the federal government.

Page Ref: 219-235

Skill: Interpretive

- 2) Alexander Hamilton argued that the proper role of the new government was to promote economic enterprise. Explain Hamilton's specific objectives as secretary of the treasury and the means by which he hoped to obtain them.

Answer: Hamilton sought to stabilize the government's finance and establish its credit; to build and demonstrate its power; to tie the interests of the wealthy to the government; to promote foreign trade and domestic industry; and to secure an alliance with England. He proposed funding of the national debt; federal assumption of the states' debts; creation of a national bank; a series of excise taxes; protective tariffs; bounties for commercial agriculture; and federal funding of internal improvements.

Page Ref: 222–225

Skill: Interpretive

- 3) Analyze the sources and arguments of opposition to Hamilton's financial plans.

Answer: James Madison, Patrick Henry, and other critics, especially from the South, warned that Hamilton's plans would unduly benefit the rich and dangerously expand the powers of the national government. Thomas Jefferson opposed Hamilton's goal of a commercial republic with merchants and dependent laborers and argued instead for an agrarian republic of independent farmers dedicated to economic and political equality.

Page Ref: 222–225

Skill: Interpretive

- 4) Examine the causes, events, and consequences of the Whiskey Rebellion. Contrast the views of Hamilton and Jefferson regarding the significance of the uprising.

Answer: The farmers of western Pennsylvania resented the tax on their production of whiskey. Hamilton convinced Washington to use a mighty and swift force to squash popular dissent and demonstrate the administration's ability to govern. Jefferson viewed the threat as imaginary and an excuse by Hamilton to further strengthen the national government.

Page Ref: 225–226

Skill: Interpretive

- 5) Analyze the impact of the French Revolution and the resultant European war on the foreign affairs and domestic politics of the United States.

Answer: As the French Revolution turned more radical and violent by 1793, Britain headed a coalition to end the turmoil. Both belligerents, however, attempted to control American trade. Democratic-Republican societies formed to support revolutionary France and its minister, Citizen Edmund Genet. Federalists feared the social anarchy of revolutionary France and viewed England as a bastion of order and economic stability.

Page Ref: 226–231

Skill: Interpretive

- 6) Compare the results of attempted negotiations by John Jay and Thomas Pinckney for the United States in the mid-1790s.

Answer: John Jay negotiated a treaty in 1794 that secured an English promise to vacate western forts, but failed to settle other American grievances, including recognition of its neutral rights. The controversial treaty, widely criticized as pro-English, narrowly won ratification. The much more popular Treaty of San Lorenzo, negotiated by Thomas Pinckney in 1795, seemingly won major concessions from Spain, including recognition of American borders and free navigation of the Mississippi River.

Page Ref: 231-232

Skill: Interpretive

- 7) Contrast the presidential candidates of 1796, John Adams and Thomas Jefferson. Explain the results of the election.

Answer: Old friends whose paths had often crossed in their service to the nation, John Adams and Thomas Jefferson differed widely in their backgrounds, physical appearances, personalities, interests, and politics. Adams, a committed Federalist, was elected president, but Jefferson, the leading Republican, became vice-president, for the Constitution then specified that office for the winner of the second highest total electoral vote.

Page Ref: 232

Skill: Interpretive

- 8) Discuss the causes and consequences of the war crisis between the United States and France from 1798 to 1800. How was the crisis resolved?

Answer: In the XYZ Affair of 1798, French agents demanded a personal bribe and an American loan as the price for negotiating a treaty. Outraged Americans approved a military buildup, but President Adams resisted an open declaration of war. Federalists passed the Alien and Sedition Acts, ostensibly for national security, but intended to stifle political opponents. The Virginia and Kentucky Resolutions challenged the laws as unconstitutional. Adams secured restoration of peaceful relations with France before the election of 1800.

Page Ref: 233-234

Skill: Interpretive

- 9) How and why did the Alien and Sedition Acts "backfire" on their Federalist proponents? Is the government ever justified in restricting freedom of speech or of the press?

Answer: The Federalists sought to capitalize on anti-French sentiment in passing the Alien and Sedition Acts and thus "protect" the United States against foreign subversives. However, the Sedition Act, forbidding criticism of the government, was used for blatantly political purposes and constituted an obvious violation of constitutional rights. The law generated rather than quieted political opposition. The students may express personal opinions as to "justifiable" governmental limitations, such as for public safety and national security.

Page Ref: 234

Skill: Interpretive

- 10) Explain the results of the election of 1800. What sectional and socioeconomic divisions seemed to characterize the Federalist and Jeffersonian parties?

Answer: Republican strength and unity produced a tie between their candidates, Thomas Jefferson and Aaron Burr. During the House debate, Hamilton ultimately persuaded Federalists to choose Jefferson over Burr. The Federalists controlled New England and drew support from merchants, manufacturers, and commercial farmers. The Jeffersonians dominated the South, but also attracted the votes of many urban laborers, Irish and French immigrants, and members of religious minorities.

Page Ref: 236–237

Skill: Interpretive

- 11) In his inaugural speech, Jefferson offered "the essential principles of republican government" that would guide his administration. Describe these principles and analyze Jefferson's success in their application.

Answer: Jefferson pledged his administration to equal justice for all; support of states' rights; majority rule; civilian authority; reduced government; and individual freedom. A pragmatist in practice, Jefferson nonetheless succeeded in "cleansing" the government of Federalist officeholders and policies and dismantling the Federalist war program.

Page Ref: 238

Skill: Interpretive

- 12) How did the Federalists attempt to deny Republicans full control of the government in spite of Jefferson's election in 1800? Discuss the failures and successes of their efforts.

Answer: The Federalists passed a Judiciary Act in 1801 to create new federal courts and judges. Angered by the blatant attempt to "pack the judiciary," Republicans repealed the law and sought to purge highly partisan judges from the bench. Congress wisely rejected conviction of Justice Samuel Chase on purely political charges.

Page Ref: 238–239

Skill: Interpretive

- 13) Describe Jefferson's vision for the future of the United States and the means by which he intended to implement it. Do you feel Jefferson's vision was "good" or "bad" for the nation?

Answer: The Jeffersonians wished to build an agrarian republic of independent farmers concerned for the public good. An agrarian society, secured with rapid territorial expansion and liberal land laws, would minimize concentrations of wealth, dampen personal ambitions, and thus preserve republican liberty. While such a vision promoted notions of social and economic equality, at least for white males, it also provided a philosophy for imperialism.

Page Ref: 239–240

Skill: Interpretive

- 14) How did the Louisiana Purchase prove to be a political as well as economic "windfall" for the Republican Party?

Answer: By purchasing Louisiana from France, the United States acquired enough territory to double its size. Public approval was overwhelming, except for New England Federalists who foresaw an increasingly minor role for themselves. Adding Louisiana to the U.S. territory also set the stage for further expansion westward.

Page Ref: 240–242

Skill: Interpretive

- 15) Analyze the major foreign policy goals, principles, and policies of the Jeffersonians. Why did the Jeffersonians feel so strongly that war should be avoided except as a last resort?

Answer: The Jeffersonians sought to maintain peace, expand overseas commerce, protect American neutral interests, secure America's borders, and break free of dependency upon Europe. The Jeffersonians feared that war would restrict personal liberties and increase governmental debt and power. Jefferson sent naval vessels to the Mediterranean to defend U.S. commerce against the Barbary states. In response to the Leopard incident and at Jefferson's urging, Congress passed the Embargo Act; unfortunately the act proved ineffective in protecting U.S. neutral rights and harmed commerce.

Page Ref: 243–244

Skill: Interpretive

Short Answer Questions

- 1) The first ten amendments to the Constitution, known as the _____, _____, _____, guaranteed freedom of speech, press, religion and other individual rights.

Answer: Bill of Rights

Page Ref: 222

Skill: Factual

- 2) Virginia Representative _____ protested the unfairness of Hamilton's scheme to fund depreciated securities at their face value, especially since speculators had bought most of them at a fraction of their initial worth.

Answer: James Madison

Page Ref: 223

Skill: Factual

- 3) In his "Report on Manufactures," Alexander Hamilton called for a system of _____, taxes on imported goods which would protect American industry from foreign competition.

Answer: tariffs

Page Ref: 224

Skill: Factual

- 4) In an effort to reform an arbitrary monarchy weakened by debt and administrative decay, a revolution began in 1789 in _____.

Answer: France.

Page Ref: 226

Skill: Factual

- 5) In defiance of diplomatic protocol, French minister _____ urged Congress to reject Washington's recently issued neutrality proclamation and aid revolutionary France.

Answer: Citizen Edmund Genet

Page Ref: 230

Skill: Factual

- 6) The incident in which French agents demanded of American commissioners an American loan to the French government, as well as personal bribes as the price of negotiations, became known as the _____.

Answer: XYZ Affair

Page Ref: 233

Skill: Factual

- 7) During a heated congressional debate over the Sedition Act, Vermont Representative _____ spat in the face of a Federalist opponent, Roger Griswold of Connecticut.

Answer: Matthew Lyon

Page Ref: 235

Skill: Factual

- 8) The war crisis with France was ended when John Quincy Adams sent word to his father that the French foreign minister _____ wished to avoid war and negotiate an honorable accord with the United States.

Answer: Talleyrand

Page Ref: 235

Skill: Factual

- 9) Because no candidate received a majority of electoral votes in the election of 1800, the election was thrown into the _____ for a decision.

Answer: House of Representatives

Page Ref: 236

Skill: Factual

- 10) Commissioned by Congress to develop a plan for the national capital, Frenchman _____ produced a magnificent design.

Answer: Pierre L'Enfant

Page Ref: 238

Skill: Factual

- 11) In his inaugural speech, Jefferson spoke for political reconciliation by arguing "We are all _____ ... We are all _____."

Answer: Republicans, Federalists

Page Ref: 238

Skill: Factual

- 12) In 1805–1806, Thomas Jefferson authorized the explorations of Lieutenant _____ first for the sources of the Mississippi River and later in the mountains of New Mexico and Colorado.

Answer: Zebulon Pike

Page Ref: 242

Skill: Factual

- 13) The area of the United States hit hardest by the 1807 Embargo was _____.

Answer: New England

Page Ref: 243

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) The first ten amendments to the Constitution, these provisions protect individuals' basic liberties.

Page Ref: 222

Skill: Factual

- 2) The constitutional doctrine used by Hamilton to justify creation of the national bank, this principle holds that the national government may make any laws "necessary and proper" for exercising specific powers.

Page Ref: 224

Skill: Factual

- 3) Part of Hamilton's program to increase federal revenues, this proposal provoked a rebellion by farmers in western Pennsylvania.

Page Ref: 224–225

Skill: Factual

- A) Aaron Burr
- B) Virginia and Kentucky Resolutions
- C) Alexander Hamilton
- D) Thomas Jefferson
- E) Sedition Act.
- F) Whiskey Tax
- G) "Implied powers"
- H) Bill of Rights
- I) Thomas Pinckney
- J) John Jay

- 4) Aimed directly at the Jeffersonian opposition, this proposal passed by the Federalists outlawed criticism of the government.

Page Ref: 233–234

Skill: Factual

- 5) Challenging unfair Federalist legislation, these proposals argued that state nullification was the "rightful remedy" for unconstitutional laws.

Page Ref: 235

Skill: Factual

- 6) Secretary of the Treasury during Washington's administration, he urged government promotion of domestic manufacturing and overseas commerce.

Page Ref: 224–225

Skill: Factual

- 7) Secretary of state during Washington's first administration, he argued that the Constitution should be construed narrowly, allowing the government only those powers specifically granted to it.

Page Ref: 224

Skill: Factual

- 8) Chief justice of the Supreme Court, he was sent by President George Washington to negotiate a treaty with England on a wide range of troublesome issues.

Page Ref: 231

Skill: Factual

- 9) Representative for the United States, he negotiated the Treaty of San Lorenzo with Spain in 1795, securing American rights to navigate the Mississippi River.

Page Ref: 231

Skill: Factual

- 10) Republican presidential candidate in 1800, he tied with Jefferson.

Page Ref: 236

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) H | 2) G | 3) F | 4) E | 5) B | 6) C |
| 7) D | 8) J | 9) I | 10) A | | |

Chapter 9 Society and Politics in the Early Republic

Multiple-Choice Questions

- 1) As free blacks, Benjamin Thompson and Phyllis Sherman moved to New York City in the 1790s because the city
- A) had abolished slavery.
 - B) provided boundless economic opportunities.
 - C) offered conditions of social equality.
 - D) contained a large black population.

Answer: D

Page Ref: 247

Skill: Interpretive

- 2) The percentage of Americans who farmed in 1800 was
- A) under 50%.
 - B) approximately 50%.
 - C) between 50 and 75%.
 - D) more than 80%.

Answer: D

Page Ref: 248

Skill: Interpretive

- 3) In 1800, fully 83% of the American labor force was engaged in
- A) agriculture.
 - B) trade.
 - C) lumbering.
 - D) small-scale manufacturing.

Answer: A

Page Ref: 248

Skill: Factual

- 4) By 1800 Northeastern farm families
- A) conducted most of their business for cash.
 - B) worked smaller farms with decreasing soil fertility.
 - C) enjoyed rising incomes.
 - D) strove to be self-sufficient.

Answer: B

Page Ref: 249

Skill: Interpretive

5) By 1830, all of the following had contributed to altering forests of the Northeast EXCEPT

- A) human pressure for available land.
- B) demand for a variety of wood products.
- C) demand for heating fuel.
- D) lack of coal to import.

Answer: D

Page Ref: 249–250

Skill: Interpretive

6) Short-staple cotton was hardy, but it became a popular crop only after

- A) the war of 1812 created a need for cotton cloth.
- B) new lands were opened in the West.
- C) the invention of the cotton gin.
- D) the South recovered from the Revolutionary War.

Answer: C

Page Ref: 250

Skill: Interpretive

7) In Trans-Appalachia:

- A) promotions by land speculators lured settlers
- B) Indian raids kept settlers away.
- C) settlement remained static because of few opportunities.
- D) settlers had great difficulty securing land.

Answer: A

Page Ref: 251–252

Skill: Interpretive

8) Residents of nineteenth-century cities

- A) enjoyed excellent health because they had access to good medical care.
- B) enjoyed numerous amenities such as running water and paved roads.
- C) faced increasing congestion and unsanitary conditions.
- D) found affordable and comfortable housing with adequate sanitation.

Answer: C

Page Ref: 254

Skill: Interpretive

- 9) The size of urban areas in the early 1800s is indicated by the term
- A) "wooden country."
 - B) "walking cities."
 - C) "factory town."
 - D) "farmer's village."

Answer: B

Page Ref: 254

Skill: Interpretive

- 10) The dominant objective of federal Indian policy from 1790 to 1830 was the
- A) protection of Native Americans from unscrupulous traders and aggressive settlers.
 - B) peaceful acculturation of Native Americans into white society.
 - C) military conquest of hostile and savage Native Americans.
 - D) acquisition of Native American land through treaty agreements.

Answer: D

Page Ref: 255

Skill: Interpretive

- 11) For Native Americans, expansion of the fur trade
- A) produced substantial profits and valuable trade goods.
 - B) generated patterns of dependence on trade with whites.
 - C) encouraged intertribal friendship and cooperation.
 - D) resulted in more effective and fair government policies.

Answer: B

Page Ref: 256

Skill: Interpretive

- 12) Advocates of assimilation regarded Native Americans as
- A) impediments to be moved out of the way of white settlements.
 - B) destined to perpetual subordination.
 - C) likely converts to Christianity and American civilization.
 - D) independent people who should preserve and practice their own culture.

Answer: C

Page Ref: 256

Skill: Interpretive

13) The Cherokee people adopted all of the following aspects of the white man's culture EXCEPT the

- A) a written constitution.
- B) notion of private property.
- C) ownership of black slaves.
- D) individual right to transfer land to white ownership.

Answer: D

Page Ref: 257

Skill: Factual

14) In response to white expansion, the Shawnee and Creek nations chose paths of

- A) cultural revitalization.
- B) social and economic accommodation.
- C) armed resistance.
- D) passive submission.

Answer: C

Page Ref: 258

Skill: Interpretive

15) Which tribe declared itself a sovereign nation and adopted a written legal code containing both Indian and U.S. laws?

- A) Iroquois
- B) Cherokee
- C) Shawnee
- D) Creek

Answer: B

Page Ref: 257

Skill: Factual

16) The reform impulse of the early nineteenth century was inspired by all of the following EXCEPT

- A) democratic ideals.
- B) evangelical religion.
- C) guilt.
- D) promise of creating a unique nation.

Answer: C

Page Ref: 260–261

Skill: Interpretive

17) The message of the Second Great Awakening emphasized all of the following EXCEPT

- A) equality of all believers before God.
- B) intellectual development of mind and soul.
- C) that each person was responsible for his or her own soul.
- D) lifting up the downtrodden and doing good works.

Answer: B

Page Ref: 261

Skill: Interpretive

- 18) The "idle poor" referred to
- A) unemployed laborers.
 - B) individuals who lacked character.
 - C) victims of circumstances beyond their control.
 - D) individuals who gambled rather than worked.

Answer: B

Page Ref: 262

Skill: Interpretive

- 19) According to the records, from 1816 to 1821 the almshouses of New York City listed as residents
- A) more women and children than men.
 - B) many free blacks who had moved north.
 - C) 30 percent immigrants.
 - D) mostly unemployed sailors and artisans.

Answer: A

Page Ref: 262

Skill: Factual

- 20) During the early nineteenth century women experienced change in all of the following EXCEPT
- A) divorce.
 - B) education.
 - C) work opportunities.
 - D) charitable activities.

Answer: C

Page Ref: 262–264

Skill: Interpretive

- 21) Southern slavery expanded for all of the following reasons EXCEPT
- A) increased international imports.
 - B) reaction to slave rebellions.
 - C) spread of cotton cultivation.
 - D) hardening of racial attitudes.

Answer: A

Page Ref: 264–265

Skill: Interpretive

- 22) The American Colonization Society sought to
- A) remove free blacks from the east and resettle them in the west.
 - B) establish white farm communities in Mexican territory.
 - C) create colonies for Irish immigrants on marginal western land.
 - D) colonize free blacks in west Africa.

Answer: D

Page Ref: 264–265

Skill: Interpretive

- 23) The American people viewed the War of 1812 as
- A) an opportunity to achieve territorial gains.
 - B) the "Second War of American Independence."
 - C) a risky gamble to prove the power of the president.
 - D) an important way to assist France.

Answer: B

Page Ref: 270

Skill: Interpretive

- 24) As a result of the War of 1812
- A) Andrew Jackson emerged as a military hero and potential political leader.
 - B) the United States became increasingly dependent on Europe.
 - C) the Federalist party enjoyed a continuing political revitalization.
 - D) American politics focused more clearly on sectional issues.

Answer: A

Page Ref: 270

Skill: Interpretive

- 25) The Monroe Doctrine of 1823 indicated the desire of the United States to
- A) cooperate with Great Britain in matters of foreign policy.
 - B) oppose any European plans to help Spain regain its American colonies.
 - C) assert its control over the countries of the American continents.
 - D) establish formal diplomatic relations with the newly independent nations of Latin America.

Answer: B

Page Ref: 270–271

Skill: Interpretive

- 26) The doctrine of judicial review refers to the power of the Supreme Court to judge the
- A) constitutionality of laws and executive behavior.
 - B) merits of a case without fear of political reprisal.
 - C) appropriateness of federal legislation.
 - D) standards of political behavior for national officials.

Answer: A

Page Ref: 272

Skill: Interpretive

- 27) In *McCulloch v. Maryland* (1819), Chief Justice John Marshall
- A) rejected the doctrine of judicial review.
 - B) argued that the national bank was unconstitutional.
 - C) defended the states' power to tax the national bank.
 - D) affirmed the constitutional argument for broad congressional authority.

Answer: D

Page Ref: 273

Skill: Interpretive

- 28) The Republican Party contributed to the Federalist loss of power by
- A) blaming them for pushing the United States into war.
 - B) adopting the Federalist program of national economic development.
 - C) ridiculing their reliance upon the common mass of voters.
 - D) exposing the corruption that had permeated their ranks.

Answer: B

Page Ref: 275–276

Skill: Interpretive

- 29) As a result of the Missouri Compromise
- A) slavery was prohibited in lands north of the Ohio River.
 - B) the north gained control of the House of Representatives.
 - C) a boundary line was established for further expansion of slavery.
 - D) Missouri abolished slavery before gaining admission to the Union.

Answer: C

Page Ref: 275

Skill: Interpretive

30) As president, John Quincy Adams supported all of the following EXCEPT

- A) personal appearances geared to public relations.
- B) federal road and canal building.
- C) establishment of a national university.
- D) standardization of weights and measures.

Answer: A

Page Ref: 277

Skill: Interpretive

31) A new surge of voter participation in the United States during the 1820s might be partially attributed to the

- A) imposition of new property-holding and tax-paying restrictions.
- B) active role of state government in people's daily lives.
- C) rejection of party activity by popular personalities.
- D) granting of women's suffrage by new western states.

Answer: B

Page Ref: 277

Skill: Interpretive

32) "Assimilation or removal were the alternatives posed by even the most benevolent whites." Assimilation refers to the process by which a group gradually

- A) adopts the characteristics of another culture.
- B) strengthens and refines its cultural identity.
- C) contributes its fair share to cultural development.
- D) modifies and reshapes the host culture.

Answer: A

Page Ref: 256

Skill: Factual

33) During the nineteenth century, national unity increased in response to the

- A) War of 1812.
- B) key decisions made by the Supreme Court.
- C) Second Great Awakening.
- D) all of the above.

Answer: A

Page Ref: 272

Skill: Interpretive

True/False Questions

- 1) Eli Whitney's cotton gin transformed southern agriculture by making short staple cotton practical to grow and process.

Answer: TRUE

Page Ref: 250

Skill: Factual

- 2) Cities grew slowly during the early nineteenth century because people were reluctant to abandon farming and a familiar lifestyle.

Answer: FALSE

Page Ref: 252

Skill: Interpretive

- 3) The assimilationists cared deeply about the physical and spiritual fate of the Native Americans as well as preservation of their cultural independence.

Answer: FALSE

Page Ref: 256

Skill: Interpretive

- 4) During the early nineteenth century, the most even distribution of wealth in America was found at the edges of white settlement in the Trans-Appalachian frontier.

Answer: TRUE

Page Ref: 262

Skill: Factual

- 5) Given their special role as Republican Mothers, women found it more difficult to acquire an education.

Answer: FALSE

Page Ref: 263

Skill: Interpretive

- 6) The first independent black denomination in the United States originated in Baltimore in 1816.

Answer: TRUE

Page Ref: 267

Skill: Factual

- 7) In 1812, President James Madison decided to set America's policy of economic coercion aside just as it seemed about to succeed.

Answer: TRUE

Page Ref: 268

Skill: Interpretive

- 8) The North strenuously objected to the admission of Missouri as a slave state in 1819 because it would have given the South a majority advantage in the House of Representatives.

Answer: FALSE

Page Ref: 275

Skill: Factual

- 9) By the 1820s U.S. political culture had changed; campaigns that appealed to the masses became common and factions acceptable.

Answer: TRUE

Page Ref: 277

Skill: Interpretive

Essay Questions

- 1) Increasing numbers of people settled Trans-Appalachia after 1790. Characterize Trans-Appalachian settlement. Where did people come from? What factors affected settlement? What was life like in the region?

Answer: Trans-Appalachia attracted both northerners and southerners (who brought their slaves). Settlers represented an array of races, classes and origins. Land speculators played an important role in settlement and some earned high profits. The great variety of cultures and economic values led to conflict in the region. The newness of communities and the large number of young men contributed to the region's colorful reputation.

Page Ref: 251–252

Skill: Interpretive

- 2) You have decided to relocate to one of the nation's growing cities during the early nineteenth century. What kinds of opportunities beckon you? What kinds of conditions do you face?

Answer: Cities boasted economic opportunities in commerce and manufacturing. Cities suffered from poor facilities that led to ill health and epidemics. Although rich and poor lived near one another, they lived in very different conditions and the gaps in their incomes grew.

Page Ref: 252–254

Skill: Interpretive

- 3) Discuss the objectives and results of federal Indian policy in the United States from 1790 to 1830.

Answer: Federal policymakers tried to balance conflicting goals. Although officials tried to protect and assimilate Native Americans into white society, the dominant objective remained the acquisition of Indian land through treaty agreements. Such policies served white society well. However, Native Americans suffered a continual loss of land, independence, and cultural identity.

Page Ref: 254–256

Skill: Interpretive

- 4) Faced with a steady loss of land and autonomy, Native Americans devised various strategies of resistance and survival in the late eighteenth and early nineteenth centuries. Compare the paths chosen and results obtained by the Cherokee, Shawnee, and Creek tribes.

Answer: Opting for accommodation, the Cherokee adopted many of the white man's ways. Their success, however, merely increased white hostility and demands for their removal. In contrast, the Shawnee and Creek nations rose in armed resistance. The Shawnee leader Tecumseh joined several tribes of the Northwest in opposition, and later aided the British in the War of 1812. The Creeks, dominated by the militant Red Sticks, challenged white intruders in the Southeast. Their resistance was ended by Andrew Jackson in the climactic Battle of Horseshoe Bend in March 1814.

Page Ref: 256–260

Skill: Interpretive

- 5) Was the War of 1812 a necessary war? What benefits or losses did the war produce for the United States?

Answer: The causes of American declaration of war in 1812 included Britain's violation of American neutral rights, aid to western Indians, and the hopes of Americans to gain land in Canada and Florida. American military efforts were weak and ineffective, but the final Battle at New Orleans created an impression of success. The victory spurred American nationalism and support for further economic development. The major "losers" were the Federalists who had protested the war and the Native Americans who had fought against the United States.

Page Ref: 267–270

Skill: Interpretive

- 6) Discuss the patterns of unequal distribution of wealth in the early American republic and the efforts to alleviate it.

Answer: As the nineteenth century began, men held far more property than women, and slaves owned only personal items. Property was more evenly distributed in rural areas in the North, where free labor and family farm agriculture predominated. In the South, wealth was concentrated in the hands of large plantation owners who relied heavily on slave labor. Urban dwellers suffered from recurring inflation. Veterans, women and children filled the ranks of the poor. A "charitable revolution" established benevolent institutions to assist the worthy poor.

Page Ref: 261–262

Skill: Interpretive

- 7) Analyze the reasons for the collapse of the Federalist–Jeffersonian party system. In what ways were the 1820s a transitional era in American politics?

Answer: The Federalist Party collapsed from an anti–democratic image, charges of disloyalty during the War of 1812, and loss of its platform to the Republicans following the war. The Republican Party benefitted from the increased numbers of voters and the stress on mass politics in the 1820s. Congressional debates over economic issues and the Missouri crisis generated sectional tensions. These tensions were reflected in the widely contested election of 1824, splintering the Republican Party and producing the ill–fated administration of John Quincy Adams.

Page Ref: 275–277

Skill: Interpretive

Short Answer Questions

- 1) The invention of the _____ made short staple cotton practical and profitable to grow.

Answer: cotton gin

Page Ref: 250

Skill: Factual

- 2) A broad and shifting area of settlement, _____, extended westward as far as the Mississippi River.

Answer: Trans-Appalachia

Page Ref: 251

Skill: Factual

- 3) "Among the Iroquois, a prophet named _____ led his people through a process of cultural revitalization."

Answer: Handsome Lake

Page Ref: 256–257

Skill: Factual

- 4) Living astride the borders of Tennessee, Georgia, and North Carolina in the early nineteenth century, the _____ tribe followed a path of accommodation, hoping to prevent further loss of their lands to white settlers.

Answer: Cherokee

Page Ref: 257

Skill: Factual

- 5) Creek followers of Tecumseh, _____, launched a series of frontier raids in 1813.

Answer: Red Sticks

Page Ref: 259

Skill: Factual

- 6) A surge of evangelical religion, known as the _____, contributed to inspiring reform movements.

Answer: Second Great Awakening

Page Ref: 261

Skill: Factual

- 7) Women achieved greater equality in two areas of their lives, _____ and _____.

Answer: divorce; education

Page Ref: 262–263

Skill: Interpretive

8) The slave trade officially ended in _____.

Answer: 1807

Page Ref: 266

Skill: Factual

9) The most vocal calls for war against Britain in 1812 came from the so-called _____
_____, Congressional representatives primarily from the West and South.

Answer: War Hawks

Page Ref: 268

Skill: Factual

10) President Monroe outlined a new Latin American policy, known as the _____, in
his annual message of 1823.

Answer: Monroe Doctrine

Page Ref: 270

Skill: Factual

11) The "Virginia Dynasty" of Presidents Thomas Jefferson, James Madison, and James Monroe
was ended in 1824 with the election of _____.

Answer: John Quincy Adams.

Page Ref: 276

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

1) In 1794, General Anthony
Wayne won a decisive victory
in this battle, opening the
heart of the Old Northwest to
white control.

Page Ref: 258

Skill: Factual

2) This ancient town in northern
Indiana served as the
headquarters for the Indian
confederation established by
the two Shawnee brothers,
Tecumseh and "the Prophet."

Page Ref: 258

Skill: Factual

A) *Marbury v. Madison*

B) Kithtippecanoe

C) Monroe Doctrine

D) Missouri Compromise

E) Fort Mims

F) Battle of the Thames

G) Hartford Convention

- 3) In this battle near Detroit during the War of 1812, General William Henry Harrison scored a major victory over combined British and Indian forces.

Page Ref: 259

Skill: Factual

- 4) At this site on the Alabama River in 1813, the Red Sticks of the Creek Indians carried out a vicious assault, killing as many as 500 people, women and children among them.

Page Ref: 259

Skill: Factual

- 5) At this site of the climactic battle of the Creek War, General Andrew Jackson inflicted more Native American deaths than in any other single battle in the history of Indian-white warfare.

Page Ref: 259

Skill: Factual

- 6) Asserted the doctrine of judicial review

Page Ref: 272

Skill: Factual

- 7) Prepared a list of constitutional amendments designed to reshape the union to New England's liking

Page Ref: 268–269

Skill: Factual

- 8) Declared the American continents closed to further attempts of European colonization

Page Ref: 270–271

Skill: Factual

- H) Battle of Fallen Timbers

- I) Horseshoe Bend

- J) Richard Allen

- 9) Divided the lands of the Louisiana Purchase between those that would be open to slavery and those that would not

Page Ref: 275

Skill: Factual

- 10) Originated the Bethel African American Methodist Church in 1794.

Page Ref: 267

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) H | 2) B | 3) F | 4) E | 5) I | 6) A |
| 7) G | 8) C | 9) D | 10) J | | |

Chapter 10 Economic Transformation in the Northeast and the Old Northwest

Multiple-Choice Questions

- 1) Susan Warner responded to financial adversity by
- A) writing a novel for publication.
 - B) taking a job in a Lowell textile mill.
 - C) opening a school for girls.
 - D) giving piano lessons in her home.

Answer: A

Page Ref: 281

Skill: Factual

- 2) From 1820 to 1860, the American economy witnessed a
- A) decline in worker productivity.
 - B) consistent increase in available jobs and goods.
 - C) trend toward regional isolation.
 - D) doubling of per capita income.

Answer: D

Page Ref: 282

Skill: Interpretive

- 3) All of the following factors contributed to American economic growth from 1820 to 1860 EXCEPT the
- A) abundance of natural resources.
 - B) increasing population.
 - C) maintenance of low tariff rates.
 - D) influx of European capital.

Answer: C

Page Ref: 283

Skill: Interpretive

- 4) During the 1820s and 1830s, canal building projects
- A) revitalized eastern cities and hindered western settlement.
 - B) provided cheap and reliable access to distant markets and goods.
 - C) increased freight rates to cover project expenses.
 - D) fostered strong ties between the North and South.

Answer: B

Page Ref: 283

Skill: Interpretive

- 5) The federal government encouraged economic expansion by
- A) cooperating with state governments on internal improvements.
 - B) shielding American products with tariffs.
 - C) establishing the Second Bank of the United States.
 - D) all of the above.

Answer: D

Page Ref: 285

Skill: Factual

- 6) The dramatic improvement in transportation networks between 1810 and 1860 contributed to the
- A) higher costs of transportation.
 - B) demise of American agriculture.
 - C) trend toward regional specialization.
 - D) intervention of governmental controls.

Answer: C

Page Ref: 284

Skill: Interpretive

- 7) State governments promoted economic growth by
- A) repealing laws of incorporation.
 - B) guarding against special privileges.
 - C) taxing interstate commerce.
 - D) underwriting bonds for improvement projects.

Answer: D

Page Ref: 285

Skill: Interpretive

- 8) Between 1819 and 1824, a series of Supreme Court decisions established the basic principle that
- A) contracts were binding legal instruments.
 - B) land was intended for subsistence, not exploitation.
 - C) states could modify their charters.
 - D) debtors could repudiate unfair debts.

Answer: A

Page Ref: 285

Skill: Interpretive

- 9) Intangible factors contributing to America's antebellum economic growth included the
- A) rapid expansion of and improvement in transportation networks.
 - B) entrepreneurial mentality and mechanical nature of most Americans.
 - C) steady issue of government patents for new tools and machines.
 - D) need to compensate for the continual shortage of labor and goods.

Answer: B

Page Ref: 285

Skill: Interpretive

- 10) Horace Mann championed which of the following educational reforms?
- A) gradeless, open-concept schools
 - B) private funding and control
 - C) local curricular decisions
 - D) uniform curricula and teacher training

Answer: D

Page Ref: 286

Skill: Interpretive

- 11) Manufacturers primarily valued education for their workers because it
- A) improved intellectual skills.
 - B) promoted feelings of self-worth.
 - C) encouraged habits of discipline and productivity.
 - D) removed child laborers from the workforce.

Answer: C

Page Ref: 287

Skill: Interpretive

12) Antebellum advocates of public education hoped that the schools would

- A) demonstrate the benefits of economic progress.
- B) counter unsettling effects of economic change.
- C) challenge the dominance of middle-class values.
- D) teach students to think and act independently.

Answer: B

Page Ref: 287

Skill: Interpretive

13) The early mechanization of the cloth industry

- A) supplemented rather than replaced home manufacturing.
- B) increased both the volume and price of its goods.
- C) occurred primarily in the South.
- D) seldom saw women or children employed as laborers.

Answer: A

Page Ref: 288

Skill: Interpretive

14) The most important innovation of Francis Cabot Lowell's Waltham operation was to

- A) use New England's swift-flowing streams to power his mills.
- B) combine the steps of cotton production under one roof.
- C) accumulate the capital of a wide-ranging group of associates.
- D) divide the tasks of spinning and weaving into separate operations.

Answer: B

Page Ref: 288

Skill: Interpretive

15) The women who came to Lowell for mill jobs were

- A) attempting to escape conditions of desperate poverty at home.
- B) eager for permanent work and opportunities for advancement.
- C) recruited only after owners failed to locate sufficient immigrant workers.
- D) the first women to labor outside their homes in large numbers.

Answer: D

Page Ref: 290-291

Skill: Interpretive

16) Women workers at the Lowell mills

- A) faced challenging and varied routines.
- B) occupied operative as well as managerial positions.
- C) lived in closely supervised company boardinghouses.
- D) seldom formed close ties with one another.

Answer: C

Page Ref: 291

Skill: Interpretive

17) A short-lived strike by Lowell's women workers in February 1834 occurred in protest of

- A) wage cuts.
- B) falling prices.
- C) poor sales.
- D) rising inventories.

Answer: A

Page Ref: 292

Skill: Interpretive

18) By the 1850s, all of the following factors undermined the united action of women mill workers EXCEPT the

- A) long tenure of women workers.
- B) arrival of Irish immigrants.
- C) hiring of more male workers.
- D) use of segregated living quarters.

Answer: A

Page Ref: 292

Skill: Interpretive

19) For outworkers, the invention of the sewing machine in the 1850s

- A) reduced the pool of potential workers.
- B) ensured easier and more pleasant tasks.
- C) led bosses to expect a greater volume of work.
- D) allowed workers to labor at home for the first time.

Answer: C

Page Ref: 294

Skill: Interpretive

20) For most Cincinnati workers before the Civil War, a manufacturing job

- A) guaranteed a decent livelihood.
- B) depended upon worker skills.
- C) encouraged the "manly virtues."
- D) imposed a form of "wage slavery."

Answer: D

Page Ref: 294

Skill: Interpretive

21) In the decades before the Civil War, Cincinnati workers

- A) refused to join unions or participate in strikes.
- B) struck for fair wages.
- C) viewed their bosses as a separate and hostile class.
- D) steadily improved their standard of living.

Answer: B

Page Ref: 295

Skill: Interpretive

22) The continuing urban growth of New York City from 1820 to 1860 resulted primarily from its

- A) access to waterpower.
- B) role in domestic and foreign trade.
- C) being an intersection of natural transportation routes.
- D) manufacturing of textiles.

Answer: B

Page Ref: 296

Skill: Interpretive

23) Urban growth in many antebellum cities

- A) followed an attractive and orderly plan.
- B) made it the nation's largest city by 1860.
- C) led to healthier and more comfortable living conditions.
- D) outpaced the government's provision of public services.

Answer: D

Page Ref: 297

Skill: Interpretive

24) A dramatic rise in the concentration of wealth in the United States from 1820 to 1860

- A) resulted in mass suffering.
- B) hardened class lines.
- C) eased social tensions.
- D) calmed labor protests.

Answer: B

Page Ref: 297

Skill: Interpretive

25) Of the following economic indicators describing conditions in Philadelphia, which one DECREASED from 1820 to 1860?

- A) upward occupational and residential mobility
- B) downward occupational mobility
- C) proportion of craftsmen in the laboring class
- D) percentage of unskilled wage earners in or near poverty

Answer: C

Page Ref: 297

Skill: Interpretive

26) The role of the ideal woman in antebellum America was to

- A) create a clean and wholesome home for family life.
- B) perform complementary tasks in the family's struggle to get ahead.
- C) produce vital goods or earn money necessary for the family's subsistence.
- D) pursue a rewarding and professional career.

Answer: A

Page Ref: 299

Skill: Interpretive

27) The concept of domesticity

- A) elevated women's economic and political status.
- B) confined women to home and family activities.
- C) helped working-class women make psychological sense of their lives.
- D) implied the moral superiority of women.

Answer: D

Page Ref: 299

Skill: Interpretive

28) Which of the following tasks was generally NOT perceived as a proper task for antebellum American constables?

- A) patrolling the streets to preserve order
- B) investigating health hazards
- C) carrying out court orders
- D) preventing crimes or discovering offenses

Answer: D

Page Ref: 300

Skill: Interpretive

29) Riots in Philadelphia in August 1834 stemmed primarily from

- A) police brutality.
- B) racial tensions and economic rivalry.
- C) nativist sentiments.
- D) economic depression.

Answer: B

Page Ref: 300–301

Skill: Interpretive

30) The participants in the Philadelphia riots of August 1834

- A) had moved to the city from the South.
- B) did not live in the immediate neighborhood.
- C) generally came from the lower class.
- D) were apprehended and charged with reckless behavior.

Answer: C

Page Ref: 301

Skill: Interpretive

31) In most northern states, free blacks were

- A) granted the right to vote.
- B) admitted to public as well as private schools.
- C) given equal economic opportunities.
- D) segregated from whites in public facilities.

Answer: D

Page Ref: 302

Skill: Interpretive

- 32) From 1820 to 1860, more eastern farmers
- A) raised crops and animals for home use.
 - B) bartered products as payment for goods.
 - C) used "scientific" methods to increase profits.
 - D) became isolated from urban markets.

Answer: C
Page Ref: 304
Skill: Interpretive

- 33) The Northwest became tied to antebellum eastern markets with the increasing production of
- A) wheat.
 - B) corn.
 - C) hogs.
 - D) cattle.

Answer: A
Page Ref: 304
Skill: Interpretive

- 34) Although the American economy developed rapidly between 1820 and 1860
- A) industrial profits remained low due to continual demands for capital.
 - B) expansion was cyclic in nature, interrupted by periods of depression.
 - C) the labor force became an organized and disruptive factor.
 - D) Americans lost the sense of pride and optimism that had prevailed in preindustrial America.

Answer: B
Page Ref: 306
Skill: Interpretive

- 35) "After discussing the factors that fueled antebellum growth...." Antebellum refers to the time of the
- A) colonial era.
 - B) eighteenth century.
 - C) nineteenth century before the Civil War.
 - D) nineteenth century after the Civil War.

Answer: C
Page Ref: 282
Skill: Factual

36) "Economic expansion also depended on intangible factors." An intangible factor would be one that

- A) cannot be readily converted into cash.
- B) cannot be perceived by the senses.
- C) lacks substance and validity.
- D) remains of secondary importance.

Answer: B

Page Ref: 285

Skill: Factual

37) "Ambivalence toward change." Ambivalence refers to

- A) mutually conflicting feelings.
- B) genuine enthusiasm.
- C) fear or dread.
- D) lack of emotion.

Answer: A

Page Ref: 286

Skill: Factual

True/False Questions

1) Between 1820 and 1860, the per capita income of Americans steadily declined.

Answer: FALSE

Page Ref: 282

Skill: Factual

2) Improved transportation in the 1840s and 1850s undermined the trend toward regional specialization.

Answer: FALSE

Page Ref: 283

Skill: Interpretive

3) Most European visitors to the United States in the 1830s considered Americans to be dull-witted and listless.

Answer: FALSE

Page Ref: 286

Skill: Interpretive

4) By the 1830s, all American states had adopted a plan of state-funded public education for children between five and nineteen years of age.

Answer: FALSE

Page Ref: 286

Skill: Factual

- 5) Although mill work offered better wages than other occupations open to women, female workers still suffered limited job mobility.

Answer: TRUE

Page Ref: 291

Skill: Interpretive

- 6) The fact that workers' wages in antebellum Cincinnati rose more slowly than food and housing costs compounded discontent over the changing working conditions of industrialization.

Answer: TRUE

Page Ref: 295

Skill: Interpretive

- 7) Ethnic and cultural disunity among workers served the cause of economic progress by undermining efforts for higher pay, shorter hours, and better working conditions.

Answer: TRUE

Page Ref: 295

Skill: Interpretive

- 8) In sharp contrast to the colonial period, the first half of the nineteenth century witnessed a dramatic rise in the concentration of wealth in the United States.

Answer: TRUE

Page Ref: 297

Skill: Factual

- 9) While the concept of domesticity seemed to confine women to the domestic sphere, it actually prompted women to take on various activities suitable for their "moral character" in the outside world.

Answer: TRUE

Page Ref: 299

Skill: Interpretive

- 10) By 1840, over 90 percent of the northern free black population lived in states where law or custom prevented them from voting.

Answer: TRUE

Page Ref: 302

Skill: Factual

Essay Questions

- 1) Identify and discuss the components that contributed to American economic growth from 1820 to 1860.

Answer: The United States had abundant natural resources, an expanding population, government policies designed to foster economic growth, and a pervasive entrepreneurial spirit. Public schools provided a more educated workforce and production was reorganized along industrial lines. An influx of European laborers, capital, and technological ideas also helped shape American development. Most importantly, improved transportation provided cheap and reliable access to distant markets and goods.

Page Ref: 281–306

Skill: Interpretive

- 2) Why did the number of European immigrants increase during the 1840s and 1850s? Analyze the impact of these immigrants upon the American economy and society.

Answer: A population explosion in Europe and the disruption of industrialization there caused many to seek a new life in America. The Irish became the most numerous group, escaping the potato blight and resultant famine at home. Although providing cheap labor, immigrants contributed to problems of urban congestion, racial tensions, and labor disunity.

Page Ref: 292–297; 300–301

Skill: Interpretive

- 3) Discuss efforts to improve and expand public education in antebellum America. Were schools supported as an agent for or as a defense against change?

Answer: Although several states had decided to use tax monies for education by 1800, Massachusetts moved first toward mass education by mandating total state funding in 1827. Reformer Horace Mann pushed for curricular revision and teacher training. Whereas many viewed schools as a means to train more productive and innovative workers, others felt that schools could inculcate the values and virtues of middle-class American society and guard against destabilizing trends of rapid economic change.

Page Ref: 286–287

Skill: Interpretive

- 4) Analyze the "costs" of industrialization for the United States from 1820 to 1860.

Answer: Economic expansion was cyclic in nature, marked by periodic panics and depressions, during which times industrialists protected themselves through wage cuts and layoffs. Older paths to economic independence disappeared and many Americans fell victim to "wage slavery." An increasing concentration of wealth in fewer hands characterized both urban and rural life. Workers failed to organize because of ethnic, racial, religious, and gender divisions. Environmental consequences of industrialization included deforestation, destruction of wildlife, and pollution of air and water.

Page Ref: 287–307

Skill: Interpretive

- 5) It is 1834 and, as a single woman of 18, you have decided to work for one year in the textile mills at Lowell, Massachusetts. Write a letter home to your parents, explaining your decision, your working and living conditions, and your plans for the future.

Answer: Young women came to Lowell in search of economic and perhaps personal independence. Although mill work paid relatively well, most women considered it merely a temporary commitment before marriage. The work was regimented and exhausting. Life in the company boardinghouse was closely supervised but offered opportunities for leisure and friendship. The women protested wage cuts in 1834, demonstrating their concern about the impact of industrialization upon workers.

Page Ref: 290–292

Skill: Applied

- 6) Analyze the reasons for the limited success achieved by organized labor in antebellum America.

Answer: Industrialization undermined traditional skills and reduced most workers to "wage slaves." Periodic depression made workers reluctant to endanger jobs through organized protests. Waves of immigration increased the numbers of workers and contributed to a growing cultural and ethnic diversity which compounded workers' differences.

Page Ref: 292–295

Skill: Interpretive

- 7) Analyze the antebellum concept of domesticity. Did this outlook advance or restrict women's rights and "liberation?"

Answer: Industrialization changed the family economy and led to the notion that the sexes occupied separate spheres. The proper place for the woman was perceived as the home where she would serve as the moral and cultural guardian for the family in her roles as wife and mother. This seemingly restrictive view of women later helped prompt women to take on roles in voluntary associations to reshape and reform the broader society.

Page Ref: 298–300

Skill: Interpretive

- 8) You are a newspaper reporter assigned to cover the riots of August 1834 in Philadelphia. Write an article explaining the causes and events of the riots as well as offering suggestions as to how such future trouble might be avoided.

Answer: The riots stemmed from the frustration of lower-class whites, many of them Irish immigrants, at competition for jobs from free blacks and the squalid conditions of their neighborhoods. The police force was unable to control the rowdiness. Increased city attention to living conditions, education, and police protection might be considered as preventive actions.

Page Ref: 300–301

Skill: Applied

- 9) Discuss the extent of opportunities available for northern free blacks in antebellum America.

Answer: Although opposed to slavery, many northerners did not welcome competition by free blacks for jobs and housing. Nowhere did free blacks enjoy equal political and civil rights or economic and educational opportunities. Those states with greater black populations generally imposed greater restrictions. The fastest-growing western states were committed to white supremacy and black exclusion.

Page Ref: 301–302

Skill: Interpretive

- 10) Discuss the economic changes that transformed the rural communities of the East and the frontier of the Old Northwest and increasingly knit the two regions together in the two decades preceding the Civil War.

Answer: Farming in the east became more "scientific" and commercial. Eastern capital, settlers, and transportation projects opened up the frontier of the Old Northwest, creating an economic as well as cultural link. Farming in the northwest switched from corn and hog production for southern markets to wheat production for eastern markets.

Page Ref: 302–306

Skill: Interpretive

Short Answer Questions

- 1) The last link in the chain of waterways binding New York City to the Great Lakes and the Northwest was the _____, stretching 363 miles between Albany and Buffalo.

Answer: Erie Canal

Page Ref: 283

Skill: Factual

- 2) In *Dartmouth College v. Woodward*, the Supreme Court held that a _____ granted by a state could not be modified unless both parties agreed.

Answer: charter

Page Ref: 285

Skill: Factual

- 3) Among antebellum American inventions were the McCormick _____, the Colt _____, and Goodyear vulcanized _____ products.

Answer: harvester; revolver; rubber

Page Ref: 286

Skill: Factual

- 4) The first state to move toward mass education by mandating that state taxes pay the whole cost of the public schools was _____ in 1827.

Answer: Massachusetts

Page Ref: 286

Skill: Factual

- 5) Between 1820 and 1860, _____ manufacturing became the nation's leading industry.

Answer: textile

Page Ref: 288

Skill: Factual

- 6) In the 1830s, Americans were able to make more exact plans and coordinate activities more efficiently due to the mass production of _____.

Answer: timepieces.

Page Ref: 290

Skill: Factual

- 7) The Boston Associates designed _____ to be a model industrial town.

Answer: Lowell

Page Ref: 290

Skill: Factual

- 8) The strike at Lowell in February 1834, as with most antebellum work stoppages, was called to protest _____.

Answer: wage cuts.

Page Ref: 292

Skill: Factual

- 9) A terrible blight attacking the _____ crop caused famine, disruption, and massive emigration from Ireland during the late 1840s and early 1850s.

Answer: potato

Page Ref: 292–293

Skill: Factual

- 10) _____ grew to be the nation's third largest industrial center by 1840.

Answer: Cincinnati

Page Ref: 293

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) English mechanic who devised a water-powered, yarn-spinning machine.

Page Ref: 287

Skill: Factual

A) Prudence Crandall

B) Susan Warner

- 2) Textile manufacturers planned and built this "model" town expressly for industrial purposes in the 1820s.
Page Ref: 290
Skill: Factual
- 3) A small settlement on the Ohio River, this city had emerged as the country's third-largest industrial center by 1840.
Page Ref: 293
Skill: Factual
- 4) With the completion of the Erie Canal, this city gained control of much of the trade with the West and emerged as the nation's largest and most important city.
Page Ref: 283
Skill: Factual
- 5) This city experienced riots in August, 1834, caused by racial tensions between Irish immigrants and black residents.
Page Ref: 300
Skill: Factual
- 6) This educational reformer sought to strengthen public education in Massachusetts by introducing graded schools, uniform curricula, and teacher training.
Page Ref: 286
Skill: Factual
- 7) This industrialist established a mill at Waltham, Massachusetts, bringing all the steps of cotton production together under one roof.
Page Ref: 288
Skill: Factual
- C) New York City
- D) Cincinnati
- E) Philadelphia
- F) Sarah Hale
- G) Francis Cabot Lowell
- H) Lowell, Massachusetts
- I) Horace Mann
- J) Samuel Slater

- 8) This publisher edited the popular magazine *Godey's Lady's Book* to help antebellum American women create a clean and wholesome home.

Page Ref: 299

Skill: Factual

- 9) This educator opened a Connecticut school in 1833 to "young colored ladies and Misses," only to be harassed and arrested for the effort.

Page Ref: 302

Skill: Factual

- 10) The author of *The Wide, Wide World* captured the realities and fears of a fluid society in the process of change.

Page Ref: 281

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) J | 2) H | 3) D | 4) C | 5) E | 6) I |
| 7) G | 8) F | 9) A | 10) B | | |

Chapter 11 Slavery and the Old South

Multiple-Choice Questions

- 1) The lesson Frederick Douglass learned to survive slavery was to
- A) obey every command of his master or mistress.
 - B) act defiantly at every opportunity.
 - C) understand and outwit his oppressors.
 - D) endure all suffering in silent dignity.

Answer: C

Page Ref: 310

Skill: Interpretive

- 2) The most recent historical interpretations of slavery have viewed the institution
- A) as relatively humane and paternalistic.
 - B) as uniformly cruel and oppressive.
 - C) through the interactions of masters and slaves.
 - D) through life in the slave quarters.

Answer: D

Page Ref: 310

Skill: Interpretive

- 3) The majority of white Southerners in antebellum America owned
- A) over fifty slaves.
 - B) over twenty slaves.
 - C) between one and ten slaves.
 - D) no slaves at all.

Answer: D

Page Ref: 311

Skill: Factual

- 4) The invention of the cotton gin in 1793
- A) tied the southern economy to cotton production.
 - B) undermined the plantation system.
 - C) slowed expansion into the Southwest.
 - D) revived the subject of abolitionism.

Answer: A

Page Ref: 312

Skill: Interpretive

- 5) Between 1815 and 1860, southern production of cotton
- A) surpassed the corn crop in terms of total acreage.
 - B) represented more than half of all American exports.
 - C) harmed the interests of northern merchants and western farmers.
 - D) contributed to a steady decline in the region's per capita income.

Answer: B

Page Ref: 312

Skill: Interpretive

- 6) Compared to the United States, slavery in Latin America
- A) was more benign.
 - B) was just as harsh.
 - C) encouraged slave marriages and families more.
 - D) ended much earlier.

Answer: B

Page Ref: 313

Skill: Interpretive

- 7) Southerners migrated southwestward in huge numbers between 1830 and 1860, seeking new lands for the
- | | |
|----------------------------|------------------------------------|
| A) cultivation of tobacco. | B) diversification of agriculture. |
| C) production of cotton. | D) development of industry. |

Answer: C

Page Ref: 314

Skill: Factual

- 8) Laws to control the domestic slave trade were
- A) enacted by Congress in 1808.
 - B) poorly enforced and usually short-lived.
 - C) regulated by the British navy.
 - D) passed to protect slave families.

Answer: B

Page Ref: 315

Skill: Interpretive

9) The majority of slaves were engaged in

- A) agricultural labor.
- B) domestic service.
- C) industrial tasks.
- D) mining operations.

Answer: A

Page Ref: 315

Skill: Factual

10) The Tredegar Iron Company of Richmond decided in 1847 to shift from white to slave labor to

- A) reduce the costs of labor and capital investments.
- B) offer slaves useful skills for their later lives as free blacks.
- C) expand the pool of slave laborers for industrial enterprises.
- D) destroy the potential power of organized white workers to strike.

Answer: D

Page Ref: 315

Skill: Interpretive

11) White artisans in the south viewed black workers as

- A) valuable assets.
- B) no real competition.
- C) fellow workers.
- D) threats to their livelihoods.

Answer: D

Page Ref: 315

Skill: Interpretive

12) Slavery inhibited the economic growth of the South because of the slaveholders'

- A) high maintenance costs.
- B) low profit yields.
- C) undiversified capital investments.
- D) unstable cotton prices.

Answer: C

Page Ref: 316

Skill: Interpretive

13) The typical slaveholder owned

- A) only one or two slaves.
- B) fewer than ten slaves.
- C) between ten and fifteen slaves.
- D) more than 20 slaves.

Answer: B

Page Ref: 317

Skill: Interpretive

14) Most whites in the antebellum South

- A) held fewer than ten slaves by 1860.
- B) regarded slaveholding as a path to upward economic mobility.
- C) resented the political influence of white slaveholders.
- D) avoided the social stigma of slaveholding.

Answer: B

Page Ref: 317

Skill: Interpretive

15) The yeoman farmers of the South

- A) owned very few slaves.
- B) were fiercely proud of their independence.
- C) formed a small portion of the population.
- D) lived in the Appalachian Mountains.

Answer: B

Page Ref: 317

Skill: Interpretive

16) All of the following factors victimized the poorest whites of the South EXCEPT a

- A) poor diet and bad living conditions.
- B) natural laziness and shiftlessness.
- C) spread of diseases such as hookworm and malaria.
- D) debilitating heat and poverty.

Answer: B

Page Ref: 319

Skill: Interpretive

17) For South Carolinian Robert Francis Allston, a "plain, honest, common-sense reading of the Constitution" meant the

- | | |
|----------------------------------|---------------------------------------|
| A) constitutionality of slavery. | B) disapproval of nullification. |
| C) legitimacy of abolitionism. | D) support of the United States Bank. |

Answer: A

Page Ref: 320

Skill: Interpretive

18) The cultivation of rice required all of the following EXCEPT a(n)

- A) substantial investment in labor and equipment.
- B) careful supervision of slaves.
- C) cool, dry climate and elevated land.
- D) elaborate irrigation system.

Answer: C

Page Ref: 320

Skill: Interpretive

19) Robert Francis Allston's chief concern as a slaveholder was to guard against his slaves'

- A) disobedience.
- B) escape.
- C) education.
- D) sickness and death.

Answer: D

Page Ref: 320

Skill: Interpretive

20) For southern white women, Mary Boykin Chestnut regarded "the sorest spot" of slavery as the

- A) excessive cruelty of the overseers.
- B) double standard of plantation sexuality.
- C) social isolation and loneliness.
- D) obligation to feed, clothe, and nurse additional children.

Answer: B

Page Ref: 321

Skill: Interpretive

21) Prior to 1830, southerners generally defended slavery as a(n)

- A) necessary evil.
- B) positive good.
- C) historical inevitability.
- D) biblical injunction.

Answer: A

Page Ref: 321

Skill: Interpretive

22) Southerners argued that the Constitution offered legal justification for slavery because of all of the following passages EXCEPT the

- A) "three-fifths" clause determining the status of slaves for purposes of representation and taxes.
- B) Missouri Compromise opening up lands for the western expansion of slavery.
- C) protection of the international slave trade for twenty years from congressional abolition.
- D) mandate for the return of runaway slaves from one state to another.

Answer: B

Page Ref: 321

Skill: Interpretive

23) Sociologist George Fitzhugh argued that southern black slaves

- A) did not need the paternal guidance of white masters.
- B) should be gradually amalgamated with the white race.
- C) received better treatment than northern factory workers.
- D) deserved gradual emancipation and limited economic opportunities.

Answer: C

Page Ref: 322

Skill: Interpretive

24) Wealthy southern planters justified slavery in terms of white superiority because such a defense

- A) reflected their blind racism.
- B) deflected potential class antagonisms among whites.
- C) coincided with the main ideological directions of the time.
- D) emphasized the profitability of the institution.

Answer: B

Page Ref: 322

Skill: Interpretive

25) House slaves, in contrast to field slaves, had

- A) more difficult assignments.
- B) a specific task to complete daily.
- C) less privacy.
- D) less food to eat.

Answer: C

Page Ref: 323

Skill: Interpretive

26) The typical diet for slaves in the American South did all of the following EXCEPT

- A) led some slaves to become dirt eaters.
- B) provided abundant nutrients to create strong laborers.
- C) contributed to a high incidence of theft.
- D) contributed to poor health.

Answer: B

Page Ref: 324

Skill: Interpretive

27) Following the convergence of Nat Turner's revolt and William Lloyd Garrison's publication of the abolitionist *Liberator* in 1831

- A) state laws prohibiting manumission were passed in the South.
- B) the slaves' expectations of freedom were heightened.
- C) laws protecting slaves from overly severe treatment were repealed.
- D) the material conditions for slaves worsened.

Answer: A

Page Ref: 325

Skill: Interpretive

28) Many slaveholders urged their slaves to attend church because it

- A) improved the intelligence and morals of the slaves.
- B) offered the slaveholder a form of social control.
- C) allowed slaves an opportunity for singing and dancing.
- D) enhanced the slaveholder's reputation and social standing.

Answer: B

Page Ref: 327

Skill: Interpretive

29) Slave spirituals reiterated one basic Christian theme

- A) if someone slaps you, turn the other cheek.
- B) do unto others as you would have them do unto you.
- C) a chosen people were held captive but would be delivered.
- D) Servants, obey your masters.

Answer: C

Page Ref: 330

Skill: Interpretive

30) In the slave folktales, Brer Rabbit

- A) demonstrates the foolishness of resistance to stronger foes.
- B) watches out for the other animals of the forest.
- C) knows how to use his cunning to outwit his enemies.
- D) falls victim because of his weak and careless nature.

Answer: C

Page Ref: 328–329

Skill: Interpretive

31) The slave conspiracies of Gabriel Prosser in 1800 and Denmark Vesey in 1822 were both thwarted by

- A) white discovery of the plots.
- B) mass executions of the leaders.
- C) random killing of innocent blacks.
- D) internal betrayal by fellow slaves.

Answer: D

Page Ref: 333

Skill: Factual

32) The free black population of the United States increased from 1820 to 1860 because of all of the following reasons EXCEPT the

- A) natural increase of the free black population.
- B) continuing immigration of blacks from Africa.
- C) successful escapes of slaves from the South.
- D) results of personal purchases and manumissions.

Answer: B

Page Ref: 335

Skill: Interpretive

33) Free African-Americans were likely to

- A) live near dense plantation centers.
- B) be younger and more aggressive.
- C) reside in cities and towns.
- D) have fewer skills than slaves.

Answer: C

Page Ref: 335

Skill: Interpretive

34) African-American churches did all of the following EXCEPT

- A) serve as springboards for activist preachers.
- B) promoted education.
- C) offered entertainment.
- D) tended only to spiritual matters.

Answer: D

Page Ref: 336

Skill: Interpretive

35) "Frederick used 'various stratagems' to teach himself to read and write." A strategem is a(n)

- A) deception.
- B) memory aid.
- C) lesson book.
- D) alternative.

Answer: A

Page Ref: 309

Skill: Factual

36) "The vast region of the antebellum South was not a monolithic society...." A monolithic society would be characterized by a

- A) one-party political system.
- B) one-crop agricultural economy.
- C) massive uniformity.
- D) stolid or dull outlook.

Answer: C

Page Ref: 311

Skill: Factual

37) "Yeoman farmers also stoutly defended their independence...." The yeoman farmers were the

- A) poorest whites.
- B) independent, small farmers.
- C) tenant farmers.
- D) large planters.

Answer: B

Page Ref: 317

Skill: Factual

38) "Southern apologists ...faced the difficult intellectual task...." An apologist is one who

- A) argues in defense of another person or cause.
- B) offers compensation for wrongs committed.
- C) accepts an apology graciously.
- D) refuses to accept reality.

Answer: A

Page Ref: 322

Skill: Factual

True/False Questions

- 1) Large-plantation agriculture was a dominant force in the antebellum South, but most southern whites were not even slaveholders, much less large planters.

Answer: TRUE

Page Ref: 311

Skill: Factual

- 2) If the South had become an independent nation in 1860, it would have ranked as one of the wealthiest countries in the world in terms of per capita income.

Answer: TRUE

Page Ref: 312

Skill: Factual

- 3) After the congressional ban on the importation of slaves, the slave population in the United States steadily declined from 1808 to 1860.

Answer: FALSE

Page Ref: 315

Skill: Factual

- 4) Poor whites stayed poor because they developed a culture that opposed the middle-class work ethic.

Answer: FALSE

Page Ref: 319

Skill: Interpretive

- 5) By the 1830s, Southerners became increasingly open-minded concerning the institution of slavery, no longer claiming it as a "positive good," but defending it only as a "necessary evil."

Answer: FALSE

Page Ref: 321

Skill: Interpretive

- 6) In order to maintain their slaves's strength, masters fed them well, providing an abundant and varied diet.

Answer: FALSE

Page Ref: 324

Skill: Factual

- 7) Although laws regulating the treatment of slaves was very strict, treatment varied with individual slaveholders and depended on their mood and other circumstances.

Answer: TRUE

Page Ref: 325

Skill: Factual

- 8) The revivals of the early nineteenth century led to an enormous growth of Christianity among black Americans.

Answer: TRUE

Page Ref: 326

Skill: Factual

- 9) In 1850, over 100,000 slaves successfully escaped into the North or Canada.

Answer: FALSE

Page Ref: 333

Skill: Factual

- 10) From 1820 to 1860, the number of free blacks in the United States dropped as manumissions became illegal.

Answer: FALSE

Page Ref: 335

Skill: Factual

Essay Questions

- 1) Many Americans have formed their mental images of the Old South from the movie of Margaret Mitchell's novel *Gone With the Wind*. Was her portrait of the antebellum South accurate? Was the region merely a land of large cotton plantations worked by hundreds of mostly contented black slaves?

Answer: The realities of the South and slavery were complex. Although cotton cultivation dominated the economy, most southern whites were neither slaveholders nor large planters. Some masters were kindly, but many were not; some slaves were contented, but most were not.

Page Ref: 311–337

Skill: Interpretive

- 2) Discuss the causes and results of economic expansion in the South from 1820 to 1860.

Answer: Leaving worn-out eastern lands, Southerners extended cotton cultivation and slavery westward. Cotton remained "king" in the South due to a steady growth in world demand, availability of new lands, a self-reproducing supply of cheap slave labor, and low-cost steamboat transportation on the Mississippi River. The economy was healthy but undiversified and wealth was concentrated in the hands of large planters.

Page Ref: 312–314

Skill: Interpretive

- 3) Was slavery a "profitable" institution for the South? Explain why or why not.

Answer: Slaves were used as workers in all types of economic enterprises, but overwhelmingly in cash crop agriculture. A slave generally proved to be a profitable investment for a slaveholder in terms of profit and cost calculations. Most Southerners, however, were not slaveholders. The heavy capital investment in land and labor blocked the diversification of agriculture, the development of industry, and improvements in the transportation system, thus limiting overall economic opportunities.

Page Ref: 315–316

Skill: Interpretive

- 4) Since the vast majority of Southern whites owned few or no slaves, why did they support the "peculiar institution"?

Answer: Slavery as an institution served social as well as economic purposes. Slaveholding represented a path for some and a hope for many of upward economic mobility, social prestige, and political influence. The institution also offered poor whites a sense of superiority over at least one group and a sense of kinship, if not quite equality, with wealthier whites.

Page Ref: 316–317

Skill: Interpretive

- 5) Increasingly attacked as immoral, Southerners felt compelled to justify the institution of slavery. How and why did their defense of slavery change during the antebellum era?

Answer: Prior to the 1830s, Southerners accepted slavery as a "necessary evil" and even made limited moves to eradicate the problem, primarily through manumission and colonization efforts. After the abolitionists stepped up their attacks, however, southern justification shifted toward defending slavery as a "positive good," using biblical, historical, constitutional, scientific, and sociological grounds for argument. Such justifications emphasized racism to avoid potential class antagonisms among whites.

Page Ref: 321–323

Skill: Interpretive

- 6) You are a slave fieldhand in Louisiana during the 1840s. Your wife and daughter are house servants on the same large plantation. Describe your family's health, security, and typical workday.

Answer: Although conditions for slaves varied widely, the daily work schedule for most was long and demanding. House servants generally faced lighter tasks but enjoyed less privacy. Hard work, epidemic diseases, and poor diets contributed to poor health. As both persons and property, slaves suffered from a legal ambiguity with little official protection of rights. Although slaveholders had both moral and economic reasons to maintain slave families, they were often separated.

Page Ref: 323–326

Skill: Applied

- 7) However burdensome their lives from sunup to sundown, after work slaves established a sense of self-worth and community. Discuss the factors that made this possible.

Answer: In family life, religion, and music, slaves both described their experiences and sought release from hardship. Slave spirituals illustrated both the communal religious experience and the Christian themes of suffering and redemption. Slave parents served as protectors, providers, comforters, transmitters of culture, and role models for their children.

Page Ref: 326–331

Skill: Interpretive

- 8) Discuss the role of the folktale in antebellum black culture. Write a short folktale, using the characters of Brer Rabbit and Brer Fox and/or Brer Bear.

Answer: The folktale was used by slaves to express hostility toward the master, impart wisdom and survival skills to the young, portray and mock their own weaknesses, and entertain themselves. The clever and mischievous Brer Rabbit used his cunning to outwit his stronger foes, thus reversing the roles of oppressed and oppressor.

Page Ref: 328–329

Skill: Applied

- 9) Analyze the various forms and results of black protest against slavery.

Answer: Slaves engaged in various "day to day" acts of resistance, such as feigning illness and misplacing or breaking tools. Ultimately, slaves might have run away, sometimes receiving help from sympathetic abolitionists. Organized slave revolts were rare in the United States because of the limited chances for success and the severity of reprisals.

Page Ref: 332–334

Skill: Interpretive

- 10) Not all southern blacks were slaves, but even for free blacks, freedom seldom meant equality. How and why were free blacks denied equality in the South from 1820 to 1860?

Answer: Free blacks in the South faced economic, civil, and social restrictions. Southern state laws seriously limited their mobility, rights, and opportunities. If granted equality, free blacks would have offered competition to whites and certainly would have set a "bad example" in raising the hopes and expectations of black slaves.

Page Ref: 335–336

Skill: Interpretive

Short Answer Questions

- 1) Perhaps no issue in American history has generated quite as much controversy or as many interpretations as _____, the "peculiar institution."

Answer: slavery

Page Ref: 310

Skill: Factual

- 2) The Lower South, or _____, stretched from South Carolina to Texas.

Answer: black belt

Page Ref: 311

Skill: Interpretive

- 3) The largest slave population in the world—one million in 1800—was in _____.

Answer: Brazil

Page Ref: 313

Skill: Factual

- 4) Paralleling the growth of the southern economy and its dependence on the slave labor system, the number of slaves in the United States rapidly increased from 1.5 million in 1820 to _____ million in 1860.

Answer: 4

Page Ref: 315

Skill: Factual

- 5) One of the busiest domestic slave trading routes began in Alexandria, Virginia, and ended in _____, Mississippi.

Answer: Natchez

Page Ref: 315

Skill: Factual

- 6) Congress formally ended the international slave trade on January 1, 1808, the earliest time allowed by the _____.

Answer: Constitution.

Page Ref: 315

Skill: Factual

- 7) In order to destroy the potential power of organized white workers to strike, the _____ Company of Richmond switched from white to slave labor "almost exclusively" in 1847.

Answer: Tredegar Iron

Page Ref: 315

Skill: Factual

- 8) The majority, approximately _____ percent, of southern whites owned no slaves.

Answer: 70

Page Ref: 317

Skill: Factual

- 9) A series of safe houses and stations where runaway slaves could rest, eat, and spend the night before continuing their escape, the _____ was organized by abolitionists.

Answer: Underground Railroad

Page Ref: 333

Skill: Factual

- 10) The most famous slave revolt in North America, which occurred in Southampton County, Virginia, in 1831 was led by _____.

Answer: Nat Turner.

Page Ref: 333

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Sent to Baltimore as a young slave, he taught himself to read and write.

Page Ref: 311

Skill: Factual

- 2) A kindly mistress, she was transformed by slavery from an angel into a demon by the "fatal poison of irresponsible power."

Page Ref: 309

Skill: Factual

- 3) An escaped slave, she became the most famous "conductor" of the Underground Railroad, leading some 300 slaves out of the South on 19 separate trips.

Page Ref: 333

Skill: Factual

- 4) This slave was the leader of an extensively planned but ultimately unsuccessful slave revolt in Charleston, South Carolina, in 1822.

Page Ref: 333

Skill: Factual

A) George Fitzhugh

B) Robert Francis Allston

C) Mary Boykin Chestnut

D) Harriet Tubman

E) Nat Turner

F) Denmark Vesey

G) William Lloyd Garrison

H) William J. Faulkner

I) Frederick Douglass

J) Sophia Auld

- 5) An intelligent, skilled, and religious slave who led a slave revolt in Virginia in 1831 which resulted in the deaths of 55 whites.

Page Ref: 333

Skill: Factual

- 6) Southern diarist who criticized the sexual double standard on plantations.

Page Ref: 321

Skill: Factual

- 7) An enlightened and talented rice planter and later governor of South Carolina, he viewed the tasks of slaveholding as both a duty and a burden.

Page Ref: 320

Skill: Factual

- 8) A southern apologist for slavery, adopting a sociological point of view, he argued that black slaves in the South were better off than the "wage slaves" in northern factories.

Page Ref: 322

Skill: Factual

- 9) His publication of the radical abolitionist newspaper *The Liberator* in 1831, along with the Nat Turner revolt of that year, led to a tightening of the slave system in the South.

Page Ref: 325

Skill: Factual

10) Minister and dean of men at Fisk University, he gathered and recorded the folktales he had heard in his youth in South Carolina as told by an ex-slave, Simon Brown.

Page Ref: 328

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) I | 2) J | 3) D | 4) F | 5) E | 6) C |
| 7) B | 8) A | 9) G | 10) H | | |

Chapter 12 Shaping America in the Antebellum Age

Multiple-Choice Questions

- 1) Revivalism shifted to
- A) New England and frontier areas.
 - B) New York and the Old Northwest.
 - C) the Deep South.
 - D) rural areas.

Answer: B

Page Ref: 341

Skill: Factual

- 2) Preachers of the Second Great Awakening such as Charles Finney emphasized
- A) doctrine.
 - B) original sin.
 - C) atonement.
 - D) emotion.

Answer: D

Page Ref: 342

Skill: Interpretive

- 3) Which one of the following was NOT one of Finney's beliefs?
- A) individual reformation
 - B) reforming of society
 - C) conversion as end of religious experience
 - D) eradicate sin from the world

Answer: C

Page Ref: 343

Skill: Interpretive

- 4) Essayist Ralph Waldo Emerson urged Americans to
- A) look inward for knowledge and self-reliance.
 - B) avoid useless crusades for social reform.
 - C) civilize and tame the wildness of nature.
 - D) conform to the dictates of social judgment.

Answer: A

Page Ref: 343

Skill: Interpretive

- 5) Elected president in 1828, Andrew Jackson
- A) purged from government all political appointees.
 - B) won a resounding majority of popular ballots.
 - C) favored a significant redistribution of wealth.
 - D) condoned the increasing attacks on slavery.

Answer: B

Page Ref: 344

Skill: Factual

- 6) Political parties of the early nineteenth century
- A) stemmed from elite coalitions tied by family and friendship.
 - B) depended upon the deference of ordinary voters to their "betters."
 - C) aimed at widespread voter organization and participation.
 - D) attempted to rise above popular emotions and ethnic prejudices.

Answer: C

Page Ref: 345

Skill: Interpretive

- 7) Andrew Jackson's early national reputation stemmed mainly from his
- A) military exploits against Indians and British.
 - B) crusades on behalf of Native Americans.
 - C) diplomacy with the Spanish over problems in Florida.
 - D) political support for John Quincy Adams.

Answer: A

Page Ref: 346

Skill: Factual

- 8) The campaign between Andrew Jackson and John Quincy Adams in 1828
- A) presented thoughtful discussion of controversial issues.
 - B) failed to attract significant public interest.
 - C) exposed Jackson's lack of an effective political organization.
 - D) degenerated into a nasty but entertaining contest.

Answer: D

Page Ref: 346

Skill: Interpretive

- 9) One of Andrew Jackson's key principles included the
- A) expanded powers of the national government.
 - B) importance of majority rule.
 - C) defense of the interests of the monied aristocracy.
 - D) all of the above.

Answer: B

Page Ref: 347

Skill: Interpretive

- 10) As president, Andrew Jackson
- A) asserted his power most dramatically through use of the veto.
 - B) engaged in wholesale replacement of officeholders with his own supporters.
 - C) supported national funding for all internal improvement projects.
 - D) favored significant increases in the levels of protective tariffs.

Answer: A

Page Ref: 347

Skill: Interpretive

- 11) Southerners opposed high protective tariff rates because they feared resultant
- A) increased prices for manufactured goods.
 - B) increased levels of foreign trade.
 - C) development of southern industry.
 - D) opening of new western lands.

Answer: A

Page Ref: 348

Skill: Interpretive

- 12) In his *Exposition and Protest*, John Calhoun argued that a state has the power to
- A) impeach the president.
 - B) nullify an unconstitutional federal law.
 - C) set its own tariff rates.
 - D) raise a volunteer army.

Answer: B

Page Ref: 348

Skill: Factual

13) During the 1830s, the Cherokee Indians

- A) lost tribal lands as a result of their defeat at Horseshoe Bend.
- B) suffered hardships and death in a forced removal to Oklahoma.
- C) defied a Supreme Court ruling in their attempt to avoid deportation.
- D) resisted such elements of American culture as white clothing, agricultural practices, and slaveholding.

Answer: B

Page Ref: 350

Skill: Interpretive

14) Which of the following groups would have been MOST likely to favor recharter of the Second Bank of the United States?

- A) state bankers needing credit
- B) speculators in western lands
- C) southern and western farmers
- D) New York state bankers

Answer: A

Page Ref: 351–352

Skill: Interpretive

15) Andrew Jackson argued that the national bank

- A) played a responsible role in promoting economic expansion.
- B) should be rechartered four years ahead of schedule.
- C) restrained state banks from making unwise loans.
- D) represented an example of special privilege that hurt the common man.

Answer: D

Page Ref: 352

Skill: Interpretive

16) As a result of Jackson's Specie Circular of 1836

- A) the government accepted bank notes in payment for public lands.
- B) a wave of reckless investments created an inflationary spiral.
- C) investors panicked in a rush to convert assets into cash.
- D) Martin Van Buren was elected president of the United States.

Answer: C

Page Ref: 352–353

Skill: Interpretive

- 17) During the depression of the late 1830s, the
- A) trade union movement steadily grew stronger.
 - B) wages of workers fell by 30 to 50 percent within two years.
 - C) prices of flour, pork, and coal were cut in half.
 - D) deflationary policies of President Van Buren improved conditions.

Answer: B

Page Ref: 353

Skill: Interpretive

- 18) According to the Democrats of the 1830s, the government should
- A) allow Americans freedom to follow their individual interests.
 - B) actively promote policies of economic development.
 - C) change moral behavior and eradicate sin.
 - D) support a system of general public education.

Answer: A

Page Ref: 353

Skill: Interpretive

- 19) In the election of 1840, the Whigs
- A) failed to attract much voter interest.
 - B) featured new, flamboyant electioneering styles and techniques.
 - C) focused attention on serious issues facing the nation.
 - D) set a standard for restrained, issue-oriented campaigning.

Answer: B

Page Ref: 354–355

Skill: Interpretive

- 20) All of the following factors contributed to a reform impulse in the United States during the 1830s EXCEPT the
- A) Republican ideology and Enlightenment emphasis on virtue and good citizenship.
 - B) activist tendencies in Whig political ideology.
 - C) belief in human depravity.
 - D) anxiety over profound economic and social changes.

Answer: C

Page Ref: 355–356

Skill: Interpretive

- 21) For members of his "perfectionist" community at Oneida, John Humphrey Noyes advocated
- A) absolute chastity.
 - B) communal child rearing.
 - C) agricultural enterprise.
 - D) Christian commitment.

Answer: B

Page Ref: 357

Skill: Factual

- 22) Whether secular or religious, the utopian communities of the antebellum era failed for all of the following reasons EXCEPT the
- A) recurring problems of unstable leadership and financial bickering.
 - B) public hostility engendered by unorthodox beliefs or practices.
 - C) stress on the individualistic impulses of human nature.
 - D) waning of enthusiasm after initial settlement.

Answer: C

Page Ref: 358

Skill: Interpretive

- 23) Utopian leader William Miller lost credibility by his
- A) frequent absences and financial mismanagement of his settlement.
 - B) criticism of the naive optimism of communitarians.
 - C) indiscriminate admission of new members to his sect.
 - D) failure to predict accurately the Second Coming of Christ.

Answer: D

Page Ref: 358

Skill: Interpretive

- 24) The Mormons faced public hostility because of
- A) prejudice against immigrants.
 - B) rumors of unorthodox sexual practices.
 - C) their poverty.
 - D) their passive religious activities.

Answer: B

Page Ref: 359

Skill: Interpretive

- 25) During the 1840s temperance advocates
- A) copied successful revival techniques.
 - B) argued that alcoholism reflected moral failure.
 - C) lobbied for passage of local option laws.
 - D) shifted from political action to moral suasion.

Answer: C

Page Ref: 360

Skill: Interpretive

- 26) Antebellum Americans joined the temperance crusade, as they did other reform societies, largely to
- A) circumvent intrusions of the government.
 - B) escape the pressures of middle-class values.
 - C) avoid public suspicion of their own beliefs and behavior.
 - D) seek relief from loneliness and uncertainty.

Answer: D

Page Ref: 361

Skill: Interpretive

- 27) Which of the following "therapies" was NOT among the panaceas offered by reformers for antebellum ailments?
- A) bathing and water purges of the body
 - B) spiritualist seances to cure problems of the mind
 - C) sexual liberation and activism
 - D) special diets and exercise programs

Answer: C

Page Ref: 361

Skill: Interpretive

- 28) Like many perfectionist reformers, Dorothea Dix believed that
- A) special asylums could reform society's outcasts.
 - B) bad people corrupted basically good institutions.
 - C) she should seek private influence over individuals.
 - D) there should be no segregation of asylum inmates.

Answer: A

Page Ref: 364

Skill: Interpretive

- 29) The trade unions fared better than the labor parties in the 1830s because
- A) Jacksonian Democrats shunned many laboring men's votes.
 - B) trade union programs were more immediately practical.
 - C) trade unions concentrated more on long-range, systematic reforms.
 - D) labor parties admitted only skilled workers.

Answer: B

Page Ref: 365

Skill: Interpretive

- 30) Over two-thirds of workers' strikes between 1834 and 1836 were held for
- A) higher wages.
 - B) shorter hours.
 - C) immigration restrictions.
 - D) union recognition.

Answer: A

Page Ref: 365

Skill: Factual

- 31) The American Anti-Slavery Society, formed by William Lloyd Garrison, advocated the
- A) gradual emancipation of slaves by individual owners.
 - B) colonization of free blacks in Africa.
 - C) immediate and total abolition of slavery.
 - D) purchase and release of slaves by the government.

Answer: C

Page Ref: 366

Skill: Interpretive

- 32) The primary tactic used by abolitionists in their crusade against slavery before 1840
- A) moral suasion through speeches and literature.
 - B) political action through petitions and third parties.
 - C) economic boycott of goods made by slave labor.
 - D) incendiary appeals for slave escapes and rebellions.

Answer: A

Page Ref: 366

Skill: Interpretive

- 33) Black abolitionist Frederick Douglass viewed
- A) slavery and freedom as absolute moral opposites.
 - B) discrimination as much a problem as slavery.
 - C) black nationalism as the proper solution.
 - D) political action as irrelevant and useless.

Answer: B

Page Ref: 367

Skill: Interpretive

- 34) Anti-abolitionists did all of the following EXCEPT
- A) gained the support of President Andrew Jackson.
 - B) passed a Congressional "gag rule."
 - C) mailed floods of literature into the North.
 - D) engaged in mob attacks against leading abolitionists.

Answer: C

Page Ref: 369

Skill: Interpretive

- 35) The Declaration of Sentiments drawn up in Seneca Falls, New York, in 1848 asserted that
- A) all men and women are created equal.
 - B) the proper place for a woman was in the home.
 - C) the improvement of mankind should be our ultimate goal.
 - D) women served as society's guardians of piety and virtue.

Answer: A

Page Ref: 371

Skill: Interpretive

- 36) For 72 years, the major goal of the women's rights movement remained
- A) equal pay for equal work.
 - B) the right to vote.
 - C) access to an equal education.
 - D) control of body and property.

Answer: B

Page Ref: 371

Skill: Factual

- 37) "Moby Dick was actually an immense allegory of good and evil...." An allegory is a(n)
- A) fictitious tale.
 - B) autobiographical detail.
 - C) historical allusion.
 - D) symbolic representation.

Answer: D

Page Ref: 343

Skill: Factual

- 38) "He was an instant, if unorthodox convert." An unorthodox convert would be one who
- A) faithfully adheres to doctrine.
 - B) breaks with convention or tradition.
 - C) enthusiastically accepts any demands.
 - D) later recants his commitment.

Answer: B

Page Ref: 357

Skill: Factual

- 39) "Pietist German-speaking immigrants founded the earliest utopian communities in America to preserve their language, spirituality, and ascetic lifestyle." An ascetic lifestyle would be one which is

- A) austere.
- B) sterile.
- C) hedonistic.
- D) self-absorbed.

Answer: A

Page Ref: 358

Skill: Factual

- 40) "Some promoted panaceas , including hydrotherapy...." A panacea is a(n)

- A) stimulant.
- B) cure-all.
- C) special diet.
- D) exercise regime.

Answer: B

Page Ref: 361

Skill: Factual

- 41) "President Jackson joined in denouncing the abolitionists in his annual message in 1835 as 'incendiaries'...." An incendiary is one who

- A) avoids responsibility.
- B) disregards the law.
- C) inflames a situation.
- D) lacks sympathy.

Answer: C

Page Ref: 369

Skill: Factual

True/False Questions

- 1) Religious enthusiasm and commitment were the means by which some Americans of the 1830s found certainty and reassurance in a fast-changing world.

Answer: TRUE

Page Ref: 341

Skill: Interpretive

- 2) Throughout the 1830s and 1840s, politics was primarily the business of the social and economic elite.

Answer: FALSE

Page Ref: 344

Skill: Interpretive

- 3) Upon passage of a compromise tariff in 1833, South Carolina agreed that states do not have the powers of nullification or secession.

Answer: FALSE

Page Ref: 348

Skill: Factual

- 4) The cost of moving the Cherokee Indians, which totaled \$6 million, was deducted from the \$9 million awarded the tribe for their eastern lands, and of the 15,000 who set out perhaps a quarter died.

Answer: TRUE

Page Ref: 350

Skill: Factual

- 5) International trade problems probably contributed more to the Panic of 1837 and the subsequent depression than Jackson's policies.

Answer: TRUE

Page Ref: 353

Skill: Interpretive

- 6) Democrats tended to be more moralistic than Whigs, viewing politics as an appropriate arena for cleansing society of sin.

Answer: FALSE

Page Ref: 352–353

Skill: Factual

- 7) In his novel *The Blithedale Romance* (1852), Nathaniel Hawthorne praised the efforts of the participants in utopian communities.

Answer: FALSE

Page Ref: 422

Skill: Interpretive

- 8) Although enforcement of local option laws was weak, the per capita consumption of alcohol declined dramatically in the United States during the 1850s.

Answer: TRUE

Page Ref: 425

Skill: Factual

- 9) Colonizationists seemed less interested in ending slavery than in ridding the country of free blacks.

Answer: TRUE

Page Ref: 427

Skill: Interpretive

- 10) Male abolitionists supported equal rights for women.

Answer: FALSE

Page Ref: 435

Skill: Factual

Essay Questions

- 1) Imagine yourself a middle-class resident of Rochester, New York. What might you have witnessed and felt?

Answer: As a resident of Rochester, you lived in the midst of the religious enthusiasm known as the Second Great Awakening. You likely heard Charles Finney's emotional sermons and learned that you were a moral free agent who could choose good over evil.

Page Ref: 341–343

Skill: Interpretive

- 2) Discuss the change in American political culture from the 1820s to the 1840s. Contrast the election of 1828 with the election of 1840.

Answer: The removal of voting restrictions for white adult males led to a democratization of politics in the 1820s. A competitive party system featured conventions, rallies, and parades to encourage political participation and identification. Styling himself as the people's candidate in 1828, Andrew Jackson derided the Adams administration as "corrupt" and aristocratic. Ironically, the Whigs turned the tables in 1840 by "out-Jacksoning" the Democrats in appealing to the "common man."

Page Ref: 344–347; 353–355

Skill: Interpretive

- 3) Evaluate the strengths and weaknesses of Andrew Jackson as president.

Answer: Andrew Jackson was an effective and vigorous president, acting upon a few key convictions—the principle of majority rule, the limited power of the national government, and its obligation to defend the interests of the common man. He scored a notable success in ending the nullification crisis and achieving tariff reform. While justifying his actions by popular appeals, his banking policies contributed to later instability and his removal policies led to suffering and hardships for Native Americans.

Page Ref: 347–353

Skill: Interpretive

- 4) Analyze the emergence and operation of the second American party system. If you had lived in the 1840s, would you have been a Democrat or a Whig? Explain why.

Answer: A new two-party system emerged amid the conflicts of Jackson's presidency and mirrored the growing diversity of a changing nation. The Democrats espoused liberty and local rule. They favored a laissez-faire government in terms of both economic and cultural affairs. By contrast, the Whigs viewed government as a proper agency for both economic development and moral regeneration.

Page Ref: 353–355

Skill: Interpretive

- 5) Discuss the roots of the reform era in antebellum America, the types of reform pursued, and the motivations of the reformers.

Answer: The impulse to reform in the 1830s had many causes: religious, philosophical, literary, economic, and psychological. Reform efforts included creation of utopian communities, temperance, improving health, humanizing asylums and prisons, women's rights, and the abolition of slavery. In various reform societies, Americans found jobs, purpose, spouses, and relief from the uncertainty of a changing world.

Page Ref: 355–372

Skill: Interpretive

- 6) Analyze the types of problems faced by a reformer in challenging the status quo.

Answer: A reformer must decide upon "proper" goals and tactics—e.g., should one attempt to change attitudes or behavior first; fight for piecemeal or wholesale reform; use forceful or peaceful tactics? Further, a reformer must be prepared to face enormous pressures, recriminations, and outright economic or physical attacks from those (usually in the majority) who resist change.

Page Ref: 353–372

Skill: Interpretive

- 7) Discuss the various attempts at establishing utopian communities in antebellum America. Whether secular or religious, they all failed for similar reasons. Explain.

Answer: Utopian communities seemingly offered alternatives to a world characterized by factories, foreigners, flawed morals, and greedy entrepreneurship. Americans seemed too individualistic, ill-suited for communal living and work responsibilities. Other recurring problems included unstable leadership, financial bickering, public hostility, and waning enthusiasm after initial settlement.

Page Ref: 357–358

Skill: Interpretive

- 8) Analyze the tensions that existed within the movement to abolish slavery.

Answer: The abolitionists split into factions over ideological differences between colonizationists, gradualists, and immediatists. They also differed over the tactics of ending slavery: moral suasion, political action, or advocacy of violence. Class differences and race further divided abolitionists as well as the question of women's roles within the movement.

Page Ref: 365–369

Skill: Interpretive

- 9) Despite factionalism and general public hostility, the antislavery movement in America gained significant strength by the 1840s. Explain why.

Answer: Despite differences, abolitionists agreed more than they disagreed and generally worked together. The public hostility to abolitionists was extreme, resulting in mob attacks, censorship of the mails in the South, and even passage of a "gag rule" to stop discussion of antislavery petitions in Congress. Such attacks and restrictions elicited sympathy for the protection and rights of the abolitionists and kept the issue in the public eye.

Page Ref: 365–369

Skill: Interpretive

- 10) Discuss the beginnings of the women's rights movement in antebellum America.

Answer: As the expected moral guardians of society, women joined various reform organizations, especially those to abolish slavery. They gained valuable experiences in organizational tactics and a growing awareness of the similarities between the oppression of women and that of slaves. In 1848, Elizabeth Cady Stanton and Lucretia Mott organized a convention in Seneca Falls, New York, to offer a declaration of women's rights, especially the "sacred right to the elective franchise."

Page Ref: 369–371

Skill: Interpretive

Short Answer Questions

- 1) As a result of the Second Great Awakening, the _____ Church became the largest denomination in the United States by 1844, with over a million members.

Answer: Methodist

Page Ref: 342

Skill: Factual

- 2) Protesting against slavery and the Mexican War, _____ refused to pay his taxes, went to jail briefly, and wrote the classic essay, "On Civil Disobedience" (1849).

Answer: Henry David Thoreau

Page Ref: 343

Skill: Factual

- 3) In his famous essay *Exposition and Protest*, John Calhoun presented the doctrine of _____, by which southern states could protect themselves from harmful national action.

Answer: nullification

Page Ref: 348

Skill: Factual

- 4) The Cherokee remember their forced removal, during which perhaps a quarter of their tribe died, as the _____.

Answer: Trail of Tears

Page Ref: 350

Skill: Factual

- 5) In the election of 1832, the National Republicans adopted the name of _____ to show their opposition to "King Andrew" Jackson and his supporters.

Answer: Whigs

Page Ref: 352

Skill: Factual

- 6) As a result of government policies designed to halt inflation during the end of Jackson's term of office, worried investors rushed to convert paper notes into cash, creating the _____.

Answer: Panic of 1837

Page Ref: 352-353

Skill: Factual

- 7) Under the brilliant leadership of Joseph Smith's successor, _____, the Mormons headed westward in 1846 in their continuing search for "the land of promise."

Answer: Brigham Young

Page Ref: 359

Skill: Factual

- 8) The "Lane rebels" led turned _____ College into the first institution in the United States open equally to women and men, blacks and whites.

Answer: Oberlin

Page Ref: 365

Skill: Factual

- 9) The American Colonizationist Society, founded in 1816, sent a small number of manumitted slaves to _____ on the west coast of Africa.

Answer: Liberia

Page Ref: 366

Skill: Factual

- 10) In 1837, an angry mob murdered _____, an antislavery editor in Illinois, and destroyed his printing press.

Answer: Elijah Lovejoy

Page Ref: 369

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) This president was characterized by the Jacksonians as a weak, ineffectual thinker who had won the election of 1824 by bribing Henry Clay for his support.

Page Ref: 346

Skill: Factual

- A) Ann Lee
- B) John Quincy Adams
- C) William Henry Harrison
- D) Martin Van Buren

- 2) This president used the veto power more often than the six preceding presidents combined.

Page Ref: 347

Skill: Factual

- 3) This president took office just before the economic depression of the late 1830s.

Page Ref: 353

Skill: Factual

- 4) This president was nominated on the basis of his military exploits at the Battle of Tippecanoe fought nearly thirty years earlier.

Page Ref: 355

Skill: Factual

- 5) This vice-president from Virginia was nominated by the Whigs in 1840 to try to underline the regional diversity of the party.

Page Ref: 355

Skill: Factual

- 6) Touted as the female counterpart to the masculine Christ, she founded the Shaker religion, a millennialist group believing in sexual equality and chastity.

Page Ref: 357

Skill: Factual

- 7) A New Englander, she reported on the miserable conditions of asylums in Massachusetts, helping to stimulate reform efforts there.

Page Ref: 364

Skill: Factual

E) Angelina Grimke

F) Dorothea Dix

G) John Tyler

H) Andrew Jackson

I) Charles G. Finney

J) Elizabeth Cady Stanton

- 8) A Quaker, she married abolitionist Theodore Dwight Weld and together with her sister, helped him research and write his famous book attacking American slavery.

Page Ref: 369

Skill: Factual

- 9) Together with Lucretia Mott, she organized an 1848 convention in Seneca Falls, New York, to proclaim the rights of women.

Page Ref: 371

Skill: Factual

- 10) This revivalist believed humans were moral free agents who could choose good over evil and needed to commit to reforming society.

Page Ref: 343

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) B | 2) H | 3) D | 4) C | 5) G | 6) A |
| 7) F | 8) E | 9) J | 10) I | | |

Chapter 13 Moving West

Multiple-Choice Questions

- 1) By 1860, the number of Americans living in the trans-Mississippi west
- A) exceeded 4 million.
 - B) exceeded 6 million.
 - C) equaled approximately one million.
 - D) had yet to reach fifty thousand.

Answer: A

Page Ref: 376

Skill: Factual

- 2) In 1815, Spain held title to all of the following present-day lands EXCEPT
- A) Louisiana.
 - B) Texas.
 - C) Utah.
 - D) California.

Answer: A

Page Ref: 376

Skill: Factual

- 3) According to agreements made in 1818 and 1827, the United States and Great Britain
- A) divided the Oregon territory at the 49th parallel.
 - B) jointly occupied Oregon.
 - C) engaged in joint explorations of the Northwest.
 - D) cooperated in the fur trade.

Answer: B

Page Ref: 378

Skill: Factual

- 4) Americans were attracted to Texas in the 1820s by the
- A) flourishing trade in bison robes and cowhides.
 - B) demand of Mexicans for American products.
 - C) prospect of mining for precious metals.
 - D) lure of cheap land for cotton cultivation.

Answer: D

Page Ref: 378

Skill: Interpretive

- 5) Eastern Indian tribes from the South and Old Northwest, whom the American government forcibly relocated in the West
- A) strengthened Native American resistance to further white expansion.
 - B) received permanent protection of their new lands.
 - C) served ironically as agents of white civilization.
 - D) converted the Plains Indians to agricultural enterprises.

Answer: C

Page Ref: 378

Skill: Interpretive

- 6) In his popular *Emigrants' Guide to Oregon and California* (1845), Lansford Hastings
- A) defended the rights of Native Americans to certain lands of the Northwest.
 - B) maintained that California belonged rightfully to the United States rather than Mexico.
 - C) applauded the concept of joint occupation of Oregon with the British.
 - D) provided both practical information as well as encouragement for frontier settlers.

Answer: D

Page Ref: 378

Skill: Interpretive

- 7) The slogan "Manifest Destiny" referred to the conviction of Americans in the 1840s that the United States had a(n)
- A) God-given right to exist as a nation.
 - B) obligation to spread across the continent.
 - C) destiny to conquer the world.
 - D) opportunity to replace greed with benevolence.

Answer: B

Page Ref: 379

Skill: Interpretive

- 8) In the Adams-Onís Treaty of 1819, the United States
- A) accepted a southern border excluding Texas.
 - B) surrendered its claims to Florida.
 - C) purchased southern Arizona from Mexico.
 - D) recognized the independent Republic of Fredonia.

Answer: A

Page Ref: 379

Skill: Factual

9) As a result of Mexican restrictions in Texas, American settlers there

- A) converted to Roman Catholicism.
- B) freed their slaves.
- C) disallowed further American immigration.
- D) plotted a revolution.

Answer: D

Page Ref: 379–380

Skill: Factual

10) With the victory at San Jacinto in 1836, Texas

- A) won recognition from the Mexican Congress.
- B) lost heroes Davy Crockett and Jim Bowie.
- C) secured admission to the United States.
- D) gained its independence from Mexico.

Answer: D

Page Ref: 380

Skill: Factual

11) Democrats such as Stephen Douglas supported the annexation of Texas on the grounds that it would

- A) expand the institution of slavery.
- B) spread the benefits of American civilization.
- C) secure the reelection of John Tyler.
- D) ease sectional tensions within the United States.

Answer: B

Page Ref: 381

Skill: Interpretive

12) In 1845, President Polk sent to Mexico City

- | | |
|---------------------------------------|-----------------------------|
| A) General Zachary Taylor. | B) agent John L. Slidell. |
| C) Secretary of State James Buchanan. | D) diplomat Nicholas Trist. |

Answer: B

Page Ref: 383

Skill: Interpretive

13) All of the following factors nourished an American conviction that California must become part of the United States EXCEPT the

- A) desire of newcomers to blend into California society.
- B) gradual recognition of California's fine harbors.
- C) favorable position of California for the China trade.
- D) suspicion that other nations had designs on the region.

Answer: A

Page Ref: 383

Skill: Interpretive

14) The town of Sante Fe was

- A) settled by Americans in the 1820s to promote trade.
- B) captured and annexed by Texans in 1841.
- C) occupied without a shot by American forces in 1846.
- D) fiercely guarded and protected during the Mexican War.

Answer: C

Page Ref: 384

Skill: Factual

15) In the Treaty of Guadalupe Hidalgo (1848), the United States agreed to

- A) receive \$15 million in reparations from Mexico.
- B) pay \$10 million for large tracts of land in New Mexico.
- C) collect all outstanding American claims against Mexico.
- D) guarantee the civil and political rights of former Mexican citizens.

Answer: D

Page Ref: 384

Skill: Factual

16) Between 1842 and 1845 in Oregon

- A) the number of American settlers gradually declined.
- B) the British expanded their interests in the fur trade.
- C) American settlers wrote a constitution and elected a legislature.
- D) most Americans located north of the Columbia River.

Answer: C

Page Ref: 385

Skill: Interpretive

- 17) In reference to the Oregon question, President Polk
- A) recommended a continued joint occupation with Britain.
 - B) supported a division of the territory at the 49th parallel.
 - C) demanded a "fifty-four forty or fight" resolution.
 - D) exercised great tact and skill in achieving compromise.

Answer: B

Page Ref: 385

Skill: Interpretive

- 18) Britain agreed to a division of the Oregon territory at the 49th parallel so long as it retained possession of
- A) Vancouver Island.
 - B) the Puget Sound.
 - C) the Columbia River.
 - D) the Willamette Valley.

Answer: A

Page Ref: 385

Skill: Factual

- 19) Most of the emigrants who headed for the Far West were
- A) white and American-born.
 - B) slaveholders from the Deep South.
 - C) members of the poorest class.
 - D) Asians, especially from China.

Answer: A

Page Ref: 388

Skill: Factual

- 20) Perhaps most emigrants to the Far West were motivated by dreams of
- A) bringing Christianity and education to the Indians.
 - B) bettering their lives by cultivating the land.
 - C) restoring their health by escaping debilitating sicknesses.
 - D) making a fortune by the mining of gold.

Answer: B

Page Ref: 388

Skill: Interpretive

21) The Preemption Acts during the 1830s and 1840s

- A) reserved choice public lands for the political elite.
- B) increased the minimum amount of public land purchases.
- C) encouraged westward migration by protection of "squatters' rights."
- D) offered free government land to prospective settlers.

Answer: C

Page Ref: 388

Skill: Interpretive

22) For most emigrants on the overland trails

- A) drawing up rules and electing officers prevented dissension.
- B) the trip proved novel and even enjoyable.
- C) a traditional division of labor persisted through the journey.
- D) difficulties multiplied as the trip lengthened.

Answer: D

Page Ref: 390

Skill: Interpretive

23) In contrast to the travel journal of Robert Bode, the travel journal of Mary Stuart Bailey reveals a greater preoccupation with the

- | | |
|-----------------------------|--------------------------|
| A) conditions of travel. | B) availability of food. |
| C) absence of the familiar. | D) tools of survival. |

Answer: C

Page Ref: 386–387

Skill: Interpretive

24) The first task facing pioneer farmers was to

- | | |
|-------------------------------|--------------------|
| A) locate a suitable claim. | B) clear the land. |
| C) construct a crude shelter. | D) plant a crop. |

Answer: A

Page Ref: 391

Skill: Factual

25) In Oregon, early settlers seemed most anxious and able to establish

- | | |
|------------------------|------------------------|
| A) public schools. | B) organized churches. |
| C) a political system. | D) social clubs. |

Answer: C

Page Ref: 391

Skill: Interpretive

26) An obstacle hindering the organization of churches and schools in the frontier communities included

- A) disagreements over the kinds of churches and schools to build.
- B) lack of determination to reestablish familiar institutions.
- C) unwillingness to spend money.
- D) geographic mobility of the settlers.

Answer: B

Page Ref: 392

Skill: Interpretive

27) In contrast to the agricultural frontier, migrants to the mining frontier were more

- A) often married and older in age.
- B) isolated from their neighbors.
- C) intent on making a quick profit.
- D) successful in establishing local government.

Answer: C

Page Ref: 392

Skill: Interpretive

28) Between 1848 and 1883, California gold

- A) supplied over two-thirds of the world's supply.
- B) transformed Los Angeles from a sleepy town into a bustling metropolis.
- C) provided equal investment opportunities for California's minority populations.
- D) fueled the agricultural and commercial development of California and Oregon.

Answer: D

Page Ref: 394

Skill: Interpretive

29) The Mormon emigrants to Utah

- A) concentrated on converting rather than killing Native Americans.
- B) maintained a strict separation of church and state.
- C) encouraged polygamous family life for all new settlers.
- D) lived as independent farmers on individual homesteads.

Answer: A

Page Ref: 396

Skill: Interpretive

30) Nineteenth-century western cities

- A) grew extremely slowly.
- B) tended to have more male than female residents.
- C) attracted many families and single women.
- D) offered excellent opportunities to newcomers who had no capital.

Answer: B

Page Ref: 397

Skill: Interpretive

31) Most of the Plains Indians

- A) fought fierce battles to exterminate their enemies.
- B) lived a nomadic lifestyle in pursuit of the buffalo.
- C) organized their tribes to provide strict hierarchial authority.
- D) immediately opposed white emigrants crossing their territory.

Answer: B

Page Ref: 399

Skill: Interpretive

32) The primary cause for Indian-white conflict by the late 1840s was the

- A) Indian attacks on and scalplings of white emigrants.
- B) refusal by whites to provide compensation for lost Indian lands.
- C) destruction of Indian grass, timber, and buffalo by white emigrants.
- D) destruction of Indian villages by soldiers.

Answer: C

Page Ref: 400

Skill: Interpretive

33) In return for various presents offered by the United States government at the Fort Laramie Council of 1851, participating Indian chiefs pledged that their tribes would

- A) never attack white emigrants.
- B) end all tribal warfare.
- C) move to lands farther west.
- D) limit their movements to prescribed areas.

Answer: D

Page Ref: 400

Skill: Interpretive

- 34) For Mexicans living in territory annexed by the United States, the influx of Anglos
- A) often meant increased oppression rather than opportunity.
 - B) guaranteed their land holdings would increase in value.
 - C) seldom threatened the dominance of Spanish-speaking residents.
 - D) made no impact on their influence and prestige.

Answer: A

Page Ref: 401-403

Skill: Interpretive

- 35) "Bursts of florid rhetoric accompanied territorial growth, and Americans used the slogan 'Manifest Destiny' to justify and account for it." If something is manifest, it is
- A) ordained by God.
 - B) clearly apparent.
 - C) secret in design.
 - D) singular or unique.

Answer: B

Page Ref: 379

Skill: Factual

- 36) "Frederick Douglass accused the country of 'cupidity and love of dominion.'" Cupidity is the "crime" of
- A) prejudice.
 - B) greed.
 - C) negligence.
 - D) immorality.

Answer: B

Page Ref: 383

Skill: Factual

- 37) "Joseph Smith and other church leaders had secretly practiced polygamy in the early 1840s...." For Mormons, polygamy was the practice of
- A) sharing all lands and profits.
 - B) worshipping many gods.
 - C) electing several church leaders.
 - D) having more than one wife.

Answer: D

Page Ref: 396

Skill: Factual

True/False Questions

- 1) By 1835, almost 30,000 Americans were living in Texas, the largest group of Americans living outside the nation's boundaries at that time.

Answer: TRUE

Page Ref: 378

Skill: Factual

- 2) President Polk risked war with Britain over Oregon Territory by his refusal to accept less than a boundary set at 54° 40'

Answer: TRUE

Page Ref: 385

Skill: Interpretive

- 3) From the very beginning of the 1840s, thousands of American emigrants on the overland trails lost their lives to hostile Indian raids.

Answer: FALSE

Page Ref: 390

Skill: Factual

- 4) Life on the western farming frontier was unusually violent, with justice executed by rough and ready vigilante groups.

Answer: FALSE

Page Ref: 391

Skill: Factual

- 5) Although a belief in the special economic and social opportunities of the frontier encouraged emigration, the dream was more often illusory than real.

Answer: TRUE

Page Ref: 392

Skill: Factual

- 6) Because of their opposition to the Mexican War, the Mormons were delayed from making their westward trek to Utah.

Answer: FALSE

Page Ref: 395

Skill: Factual

- 7) Most Mormon women lived in polygamous families, protesting a relationship they considered no better than slavery.

Answer: FALSE

Page Ref: 396

Skill: Interpretive

- 8) As late as 1880, in fully eighteen of the twenty-four largest western cities, men comprised a disproportionate share of the population.

Answer: TRUE

Page Ref: 397

Skill: Factual

- 9) Tribal warfare among the Plains Indians was not fought to exterminate enemies nor claim territory, but rather to steal horses and to prove individual valor.

Answer: TRUE

Page Ref: 399–400

Skill: Interpretive

- 10) In both Texas and California, the percentage of Spanish-speaking residents in the population continued to increase from 1840 to 1860.

Answer: FALSE

Page Ref: 402

Skill: Factual

Essay Questions

- 1) Discuss the status of foreign claims and possessions in the trans-Mississippi West from 1811 to 1840. Trace the development of American interests in the region during this era.

Answer: The region from the Louisiana Territory to the Rocky Mountains in the North and across the continent to California in the South belonged first to Spain and, after 1821, to an independent Mexico. North of California to Alaska lay the Oregon territory, jointly occupied by the United States and Britain. As early as 1811, the fur trade attracted Americans to Oregon. In the Southwest, Americans traded along the Sante Fe Trail in 1821 to New Mexico and moved into Texas for cotton planting during the 1820s. Some American merchants and traders also settled in California during the 1820s and 1830s.

Page Ref: 376–379

Skill: Interpretive

- 2) Justify American westward expansion in the 1840s.

Answer: The phrase "Manifest Destiny," signified the conviction that the superior institutions and culture of the United States gave Americans a God-given right, even an obligation, to spread their civilization across the entire continent. This sense of uniqueness and mission was a legacy of early Puritan utopianism, the republicanism of the Revolutionary Era, and seemingly evidenced by our economic and political success. Americans felt westward expansion would extend opportunities and stability to more peoples across a wider domain.

Page Ref: 379

Skill: Interpretive

- 3) From 1823 to 1845, Texas grew from a sparsely settled region of northern Mexico to an independent republic to a state in the American Union. Discuss the reasons for and the major events of this transformation.

Answer: Desiring to strengthen its northern territory, Mexico allowed Stephen F. Austin to lead 300 American families into Texas in 1823. By the end of the decade, some 15,000 white Americans and 1,000 slaves had moved to Texas, primarily to raise cotton. Mexican restrictions to curb American influence caused a rebellion in 1835–1836. Sam Houston led the Texas army to victory at San Jacinto and forced Mexico to recognize Texas as independent. Fearful of war with Mexico and agitated by the controversy over slavery, the United States did not annex Texas until 1845.

Page Ref: 379–382

Skill: Interpretive

- 4) Was the American war against Mexico from 1846–1848 justifiable?

Answer: Some critics, including many whigs, interpreted the war as a scheme to get votes. Others decried United States misbehavior and blatant desire to dominate. Polk and others saw the war as necessary to secure our borders and ourselves against the instability of Mexican politics. The supposed benefits of Manifest Destiny and the protections of the Treaty of Guadalupe–Hidalgo for the residents of newly acquired territories offered self-serving rationalizations for American expansion.

Page Ref: 382–384

Skill: Interpretive

- 5) Analyze President Polk's actions in handling the Oregon question. Was Polk lucky or smart in achieving a peaceful compromise with Britain?

Answer: Polk was perhaps both lucky and smart concerning Oregon. Although he had capitalized on expansionist sentiment for political support, he privately favored compromise in Oregon. While Polk's attitude offended the British, large numbers of American migrants to the territory and the diversion of British interests elsewhere helped strengthen America's position. As war loomed with Mexico, Americans also desired a compromise, one Polk achieved at little political cost by "sharing" the treaty with the Senate in advance.

Page Ref: 384–385

Skill: Interpretive

- 6) What led so many Americans to sell most of their possessions and embark on an unknown future thousands of miles away in Oregon or California during the 1840s?

Answer: Many hoped that the frontier would offer economic opportunities, whether in mining, farming, business, or professional ventures. Some migrants hoped the western climate would restore them to health. Others pursued religious or cultural missions.

Page Ref: 388–389

Skill: Interpretive

- 7) Contrast the different lives and tasks faced by pioneers on the agricultural, mining, and urban frontiers in the West of the 1840s and 1850s.

Answer: Life for pioneer farmers was difficult and lonely. The determination to reestablish familiar institutions was burdened by the mobility of the population as well as the chronic shortage of cash. Mining camps were more lively, but disorderly. Most experienced a typical pattern of boom, bust, decay, and death. The fantasies of quick profits materialized for few as mining operations required large capital and mechanical resources. Emigrants to cities such as San Francisco, Portland, and Denver generally pursued business and professional ventures.

Page Ref: 391–394; 396–397

Skill: Interpretive

- 8) Emigrants passing through Utah encountered a Mormon society that seemed "familiar and orderly, yet foreign and shocking." Explain.

Answer: Most Mormons were farmers, originally from New England and the Midwest and shared many of the same customs and attitudes as western emigrants. But outsiders also perceived profound differences. Farming was a collective rather than individual enterprise. The church and state were closely intertwined, with church leaders occupying all important political posts. Mormons also concentrated on converting rather than isolating or killing Native Americans. The major difference, one found unacceptable by non-Mormons, was the practice of polygamy.

Page Ref: 394–396

Skill: Interpretive

- 9) Describe the culture and political organization of the Plains Indians. Discuss how and why their relationship with white Americans changed from the 1840s to 1851.

Answer: The Plains Indians led an aggressive, nomadic life in search of the buffalo which provided them food, clothing, fuel, shelter, and trade items. Initial relations with white emigrants of the 1840s were peaceful. With the white destruction of grass, timber, and buffalo, however, the tribes became more hostile and demanded compensation. In the Fort Laramie Treaty of 1851, the American government offered gifts and payments in return for Indian agreement to tribal boundaries.

Page Ref: 378–401

Skill: Interpretive

- 10) Write a history of American westward expansion from 1820 to 1860 from the Mexican point of view.

Answer: Although invited to settle in Texas during the 1820s, Americans never fully complied with Mexican requirements and finally rebelled. The United States provoked war by invading Mexican territory in 1846, a war to steal the California and New Mexico territories it coveted. The United States had ready conspirators in place in California. The Treaty of Guadalupe Hidalgo wrested one-third of Mexico's territory away. The Spanish-speaking residents were soon overwhelmed and displaced by a huge influx of Anglo settlers.

Page Ref: 378–384; 401–403

Skill: Applied

Short Answer Questions

- 1) The conviction that America's superior institutions and culture gave the United States a God-given right, even an obligation, to spread its civilization across the continent was expressed in the phrase _____.

Answer: Manifest Destiny

Page Ref: 379

Skill: Factual

- 2) Upon news of the Texas rebellion, Mexican dictator and general _____ hurried north to crush it with an army of 6,000 conscripts.

Answer: Santa Anna

Page Ref: 380

Skill: Factual

- 3) Hoping the issue would boost his reelection chances in 1844, President _____ reopened the question of annexing Texas.

Answer: John Tyler

Page Ref: 381

Skill: Factual

- 4) In securing the Democratic nomination in 1844, _____ called for "the reannexation of Texas at the earliest practicable period" and the occupation of the Oregon Territory.

Answer: James K. Polk

Page Ref: 381

Skill: Factual

- 5) _____ tended to oppose annexation of Texas fearing expansion of slavery and growth of Southern power.

Answer: Whigs

Page Ref: 381

Skill: Factual

- 6) The _____ set the Rio Grande as the boundary with Mexico and transferred the southwest and California to the United States.

Answer: Treaty of Guadalupe

Page Ref: 384

Skill: Factual

- 7) Although publicly he supported a more northerly boundary, privately President Polk considered the _____ a reasonable boundary for the Oregon Territory.

Answer: 49th parallel

Page Ref: 385

Skill: Factual

- 8) Joseph Smith's murder in 1844 marked no end to the persecution of his followers, the _____, who decided to seek refuge in the arid Great Basin area of Utah.

Answer: Mormons

Page Ref: 394–395

Skill: Factual

- 9) Most of the Plains Indians were dependent upon the _____ which provided them with food, fuel, clothing, shelter, and trade items.

Answer: buffalo

Page Ref: 399

Skill: Factual

- 10) The _____ attempted to settle Indian–white conflicts by compensating Indians for the destruction of grass, timber and buffalo in return for Indian agreement to give up rights of free movement.

Answer: Fort Laramie Treaty

Page Ref: 401

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Supposedly a measure to validate Spanish and Mexican land titles, it forced California land owners to defend their property.

Page Ref: 402

Skill: Factual

- 2) In this 1819 negotiation with Spain, the United States agreed to a southern boundary excluding Texas.

Page Ref: 379

Skill: Factual

- 3) In this negotiation ending the Mexican War, the United States secured the Rio Grande border and obtained the regions of Upper California and New Mexico.

Page Ref: 384

Skill: Factual

A) Fort Laramie Treaty

B) Adams–Onís Treaty

C) Stephen F. Austin

D) Stephen W. Kearney

E) Zachary Taylor

F) Treaty of Guadalupe Hidalgo

G) Brigham Young

H) Gwinn Land law of 1851

I) Sam Houston

J) Gadsden Purchase

- 4) In an 1853 agreement with Mexico, the United States paid \$10 million for large tracts of land in southern Arizona and New Mexico.

Page Ref: 384

Skill: Factual

- 5) In this first agreement between the United States and the Plains Indians, the chiefs accepted certain gifts and payments in return for accepting tribal boundaries.

Page Ref: 401

Skill: Factual

- 6) Among the first of the Americans to move into Texas in 1823 to help settle northern Mexico.

Page Ref: 379

Skill: Factual

- 7) As commander-in-chief of the Texan forces, he led them to victory over the Mexican army of Santa Anna at the Battle of San Jacinto in 1836.

Page Ref: 390

Skill: Factual

- 8) Ordered by President Polk to protect the Rio Grande border, this general suffered an "attack" by Mexican forces which led to an American declaration of war.

Page Ref: 382–383

Skill: Factual

- 9) Commander of the Army of the West during the Mexican War, this colonel led the American conquest of New Mexico and California.

Page Ref: 384

Skill: Factual

- 10) Assuming leadership after the death of Joseph Smith, he organized the Mormons in their westward trek and settlement in Salt Lake City.

Page Ref: 394

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) H | 2) B | 3) F | 4) J | 5) A | 6) C |
| 7) I | 8) E | 9) D | 10) G | | |

Chapter 14 The Union in Peril

Multiple-Choice Questions

- 1) In the sixty years after the Constitutional Convention, compromise over questions relating to slavery had been possible because of the
- A) common bonds and loyalties forged during the Revolution.
 - B) existence of a two-party system with intersectional membership.
 - C) lack of significant differences of opinion.
 - D) willingness of Congress to avoid the issue.

Answer: B

Page Ref: 407

Skill: Interpretive

- 2) The supporters of "free soil" in the territories made all of the following arguments EXCEPT that
- A) slavery was a moral evil and should not be extended.
 - B) northern white farmers could not compete with large-scale slave labor.
 - C) blacks should be granted equality and allowed to seek western lands.
 - D) the growing slave power of the South had to be restrained.

Answer: C

Page Ref: 407; 410

Skill: Interpretive

- 3) According to South Carolina Senator John C. Calhoun, Congress lacked the power to
- A) increase the tariff above a nominal rate.
 - B) impose a "gag rule" on antislavery debate.
 - C) prohibit the importation of slaves.
 - D) exclude slavery from the territories.

Answer: D

Page Ref: 410

Skill: Interpretive

- 4) According to the doctrine of "popular sovereignty," the decision whether to permit slavery in a territory would be made by the
- A) local territorial legislature.
 - B) Congress of the United States.
 - C) president of the United States.
 - D) Missouri Compromise line.

Answer: A

Page Ref: 411

Skill: Factual

5) Which of the following factors did NOT contribute to Zachary Taylor's victory in the election of 1848?

- A) successful evasion of the controversial slavery issue
- B) heroic military exploits during the Mexican War
- C) Democratic defections to the Free Soil Party
- D) long record of political participation and leadership

Answer: D

Page Ref: 411

Skill: Interpretive

6) The provisions of the Compromise of 1850

- A) upset the balance between free and slave states in the Union.
- B) left unresolved the status of territories in the Mexican Cession.
- C) established one of the largest slave markets in the nation's capital.
- D) allowed for lax enforcement of the Fugitive Slave Act.

Answer: A

Page Ref: 412

Skill: Factual

7) Northerners were offended by the provision of the Fugitive Slave Act that

- A) accorded a jury trial to the alleged fugitive.
- B) created a panel of commissioners to decide special cases.
- C) designated a higher fee for commissioners deciding to return rather than free a fugitive.
- D) restricted northern citizens from assisting in the capture or return of fugitive slaves.

Answer: C

Page Ref: 413

Skill: Interpretive

8) As a consequence of the Compromise of 1850

- A) more serious sectional conflict was avoided.
- B) political parties realigned more closely along sectional lines.
- C) ideas like "secession" and "abolitionism" were repudiated.
- D) several states invalidated "personal liberty laws."

Answer: B

Page Ref: 413

Skill: Interpretive

- 9) Harriet Beecher Stowe's novel, *Uncle Tom's Cabin* (1852):
- A) glorified northerners and vilified southerners.
 - B) pictured slaves as basically happy and content.
 - C) enraged President Lincoln as dangerous propaganda.
 - D) achieved enormous popular success.

Answer: D

Page Ref: 414

Skill: Interpretive

- 10) During the early 1850s, political parties lost influence because of the
- A) parties' sharp differences in moral tone and values.
 - B) general decline in national economic prosperity.
 - C) standardization of various state political and economic procedures.
 - D) nomination of dynamic, independent political leaders.

Answer: C

Page Ref: 414–415

Skill: Interpretive

- 11) The election of 1852 was characterized by
- A) widely divergent political choices.
 - B) serious discussion of the issues.
 - C) voter apathy and lackluster campaigns.
 - D) decisive nomination of party candidates.

Answer: C

Page Ref: 415

Skill: Interpretive

- 12) Harboring presidential ambitions, Stephen Douglas hoped to win the support of southern Democrats by recommending that the Kansas and Nebraska territories
- A) abide by the restrictions of the Missouri Compromise.
 - B) organize on the basis of popular sovereignty.
 - C) contain the route of a transcontinental railroad.
 - D) protect the rights of slaveholders.

Answer: B

Page Ref: 415

Skill: Interpretive

13) The Kansas-Nebraska Act of 1854

- A) reopened the question of slavery in the territories.
- B) strengthened party lines on the issue of slavery.
- C) ensured the orderly settlement of Kansas.
- D) won widespread support from Whigs and abolitionists.

Answer: A

Page Ref: 416

Skill: Interpretive

14) During the 1850s, William Walker was unsuccessful in his attempts to

- A) purchase lands from Mexico on which to build a transcontinental railroad.
- B) capture and control new slave lands in Latin America.
- C) negotiate with Spain for the purchase of Cuba.
- D) command the first American trading expedition to Japan.

Answer: B

Page Ref: 417

Skill: Interpretive

15) The Ostend Manifesto, a document intended to pressure Spain to sell Cuba to the United States, was

- A) denounced by the American ministers to Spain, France, and England.
- B) delivered to President Pierce by Secretary of State William Marcy.
- C) urged most by those who advocated the expansion of slavery.
- D) hailed by northerners as the solution to the sectional crisis.

Answer: C

Page Ref: 417

Skill: Interpretive

16) Members of the American Party feared Catholic immigrants of the 1840s and 1850s would

- A) refuse to work for low wages.
- B) favor legislation restricting personal behavior.
- C) continue to support revolutionary causes in Europe.
- D) give their highest loyalty to the pope.

Answer: D

Page Ref: 419

Skill: Interpretive

17) The majority of Republicans in the 1850s supported a government policy to

- A) extend and protect slavery in the territories.
- B) prevent the expansion of slavery in the territories.
- C) abolish slavery immediately throughout the United States.
- D) grant equal rights for free northern blacks.

Answer: B

Page Ref: 419

Skill: Interpretive

18) Passage of the Kansas–Nebraska Act in 1854

- A) opened the way for antislavery and proslavery forces to meet physically and compete for territory.
- B) quieted sectional conflict temporarily.
- C) determined that slavery would exist in Kansas, but not Nebraska.
- D) quickened westward expansion.

Answer: A

Page Ref: 420–421

Skill: Interpretive

19) The election of a proslavery territorial legislature in Kansas in 1855

- A) resulted from wholesale election fraud.
- B) accurately reflected popular sentiments.
- C) helped delay secession of the South.
- D) was nullified by President Pierce.

Answer: A

Page Ref: 421

Skill: Interpretive

20) Radical abolitionist John Brown

- A) directed the sack of Lawrence.
- B) led a massacre at Pottawatomie Creek.
- C) delivered "The Crime Against Kansas" speech.
- D) beat Senator Sumner senseless with his cane.

Answer: B

Page Ref: 422

Skill: Factual

21) Northerners supported all of the following EXCEPT

- A) immigration and trade restrictions.
- B) policies favoring industrial growth and development.
- C) the rights of free labor.
- D) public education and temperance laws.

Answer: A

Page Ref: 423-424

Skill: Interpretive

22) In contrast to northerners, southerners emphasized the

- A) values of economic enterprise.
- B) sovereignty of the federal government.
- C) genteel life of an ordered society.
- D) importance of public education.

Answer: C

Page Ref: 424

Skill: Interpretive

23) In the Dred Scott case, the Supreme Court ruled that

- A) blacks were entitled to sue in federal courts.
- B) the Missouri Compromise was constitutional.
- C) slaves taken to free territories became free citizens.
- D) Congress could not ban slavery in a territory.

Answer: D

Page Ref: 425

Skill: Interpretive

24) The Dred Scott decision by the Supreme Court

- A) insulted and infuriated most southerners.
- B) ruled that Scott was not a citizen.
- C) prompted a harsh criticism from President Buchanan.
- D) settled the political issue of slavery in the territories.

Answer: B

Page Ref: 425

Skill: Interpretive

25) The rejection of the Lecompton Constitution in 1858 meant that

- A) Kansas would enter the Union as a free state.
- B) its sponsors lost political prestige in the North.
- C) slavery would be abolished in Kansas.
- D) Kansas would remain a territory.

Answer: D

Page Ref: 426

Skill: Factual

26) Abraham Lincoln believed that

- A) there should be immediate abolition of slavery.
- B) slavery should be placed on a course of ultimate extinction.
- C) blacks were equal to whites and deserved equal rights.
- D) separation of the races would have harmful long-term implications.

Answer: B

Page Ref: 427

Skill: Interpretive

27) In the Freeport debate against Lincoln, Stephen Douglas argued that slavery

- A) represented a moral and social evil.
- B) should be protected in the territories.
- C) could not exist without favorable local legislation.
- D) would not spread where it was unprofitable.

Answer: C

Page Ref: 427

Skill: Interpretive

28) In his raid on Harpers Ferry, Virginia, John Brown intended to

- A) provoke a general uprising of slaves.
- B) free all blacks from the state prison.
- C) burn the stockpile of federal weapons.
- D) kill all the slaveholders of the region.

Answer: A

Page Ref: 428

Skill: Interpretive

29) Northerners responded to John Brown's raid on Harpers Ferry and his subsequent trial with

- A) feelings of dread and terror.
- B) demands for his swift execution.
- C) indifference and lack of concern.
- D) outpourings of sympathy.

Answer: D

Page Ref: 428

Skill: Interpretive

- 30) The Republican platform of 1860 called for support of all of the following EXCEPT
- A) tariff protection.
 - B) subsidized internal improvements.
 - C) the Dred Scott decision.
 - D) a homestead bill.

Answer: C

Page Ref: 529

Skill: Factual

- 31) For the election of 1860, the Democrats
- A) resolved intraparty and intersectional disputes.
 - B) named two candidates in two separate conventions.
 - C) carried the banner of the proslavery South.
 - D) attracted former Whig and border-state nativists.

Answer: B

Page Ref: 428

Skill: Factual

- 32) South Carolina seceded from the Union in late 1860 in reaction to the
- A) selection of an antislavery speaker of the House.
 - B) election of a Republican candidate as president.
 - C) upward revision of the tariff by the North.
 - D) northern military attack on Fort Sumter.

Answer: B

Page Ref: 429; 431

Skill: Interpretive

- 33) Following the secession of the Deep South in the winter of 1860–1861, the nation
- A) anxiously waited to see what president-elect Lincoln would do.
 - B) demanded that President Buchanan use force to restore the Union.
 - C) urged compromises or concessions to win back the southerners.
 - D) agreed to let the seven states go in peace.

Answer: A

Page Ref: 431

Skill: Interpretive

34) In response to the crisis at Fort Sumter, Abraham Lincoln

- A) abandoned northern control of the fort.
- B) sent a relief expedition of provisions only.
- C) launched a military invasion of the South.
- D) demanded the surrender of federal property.

Answer: B

Page Ref: 432

Skill: Factual

35) The collision between North and South most likely represented a(n)

- A) accidental and unnecessary chain of events.
- B) economic rather than political disagreement.
- C) irrepressible conflict between opposing and enduring forces.
- D) logical consequence of incompetent political leadership.

Answer: C

Page Ref: 433

Skill: Interpretive

36) "Like the Kansas-Nebraska Act, the Ostend Manifesto was urged most by Democrats who advocated the expansion of slavery." A manifesto is a

- A) public declaration of principles or intentions.
- B) secret arrangement or agreement.
- C) list of proposed constitutional amendments.
- D) rider attached to a popular piece of legislation.

Answer: A

Page Ref: 418

Skill: Factual

37) "The Know-Nothing Party disappeared, but nativist hostility to new migrants did not." Nativism is a policy characterized by a(n)

- A) disregard of local contributions.
- B) appreciation of cultural diversity.
- C) desire to commune with nature.
- D) hostility toward immigrants.

Answer: D

Page Ref: 420

Skill: Factual

38) "The South, then, represented the antithesis of everything that northerners saw as good." The antithesis is the

A) perfect example.

B) leading character.

C) direct opposite.

D) object of aversion.

Answer: C

Page Ref: 424

Skill: Factual

True/False Questions

1) Although Lincoln received less than 40 percent of the popular vote in the election of 1860, he carried every free state except New Jersey.

Answer: TRUE

Page Ref: 405

Skill: Factual

2) An effective argument against the Wilmot Proviso was the fact that Congress had never before restricted the extension of slavery into new territories.

Answer: FALSE

Page Ref: 407

Skill: Factual

3) Popular sovereignty appealed to some politicians because it ambiguity enabled people to interpret it as they pleased.

Answer: TRUE

Page Ref: 411

Skill: Interpretive

4) Senator Stephen Douglas argued that the provisions of the Compromise of 1850 should be voted on as a package rather than individually to demonstrate national unity.

Answer: FALSE

Page Ref: 412

Skill: Interpretive

5) The Compromise of 1850 delayed but did not prevent the outbreak of more serious sectional conflicts.

Answer: TRUE

Page Ref: 413

Skill: Factual

6) In the period between 1850 and 1854, political parties succeeded in convincing voters that their stands for moral values and economic policies differed significantly.

Answer: FALSE

Page Ref: 414

Skill: Interpretive

- 7) During the 1850s, the Catholic Church in America experienced an unprecedented decline in membership.

Answer: FALSE

Page Ref: 419

Skill: Factual

- 8) The Know-Nothings represented a powerful nativist current in American politics that would return again and again in American history when social and economic changes seemed to threaten the nation.

Answer: TRUE

Page Ref: 420

Skill: Interpretive

- 9) The proslavery forces overreacted to their fear of New England migrants capturing control of the Kansas territory.

Answer: TRUE

Page Ref: 421

Skill: Interpretive

- 10) The Dred Scott decision settled the political issue of slavery in the territories once and for all.

Answer: FALSE

Page Ref: 426

Skill: Factual

Essay Questions

- 1) Analyze the major developments between 1848 and 1861 that contributed to the Civil War.

Answer: There were four major developments between 1848 and 1861 that contributed to the Civil War: (1) a sectional dispute over the extension of slavery into the western territories; (2) the breakdown of the political party system; (3) growing cultural differences in the views and lifestyles of the South and North; and (4) an intensifying emotional and ideological polarization between the two regions. The election of a Republican president in 1860 sparked the secession of the Deep South, and the subsequent battle over Fort Sumter began the war.

Page Ref: 407–433

Skill: Interpretive

- 2) The prospect of territorial acquisition from the Mexican War spurred a political debate over the issue of extending slavery. Discuss the various "solutions" offered as well as the impact of the issue on the election of 1848.

Answer: The Wilmot Proviso sought to prohibit slavery while the Calhoun Resolutions sought to extend it into new territories acquired by the Mexican War. Both were rejected by Congress as was a proposal to extend the Missouri Compromise line. The seemingly democratic choice of "popular sovereignty" for territories had broad appeal, but left many details unanswered. The two major parties evaded the issue in 1848, prompting the formation of the Free-Soil Party. The Free-Soilers captured only 10 percent of the vote, however, allowing the election of military hero and Whig candidate Zachary Taylor.

Page Ref: 407-411

Skill: Interpretive

- 3) Although the slavery issue had been largely ignored in the election of 1848, several problems forced political debate and a compromise in 1850. Discuss the provisions, process, and consequences of the compromise.

Answer: The Compromise of 1850 delayed rather than resolved sectional conflict over slavery. With Senator Stephen Douglas's leadership and President Millard Fillmore's support, congressmen voted on a series of individual bills rather than a collective package. The most controversial provision was a strengthened Fugitive Slave Act, which prompted northern protests and the writing of *Uncle Tom's Cabin*.

Page Ref: 411-414

Skill: Interpretive

- 4) Discuss the events of the 1850s that fed northern suspicions of a conspiracy to extend the power and influence of the South in government.

Answer: Northern suspicions were aroused with passage of the Fugitive Slave Act of 1850. The Gadsden Purchase provided land for a possible southern railroad, several southern filibusters attempted to add possible slave lands in Latin America, and the Ostend Manifesto even suggested war against Spain for the acquisition of Cuba. The Kansas-Nebraska Act removed prohibitions against slavery's expansion, and the Dred Scott decision said Congress had no power to prevent it. President Buchanan supported the proslavery Lecompton Constitution in Kansas.

Page Ref: 413-426

Skill: Interpretive

- 5) Analyze the reasons for and the results of transformations in American political parties during the 1850s.

Answer: Economic prosperity and standardization of political procedures diminished party differences, and loyalty, by the 1850s. The Whig Party disintegrated because of its inability to cope with the slavery issue. The Democrats, led by Stephen Douglas, hoped to please everyone with such measures as the Kansas-Nebraska Act, and ended by pleasing no one. The short-lived Know-Nothings represented a cyclical nativist reaction. The Republicans opposed expansion of slavery to the new territories and steadily won influence in the North.

Page Ref: 414-420

Skill: Interpretive

- 6) How and why did the events of 1855–1856 concerning Kansas offer a preview of the Civil War?

Answer: The settlement of Kansas exposed the flaws of the concept of "popular sovereignty" in dealing with the slavery issue. Fearful of inundation by New England emigrants, Missouri residents crossed into Kansas to ensure election, by fraudulent means, of a proslavery territorial legislature. When proslavery settlers ransacked the free-state capital of Lawrence, abolitionist John Brown exacted revenge with a massacre at Pottawatomie Creek. The violence of "Bleeding Kansas" extended to Congress as Preston Brooks caned Charles Sumner for an intemperate antislavery speech.

Page Ref: 420–423

Skill: Interpretive

- 7) It is 1859. As a northerner or southerner, write an article for your local newspaper, expressing your views of the proper values and vision for the nation, and point out why the views of the other section are improper and dangerous.

Answer: Northerners valued free labor and government action to achieve economic progress and a moral society. They viewed southerners as unfree, backward, and immoral. Southerners valued states' rights and aspired to a genteel, ordered society guided by the aristocratic code of the gentleman planter and slaveholder. They viewed northerners as "greasy mechanics, filthy operatives, small-fisted farmers, and moon-struck theorists." Northerners feared the southerners wished to deny opportunities for free labor and southerners feared northerners would destroy their way of life.

Page Ref: 423–425

Skill: Applied

- 8) Contrast the views of Abraham Lincoln and Stephen Douglas as expressed in the Illinois debates of 1858 concerning slavery, abolitionism, and racial equality. Discuss the political impact of these debates.

Answer: Lincoln charged Douglas with being part of a Democratic conspiracy to extend slavery, an institution Lincoln wished to set on a "course of ultimate extinction" by preventing its expansion to new territories. Although Lincoln did not believe in racial equality, he advocated respect and protection of "natural rights" for blacks. Douglas adopted a more racist tone and indifferent attitude toward slavery, but insisted it could not exist in a territory without favorable local legislation. Douglas won the 1858 Senate race in Illinois, but lost southern support for the presidency in 1860.

Page Ref: 426–428

Skill: Interpretive

- 9) Discuss the events from November 1860 to April 1861 that sparked the Civil War.

Answer: Republican candidate Abraham Lincoln received only 39 percent of the popular vote in the four-way contest of 1860, but carried the North to win an electoral majority to become president. Certain of a minority status, the states of the Deep South seceded to form a confederacy. When most compromises were dismissed by northerners as concessions, outgoing President Buchanan did nothing. Intent upon protection of federal property at Fort Sumter, Lincoln's attempt at reprovisioning the garrison led to a southern attack and the beginning of war.

Page Ref: 428–433

Skill: Interpretive

Short Answer Questions

- 1) A faction of Democrats in New York bolted the party in 1848 and joined with "conscience" Whigs to form the Free-Soil Party and support _____ for president.

Answer: Van Buren

Page Ref: 411

Skill: Factual

- 2) The most controversial part of the Compromise of 1850 was the _____, appeasing southerners but infuriating northerners.

Answer: Fugitive Slave Act

Page Ref: 413

Skill: Factual

- 3) When President Lincoln met _____ in 1863, he is reported to have said, "So you're the little woman who wrote the book that made this great war."

Answer: Harriet Beecher Stowe

Page Ref: 414

Skill: Factual

- 4) Although it began as a railroad measure, the _____ - _____ Act ended in reopening the question of slavery in the territories.

Answer: Kansas-Nebraska

Page Ref: 416

Skill: Factual

- 5) Conducting raids in Latin America in search of additional slave territory during the 1850s, _____ was captured and shot by a Honduran firing squad after invading that country.

Answer: William Walker

Page Ref: 417

Skill: Factual

- 6) Founded in opposition to new immigrants of the 1850s, the _____ Party advocated a longer period of naturalization.

Answer: American (Know-Nothing)

Page Ref: 419

Skill: Factual

- 7) Following his tirade of "The Crime Against Kansas," Senator _____ was caned by Congressman Preston Brooks.

Answer: Charles Sumner

Page Ref: 422

Skill: Factual

- 8) Although losing the Illinois senate race of 1858 to Democrat _____, Abraham Lincoln defeated the same opponent for president of the United States in 1860.

Answer: Stephen Douglas

Page Ref: 427-428

Skill: Factual

- 9) Leading a raid on the federal arsenal at Harpers Ferry, Virginia, in 1859, radical abolitionist _____ hoped to provoke a general uprising of slaves throughout the Upper South.

Answer: John Brown

Page Ref: 428

Skill: Factual

- 10) On April 12, 1861, as Lincoln's relief expedition neared Charleston, General P. G. T. Beauregard's batteries shelled _____, and the Civil War began.

Answer: Fort Sumter

Page Ref: 433

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) This proposed amendment to an appropriations bill prohibited slavery in any territories acquired from Mexico.

Page Ref: 407

Skill: Factual

- 2) This legislation allowed the organization of the Utah and New Mexico territories upon the basis of popular sovereignty.

Page Ref: 412-413

Skill: Factual

- 3) This document was intended to pressure Spain to sell Cuba to the United States.

Page Ref: 417

Skill: Factual

A) Wilmot Proviso

B) Millard Fillmore

C) Compromise of 1850

D) Lecompton Constitution

E) Zachary Taylor

F) Ostend Manifesto

G) James Buchanan

H) Dred Scott decision

I) Abraham Lincoln

- 4) This formal repeal of the Missouri Compromise meant that Congress had no constitutional power to regulate slavery in the territories.

Page Ref: 425

Skill: Factual

- 5) This document would have provided for the admission of Kansas to the Union as a slave state.

Page Ref: 426

Skill: Factual

- 6) Mexican War hero and Louisiana slaveholder, he was nominated for president by the Whigs in 1848 despite his lack of political experience.

Page Ref: 411

Skill: Factual

- 7) Succeeding to the presidency upon Zachary Taylor's death, he lent his support to the Compromise of 1850.

Page Ref: 412

Skill: Factual

- 8) A lackluster winner of the apathetic election of 1852, he appointed southerners intent on territorial expansion to important diplomatic posts.

Page Ref: 415

Skill: Factual

- 9) Another Democratic northerner with southern principles, he endorsed the Dred Scot decision of 1857 as a final settlement of the issue of slavery in the territories.

Page Ref: 426

Skill: Factual

J) Franklin Pierce

- 10) Campaigning as a moderate Republican in 1860, he favored a ban on the extension of slavery rather than abolition of the institution.

Page Ref: 427

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) A | 2) C | 3) F | 4) H | 5) D | 6) E |
| 7) B | 8) J | 9) G | 10) I | | |

Chapter 15 The Union Severed

Multiple-Choice Questions

1) In response to Fort Sumter

- A) both North and South witnessed a tremendous outpouring of support.
- B) the states of Maryland, Kentucky, and Missouri seceded and joined the Confederacy.
- C) Northern authorities enlisted black volunteers for military service.
- D) President Lincoln asked Congress to initiate plans for military conscription.

Answer: A

Page Ref: 437

Skill: Factual

2) The material assets of the North during the Civil War

- A) immediately placed the South at a disadvantage.
- B) became effective only in the long run.
- C) offset the greater supply of manpower in the South.
- D) allowed the North to wage a defensive war.

Answer: B

Page Ref: 437

Skill: Interpretive

3) To secure Maryland for the Union, Lincoln

- A) offered a declaration of emancipation.
- B) arrested and detained southern sympathizers.
- C) issued a writ of habeas corpus.
- D) sent federal troops to Baltimore.

Answer: B

Page Ref: 439

Skill: Factual

4) In February 1861, the original seceding states created a provisional government

- A) establishing their capital at Richmond, Virginia.
- B) authorizing generous funds for employees and supplies.
- C) emphasizing the sovereignty of the states.
- D) selecting Robert E. Lee as president.

Answer: C

Page Ref: 439

Skill: Interpretive

- 5) For his cabinet, Lincoln selected
- A) only those men who agreed with his views.
 - B) friends to whom he owed political debts.
 - C) men of lesser political stature or ability.
 - D) important Republicans whether they agreed with him or not.

Answer: D

Page Ref: 440

Skill: Interpretive

- 6) Lincoln's early actions as president indicated that he intended to
- A) rely heavily on his cabinet members' advice.
 - B) act only with the sanction of Congress.
 - C) take responsibility for running his own administration.
 - D) respect the traditions and dogmas of the past.

Answer: C

Page Ref: 440

Skill: Interpretive

- 7) Jefferson Davis was observed by his contemporaries as too
- A) preoccupied with details.
 - B) unwilling to experiment.
 - C) insensitive to criticism.
 - D) lazy and easy-going.

Answer: A

Page Ref: 440

Skill: Interpretive

- 8) The use of the new, longer-range rifles during the Civil War
- A) contradicted the training offered at West Point.
 - B) led to more effective use of artillery.
 - C) produced a ghastly crop of dead men.
 - D) reduced the emphasis on infantry attack.

Answer: C

Page Ref: 441

Skill: Interpretive

- 9) During the early years of the war in the East
- A) General Winfield Scott pushed for action and quick victory.
 - B) the North inflicted a devastating blow at the Battle of Bull Run.
 - C) the South followed an exclusively defensive strategy.
 - D) a stalemate developed as decisive victory eluded both sides.

Answer: D

Page Ref: 442

Skill: Interpretive

- 10) The Battle of Bull Run was a prophetic one in that it showed the
- A) superior ability of Union generals.
 - B) poor discipline of Confederate troops.
 - C) certainty of their prospects for quick victory.
 - D) possibility that victory would be neither quick nor easy.

Answer: D

Page Ref: 442

Skill: Interpretive

- 11) Placed in command of the Union armies in 1861, General George McClellan
- A) wished to win the war "by maneuvering rather than fighting."
 - B) gained a reputation for bold, almost reckless tactics.
 - C) inflicted unnecessary and embittering loss of life and property.
 - D) captured the city of Richmond during his Peninsula campaign.

Answer: A

Page Ref: 442

Skill: Interpretive

- 12) In the early western theater of the Civil War, Ulysses S. Grant
- A) displayed a military genius for setting large goals.
 - B) prematurely invaded forts in Kentucky and Tennessee.
 - C) surprised a large Confederate force at Shiloh Church.
 - D) closely coordinated plans with eastern military activities.

Answer: A

Page Ref: 443

Skill: Interpretive

13) The casualties from the battle at Shiloh Church were enormous because of the

- A) surprise nature of the southern attack.
- B) foolish use of headlong infantry attacks.
- C) insufficient care of wounds on the battlefield.
- D) development of more lethal weapons and ammunition.

Answer: C

Page Ref: 443

Skill: Interpretive

14) During the early years of the Civil War, the northern navy concentrated on

- A) raiding southern merchant ships.
- B) freeing the slaves in southern ports.
- C) developing new weapons and ironclad vessels.
- D) gaining footholds along the southern coast for a blockade.

Answer: D

Page Ref: 444

Skill: Interpretive

15) Southerners thought that European nations would recognize and support the Confederacy because of the Europeans'

- | | |
|--|-------------------------------------|
| A) desire to upset the balance of power. | B) dependence upon southern cotton. |
| C) lack of economic ties with the North. | D) wish to back the winning side. |

Answer: B

Page Ref: 445

Skill: Interpretive

16) In contrast to the North, the South relied more heavily on the

- A) levy of direct taxes for war finances.
- B) issue of government bonds to borrow money.
- C) use of conscription to maintain their armed forces.
- D) imposition of government measures to control inflation.

Answer: C

Page Ref: 447

Skill: Factual

17) The largest civil disturbance of the nineteenth century occurred in New York City in early July 1863, as

- A) workers opposed to the draft rioted for three days.
- B) blacks protested racial discrimination and segregation.
- C) peace activists demanded a negotiated end to the war.
- D) nativist mobs beat up Irish immigrants and destroyed their homes and businesses.

Answer: A

Page Ref: 448

Skill: Factual

18) The New York City draft riots of 1863

- A) resulted from extreme northern antiwar sentiment.
- B) exposed the racial and class antagonisms of northern society.
- C) led to the passage of more fair conscription laws.
- D) caused little damage and produced only minor disturbances.

Answer: B

Page Ref: 448

Skill: Interpretive

19) Political dissension in the South during the Civil War

- A) tended to be factional, petty, and often personal in nature.
- B) resulted in the establishment of party mechanisms to channel or curb criticism.
- C) produced an arbitrary and tyrannical expansion of presidential power.
- D) led detractors to offer programs in opposition to Democratic policies.

Answer: A

Page Ref: 448

Skill: Interpretive

20) The Emancipation Proclamation was issued by Abraham Lincoln for all of the following reasons EXCEPT the

- A) need to prepare northern whites for the eventuality of emancipation.
- B) diplomatic concern of favorable foreign impressions of the North.
- C) implicit appeal to slaves to subvert the southern war effort.
- D) desire to undermine Democratic opposition of the administration.

Answer: D

Page Ref: 450–451

Skill: Interpretive

- 21) The Emancipation Proclamation freed slaves in
- A) all portions of the United States.
 - B) unconquered parts of the Confederacy.
 - C) the border states of the Union.
 - D) parts of the South already in northern hands.

Answer: B

Page Ref: 450

Skill: Factual

- 22) During the Civil War, the northern army
- A) treated black soldiers poorly.
 - B) refused to recruit blacks.
 - C) paid blacks better than whites.
 - D) considered blacks to be superior soldiers.

Answer: A

Page Ref: 451

Skill: Factual

- 23) At the Battle of Gettysburg, General Robert E. Lee
- A) captured control of northern territory between Philadelphia and Washington.
 - B) surrendered his army and supplies to General George Meade.
 - C) suffered losses so heavy that he could never mount another southern offensive.
 - D) ordered Pickett's Charge as a daring escape to save his men.

Answer: C

Page Ref: 452

Skill: Interpretive

- 24) As commander of the Union armies, General Ulysses S. Grant recommended a
- A) strategy of naval and land blockades, causing economic deprivation and discontent.
 - B) tactic of hit-and-run maneuvers, offsetting the defensive advantages of southern armies.
 - C) policy of evasion and retreat, designed to lessen casualties and wear down the enemy.
 - D) grim campaign of annihilation, using the North's superior might to destroy southern armies and resources.

Answer: D

Page Ref: 453

Skill: Interpretive

25) During the war years, southern

- A) politicians remained devoted to the concept of states' rights.
- B) planters increasingly relied on cash-crop agriculture.
- C) industrialists failed to produce military supplies.
- D) yeoman farmers suffered an economic decline.

Answer: D

Page Ref: 455

Skill: Interpretive

26) Abraham Lincoln extended presidential powers during the Civil War in all of the following ways EXCEPT the

- A) arbitrary veto of congressional legislation.
- B) suspension of habeas corpus for southern sympathizers.
- C) removal of army generals.
- D) curtailment of freedom of the press.

Answer: A

Page Ref: 455

Skill: Factual

27) The Civil War transformed American society as

- A) Americans became more parochial in their interests and concerns.
- B) women were forced to leave the work force to care for homes and families.
- C) wartime jobs and wages provided substantial increases in real income.
- D) economic dislocations reduced the standard of living for most civilians.

Answer: D

Page Ref: 458

Skill: Interpretive

28) The Civil War transformed race relations in the South as

- A) slaves drew closer to their masters in fear of the unknown.
- B) blacks proved increasingly unwilling to play a subservient role.
- C) white violence toward blacks intensified with growing frustration over a losing war effort.
- D) whites gained greater appreciation of blacks with increased dependence upon them.

Answer: B

Page Ref: 459

Skill: Interpretive

29) For American women, the Civil War

- A) minimized their economic importance.
- B) promoted their domestic role.
- C) provided opportunities for government service.
- D) necessitated their military enlistment.

Answer: C

Page Ref: 460

Skill: Interpretive

30) In the election of 1864, Democratic candidate George McClellan

- A) recommended vast expansions of executive power for successful prosecution of the war.
- B) proclaimed the war a failure and demanded an armistice with the South.
- C) supported sweeping measures designed to promote banking, western settlement, and industrial expansion.
- D) called for abolition of slavery and the granting of equal rights to blacks.

Answer: B

Page Ref: 460

Skill: Factual

31) All of the following factors contributed to the victory of the North in the Civil War EXCEPT that

- A) General Grant refused to sustain heavy casualties.
- B) the South failed to meet production needs.
- C) southern political beliefs undermined united efforts.
- D) southern transportation systems proved woefully inadequate.

Answer: A

Page Ref: 461

Skill: Interpretive

32) In contrast to other wars involving American soldiers, the Civil War

- A) involved the greatest number of active participants.
- B) resulted in fewer deaths due to disease.
- C) provided fewer problems of postwar adjustment.
- D) proved most deadly in terms of American lives.

Answer: D

Page Ref: 462

Skill: Factual

33) During the Civil War, the Republicans passed legislation to

- A) lower the tariffs on imported manufactured goods.
- B) require state financing of colleges and railroads.
- C) provide farmers access to the public domain.
- D) dismantle the national banking system.

Answer: C

Page Ref: 463

Skill: Factual

34) "After Sumter, he swiftly called up the state militias, expanded the navy, and suspended habeas corpus." Habeas corpus refers to the legal procedure to

- A) compel a person to appear in court.
- B) release a person from unlawful restraint.
- C) obtain relief from errors of fact.
- D) enforce a court order granted a plaintiff.

Answer: B

Page Ref: 440

Skill: Factual

35) "The dogmas of the quiet past are inadequate to the stormy present...." Dogmas are principles

- A) dictated by one's religious beliefs.
- B) espoused by the founding fathers.
- C) considered to be absolute truth.
- D) upheld by the Supreme Court.

Answer: C

Page Ref: 440

Skill: Factual

36) "Despite the sacrosanct notion of states' rights, the Confederate Congress passed the first conscription act in American history in March 1862." A sacrosanct notion would be one that is

- A) regarded as sacred and inviolable.
- B) sacrilegious or heretical.
- C) outdated and inappropriate.
- D) customary and expected.

Answer: A

Page Ref: 447

Skill: Factual

37) "His veto of the...Wade-Davis bill, led to cries of 'usurpation.'" Usurpation is the act of

- A) seizing power belonging to another.
- B) violating the Constitution.
- C) opposing the majority or rightful position.
- D) neglecting the duties of one's office.

Answer: A

Page Ref: 460

Skill: Factual

38) "Commanding considerable resources of patronage, Lincoln was able to line up federal, state and local officials behind his party." Patronage refers to

- A) political contributions.
- B) governmental favors.
- C) persuasive skills.
- D) powerful friends.

Answer: B

Page Ref: 462

Skill: Factual

True/False Questions

1) Favorable statistics of population and industrial development invariably decide the outcome of a war.

Answer: FALSE

Page Ref: 437

Skill: Interpretive

2) Whereas the Union had to win a war of conquest and occupation, the South merely had to survive until its enemy tired and gave up.

Answer: TRUE

Page Ref: 438

Skill: Interpretive

3) Although stopping the Union advance, the Confederate force at the Battle of Bull Run was too disorganized and ill-supplied to chase the northern army back toward Washington.

Answer: TRUE

Page Ref: 441

Skill: Factual

4) More men fell in the Battle of Shiloh Church than in the American Revolution, the War of 1812, and the Mexican War combined.

Answer: TRUE

Page Ref: 443

Skill: Factual

- 5) Although desertion was uncommon, the rate of runaway soldiers was much higher in the Confederate than the Union armies.

Answer: FALSE

Page Ref: 447

Skill: Factual

- 6) The Civil War greatly stimulated all northern manufacturing through the 1860s, resulting in an overall economic growth rate higher than in the preceding and following decades.

Answer: FALSE

Page Ref: 455

Skill: Factual

- 7) Lincoln's popularity was at an all-time peak by 1864, insuring his reelection as president.

Answer: FALSE

Page Ref: 460

Skill: Factual

- 8) The belief in states' rights and the sanctity of private property that gave birth to the Confederacy also helped kill it.

Answer: TRUE

Page Ref: 461

Skill: Interpretive

- 9) Although the Civil War produced a greater number of total deaths, the death rate during the war was actually lower than the death rate during World War II.

Answer: FALSE

Page Ref: 462

Skill: Factual

- 10) Lincoln favored a stringent plan of Reconstruction to impress upon southerners the folly of secession and the damages they had caused by war.

Answer: FALSE

Page Ref: 463–464

Skill: Factual

Essay Questions

- 1) Discuss the balance of resources between the North and South at the beginning of the Civil War and its implications for initial military strategy.

Answer: The North enjoyed a significant population and economic advantage over the South. Many of the North's assets would become effective, however, only with time. Although lacking adequate industrial strength, the South believed cotton would secure European support. In contrast to the Union's more difficult strategic task of conquest and occupation, the South merely had to survive until its enemy tired and quit.

Page Ref: 437-438

Skill: Interpretive

- 2) Contrast the backgrounds, leadership styles, and effectiveness of Presidents Abraham Lincoln and Jefferson Davis.

Answer: Although both men were born in Kentucky, Lincoln moved to the North and lived a meager agrarian life while Davis moved to the South and enjoyed an aristocratic upbringing. As presidents, both men were accused of usurping political power and both men suffered stinging personal criticisms. Although Lincoln possessed great political skills, the personal characteristics of the two men were probably less important than the differences between the two regions. The northern social, economic, and political system proved more capable of meeting the war's demands.

Page Ref: 440

Skill: Interpretive

- 3) Analyze the results of the Civil War's military developments during 1861-1862.

Answer: Stopped at the initial Battle of Bull Run, the North became convinced of the need for greater expenditures and preparation. McClellan's overly cautious leadership failed to produce results, however. A southern offensive was stopped at Antietam, and the war in the East was stalemated. In the West, General Grant rose to prominence, although he failed to capture control of the Mississippi River at this stage. The northern navy succeeded in capturing footholds along the southern coast, preparing the way for an effective blockade.

Page Ref: 441-445

Skill: Interpretive

- 4) What common problems did the North and South face in an extended war, and how did their solutions differ?

Answer: Both sections faced shortages of money and manpower. The North relied more heavily on taxation and borrowing than did the South, but both sides experienced problems of inflation with paper money. Although both resorted to conscription, the South was forced to do so earlier and to a greater extent. In both sections, the allowance of draft exemptions for the wealthy stirred class antagonisms and the argument that it was a rich man's war but a poor man's fight. Both sections experienced political dissension, but the northern system proved more capable of handling it.

Page Ref: 446-448

Skill: Interpretive

- 5) The Emancipation Proclamation was one of the greatest political documents in American history. Defend or refute that statement.

Answer: Lincoln was forced to walk a thin line between racist conservatives and radical abolitionists. The Emancipation Proclamation, defended by Lincoln as "an act of justice, warranted by the Constitution upon military necessity," helped prepare northerners for the eventuality of emancipation. Although it did not technically free any slaves at the time, it gave the war a moral purpose and laid to rest any possibility of foreign support for the Confederacy. It encouraged slaves to flee the South, subverting the southern war effort.

Page Ref: 449–451

Skill: Interpretive

- 6) How did southern and northern military strategies change from 1863 to 1865? With what results?

Answer: Realizing that the South could not forever fight a defensive war, Robert E. Lee attempted an invasion of the North. He suffered heavy casualties at Gettysburg and withdrew, unable to mount another offensive. Northern victory at Vicksburg gained control of the Mississippi River for the North and led to Grant's promotion. Grant and Sherman employed a grim campaign of annihilation, using the North's superior resources to wear down and defeat the South.

Page Ref: 452–454

Skill: Interpretive

- 7) Analyze the changes wrought by the Civil War on northern and southern societies and economies.

Answer: Although leaving the Union to conserve a traditional way of life, the South experienced radical transformations, destruction, and widespread impoverishment. The war stimulated expansion of northern agriculture as well as selective industries. Although providing some with riches, the war resulted in economic dislocation for most Americans. Large numbers of women and blacks entered the work force, at least temporarily.

Page Ref: 454–455; 458–460

Skill: Interpretive

- 8) Why did the North win the Civil War?

Answer: Northern military strategy proved effective and southern efforts to meet wartime needs fell short. The belief in states' rights and the sanctity of private property undermined united action by the Confederate states. Northerners were more cooperative, disciplined, and aggressive in meeting the organizational and production challenges of wartime.

Page Ref: 461–462

Skill: Interpretive

- 9) Analyze the costs and consequences of the Civil War for the United States.

Answer: The Civil War was the most deadly in American history. Disease and lack of adequate medical care contributed to a death rate five times higher than during World War II. The war wreaked tremendous destruction on the South and led to the freedom of over 3 million slaves. The Union was secured, slavery ended, and the Republicans passed legislation to foster economic growth. The status of the conquered South and the rights of freedmen were issues to be resolved. The assassination of Lincoln deprived the nation of his leadership during Reconstruction.

Page Ref: 462–463

Skill: Interpretive

Short Answer Questions

- 1) In *Ex parte Merryman*, Chief Justice _____ of the Supreme Court ruled that if the public's safety was endangered, only Congress had the right to suspend the writ of habeas corpus.

Answer: Roger B. Taney

Page Ref: 439

Skill: Factual

- 2) Winfield Scott, the Union commanding general at the beginning of the Civil War, favored a cautious, long-term strategy known as the _____.

Answer: Anaconda Plan.

Page Ref: 441

Skill: Factual

- 3) The early struggle of the Civil War in the East focused on the capture of _____, the Confederacy's capital and one of the South's most important railroad, industrial, and munitions centers.

Answer: Richmond

Page Ref: 442

Skill: Factual

- 4) Originally a U.S. warship, which sank as the federal navy abandoned the Norfolk Navy Yard, the Confederates raised the _____ and covered it with heavy armor.

Answer: Merrimac (or Virginia)

Page Ref: 445

Skill: Factual

- 5) Immigrant workers in eastern cities and those who lived in the southern parts of the Midwest had little sympathy for abolitionism or blacks, supporting the antiwar stance of the Peace Democrats, the so-called _____.

Answer: Copperheads

Page Ref: 448

Skill: Factual

- 6) Unless rebellious states (or parts of states in rebellion) returned to the Union by January 1, 1863, the president would declare their slaves "forever free," according to the _____.

Answer: Emancipation Proclamation

Page Ref: 450

Skill: Factual

- 7) On July 3, 1863, General Robert E. Lee sent about 15,000 men in a gallant but futile assault, known as _____ against the Union center at the Battle of Gettysburg.

Answer: Pickett's Charge

Page Ref: 452

Skill: Factual

- 8) Fashionable Washington photographer _____, realizing that the camera was the "eye of history," asked Lincoln for permission to record the war.

Answer: Matthew Brady

Page Ref: 456

Skill: Factual

- 9) On April 9, 1865, Grant accepted Lee's surrender at _____, ending the Civil War for all practical purposes.

Answer: Appomattox

Page Ref: 461

Skill: Factual

- 10) Some 31,000 Union soldiers were confined and over 12,000 graves were counted at war's end at the Confederate prison of _____ in Georgia.

Answer: Andersonville

Page Ref: 463

Skill: Factual

- 11) Only five days after the surrender at Appomattox, a southern sympathizer named _____ assassinated President Lincoln at Ford's Theater.

Answer: John Wilkes Booth

Page Ref: 464

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- | | |
|---|-----------------------|
| 1) An early and prophetic meeting, this battle was characterized by logistic problems for both sides in the supply and movement of large armies.
<i>Page Ref: 441</i>
<i>Skill: Factual</i> | A) Gettysburg |
| | B) Ulysses S. Grant |
| | C) Shiloh Church |
| | D) William T. Sherman |
| 2) A surprise Confederate attack, this battle was eventually won by General Grant's forces, but at heavy cost, draining him of sufficient resources to force early capture of the Mississippi River.
<i>Page Ref: 443</i>
<i>Skill: Factual</i> | E) Antietam |
| | F) Vicksburg |
| | G) Robert E. Lee |
| | H) Jefferson Davis |
| | I) Bull Run |
| 3) A Union victory, this battle presented President Lincoln with the opportunity to issue a preliminary emancipation proclamation.
<i>Page Ref: 450</i>
<i>Skill: Factual</i> | J) George McClellan |
| 4) The end of Lee's invasion of the North, this battle inflicted such heavy losses on his army that he could never mount another southern offensive.
<i>Page Ref: 452</i>
<i>Skill: Factual</i> | |
| 5) The completion of the Union campaign to gain control of the Mississippi River and to divide the South, this battle ensured the promotion of Ulysses S. Grant as general-in-chief of the Union forces.
<i>Page Ref: 452</i>
<i>Skill: Factual</i> | |

- 6) Former cabinet member, U.S. senator, and Mexican War veteran, this aristocratic southerner served as president of the Confederacy.

Page Ref: 440

Skill: Factual

- 7) Noted for his organizational skills rather than his daring leadership on the battlefield, this northern general later ran for president in 1864 on a platform of ending the war.

Page Ref: 442, 460

Skill: Factual

- 8) Although his career in the peacetime army had been undistinguished, this northern general's military genius to see beyond individual battles to larger goals helped him rise to general-in-chief of the Union armies.

Page Ref: 443

Skill: Factual

- 9) Waging a defensive war in the early years, this general felt that a successful southern offensive would bring diplomatic recognition and might even force the North to sue for peace.

Page Ref: 452

Skill: Factual

- 10) Northern general who led the campaign to capture Atlanta and Savannah, he spread destruction to make southerners "fear and dread" their foes.

Page Ref: 453

Skill: Factual

1) I
7) J

2) C
8) B

3) E
9) G

4) A
10) D

5) F

6) H

Chapter 16 The Union Reconstructed

Multiple-Choice Questions

- 1) As the Allstons began to reestablish their lives after the Civil War, they found that
- A) all of their former slaves had fled from their plantations.
 - B) new relationships would have to be established with their former slaves.
 - C) the blacks had taken control of southern society.
 - D) it would be fairly simple to reestablish the old patterns of society.

Answer: B

Page Ref: 467

Skill: Interpretive

- 2) In trying to establish a policy for reconstruction of the South after the Civil War,
- A) Congress readily agreed with Lincoln's plan.
 - B) Congress rejected Lincoln's plan.
 - C) a conflict arose between Congress and the president about which had authority in the matter.
 - D) Johnson finally forced Congress to adopt his plan.

Answer: C

Page Ref: 468

Skill: Interpretive

- 3) In 1865, at the end of the Civil War, the Democratic party
- A) ruled victoriously over the government of the United States.
 - B) represented an uneasy alliance of former Whigs and Know-Nothings.
 - C) depicted the Republicans as a group of rebels and traitors.
 - D) was in shambles organizationally.

Answer: D

Page Ref: 468

Skill: Factual

- 4) In 1865, at the end of the Civil War, the southern states
- A) contrasted starkly with the economic prosperity of the northern states.
 - B) had been affected only slightly by the war, either socially or economically.
 - C) quickly reestablished an industrial-based economy.
 - D) readily accepted whatever reconstruction policy the North suggested.

Answer: A

Page Ref: 468–469

Skill: Interpretive

- 5) At the end of the Civil War, emancipated blacks
- A) immediately achieved full equality with southern whites.
 - B) mostly remained on the plantations where they had been slaves.
 - C) often changed their manners toward whites to demonstrate their freedom.
 - D) received ownership of forty acres of land.

Answer: C

Page Ref: 470

Skill: Interpretive

- 6) In the years immediately following emancipation, the freedmen
- A) showed little interest in establishing a traditional family life.
 - B) showed little interest in acquiring an education.
 - C) preferred to work in gangs.
 - D) considered securing jobs and land their primary goals.

Answer: D

Page Ref: 470

Skill: Interpretive

- 7) In the months immediately after the Civil War, the dominant emotion among southern whites was
- A) sorrow.
 - B) fear.
 - C) acceptance of blacks as equals.
 - D) anger toward plantation owners.

Answer: B

Page Ref: 471

Skill: Interpretive

- 8) During the Reconstruction Era the "black codes"
- A) guaranteed freedmen full political and civil rights.
 - B) reestablished slavery.
 - C) desegregated southern society.
 - D) restricted the economic opportunities of the freedmen.

Answer: D

Page Ref: 471

Skill: Interpretive

9) Andrew Johnson's plan for national reconstruction

- A) proved to be very lenient toward the South.
- B) called for harsh treatment of the South.
- C) defended the interest of the planter class.
- D) pleased the Republican leadership in Congress.

Answer: A

Page Ref: 472

Skill: Interpretive

10) Radical Republicans created their own plan for Reconstruction, including

- A) imprisoning rebel leaders.
- B) promoting economic diversity in the South.
- C) forcing southern states to pay the costs of the Civil War.
- D) helping freed men make the transition to full freedom.

Answer: D

Page Ref: 476

Skill: Interpretive

11) The Fourteenth Amendment to the Constitution

- A) joined Democrats and Republicans in a shared cause.
- B) gained considerable support from President Johnson.
- C) generated little controversy; all Americans endorsed it.
- D) became the central issue of the midterm election, because Johnson spoke against Republicans and Democrats appealed to voters' prejudices.

Answer: D

Page Ref: 476

Skill: Factual

12) The election of 1866 was critical in determining the outcome of Reconstruction because

- A) the president won great support from the people.
- B) the Democrats won a majority in Congress.
- C) the Republicans won an overwhelming victory.
- D) the Republicans were defeated in the election.

Answer: C

Page Ref: 476

Skill: Interpretive

- 13) In the Reconstruction Acts of 1867, Congress
- A) endorsed President Johnson's plan for reconstruction.
 - B) provided for impeachment of the president.
 - C) divided the southern states into five military districts.
 - D) allowed southern states to deny blacks the right to vote.

Answer: C
Page Ref: 476
Skill: Factual

- 14) Congress impeached President Johnson for
- A) violating the Tenure of Office Act.
 - B) permitting blacks to vote.
 - C) the Credit Mobilier scandals.
 - D) refusing to remove Secretary of War Stanton from office.

Answer: A
Page Ref: 477
Skill: Factual

- 15) During the Reconstruction period, northerners
- A) enthusiastically endorsed the idea of black equality.
 - B) opposed granting citizenship to blacks.
 - C) only reluctantly supported the idea of giving blacks the right to vote.
 - D) generally wanted to confiscate the property of southern whites and give it to the blacks.

Answer: C
Page Ref: 477
Skill: Interpretive

- 16) Chief among those who wanted to provide economic support for the freedmen after the Civil War was
- | | |
|--------------------|----------------------|
| A) U.S. Grant. | B) Thaddeus Stevens. |
| C) Andrew Johnson. | D) Abraham Lincoln. |

Answer: B
Page Ref: 478
Skill: Factual

17) In an overall analysis, Congressional Reconstruction for the freedmen

- A) provided blacks with an excellent foundation for the future.
- B) provided little economic security.
- C) provided economic, but not political opportunities.
- D) attracted widespread support among southern whites.

Answer: B

Page Ref: 478

Skill: Interpretive

18) In providing aid to the blacks after the Civil War, the Freedman's Bureau

- A) was a total failure.
- B) was characterized by mixed success.
- C) was generally unconcerned with black needs.
- D) concentrated on helping poor whites instead of blacks.

Answer: B

Page Ref: 479–480

Skill: Interpretive

19) At the end of the Reconstruction period, southern blacks in general,

- A) had gained effective economic independence from southern whites.
- B) had mostly migrated to the North.
- C) dominated southern politics.
- D) remained economically dependent on southern whites.

Answer: D

Page Ref: 480

Skill: Interpretive

20) During the Reconstruction period, southern tenant farmers

- A) found it easy to gain ownership of their own land.
- B) seldom earned much money and fell into debt.
- C) generally grew almost all of what they needed for survival.
- D) united to confiscate the property of the landowners.

Answer: B

Page Ref: 482

Skill: Factual

- 21) During Reconstruction, poor blacks and poor whites in the South
- A) often achieved economic independence from their creditors.
 - B) largely owned their own farmland.
 - C) found economic independence through the tenant farming system.
 - D) often became sharecroppers or tenant farmers.

Answer: D

Page Ref: 482–483

Skill: Interpretive

- 22) During the Reconstruction Era, poor white southerners
- A) escaped from the tenant farming system.
 - B) effectively combined with poor blacks to achieve political control of the southern state governments.
 - C) tended to accept the blacks as their social equals.
 - D) generally embraced an emotional and revivalistic religion.

Answer: D

Page Ref: 483

Skill: Factual

- 23) In an attempt to improve their condition after freedom, blacks during the Reconstruction period
- A) relied exclusively on the Freedman's Bureau.
 - B) often worked through their churches.
 - C) placed little emphasis on education.
 - D) encountered little white opposition to their educational efforts.

Answer: B

Page Ref: 483

Skill: Interpretive

- 24) After the Civil War, as far as education was concerned, blacks
- A) showed a thirst for knowledge.
 - B) showed little interest in formal learning.
 - C) had a higher percentage of school attendance than whites.
 - D) found most southern whites supportive of their desire to learn.

Answer: A

Page Ref: 484

Skill: Interpretive

25) In the late nineteenth century the black leader who continued to press for full citizenship rights for blacks in the United States was

- A) Benjamin "Pap" Singleton.
- B) Frederick Douglass.
- C) Thaddeus Stevens.
- D) Felix Haywood.

Answer: B

Page Ref: 485

Skill: Factual

26) The Republican governments that controlled the southern states during Reconstruction were

- A) dominated by illiterate blacks.
- B) usually more corrupt than state governments in the North.
- C) generally accepted by most white southerners.
- D) supported by some white southerners.

Answer: D

Page Ref: 486

Skill: Interpretive

27) During the period of Reconstruction, black political leaders in the South

- A) were more corrupt than white politicians.
- B) rejected American political traditions.
- C) often supported land policies that ignored the needs of black masses.
- D) generally opposed increased state expenditures.

Answer: C

Page Ref: 486

Skill: Interpretive

28) Republican rule of the state governments in the South during Reconstruction

- A) led to black control of those governments.
- B) allowed blacks to take revenge on their former white masters.
- C) reflected black desires to establish socialism in the South.
- D) led to some desirable reforms.

Answer: D

Page Ref: 486

Skill: Interpretive

29) In attempting to regain control of the southern state governments during Reconstruction, southern Democrats

- A) allied with local black leaders.
- B) opposed tactics used by the Ku Klux Klan.
- C) often resorted to violence.
- D) allied with white Republicans.

Answer: C

Page Ref: 487

Skill: Interpretive

30) During the Grant administration, the Republicans

- A) lost interest in defending black voting rights in the South.
- B) increased their support for black voting rights in the South.
- C) did nothing to try to suppress the activities of the Ku Klux Klan.
- D) endorsed the Mississippi Plan.

Answer: A

Page Ref: 488

Skill: Interpretive

31) During and after the Civil War, the Republican party

- A) opposed passage of the Homestead Act.
- B) supported policies that favored economic growth.
- C) opposed freedom of the slaves.
- D) favored President Johnson's plan for reconstruction.

Answer: B

Page Ref: 489–490

Skill: Factual

32) As a political leader President Grant could best be described as

- A) personally corrupt.
- B) dynamic.
- C) effective.
- D) often lacking in his judgment of others.

Answer: D

Page Ref: 490

Skill: Interpretive

- 33) A major scandal of the Grant Administration concerning railroad construction was the
- A) Credit Mobilier.
 - B) Whiskey Ring.
 - C) Teapot Dome.
 - D) Tweed Ring.

Answer: A

Page Ref: 490

Skill: Factual

- 34) In the disputed election of 1876, the Republicans succeeded in obtaining congressional approval for Hayes's election by
- A) threatening to filibuster.
 - B) threatening to renew the Civil War.
 - C) preventing southern representatives from taking their seats in Congress.
 - D) promising to support federal aid for southern railroad development.

Answer: D

Page Ref: 492

Skill: Factual

- 35) Johnson revealed his hatred of the southern aristocracy by requiring individual pardons. Aristocracy refers to
- A) a group of freed blacks.
 - B) a situation where all people generally have the same social position.
 - C) a small privileged class.
 - D) a government controlled by a dictator.

Answer: C

Page Ref: 478

Skill: Applied

- 36) President Johnson's opposition to Congress's plan for reconstruction forced moderate members of Congress into the radical camp. A radical is a person who
- A) attempts to take a balanced view of all sides of an issue.
 - B) approaches a problem with considerable restraint.
 - C) advocates sweeping changes.
 - D) opposes the democratic process.

Answer: C

Page Ref: 473

Skill: Applied

37) The Fifteenth Amendment to the Constitution guaranteed suffrage rights to blacks. Suffrage refers to

- A) the right to free speech.
- B) the right to vote.
- C) the right to a trial by jury.
- D) the right to bear arms.

Answer: B

Page Ref: 478

Skill: Factual

38) "Exodusters" refers to

- A) those blacks who migrated to northern cities after the Civil War.
- B) southern tenants who became dusty from working in the cotton fields.
- C) white southerners who left the South because they feared black hostility toward whites after emancipation.
- D) blacks who attempted to migrate to Kansas after they were emancipated.

Answer: D

Page Ref: 485

Skill: Factual

39) In the history of Reconstruction, "redemption" refers to

- A) the period of Republican control of the southern state governments.
- B) salvation of the southern blacks by the Freedmen's Bureau.
- C) recapture of control of the southern state governments by conservative white Democrats.
- D) southern religious beliefs.

Answer: C

Page Ref: 488

Skill: Applied

True/False Questions

1) When the Allstons returned to their plantation at the end of the Civil War, they were unable to regain control of their property from the freed slaves.

Answer: FALSE

Page Ref: 466-467

Skill: Factual

2) At the end of the Civil War, the newly freed slaves often demonstrated their independence by changing their behavior toward whites.

Answer: TRUE

Page Ref: 470

Skill: Interpretive

- 3) Because of the loyalty of their former slaves, southern whites had little fear that the freedmen would try to take revenge on southern white people.

Answer: FALSE

Page Ref: 471

Skill: Interpretive

- 4) In the Memphis race riot of 1866, Union soldiers firmly defended blacks against attacks by whites.

Answer: FALSE

Page Ref: 476–477

Skill: Interpretive

- 5) President Johnson vetoed Reconstruction Acts, hindered the work of the Freedman's Bureau, and undermined Congressional Reconstruction efforts in many other ways.

Answer: TRUE

Page Ref: 472

Skill: Interpretive

- 6) The Thirteenth Amendment to the Constitution guaranteed blacks the right to vote.

Answer: FALSE

Page Ref: 477

Skill: Factual

- 7) When the House of Representatives impeached President Johnson, they charged him with "high crimes and misdemeanors."

Answer: TRUE

Page Ref: 477

Skill: Factual

- 8) Agents of the Freedmen's Bureau seldom showed any sympathy for southern white landowners.

Answer: FALSE

Page Ref: 479

Skill: Interpretive

- 9) After 1868 the Republican party tended to stress material interests more than moral reform.

Answer: TRUE

Page Ref: 489–490

Skill: Interpretive

- 10) Reconstruction ended in 1876 because the Democratic Party won the White House.

Answer: FALSE

Page Ref: 491–492

Skill: Factual

Essay Questions

- 1) Explain how blacks responded to their former masters after the Civil War had ended.

Answer: Black responses to their former masters varied as evidenced by the reaction to the Allstons when they returned to take repossession of their plantations. In general, however, many blacks left the plantations, often only for a short period of time, in order to test their new freedom. Blacks also began to show less deference to whites as expressions of their new sense of self-worth.

Page Ref: 466–467; 469–471

Skill: Interpretive

- 2) Compare the economic conditions of the South with the economic conditions of the North during the period of Reconstruction.

Answer: In 1865 the northern and southern economies starkly contrasted. The war had stimulated northern industrial development, creating a dynamic and prosperous society. Northern agriculture also prospered. In the South, devastation and destruction prevailed.

Page Ref: 468–469, 482–483

Skill: Interpretive

- 3) Discuss how southern whites reacted to the emancipation of blacks during the period of Reconstruction.

Answer: The basic reaction of southern whites to the emancipation of blacks was one of fear and a desire to impose as many controls and restrictions on black freedom as possible. In particular, southern whites feared black revenge for their mistreatment during slavery, especially in the form of rape and other forms of violence. In an attempt to preclude these things, southern white governments passed a series of "black codes" to regulate and control black activities.

Page Ref: 471

Skill: Interpretive

- 4) Discuss President Johnson's plan for reconstruction and Congress's response to that plan.

Answer: President Johnson proposed a lenient plan for reconstruction of the southern state governments, designed to remove the planter aristocrats from political power while favoring the small farmer groups. Congress, reflecting northern public opinion, wanted a harsher reconstruction that would punish the South for causing the war, help maintain the Republican party in power, and aid the blacks. After the overwhelming victory of the Republicans in the election of 1866, Congress imposed its policies through passage of the Reconstruction Acts of 1867.

Page Ref: 472–473; 476–477

Skill: Interpretive

- 5) Describe the general attitude of the Union soldiers stationed in the South during Reconstruction toward blacks. Support your answer by citing specific incidents that occurred during that period.

Answer: Many Union soldiers, like many northerners in general, tended to view blacks as inferior. They often sympathized with whites in disputes between southern whites and blacks. This attitude was clearly displayed in the reluctance with which Union soldiers intervened to protect black lives and property during the Memphis race riot in May, 1866.

Page Ref: 478

Skill: Interpretive

- 6) Discuss Congress's plan for Reconstruction and explain what Congress hoped to achieve as a result of that plan.

Answer: Congress's plan for reconstruction divided the South into five military districts and set up certain conditions that the southern states had to meet, including granting suffrage to blacks, before a state could be readmitted to the Union. Congress hoped through this plan to punish the South, aid the blacks, and, through passage of the Fourteenth and Fifteenth amendments, ensure the continued control of the national government by the Republican party.

Page Ref: 472-473; 476

Skill: Interpretive

- 7) Discuss the economic conditions of poor blacks and poor whites during the period of Reconstruction.

Answer: By establishing the Freedmen's Bureau the national government attempted to help blacks in their transition from slavery to freedom, but Congress refused to consider the confiscation of whites' property to provide a basis for black economic independence. As a result, both poor blacks and poor whites remained dependent on white landowners for their economic survival. Most of them became either tenant farmers or sharecroppers, producing a cash crop, usually cotton, dictated by the landowner.

Page Ref: 479-483

Skill: Interpretive

- 8) Evaluate the successes and failures of the Republican administrations that controlled the southern state governments during the period of Reconstruction.

Answer: Republican state governments in the South during Reconstruction made some significant strides toward more democratic political conditions and began the physical and economic rebuilding of the South. They also attempted to provide greater educational opportunities and social services for the people. White taxpayers often resented the expense of these programs which helped both blacks and poor whites.

Page Ref: 485-487

Skill: Interpretive

- 9) Discuss the methods by which conservative white Democrats regained control of the southern state governments at the end of Reconstruction.

Answer: White Democrats used violence, economic intimidation, and appeals to white supremacy to defeat Republican control of southern state governments between 1865 and 1876. These tactics were generally known as the Mississippi Plan.

Page Ref: 487–489

Skill: Interpretive

- 10) The Grant Administration strongly pursued a policy of defending black rights in the South. Explain why you agree or disagree with the above statement, citing historical evidence to support your position.

Answer: Most historians agree that the Grant Administration did not strongly pursue a policy in defense of black rights. While Congress in 1870 and 1871 passed several acts giving the president strong powers to protect black voting rights and to suppress violence, Grant did not utilize them to any great extent. By 1872 most northern Republicans were more interested in programs promoting economic growth in the North and protecting the political power of the Republican party than in defending black rights.

Page Ref: 488–490

Skill: Interpretive

Short Answer Questions

- 1) After the Civil War, southern state governments attempted to reestablish white dominance by passing the _____.

Answer: black codes

Page Ref: 471

Skill: Factual

- 2) In the House of Representatives, _____ led the opposition to President Johnson's plan for reconstruction.

Answer: Thaddeus Stevens

Page Ref: 473

Skill: Factual

- 3) The _____ Amendment guaranteed civil rights for blacks.

Answer: Fourteenth

Page Ref: 476

Skill: Factual

- 4) The one person Congress imprisoned as a result of the Civil War was _____.

Answer: Jefferson Davis

Page Ref: 477

Skill: Factual

- 5) In the period after the Civil War, most rural southern blacks became either tenants or _____.

Answer: sharecroppers

Page Ref: 482

Skill: Factual

- 6) The primary staple crop grown by southern farmers after the Civil War was _____.

Answer: cotton

Page Ref: 482

Skill: Factual

- 7) Benjamin Singleton encouraged blacks to become _____ and establish black towns in Kansas.

Answer: exodusters

Page Ref: 485

Skill: Factual

- 8) In their campaign to recapture control of southern politics, the tactic used by white southern Democrats to break up Republican political meetings was known as the _____ Plan.

Answer: Mississippi

Page Ref: 488

Skill: Factual

- 9) The _____ of 1870 and 1871 gave the president power to use federal troops to ensure that citizens were not prevented from voting.

Answer: Force Acts

Page Ref: 488

Skill: Factual

- 10) The _____ cost the public millions of dollars in tax revenues siphoned off to government officials.

Answer: Whiskey Ring Affair

Page Ref: 490

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Democratic presidential nominee in the election of 1876

Page Ref: 491

Skill: Factual

A) Samuel J. Tilden

B) O. O. Howard

- 2) Secretary of war during the Andrew Johnson administration
Page Ref: 476
Skill: Factual
- 3) Commissioner of Freedmen's Bureau
Page Ref: 480
Skill: Factual
- 4) Republican presidential nominee in the election of 1876
Page Ref: 491
Skill: Factual
- 5) Established to investigate conditions in the South at the end of the Civil War
Page Ref: 475
Skill: Factual
- 6) Designed to prevent President Johnson from removing Edwin Stanton as secretary of war
Page Ref: 476
Skill: Factual
- 7) Designed to guarantee blacks the right to vote
Page Ref: 478
Skill: Factual
- 8) Designed to prevent intimidation of voters in the South during the Grant Administration
Page Ref: 488
Skill: Factual
- 9) Passed by southern legislatures in an effort to reestablish white dominance
Page Ref: 471
Skill: Factual
- C) Black Codes
- D) Edwin Stanton
- E) Fourteenth Amendment
- F) Ku Klux Klan Act
- G) Rutherford B. Hayes
- H) Tenure of Office Act
- I) Joint Committee on Reconstruction
- J) Fifteenth Amendment

10) Promised permanent
constitutional protection of
the civil rights of blacks.

Page Ref: 552

Skill: Factual

1) A
7) J

2) D
8) F

3) B
9) C

4) G
10) E

5) I

6) H

Chapter 17 Rural America: The West and the New South

Multiple-Choice Questions

1) Between 1860 and 1900, farmers

- A) contribution to national wealth increased from one quarter to one-third.
- B) rose in number as immigrants and city dwellers moved to the plains.
- C) represented a smaller percentage of the labor force.
- D) used few new machines.

Answer: C

Page Ref: 497

Skill: Interpretive

2) An important factor in transforming the nature of American agriculture after the Civil War was

- A) a decline in international markets for American farm products.
- B) increasing utilization of machinery.
- C) the scarcity of land in the Great Plains.
- D) a decrease in the size of the average American farm.

Answer: B

Page Ref: 497–498

Skill: Interpretive

3) In general, American agriculture in the second half of the nineteenth century became

- A) increasingly diversified.
- B) less dependent on market forces.
- C) more dependent on market forces.
- D) less reliant on government intervention.

Answer: C

Page Ref: 498

Skill: Interpretive

4) All of the following contributed to declining agricultural prices EXCEPT

- A) over production.
- B) deflation.
- C) foreign competition.
- D) poor product quality.

Answer: D

Page Ref: 498–499

Skill: Interpretive

- 5) By the mid-1880s, cattle raising in the American West
- A) remained highly successful using open-range techniques.
 - B) faced numerous problems from both man and nature.
 - C) had precluded settlement of the area by farmers.
 - D) proved highly profitable for the legendary cowboys.

Answer: B

Page Ref: 501

Skill: Interpretive

- 6) Between 1865 and 1900, immigrants to the United States who settled on the Great Plains
- A) came largely from Germany, the British Isles, and Canada.
 - B) usually migrated as single males.
 - C) came chiefly from the Soviet Union.
 - D) came primarily to make their fortunes and return to their native countries.

Answer: A

Page Ref: 502

Skill: Factual

- 7) All of the following assisted settlers farm the Great Plains EXCEPT
- A) barbed wire.
 - B) wind mills.
 - C) twine binders.
 - D) advanced fertilizers.

Answer: D

Page Ref: 503

Skill: Interpretive

- 8) The environmental impact of farming the Great Plains included all of the following EXCEPT
- A) lowering the water table.
 - B) eroding topsoil.
 - C) depleting pine forests around the Great Lakes.
 - D) destroying prairie dog colonies.

Answer: D

Page Ref: 503

Skill: Interpretive

- 9) The development of agriculture in California during the late nineteenth century was characterized by
- A) small family farms.
 - B) large profits for the original Mexican landholders.
 - C) a concentration on the production of cotton.
 - D) large-scale farming.

Answer: D

Page Ref: 504

Skill: Interpretive

- 10) All of the following characterized western mining EXCEPT
- A) cycles of booms and busts.
 - B) dependence on industrial tools and railroad links.
 - C) the drive of independent miners.
 - D) hastily built, but bustling settlements.

Answer: C

Page Ref: 504

Skill: Interpretive

- 11) In the last three decades of the nineteenth century, Indians on the Great Plains
- A) accepted their removal to reservations without resistance.
 - B) generally believed that the United States government had dealt fairly with them.
 - C) eagerly abandoned their nomadic ways for the sedentary ways of the whites.
 - D) often fiercely resisted white settlement in the area.

Answer: D

Page Ref: 506–507; 510

Skill: Interpretive

- 12) An important factor in the white man's defeat of the Plains tribes was
- A) the Indians' refusal to use the horse.
 - B) the inability of the Indians to use guns.
 - C) general agreement among the Indians not to resist white settlements in the area.
 - D) destruction of the buffalo herds.

Answer: D

Page Ref: 510

Skill: Interpretive

- 13) The federal government's Indian policy between 1876 and 1900 was characterized by
- A) an attempt to compensate the Indians for past mistreatment.
 - B) a movement to end Indian power and culture.
 - C) a concern for the preservation of a tribal lifestyle among the Indians.
 - D) a program to protect and maintain the buffalo herds.

Answer: B

Page Ref: 511

Skill: Interpretive

- 14) In the years following the Civil War, weekly and monthly magazines
- A) suffered decreasing popularity.
 - B) soared in number as illiteracy decreased and the publishing industry advanced.
 - C) appealed only to highly educated and cultured urban dwellers.
 - D) contained few, if any, illustrations.

Answer: B

Page Ref: 508

Skill: Interpretive

- 15) The Dawes Act was designed to
- A) help the Indian preserve tribal traditions.
 - B) guarantee blacks forty acres and a mule.
 - C) compensate Indians for past abuses by the whites.
 - D) provide Indians with individual land ownership.

Answer: D

Page Ref: 511

Skill: Factual

- 16) Those Indians who followed the Ghost Dance movement believed that
- A) natural disasters would destroy the whites, but not the Indians.
 - B) tribal unity would prevent the white man from taking Indian lands.
 - C) the Indians could defeat the white man militarily.
 - D) the buffalo would return and bring greatness to the tribes.

Answer: A

Page Ref: 511

Skill: Interpretive

- 17) The philosophy of the New South advocates stressed
- A) a return to the South's agricultural past.
 - B) a policy promoting industrialization of the southern economy.
 - C) rejection of northern investments in the South.
 - D) a move toward a socialist economy.

Answer: B

Page Ref: 512

Skill: Interpretive

- 18) Following the Civil War and Reconstruction, the southern economy
- A) expanded as Southerners took advantage of industrial opportunities.
 - B) sputtered and remained dependent on the North.
 - C) flourished as cotton fields became productive again.
 - D) grew as the industries established earlier matured.

Answer: B

Page Ref: 512

Skill: Interpretive

- 19) In the period after the Civil War, southern industrial progress
- A) made the South more industrial than the North.
 - B) was impeded by southern loyalty to the past.
 - C) failed to occur at all.
 - D) brought general prosperity to the poor people of the South.

Answer: B

Page Ref: 513

Skill: Interpretive

- 20) Under the leadership of the New South advocates, the South
- A) had reaped many of the benefits of industrialization.
 - B) had rejected all of its older values.
 - C) had improved its economic position in manufacturing relative to the North.
 - D) still remained economically dependent on the North.

Answer: D

Page Ref: 513

Skill: Interpretive

- 21) In the period from 1865 to 1900, southern factory workers
- A) often earned wages insufficient to support their families adequately.
 - B) seldom included children in their ranks.
 - C) earned wages higher than similar workers in the North.
 - D) generally were required to work less than forty hours a week.

Answer: A
Page Ref: 513
Skill: Interpretive

- 22) In the late nineteenth century, southern agriculture
- A) generally abandoned the cultivation of cotton.
 - B) remained dependent on cotton cultivation.
 - C) abandoned the crop lien system.
 - D) was characterized by a trend toward diversification of crops.

Answer: B
Page Ref: 514
Skill: Factual

- 23) During the late nineteenth century, the Supreme Court
- A) strongly defended the rights of blacks under the Constitution.
 - B) gradually abandoned support of black rights guaranteed by the Constitution.
 - C) decided no important cases involving black rights.
 - D) declared the concept of "separate but equal" unconstitutional.

Answer: B
Page Ref: 514–515
Skill: Interpretive

- 24) According to the *Plessy v. Ferguson* decision,
- A) separate facilities for blacks and whites were illegal.
 - B) segregation laws violated the Fourteenth Amendment.
 - C) black voters could be disenfranchised through the "good character" clause.
 - D) the races could be separated but equal accommodations must be provided.

Answer: D
Page Ref: 516
Skill: Factual

25) Between 1865 and 1900, black workers in the South

- A) seldom engaged in agricultural labor.
- B) increased among the skilled laborers.
- C) found more opportunities in the industrializing Southern cities.
- D) were often excluded from industrial jobs.

Answer: D

Page Ref: 516

Skill: Interpretive

26) Chief leader of the moderate approach to achieving black rights within American society was

- A) Booker T. Washington.
- B) W. E. B. Du Bois.
- C) T. Thomas Fortune.
- D) Ida B. Wells.

Answer: A

Page Ref: 517

Skill: Factual

27) An organization which represented an early attempt by farmers to confront their problems during the 1860s and 1870s was the

- A) Masonic Lodge.
- B) Grange.
- C) American Legion.
- D) Populist Party.

Answer: B

Page Ref: 518

Skill: Factual

28) One of the primary goals of farmer movements during the late nineteenth century was

- A) limitations on crop production.
- B) support for a deflationary monetary policy.
- C) maintenance of the gold standard.
- D) regulation of the railroads.

Answer: D

Page Ref: 518

Skill: Factual

29) The Supreme Court upheld the principle that state governments could regulate railroad and grain elevator companies with its decision in

- A) *Munn v. Illinois*.
- B) *Plessy v. Ferguson*.
- C) the Civil Rights Cases.
- D) *Muller v. Oregon*.

Answer: A

Page Ref: 519

Skill: Factual

30) In its attempt to regulate railroad rates during the late nineteenth century, the Interstate Commerce Commission

- A) overruled several decisions made by the Supreme Court.
- B) was often opposed by the federal courts' decisions.
- C) proved generally successful.
- D) found it easy to determine what constituted a reasonable rate.

Answer: B

Page Ref: 519

Skill: Interpretive

31) In the 1880s and 1890s, an organization that attempted to aid farmers by promoting cooperative efforts was the

- A) Southern Farmers' Alliance.
- B) Farmers' Cooperative Commission.
- C) Progressive Party.
- D) Northern Sharecroppers' Alliance.

Answer: A

Page Ref: 519

Skill: Factual

32) The Southern Farmers' Alliance

- A) opposed the establishment of cooperatives for purposes of buying and selling.
- B) advocated increasing the money supply.
- C) regulated monopolies and corporations.
- D) all of the above.

Answer: D

Page Ref: 519-520

Skill: Interpretive

33) In the Ocala platform, the National Farmers' Alliance advocated

- A) the establishment of a socialist government in the United States.
- B) the gold standard for American currency.
- C) a graduated income tax.
- D) no program which might have been considered radical for that historical period.

Answer: C

Page Ref: 520

Skill: Factual

- 34) The period from 1860 to 1890 in American history was the period of the early cattle frontier. As used in this sense, a frontier is
- A) a mountain range.
 - B) an advanced region of settlement.
 - C) a boundary between two independent countries.
 - D) a geographical area covered with trees.

Answer: B

Page Ref: 500

Skill: Applied

- 35) California in the late nineteenth century has been referred to as the cornucopia on the Pacific. Cornucopia means
- A) abundance.
 - B) scarcity.
 - C) uncommon.
 - D) difficult to locate.

Answer: A

Page Ref: 503

Skill: Applied

- 36) The authors characterize the late nineteenth century as "the nadir of black life." Nadir means the
- A) middle point.
 - B) lowest point.
 - C) highest point.
 - D) zenith.

Answer: B

Page Ref: 514

Skill: Applied

True/False Questions

- 1) The stories of the Leepers and Ebbesons illustrate some of the problems confronting rural America in the last part of the nineteenth century.

Answer: TRUE

Page Ref: 495-496

Skill: Applied

- 2) During the late nineteenth century, international conditions had little affect on the American farmer.

Answer: FALSE

Page Ref: 497

Skill: Interpretive

- 3) Those who settled the Great Plains generally found life easy and free from major problems.

Answer: FALSE

Page Ref: 501-503

Skill: Interpretive

- 4) The idea that the public lands belonging to the federal government ought to be rapidly developed supported exploitation of the nation's natural resources.

Answer: TRUE

Page Ref: 505

Skill: Interpretive

- 5) During the Civil War, the Indians always sided with the North because southerners defended the institution of slavery.

Answer: FALSE

Page Ref: 506

Skill: Interpretive

- 6) The Dawes Act was designed to preserve the tribal culture of the American Indians.

Answer: FALSE

Page Ref: 511

Skill: Interpretive

- 7) Between 1865 and 1900, industrial workers in the South generally worked longer hours than industrial workers in the North.

Answer: TRUE

Page Ref: 513

Skill: Interpretive

- 8) By 1890, many northern whites had come to accept the general southern attitude concerning the characteristics of black people.

Answer: TRUE

Page Ref: 515

Skill: Interpretive

- 9) The "Atlanta Compromise" concerned alleviating the fears of Southerners who opposed creating a New South.

Answer: FALSE

Page Ref: 518

Skill: Interpretive

- 10) The Interstate Commerce Commission succeeded in regulating railroad rates and eliminating rebates by 1906.

Answer: FALSE

Page Ref: 519

Skill: Factual

Essay Questions

- 1) Discuss the major problems that the American farmer faced during the last half of the nineteenth century.

Answer: During the late nineteenth century the American farmer increasingly became market oriented and, hence, subject to the laws of supply and demand. Overproduction led to a decline in farm prices, while the farmer suffered from monopolistic practices of the railroads and grain storage companies, as well as the hard money policies of the federal government that made it difficult for many of them to pay the debts they had made to purchase more land and agricultural machinery.

Page Ref: 497-499

Skill: Interpretive

- 2) Discuss the major changes that occurred in American agriculture during the last half of the nineteenth century.

Answer: Mechanization greatly affected American agriculture in the late nineteenth century, encouraging specialization in agricultural production. Farms tended to become larger, leading to the emergence of the bonanza farms, especially in the West. Development of the refrigerated rail car encouraged the production of fruits and vegetables in California. Overall, farming became more of a business, with less emphasis on self-sufficiency.

Page Ref: 497-499; 501-504

Skill: Interpretive

- 3) Discuss the conditions and developments that affected the cattle industry during the last half of the nineteenth century.

Answer: After the Civil War cattle raising moved into the Great Plains area. At first, open-range ranching prevailed, but overgrazing and natural disasters brought its collapse in the 1880s. During this era the cowboy became a major figure, herding the longhorn cattle to the railheads in Kansas. After the disasters of the 1880s, ranchers turned to scientific husbandry by fencing lands and improving breeds, hence the quality of their product.

Page Ref: 500-501

Skill: Interpretive

- 4) Contrast the white perspective toward the Indians living on the Great Plains during the late nineteenth century with the Indians' view of white settlement in that area during the same period.

Answer: Whites, eager to exploit the economic opportunities of the Great Plains after the Civil War, expected the Indians to adopt the cultural values of the whites. The United States army was assigned the duty of converting the Indians to white ways or of exterminating them. The Indians, on the other hand, believed that the land belonged to them. Wanting to maintain their traditional culture, they resisted white attempts to force them off their land and to convert them to white ways. Eventually, the Indians were forced onto reservations.

Page Ref: 506-507; 510-511

Skill: Interpretive

- 5) Discuss the concept of the Ghost Dance and explain why you think that some Indians ultimately resorted to it in their confrontation with white settlers on the Great Plains during the late nineteenth century.

Answer: By the 1890s the Indians throughout the Great Plains were on the defensive against the white campaign to place them on reservations. The firepower of the United States army had overwhelmed them. In their desperation, some of them heeded the message of prophets who claimed that a return to traditional values would protect them from destruction by the whites. Essentially, as unrealistic as it was, it represented their last hope to prevent the destruction of their culture.

Page Ref: 510–511

Skill: Interpretive

- 6) Discuss the goals of the New South advocates and evaluate the extent to which the South achieved those goals during the last half of the nineteenth century.

Answer: The primary goal of the New South advocates was to encourage economic prosperity in the South through support of a policy of industrialization. To achieve this they sought investment from northern and foreign sources. While their policy did result in some industrial development, the South never came near to challenging the North industrially. Many of the profits from this development went to outside investors or the New South advocates. It did little to improve the lot of the average southerner, who remained wedded to the production of cotton.

Page Ref: 512–513

Skill: Interpretive

- 7) Imagine that you were a white tenant farmer in the South during the late nineteenth century. Describe the conditions of your existence at that time.

Answer: The typical white tenant farmer in the South during the late nineteenth century would have rented land from a large landowner. He would have had to borrow money or purchase goods on credit in order to survive until he could sell his crop. To obtain credit he would have had to mortgage his crop, usually cotton, to a local merchant, to whom he would have to sell the crop when it matured. If the crop did not bring enough to cover what he had borrowed, he would begin the next year in debt. His life was a cycle of debt and poverty.

Page Ref: 513–514

Skill: Interpretive

- 8) Describe the conditions of blacks in the South during the late nineteenth century and discuss how blacks and their leaders attempted to cope with those circumstances.

Answer: The late nineteenth century represented a low point in the conditions of black existence in the American South. Southern whites passed a series of laws segregating blacks and restricting their political and civil rights. Blacks remained economically dependent on whites. Black leaders responded in several ways. Some, such as Frederick Douglass, W. E. B. Du Bois, and Booker T. Washington believed that blacks could eventually achieve equality with whites. Others believed that could never happen and advised abandoning the United States.

Page Ref: 514–518

Skill: Interpretive

- 9) Trace the attempts of the farmers to organize during the late nineteenth century as a means of confronting the economic and social problems they faced during that period.

Answer: In the 1860s and 1870s farmers organized the Grange, and with some success brought pressure on state legislatures to regulate the practices of the railroads and grain elevator companies. With the decline of the Grange in the 1880s the Southern Farmers' Alliance attempted to organize farmers to confront their problems through political action and cooperatives. By the 1890s some farm groups came to believe it was necessary to form a third political party to try to achieve the political agenda of the farmers.

Page Ref: 518-521

Skill: Interpretive

- 10) Discuss how magazines shaped (or reflected) the American public's image of the West.

Answer: Pictures that accompanied stories of the West illustrated Indians as savages while actions of the U.S. Army were justified. The reader would be unlikely to have any sympathy for the Indian's plight.

Page Ref: 508-509

Skill: Interpretive

Short Answer Questions

- 1) Most of the longhorn cattle slaughtered for the urban markets of the East came originally from the state of _____.

Answer: Texas

Page Ref: 500

Skill: Factual

- 2) Frederick Jackson Turner considered the end of the _____ a milestone in United States history.

Answer: frontier

Page Ref: 500

Skill: Interpretive

- 3) The tactic of seeking out Indians who divided into small groups during the winter in order to exterminate them was introduced by _____.

Answer: General Philip Sheridan

Page Ref: 510

Skill: Factual

- 4) When a band of Sioux Indians left their reservation in December, 1890, many of them were massacred by the American army at _____.

Answer: Wounded Knee Creek

Page Ref: 511

Skill: Factual

- 5) The city which developed as the steel-making center of the South after the Civil War was _____.

Answer: Birmingham, Alabama

Page Ref: 512

Skill: Factual

- 6) The most important southern-owned corporation to develop in the late nineteenth century was the _____.

Answer: American Tobacco Company

Page Ref: 513

Skill: Factual

- 7) In 1896, the Supreme Court in _____ that "separate but equal" facilities did not violate the Fourteenth Amendment.

Answer: *Plessy v. Ferguson*

Page Ref: 516

Skill: Factual

- 8) That the "'problem of the Twentieth Century' would be 'the problem of the color line'" was a prediction of _____, the first black to receive a Ph.D. from Harvard University.

Answer: W. E. B. Du Bois

Page Ref: 517

Skill: Factual

- 9) In an attempt to regulate railroad practices, Congress passed the _____.

Answer: Interstate Commerce Act

Page Ref: 519

Skill: Factual

- 10) In 1890, the National Alliance met in Florida where the delegates endorsed the _____ platform.

Answer: Ocala

Page Ref: 520

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) A conservationist who lamented the destruction of the country's natural beauty and established the Sierra Club in 1892

Page Ref: 505

Skill: Factual

A) William T. Sherman

B) Henry Grady

C) T. Thomas Fortune

- 2) Developed barbed wire
Page Ref: 503
Skill: Factual
- 3) Advocated New South philosophy.
Page Ref: 513–514
Skill: Factual
- 4) Organized the Afro–American League
Page Ref: 517
Skill: Factual
- 5) Formed the Citizens Equal Rights Association in 1887.
Page Ref: 517
Skill: Factual
- 6) A law of 1878 that permitted corporate interests to gain more than 3.5 million acres of the public domain
Page Ref: 505
Skill: Factual
- 7) An 1887 act that intended to undermine the communal lifestyle of Native Americans
Page Ref: 511
Skill: Factual
- 8) Described the United States Constitution as "a dirty rag, a cheat, a libel"
Page Ref: 517
Skill: Factual
- 9) "It is at the bottom of life we must begin, and not at the top," he declared.
Page Ref: 518
Skill: Factual
- D) J. C. Price
- E) Joseph Glidden
- F) John Muir
- G) Dawes Act
- H) Henry McNeal Turner
- I) The Timber and Stone Act
- J) Booker T. Washington

- 10) He explained: "All who cling
to their old hunting ground
are hostile and will remain so
till off."

Page Ref: 507

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) F | 2) E | 3) B | 4) C | 5) D | 6) I |
| 7) G | 8) H | 9) J | 10) A | | |

Chapter 18 The Rise of Smokestack America

Multiple-Choice Questions

- 1) The reaction of the Senate investigating committee to Thomas O'Donnell's testimony concerning his living and working conditions indicated that the senators
- A) clearly understood and sympathized with his problems.
 - B) were prepared to take immediate action to remedy his circumstances.
 - C) had little understanding of the world he lived in.
 - D) would support a public housing bill.

Answer: C

Page Ref: 524

Skill: Interpretive

- 2) An important factor promoting industrial development in the United States during the last half of the nineteenth century was
- A) regulation of the railroads.
 - B) an increase in the size of the average American family.
 - C) technological innovations.
 - D) a shift from the use of steam to electricity as the major source of power.

Answer: C

Page Ref: 525

Skill: Interpretive

- 3) The Bessemer process
- A) transformed iron into steel more efficiently
 - B) converted steam into power.
 - C) enabled steel manufacturers to reduce injuries.
 - D) made a stronger, but more expensive steel.

Answer: A

Page Ref: 525

Skill: Interpretive

- 4) Important in facilitating the conversion of American industry to mass production was
- A) increased use of water power.
 - B) reduction in the use of coal.
 - C) an increase in the number of small businesses.
 - D) a shift to the use of steam power.

Answer: D

Page Ref: 526

Skill: Factual

- 5) One of the first businesses to reflect the advantages and problems associated with the corporate structure was the
- A) oil industry.
 - B) steel industry.
 - C) railroad industry.
 - D) milling industry.

Answer: C

Page Ref: 527

Skill: Factual

- 6) An important factor in the rapid development of industry in the United States during the last half of the nineteenth century was
- A) increasing competition in the oil business.
 - B) the availability of capital for investment purposes.
 - C) a stable economic cycle.
 - D) effective regulation of monopolistic business practices by the national government.

Answer: B

Page Ref: 528

Skill: Interpretive

- 7) The transformation of the American economy during the late nineteenth century resulted in
- A) a stabilization of the economic cycle.
 - B) increased instability in the economic cycle.
 - C) an increase in farm prices.
 - D) an end to depressions in the United States.

Answer: B

Page Ref: 529

Skill: Interpretive

8) An important consequence of industrialization in the United States was

- A) an increase in the size of the American family.
- B) increasing migration from the city to the farm.
- C) a decline in immigration to the United States.
- D) widespread pollution.

Answer: D

Page Ref: 530

Skill: Interpretive

9) During the late nineteenth century, the typical American city

- A) offered little excitement or variety of pleasures.
- B) often attracted rural Americans displaced by the mechanization of agriculture.
- C) attracted few rural Americans because farm wages were higher than industrial wages.
- D) had few social problems.

Answer: B

Page Ref: 530

Skill: Interpretive

10) The "new immigrants" whose migration to the United States increased after 1880 came mainly from

- | | |
|---------------------------------|---------------------------------|
| A) China. | B) Southeast Asia. |
| C) northern and western Europe. | D) southern and eastern Europe. |

Answer: D

Page Ref: 532

Skill: Factual

11) In the last three decades of the nineteenth century the industrial city in the United States was characterized by

- A) a decrease in the number of people living in the slums.
- B) the development of central business districts.
- C) few ethnic neighborhoods.
- D) the lack of any community life.

Answer: B

Page Ref: 533

Skill: Interpretive

12) In the working class neighborhoods of American industrial cities in the three decades after the Civil War

- A) there was no intermingling of ethnic groups.
- B) ethnic groups often gathered in a particular area.
- C) living conditions were generally sanitary and healthy.
- D) working families were unable to create any kind of community life because of the deplorable conditions.

Answer: B

Page Ref: 533

Skill: Interpretive

13) Black Americans who lived in the North between 1865 and 1900

- A) enjoyed full economic opportunity with northern whites.
- B) quickly lost interest in their religious institutions in their new urban setting.
- C) generally faced wretched living conditions.
- D) achieved no professional or artistic successes because of the prejudice they faced.

Answer: C

Page Ref: 534

Skill: Interpretive

14) The social geography of the industrial city in America during the late nineteenth century indicated that

- A) all classes tended to live in the same neighborhood.
- B) people tended to be separated by class but not by race.
- C) people tended to be separated by race but not by occupation.
- D) people tended to be separated by class, occupation, and race.

Answer: D

Page Ref: 535

Skill: Interpretive

15) After the Civil War, the American middle class

- A) enjoyed rising incomes.
- B) found fewer job opportunities.
- C) had less leisure time than before the war.
- D) demonstrated less interest in shopping than the working class.

Answer: A

Page Ref: 535

Skill: Interpretive

- 16) During the late nineteenth century, the American middle class generally
- A) enjoyed an improvement in its standard of living.
 - B) saw a decline in its standard of living.
 - C) could maintain its standard of living with fewer members of the family employed.
 - D) found few new products on which to spend its increased income.

Answer: A

Page Ref: 535

Skill: Interpretive

- 17) In the years from 1865 to 1900, American middle-class women
- A) failed to gain any new freedoms.
 - B) were forced to work primarily as servants.
 - C) had less access to higher education than before the Civil War.
 - D) gained new opportunities.

Answer: D

Page Ref: 536

Skill: Interpretive

- 18) One reason that American women enjoyed greater freedom after the Civil War than before was because
- A) the divorce rate declined.
 - B) most American men accepted the new role of women outside the home.
 - C) they were having fewer babies.
 - D) they were readily accepted into professional occupations.

Answer: C

Page Ref: 536

Skill: Interpretive

- 19) In the years from 1865 to 1900, middle-class men in America enjoyed
- A) few educational opportunities.
 - B) fewer career opportunities in the professions.
 - C) greater job opportunities.
 - D) greater opportunities as doctors and lawyers but not as engineers and architects.

Answer: C

Page Ref: 537

Skill: Interpretive

20) The social ethic which prevailed in late nineteenth-century America stressed that

- A) family background should determine social rank.
- B) social class should determine social rank.
- C) greed had more to do with success than good character did.
- D) economic success was available to anyone who worked hard.

Answer: D

Page Ref: 537

Skill: Interpretive

21) Success and upward mobility in late nineteenth-century America were generally

- A) unlimited and equal for anyone, regardless of background.
- B) more available to native-born, middle-class whites.
- C) out of reach for hard-working immigrants.
- D) mythic and had no basis in reality.

Answer: B

Page Ref: 537

Skill: Interpretive

22) An important factor influencing industrial work in late nineteenth-century America was

- A) the decline of mass production.
- B) increasing demand for skilled labor as opposed to unskilled labor.
- C) the ease with which native-born and immigrant workers cooperated.
- D) ethnic diversity.

Answer: D

Page Ref: 538–539

Skill: Interpretive

23) Among working-class Americans, native-born Protestants

- A) held a larger share of the skilled jobs.
- B) were generally displaced from skilled jobs by immigrants.
- C) filled most of the middle ranks of the occupational structure.
- D) competed with the Irish for the lower ranking jobs.

Answer: A

Page Ref: 538

Skill: Factual

24) During the late nineteenth century, work in industrial America

- A) was little affected by ethnic diversity.
- B) changed considerably in its nature.
- C) required more skilled labor.
- D) placed a high priority on craftsmanship.

Answer: B

Page Ref: 539

Skill: Interpretive

25) In general, between 1865 and 1900, working-class Americans

- A) derived some benefits from the economic developments of the period.
- B) substantially increased their share of the total wealth of the economy.
- C) enjoyed the benefits of unemployment insurance.
- D) could usually find steady work even though wages were low.

Answer: A

Page Ref: 540

Skill: Interpretive

26) By the end of the nineteenth century, the American working class

- A) enjoyed greater material comfort than European workers.
- B) consisted almost exclusively of skilled workers.
- C) generally enjoyed steady employment.
- D) generally benefited from unemployment insurance.

Answer: A

Page Ref: 540

Skill: Interpretive

27) Among the families of industrial workers during the late nineteenth century,

- A) white married women often worked outside the home.
- B) children were seldom expected to work.
- C) few married white women worked outside the home.
- D) domestic servants enjoyed the greatest freedom and benefits.

Answer: C

Page Ref: 541

Skill: Interpretive

28) Unlike married white women, married black women in late nineteenth-century America

- A) had more favorable employment opportunities.
- B) were unable to marry because of their economic situation.
- C) were more often forced by societal conditions to work outside the house.
- D) showed greater concern that their children remain with them.

Answer: C

Page Ref: 542

Skill: Interpretive

29) In the era between 1865 and 1900, American workers

- A) successfully unionized the majority of the workforce.
- B) often protested against their working conditions.
- C) passively accepted their working conditions.
- D) seldom used the strike.

Answer: B

Page Ref: 543

Skill: Interpretive

30) The primary goals of the typical worker in the United States in the last quarter of the nineteenth century were

- A) unlimited riches and benefits.
- B) respectable wages and humane conditions.
- C) highly competitive workplaces.
- D) to support socialist revolutions.

Answer: B

Page Ref: 544

Skill: Interpretive

31) The first major attempt to establish a national labor organization after the Civil War was made by the

- | | |
|--|----------------------------------|
| A) Congress for Industrial Organization. | B) American Federation of Labor. |
| C) Knights of Labor. | D) National Labor Union. |

Answer: D

Page Ref: 544

Skill: Factual

32) In its approach to union organization, the Knights of Labor officially

- A) encouraged use of the strike.
- B) stressed organization of workers by craft.
- C) discriminated against blacks and women.
- D) welcomed both skilled and unskilled workers.

Answer: D

Page Ref: 545

Skill: Interpretive

33) A successful leader of the American Federation of Labor was

- A) Samuel Gompers.
- B) Eugene V. Debs.
- C) Terence Powderly.
- D) Uriah Stephens.

Answer: A

Page Ref: 546

Skill: Factual

34) To the leaders of the AFL, the main concern of a national union should be to

- A) organize all workers in all trades.
- B) cooperate with employers to win concessions.
- C) use the political system to win concessions for labor.
- D) focus on immediate practical benefits for the workers.

Answer: D

Page Ref: 546

Skill: Interpretive

35) As a result of economic developments in the United States during the late nineteenth century,

- A) most American workers enjoyed general prosperity.
- B) the United States became one of the major industrial countries of the world.
- C) occupational and class mobility greatly increased.
- D) there was less discrimination against immigrants by native-born Americans.

Answer: B

Page Ref: 551

Skill: Interpretive

36) Some of the the entrepreneurs of the late nineteenth century in the United States attempted to dominate their chosen area of the economy through vertical integration. Vertical integration involves

- A) adding operations either before or after the production process.
- B) combining similar operations.
- C) an increase in competition.
- D) lowering overhead costs.

Answer: A

Page Ref: 527

Skill: Interpretive

37) Throughout their history many Americans have been influenced by the success ethic. Ethic means

- A) discrimination among groups on the basis of race.
- B) the moral elements of art and literature.
- C) motivation for an action.
- D) to achieve religious transcendence.

Answer: C

Page Ref: 537

Skill: Applied

38) Between 1865 and 1900, the heterogeneity of the American people increased, which meant that

- A) they were more like the people who already lived in the country.
- B) they were less like the people who already lived in the country.
- C) they came mostly from Asia.
- D) they were evenly distributed between the sexes.

Answer: B

Page Ref: 532–533

Skill: Applied

39) "Atop the working class hierarchy were native-born Protestant whites." A hierarchy is a

- A) healthy working environment.
- B) classification into ranks.
- C) group of people involved in the same occupation.
- D) grouping of workers according to their intelligence.

Answer: B

Page Ref: 538

Skill: Applied

40) In its attempt to deal with the Pullman strike, the federal government used an injunction, which is a

A) presidential proclamation.

B) joint act of Congress.

C) court order.

D) military maneuver.

Answer: C

Page Ref: 548

Skill: Applied

True/False Questions

1) The development and production of hard steel during the late nineteenth century created new goods, new demands, and new markets.

Answer: TRUE

Page Ref: 525

Skill: Factual

2) Because of the rapid growth of the economy during the late nineteenth century, there was little unemployment among American workers during that period.

Answer: FALSE

Page Ref: 530

Skill: Interpretive

3) In the period between the Civil War and the turn of the century, there was a general increase in the size of the American family.

Answer: FALSE

Page Ref: 536

Skill: Factual

4) Between 1865 and 1900, few Mexicans or Asians immigrated to the United States.

Answer: FALSE

Page Ref: 532

Skill: Factual

5) During the late nineteenth century, job opportunities for middle-class American women were generally limited to social services and teaching school.

Answer: TRUE

Page Ref: 536

Skill: Factual

6) Because of the demand for child labor during the late nineteenth century, the number of public schools declined in the United States during that period.

Answer: FALSE

Page Ref: 537

Skill: Interpretive

- 7) In the late nineteenth century, immigrants constituted more than half of the urban industrial class in the United States.

Answer: TRUE

Page Ref: 538

Skill: Factual

- 8) During the late nineteenth century, American industrial workers found that their jobs were both more specialized and less monotonous.

Answer: FALSE

Page Ref: 539

Skill: Interpretive

- 9) Because of intense competition for jobs during the late nineteenth century, American workers seldom quit their jobs in protest of working conditions.

Answer: FALSE

Page Ref: 543

Skill: Interpretive

- 10) In the last three decades of the nineteenth century, unions in the United States were generally successful in their demands for better working conditions and higher wages for American workers.

Answer: FALSE

Page Ref: 547

Skill: Interpretive

Essay Questions

- 1) Discuss the major factors that promoted the development of industrialization in the United States during the late nineteenth century.

Answer: Technological innovation and the development of heavy industry spurred industrialization. Construction of the transcontinental railroads nationalized the American economy, making it possible for companies to expand their operations nationwide. Available capital also was an important factor in promoting industrialization in late nineteenth-century America.

Page Ref: 524–528

Skill: Interpretive

- 2) Discuss the development of the railroad business during the last half of the nineteenth century in the United States and explain how railroad companies manifested the structure and problems of American corporations during that period.

Answer: Railroads pioneered big business in the United States because of the huge costs of construction, maintenance, and operation. They attempted to limit competition in order to insure stability and profits. Because of the size of their operations, railroads had to devise new management techniques to rationalize their business practices. Railroads also attempted to keep labor cost low, promoting much labor unrest. Most other large corporations followed the practices established by the railroads.

Page Ref: 526–527

Skill: Interpretive

- 3) Discuss the characteristics of the American population in the late nineteenth century and analyze the nature of immigration into the country during that period.

Answer: Between 1865 and 1900 the American population increased and became more ethnically diverse. The population increase derived largely from immigration because family size continued to decline after the Civil War. The urban population increased sharply due both to immigration and migration of rural Americans to the city. Composition of the immigrant groups changed, as immigration lessened from traditional areas in northern and western Europe and increased from southern and eastern Europe, Mexico, and China.

Page Ref: 530–533

Skill: Interpretive

- 4) Assume you were a member of a working-class American family residing in a major industrial city during the late nineteenth century. Describe the conditions under which your family would probably have lived.

Answer: Urban working-class Americans in the late nineteenth century usually lived near the factories where they worked, with the factories generally located near the center of the city. Conditions were crowded and unsanitary. Housing often lacked running water and proper sewage facilities. Community life, however, prospered, alleviating some of the drabness of the living conditions. The lifestyle in these neighborhoods varied according to the ethnic population which predominated in them.

Page Ref: 533–535

Skill: Applied

- 5) Discuss the lifestyle of the typical middle-class American woman during the late nineteenth century.

Answer: The typical middle-class American woman during the late nineteenth century enjoyed more freedom than before the Civil War, especially greater purchasing power and more leisure time. Job opportunity was, however, still limited primarily to social services and teaching. Middle-class women enjoyed increased educational opportunities, and a few overcame barriers to join traditional male-dominated professions. They also bore fewer children. Much resistance existed to increasing female independence.

Page Ref: 536

Skill: Interpretive

- 6) Assume you were a middle-class American man residing in an industrial city during the late nineteenth century. Describe the values you might hold and the opportunities which might be open to you.

Answer: The typical middle-class American male residing in an industrial city during the late nineteenth century would have enjoyed greater opportunities for social and economic mobility and would probably have embraced the success ethic. Increased access to higher education would have prepared him for specialized professions such as law, finance, architecture, and insurance. The white, Anglo-Saxon, Protestant male, however, would have had the advantage in terms of opportunity and mobility.

Page Ref: 537

Skill: Applied

- 7) Discuss the composition of the American industrial working class during the late nineteenth century and indicate the hierarchy of jobs among the various groups that composed that working class.

Answer: The American industrial working class during the late nineteenth century was characterized by ethnic diversity, with at least half being foreign-born and unskilled. Native-born, white Protestants usually held the best-paying skilled jobs, while skilled northern European immigrants occupied the middle rank. Unskilled workers from southern and eastern European countries provided the heavy labor, while blacks served at the very lowest levels as janitors, servants, and laborers.

Page Ref: 537-539

Skill: Interpretive

- 8) Suppose you were a typical industrial worker in the United States during the late nineteenth century. Describe the conditions under which you would probably be working.

Answer: The typical industrial worker in the United States between 1865 and 1900 would have been subject to the dictates of some kind of machine. He probably would have been isolated from other workers and have been paid by the piece. His working day would have been long, usually ten hours a day, six days a week, and his working conditions would have been hazardous. His job in all probability would have been monotonous and specialized. He would also have been subject to the whims of the foreman.

Page Ref: 539-540

Skill: Applied

- 9) Discuss the various means by which industrial workers in late nineteenth-century America protested against what they considered to be unsatisfactory working conditions.

Answer: In the last three decades of the nineteenth century, American industrial workers protested in a variety of ways against what they believed to be unsatisfactory working conditions. They would establish informal production quotas to prevent overproduction, an overly fast pace of work, and layoffs. They denounced other workers who worked at a faster pace. Absenteeism, drunkenness, and inefficiency also represented protests, while some workers made the final protest by quitting their jobs. They also formed unions and engaged in strikes.

Page Ref: 543

Skill: Interpretive

- 10) Trace the attempts to organize American industrial labor on a national scale during the late nineteenth century and evaluate the success of those attempts.

Answer: After the Civil War, organization of the National Labor Union represented the first attempt in the United States to form a national labor union. When it failed, the Knights of Labor emerged to take its place, but internal weakness and public reaction to labor violence caused it to decline. The American Federation of Labor then formed, stressing bread-and-butter unionism more compatible with American traditions. Nevertheless, public opinion, government policy, and the courts tended to oppose unionization.

Page Ref: 543-547

Skill: Interpretive

Short Answer Questions

- 1) When _____ introduced the Bessemer process in his plants, the price of steel dropped.

Answer: Andrew Carnegie

Page Ref: 525

Skill: Factual

- 2) The individual who helped establish new management techniques for railroad companies, and hence other American corporations, during the late nineteenth century was _____.

Answer: Daniel McCallum

Page Ref: 527

Skill: Factual

- 3) Using the strategy of horizontal integration, _____ achieved a near monopoly of the oil industry in late nineteenth-century America.

Answer: John D. Rockefeller

Page Ref: 527

Skill: Factual

- 4) In the late nineteenth century, the immigrants to the United States who most often came in family groups were the _____.

Answer: Jews

Page Ref: 532

Skill: Factual

- 5) The best known popularizer of the rags-to-riches myth was _____.

Answer: Horatio Alger

Page Ref: 537

Skill: Factual

- 6) During the last half of the nineteenth century, a disproportionate share of well-paying skilled jobs in the United States was held by _____ Protestant, white Americans.

Answer: native-born

Page Ref: 538

Skill: Factual

- 7) In 1890, over a quarter of the wealth of the country was possessed by the top _____ percent of American families.

Answer: one

Page Ref: 540

Skill: Factual

- 8) _____ founded Hull House, a famous settlement house in Chicago.

Answer: Jane Addams

Page Ref: 536

Skill: Factual

- 9) Labor suffered a terrible setback in 1892 as a result of the _____.

Answer: Homestead strike

Page Ref: 547

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) John Pierpont Morgan

Page Ref: 528

Skill: Factual

- 2) Andrew Carnegie

Page Ref: 527

Skill: Factual

- 3) John D. Rockefeller

Page Ref: 528

Skill: Factual

- 4) Horatio Alger

Page Ref: 537

Skill: Factual

- 5) Terence V. Powderly

Page Ref: 545

Skill: Factual

A) American Railway Union

B) Author of novels that popularized the myth of the self-made man.

C) Pullman strike

D) Steel entrepreneur

E) Homestead Steel strike

F) Standard Oil

G) Investment broker

H) Knights of Labor

6) National Labor Union

Page Ref: 544

Skill: Factual

7) Jane Addams

Page Ref: 536

Skill: Factual

8) Henry Clay Frick

Page Ref: 547

Skill: Factual

9) Eugene V. Debs

Page Ref: 547

Skill: Factual

10) Richard Olney

Page Ref: 548

Skill: Factual

I) Promoted temperance, women's rights and cooperatives.

J) Hull House

1) G

2) D

3) F

4) B

5) H

6) I

7) J

8) E

9) A

10) C

Chapter 19 Politics and Reform

Multiple-Choice Questions

- 1) Edward Bellamy prophesied in Looking Backward that
- A) the future held great hope for all people.
 - B) the future would bring great strife among the classes.
 - C) women would have an equal role with men in the future.
 - D) the workers would rise up against the industrial class.

Answer: A

Page Ref: 553

Skill: Interpretive

- 2) An important development in the operation of the United States government that occurred during the late nineteenth century was the
- A) establishment of the Office of Management and Budget.
 - B) elimination of congressional committees.
 - C) reestablishment of the spoils system.
 - D) emergence of a professional bureaucracy.

Answer: D

Page Ref: 554

Skill: Interpretive

- 3) Between 1865 and 1900, national political leaders
- A) generally responded to the needs of the working class.
 - B) focused on confronting the human problems that plagued American society.
 - C) often bolstered the interests of the rich.
 - D) dealt effectively with the problems confronting the American farmer.

Answer: C

Page Ref: 554

Skill: Interpretive

- 4) In evaluating American politics during the late nineteenth century, Henry Adams
- A) condemned the low tone of American politics.
 - B) exalted the morality of American politics.
 - C) praised the superior leadership ability of American presidents.
 - D) praised actions of the judicial branch of government while condemning those of the legislative branch of government.

Answer: A

Page Ref: 555

Skill: Interpretive

- 5) From 1876 to 1897, political control of the national government in the United States
- A) reflected the general influence of the Socialist party.
 - B) reflected a stalemate between the two major parties.
 - C) was dominated by the Republican party.
 - D) was dominated by the Democratic party.

Answer: B

Page Ref: 556

Skill: Interpretive

- 6) The presidents of the United States from 1877 to 1897 can generally be described as
- A) corrupt.
 - B) colorful.
 - C) undistinguished.
 - D) dynamic.

Answer: C

Page Ref: 557

Skill: Interpretive

- 7) Among the issues confronting American political leaders in the last three decades of the nineteenth century was
- A) secession.
 - B) tariff revision.
 - C) an inflationary economy.
 - D) a scarcity of silver.

Answer: B

Page Ref: 557

Skill: Factual

- 8) Chester A. Arthur, allegedly possessing close ties to a corrupt political machine,
- A) defeated Garfield, a member of the Half-Breed faction of the Republican party, for president in the election of 1884.
 - B) became president on Garfield's death.
 - C) opposed the Pendleton Act.
 - D) was a political enemy of Roscoe Conkling.

Answer: B

Page Ref: 558

Skill: Factual

- 9) In the last three decades of the nineteenth century, American voters
- A) were generally uninterested in political participation.
 - B) seldom responded to emotional political appeals.
 - C) were particularly interested in local issues.
 - D) consisted exclusively of native-born whites, since most immigrants could not speak English.

Answer: C

Page Ref: 558

Skill: Interpretive

- 10) In the last three decades of the nineteenth century, the political bosses who often dominated city government
- A) ignored the needs of the immigrants.
 - B) operated largely from motives of self-interest.
 - C) tried to promote honesty in government.
 - D) were generally supported by urban middle-class reformers.

Answer: B

Page Ref: 558

Skill: Interpretive

- 11) Political campaigns in late nineteenth-century America often tended to
- | | |
|-------------------------------|--------------------------------------|
| A) be very dull. | B) focus exclusively on the issues. |
| C) concern only local issues. | D) appeal primarily to the emotions. |

Answer: D

Page Ref: 558-559

Skill: Interpretive

12) The typical social reformer in the United States during the late nineteenth century would most likely be

A) middle class.

B) lower class.

C) upper class.

D) an admirer of Herbert Spencer.

Answer: A

Page Ref: 559

Skill: Interpretive

13) The theory of Social Darwinism promoted the idea that

A) the problems of poverty could be solved through government action.

B) it was the duty of every citizen to become involved in social work.

C) the maldistribution of wealth in society was justifiable.

D) the competitive spirit was immoral.

Answer: C

Page Ref: 560

Skill: Interpretive

14) The individual most responsible for familiarizing Americans with the concept of Social Darwinism was

A) William James.

B) John Dewey.

C) Frances Willard.

D) William Graham Sumner.

Answer: D

Page Ref: 560

Skill: Factual

15) A leading advocate of the single-tax concept was

A) Benjamin Harrison.

B) Henry Adams.

C) Herbert Spencer.

D) Henry George.

Answer: D

Page Ref: 561

Skill: Factual

16) Important in justifying the reform movements in late nineteenth-century

A) the Gospel of Wealth.

B) Social Darwinism.

C) pragmatism.

D) existentialism.

Answer: C

Page Ref: 657

Skill: Factual

17) A leader in promoting the settlement house movement was

- A) Boss Tweed.
- B) Samuel Jones.
- C) Grover Cleveland.
- D) Jane Addams.

Answer: D

Page Ref: 561

Skill: Factual

18) In the period after the Civil War, the Social Gospel movement

- A) tied salvation to social betterment.
- B) emphasized individual salvation.
- C) primarily sought to establish a socialist government in the United States.
- D) had little impact on American religious thought.

Answer: A

Page Ref: 563

Skill: Interpretive

19) In the late nineteenth century, urban bosses

- A) were often allied politically with reformers.
- B) provided few essential services for the urban population.
- C) dispensed patronage jobs in return for votes and contributions.
- D) launched a campaign to eliminate brothels and saloons in American cities.

Answer: C

Page Ref: 563

Skill: Interpretive

20) In the three decades after the Civil War, an important factor promoting urban reform in the United States was

- A) the desire to reduce municipal taxes.
- B) fear of immigrant influence on the democratic process.
- C) a desire to retard industrialization.
- D) increasing participation of native-born Americans in municipal government.

Answer: B

Page Ref: 564

Skill: Interpretive

- 21) The generation of women who came of age in the 1890s
- A) preferred nontraditional marriages generally.
 - B) mostly rejected nontraditional marriages.
 - C) married more often than women in other periods of American history.
 - D) married less often than women in other periods of American history.

Answer: D
Page Ref: 565
Skill: Interpretive

- 22) Between 1865 and 1900, civil and political rights for American women
- A) found no support at the state level.
 - B) advanced rapidly.
 - C) advanced very slowly.
 - D) were opposed by Jane Addams.

Answer: C
Page Ref: 565
Skill: Interpretive

- 23) Those who supported the right of women to vote in the last quarter of the nineteenth century
- A) argued that native-born women could counter the vote of immigrant men.
 - B) avoided arguments based on expediency.
 - C) were very critical of Jane Addams.
 - D) reflected a prejudice against Protestants.

Answer: A
Page Ref: 566
Skill: Interpretive

- 24) The decade of the 1890s in the United States was a period of
- A) contrasts and crises.
 - B) general prosperity for all Americans.
 - C) declining immigration.
 - D) general agreement in politics.

Answer: A
Page Ref: 567-568
Skill: Interpretive

- 25) During the Harrison administration, the Republicans
- A) reduced the tariff.
 - B) effectively regulated monopolies.
 - C) strongly defended black rights.
 - D) required the government to purchase silver.

Answer: D
Page Ref: 568
Skill: Interpretive

- 26) By 1890, blacks found the Republican party
- A) supportive of their needs.
 - B) able to protect their interests.
 - C) willing to compromise black needs to obtain political support for other issues.
 - D) determined to regain political power in the South.

Answer: C

Page Ref: 569

Skill: Interpretive

- 27) An important demand of the Populists was
- A) civil service reform.
 - B) the unlimited coinage of silver.
 - C) increase in property taxes.
 - D) private ownership of railroads.

Answer: B

Page Ref: 570

Skill: Interpretive

- 28) In the election of 1892, the Populist Party
- A) opposed the direct election of senators.
 - B) employed Pinkerton detectives to intimidate voters.
 - C) generally appealed to industrial workers.
 - D) gained substantial support, especially among farmers.

Answer: D

Page Ref: 570

Skill: Factual

- 29) Agricultural and industrial overproduction during the late nineteenth century in the United States contributed to
- A) a decrease in American exports.
 - B) financial panic.
 - C) increased capital for investment.
 - D) an increase in the money supply.

Answer: B

Page Ref: 571

Skill: Interpretive

30) The Columbian Exposition held in Chicago in 1893

- A) stressed the need for reform in American society.
- B) provided funds for Hull House.
- C) made the inequities in American society more apparent.
- D) revealed the limitations of American technological innovation.

Answer: C

Page Ref: 572

Skill: Interpretive

31) During the depression of 1893, President Cleveland

- A) responded to the demand of Coxey's army.
- B) condemned the extravagance of the rich.
- C) supported the workers during the Pullman strike.
- D) showed a general disregard for the people who suffered from the depression.

Answer: D

Page Ref: 573

Skill: Interpretive

32) A central issue in the election of 1896 was the

- A) tariff question.
- B) reform of the civil service.
- C) question of civil rights.
- D) monetary question.

Answer: D

Page Ref: 573

Skill: Interpretive

33) The selection of William Jennings Bryan as the Democratic nominee in 1896

- A) committed the Democrats to support of the gold standard.
- B) undermined the Populist party.
- C) strengthened Democratic support among industrial workers.
- D) generally alienated farmers.

Answer: B

Page Ref: 574

Skill: Interpretive

- 34) During the campaign of 1896, William Jennings Bryan
- A) traveled extensively.
 - B) failed to gain significant support from the Populists.
 - C) found most of his support in the northern and eastern parts of the country.
 - D) defended the gold standard.

Answer: A
Page Ref: 574
Skill: Interpretive

- 35) The election of 1896 represented
- A) a defeat for William McKinley.
 - B) the political strength of the industrialized northern states.
 - C) a return to political power by the farmers' representatives.
 - D) a Populist victory.

Answer: B
Page Ref: 574
Skill: Interpretive

- 36) The period of the late nineteenth century in the United States is often referred to as the "Gilded Age." Gilded implies
- A) solid and pure.
 - B) a deceptive outward appearance.
 - C) unproductive.
 - D) filled with prosperity.

Answer: B
Page Ref: 534
Skill: Applied

- 37) Social reformers in late nineteenth-century America considered the laissez faire philosophy advocated by the Social Darwinists to be both wasteful and inhumane. Laissez faire means
- A) an economic life free of government intervention.
 - B) government regulation of economic activities.
 - C) opposition to monopoly.
 - D) redistribution of wealth through a welfare program.

Answer: A
Page Ref: 561
Skill: Applied

38) In late nineteenth-century America, urban bosses tended to support and urban reformers tended to oppose the existence of brothels in the American city. A brothel is a

- A) museum.
- B) park.
- C) house of prostitution.
- D) legitimate theater.

Answer: C

Page Ref: 564

Skill: Applied

39) Many individuals involved in the social reform movement in late nineteenth-century America were elitists. An elitist is a person who

- A) defends radical ideas.
- B) has feelings of social superiority.
- C) glorifies the lower classes.
- D) has no class prejudice.

Answer: B

Page Ref: 564

Skill: Applied

True/False Questions

1) Unlike most politicians during the Gilded Age, James G. Blaine was uninvolved in any corrupt activities.

Answer: FALSE

Page Ref: 555–556

Skill: Interpretive

2) Between 1876 and 1896 American political parties were clearly divided ideologically.

Answer: FALSE

Page Ref: 556

Skill: Interpretive

3) In the years from 1865 to 1900, Democrats consistently defended a low tariff policy.

Answer: FALSE

Page Ref: 557

Skill: Interpretive

4) During the late nineteenth century, political party membership among American voters often reflected voter interest in cultural, religious, and ethnic questions.

Answer: TRUE

Page Ref: 558

Skill: Interpretive

- 5) Reformers like Jane Addams and Vida Scudder often turned to the teachings of Christianity for philosophic support of their solutions to social problems.

Answer: TRUE

Page Ref: 561

Skill: Interpretive

- 6) The programs supported by urban reformers in late nineteenth-century America varied widely from city to city.

Answer: FALSE

Page Ref: 563–564

Skill: Interpretive

- 7) During the 1890s, leaders of the women's rights movement in the United States focused more on suffrage than on other issues.

Answer: TRUE

Page Ref: 565

Skill: Interpretive

- 8) The period of the 1890s in the United States is often referred to as the "gay nineties" because homosexuality became so prevalent during that period.

Answer: FALSE

Page Ref: 566

Skill: Interpretive

- 9) During the late nineteenth century, the Republican party strongly supported federal aid for black education.

Answer: FALSE

Page Ref: 569

Skill: Interpretive

- 10) Because of social problems that faced American society during the last half of the nineteenth century, most Americans had lost faith in the moral superiority of the American economic and political systems.

Answer: FALSE

Page Ref: 576–577

Skill: Interpretive

Essay Questions

- 1) Discuss the characteristics of the American political parties and their leaders in the period between 1876 and 1896.

Answer: Corruption, lack of ideological differences, and personal rivalries characterized American politics between 1876 and 1896. Parties tended to avoid confronting serious issues that might divide their followers and usually adopted bland platforms. The typical party leaders, especially presidential candidates, were generally colorless and supported conservative economic and social policies regardless of party affiliation.

Page Ref: 554–557

Skill: Interpretive

- 2) Discuss the four major issues that confronted Congress between 1876 and 1896 and explain the position taken by the Republican and Democratic parties on these issues.

Answer: The tariff, currency, civil service reform, and government regulation of railroads were the four main issues confronting the national government between 1876 and 1896. While officially the Republicans supported a high tariff policy and the Democrats a low one, there was no consistency in the actions of either party. Until the election of 1896 both parties tried to avoid committing themselves on civil service reform, the currency issue, and government regulation of railroads.

Page Ref: 557–558

Skill: Interpretive

- 3) Discuss the "lure of local politics" in late nineteenth-century America, emphasizing the factors that helped determine voter interest.

Answer: Despite few differences on policy between the major parties, American voters actively participated in elections, often motivated by local rather than national issues. Political bosses in the cities encouraged immigrants to vote in order to maintain their power. Voters often divided according to ethnic, cultural, or religious issues. Emotional issues, such as temperance and education, produced strong reactions from many voters.

Page Ref: 558–559

Skill: Interpretive

- 4) Discuss the philosophic origins of the Gospel of Wealth concept and show how it was used to justify the competitive, individual ethic that existed in America during the late nineteenth century.

Answer: The Gospel of Wealth philosophy, closely associated with the industrialist Andrew Carnegie, justified the existing social structure of late nineteenth-century America. This philosophy, based on Charles Darwin's concept of the "survival of the fittest," claimed that God intended the wealthy to be wealthy and that poverty was inevitable for those who could not compete as well as the successful. These ideas reenforced the belief, especially among the business classes, in the benefits of traditional American concepts of individualism and competition.

Page Ref: 559–560

Skill: Interpretive

- 5) Discuss the philosophy utilized by those who supported programs of social reform in late nineteenth-century America.

Answer: The pragmatic philosophy, promoted by William James and John Dewey, and the concept of the Social Gospel provided the justification for many of the social reformers in late nineteenth-century America. Pragmatists argued that individual will could influence and change environmental conditions. The Social Gospel emphasized the cooperative aspects of biblical teachings rather than the competitive ones.

Page Ref: 560–563

Skill: Interpretive

- 6) Discuss the settlement house movement in the United States during the late nineteenth century.

Answer: Utilizing the philosophy of pragmatism and the Social Gospel, urban reformers, such as Jane Addams and Vida Scudder, launched the settlement house movement. Supported largely by well-educated, middle-class individuals, the movement stressed the importance of education and the collection of data as a means for alleviating social conditions in American cities during the late nineteenth century. At times, however, some of these middle-class reformers had little understanding of the needs or values of those they were trying to help.

Page Ref: 561–562

Skill: Interpretive

- 7) Discuss the struggle for women's suffrage during the late nineteenth century in the United States and evaluate the success of that effort.

Answer: Educated, middle-class women in particular often felt a tension between their public and private lives during the late nineteenth century. Although some women did not marry, or flaunted traditional values in other ways, most chose to enter traditional marriages and not to work outside the home. In the 1890s new leadership emerged for the women's movement. The new leaders concentrated on the single issue of suffrage, which helped to eliminate the split that had existed in the movement since 1869.

Page Ref: 565–566

Skill: Interpretive

- 8) Discuss the political implications of the Republican legislative program during the Harrison administration.

Answer: During the Harrison administration, the Republicans dominated the national government, promoting legislation in five areas. Veterans' benefits and a high tariff gained support from veterans groups and businessmen for the Republicans. Anti-trust legislation was popular, but proved to be ineffective. The Republicans tried to avoid offending either side on the currency issue, while they basically abandoned support of black rights when it appeared to interfere with support for their economic policies.

Page Ref: 568–569

Skill: Interpretive

- 9) Discuss the election of 1892 and explain the strengths and weaknesses of the Populist effort in that campaign.

Answer: By 1890 the Populist party had come to represent the political agenda of the farmers, especially in the South and West. They adopted the Ocala platform, which advocated inflationary monetary policies as well as government regulation or ownership of the railroads among other things. Their monetary policies appealed to the debt-ridden farmers of the West and South but not to industrial workers, which weakened their support in the cities. They were also unable to break down the loyalty that many southerners had to the Democratic party.

Page Ref: 569–570

Skill: Interpretive

- 10) Discuss the Depression of 1893 and show how it revealed the inequities that existed in American society at that time.

Answer: The Depression of 1893 resulted from both external and internal conditions. Depression in Europe reduced demand for American products, while foreign investors became alarmed about the stability of the dollar. Overextension in the industrial sector of the economy and overproduction of farm products added to the economic crisis. The result was millions jobless, many of whom roamed the country looking for work, while the wealthy continued to flaunt their wealth. The Cleveland Administration moved to protect investors but did little for the workers.

Page Ref: 570–572

Skill: Interpretive

- 11) Discuss the election of 1896 and explain why historians have considered it crucial in the development of American politics.

Answer: In the election of 1896 the Democrats nominated William Jennings Bryan and adopted the agrarian-promoted policy of inflationary monetary policy, while the Republicans nominated William McKinley and supported the gold standard and the existing deflationary policies. Bryan campaigned widely, a new political practice, but gained support only in the South and West. His policies did not appeal to urban businessmen or workers. McKinley's victory demonstrated that in the future, urban, industrial interests would dominate American politics.

Page Ref: 572–575

Skill: Interpretive

Short Answer Questions

- 1) The two men who vied for leadership of the Republican party during the late nineteenth century were Senator James G. Blaine of Maine and Senator _____ of New York.

Answer: Roscoe Conkling

Page Ref: 555–556

Skill: Factual

- 2) The conclusion that the driving force in American politics in the late nineteenth century was "the desire for office and for office as a means of gain" was stated by the English observer _____.

Answer: Lord James Bryce

Page Ref: 556

Skill: Factual

- 3) To provide for the gradual retirement of greenbacks and to place the American monetary system firmly on the gold standard, Congress in 1875 passed the _____ Act.

Answer: Specie Resumption

Page Ref: 557

Skill: Factual

- 4) The President of the Women's Christian Temperance Union from 1879 to 1898 was _____.

Answer: Frances Willard

Page Ref: 559

Skill: Factual

- 5) Written by Charles Sheldon, _____ became one of the most influential books to promote social Christianity.

Answer: *In His Steps*

Page Ref: 563

Skill: Factual

- 6) The mayor of Toledo during the late nineteenth century who tried to apply the "golden rule" to American municipal politics was _____.

Answer: Samuel Jones

Page Ref: 564

Skill: Factual

- 7) In 1900, _____ became president of the National American Women's Suffrage Association.

Answer: Carrie Chapman Catt

Page Ref: 566

Skill: Factual

- 8) In the case of *U.S. v. E. C. Knight*, the Supreme Court limited the application of the _____ Act as a means of controlling monopoly in the United States.

Answer: Sherman Anti-Trust

Page Ref: 568

Skill: Factual

- 9) Strong opposition from the agrarian representatives in Congress was raised in 1890 by the _____ Tariff Bill.

Answer: McKinley

Page Ref: 569

Skill: Factual

- 10) Frank Baum defended American rural values and the policies of the Populist party in his classic fairy tale, _____.

Answer: Wizard of Oz

Page Ref: 573

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Charles Darwin

Page Ref: 560

Skill: Factual

- 2) Henry George

Page Ref: 561

Skill: Factual

- 3) Charles Sheldon

Page Ref: 563

Skill: Factual

- 4) Kate Chopin

Page Ref: 565

Skill: Factual

- 5) Emma Goldman

Page Ref: 565

Skill: Factual

- 6) Mark Twain

Page Ref: 554

Skill: Factual

- 7) Andrew Carnegie

Page Ref: 560

Skill: Factual

A) "Cross of Gold" speech advocated an inflationary monetary policy

B) *In His Steps* promoted the concept of social Christianity

C) Social Darwinism applied concept of survival of fittest to human society

D) Coauthored book which used term "Gilded Age" to describe corruption during Grant's administration

E) *The Awakening*, novel about a young woman's sexual awakening

F) Social Gospel advocated using Christian ethics to solve social problems

G) Developed the idea of survival of the fittest in *Origin of Species*

8) Herbert Spencer

Page Ref: 560

Skill: Factual

9) Washington Gladden

Page Ref: 563

Skill: Factual

10) William Jennings Bryan

Page Ref: 574

Skill: Factual

H) "The Gospel of Wealth" concept
considered concentration of
wealth beneficial to society

I) *Progress and Poverty* examined the
contradictions in American life

J) *Mother Earth*, journal published by
feminist anarchist

1) G

2) I

3) B

4) E

5) J

6) D

7) H

8) C

9) F

10) A

Chapter 20 Becoming a World Power

Multiple-Choice Questions

- 1) While the United States Senate debated whether to ratify the Treaty of Paris, American soldiers in the Philippines
- A) helped establish a Filipino-controlled government in the islands.
 - B) were being quietly withdrawn from the islands.
 - C) maintained a tense truce with the Filipino soldiers.
 - D) helped the Filipinos celebrate the expulsion of the Spanish from the islands.

Answer: C

Page Ref: 579–580

Skill: Interpretive

- 2) Nineteenth-century Americans tended to believe that in world affairs the United States
- A) should remain totally isolated.
 - B) should commit itself to maintaining world order.
 - C) should support the establishment of the League of Nations.
 - D) had a special mission.

Answer: D

Page Ref: 581

Skill: Interpretive

- 3) During the first fifty years after independence, American foreign policy was concerned primarily with
- A) continental expansion.
 - B) imperialism.
 - C) trans-Atlantic commercial trade.
 - D) national armament.

Answer: A

Page Ref: 581

Skill: Interpretive

- 4) As part of his foreign policy goals, President Grant
- A) attempted to annex Santo Domingo.
 - B) opposed Congress's attempts to extend U.S. influence into Latin America.
 - C) rejected the Monroe Doctrine.
 - D) defended the principle of self-determination.

Answer: A

Page Ref: 583

Skill: Factual

- 5) As a factor in its foreign policy during the late nineteenth century, the United States
- A) renounced interest in building a canal across Central America.
 - B) showed little interest in acquiring territory in the Pacific Ocean region.
 - C) indicated its interest in building an American-controlled canal in Nicaragua.
 - D) drove Great Britain and Germany out of Pago Pago.

Answer: C

Page Ref: 583

Skill: Interpretive

- 6) The annexation of Hawaii to the United States was
- A) supported by President Cleveland.
 - B) opposed by President Cleveland.
 - C) opposed by President Harrison.
 - D) supported by Queen Liliuokalani.

Answer: B

Page Ref: 583

Skill: Factual

- 7) In the Venezuela boundary dispute the United States
- A) attempted to colonize Venezuela.
 - B) sided with Great Britain.
 - C) invoked the Monroe Doctrine.
 - D) disapproved of the Olney Corollary.

Answer: C

Page Ref: 584

Skill: Factual

- 8) In world affairs, by 1895, the United States had
- A) developed a consistent foreign policy for enlarging its role as a world leader.
 - B) an army smaller than Bulgaria's.
 - C) one of the larger navies of the world.
 - D) a highly professional diplomatic corps.

Answer: B

Page Ref: 584

Skill: Factual

- 9) The historian who developed the thesis that "the dominant fact in American life has been expansion" was
- A) Alfred T. Mahan.
 - B) Gary B. Nash.
 - C) Josiah Strong.
 - D) Frederick J. Turner.

Answer: D

Page Ref: 584

Skill: Factual

- 10) An important factor in promoting the shift in American foreign policy after the Civil War was
- A) the search for markets for American products.
 - B) France's invasion of Mexico.
 - C) support for Secretary of State Seward's expansionist policy.
 - D) Great Britain's refusal to pay the Alabama claims.

Answer: A

Page Ref: 585

Skill: Interpretive

- 11) An increase in American international commerce during the late nineteenth century necessitated
- A) a devaluation of the dollar.
 - B) a strong navy.
 - C) a policy of isolation.
 - D) a decrease in government spending.

Answer: B

Page Ref: 585

Skill: Interpretive

12) One of the factors that promoted America's search for new markets between 1865 and 1900 was

- A) an increase in domestic consumption.
- B) a decline in demand for American goods abroad.
- C) industrial and agricultural overproduction.
- D) a decline in American industrial production because of the depression of 1893.

Answer: C

Page Ref: 586

Skill: Interpretive

13) During the 1890s, a group of men led by Theodore Roosevelt and Henry Cabot Lodge

- A) opposed American expansion outside the western hemisphere.
- B) promoted a highly nationalistic foreign policy for the United States.
- C) endorsed a policy of "continentalism."
- D) endorsed Bryan's anti-imperialistic concepts.

Answer: B

Page Ref: 586

Skill: Interpretive

14) A major advocate for achieving national power through naval supremacy was

- A) William Jennings Bryan.
- B) John Dewey.
- C) Alfred T. Mahan.
- D) Josiah Strong.

Answer: C

Page Ref: 586

Skill: Factual

15) Between the Civil War and the Spanish–American War, an important aspect of the missionary impulse in American foreign policy was

- A) a belief in the superiority of the Anglo–Saxon race.
- B) opposition to missionary interference in native cultures.
- C) strict adherence to the Christian concept that all people are equal in the sight of God.
- D) a belief that each country had a right to develop its institutions as it saw fit.

Answer: A

Page Ref: 587

Skill: Interpretive

16) A favorite target of Christian missionaries in the late nineteenth century was

- A) Europe.
- B) Latin America.
- C) Africa.
- D) China.

Answer: D

Page Ref: 587

Skill: Factual

17) An important new factor that influenced American foreign policy after 1865 was

- A) a reduction in world trade.
- B) public opinion.
- C) the Republican demand for a lower tariff.
- D) the inflationary economic conditions in the United States between 1865 and 1900.

Answer: B

Page Ref: 587

Skill: Interpretive

18) A fundamental cause of the Spanish–American War was

- A) the heroic actions of the Cuban rebels.
- B) the American public's concern for the Cuban people.
- C) Theodore Roosevelt's actions as assistant secretary of the navy.
- D) publication of the De Lome letter by Mexico.

Answer: B

Page Ref: 588

Skill: Interpretive

19) An important event influencing the United States decision to declare war with Spain in 1898 was the

- A) Zimmermann Note.
- B) Republican defeat in the election of 1896.
- C) Democratic victory in the mid–term election of 1898.
- D) sinking of the battleship *Maine*.

Answer: D

Page Ref: 588–589

Skill: Interpretive

- 20) Theodore Roosevelt's attitude concerning war with Spain in 1898 was to
- A) urge caution in U.S. relations with Spain.
 - B) advise McKinley to avoid war at all costs.
 - C) promote war with Spain.
 - D) rescind the secretary of navy's message ordering Admiral Dewey to sail his fleet to the Philippine Islands.

Answer: C

Page Ref: 589

Skill: Interpretive

- 21) During the Spanish–American War the United States
- A) faced a major military challenge.
 - B) defeated Spain relatively easily.
 - C) attacked Japan.
 - D) lost most of the battles against the Spanish navy.

Answer: B

Page Ref: 589

Skill: Interpretive

- 22) American acquisition of the colonies after the Spanish–American War
- A) was opposed by President McKinley for racist reasons.
 - B) faced little opposition among Americans.
 - C) rested on purely idealistic motives.
 - D) led to considerable controversy over the policy.

Answer: D

Page Ref: 591

Skill: Interpretive

- 23) The major argument used by those opposed to the annexation of the Philippines was that
- A) it contradicted American ideals.
 - B) it was un-Christian to have colonies.
 - C) the Filipinos did not want American rule.
 - D) it would retard America's economic growth.

Answer: A

Page Ref: 591

Skill: Interpretive

- 24) Acquisition of the Philippine Islands by the United States
- A) encountered little opposition in the United States Senate.
 - B) was generally supported by the Filipinos.
 - C) led to guerrilla warfare against American control.
 - D) resulted in immediate independence for the islands.

Answer: C

Page Ref: 579–580

Skill: Interpretive

- 25) In the "insular cases," the Supreme Court determined that
- A) all people living under American control would enjoy the same rights and privileges.
 - B) Congress could treat some people under American control differently than it treated others.
 - C) Congress had no right to restrict the freedom of any group controlled by the United States.
 - D) Hawaiians and Puerto Ricans would enjoy the full rights of American citizenship, but not Filipinos.

Answer: B

Page Ref: 592

Skill: Interpretive

- 26) In the election of 1900
- A) the public rejected McKinley's foreign policy.
 - B) the public endorsed Bryan's foreign policy.
 - C) the public supported annexation of the Philippines.
 - D) currency became the major issue of the campaign.

Answer: C

Page Ref: 592

Skill: Interpretive

- 27) Theodore Roosevelt's approach to foreign policy can best be described as
- A) dependent on quiet diplomacy.
 - B) aggressive.
 - C) cautious.
 - D) based on a belief in racial equality.

Answer: B

Page Ref: 593; 596

Skill: Interpretive

28) According to Theodore Roosevelt,

- A) all nations should enjoy the same rights.
- B) larger nations should always carefully protect the equality of smaller nations.
- C) nations had a duty to cultivate vigor, strength and moral courage.
- D) the "white man's burden" was unacceptable because of America's democratic traditions.

Answer: C

Page Ref: 596

Skill: Interpretive

29) In 1906, Theodore Roosevelt won the Nobel Peace Prize for

- A) ending the Russo-Japanese war.
- B) building the Panama Canal.
- C) restoring peace in Cuba.
- D) preventing European intervention in the Caribbean.

Answer: A

Page Ref: 596

Skill: Factual

30) In acquiring the right to build a canal across Panama, the United States

- A) carefully respected the sensibilities of the Colombians.
- B) acted in such a way as to gain the respect and admiration of other Latin American countries.
- C) opposed the Panamanian nationalists who wanted independence from Colombia.
- D) helped facilitate a Panamanian revolution against Colombia.

Answer: D

Page Ref: 597

Skill: Interpretive

31) In establishing U.S. policy toward the Caribbean, Theodore Roosevelt

- A) stressed cooperation with the countries of that region.
- B) refused to intervene in the internal affairs of the Caribbean countries.
- C) asserted United States dominance.
- D) opposed building the Panama Canal.

Answer: C

Page Ref: 598

Skill: Interpretive

- 32) The Roosevelt Corollary to the Monroe Doctrine was announced to
- A) inaugurate a "good neighbor" policy between the United States and Latin America.
 - B) justify American intervention in the Caribbean.
 - C) aid the British in preventing the extension of German influence into the Caribbean.
 - D) justify American acquisition of the Panama canal.

Answer: B

Page Ref: 598

Skill: Factual

- 33) One purpose of the Open Door Policy was to
- A) block a Chinese invasion of Japan.
 - B) encourage Japanese and Chinese migration to the United States.
 - C) acquire the right for the United States to build a canal across Nicaragua.
 - D) ensure American trade opportunities in China.

Answer: D

Page Ref: 600

Skill: Interpretive

- 34) Relations between the United States and China were complicated during the Theodore Roosevelt administration because
- A) the Chinese refused to allow Americans to trade with them.
 - B) the United States supported the Boxer Rebellion.
 - C) China rejected the second Open Door note.
 - D) the United States excluded Chinese immigrants.

Answer: D

Page Ref: 600

Skill: Interpretive

- 35) During the administration of Theodore Roosevelt, relations between the United States and Japan
- A) were generally devoid of tensions.
 - B) improved considerably.
 - C) were characterized by increasing tensions.
 - D) led to a military alliance between the two countries.

Answer: C

Page Ref: 602

Skill: Interpretive

- 36) During the Theodore Roosevelt administration, American foreign policy toward Europe
- A) stressed a close relationship with the British.
 - B) stressed a close relationship with the Germans.
 - C) reflected Roosevelt's belief that Asia was more important to world peace than Europe.
 - D) favored German rather than French control of Morocco.

Answer: A

Page Ref: 603

Skill: Interpretive

- 37) Patriotism was a major factor encouraging increasing U.S. involvement in world affairs during the late nineteenth century. Patriotism refers to
- A) religious beliefs.
 - B) economic theory.
 - C) monetary policy.
 - D) pride in one's country.

Answer: D

Page Ref: 586

Skill: Applied

- 38) The Spanish ambassador to the United States referred to President McKinley as hypocritical. This remark could be best interpreted as
- A) flattering.
 - B) insulting.
 - C) approving.
 - D) indifferent.

Answer: B

Page Ref: 588

Skill: Applied

- 39) In developing his foreign policy toward the Caribbean, Theodore Roosevelt announced a corollary to the Monroe Doctrine. A corollary is a(n)
- A) negation.
 - B) addition.
 - C) reaction.
 - D) reversal.

Answer: B

Page Ref: 598

Skill: Applied

True/False Questions

- 1) Throughout its history, the United States has tried to influence other countries by passively and patiently setting a good example for them.

Answer: FALSE

Page Ref: 581

Skill: Interpretive

- 2) As part of his expansionist program, Secretary of State Seward purchased Alaska from Russia.

Answer: TRUE

Page Ref: 581–582

Skill: Interpretive

- 3) White sugar planters, with the help of U.S. gunboats and marines, staged a coup against Hawaii's Queen Lilioukalani in 1893.

Answer: TRUE

Page Ref: 583

Skill: Interpretive

- 4) During the depression of the 1890s, American manufacturing production steadily increased.

Answer: TRUE

Page Ref: 586

Skill: Interpretive

- 5) Deaths among American soldiers during the Spanish–American War were greater from disease than from battle casualties.

Answer: TRUE

Page Ref: 590

Skill: Factual

- 6) There were very few noted or prominent Americans among those who opposed acquisition of the Philippines by the United States.

Answer: FALSE

Page Ref: 591

Skill: Interpretive

- 7) In attempting to suppress Philippine resistance to American control of the islands, American soldiers often treated Filipinos much as the Spanish soldiers had treated Cuban revolutionaries.

Answer: TRUE

Page Ref: 591

Skill: Interpretive

- 8) Because of his philosophy of "speak softly and carry a big stick," Theodore Roosevelt generally opposed mediation as a solution to international problems.

Answer: FALSE

Page Ref: 597

Skill: Interpretive

- 9) In 1901, the United States signed a treaty with Great Britain to construct jointly a canal across the isthmus of Panama.

Answer: FALSE

Page Ref: 597

Skill: Factual

- 10) Roosevelt believed that the most serious threat to world peace came from the unrest in Latin America.

Answer: FALSE

Page Ref: 603

Skill: Interpretive

Essay Questions

- 1) Discuss the concept of the United States as a model society for other countries and explain how that concept affected American foreign policy in the late nineteenth century.

Answer: Since the days of the Puritans, Americans have looked upon their nation as a "city on a hill," which has a special mission to bring the moral superiority of American culture and democracy to the rest of the world. Americans have also often confused their moral attitudes with their self-interest in foreign policy. When Americans have aggressively pushed their values on others, they have often been greeted with resentment, as has generally been true with U.S. policy toward Latin America.

Page Ref: 581-604

Skill: Interpretive

- 2) Discuss American efforts to expand into the Pacific Ocean area prior to the outbreak of the Spanish-American War.

Answer: Secretary of State William Seward believed the United States was destined to dominate the Pacific and purchased Alaska to promote this end. American settlement in Hawaii in the 1870s eventually led to U.S. control of the islands by 1898. Pursuing the Chinese market, in the 1870s the United States established a naval base in the Samoan Islands.

Page Ref: 581-584

Skill: Factual

- 3) Explain how profits, piety, and politics affected American foreign policy in the late nineteenth century.

Answer: As American industrial capacity increased during the late nineteenth century, American businessmen began to seek markets outside the United States. They encouraged the American government to extend American influence into Latin America and the Far East. American missionaries spread American religious and cultural values also. For the first time in its history, public opinion, especially as expressed in the popular press, became a factor in American foreign policy, often supporting an aggressive position on the part of the United States.

Page Ref: 584–588

Skill: Interpretive

- 4) Discuss the philosophy of those individuals who, in the late nineteenth century, believed that the United States should seek national glory and greatness in world affairs.

Answer: By the 1870s and 1880s, many Americans became more interested in promoting an enlarged role for the United States in world affairs. Influential individuals such as Alfred Thayer Mahan, Theodore Roosevelt, and Henry Cabot Lodge believed that the pursuit of national glory was a legitimate goal of American foreign policy. A naval strategist, Mahan advocated the development of a powerful navy as the primary means of achieving world influence for the United States. Roosevelt, Lodge, and others endorsed his philosophy.

Page Ref: 584–588

Skill: Interpretive

- 5) Discuss the factors that led to the U.S. decision to declare war against Spain in 1898.

Answer: The sympathy of the American people for the suffering of the Cubans under Spanish oppression was the main factor that created a climate of opinion in favor of war with Spain. Incidents, such as the letter from the Spanish ambassador to the United States criticizing President McKinley, as well as the sinking of the battleship Maine, encouraged anti-Spanish sentiments among ordinary Americans. The popular press inflamed these passions with vivid accounts of Spanish brutality in Cuba.

Page Ref: 588–589

Skill: Interpretive

- 6) Contrast the arguments of those individuals who supported U.S. control of the Philippine Islands after the end of the Spanish–American War with the arguments of those who opposed American acquisition of the Philippines.

Answer: President McKinley expressed the basic reasons given by those who supported annexation: it was not in the best interest of the United States or the Philippines to let some other country control them or to leave them to themselves. It was the duty of the United States to Christianize and civilize them. Opponents of annexation argued that it would violate American principles of democracy and self-government. They also claimed that the money spent in the Philippines could be better spent on social problems in the United States.

Page Ref: 589–592

Skill: Interpretive

- 7) Discuss the issue of imperialism as a factor in the election of 1900 and explain the policy that the United States eventually adopted for governing the territories it controlled outside the limits of the continental United States.

Answer: The Democratic candidate, William J. Bryan, tried to use imperialism as an issue in the election but discovered that a strong patriotic fervor favored American colonial acquisitions, which McKinley, the Republican candidate, defended. Congress passed laws creating a different status for the new territories from that applied to continental territories of the United States, giving the former a status between colonies and statehood. The Supreme Court upheld this principle.

Page Ref: 592

Skill: Interpretive

- 8) Discuss the basic ideas that influenced Theodore Roosevelt's foreign policy philosophy.

Answer: It was the responsibility of powerful nations to use their strength to impose moral and civilized values on other nations. He divided countries into the civilized, usually the English-speaking nations, and the uncivilized. He also pursued a very personal style of diplomacy in which he dealt directly with foreign diplomats and leaders, rather than through the Department of State.

Page Ref: 596–597

Skill: Interpretive

- 9) Discuss the major developments in U.S. relations with the Latin American countries during the Theodore Roosevelt administration.

Answer: U.S. relations with Latin America during the Roosevelt administration centered on the United States' acquisition of the right to build a canal across Panama and the announcement of the Roosevelt corollary to the Monroe Doctrine. Both represented forceful projections of a U.S. presence into the area, often resulting in the heightening of anti-American sentiment among Latin Americans. The United States supported Panama's revolution against Colombia and intervened militarily in the Dominican Republic.

Page Ref: 597–600

Skill: Interpretive

- 10) Discuss U.S. relations with Japan and Europe during the Theodore Roosevelt administration.

Answer: While Roosevelt supported Japan as the major nation for maintaining the balance of power in the Far East, Californians discriminated against Japanese in their state, complicating United States–Japanese relations. Tensions mounted between the United States and Japan as their interests clashed in the western Pacific. In Europe, Roosevelt worried about mounting German power and pursued a policy emphasizing a close relationship with Great Britain.

Page Ref: 601–604

Skill: Interpretive

- 11) Evaluate the usefulness of political cartoons as historical sources from "Boss" Tweed to Theodore Roosevelt.

Answer: Political cartoons reveal the values and attitudes of the past. Rarely used in the early nineteenth century, they became popular through Thomas Nast's cartoons exposing the corruption of "Boss" Tweed. Cheap newspapers and Theodore Roosevelt's personality gave more impetus to political cartoons. Political cartoonists revealed the variety of views on American expansion. Context, meaning, and symbolism all give cartoons value as historical sources.

Page Ref: 594–595

Skill: Interpretive

Short Answer Questions

- 1) The person who led the insurrection against American control of the Philippines was _____.

Answer: Emilio Aguinaldo

Page Ref: 579–580

Skill: Factual

- 2) In 1895, President Cleveland confronted the English presence in the Caribbean when a boundary dispute developed between Venezuela and _____.

Answer: British Guyana

Page Ref: 584

Skill: Factual

- 3) During the Spanish–American War, the American naval fleet in the Philippines was commanded by Admiral _____.

Answer: George Dewey

Page Ref: 589

Skill: Factual

- 4) In the _____ Amendment, Congress declared that the United States had no intention of annexing Cuba.

Answer: Teller

Page Ref: 589

Skill: Factual

- 5) As a result of the _____ Amendment, after the Spanish–American War the United States obtained special rights in Cuba.

Answer: Platt

Page Ref: 598

Skill: Factual

- 6) The United States policy of an "open door" concerning China was announced by Secretary of State _____.

Answer: John Hay

Page Ref: 600

Skill: Factual

- 7) The group of Chinese traditionalists opposed to both the Manchu Dynasty and increasing Western influence in China were known as the _____.

Answer: Boxers

Page Ref: 600

Skill: Factual

- 8) In 1906, the city of _____ complicated United States-Japanese relations when its school board segregated Japanese children from other students.

Answer: San Francisco

Page Ref: 602

Skill: Factual

- 9) President Theodore Roosevelt helped negotiate the treaty signed in _____, which ended the war between Japan and Russia in 1905.

Answer: Portsmouth

Page Ref: 602

Skill: Factual

- 10) In 1906, President Roosevelt sided with the French against the Germans in the crisis concerning _____.

Answer: Morocco

Page Ref: 604

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Acquisition of Alaska

Page Ref: 582

Skill: Factual

- 2) Pan-American Conference

Page Ref: 583

Skill: Factual

- 3) Venezuela Boundary Dispute

Page Ref: 584

Skill: Factual

A) Minister who promoted American missionary expansionism

B) Supporter of the Anti-Imperialist League

C) Diplomat who coined the phrase "a splendid little war"

D) William Seward

4) Panama Canal

Page Ref: 597–598

Skill: Factual

5) Governor of the Philippines

Page Ref: 592

Skill: Factual

6) Josiah Strong

Page Ref: 587

Skill: Factual

7) William Randolph Hearst

Page Ref: 587

Skill: Factual

8) Joseph Pulitzer

Page Ref: 587

Skill: Factual

9) John Hay

Page Ref: 590

Skill: Factual

10) Grover Cleveland

Page Ref: 591

Skill: Factual

E) William Howard Taft

F) James G. Blaine

G) Owner of the New York Journal

H) Theodore Roosevelt

I) Richard Olney

J) Owner of New York World

1) D

2) F

3) I

4) H

5) E

6) A

7) G

8) J

9) C

10) B

- 5) In the case of *Muller v. Oregon*, the Supreme Court determined that laws limiting the number of hours women could work were constitutional because:
- A) women were weaker than men.
 - B) the Constitution clearly permitted such laws.
 - C) women should have more time with their children.
 - D) such laws already applied to men.

Answer: A

Page Ref: 614

Skill: Interpretive

- 6) According to John Dewey, American education should
- A) be child-centered rather than subject-oriented.
 - B) train talented students for national leadership.
 - C) be subject-oriented rather than child-centered.
 - D) differentiate between native and non-native students.

Answer: A

Page Ref: 616

Skill: Interpretive

- 7) In their crusade to improve the conditions of the poor in America, the social justice progressives
- A) recognized the necessity of brothels.
 - B) encouraged movie-going as a form of entertainment.
 - C) effectively ended prostitution.
 - D) generally supported prohibition of alcohol consumption.

Answer: D

Page Ref: 617

Skill: Interpretive

- 8) Progressive Era reformers, in their efforts to aid the working class,
- A) generally cooperated closely with labor leaders.
 - B) frequently had little understanding of working-class life.
 - C) generally supported the use of the strike.
 - D) generally opposed the organization of unions to achieve labor's goals.

Answer: B

Page Ref: 618

Skill: Interpretive

9) A key figure in applying the principles of scientific management to industrial work was

- A) Jane Addams.
- B) Samuel Gompers.
- C) Frederick Taylor.
- D) Charlotte Perkins Gilman.

Answer: C

Page Ref: 619

Skill: Factual

10) During the Progressive Era, trade unions in the United States

- A) enjoyed increasing support from decisions of the Supreme Court.
- B) almost always succeeded in their strike efforts.
- C) increased in membership.
- D) found it increasingly easy to cooperate with management.

Answer: C

Page Ref: 619

Skill: Factual

11) The American Federation of Labor

- A) attempted to organize unskilled workers.
- B) was most successful among coal miners, railroad workers, and the building trades.
- C) was generally favored in decisions by the federal courts.
- D) embraced socialistic principles.

Answer: B

Page Ref: 619–620

Skill: Interpretive

12) As a result of the Triangle Shirtwaist Company Fire of 1911

- A) New York City fined the company's owners a substantial amount of money.
- B) New York state abolished labor by children under 14.
- C) the federal government passed a law preventing child labor.
- D) no official action was taken by either the city, state, or federal governments.

Answer: B

Page Ref: 622

Skill: Interpretive

- 13) In their effort to organize American workers during the Progressive Era, the International Workers of the World:
- A) stressed the use of the investigative committee to publicize the problems that workers faced.
 - B) relied mostly on political solutions that emphasized protective labor legislation.
 - C) welcomed all workers, regardless of skill, race or gender.
 - D) adopted the philosophy of Samuel Gompers.

Answer: C

Page Ref: 622

Skill: Interpretive

- 14) The Industrial Labor Relations Commission, created in 1912,
- A) generally ruled that employers were blameless in industrial accidents.
 - B) criticized labor for demanding too many reforms.
 - C) defended workers' right to organize.
 - D) suggested unions be declared illegal.

Answer: C

Page Ref: 622

Skill: Interpretive

- 15) The chief aim of municipal reform during the Progressive Era was to
- A) achieve social justice.
 - B) implement the single tax.
 - C) modernize the city to benefit the business and professional classes.
 - D) encourage immigrants to maintain their ethnic traditions in order to make the city a more interesting place to live.

Answer: C

Page Ref: 623

Skill: Interpretive

- 16) During the Progressive Era, those who wanted to reform the American city
- A) generally opposed the commission form of city government.
 - B) tried to limit the power of city bosses.
 - C) generally supported working class values.
 - D) supported essentially the same goals as the social welfare reformers.

Answer: B

Page Ref: 623

Skill: Interpretive

17) The advocates of the "city beautiful movement" during the Progressive Era in the United States

- A) emphasized the construction of neighborhood parks and playgrounds.
- B) promoted the use of modern architectural concepts.
- C) were primarily interested in promoting social justice.
- D) often patterned their plans on classical and Renaissance architectural concepts.

Answer: D

Page Ref: 624

Skill: Interpretive

18) The "city beautiful movement" was designed primarily to

- A) make cities more attractive to middle and upper classes.
- B) help the poor live in a better environment.
- C) promote conservation of natural resources.
- D) encourage the development of modern sculpture.

Answer: A

Page Ref: 624

Skill: Interpretive

19) At the state and local levels, progressive reformers usually called for

- A) inflationary economic policies.
- B) less regulation of railroads to encourage economic development.
- C) greater direct participation of the voters in the political process.
- D) programs that benefited the working classes.

Answer: C

Page Ref: 624–625

Skill: Interpretive

20) In 1902, the state of Maryland

- A) passed the first workers compensation act.
- B) restricted women's labor.
- C) provided a model government for other states to imitate.
- D) enacted the most advanced safety laws in the nation.

Answer: A

Page Ref: 625

Skill: Interpretive

- 21) In Wisconsin, the progressive reform movement
- A) failed to pass any significant regulatory legislation.
 - B) was led by Woodrow Wilson.
 - C) was led by Robert LaFollette, a model Progressive governor.
 - D) failed to achieve many of its goals.

Answer: C

Page Ref: 625

Skill: Interpretive

- 22) As a leader during the Progressive Era, Theodore Roosevelt
- A) opposed conservation programs.
 - B) believed that government regulation of business was undesirable.
 - C) acted very cautiously and quietly.
 - D) was the first president to support social reform.

Answer: D

Page Ref: 627

Skill: Interpretive

- 23) In the anthracite strike of 1902, Theodore Roosevelt
- A) showed that he would follow the policies of McKinley.
 - B) supported use of the strike to achieve the workers' goals.
 - C) saw his role as that of a mediator.
 - D) created public sympathy for the mine owners.

Answer: C

Page Ref: 628

Skill: Interpretive

- 24) The novelist whose work helped encourage passage of the Meat Inspection Act and the Pure Food and Drug Act was
- | | |
|--------------------|--------------------------|
| A) Mark Twain. | B) William Dean Howells. |
| C) Upton Sinclair. | D) Lincoln Steffens. |

Answer: C

Page Ref: 628

Skill: Factual

25) An issue of particular importance to Theodore Roosevelt was

- A) civil service reform.
- B) creation of a federal reserve system.
- C) women's suffrage.
- D) conservation.

Answer: D

Page Ref: 629

Skill: Factual

26) For blacks, the Progressive Era

- A) brought a second Reconstruction.
- B) meant strong support from the executive branch.
- C) brought an end to segregation.
- D) coincided with the years of greatest segregation in the South.

Answer: D

Page Ref: 630

Skill: Interpretive

27) President Taft angered many progressives with his

- A) regulation of foods and drugs.
- B) opposition to municipal reform.
- C) curbing Speaker Cannon's powers.
- D) policies on tariff and conservation.

Answer: D

Page Ref: 631–632

Skill: Interpretive

28) The presidential candidate of the Progressive Party in 1912 was

- A) Woodrow Wilson.
- B) Robert M. La Follette.
- C) Theodore Roosevelt.
- D) William Howard Taft.

Answer: C

Page Ref: 632

Skill: Factual

29) In his leadership style as president, Woodrow Wilson

- A) proved to be more charismatic than Theodore Roosevelt.
- B) related well to small groups of people.
- C) was unable to influence the legislative process.
- D) dominated through the force of his intellect.

Answer: D

Page Ref: 634

Skill: Interpretive

- 30) As a presidential leader, Woodrow Wilson
- A) was weak and ineffective.
 - B) achieved passage of numerous reform laws.
 - C) cooperated closely with Theodore Roosevelt.
 - D) opposed any changes in the nation's banking system.

Answer: B

Page Ref: 634

Skill: Interpretive

- 31) During the Wilson administration, Congress
- A) increased the tariff.
 - B) provided for an income tax.
 - C) undermined Theodore Roosevelt's conservation program.
 - D) failed to pass any important reform legislation.

Answer: B

Page Ref: 634

Skill: Interpretive

- 32) Creation of the Federal Reserve System during the Wilson administration
- A) represented the first reorganization of the banking system since the Civil War.
 - B) established the Fourth Bank of the United States.
 - C) ended the power of the large eastern banks over the nation's money supply.
 - D) provided for the insurance of bank deposits by the federal government.

Answer: A

Page Ref: 634

Skill: Interpretive

- 33) During his first administration, President Wilson
- A) supported a law regulating child labor.
 - B) opposed a women's suffrage amendment to the Constitution.
 - C) supported long-term rural credit financed by the federal government.
 - D) promoted integration of blacks in American society.

Answer: B

Page Ref: 635

Skill: Interpretive

- 34) President Wilson's support for the establishment of a Federal Trade Commission
- A) indicated his opposition to the free-enterprise system.
 - B) rested on the philosophy of freedom of competition.
 - C) moved Wilson closer to Theodore Roosevelt's New Nationalism philosophy.
 - D) demonstrated his sympathy for labor unions.

Answer: C

Page Ref: 635

Skill: Interpretive

- 35) During their presidencies, Theodore Roosevelt and Woodrow Wilson
- A) satisfied most of the demands of the progressives.
 - B) reduced the regulatory power of the federal government.
 - C) emphasized social justice more than economic regulation.
 - D) increased the power of the executive branch of government.

Answer: D

Page Ref: 635

Skill: Interpretive

- 36) At a mass meeting on November 22, 1909, a garment worker made an emotional speech in Yiddish, calling for a general strike. Yiddish may be defined as
- A) a version of Spanish written with Arabic script.
 - B) a dialect of Hebrew.
 - C) the language of Yemen.
 - D) a form of German spoken by Jews from eastern Europe.

Answer: D

Page Ref: 621

Skill: Applied

- 37) A municipal reformer would be most concerned with problems associated with
- | | |
|-----------------|-------------------------|
| A) the city. | B) the country. |
| C) agriculture. | D) forest conservation. |

Answer: A

Page Ref: 623

Skill: Applied

38) The anarchist who assassinated President McKinley in 1901 would have advocated

- A) the establishment of a communist government in the United States.
- B) elimination of federal and state government in the United States.
- C) a world government.
- D) a philosophy similar to that of Samuel Gompers.

Answer: B

Page Ref: 625

Skill: Applied

True/False Questions

1) Progressivism in the United States during the first two decades of the twentieth century represented a unified approach to the solution of the nation's social problems.

Answer: FALSE

Page Ref: 609

Skill: Interpretive

2) Most reformers in the United States during the Progressive Era considered the environment more important than heredity in forming an individual's character.

Answer: TRUE

Page Ref: 610

Skill: Interpretive

3) In cases like *Danbury Hatters*, the Supreme Court ruled in favor of labor.

Answer: FALSE

Page Ref: 620

Skill: Interpretive

4) Factory owners rejected Frederick Taylor's ideas about scientific management.

Answer: FALSE

Page Ref: 619

Skill: Interpretive

5) During the Progressive Era, the percentage of foreign-born inhabitants of American cities increased.

Answer: TRUE

Page Ref: 623

Skill: Interpretive

6) Most progressive reformers in the United States tended to agree with the Industrial Relations Commission's conclusion that class conflict in the United States was inevitable.

Answer: FALSE

Page Ref: 622

Skill: Interpretive

- 7) It was obvious from Theodore Roosevelt's background that he would become a progressive, reform-oriented leader.

Answer: FALSE

Page Ref: 626

Skill: Interpretive

- 8) As president, William Howard Taft had problems with his leadership style and his personality.

Answer: TRUE

Page Ref: 631

Skill: Interpretive

- 9) Woodrow Wilson was a more charismatic leader than Theodore Roosevelt.

Answer: FALSE

Page Ref: 634

Skill: Interpretive

- 10) In general, progressivism in the United States began as a diverse effort at the local level to deal with the problems confronting American society at the beginning of the twentieth century.

Answer: TRUE

Page Ref: 636–637

Skill: Interpretive

Essay Questions

- 1) Explain the philosophic basis for the social justice movement during the Progressive Era in American history.

Answer: Influenced by Darwinism, the progressives relied on the concepts of pragmatism, advocated by John Dewey and William James, to justify their reforms. Progressives believed that the environment had more to do with shaping a person's character than did heredity. Their optimistic view of human nature led them to conclude that by improving living conditions they could eliminate social problems.

Page Ref: 609–610

Skill: Interpretive

- 2) Discuss the major problems of American society that concerned the social justice progressives and explain how they tried to confront these issues.

Answer: Social justice progressives were particularly concerned with child labor and the effect of long working hours for women. They advocated laws limiting both by collecting statistics to support their cause. They were also concerned with the living conditions of the poor, especially immigrants, advocating housing reform and educational opportunity. They crusaded against saloons, brothels, and movie houses as social evils to be controlled or eliminated, if possible.

Page Ref: 611–618

Skill: Interpretive

- 3) Suppose you were a factory worker during the Progressive Era in American history. Describe the environment in which you would probably be working.

Answer: The typical factory worker in the United States during the Progressive Era would probably have been an immigrant, working at an unskilled job using a machine. The working conditions would have been hazardous, the hours long, and the pay low. Factory owners, influenced by the theories of Frederick Taylor, would have pressed workers for greater efficiency, adding to the burden of their working conditions.

Page Ref: 618–619

Skill: Applied

- 4) Discuss the attempts to unionize American workers during the Progressive Era and analyze the problems that unions faced in their attempts to organize the workers.

Answer: At the beginning of the Progressive Era, the American Federation of Labor was the only major functioning national union in the United States. The AFL ignored immigrant and unskilled workers, concentrating on the organization of skilled workers who had more leverage with owners. Radical labor groups such as the International Workers of the World also sought to organize all American workers but were generally unsuccessful because their concepts violated American traditions.

Page Ref: 619–623

Skill: Interpretive

- 5) Discuss the characteristics and the primary goals of those who supported municipal reform during the Progressive Era.

Answer: Most municipal reformers during the Progressive Era were middle-class whites concerned with the impact of poor immigrants on American values and political traditions. They attempted to break up the alliance between immigrants and corrupt city bosses by advocating governmental changes that would favor middle-class values. Efficiency in the interest of the business classes was generally their primary concern, and they often did not understand the needs of the poorer classes they claimed to be trying to help.

Page Ref: 623–624

Skill: Interpretive

- 6) Discuss the major issues as well as the more important leaders of reform at the state level during the Progressive Era.

Answer: At the state level progressives in early twentieth-century America stressed broadening democratic control of the government as well as social justice. They advocated the initiative and referendum. They supported railroad and corporate regulation, child labor laws, limits on working hours for women, and tax reform. Charles Evans Hughes of New York, Hoke Smith of Georgia, Hiram Johnson of California, Woodrow Wilson of New Jersey, and Robert La Follette were particularly prominent in promoting progressive reform in their states.

Page Ref: 624–625

Skill: Interpretive

- 7) Evaluate Theodore Roosevelt as a progressive reform leader and discuss his handling of major domestic issues during his administration.

Answer: Although Roosevelt came from an upper-class family, during his terms as police commissioner of New York City and governor of New York state he had acquired first-hand knowledge of the social problems of the city and state. He was also well-read, but no one knew for sure how he would approach social problems when he became president. He proved to be the first progressive president, attacking monopoly with his trust-busting campaign, strengthening railroad regulation, supporting pure food and drug laws, and advocating conservation.

Page Ref: 625–631

Skill: Interpretive

- 8) Discuss the election of 1912, and explain the difference between the New Nationalism and the New Freedom as presented by Theodore Roosevelt and Woodrow Wilson during that campaign.

Answer: When Taft received the Republican nomination, Theodore Roosevelt supported the creation of the Progressive party, thus splitting the Republican party and creating an opportunity for the Democrats to win with Woodrow Wilson. Roosevelt called for increased government regulation to ensure the general welfare, while Wilson argued for a return to limited government and open competition, in the tradition of Thomas Jefferson. Roosevelt argued that it was necessary to use Hamiltonian principles of strong government to achieve Jeffersonian social justice goals.

Page Ref: 632–633

Skill: Interpretive

- 9) Discuss Wilson's approach to handling the major domestic issues confronting the United States during his administration and analyze how consistently he adhered to the principles of his New Freedom concept.

Answer: Using his formidable intellectual abilities, Wilson pushed through Congress an impressive array of laws, including tariff and banking reform. After gaining office he moved closer to Roosevelt's New Nationalist concepts of aggressively using the central government to control corporations, supporting passage of the Clayton Act and establishment of the Federal Trade Commission. He aggressively used his position as president to promote his agenda, appearing personally before Congress to deliver his messages, thus breaking with tradition.

Page Ref: 634–636

Skill: Interpretive

- 10) Discuss the general characteristics of the progressive movement in the United States and indicate how successful you think the movement was in reforming American society.

Answer: Progressivism represented a many-sided attack on the problems that had developed out of the industrialization of the American economy. The diversity of the movement often led to contradictions in policy positions. It increased the power of the federal government to deal with economic and social issues and stressed the importance of experts and statistical information. Although optimistic about their ability to improve American society, the progressives did not fundamentally change American society or its economy.

Page Ref: 636–637

Skill: Interpretive

Short Answer Questions

- 1) The history of the Standard Oil Company, published during the Progressive Era by _____, exposed the business practices of John D. Rockefeller.

Answer: Ida Tarbell

Page Ref: 610

Skill: Factual

- 2) The key philosopher of progressive education during the first decades of the twentieth century was _____.

Answer: John Dewey

Page Ref: 616

Skill: Factual

- 3) In the _____ case in 1908, the Supreme Court declared that the Sherman Anti-Trust Act could be used against trade unions as well as business monopolies.

Answer: *Danbury Hatters*

Page Ref: 620

Skill: Factual

- 4) In 1913, a strike at the Rockefeller-owned Colorado Fuel and Iron Industry resulted in the _____.

Answer: Ludlow Massacre

Page Ref: 622

Skill: Factual

- 5) During the Progressive Era, one of the most flamboyant and successful of the progressive mayors was _____ of Cleveland.

Answer: Tom Johnson

Page Ref: 624

Skill: Factual

- 6) One of the most successful of the reform governors during the Progressive Era was _____ of Wisconsin.

Answer: Robert La Follette

Page Ref: 625

Skill: Factual

- 7) Passage of the Elkins Act in 1903 and the Hepburn Act in 1906 strengthened the powers of the _____.

Answer: Interstate Commerce Commission

Page Ref: 628

Skill: Factual

- 8) In 1909, the _____ was organized to promote equality and justice for black Americans.

Answer: National Association for the Advancement of Colored People

Page Ref: 630–631

Skill: Factual

- 9) During the Wilson administration, Congress reduced the tariff when it passed the _____ bill.

Answer: Underwood

Page Ref: 634

Skill: Factual

- 10) The Wilson administration attempted to control the activities of large corporations by passing the _____ Act.

Answer: Clayton

Page Ref: 635

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) *The Shame of the Cities*

Page Ref: 610

Skill: Factual

- 2) *How the Other Half Lives*

Page Ref: 616

Skill: Factual

- 3) *Birth of a Nation*

Page Ref: 617

Skill: Factual

A) Lincoln Steffens

B) Upton Sinclair

C) Investigated Triangle Shirtwaist fire

D) Supported child labor legislation

E) Advocated birth control

4) *The City: The Hope of
Democracy*

Page Ref: 624

Skill: Factual

5) *The Jungle*

Page Ref: 628

Skill: Factual

6) Edgar Gardner Murphy

Page Ref: 611

Skill: Factual

7) Margaret Sanger

Page Ref: 615

Skill: Factual

8) Frances Perkins

Page Ref: 622

Skill: Factual

9) "Big Bill" Haywood

Page Ref: 622

Skill: Factual

10) Gifford Pinchot

Page Ref: 629

Skill: Factual

F) Expert in scientific forestry
conservation

G) Leader of the International
Workers of the World

H) Frederic C. Howe

I) Jacob Riis

J) D. W. Griffith

1) A

2) I

3) J

4) H

5) B

6) D

7) E

8) C

9) G

10) F

Chapter 22 The Great War

Multiple-Choice Questions

- 1) The event that caused the outbreak of war in Europe in 1914 was
- A) the assassination of Archduke Ferdinand.
 - B) the sinking of the *Lusitania*.
 - C) France's invasion of Belgium.
 - D) England's attack on Italy.

Answer: A

Page Ref: 640

Skill: Factual

- 2) In 1914, the general American reaction to the outbreak of war in Europe was
- A) a strong desire to declare war against England.
 - B) a strong desire to fight Germany.
 - C) relief that the United States was uninvolved.
 - D) complete neutrality of mind and action as President Wilson requested.

Answer: C

Page Ref: 642

Skill: Interpretive

- 3) At the beginning of World War I, President Wilson
- A) recommended that the United States stop trading with the belligerent countries.
 - B) advocated an American alliance with England.
 - C) expressed support for a German victory.
 - D) declared a policy of neutrality.

Answer: D

Page Ref: 642

Skill: Interpretive

- 4) Many of the young men in the United States who eagerly sought to participate in the Great War perceived it as
- A) horrible.
 - B) dull.
 - C) romantic.
 - D) an unpleasant burden that they must perform for their country.

Answer: C

Page Ref: 642

Skill: Interpretive

- 5) During World War I, Germany attempted to resist the British blockade of the sea routes to Germany by
- A) use of rockets.
 - B) use of submarines.
 - C) building a fleet larger than the British navy.
 - D) attacking British ships from German aircraft carriers.

Answer: B

Page Ref: 644

Skill: Interpretive

- 6) The advisor who recommended prohibiting Americans from traveling on belligerent ships was
- A) Edward M. House.
 - B) Walter Hines Page.
 - C) Robert Lansing.
 - D) William Jennings Bryan.

Answer: D

Page Ref: 645

Skill: Interpretive

- 7) The shift in American public opinion in favor of an Allied victory in World War I occurred when
- A) Germany sank the *Lusitania*.
 - B) Germany attacked England.
 - C) Wilson was reelected in 1916.
 - D) Austria attacked Serbia.

Answer: A

Page Ref: 645

Skill: Interpretive

- 8) In dealing with the relations between Mexico and the United States, President Wilson
- A) improved Mexican–American relations by implementing his idealistic principles.
 - B) showed little concern for the interests of the Mexican people.
 - C) recognized the Huerta government.
 - D) ordered General Pershing to lead an expeditionary force into northern Mexico.

Answer: D

Page Ref: 646

Skill: Interpretive

- 9) The Republican candidate for President in 1916 was
- A) Charles Evans Hughes.
 - B) William Jennings Bryan.
 - C) Theodore Roosevelt.
 - D) Warren Harding.

Answer: A

Page Ref: 647

Skill: Factual

10) Important in creating an atmosphere favorable for the United States' entry into World War I was

- A) Germany's refusal to trade with the United States.
- B) England's resumption of unrestricted submarine warfare.
- C) the De Lome Letter.
- D) the Zimmermann note.

Answer: D

Page Ref: 648

Skill: Interpretive

11) Important in the United States' decision to enter World War I was

- A) the sinking of five ships in March 1917 by German submarines.
- B) the pro-German bias of Wilson's advisors.
- C) refusal of the English to borrow money from the United States.
- D) increasing trade with Germany.

Answer: A

Page Ref: 648

Skill: Interpretive

12) In terms of its effect on domestic affairs in the United States, World War I resulted in

- A) an enthusiasm for things German.
- B) an unfavorable governmental attitude toward labor.
- C) restrictions on freedom of speech.
- D) a decrease in governmental control over the economy.

Answer: C

Page Ref: 650

Skill: Interpretive

13) The selective service system implemented by the Wilson administration

- A) failed to provide sufficient recruits for the U.S. military effort in Europe.
- B) was headed by Theodore Roosevelt.
- C) allowed some young men to avoid military service.
- D) led to massive riots against the draft.

Answer: C

Page Ref: 651

Skill: Interpretive

14) According to information collected by the U.S. government, American soldiers who served in World War I

- A) almost all had a high school education.
- B) were generally poorly educated and unsophisticated.
- C) were almost all over six feet tall.
- D) came primarily from urban rather than rural areas.

Answer: B

Page Ref: 653

Skill: Interpretive

15) During World War I, American women

- A) were prohibited from serving in the military.
- B) engaged in combat service along with men.
- C) engaged primarily in support service for male soldiers.
- D) were not allowed to serve as nurses because of the fear that they might become involved in battle.

Answer: C

Page Ref: 653

Skill: Interpretive

16) When the United States entered World War I, black leader W. E. B. Du Bois

- A) condemned American involvement.
- B) suggested that blacks not register for military service.
- C) volunteered to lead a black regiment in the war.
- D) urged blacks to support the war.

Answer: D

Page Ref: 653

Skill: Interpretive

17) During World War I, the black soldier

- A) proved to be superior to the white soldier.
- B) was condemned by W.E.B. Du Bois for participating in the war.
- C) typically worked as a stevedore, laborer or driver.
- D) refused to fight under French leaders.

Answer: C

Page Ref: 653

Skill: Interpretive

- 18) By the time that the United States decided to enter World War I
- A) fighting in western Europe had become a bloody stalemate.
 - B) the Germans had overrun France and were preparing to invade Britain.
 - C) the British and French had essentially defeated the Germans.
 - D) the Italians had defeated the Russians.

Answer: A

Page Ref: 656

Skill: Interpretive

- 19) American soldiers who participated in World War I
- A) were distributed among allied troops under European commanders.
 - B) except for blacks, served in separate units under American commanders.
 - C) because of their inexperience failed to contribute significantly to the military effort.
 - D) served largely as service personnel to European combat soldiers.

Answer: B

Page Ref: 656

Skill: Interpretive

- 20) During World War I, American troops
- A) fought very poorly in general.
 - B) helped repel the all-out offensive Germany launched in 1918.
 - C) were extremely well-organized.
 - D) participated in no really significant battles.

Answer: B

Page Ref: 656

Skill: Interpretive

- 21) In financing American involvement in World War I, the Wilson administration
- A) adopted the approach Secretary of the Treasury Salmon P. Chase had used in financing the Civil War.
 - B) refused to increase taxes.
 - C) increased taxes and borrowing.
 - D) did little to involve the average citizen directly.

Answer: C

Page Ref: 658

Skill: Interpretive

22) One important impact of World War I on American society was

- A) an increase in federal power.
- B) encouragement of progressive reforms.
- C) to delay support for women's suffrage.
- D) to turn the United States into a debtor nation.

Answer: A

Page Ref: 658

Skill: Interpretive

23) In its effort to mobilize the American economy for the war effort during World War I, the Wilson administration

- A) issued rationing stamps to limit food consumption.
- B) failed to recognize the importance of women as consumers.
- C) quickly increased the construction of battleships.
- D) used the power of the government to control scarce materials.

Answer: D

Page Ref: 659

Skill: Interpretive

24) The labor policy of the Wilson administration during World War I

- A) sought to protect and extend the rights of organized labor.
- B) staunchly opposed efforts to unionize American workers.
- C) showed little concern for the working conditions of women and children.
- D) declared the American Federation of Labor illegal.

Answer: A

Page Ref: 659

Skill: Interpretive

25) During World War I, women in the United States

- A) found new employment opportunities.
- B) demonstrated that they were unable to assume most of the jobs traditionally occupied by men.
- C) made few significant contributions to the war effort.
- D) out of a sense of patriotism ceased to demand the right to vote.

Answer: A

Page Ref: 660

Skill: Interpretive

- 26) During World War I, social justice progressives in the United States
- A) found no government support for their policies.
 - B) endorsed all aspects of the Wilson war policies.
 - C) failed to achieve legislation restricting alcohol consumption and prostitution near military bases.
 - D) criticized the government's restriction on freedom of speech.

Answer: D

Page Ref: 661

Skill: Interpretive

- 27) By 1918, those who opposed the women's suffrage movement
- A) included President Woodrow Wilson.
 - B) argued that it would defeminize women.
 - C) argued that it would interfere with the war effort.
 - D) were led by Carrie Chapman Catt.

Answer: B

Page Ref: 662

Skill: Interpretive

- 28) Wilson based his plan for peace among the warring nations on
- A) the ten-percent plan.
 - B) the Fourteen Points.
 - C) unconditional surrender by Germany.
 - D) American support for a Russian invasion of Germany.

Answer: B

Page Ref: 662

Skill: Factual

- 29) President Wilson led the American delegation to the negotiations in Paris in 1918
- A) because he considered Secretary of State Lansing incompetent.
 - B) to reassure Henry Cabot Lodge that American interests would be protected at the conference.
 - C) at the insistence of the Senate.
 - D) accompanied by the Secretary of State, technical experts, and other advisors.

Answer: D

Page Ref: 662–663

Skill: Interpretive

- 30) Most historians consider Wilson's decision to exclude Henry Cabot Lodge from the negotiations at the Paris Peace Conference to have been
- A) politically shrewd.
 - B) a political mistake.
 - C) unimportant.
 - D) an attempt to avoid offending the Republican majority in the United States Senate.

Answer: B

Page Ref: 663

Skill: Interpretive

- 31) In comparison with the European leaders at the Paris Peace Conference, President Wilson can be characterized as more
- A) idealistic.
 - B) hostile toward Germany.
 - C) opposed to the idea of self-determination.
 - D) unpopular with the ordinary people of Europe.

Answer: A

Page Ref: 663

Skill: Interpretive

- 32) The women who organized the Women's International League for Peace and Freedom
- A) enthusiastically endorsed the Treaty of Versailles.
 - B) believed the Treaty of Versailles was too lenient on Germany.
 - C) supported the disarmament of Germany but not France and Britain.
 - D) denounced the Treaty of Versailles as one-sided.

Answer: D

Page Ref: 664

Skill: Interpretive

- 33) The Treaty of Versailles, which ended World War I
- A) was opposed by President Wilson.
 - B) failed to provide for the establishment of the League of Nations.
 - C) failed to obtain approval from the United States Senate.
 - D) was quickly ratified by the United States Senate.

Answer: C

Page Ref: 665

Skill: Interpretive

- 34) An important legacy of World War I for American society was that it
- A) indicated American readiness to accept a position of world leadership.
 - B) decreased intolerance.
 - C) brought about fulfillment of most of the goals of the progressives.
 - D) stimulated pride and patriotism.

Answer: D

Page Ref: 666

Skill: Interpretive

- 35) Prior to 1915 the United States government restricted American investors from making loans to belligerent countries. Belligerent means that a country
- A) is behind in making payments on money it has borrowed.
 - B) has declared a policy of neutrality.
 - C) is at war with another country.
 - D) has defaulted on its debt payments.

Answer: C

Page Ref: 644

Skill: Applied

- 36) Many historians consider it ironic that in the election of 1916 the Democrats used a slogan implying that Wilson had kept the United States out of war because
- A) he had already indicated that he thought the United States should become involved in the war.
 - B) soon after the election he asked for a declaration of war against Germany.
 - C) he had opposed a policy of neutrality for the United States.
 - D) he had defended the Germans' right to use submarines against the British blockade of their country.

Answer: B

Page Ref: 647

Skill: Applied

- 37) As far as relations between the races were concerned, during World War I the American government indicated that it did not intend to change the status quo. This implied that the government meant to
- A) continue the integration of the armed forces.
 - B) station blacks only in the northern states as it had in previous wars.
 - C) maintain segregated military units.
 - D) maintain equality between black and white officers.

Answer: C

Page Ref: 653

Skill: Applied

- 38) In an attempt to deal with the problem of venereal disease among American soldiers, progressive social reformers suggested the use of prophylaxis. Prophylaxis is
- A) a prostitute. B) an antibiotic. C) imprisonment. D) a preventive.

Answer: D

Page Ref: 661

Skill: Applied

- 39) Many historians consider Woodrow Wilson to have been more naive than European leaders at the end of World War I. Naive implies that Wilson
- A) fully understood the complexities of world affairs.
B) took an authoritarian approach to negotiations.
C) was politically astute.
D) had a somewhat simplistic view of world affairs.

Answer: D

Page Ref: 663

Skill: Applied

True/False Questions

- 1) In his dealings with the Latin American countries, President Wilson essentially reversed the policies that Theodore Roosevelt had applied to those countries.

Answer: FALSE

Page Ref: 645

Skill: Interpretive

- 2) Throughout his administration, President Wilson steadfastly adhered to the principles of the New Freedom that he had enunciated during the campaign of 1912.

Answer: FALSE

Page Ref: 647

Skill: Interpretive

- 3) In January 1917, the German government attempted to get the United States to help negotiate a peace settlement with its enemies.

Answer: FALSE

Page Ref: 648

Skill: Interpretive

- 4) After the United States decided to enter World War I, most Americans enthusiastically supported the war effort.

Answer: TRUE

Page Ref: 649

Skill: Interpretive

- 5) During World War I, the Selective Service Act was applied without discrimination to blacks and whites alike.

Answer: FALSE

Page Ref: 653

Skill: Interpretive

- 6) Black American soldiers assigned to the French army during World War I fought well.

Answer: TRUE

Page Ref: 656

Skill: Interpretive

- 7) With the exception of black women, World War I offered improved opportunities for most minority groups in the United States.

Answer: FALSE

Page Ref: 660

Skill: Interpretive

- 8) World War I negatively impacted the fight to achieve suffrage for women.

Answer: FALSE

Page Ref: 662

Skill: Interpretive

- 9) During the peace negotiations in Paris at the end of World War I, President Wilson convinced the European leaders to adhere to all the major provisions of his Fourteen Points.

Answer: FALSE

Page Ref: 664

Skill: Interpretive

- 10) World War I proved to be both a triumph and a tragedy for the American people because it provided greater opportunity for many disadvantaged groups, but in many cases these opportunities proved to be only temporary.

Answer: TRUE

Page Ref: 666

Skill: Interpretive

Essay Questions

- 1) Discuss the reasons the United States government announced a policy of neutrality at the outbreak of war in Europe in 1914, as well as the difficulties the United States had in maintaining such a policy prior to its entry into the war in 1917.

Answer: At the beginning of World War I, the Wilson administration considered the United States above fighting to solve political problems, and considered that the United States didn't have any major stake in the outcome of the war. . The British blockade of Germany, and German retaliation through the use of submarine warfare, however, made it impossible for the United States to remain uninvolved.

Page Ref: 642–645

Skill: Interpretive

- 2) Discuss the factors that motivated American foreign policy in Latin America during the Wilson administration and evaluate the success of that policy in dealing with Mexico.

Answer: American policy toward the Latin American countries during the Wilson administration was designed to support American economic interests in the area. Wilson's idealism led to American intervention in Mexico, creating tension and confrontation with that country. The United States intervened militarily in the Dominican Republic and Nicaragua to guarantee political stability in the area in order to protect American economic and national security interests.

Page Ref: 645–646

Skill: Interpretive

- 3) Discuss the approach of the American government in promoting support for American involvement in World War I among its citizens and evaluate the impact of these policies on the activities of the American people.

Answer: The federal government promoted the war as a patriotic crusade under direction of the Creel Committee. This approach soon became anti-German and anti-immigrant and often encouraged violence or even murder against unpopular groups. During the war the government passed a series of laws restricting individual freedom and civil rights.

Page Ref: 649–651

Skill: Interpretive

- 4) Suppose you were a typical white American soldier during World War I. Describe your characteristics and the experiences you probably would have had while fighting in Europe.

Answer: The typical white American soldier during World War I was about 22 years old, 5 feet 7 inches tall, and weighed 142 pounds. He was often illiterate or uneducated and generally unsophisticated. His military experiences exposed him to many new goods and ideas, such as movies, the automobile, and razors. Inexperienced at first on the battlefield, American soldiers contributed to the success in several battles near the end of the war. Combat proved to be much less romantic than many of them had expected.

Page Ref: 652–653; 656–6

Skill: Interpretive

- 5) Suppose you were a black American soldier fighting in Europe during World War I. Describe your military experiences while over there.

Answer: The typical black American soldier during World War I suffered from the same discrimination by American whites as he had experienced in civilian life. Blacks were generally used to support white military personnel in jobs such as stevedores. When fighting under French leadership, however, black Americans proved themselves as capable as other soldiers. Many American whites used the failure of the ill-equipped and ill-trained all-black 92nd division in the battle of the Argonne to support their view that black soldiers were not militarily capable.

Page Ref: 653; 656–658

Skill: Interpretive

- 6) Discuss the activities of the government in mobilizing the American economy after the United States entered World War I.

Answer: Realizing that the war would be expensive, the Wilson administration financed the war by borrowing and raising taxes. In order to involve the American people directly in the war effort, the government promoted the sale of liberty bonds. To coordinate the economy and ensure efficiency, the government extended federal control through establishment of the Food Administration, War Industries Board, and United Railway Administration. They ensured labor peace by protecting and extending the rights of organized labor.

Page Ref: 658–661

Skill: Interpretive

- 7) Discuss how progressives attempted to promote their philosophy during World War I.

Answer: Progressives saw the war as an opportunity to encourage social planning. They used the war effort to promote collective bargaining, the eight-hour day, protection of women and children in the workplace, and government housing projects. They also supported women's suffrage and prohibition.

Page Ref: 661–662

Skill: Interpretive

- 8) Discuss President Woodrow Wilson's role in drafting the Treaty of Paris at the end of World War I.

Answer: President Wilson attended the Paris Peace Conference to bring peace to an imperialistic and greedy world. He embodied his idealistic, and often naive, goals in his Fourteen Points, being especially concerned with the establishment of a league of nations to maintain world peace. In order to obtain approval of the League, Wilson was forced to compromise many of his other goals.

Page Ref: 662–664

Skill: Interpretive

- 9) Discuss the factors that brought about the failure of the United States to ratify the Treaty of Versailles.

Answer: Wilson made a serious blunder when he failed to take any prominent Republican politicians to Paris with him to negotiate the peace treaty, since the Republicans had gained a majority in the Senate in the election of 1918. Personality differences between Wilson and Lodge, chair of the Senate Foreign Relations Committee, made it difficult for them to resolve their differences concerning the League of Nations. When Wilson suffered a stroke, those supporting the League lost their most valuable leader.

Page Ref: 662–665

Skill: Interpretive

Short Answer Questions

- 1) In 1913, President Wilson complicated relations between the United States and _____ when he attempted to remove what he called a "government of butchers" in that country.

Answer: Mexico

Page Ref: 646

Skill: Factual

- 2) In 1916 Wilson ordered _____ to lead an expeditionary force into northern Mexico.

Answer: General John Pershing

Page Ref: 646

Skill: Factual

- 3) In 1916, Woodrow Wilson appointed the first Jew, _____, to the Supreme Court.

Answer: Louis D. Brandeis

Page Ref: 647

Skill: Factual

- 4) During World War I, the Secretary of War was _____.

Answer: Newton Baker

Page Ref: 651

Skill: Factual

- 5) The all-black _____ was criticized for its failures despite the fact that its members had not been properly trained or equipped.

Answer: 92nd Division

Page Ref: 657

Skill: Factual

- 6) Sergeant _____, a former conscientious objector from Tennessee, became one of the most celebrated heroes of World War I.

Answer: Alvin York

Page Ref: 657

Skill: Factual

- 7) Secretary of the Treasury _____ had the primary responsibility for determining how the United States would finance its participation in World War I.

Answer: William McAdoo

Page Ref: 658

Skill: Factual

- 8) The _____ Amendment to the Constitution guaranteed women the right to vote.

Answer: Nineteenth

Page Ref: 662

Skill: Factual

- 9) To President Wilson, one of the most important goals he pursued at the Paris Peace Conference at the end of World War I was the establishment of a _____, which he hoped could preserve world peace in the future.

Answer: League of Nations

Page Ref: 662

Skill: Factual

- 10) The senator who led the opposition to ratification of the Treaty of Versailles as agreed to by President Wilson was _____, chairman of the Senate Foreign Relations Committee.

Answer: Henry Cabot Lodge

Page Ref: 662

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Republican presidential candidate in 1916

Page Ref: 647

Skill: Factual

- 2) Commander of American troops in Mexico, 1916:

Page Ref: 646

Skill: Factual

- 3) Head of the Committee on Public Information during World War I

Page Ref: 649

Skill: Factual

A) Robert Lansing

B) Carrie Chapman Catt

C) George Creel

D) Alice Paul

E) Henry Cabot Lodge

F) Jane Addams

G) Herbert Hoover

4) Head of the War Industries
Board during World War I

Page Ref: 659

Skill: Factual

5) Chairman of the Senate
Foreign Relations Committee

Page Ref: 665

Skill: Factual

6) Replaced William Jennings
Bryan as secretary of state

Page Ref: 645

Skill: Factual

7) Director of the Food
Administration during World
War I

Page Ref: 658

Skill: Factual

8) President of the National
American Woman Suffrage
Association

Page Ref: 662

Skill: Factual

9) Led the National Women's
Party

Page Ref: 771

Skill: Factual

10) First president of the
Women's International
League for Peace and
Freedom

Page Ref: 774

Skill: Factual

H) Bernard Baruch

I) Charles Evans Hughes

J) John Pershing

1) I
7) G

2) J
8) B

3) C
9) D

4) H
10) F

5) E

6) A

Chapter 23 Affluence and Anxiety

Multiple-Choice Questions

- 1) For blacks like the Parker family, World War I provided
- A) new opportunities in the North.
 - B) new opportunities in the South.
 - C) an escape from racial prejudice.
 - D) fulfillment of their dream of racial equality.

Answer: A

Page Ref: 668

Skill: Interpretive

- 2) In the 1920s, the enthusiasm for social progress of the war year
- A) evaporated.
 - B) increased.
 - C) was less popular because of the Depression.
 - D) continued at a more moderate pace.

Answer: A

Page Ref: 670

Skill: Interpretive

- 3) The tensions and hostilities evident in the United States during the 1920s can be partially explained by
- A) the continued dominance of the Progressive reform movement.
 - B) the increase in immigration into the United States from northern European countries.
 - C) a decline in religious fundamentalism.
 - D) the fear that foreigners were destroying the American way of life.

Answer: D

Page Ref: 670

Skill: Interpretive

- 4) The "red scare" during the 1920s refers to
- A) fears by white Americans that the Indians would attempt to reclaim their lost lands.
 - B) a literary device used by those who criticized American society.
 - C) the attempt of the Soviet Union to establish communism in Cuba.
 - D) American fears of communist influence in the United States.

Answer: D

Page Ref: 670

Skill: Interpretive

5) The strikes that occurred in the United States during 1919 indicated that most American workers

- A) supported communism.
- B) wanted higher wages.
- C) hoped to overthrow the government.
- D) followed the philosophy of A. Mitchell Palmer.

Answer: B

Page Ref: 670

Skill: Interpretive

6) Public reaction to the series of strikes that occurred in the United States during 1919 tended to

- A) blame the communists for the unrest.
- B) support the justice of the strikers' cause.
- C) condemn the actions of the attorney general.
- D) view the strikers as patriots exercising their right to assembly.

Answer: A

Page Ref: 670

Skill: Interpretive

7) During the "red scare" of 1919, the Attorney General of the United States

- A) staunchly defended the civil rights of those who had been accused of being communists.
- B) violated the rights of many radicals.
- C) used military force against Indians who attempted to seize land they claimed belonged to them.
- D) defended the actions of Ku Klux Klan members because of their commitment to traditional American principles.

Answer: B

Page Ref: 671

Skill: Interpretive

8) During the Twenties, the Ku Klux Klan

- A) stressed religious as well as racial nativism.
- B) became less influential.
- C) operated exclusively in the southern states.
- D) supported Catholics but not Jews.

Answer: A

Page Ref: 671

Skill: Interpretive

- 9) The outcome of the Sacco–Vanzetti case indicated
- A) a commitment by the political leaders to pursue justice against public pressure for conviction.
 - B) an unreasoned fear of foreigners and radicals.
 - C) that they clearly were guilty of murder.
 - D) clearly that the two men were not radicals.

Answer: B

Page Ref: 672

Skill: Interpretive

- 10) An important change in the lifestyle of the American people during the 1920s was brought about by
- A) a decline in religious controversy.
 - B) the kitchen revolution.
 - C) improved bathroom facilities.
 - D) the development of television.

Answer: C

Page Ref: 673

Skill: Factual

- 11) During the 1920s, in the United States,
- A) benefits of prosperity were more evenly distributed among the American people.
 - B) Americans had less leisure time.
 - C) people had fewer educational opportunities.
 - D) the American diet improved.

Answer: D

Page Ref: 673

Skill: Interpretive

- 12) During the 1920s, businesses in the United States
- A) rejected the ideas of Frederick Taylor.
 - B) failed to recognize the importance of planning.
 - C) saw the emergence of a new kind of manager.
 - D) saw the decline of business concentration.

Answer: C

Page Ref: 674

Skill: Interpretive

13) In economic terms, the period of the 1920s in the United States could be characterized as

- A) an era of agricultural prosperity.
- B) an era of industrial depression.
- C) an era of few technological developments.
- D) a second industrial revolution.

Answer: D

Page Ref: 674

Skill: Interpretive

14) An important factor in changing American lifestyles during the 1920s was

- A) the repeal of prohibition.
- B) widespread use of the automobile.
- C) increase in air travel.
- D) the development of television.

Answer: B

Page Ref: 675

Skill: Interpretive

15) Henry Ford earned a reputation as a(n)

- A) imitator rather than innovator.
- B) conservative businessman.
- C) progressive industrial leader.
- D) technological genius.

Answer: C

Page Ref: 675

Skill: Factual

16) During the 1920s, American cities

- A) ceased to grow in size.
- B) experienced considerable suburban expansion.
- C) generally prohibited automobile traffic within their limits.
- D) experienced little growth in their central areas.

Answer: B

Page Ref: 676

Skill: Interpretive

17) An important aspect of the communications revolution that occurred during the 1920s was

- A) expanded use of the telephone.
- B) decline in the significance of advertising.
- C) widespread use of television.
- D) the development of computer technology.

Answer: A

Page Ref: 676

Skill: Interpretive

- 18) The 1920s represented a period in American history when
- A) few people had access to new forms of entertainment.
 - B) urbanization declined.
 - C) technological developments had little impact on the American way of life.
 - D) a new culture of consumption and pleasure clashed with traditional values.

Answer: D

Page Ref: 677

Skill: Interpretive

- 19) The Scopes trial symbolized
- A) labor's struggle to unionize.
 - B) the clash between traditional and modern values.
 - C) the progress made by immigrants.
 - D) the continuing animosity between northern and southern states.

Answer: B

Page Ref: 678

Skill: Interpretive

- 20) Intolerance during the 1920s in the United States was reflected in the
- A) suppression of the Ku Klux Klan.
 - B) passage of restrictive immigration laws.
 - C) popularity of jazz.
 - D) increased success of labor unions.

Answer: B

Page Ref: 678

Skill: Interpretive

- 21) By the end of the 1920s, African-Americans
- A) were pleased with the changes in their lifestyle.
 - B) had only partly fulfilled the dreams with which they began the decade.
 - C) had fully assimilated into American society.
 - D) were returning to their earlier roles in southern society.

Answer: B

Page Ref: 680

Skill: Interpretive

- 22) An important leader in the black-pride movement during the 1920s was
- A) Stokely Carmichael.
 - B) Marcus Garvey.
 - C) Jean Toomer.
 - D) Booker T. Washington.

Answer: B

Page Ref: 681

Skill: Factual

- 23) The Harlem Renaissance is a term that refers to
- A) the white American writers who fled to Europe during the 1920s.
 - B) black American intellectuals and artists who stressed black pride.
 - C) the name of a jazz group during the 1960s.
 - D) a Dutch intellectual movement that greatly influenced American thought.

Answer: B

Page Ref: 682

Skill: Interpretive

- 24) During the 1920s, most of the novelists who achieved lasting importance
- A) celebrated America's achievements during World War I.
 - B) criticized values prevailing in America during the decade.
 - C) repudiated any allegiance to traditional American ideals.
 - D) wrote almost entirely about European subjects.

Answer: B

Page Ref: 683

Skill: Interpretive

- 25) The American author who, during the 1920s, wrote *The Great Gatsby*, a novel critical of the American success myth, was
- A) Ernest Hemingway.
 - B) F. Scott Fitzgerald.
 - C) Sinclair Lewis.
 - D) William Faulkner.

Answer: B

Page Ref: 683

Skill: Factual

26) In general, during the 1920s, women in the United States

- A) had more children.
- B) were almost all involved in the "flapper" craze.
- C) found housework less time-consuming.
- D) more often worked outside the home.

Answer: D

Page Ref: 685

Skill: Interpretive

27) During the 1920s, women

- A) experienced greater restrictions on their sexual freedom.
- B) had more children than women living before World War I.
- C) eliminated the double standard in job opportunities.
- D) found the hopes and promises of prewar feminism unfulfilled.

Answer: D

Page Ref: 685

Skill: Interpretive

28) The 1927 Mississippi flood

- A) set a precedent for federal involvement in local affairs.
- B) demonstrated Coolidge's lack of concern for people's problems.
- C) destroyed homes, but stimulated an effort to improve housing for sharecroppers.
- D) caused extensive damage because nobody had taken any precautions against flooding.

Answer: A

Page Ref: 686

Skill: Interpretive

29) During the 1920s, the United States government

- A) was often influenced by the wealthy.
- B) rejected concepts of planning as too socialistic.
- C) generally promoted progressive reform programs.
- D) pursued an aggressive policy of regulating business activities.

Answer: A

Page Ref: 687

Skill: Interpretive

30) As president, Warren Harding can best be described as

- A) a supporter of progressive reform.
- B) reflecting the conservatism of the 1920s.
- C) very moralistic.
- D) personally corrupt.

Answer: B

31) As president, Calvin Coolidge can best be described as

- A) personally corrupt.
- B) outgoing and gregarious.
- C) scandalous.
- D) dour but honest.

Answer: D

Page Ref: 688

Skill: Interpretive

32) As secretary of commerce during the 1920s, Herbert Hoover

- A) endorsed the principles of socialism.
- B) ignored the problem of unemployment in the country.
- C) supported the 8-hour workday, better nutrition for children and conservation.
- D) rejected most progressive ideas.

Answer: C

Page Ref: 688–689

Skill: Interpretive

33) During the 1920s, American foreign policy

- A) supported the League of Nations.
- B) reluctantly accepted international power.
- C) opposed the Washington Conference on Naval Disarmament.
- D) supported active American involvement in world affairs.

Answer: B

Page Ref: 689

Skill: Interpretive

34) During the 1920s, progressivism in the United States

- A) enjoyed increasing support.
- B) disappeared altogether.
- C) persisted despite an unfavorable environment.
- D) failed to achieve any important gains for social justice.

Answer: C

Page Ref: 691

Skill: Interpretive

35) Passage of the Eighteenth Amendment to the Constitution, prohibiting the consumption of alcohol in the United States,

- A) was opposed by most progressive reformers as a violation of personal rights.
- B) effectively eliminated alcohol use in the country.
- C) did not prevent consumption of beer and wine.
- D) revealed the difficulty of legislating moral reform.

Answer: D

Page Ref: 691

Skill: Interpretive

36) During the 1920s, many Americans considered a Bolshevik to be

- A) a member of the Ku Klux Klan.
- B) a dangerous radical.
- C) a defender of traditional American values.
- D) an opponent of communism.

Answer: B

Page Ref: 670

Skill: Applied

37) During the 1920s, oligopolies increased in the United States. Oligopoly means

- A) diversification of business activities.
- B) domination of an industry by a few companies.
- C) domination of an industry by one company.
- D) companies controlled by family entrepreneurs.

Answer: B

Page Ref: 674

Skill: Applied

38) The Harlem Renaissance is a term historians use to describe black culture during the 1920s. The term renaissance implies

- A) that blacks fled to the Netherlands where they could freely develop their intellectual abilities.
- B) that blacks rejected traditional intellectual and artistic pursuits.
- C) a revival of interest among black intellectuals and artists concerning black traditions and values.
- D) that black artists and intellectuals found general acceptance in American society.

Answer: C

Page Ref: 682

Skill: Applied

- 39) The 1920s have often been described as a time of paradox in American history. A paradox implies
- A) circumstances contrary to common sense but still true.
 - B) a situation characterized by myth.
 - C) a situation devoid of tensions.
 - D) agreement between reality and truth.

Answer: A

Page Ref: 694

Skill: Applied

True/False Questions

- 1) The period of the 1920s in the United States can best be described by the phrase "jazz age."

Answer: FALSE

Page Ref: 669

Skill: Interpretive

- 2) The Ku Klux Klan of the 1920s confined its activities to segregating African Americans.

Answer: FALSE

Page Ref: 671–672

Skill: Interpretive

- 3) During the 1920s, the American standard of living declined.

Answer: FALSE

Page Ref: 673

Skill: Factual

- 4) "Welfare capitalism" means that the government assumes the responsibility for the welfare of the people.

Answer: FALSE

Page Ref: 674

Skill: Interpretive

- 5) Despite a rising standard of living, American life expectancy failed to increase.

Answer: FALSE

Page Ref: 673

Skill: Interpretive

- 6) During the 1920s, American farmers generally shared in the economic prosperity enjoyed by other Americans.

Answer: FALSE

Page Ref: 685

Skill: Interpretive

- 7) Despite the fact that thousands of urban workers improved their standard of living, inequities in the distribution of wealth increased during the 1920s in the United States.

Answer: TRUE

Page Ref: 686

Skill: Interpretive

- 8) In the presidential election of 1920, Franklin Delano Roosevelt was the vice-presidential candidate for the Democratic party.

Answer: TRUE

Page Ref: 687

Skill: Factual

- 9) During the presidential election of 1920, the Republicans had great difficulty in obtaining a majority for their candidate.

Answer: FALSE

Page Ref: 687

Skill: Interpretive

- 10) During his term as president, Warren Harding proved to be personally corrupt.

Answer: FALSE

Page Ref: 687

Skill: Interpretive

Essay Questions

- 1) Suppose you were John Parker, the black Alabama sharecropper who moved North during World War I. Describe the hopes related to your decision to move to the North and analyze the degree to which you were able to fulfill those hopes during the 1920s.

Answer: When blacks like John Parker decided to move to the North during World War I, they were seeking greater economic opportunity and social freedom. Blacks did find greater economic opportunity in the North, but they still found themselves in the less desirable and lower paying jobs. They also still faced much discrimination against blacks in the North. After the end of the war, blacks often lost many of the gains they had made economically, but many were still better off than they had been before the war.

Page Ref: 668–669

Skill: Applied

- 2) After World War I, fear of communism generally permeated attitudes among the American people. Explain the reasons for the development of this fear and discuss the events that reflect this fear in American society during the 1920s.

Answer: Many Americans came to believe after World War I that communism represented a real threat to the American way of life. Nevertheless, when workers struck for higher wages their protests were often interpreted as communist inspired. The Attorney-General, A. Mitchell Palmer, launched a series of raids, in the process often violating the civil rights of the accused, to deport communists from the United States.

Page Ref: 670–671

Skill: Interpretive

- 3) Discuss the general attitude of native-born white Americans toward immigrants during the 1920s.

Answer: Native-born white Americans tended to view immigrants as a threat to the traditional American way of life. This fear fueled the Red Scare and brought demands for conviction of Sacco and Vanzetti for murder, largely because of their belief in anarchy. For the first time in its history, the United States imposed major restrictions on immigration, structuring the laws to encourage migration of those most like the white Protestants who had dominated American society before the Civil War. Mexican immigrants faced exploitation and discrimination.

Page Ref: 670–673; 678–680

Skill: Interpretive

- 4) Explain the reasons for the revival of the Ku Klux Klan during the 1920s and evaluate the extent to which the Klan was able to attain its goals successfully.

Answer: As the United States became more urban, tension increased between rural and urban Americans. White Protestants feared that successful Catholics and Jews, as well as blacks, were threatening the American way of life. The Ku Klux Klan arose to control these groups. Unlike the Klan during Reconstruction, the new Klan gained significance outside, as well as inside, the South. After gaining considerable political power in some states, after 1924 the influence of the Klan declined.

Page Ref: 672–673

Skill: Interpretive

- 5) Suppose you belonged to a middle-class family during the 1920s. Describe what would probably have been characteristic of your lifestyle during that period.

Answer: During the 1920s the living standard of the typical middle-class family steadily rose. Electrification of the homes and greater availability of modern bathroom facilities made living more pleasant and some work easier. The automobile increased mobility, leading many families to move to the suburbs, while also significantly changing the dynamics of family life. The radio, telephone, and movies provided greater entertainment opportunities and brought more communication between individuals.

Page Ref: 673–677

Skill: Applied

- 6) Discuss the major technological and business innovations that promoted economic prosperity in the United States during the 1920s.

Answer: During the 1920s, the rise of modern corporations transformed American business. A new managerial style developed, emphasizing planning and efficiency. Electrification essentially ushered in a "second industrial revolution," increasing productivity and the development of new products. Development of the automobile spurred economic growth, especially with the use of the assembly line. A communications revolution, brought on by the use of the telephone, changed the way business operated.

Page Ref: 673–677

Skill: Interpretive

- 7) Suppose that you were a black intellectual living in New York City and observing the various aspects of black life in the United States during the 1920s. Describe what you would consider the major aspects of black life and culture during that period.

Answer: Many blacks moved north for better economic opportunities. Those inclined toward artistic and intellectual pursuits often settled in Harlem. While blacks received better treatment in the North than they had experienced in the South, they were still the victims of discrimination, prejudice and race riots. Leaders such as W. E. B. Du Bois and Marcus Garvey offered different approaches to improving conditions for blacks. Black intellectuals faced the dilemma of trying to present the black position while drawing support for their work from whites.

Page Ref: 680–683

Skill: Applied

- 8) Pretend that you are reporting for a contemporary women's magazine concerning the conditions of women during the 1920s. How would you describe the lifestyle of women in each class of American society, and how would you evaluate the change, if any, in the rights and opportunities for women in that period?

Answer: For some middle- and upper-class women the 1920s was the age of the flapper. This group tended to enjoy greater sexual freedom than their predecessors and with the decline in family size they also enjoyed more leisure and educational opportunities. Technological development eased the burden of those who could afford the new conveniences, while advertising attempted to influence their spending habits. More women worked outside the home, lower class women often because they had to do so, where they were still treated unequally.

Page Ref: 684–685

Skill: Applied

- 9) Discuss the philosophy of the three Republican presidents of the 1920s and evaluate their handling of the major developments in American domestic and foreign policies during their administrations.

Answer: All three Republican presidents during the 1920s were basically economically conservative. Harding's administration was racked with scandals. Coolidge was committed to limited government and supported policies favorable to business interests, while Hoover emphasized planning and efficiency. All three pursued an isolationist foreign policy while emphasizing the development of American trade. They supported disarmament and an interventionist policy toward Latin America and demanded that the European governments pay their debts to the United States.

Page Ref: 687-691

Skill: Interpretive

- 10) Discuss the events that indicate the survival of progressivism during the 1920s.

Answer: While the 1920s was a period of reaction against reform, progressivism did not completely disappear. Reformers pressed for a constitutional amendment to end child labor, and Congress passed the Sheppard-Towner Maternity Act in an attempt to reduce infant mortality in the United States, although the act was repealed in 1929. Reformers also succeeded in passage of the Eighteenth Amendment, prohibiting the manufacture and consumption of alcohol, which unfortunately encouraged lawlessness and the development of organized crime.

Page Ref: 691-692

Skill: Interpretive

Short Answer Questions

- 1) In 1919, Attorney General _____ led a campaign to suppress radicalism in the United States.

Answer: A. Mitchell Palmer

Page Ref: 671

Skill: Factual

- 2) Sacco and Vanzetti, admitted _____, were convicted of murder and robbery more because of their radicalism than because there was clear evidence of their guilt.

Answer: anarchists

Page Ref: 672

Skill: Factual

- 3) The first inexpensive family car available to Americans during the 1920s was the _____.

Answer: Model T

Page Ref: 675

Skill: Factual

- 4) In 1927, _____ became the first person to fly across the Atlantic alone.

Answer: Charles Lindbergh

Page Ref: 677

Skill: Factual

- 5) During the Scopes trial, the World Christian Fundamentalist Federation asked former Secretary of State _____ to aid with the prosecution.

Answer: William Jennings Bryan

Page Ref: 678

Skill: Factual

- 6) After passage of the immigration acts in the 1920s, the _____ became the largest immigrant group in the United States.

Answer: Mexicans

Page Ref: 679–680

Skill: Factual

- 7) During the 1920s, Congress attempted to aid the American farmers by passing the _____ Farm Relief Bill.

Answer: McNary–Haugen

Page Ref: 686

Skill: Factual

- 8) The Democratic candidate for president in 1920 was _____.

Answer: James Cox

Page Ref: 687

Skill: Factual

- 9) In 1924, the Democrats nominated _____ as their presidential candidate.

Answer: John Davis

Page Ref: 688

Skill: Factual

- 10) The social justice progressives achieved a major success in the 1920s with passage of the _____ Act, which was designed to protect the health of women and children.

Answer: Sheppard–Towner Maternity

Page Ref: 691

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

1) *Ten Days That Shook the World*

Page Ref: 670

Skill: Factual

2) *Home to Harlem*

Page Ref: 682

Skill: Factual

3) *The New Negro*

Page Ref: 682

Skill: Factual

4) *The Sun Also Rises*

Page Ref: 683

Skill: Factual

5) *The Man Nobody Knows*

Page Ref: 687

Skill: Factual

6) *American Mercury*

Page Ref: 683

Skill: Factual

7) Boston Police Strike of 1919

Page Ref: 671

Skill: Factual

8) Ku Klux Klan

Page Ref: 671

Skill: Factual

9) General Motors

Page Ref: 674

Skill: Factual

10) United Mine Workers Union

Page Ref: 686

Skill: Factual

A) Ernest Hemingway

B) Alfred P. Sloan, Jr.

C) H. L. Mencken

D) Alain Locke

E) John Reed

F) William J. Simmons

G) Calvin Coolidge

H) John L. Lewis

I) Claude McKay

J) Bruce Barton

1) E
7) G

2) I
8) F

3) D
9) B

4) A
10) H

5) J

6) C

Chapter 24 The Great Depression and the New Deal

Multiple-Choice Questions

- 1) In general, Americans responded to the suffering they experienced during the Great Depression

A) by rejecting the capitalistic system. B) with a sense of guilt.
C) by embracing socialist principles. D) by refusing to work.

Answer: B

Page Ref: 697

Skill: Interpretive

- 2) An important factor in bringing about the depression in 1929 was the

A) fact that only two percent of the American population owned any kind of stock in 1929.
B) shallow and superficial nature of prosperity during the 1920s.
C) extremely high cost of wages and raw materials during the 1920s.
D) excessive prices charged by American farmers during the 1920s.

Answer: B

Page Ref: 698

Skill: Interpretive

- 3) President Hoover initially responded to the collapse of the American economy by

A) stressing the seriousness and long-term nature of the problem.
B) vetoing the Agricultural Marketing Act.
C) by creating agencies and boards such as the National Credit Corporation and the Emergency Committee for Employment.
D) demanding that Congress raise taxes.

Answer: C

Page Ref: 699

Skill: Interpretive

- 4) The impact of the Great Depression on family life in the United States resulted in

A) an increase in the marriage rate. B) a decrease in the divorce rate.
C) an increase in the birthrate. D) none of the above.

Answer: B

Page Ref: 701

Skill: Interpretive

5) The Bonus Army

- A) was composed of veterans seeking their pay bonuses.
- B) formed to distribute aid to the poor.
- C) acted to prevent violent strikes.
- D) broke up urban riots.

Answer: A

Page Ref: 701–702

Skill: Interpretive

6) Herbert Hoover failed as a presidential leader partially because

- A) he had no specific program.
- B) he was too political.
- C) he wanted to extend the power of the federal government too much.
- D) his personality and background limited his actions.

Answer: D

Page Ref: 702

Skill: Interpretive

7) The New Deal was based upon

- A) the suggestions made to Roosevelt by President Hoover.
- B) strict economic orthodoxy.
- C) socialist principles.
- D) the belief that it was possible to create a just society.

Answer: D

Page Ref: 702

Skill: Interpretive

8) During the 1932 presidential campaign, Franklin Roosevelt

- A) clearly outlined the specific programs that he intended to implement for dealing with the depression.
- B) called for the United States to abandon the gold standard.
- C) promoted a policy of massive spending by the federal government.
- D) often appeared vague concerning his plans for dealing with the depression.

Answer: D

Page Ref: 703

Skill: Interpretive

- 9) One thing that Franklin Roosevelt was able to do better than Herbert Hoover was to
- A) communicate a sense of confidence to the American people.
 - B) resist Congress's demand for new and experimental programs.
 - C) inflexibly pursue a well-defined political program.
 - D) effectively oppose welfare legislation by the federal government.

Answer: A

Page Ref: 703

Skill: Interpretive

- 10) The first woman to serve in a president's cabinet was appointed by Franklin Roosevelt to the position of
- A) Secretary of State.
 - B) Secretary of Labor.
 - C) Secretary of the Interior.
 - D) Defense Secretary.

Answer: B

Page Ref: 703

Skill: Interpretive

- 11) During the presidency of Franklin Roosevelt, his wife Eleanor
- A) had little or no influence on policy.
 - B) promoted a policy of social reform.
 - C) cautioned the president to avoid commitments concerning civil rights.
 - D) attempted to remain relatively inconspicuous in order not to embarrass the president.

Answer: B

Page Ref: 704

Skill: Interpretive

- 12) During his first 100 days in office, Franklin Roosevelt
- A) collected information and advice about curing the depression.
 - B) continued Hoover's policies without adding any new ones of his own.
 - C) took cautious but deliberate action to cure the depression.
 - D) rushed a bewildering number of bills through Congress.

Answer: D

Page Ref: 704

Skill: Interpretive

13) The most immediate problem facing Roosevelt in March of 1933 was

- A) farm foreclosures.
- B) labor unrest.
- C) bank failures.
- D) veterans' bonuses.

Answer: C

Page Ref: 704

Skill: Factual

14) Harry Hopkins, director of the Federal Emergency Relief Administration,

- A) considered direct relief highly desirable.
- B) showed little concern for the needs of young people.
- C) believed the unfortunate in society should rely exclusively on private charity.
- D) preferred work relief to direct relief.

Answer: D

Page Ref: 706

Skill: Interpretive

15) The Agricultural Adjustment Act, designed by the New Deal to confront the nation's agricultural crisis,

- A) successfully limited agricultural production.
- B) helped the larger farmers more than the smaller farmers.
- C) helped the smaller farmers more than the larger farmers.
- D) rejected the concept of "parity prices."

Answer: B

Page Ref: 707

Skill: Interpretive

16) The New Deal attempted to revitalize American industry through the

- A) A.A.A.
- B) R.F.C.
- C) Wagner Act.
- D) N.I.R.A.

Answer: D

Page Ref: 707

Skill: Factual

17) One of the New Deal programs designed specifically to help young people in the United States during the Depression was the

- A) Tennessee Valley Authority.
- B) National Industrial Recovery Act.
- C) Wagner Act.
- D) Civilian Conservation Corps.

Answer: D

Page Ref: 707

Skill: Factual

18) An attempt by the New Deal to experiment with principles of regional planning was the

- A) Tennessee Valley Authority.
- B) Civilian Conservation Corps.
- C) National Industrial Recovery Act.
- D) Wagner Act.

Answer: A

Page Ref: 708

Skill: Factual

19) Opposition to the New Deal came mostly from

- A) the farmers.
- B) conservative labor leaders.
- C) extreme left-wingers and extreme right-wingers.
- D) the poorer element of the South.

Answer: C

Page Ref: 709

Skill: Interpretive

20) Relative to the First New Deal, the Second New Deal

- A) promoted fewer programs for social reform.
- B) focused on economic rather than social reform.
- C) attempted to cooperate more with American businessmen.
- D) responded to the demand for more social justice.

Answer: D

Page Ref: 710

Skill: Interpretive

21) The Works Progress Administration

- A) provided jobs to any and all citizens who wanted to work
- B) supported actors, musicians, artists and writers.
- C) paid higher wages than private industry.
- D) received great approval.

Answer: B

Page Ref: 710

Skill: Factual

22) An attempt by the New Deal to aid tenant farmers specifically was the

- A) Resettlement Administration.
- B) Rural Electrification Act.
- C) Works Progress Administration.
- D) McNary-Haugen Farm Relief Bill.

Answer: A

Page Ref: 711

Skill: Factual

23) The Dust Bowl caused

- A) prairie fires.
- B) millions of families to relocate.
- C) the sale of thousands of acres of public land.
- D) all of the above.

Answer: B

Page Ref: 712

Skill: Interpretive

24) In 1935, during the second phase of the New Deal, President Roosevelt

- A) encouraged more cooperation between business and government.
- B) opposed an increase in taxes.
- C) increased government regulation of business.
- D) endorsed most of the programs promoted by Huey Long.

Answer: C

Page Ref: 712

Skill: Interpretive

25) With the passage of the Wagner Act (National Labor Relations Act)

- A) labor obtained the support necessary for successfully organizing.
- B) unions were imposed on many agricultural workers who did not want them.
- C) labor-management strife came to an immediate end.
- D) labor was left free to organize without interference from the federal government.

Answer: A

Page Ref: 713

Skill: Interpretive

26) During the New Deal, American blacks

- A) benefited equally with whites from relief programs.
- B) viewed Eleanor Roosevelt as an opponent of racial justice.
- C) controlled the Tennessee Valley Authority.
- D) found F.D.R. generally unwilling to support civil rights legislation.

Answer: D

Page Ref: 715

Skill: Interpretive

27) The Indian Reorganization Act of 1934 sought to

- A) restore tribes's political independence.
- B) end the Dawes Act's allotment policies.
- C) promote "study of Indian Civilization."
- D) all of the above.

Answer: D

Page Ref: 716

Skill: Interpretive

28) During the presidential election campaign of 1936, the Republican candidate

- A) praised the New Deal for its efficiency.
- B) rejected all New Deal measures.
- C) had little support from the country's major newspapers.
- D) charged that New Deal programs were wasteful.

Answer: D

Page Ref: 717

Skill: Interpretive

29) Roosevelt created the strongest opposition to his administration when he

- A) interfered in state elections.
- B) advocated social security legislation.
- C) defended the National Recovery Administration.
- D) attempted to change the make-up of the Supreme Court.

Answer: D

Page Ref: 717

Skill: Factual

30) When the American economy began to slump again in 1937, President Roosevelt

- A) implemented measures to reduce government spending.
- B) supported a policy of deficit spending.
- C) developed a well-planned and well-coordinated attack on the nation's economic problems.
- D) attacked the Supreme Court to divert attention from the failure of the New Deal programs.

Answer: B

Page Ref: 718

Skill: Interpretive

31) The Fair Labor Standards Act

- A) made no distinction between men and women.
- B) failed to raise wages for many laborers.
- C) addressed the problems of more than half of U.S. workers.
- D) applied only to federal employees.

Answer: A

Page Ref: 719

Skill: Interpretive

32) The housing legislation promoted by the New Deal

- A) effectively eliminated the country's housing problem.
- B) favored the purchase of suburban homes.
- C) dealt only with the problem of slums in the central city.
- D) had little impact on the middle class.

Answer: B

Page Ref: 718

Skill: Interpretive

33) During the 1930s, an important factor in changing the lifestyle of the American people was the

- A) increased use of electrical appliances.
- B) decline in the importance of the automobile.
- C) restricted opportunity for new forms of leisure activity.
- D) end of corporate capitalism.

Answer: A

Page Ref: 720

Skill: Interpretive

34) During the 1930s, American writers

- A) obtained no support from New Deal programs.
- B) generally ignored the economic and social problems confronting the country.
- C) often questioned the validity of the American dream.
- D) produced only works concerned with problems of the Depression.

Answer: C

Page Ref: 721

Skill: Interpretive

35) During the 1930s, a major influence on the lives of middle-class Americans was

- A) lack of electrical appliances.
- B) development of air travel.
- C) the dominance of television as the major communications medium.
- D) the radio.

Answer: D

Page Ref: 721

Skill: Interpretive

36) During the Great Depression, in general, movies

- A) helped Americans to explore the more serious aspects of their culture.
- B) provided an escape from the reality of their economic condition.
- C) provided entertainment only for the upper classes.
- D) had little impact on American lifestyles.

Answer: B

Page Ref: 724

Skill: Interpretive

37) In the campaign of 1932, Franklin Roosevelt approached the issues confronting the nation with ambiguity, which implies that Roosevelt

- A) had a well-developed plan for solving the nation's problems.
- B) was indifferent to the suffering of the people.
- C) took an elitist position toward presidential leadership.
- D) exhibited uncertainty about what policies he intended to support.

Answer: D

Page Ref: 703

Skill: Applied

True/False Questions

1) During the Great Depression, the lives of American women were probably disrupted less than those of men.

Answer: TRUE

Page Ref: 700

Skill: Interpretive

2) In developing his New Deal policies, President Franklin Roosevelt rejected all the programs that President Hoover had instituted.

Answer: FALSE

Page Ref: 702

Skill: Interpretive

- 3) The Communist Party lost members during the 1930s as the New Deal addressed labor's complaints.

Answer: FALSE

Page Ref: 709

Skill: Interpretive

- 4) The Works Progress Administration was a controversial New Deal program designed to deal with the demoralizing effect of unemployment on the American people.

Answer: TRUE

Page Ref: 710

Skill: Interpretive

- 5) The New Deal probably aided the West less than any other region.

Answer: FALSE

Page Ref: 712

Skill: Interpretive

- 6) As part of the New Deal programs, the federal government attempted to force Native Americans to abandon their tribal traditions.

Answer: FALSE

Page Ref: 716

Skill: Interpretive

- 7) Because of their political popularity during the last years of the New Deal, President Franklin Roosevelt tended to emphasize relief measures more than those for social reform.

Answer: FALSE

Page Ref: 717

Skill: Interpretive

- 8) In the election of 1936, because of growing opposition to the New Deal among conservatives, Roosevelt was barely able to achieve reelection.

Answer: FALSE

Page Ref: 717

Skill: Interpretive

- 9) Because of the economic difficulties during the Great Depression, Americans became less interested in the automobile than they had been during the 1920s.

Answer: FALSE

Page Ref: 720

Skill: Interpretive

- 10) Despite the hardships of the Great Depression era, many Americans went to the movies every week.

Answer: TRUE

Page Ref: 724

Skill: Interpretive

Essay Questions

- 1) Suppose you were Diana Morgan. Describe how the Great Depression would influence your life.

Answer: Diana Morgan exhibited middle-class attitudes and prejudices at the beginning of the Great Depression. Like most in her class she tended to blame herself for her failure. She was forced to change her marriage plans and go to work. She obtained a job with a government agency where she came to understand the humiliation that people felt in having to take government help, which aided her in coming to understand other social and economic groups. Eventually, she became more of a social activist.

Page Ref: 696–697

Skill: Applied

- 2) Explain the philosophy on which Herbert Hoover based the programs he implemented in an attempt to deal with the problems of the Great Depression and explain why his programs failed to deal adequately with the Depression crisis.

Answer: Hoover urged voluntary action for dealing with the problems of the Depression. While he increased federal action, he refused to in any way impinge on the power of state government or provide direct federal relief, for fear of disturbing traditional state-federal relations. He did encourage passage of the Agricultural Marketing Act and establishment of the Reconstruction Finance Corporation to make loans to businesses.

Page Ref: 699–702

Skill: Interpretive

- 3) Imagine yourself a member of the Bonus Army that marched on Washington in May, 1932. Explain why you participated in the march and describe your reaction to the events that occurred during the march.

Answer: Many of the veterans of World War I who found themselves and their families suffering during the depression wanted the government to pay their bonuses early. Many of them became dissatisfied with congressional and presidential action on this matter and decided to demonstrate in favor of the desired action by joining in a march on Washington. Frightened and threatened by this group, Hoover had them attacked by federal troops under General Douglas MacArthur. They resented Hoover and felt he did not understand their problems.

Page Ref: 701–702

Skill: Applied

- 4) Discuss Franklin Roosevelt's general approach to dealing with the problems of the Great Depression and give appropriate examples from his programs implemented in the first hundred days to illustrate your analysis.

Answer: Roosevelt's approach to dealing with the problems of the Depression was pragmatic, flexible, and experimental. On his first day in office, he declared a banking holiday to prevent total collapse of the banking system. He also began structuring welfare programs. He attempted to revitalize industry through the National Industrial Recovery Act and agriculture with the Agricultural Adjustment Act. The Tennessee Valley Authority represented an experiment with regional planning.

Page Ref: 702–709

Skill: Interpretive

- 5) Illustrate how the New Deal programs during the Second New Deal (1935–1936) placed greater emphasis on social reform and social justice by discussing the major welfare programs inaugurated after that date.

Answer: Pressed by his critics on the left, Roosevelt promoted more acts designed to achieve social justice and reform after 1935. The Works Progress Administration, established in April 1935, represented a massive attempt to deal with the effects of unemployment. The Social Security Act was designed to provide a variety of benefits, especially to the elderly, to prevent extreme suffering in the future. The National Youth Administration attempted to ameliorate the impact of the Depression on the country's youth.

Page Ref: 710–711

Skill: Interpretive

- 6) Imagine yourself a black working-class person during the 1930s. Describe the probable conditions of your life, and indicate how you might respond to the programs of the New Deal.

Answer: The typical working-class, American black during the 1930s held a low-paying job, suffered from discrimination, and was often the victim of violence. The Scottsboro case highlighted these facts. Most blacks were impressed with New Deal aid programs, despite the discrimination with which they were often administered. While disappointed that Roosevelt refused to support civil rights legislation, they were impressed with Eleanor Roosevelt's commitment to civil rights and the inclusion of blacks in federal government positions.

Page Ref: 714–715

Skill: Applied

- 7) Discuss the issues, candidates, and outcome of the 1936 presidential election.

Answer: The Democrats renominated Franklin Roosevelt, while the Republicans chose Alfred Landon as their candidate. Landon proposed to achieve the programs of the New Deal with greater efficiency and economy. The outcome of the election demonstrated the great popularity of the New Deal. Roosevelt won an overwhelming victory with a combination of voters from the Democratic South, organized labor, and urban areas. Most blacks voted for the Democrats.

Page Ref: 717

Skill: Interpretive

- 8) Discuss the major reform legislation passed by Congress during the Third New Deal during 1937 and 1938 and evaluate the degree to which these measures were successful.

Answer: Despite growing congressional resistance to Roosevelt's programs, Congress passed several significant acts during 1937–1938, including the Agricultural Adjustment Act, the Wagner–Steagall Housing Act, and the Fair Labor Standards Act. It also established the Home Owners Loan Corporation and the Federal Housing Administration. None of these actions eliminated the problems they were designed to confront. During this period there was also increased government support for the needy.

Page Ref: 718–719

Skill: Interpretive

- 9) Imagine that you were a twenty-year-old girl from a middle-class family during the 1930s. Describe five major factors that would influence your lifestyle.

Answer: The life of the typical twenty-year-old middle-class girl would have probably been influenced most by the automobile and electrification, especially of the kitchen, as well as by novels, the radio, and movies. Her life would have been more mobile and some of her kitchen chores lightened. She could have read serious novels about the problems of society or romantic ones such as *Gone with the Wind*. The radio, with its soap operas, would have entertained her, and movies would have provided an escape from the realities of the depression.

Page Ref: 720–725

Skill: Applied

- 10) Write an essay explaining why you feel the New Deal was or was not successful in solving the problems of the Great Depression.

Answer: Such an essay should stress the ambivalent nature of the Depression. It could take the position that the numerous programs created a significantly new approach to dealing with social problems, or it could argue that many problems remained at the end of the New Deal, and, hence, the New Deal failed. The essay might argue for or against the significance of expanding federal involvement in dealing with the social and economic problems of the country. There should be examples from throughout the chapter.

Page Ref: 725

Skill: Interpretive

Short Answer Questions

- 1) In 1932, World War I veterans organized the so-called _____ to march on Washington.

Answer: Bonus Army

Page Ref: 701

Skill: Factual

- 2) The informal group of advisers with which President Franklin Roosevelt surrounded himself was known as the _____.

Answer: Brain Trust

Page Ref: 703

Skill: Factual

- 3) One of his critics whom President Franklin Roosevelt considered a great threat to the New Deal was the senator from Louisiana, _____.

Answer: Huey P. Long

Page Ref: 709

Skill: Factual

- 4) Designed to help prevent economic hardship for Americans during their old age, the _____ Act was passed in 1935.

Answer: Social Security

Page Ref: 711

Skill: Factual

- 5) One of the foremost advocates of the interests of labor during the New Deal was Senator _____ of New York.

Answer: Robert Wagner

Page Ref: 713

Skill: Factual

- 6) From her position on the advisory committee to the National Youth Administration, _____ spoke forcefully for the rights of American blacks.

Answer: Mary McLeod Bethune

Page Ref: 715

Skill: Factual

- 7) The Republican presidential candidate in 1936 was _____.

Answer: Alfred Landon

Page Ref: 717

Skill: Factual

- 8) The theories of British economist _____ greatly influenced the economic policies of the latter part of the New Deal.

Answer: John Maynard Keynes

Page Ref: 718

Skill: Factual

- 9) During its first hundred days, the Franklin Roosevelt administration attempted to deal with the housing problems in the United States by establishing the _____.

Answer: Home Owners Loan Corporation

Page Ref: 718

Skill: Factual

- 10) One of the early geniuses of the motion picture industry who achieved fame with his animated cartoons was _____.

Answer: Walt Disney

Page Ref: 724–725

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Agricultural Marketing Act

Page Ref: 699

Skill: Factual

- A) Lyndon Johnson

- B) Harold Ickes

- 2) Public Works Administration
director

Page Ref: 706

Skill: Factual

- C) Herbert Hoover

- D) Marian Anderson

- 3) Senate sponsor of the
Tennessee Valley Authority
Bill

Page Ref: 708

Skill: Factual

- E) John Collier

- F) Huey P. Long

- G) David Dubinsky

- 4) New Deal critic

Page Ref: 709

Skill: Factual

- H) John L. Lewis

- I) George Norris

- 5) National Youth
Administration, Texas

Page Ref: 711

Skill: Factual

- J) John Steinbeck

- 6) International Ladies Garment
Workers Union

Page Ref: 714

Skill: Factual

- 7) United Mine Workers

Page Ref: 714

Skill: Factual

- 8) Black concert artist

Page Ref: 715

Skill: Factual

9) Commissioner of Indian
Affairs

Page Ref: 716

Skill: Factual

10) *Grapes of Wrath*

Page Ref: 721

Skill: Factual

1) C

2) B

3) I

4) F

5) A

6) G

7) H

8) D

9) E

10) J

Chapter 25 World War II

Multiple-Choice Questions

- 1) At the end of World War II, the United States
- A) had become a debtor nation.
 - B) had become the most affluent nation in the world.
 - C) returned to its traditional isolationist policy.
 - D) founds its influence in world affairs considerably diminished.

Answer: B

Page Ref: 728

Skill: Interpretive

- 2) In its relations with Latin America during the Franklin Roosevelt administration, the United States
- A) continued to implement the Roosevelt Corollary to the Monroe Doctrine.
 - B) reversed the earlier policy of intervention in Latin America.
 - C) intervened in Cuba to protect American investments.
 - D) broke diplomatic relations with Mexico when the Mexican government nationalized property owned by American oil companies.

Answer: B

Page Ref: 729

Skill: Interpretive

- 3) The U.S. responded to the Spanish Civil War by
- A) giving arms to the anti-fascist forces.
 - B) secretly aiding Franco.
 - C) remaining neutral.
 - D) providing humanitarian aid to victims.

Answer: C

Page Ref: 731

Skill: Factual

- 4) The U.S. Congress responded to developments in Europe between 1933 and 1937 by
- A) declaring war on Germany.
 - B) passing a series of neutrality acts.
 - C) approving disarmament agreements.
 - D) providing military aid to England.

Answer: B

Page Ref: 731–732

Skill: Interpretive

- 5) Franklin Roosevelt's decision to change America's foreign policy during the 1930s was based on
- A) his realization that the New Deal had failed.
 - B) his irritation with the isolationists.
 - C) aggression by certain European countries.
 - D) militarism in America.

Answer: C

Page Ref: 732

Skill: Interpretive

- 6) World War II officially began with
- A) the invasion of the Soviet Union.
 - B) the bombing of Great Britain.
 - C) the invasion of Poland.
 - D) the sinking of the *Bismarck*.

Answer: C

Page Ref: 732

Skill: Factual

- 7) After his reelection in 1940, F.D.R.'s response to the developments in Europe was to
- A) maintain strict neutrality.
 - B) aid Germany as much as possible without involving the United States in the war.
 - C) support the Lend-Lease Act in order to aid the British war effort.
 - D) develop a carefully planned strategy to deal with the problems of war in Europe.

Answer: C

Page Ref: 733

Skill: Interpretive

- 8) Japan's master plan for the Far East
- A) was designed to accommodate American interests in the region.
 - B) brought them eventually into confrontation with the United States.
 - C) called for the right to self-determination for all Asians.
 - D) had little effect on East-West relations.

Answer: B

Page Ref: 733-734

Skill: Interpretive

- 9) According to the authors of the textbook, President Franklin Roosevelt
- A) deliberately provoked an attack by the Japanese on Pearl Harbor to force American entry into World War II.
 - B) anticipated that the Japanese would attack Hawaii.
 - C) did not know that the Japanese planned to attack Hawaii.
 - D) ordered military leaders to prepare for a possible attack on Pearl Harbor.

Answer: C

Page Ref: 734–735

Skill: Interpretive

- 10) In his effort to mobilize the American economy for the war effort during World War II, F.D.R.
- A) openly antagonized American businessmen.
 - B) condemned the efforts of the War Production Board.
 - C) refused to support a policy of rationing.
 - D) was generally successful in achieving his goals.

Answer: D

Page Ref: 735

Skill: Interpretive

- 11) During World War II, labor unions in the United States
- A) failed to gain any wage increases for their members.
 - B) increased in membership.
 - C) agreed fully with the government's labor policy.
 - D) in general, refused to cooperate with the war effort.

Answer: B

Page Ref: 736

Skill: Interpretive

- 12) The impact of World War II on American society
- A) retarded the growth of labor unions.
 - B) increased the number of Americans who had to pay an income tax.
 - C) led to a reduction of inflation.
 - D) loosened government control over the economy.

Answer: B

Page Ref: 736

Skill: Interpretive

- 13) During World War II, in general, the American people
- A) were acutely aware of the horror and destruction of the war.
 - B) had little personal experience with the tragedy of the war.
 - C) supported the war through purchase of war bonds.
 - D) increased their spending on consumer goods.

Answer: C

Page Ref: 736

Skill: Interpretive

- 14) In America during World War II, generally
- A) people of all ages joined in supporting the war effort.
 - B) only the young supported the war enthusiastically.
 - C) the government found it difficult to promote support for the war effort.
 - D) there was little sense of involvement in the war effort because none of the fighting occurred in the United States.

Answer: A

Page Ref: 736–737

Skill: Interpretive

- 15) During World War II, the ethnic group that faced the most difficult test of loyalty to the United States were the
- A) Germans.
 - B) Swedes.
 - C) English.
 - D) Japanese.

Answer: D

Page Ref: 738

Skill: Factual

- 16) After the outbreak of war between the United States and Japan in 1941
- A) the U.S. government carefully protected the civil rights of Japanese living in the United States.
 - B) the United States forced most Japanese in the United States to move from their homes.
 - C) Japan launched an attack on the California coast.
 - D) the civil rights of German–Americans and Italian–Americans were restricted, as were those of Japanese–Americans, because Germany and Italy were allied with Japan.

Answer: B

Page Ref: 738

Skill: Interpretive

17) As a result of their threat in 1941 to mobilize a march on Washington by 100,000 people, black leaders

- A) obtained F.D.R.'s agreement to initiate a policy eliminating discrimination in the employment of defense workers.
- B) successfully ended discrimination in the United States.
- C) brought about an executive order immediately desegregating the United States armed forces.
- D) were unable to obtain any concessions from President Roosevelt because of his dependence on southern votes.

Answer: A

Page Ref: 739

Skill: Interpretive

18) For Mexican-Americans, World War II

- A) provided few changes in their life-style.
- B) was a time when they faced little discrimination.
- C) brought increased economic opportunity.
- D) was a distant event that had little effect on them.

Answer: C

Page Ref: 740

Skill: Interpretive

19) In its impact on American society, World War II

- A) decreased the mobility of the American people.
- B) increased the mobility of the American people.
- C) eliminated prejudice among Americans because they were all fighting for the same cause.
- D) required few adjustments in American family life.

Answer: B

Page Ref: 740

Skill: Interpretive

20) During World War II, American family life was characterized by

- A) little change.
- B) a declining birth rate.
- C) an increase in the number of marriages.
- D) sharply increased consumption because the war provided jobs for more people.

Answer: C

Page Ref: 740

Skill: Interpretive

21) During World War II, women workers in the United States

- A) did not work in heavy industry because it was considered unladylike.
- B) were almost exclusively single.
- C) were more likely to be married than single.
- D) encountered little prejudice in the workplace.

Answer: C

Page Ref: 741

Skill: Interpretive

22) Once World War II was over, most American women

- A) found attitudes toward them radically altered.
- B) were expected to return to their traditional roles in the home.
- C) had many new opportunities for equal treatment in the work-place.
- D) fought to maintain the opportunities acquired during the war.

Answer: B

Page Ref: 742

Skill: Interpretive

23) An extremely important aspect of entertainment among American civilians and soldiers during World War II was

- A) television.
- B) rock-and-roll music.
- C) the speakeasy.
- D) motion pictures.

Answer: D

Page Ref: 742

Skill: Factual

24) Mexican-Americans who became soldiers in the United States Army during World War II

- A) escaped from the prejudice they had experienced as civilians.
- B) proved to be inferior fighters.
- C) constituted a very small percentage of the military.
- D) often returned to civilian life with a new sense of self-esteem.

Answer: D

Page Ref: 744

Skill: Interpretive

25) Navajo Indian soldiers during World War II made excellent members of the Signal Corps because

- A) the Japanese had difficulty understanding the Navajo's native language.
- B) the Navajos could learn Japanese more easily than other Americans.
- C) they were particularly talented in using electronic equipment.
- D) they were more readily accepted by white soldiers than other minority soldiers.

Answer: A

Page Ref: 744

Skill: Interpretive

26) Black American soldiers during World War II

- A) served in integrated units.
- B) faced little prejudice from white soldiers, unlike in World War I.
- C) had a higher percentage of casualties than white soldiers.
- D) often recognized the paradox of fighting for freedom when they enjoyed little freedom in the United States.

Answer: D

Page Ref: 744

Skill: Interpretive

27) As part of the U.S. military during World War II, women

- A) participated as combat troops.
- B) were given regular military status.
- C) were allowed to be nurses, but not doctors.
- D) were able to dispel the belief that women had different capabilities than men.

Answer: B

Page Ref: 744

Skill: Interpretive

28) Allied strategists in World War II decided

- A) to concentrate their forces against Japan before challenging the Germans.
- B) that a German defeat of the Soviets would be unimportant.
- C) there was little possibility that Germany might invade Great Britain.
- D) to concentrate their forces against the Germans first.

Answer: D

Page Ref: 745

Skill: Interpretive

29) In 1942, the Allies

- A) suffered numerous military disasters.
- B) succeeded in defending the Philippines.
- C) kept the Germans from invading the Soviet Union.
- D) won several major battles in Italy.

Answer: A

Page Ref: 746-747

Skill: Interpretive

30) Roosevelt's political decisions regarding the war

- A) were dictated by his desire to win.
- B) were dictated by his humanitarian ideals.
- C) were supported by American liberals.
- D) often differentiated between "good" and "bad" governments.

Answer: A

Page Ref: 752

Skill: Interpretive

31) The Supreme Commander of the Allied Expeditionary Force in Western Europe who coordinated the Allied invasion of the Normandy Coast on June 6, 1944, was

- A) General George Patton.
- B) General Dwight Eisenhower.
- C) General Omar Bradley.
- D) General George Marshall.

Answer: B

Page Ref: 753

Skill: Factual

32) An important issue that had developed between the United States and the Soviet Union by the spring of 1945 concerned

- A) which country's army would capture Berlin.
- B) whether or not to drop the atomic bomb on Japan.
- C) how to deal with Hitler after the end of the war.
- D) Eisenhower's insistence that American troops be allowed to cross the Elbe River.

Answer: A

Page Ref: 752

Skill: Interpretive

33) At the Yalta Conference, held in February, 1945, President Franklin Roosevelt

- A) tried to prevent the Soviets from becoming involved in Iran.
- B) refused to agree that the Soviets could annex the Kurile Islands.
- C) sought Soviet help in ending the war in the Pacific.
- D) insisted on excluding the British from participating in the negotiations.

Answer: C

Page Ref: 752

Skill: Interpretive

34) An important accomplishment made at the Yalta Conference was the agreement to

- A) provide for a unified government in Germany after the war.
- B) establish a pro-western government in Poland.
- C) ratify the Atlantic Charter.
- D) establish an international organization for the preservation of peace after the war.

Answer: D

Page Ref: 752

Skill: Interpretive

35) The city in Japan on which the United States dropped the first atomic bomb was

- A) Tokyo.
- B) Nagasaki.
- C) Hiroshima.
- D) Kyoto.

Answer: C

Page Ref: 753

Skill: Factual

36) During the Franklin Roosevelt Administration, the United States agreed to abrogate the Platt Amendment, which meant that the United States

- A) planned to establish a protectorate in Santo Domingo.
- B) would no longer directly interfere in Cuban affairs.
- C) would impose the Platt Amendment on the Caribbean countries.
- D) rejected the Roosevelt Corollary to the Monroe Doctrine.

Answer: B

Page Ref: 729

Skill: Applied

- 37) When Italy invaded Ethiopia in 1935, President Franklin Roosevelt used the Neutrality Act of that year to impose an arms embargo, which
- A) allowed the Italians and Ethiopians to purchase arms in the United States if they paid in cash.
 - B) prevented Americans from selling arms to either of the countries at war.
 - C) allowed the United States government to loan arms to either Italy or Ethiopia.
 - D) prevented Americans from traveling on ships that were transporting arms to any country at war.

Answer: B

Page Ref: 731

Skill: Applied

- 38) A patriotic fervor characterized the American public's response to American involvement in World War II. This meant that
- A) most people took little interest in the war.
 - B) a significant number of people militantly opposed the war.
 - C) there was general enthusiasm for the war.
 - D) most people felt directly involved in the fighting.

Answer: C

Page Ref: 736

Skill: Applied

- 39) Women who served in the armed forces during World War II were sometimes charged with promiscuity, which meant that they
- A) drank too much.
 - B) did not observe the social norms of society.
 - C) were unwilling to perform their military duties.
 - D) set high moral standards for their behavior.

Answer: B

Page Ref: 745

Skill: Applied

- 40) During World War II, President Franklin Roosevelt made political decisions based on military expediency, which meant that he would probably
- A) refuse to cooperate with anti-Semitic leaders in other countries.
 - B) oppose military cooperation with the Soviet Union.
 - C) agree to whatever seemed most likely to help end the war quickly.
 - D) stand on principle regardless of the consequences.

Answer: C

Page Ref: 749

Skill: Applied

True/False Questions

- 1) Prior to 1939, many Americans had hoped that Germany and the Soviet Union would go to war with each other.

Answer: TRUE

Page Ref: 732

Skill: Interpretive

- 2) Even though the United States had not officially declared war against Germany, by autumn of 1941 the two countries were essentially at war with each other in the North Atlantic.

Answer: TRUE

Page Ref: 733

Skill: Interpretive

- 3) During World War II, disposable income in the United States became more concentrated in the top 5 percent income bracket than it had been before the war.

Answer: FALSE

Page Ref: 736

Skill: Interpretive

- 4) Unlike during World War I, the government during World War II made few attempts to propagandize the American people to support the war efforts.

Answer: FALSE

Page Ref: 736

Skill: Interpretive

- 5) During World War II, black Americans were able to improve their economic conditions by taking jobs in war industries.

Answer: TRUE

Page Ref: 739

Skill: Interpretive

- 6) As a result of their support of the war effort, most minority groups in the United States suffered little discrimination during World War II.

Answer: FALSE

Page Ref: 739–740

Skill: Interpretive

- 7) During World War II, Anglo-Americans often expressed hostility toward Mexican-Americans who wore zoot suits.

Answer: TRUE

Page Ref: 740

Skill: Interpretive

- 8) As Americans of varied backgrounds poured into the industrial centers during World War II, the overcrowded conditions often created tensions.

Answer: TRUE

Page Ref: 741

Skill: Interpretive

- 9) During World War II, President Franklin Roosevelt refused to cooperate with Admiral Jean Darlan because Darlan persecuted Jews.

Answer: FALSE

Page Ref: 748

Skill: Interpretive

- 10) The Allied invasion of the European continent launched from England in June 1944 was known as Operation Overlord.

Answer: TRUE

Page Ref: 750

Skill: Factual

Essay Questions

- 1) Trace the major events in Europe between 1933 and the German invasion of Poland in 1939 that led to war and discuss the reaction of the American people and their government to those events.

Answer: When, in 1933, Hitler came to power in Germany, he renounced the Treaty of Versailles, but it provoked little reaction from the United States because of a strong neutrality sentiment. Congress responded to fascist aggression in Ethiopia and Spain and German annexation of Austria and part of Czechoslovakia by passing a series of neutrality acts, which hampered President Roosevelt in his desire to aid the victims of aggression. In 1939, Germany's invasion of Poland marked the official beginning of World War II.

Page Ref: 730–733

Skill: Interpretive

- 2) Discuss the efforts of President Franklin Roosevelt to help the Allied Powers after the German invasion of Poland and prior to the American decision to enter the war.

Answer: After Germany invaded Poland, President Roosevelt asked Congress to repeal the embargo section of the Neutrality Act and to approve the sale of arms to Britain and France on a cash-and-carry basis. He also traded 50 overage destroyers to Britain in return for the right of the United States to establish naval and air bases on British territory in the Western Hemisphere. To aid the British, he proposed a lend-lease arrangement, and to protect shipment of this to Britain, he ordered American warships in 1941 to "shoot on sight" any German submarines in the North Atlantic.

Page Ref: 732–733

Skill: Factual

- 3) Trace the events between 1937 and 1941 that led to war between the United States and Japan.

Answer: In 1931, Japan invaded Manchuria, and in 1937 launched an all-out invasion of China. The United States brought economic pressure to prevent Japanese expansion and demanded that Japan withdraw from China. The Japanese refused. When the Japanese occupied French Indo-China in 1940–1941, the United States froze all Japanese assets in the United States. This action led to the Japanese decision to attack Pearl Harbor.

Page Ref: 733–735

Skill: Interpretive

- 4) Discuss the efforts made by the Franklin Roosevelt administration to mobilize the American economy in support of the war effort after the United States entered World War II in 1941.

Answer: After the United States entered World War II, President Roosevelt moved to mobilize fully the American economy behind the war effort. He established the War Production Board and successfully sought the cooperation of business. He established the Office of Price Administration to set prices and the National War Labor Board to control wages. Congress passed the Revenue Act of 1942, which substantially raised corporate and income taxes.

Page Ref: 735–737

Skill: Interpretive

- 5) Pretend that you were a typical twenty-year-old Japanese-American in 1942. Describe the circumstances in which you lived at that time.

Answer: In 1942, most other Americans looked upon Japanese as untrustworthy. The Japanese were victims of much slander and propaganda in the media. Many Japanese were torn between loyalty to the United States and their ethnic background. Forced to sell their valuable property holdings to other Americans, often for much less than their value, for the duration of the war most Japanese were sent to "relocation centers."

Page Ref: 737–738

Skill: Applied

- 6) Imagine yourself a typical black adult living in the North during World War II. Describe the environment in which you lived and your feelings about your situation.

Answer: In spite of greater economic opportunity during World War II, most blacks living in the North faced both segregation and prejudice. Some blacks, especially the young, resorted to violence to protest their treatment. Black leaders, especially A. Philip Randolph, attempted to improve conditions for blacks by threatening to march on Washington. President Roosevelt issued an executive order to end discrimination in defense industries and government and established the Committee on Fair Employment Practices to enforce the order.

Page Ref: 739–740

Skill: Applied

- 7) As a typical working-class American living in an industrial center during World War II, write a diary describing the conditions under which you live and the adjustments that your circumstances require of your family.

Answer: The typical working-class American living in an industrial center during World War II would experience overcrowded living conditions. While he would have more money to spend, there would be little to spend it on. The mother of the family would probably work outside the home and, perhaps, even head the family. In many cases the parents would be divorced, although there would be more children around.

Page Ref: 740-742

Skill: Applied

- 8) Suppose you were a reporter for a magazine in 1944 who had been assigned to write an article on the American woman in that year. Indicate the main facts that you would include in such an article.

Answer: Although some women remained in the home during World War II, many more worked outside the home than ever before. They often worked in war-production factories, where they not only assumed men's jobs but were often discriminated against and harassed. Black women often faced discrimination when applying for the better paying factory jobs. A significant number of women joined the military services. While they were given regular military status, they served mostly in traditional female jobs and were sometimes accused of being promiscuous.

Page Ref: 741-742; 744-745

Skill: Applied

- 9) Describe, in general, the Allied strategy for winning World War II and discuss the implementation of that strategy in Europe.

Answer: After the United States entered World War II, the Allied leaders decided to concentrate first on the defeat of Germany. They disagreed concerning military strategy in Europe. In 1942, the Americans and British attacked in North Africa, an unpopular move to the Soviets who wanted a second front in Europe. The Allies decided to mount an attack on the European mainland from England in 1944. Eventually a front was opened in Italy and the Allied armies converged on Germany from west, south, and east.

Page Ref: 745-751

Skill: Interpretive

- 10) Suppose you had been President Franklin Roosevelt at the Yalta Conference in February, 1945. Explain what your concerns would have been regarding the war at the time of the conference, what you hoped to achieve there, and to what extent you were able to obtain your goals.

Answer: At the time of the Yalta Conference, President Roosevelt was primarily concerned with the impending invasion of Japan. President Roosevelt greatly desired Soviet help in the Pacific war in order to reduce American casualties. He agreed to give Japanese territory to the Soviets, who promised to enter the Pacific war within three months of the end of war in Europe. He also wanted Soviet support for creation of a United Nations organization, which was accomplished, but controversy continued over the nature of the postwar government of Poland.

Page Ref: 752-753

Skill: Applied

Short Answer Questions

- 1) Roosevelt extended Hoover's _____ policy in Latin America.

Answer: Good Neighbor

Page Ref: 729

Skill: Factual

- 2) In 1939, the Jewish refugee from Nazi Germany _____ and other scientists warned President Roosevelt that the Germans were working to develop an atomic bomb.

Answer: Albert Einstein

Page Ref: 732

Skill: Factual

- 3) The Republican candidate for president in 1940 was _____ of Indiana.

Answer: Wendell Willkie

Page Ref: 733

Skill: Factual

- 4) During World War II the _____ had the authority to set wages and hours.

Answer: National War Labor Board

Page Ref: 735

Skill: Factual

- 5) In an attempt to prevent discrimination in the employment of workers in the defense industry during World War II, President Franklin Roosevelt established the Committee on _____.

Answer: Fair Employment Practices

Page Ref: 739

Skill: Factual

- 6) During World War II, the term GI was the abbreviation for _____.

Answer: government issue

Page Ref: 743

Skill: Factual

- 7) Women who joined the United States Army during World War II were known as _____.

Answer: WACS

Page Ref: 744

Skill: Factual

- 8) The attempt by the Nazi government in Germany during World War II to exterminate Jews is known as the _____.

Answer: Holocaust

Page Ref: 749

Skill: Factual

- 9) In December 1944, the Germans launched a massive counterattack against allied troops in northern France that is known as the Battle of the _____.

Answer: Bulge

Page Ref: 751

Skill: Factual

- 10) The extremely secret effort by the United States to develop an atomic bomb during World War II was known as the _____ Project.

Answer: Manhattan

Page Ref: 753

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Scott Momaday

Page Ref: 728

Skill: Factual

- 2) Cordell Hull

Page Ref: 729

Skill: Factual

- 3) Donald Nelson

Page Ref: 735

Skill: Factual

- 4) J. Robert Oppenheimer

Page Ref: 753

Skill: Factual

- 5) A. Philip Randolph

Page Ref: 739

Skill: Factual

- 6) Edward R. Murrow

Page Ref: 742

Skill: Factual

A) Secretary of State, 1933–1944

B) World War II newscaster

C) *House Made of Dawn*

D) Employed in government films

E) Senate investigator

F) 1941 March on Washington

G) Manhattan Project

H) War Production Board

I) America First

J) Republican presidential candidate, 1944

7) Gerald Nye

Page Ref: 730

Skill: Factual

8) Charles Lindbergh

Page Ref: 732

Skill: Factual

9) Ronald Reagan

Page Ref: 743

Skill: Factual

10) Thomas Dewey

Page Ref: 752

Skill: Factual

1) C

2) A

3) H

4) G

5) F

6) B

7) E

8) I

9) D

10) J

Chapter 26 Postwar America at Home, 1945–1960

Multiple-Choice Questions

1) The key to Ray Kroc's success was

A) standardization.

B) advertising.

C) uniqueness.

D) conservative thinking.

Answer: A

Page Ref: 758

Skill: Interpretive

2) By 1960, a majority of all American families

A) had little extra spending money.

B) found they could not keep up with the cost of living.

C) could attain a middle-class life style.

D) had made few gains from the Depression years.

Answer: C

Page Ref: 760

Skill: Interpretive

3) During the Eisenhower administration, an important factor in promoting the material development of the United States was

A) control of the economy by the Office of Price Administration.

B) a population shift away from suburban areas.

C) construction of the interstate highway system.

D) less corporate control of the American economy.

Answer: C

Page Ref: 760

Skill: Interpretive

4) As a result of defense spending in the 1950s, all of the following occurred EXCEPT

A) half the federal budget went to the armed forces.

B) business–government ties grew stronger.

C) most citizens protested the huge expenditures.

D) aircraft and electronic industries were stimulated.

Answer: C

Page Ref: 761–762

Skill: Interpretive

5) During the Truman and Eisenhower administrations, corporate development in the United States

- A) was characterized by increasing concentration of control.
- B) declined in importance economically.
- C) was discouraged by government policy.
- D) was unable to expand into foreign markets.

Answer: A

Page Ref: 763

Skill: Interpretive

6) By 1956, the majority of workers in the United States

- A) worked in factories.
- B) held white-collar jobs.
- C) faced a decline in their living standards.
- D) were engaged in agricultural pursuits.

Answer: B

Page Ref: 761

Skill: Interpretive

7) In the late 1940s, laborers

- A) enjoyed great support from the federal government.
- B) went on several strikes.
- C) lost basic rights.
- D) decided that strikes were ineffective.

Answer: B

Page Ref: 765

Skill: Interpretive

8) Part of labor's cooperation was gained by material concessions such as General Motors' 1948 introduction of

- | | |
|-------------------------------|------------------------------|
| A) cost-of-living adjustment. | B) double time for overtime. |
| C) guaranteed annual wage. | D) profit sharing. |

Answer: A

Page Ref: 765

Skill: Factual

- 9) During the 1950s, agricultural developments in the United States
- A) tended to focus on the family farm.
 - B) required a greater number of farmers than in the depression years.
 - C) were influenced by important new technology.
 - D) ceased to be important to the American economy.

Answer: C

Page Ref: 766

Skill: Interpretive

- 10) In early post-World War II America,
- A) the birth rate in the United States increased.
 - B) Americans became less mobile.
 - C) shopping centers became less important in American society.
 - D) Elvis Presley died.

Answer: A

Page Ref: 766

Skill: Interpretive

- 11) These areas benefited the most from the military expenditures of the 1950s and 1960s
- A) the Pacific Coast and the West.
 - B) the mid and Deep South.
 - C) Atlantic Coast and Alaska Territory.
 - D) New England and the Midwest.

Answer: A

Page Ref: 767

Skill: Factual

- 12) In the years since World War II,
- A) the American population has shifted away from the West and Southwest.
 - B) the rich have become more concentrated in the center of American cities.
 - C) suburbs have become more important in American society.
 - D) American housing has become less standardized.

Answer: C

Page Ref: 767

Skill: Interpretive

- 13) The major influence on American societal norms that developed after World War II was
- A) radio.
 - B) movies.
 - C) newspapers.
 - D) television.

Answer: D

Page Ref: 770

Skill: Interpretive

- 14) During the 1950s, material consumption in the United States
- A) was generally uninfluenced by advertising.
 - B) was yet to be influenced by easier credit.
 - C) tended to be limited because many Americans who had experienced the Depression resisted purchasing luxury goods.
 - D) was facilitated by installment plans.

Answer: D

Page Ref: 770

Skill: Interpretive

- 15) The first credit card was
- A) Mastercard.
 - B) American Express.
 - C) Diners Club.
 - D) Bank Americard.

Answer: C

Page Ref: 770

Skill: Factual

- 16) During the 1950s, ethnic Americans in general,
- A) became more readily assimilated into American society.
 - B) constituted an increasingly greater percentage of the American population.
 - C) tended to become less homogeneous with the rest of the American population.
 - D) unlike most Americans, were influenced little by television.

Answer: A

Page Ref: 771

Skill: Interpretive

- 17) Religious developments in the United States during the 1950s
- A) were characterized by less church attendance than in the previous decade.
 - B) showed improved knowledge of doctrine.
 - C) were characterized by a strong concern with doctrinal issues.
 - D) emphasized the differences between various religious beliefs.

Answer: B

Page Ref: 772

Skill: Interpretive

- 18) For women in the United States, the 1950s was a period when
- A) they showed little resistance to returning to their traditional role in society.
 - B) male attitudes significantly changed concerning their role in society.
 - C) fewer married women worked.
 - D) they faced tremendous pressure to conform.

Answer: D

Page Ref: 772

Skill: Interpretive

- 19) An *Esquire* magazine article in 1954 asserted that
- A) lower-class women could attain middle-class affluence.
 - B) working wives were a "menace."
 - C) women deserved the advantages given to men.
 - D) women should continue working in military plants.

Answer: B

Page Ref: 772

Skill: Interpretive

- 20) Which one of the following was LEAST likely to reinforce the traditional image of women in the 1950s and 1960s?
- A) Doris Day
 - B) Adlai Stevenson
 - C) Benjamin Spock
 - D) Betty Friedan

Answer: D

Page Ref: 773

Skill: Factual

- 21) The conviction that a woman's main role was still homemaking was used to
- A) keep married women out of the workplace altogether.
 - B) limit job choices to domestic work or childcare.
 - C) justify lower wages and denial of promotions.
 - D) redefine some occupations as acceptable for women.

Answer: C

Page Ref: 773

Skill: Interpretive

22) In American society during the Truman and Eisenhower years

- A) the attitude toward women's roles drastically changed.
- B) white, well-educated women had little difficulty in reassuming their traditional roles.
- C) black women frequently lost the jobs they had held during the war.
- D) sexuality was seldom discussed publicly.

Answer: C

Page Ref: 774

Skill: Interpretive

23) African American women

- A) had to take domestic work to survive.
- B) were able to move into white collar jobs.
- C) did not succeed in increasing their income.
- D) joined the women's movement.

Answer: B

Page Ref: 774

Skill: Interpretive

24) During the 1950s, a group of authors who promoted unconventional values in their writings were known as

- A) the beat generation.
- B) hippies.
- C) litterateurs.
- D) conformists.

Answer: A

Page Ref: 774

Skill: Factual

25) Prominent members of the Beat generation included

- A) Allen Ginsberg.
- B) J. D. Salinger.
- C) Jack Kerouak.
- D) all of the above.

Answer: D

Page Ref: 774

Skill: Factual

26) Among those considered to be cultural rebels during the 1940s and 1950s in the United States was

- A) General Douglas MacArthur.
- B) Elvis Presley.
- C) Marilyn Monroe.
- D) John Wayne.

Answer: B

Page Ref: 774

Skill: Interpretive

27) A major concern of the Truman administration was

- A) to expand the welfare state.
- B) a return to the economic conditions of the Depression.
- C) lack of population growth.
- D) a lack of consumer goods.

Answer: A

Page Ref: 775

Skill: Interpretive

28) In terms of economic goals during this administration, President Truman attempted to

- A) restrict the policies of the New Deal.
- B) reduce government interference in the economy.
- C) guarantee full employment through government action.
- D) resist the liberal policies of the Republicans.

Answer: C

Page Ref: 775

Skill: Interpretive

29) In the midterm elections of 1946, the American voters

- A) overwhelmingly endorsed the principles of the Fair Deal.
- B) indicated their enthusiasm for Truman's leadership.
- C) defeated Truman for reelection.
- D) demonstrated reservations about Truman's competency.

Answer: D

Page Ref: 775–776

Skill: Interpretive

30) The passage of the Taft–Hartley Act

- A) gave federal protection for the concept of the "closed shop."
- B) had the strong support of Harry Truman.
- C) was an indicator of public reaction against unions.
- D) reinforced the Democratic labor policies of the New Deal era.

Answer: C

Page Ref: 776

Skill: Interpretive

- 31) In the election of 1948, the Democratic party
- A) faced defections from the right and left wings of the party.
 - B) had no significant opposition from the Republicans.
 - C) refused to renominate Truman as their candidate.
 - D) was able to compromise satisfactorily on the civil rights issue.

Answer: A
Page Ref: 776
Skill: Interpretive

- 32) Truman's Fair Deal program
- A) suffered because of the President's concern about the Cold War.
 - B) promised gains for a select few in American society.
 - C) had the strong support of Congress.
 - D) was an overwhelming success.

Answer: A
Page Ref: 778
Skill: Interpretive

- 33) In comparison to his predecessors, Dwight Eisenhower
- A) had limited experience with everyday politics.
 - B) was abrupt and aggressive in his actions.
 - C) had little desire to be president.
 - D) had difficulty in getting people to work for him.

Answer: A
Page Ref: 779
Skill: Interpretive

- 34) In Eisenhower's perception of the function of the government,
- A) the role of the president should be expanded.
 - B) the size of the federal government should continue to grow to meet the needs of the nation.
 - C) the government should have a limited role in the economy.
 - D) economic activism was an important role for the government.

Answer: C
Page Ref: 779
Skill: Interpretive

- 35) When President Eisenhower left the presidency in 1961, he
- A) was extremely unpopular with most Americans.
 - B) accepted the fundamental features of the welfare state.
 - C) had managed to sell the Tennessee Valley Authority to private interests.
 - D) had been unable to reduce the role of government in the economy at all.

Answer: B

Page Ref: 780

Skill: Interpretive

- 36) Economic growth in the United States during the post-World War II years favored
- A) the American middle class.
 - B) the American lower class.
 - C) rural America.
 - D) minority America.

Answer: A

Page Ref: 780

Skill: Interpretive

- 37) In Michael Harrington's book *The Other America*, the "other" he described was
- A) trapped suburban housewives.
 - B) social-climbing corporate magnates.
 - C) urban and rural poor.
 - D) rebellious and nonconforming youth.

Answer: C

Page Ref: 780

Skill: Factual

- 38) The growth of a Black urban population
- A) weakened the influence of Black churches.
 - B) fostered the creation of businesses catering to African-Americans.
 - C) improved education and health for many African-Americans.
 - D) demonstrated how many African-Americans benefitted from the thriving economy.

Answer: B

Page Ref: 781

Skill: Interpretive

- 39) When Jackie Robinson began playing for the Brooklyn Dodgers in 1947,
- A) he broke a racial barrier.
 - B) suffered hostile treatment by other players.
 - C) he played extremely well despite the challenges he faced.
 - D) all of the above.

Answer: D

Page Ref: 782

Skill: Interpretive

- 40) In his response to the civil rights of blacks, President Truman
- A) refused to provide any official support for their demands.
 - B) considered lynching an unimportant issue.
 - C) reluctantly endorsed the movement for protection of black rights.
 - D) vetoed the Civil Rights Bill.

Answer: C

Page Ref: 783

Skill: Interpretive

- 41) In the *Brown v. Board of Education* decision, the Supreme Court ruled that
- A) teachers unions could not strike.
 - B) segregated public facilities were constitutional.
 - C) the Civil Rights Act was unconstitutional.
 - D) segregated facilities are inherently unequal.

Answer: D

Page Ref: 784

Skill: Interpretive

- 42) In response to the desegregation crisis resulting from the Supreme court decision in *Brown v. Board of Education*, President Eisenhower
- A) moved to quickly integrate the schools in Washington, D.C.
 - B) promoted the idea that laws were the best way to improve race relations.
 - C) refused to send troops to integrate the high school in Little Rock, Arkansas.
 - D) privately endorsed the decision while condemning it publicly.

Answer: A

Page Ref: 784

Skill: Interpretive

- 43) As a result of the Montgomery bus boycott in 1955,
- A) blacks effectively united to pursue their goals.
 - B) the Supreme Court ruled that segregation on buses did not violate the Constitution.
 - C) the civil rights movement lost ground in its fight against segregation.
 - D) the civil rights movement produced no effective leaders.

Answer: A

Page Ref: 785

Skill: Interpretive

44) Operation Wetback

- A) ended reliance on poor Mexican farm laborers.
- B) continued because farm states wanted cheap laborers.
- C) resulted in more Puerto Ricans in the United States.
- D) eliminated urban barrios.

Answer: B

Page Ref: 786

Skill: Factual

45) The transistor was developed at Bell Laboratories in 1948. A transistor may be described as

- A) a small battery.
- B) a hearing aid.
- C) a recording device.
- D) an electronic device used in radios.

Answer: D

Page Ref: 770

Skill: Applied

46) After World War II, automation became increasingly characteristic of American society, which meant that

- A) more people worked in service industries.
- B) consumer goods became less available for most people except the very wealthy.
- C) it took fewer workers to produce the same amount of goods.
- D) skilled labor essentially disappeared from the economy.

Answer: C

Page Ref: 770

Skill: Applied

47) The 1950s in American history are often referred to as a period of consensus and conformity. Consensus means that

- A) there was considerable rebellion among American young people.
- B) most people wanted to be like the other people in the society.
- C) heterogeneity was highly valued by most people.
- D) religion had ceased to be an important factor in the society.

Answer: B

Page Ref: 771

Skill: Applied

- 48) American popular culture promoted a stereotype of women concerned only about marriage and family. A stereotype is a/an
- A) oversimplified and fixed mental image.
 - B) discriminatory behavior.
 - C) image varying with individual differences.
 - D) statistical average.

Answer: A

Page Ref: 773

Skill: Applied

- 49) When he assumed the office of the president in 1945, Harry Truman was described by many analysts as unpretentious, which means that he would
- A) be expected to act aggressively.
 - B) act like a snob.
 - C) be extremely sophisticated.
 - D) probably be somewhat ordinary.

Answer: D

Page Ref: 775

Skill: Applied

- 50) In 1954 the Supreme Court declared that separate facilities for blacks and white are inherently unequal. Inherently means unequal by
- A) legislative Act.
 - B) its essential nature.
 - C) religious ethics.
 - D) accident.

Answer: B

Page Ref: 784

Skill: Applied

- 51) The Eisenhower administration undermined the New Deal policy of tribal autonomy. Autonomy means
- A) independence.
 - B) citizenship.
 - C) self-sufficiency.
 - D) self-government.

Answer: D

Page Ref: 786

Skill: Applied

True/False Questions

- 1) Because of the anxieties created by the Cold War, Americans reflected little optimism in the two decades after World War II.

Answer: FALSE

Page Ref: 759

Skill: Interpretive

- 2) The two decades after World War II were a period of sustained economic growth in the United States.

Answer: TRUE

Page Ref: 760

Skill: Interpretive

- 3) From 1951 to 1953, the United States Defense budget more than doubled.

Answer: TRUE

Page Ref: 761

Skill: Factual

- 4) Oligopolies, Conglomerates, and Franchises were all part of post-World War II expansion.

Answer: TRUE

Page Ref: 763

Skill: Interpretive

- 5) In the period after World War II there was a general migration of middle-class Americans to the suburbs.

Answer: TRUE

Page Ref: 767

Skill: Interpretive

- 6) The intense piety that characterized American society during the Eisenhower administration indicated that most Americans had a profound understanding of their religious beliefs.

Answer: FALSE

Page Ref: 772

Skill: Interpretive

- 7) Doris Day, a prominent movie actress during the 1950s and 1960s, represented forbidden sexuality for the American male.

Answer: FALSE

Page Ref: 773

Skill: Interpretive

- 8) The income gap between white women and black women holding similar jobs dropped from about 50 percent in 1940 to about 30 percent in 1960.

Answer: TRUE

Page Ref: 774

Skill: Factual

- 9) In developing the rationale to support the Employment Act of 1946, President Truman relied on the economic theories of John Maynard Keynes.

Answer: TRUE

Page Ref: 775

Skill: Interpretive

- 10) President Truman was, in general, able to obtain congressional approval for most of the major programs comprising his Fair Deal.

Answer: FALSE

Page Ref: 775

Skill: Interpretive

- 11) In general, the decade and a half after World War II was one of stability and security for the United States.

Answer: TRUE

Page Ref: 788

Skill: Interpretive

Essay Questions

- 1) Discuss the general economic conditions of the United States in the decade and a half after the end of World War II.

Answer: It was a period of general economic expansion. Accumulated savings fueled consumption after the war, while the automobile industry, the interstate highway system, and housing construction stimulated economic growth. A government attitude favorable to business and expenditures associated with the Korean War also stimulated the economy. In general, it was a period of prosperity and affluence, especially for the middle class.

Page Ref: 760–762

Skill: Interpretive

- 2) Discuss the major developments in corporate business in the later 1940s through the 1950s.

Answer: During that period, corporate business trends were toward concentration of control in the form of oligopolies and conglomerates. Franchise operations and an emphasis on companies expanded into foreign markets.

Page Ref: 763–764

Skill: Interpretive

- 3) Assume that you were a typical white, middle-class, white-collar employee during the 1950s and 1960s. Describe your working conditions and your living environment.

Answer: The typical white-collar worker would be salaried rather than paid by the hour and would be among the majority of workers. There would be a general conformity among workers with stress on teamwork rather than individuality. They would have more children and better health care. Many would move west and probably live in the suburbs in standardized housing, while doing much of their purchasing at shopping malls.

Page Ref: 764–765

Skill: Applied

- 4) Discuss union gains from the end of World War II through the 1950s. Evaluate the advantages and disadvantages of those gains.

Answer: Immediate postwar adjustment was hostile with more strikes in 1946 than ever before in United States history. By the late 1940s an accommodation was reached ending bitter acknowledged management prerogatives. Material concessions were gained but with the loss of worker autonomy and control.

Page Ref: 765–766

Skill: Interpretive

- 5) Discuss the major demographic trends and settlement patterns of the postwar era.

Answer: The population grew dramatically as a "baby boom" developed. War industries prompted many people to move west. White middle-class Americans moved into the suburbs. Levitt's mass production housing and government-insured mortgages fueled housing booms. Shopping centers catered to suburban customers.

Page Ref: 766–769

Skill: Interpretive

- 6) Suppose you are a typical consumer of the postwar era. Describe your activities and abundance.

Answer: Transistors brought in new gadgets and appliances with television the main purchase. More staple appliances were purchased as well as less essential items such as electric pencil sharpeners. Credit cards and installment plans encouraged buying.

Page Ref: 770–771

Skill: Applied

- 7) Discuss the conformities as well as changes for various levels of American women.

Answer: After World War II, traditional gender roles were affirmed. Women faced tremendous pressure to conform but entered the work force at higher rates than the prewar period. The media and authority figures, such as Dr. Spock, reinforced the stereotypes. More professions were available but only in those that reinforced women's traditional roles. African-American women improved their wages and professional options.

Page Ref: 772–774

Skill: Interpretive

- 8) Suppose you were a nontypical American college student during the period from 1945 to 1960. Describe your probable interests and the culture figures that would most probably appeal to you.

Answer: The nontypical American college student would probably have been interested in those artists and philosophers who questioned the prevailing conformity in American society, such as J.D. Salinger, Jack Kerouac, and Allen Ginsberg. He or she would probably have grooved to Elvis Presley's music and been interested in the art of Jackson Pollock and the "New York school."

Page Ref: 774

Skill: Applied

- 9) Write a newspaper report on the election of 1948 analyzing the candidates, their positions on the issues, and the outcome of the election.

Answer: In the election of 1948, Truman, the Democrat, was considered the underdog. He launched a vigorous campaign and retained support from the old New Deal coalition of labor, farm, and black votes. Dewey, the Republican candidate, believed people wanted to end the welfare programs of the New Deal. White southern segregationists nominated Thurmond on the Dixiecrat ticket. Wallace, the Progressive Party candidate, was sympathetic toward the Soviet Union and appealed to liberals and socialists. Truman narrowly won.

Page Ref: 776–778

Skill: Applied

- 10) Define the concept of "Modern Republicanism" and evaluate the success that Eisenhower had in implementing it during his administration.

Answer: "Modern Republicanism" called for limiting government growth, while accepting the major concepts of the welfare state as established by the New Deal. Eisenhower did reduce government's economic role but failed to privatize the Tennessee Valley Authority. The decline in economic growth led to three recessions during his administration, although general prosperity remained.

Page Ref: 779–780

Skill: Interpretive

- 11) Discuss the "other America" that existed in the years after World War II.

Answer: Not all post-war America enjoyed middle-class status. Poverty continued in rural and urban areas. Michael Harrington described the poor in his 1962 study, The Other America. More African American poor were concentrated in cities and black ghettos became more permanent fixtures. Latino immigrants, including braceros, came to the United States. Puerto Ricans moved to New York city. Native Americans came to cities. Many had trouble adjusting to urban life. They faced hostility from white Americans.

Page Ref: 780–788

Skill: Factual

Short Answer Questions

- 1) Because of population shifts after World War II, by 1963, _____ had become the most populous state in the Union.

Answer: California

Page Ref: 767

Skill: Factual

- 2) The person instrumental in promoting suburbanization in the United States after World War II by standardizing the construction of housing was _____.

Answer: William Levitt

Page Ref: 767

Skill: Factual

- 3) One of the earliest computers, _____, was built in 1946 at the University of Pennsylvania.

Answer: ENIAC

Page Ref: 769

Skill: Factual

- 4) The first of the consumer credit cards—the _____ card—appeared in 1950.

Answer: Diner's Club

Page Ref: 770

Skill: Factual

- 5) In 1954, Congress added these words " _____ " to the pledge to the flag.

Answer: Under God

Page Ref: 772

Skill: Factual

- 6) During the 1950s, a movie actress noted for her expression of raw sexuality was _____.

Answer: Marilyn Monroe

Page Ref: 773

Skill: Factual

- 7) During the 1950s, the painter _____ led the "New York school" in rebellion against European influences in American art.

Answer: Jackson Pollock

Page Ref: 774

Skill: Factual

- 8) The seasonal Mexican immigrants who were encouraged to come to the United States each year to help with the harvest of crops were known as _____.

Answer: braceros

Page Ref: 786

Skill: Factual

- 9) By the end of the 1960s, New York City had more Puerto Ricans than _____, the island's capital.

Answer: San Juan

Page Ref: 786

Skill: Factual

- 10) The Progressive Party candidate for president in the election of 1948, who considered Truman's policies too conservative, was former vice-president _____.

Answer: Henry Wallace

Page Ref: 776

Skill: Factual

11) The Democratic candidate for president in 1952 and 1956 was _____.

Answer: Adlai Stevenson

Page Ref: 778

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

1) Ray Kroc

Page Ref: 757

Skill: Factual

2) William Levitt

Page Ref: 767

Skill: Factual

3) Jackie Robinson

Page Ref: 782

Skill: Factual

4) Billy Graham

Page Ref: 772

Skill: Factual

5) Benjamin Spock

Page Ref: 772

Skill: Factual

6) Betty Friedan

Page Ref: 773

Skill: Factual

7) Alfred C. Kinsey

Page Ref: 773

Skill: Factual

8) J. D. Salinger

Page Ref: 774

Skill: Factual

9) Jack Kerouac

Page Ref: 774

Skill: Factual

A) Founder of McDonald's

B) *Catcher in the Rye*

C) Broke a racial barrier

D) *The Other America*

E) *Baby and Child Care*

F) *Sexual Behavior in the Human Male*

G) *The Feminine Mystique*

H) Pioneer suburb developer

I) Popular evangelist during the
Eisenhower administration

J) *On the Road*

10) Michael Harrington

Page Ref: 780

Skill: Factual

- | | | | | | |
|------|------|------|-------|------|------|
| 1) A | 2) H | 3) C | 4) I | 5) E | 6) G |
| 7) F | 8) B | 9) J | 10) D | | |

Chapter 27 Chills and Fever During the Cold War

Multiple-Choice Questions

- 1) At the end of World War II, American policymakers generally envisioned a world
- A) dominated by the Soviet Union.
 - B) from which the United States could isolate itself.
 - C) in which American values would spread.
 - D) in which the United States protected its trade position through high tariff barriers.

Answer: C

Page Ref: 792

Skill: Interpretive

- 2) After World War II, the Soviet Union
- A) felt little effect from the war.
 - B) believed it was vulnerable on its eastern border.
 - C) was determined to have a buffer zone for protection of its western border.
 - D) aggressively pursued a policy of world revolution.

Answer: C

Page Ref: 792–793

Skill: Interpretive

- 3) As president, both Truman and Eisenhower
- A) had similar domestic programs.
 - B) saw communism as a monolithic force.
 - C) subscribed to the Grand Alliance System.
 - D) feared Germany more than the Soviet Union.

Answer: B

Page Ref: 793

Skill: Interpretive

- 4) Joseph Stalin, who headed the government of the Soviet Union at the end of World War II, believed that
- A) World War II had been a joint Allied victory.
 - B) fairness was the best basis for governing the Soviet Union.
 - C) the United States should be trusted as an ally.
 - D) eastern Europe must be kept under Russia's influence.

Answer: D

Page Ref: 793

Skill: Interpretive

- 5) As World War II ended, most Americans
- A) became increasingly fearful of the Soviet Union.
 - B) believed the war had been fought for ill-defined reasons.
 - C) continued to regard Russian society as open and democratic.
 - D) found few parallels between the Nazi and Soviet systems.

Answer: A

Page Ref: 794

Skill: Interpretive

- 6) The first confrontation between the Soviet Union and the Western democracies after World War II came over
- A) China.
 - B) Poland.
 - C) Germany.
 - D) Vietnam.

Answer: B

Page Ref: 794

Skill: Factual

- 7) In his negotiations with the Soviets concerning the post war government in Poland, President Truman
- A) indicated a willingness to compromise on the issue.
 - B) demanded that the Soviets accept the American position.
 - C) refused to discuss the matter with Stalin at the Potsdam conference.
 - D) agreed to the establishment of a communist-controlled government there.

Answer: B

Page Ref: 894

Skill: Interpretive

- 8) At the Potsdam Conference, President Truman
- A) learned that the United States had successfully tested an atomic bomb.
 - B) sought to reduce tensions with the Soviets.
 - C) demanded that Stalin resign as leader of the Soviet Union before the United States would negotiate.
 - D) pressured the British to accept a communist government in Poland.

Answer: A

Page Ref: 794

Skill: Interpretive

9) At the end of World War II, President Truman

- A) aided the Soviets in rebuilding their war-torn economy.
- B) continued lend-lease to the British but not the Soviets.
- C) abruptly ended the lend-lease program to all European nations.
- D) honored President Franklin Roosevelt's pledge at Yalta to give economic aid to the communist bloc countries.

Answer: C

Page Ref: 794

Skill: Interpretive

10) After World War II, Winston Churchill

- A) believed Britain and the United States could work out an alliance with the Soviet Union.
- B) feared the growing military might of the United States.
- C) saw a future of peace and harmony throughout the world.
- D) believed that Europe had become divided into two camps.

Answer: D

Page Ref: 795

Skill: Interpretive

11) The containment policy of the Truman administration

- A) became the basis for American foreign policy in the post-World War II period.
- B) had little support from policymakers in Washington.
- C) had been designed by Dean Acheson.
- D) fostered stronger relations between the United States and the Soviet Union.

Answer: A

Page Ref: 795

Skill: Interpretive

12) One effect of the Cold War was

- A) to create a strong resistance to military pacts in the Senate.
- B) to commit the United States to involvement in European affairs.
- C) a return of isolationist sentiments in the United States.
- D) strong support for closer ties with the Soviet Union.

Answer: B

Page Ref: 796

Skill: Interpretive

- 13) Underlying the Marshall Plan was the assumption that
- A) Eastern Europe could be freed from Soviet domination.
 - B) it could convert the Soviet Union to democracy.
 - C) economic prosperity brings political stability.
 - D) the United States would not directly participate in the proposal.

Answer: C

Page Ref: 796

Skill: Interpretive

- 14) By 1947, United States policy regarding Germany
- A) placed emphasis on keeping Germany divided.
 - B) was designed to keep Germany in a colonial status.
 - C) had strong support from the other wartime Allies.
 - D) promoted the development of German economic strength.

Answer: D

Page Ref: 798

Skill: Interpretive

- 15) America's response to the Russian blockade of West Berlin was to
- A) circumvent it by air.
 - B) threaten a major war.
 - C) accept the Soviets' demand that West Berlin be integrated into East Germany.
 - D) turn Berlin over to the Soviets.

Answer: A

Page Ref: 798

Skill: Interpretive

- 16) In 1950, the National Security Council, in document NSC-68
- A) rejected the Truman Doctrine.
 - B) urged cooperation between the United States and the Soviet Union.
 - C) called for unilateral disarmament by the United States.
 - D) considered good faith negotiations with the Soviet Union useless.

Answer: D

Page Ref: 799

Skill: Interpretive

17) The leader who led the Chinese communists to control of the Chinese mainland in 1949 was

- A) Mao Zedong.
- B) Jiang Jieshi.
- C) Zhou Enlai.
- D) Deng Xiaoping.

Answer: A

Page Ref: 800

Skill: Factual

18) After the communists gained control of China in 1949,

- A) most Americans recognized that their triumph resulted from a long internal conflict within that country.
- B) the United States repudiated the leadership of Jiang Jieshi.
- C) Secretary of State Dean Acheson claimed that the United States could have prevented the communist takeover.
- D) staunch anti-communists accused President Truman of losing China to the communists.

Answer: D

Page Ref: 800

Skill: Interpretive

19) During the Korean War, President Truman

- A) clearly stated American objectives.
- B) acted to oppose communist aggression.
- C) reluctantly cooperated with the United Nations' decision to defend South Korea.
- D) supported General Douglas MacArthur's proposal to bomb communist bases in China.

Answer: B

Page Ref: 801

Skill: Interpretive

20) The Korean War led the United States to sign a peace treaty with

- A) the Soviet Union.
- B) China.
- C) Japan.
- D) Germany.

Answer: C

Page Ref: 803

Skill: Factual

- 21) When Ho Chi Minh established the Democratic Republic of Vietnam in 1945, the United States
- A) welcomed the creation of a new democratic country.
 - B) refused to recognize the new state.
 - C) sent troops to restore the former government.
 - D) signed a peace treaty with the new state.

Answer: B

Page Ref: 804

Skill: Interpretive

- 22) During the Truman and Eisenhower administrations, in the Middle East the United States
- A) successfully cooperated with the Soviets.
 - B) moved to protect Western access to oil supplies.
 - C) refused to recognize the state of Israel.
 - D) supported the British effort to prevent Egypt from taking control of the Suez Canal.

Answer: B

Page Ref: 805

Skill: Interpretive

- 23) American action in Latin American during the 1950s
- A) showed support for the nationalist movements in the region.
 - B) demonstrated concern for political stability and American economic investments in the region.
 - C) led to strong pro-American feelings throughout Latin America.
 - D) had little relationship to America's Cold War policies.

Answer: B

Page Ref: 806

Skill: Interpretive

- 24) While attempting to build an atomic bomb during World War II, the United States
- A) concealed the project from the Soviet Union.
 - B) concealed the project from the British.
 - C) shared the information with all of its allies.
 - D) decided to drop the bomb on Japan but not on Germany.

Answer: A

Page Ref: 806

Skill: Interpretive

- 25) Concerning the issue of nuclear weapons development after World War II,
- A) President Truman supported a joint Soviet–American effort.
 - B) most Americans believed that the United States should freely share its knowledge with other countries.
 - C) Secretary of State Henry Stimson proposed cooperating with the Soviet Union.
 - D) most American scientists believed that the Soviets could never develop an atomic bomb.

Answer: C

Page Ref: 807

Skill: Interpretive

- 26) Upon learning that the Soviet Union had successfully tested an atomic bomb, the United States
- A) threatened a preemptive air strike against the Soviets' nuclear laboratories.
 - B) responded with indifference.
 - C) authorized the development of the hydrogen superbomb.
 - D) asked the United Nations to control the development of nuclear research.

Answer: C

Page Ref: 807

Skill: Interpretive

- 27) When Americans first learned of the development of the atomic bomb, most responded with
- A) little anxiety.
 - B) more excitement than fear.
 - C) great fear.
 - D) indifference.

Answer: B

Page Ref: 807

Skill: Interpretive

- 28) In an attempt to deal with the problem of nuclear proliferation after World War II, President Truman
- A) threatened to attack the Soviets if they developed a bomb.
 - B) agreed to the Soviet plan for control of nuclear research.
 - C) rejected the plan proposed by Dean Acheson and David Lilienthal.
 - D) increased defense spending and created a nuclear industry.

Answer: D

Page Ref: 809

Skill: Interpretive

29) The policy of massive retaliation

- A) relied solely on the threat to use nuclear weapons.
- B) stressed conventional forms of defense.
- C) allowed for mediation during international crises.
- D) had little effect on Cold War policies.

Answer: A

Page Ref: 809

Skill: Interpretive

30) During the Truman administration, the government's loyalty program

- A) was designed to meet the communist challenge abroad.
- B) achieved absolute loyalty to the interests of the United States among government workers.
- C) always safeguarded the individual rights of those investigated.
- D) led to the violation of individual rights of some of those investigated.

Answer: D

Page Ref: 810

Skill: Interpretive

31) In reaction to Cold War tensions, the United States Congress

- A) called for negotiations between the Soviet Union and the United States.
- B) condemned President Truman's loyalty program as too severe.
- C) moved to protect the civil rights of those accused of disloyalty.
- D) passed laws restricting Communist Party activity in the United States.

Answer: D

Page Ref: 811

Skill: Interpretive

32) During the second Red Scare, which developed during the 1950s,

- A) W.E.B. Du Bois became a leading defender of the American way of life.
- B) the right of due process for those accused was often ignored.
- C) academics suffered few restrictions on their freedom of speech.
- D) labor unions were generally unaffected by the controversy.

Answer: B

Page Ref: 816

Skill: Interpretive

33) According to revisionist historians, the Cold War

- A) was caused solely by the Soviets.
- B) had little impact on American society.
- C) resulted from differing views of what the post-World War II world should be.
- D) was an illusion of little historical significance.

Answer: C

Page Ref: 817-818

Skill: Interpretive

34) The National Security Council document number 68 (NSC-68) described the challenges facing the United States during the Cold War as cataclysmic, meaning that

- A) the United States had little to fear from the Soviets.
- B) a disastrous situation could develop.
- C) military resistance to Soviet power was useless.
- D) only through diplomacy could the United States hope to deal with the Soviets.

Answer: B

Page Ref: 799

Skill: Applied

35) Historians often refer to Senator Joseph McCarthy of Wisconsin as a demagogue, implying that he

- A) was a person of honor and integrity.
- B) relied primarily on rational arguments to support his statements.
- C) used emotional appeals to promote his political interests.
- D) was a drunkard and a coward.

Answer: C

Page Ref: 815

Skill: Applied

36) During the 1950s, a paranoia developed in American life, which indicated that Americans

- A) had become more rational in their approach to foreign affairs.
- B) believed that the welfare state was totally undesirable.
- C) had become more devoted to the defense of civil liberties.
- D) had become victims of irrational fears concerning communism.

Answer: D

Page Ref: 816

Skill: Applied

True/False Questions

- 1) During the 1950s, a government employee could be dismissed from his job if accused of being a security risk, even if he was denied knowledge of his accuser.

Answer: TRUE

Page Ref: 791

Skill: Applied

- 2) Presidents Truman and Eisenhower possessed very different views of communism.

Answer: FALSE

Page Ref: 793

Skill: Interpretive

- 3) During the 1950s, many Americans began to equate the Nazi and Soviet systems, as they had done during the 1930s.

Answer: TRUE

Page Ref: 793

Skill: Applied

- 4) Despite the rigid and uncompromising stand taken by the United States during the Cold War, Joseph Stalin continued to seek ways of cooperating with the Western democracies.

Answer: FALSE

Page Ref: 795–796

Skill: Interpretive

- 5) The Marshall Plan was enacted to replace the Truman Doctrine, which the United States had abandoned as unsuccessful.

Answer: FALSE

Page Ref: 796–797

Skill: Interpretive

- 6) The United States encouraged creation of the North Atlantic Treaty Organization in order to reduce its military commitments for the defense of Europe.

Answer: FALSE

Page Ref: 798

Skill: Interpretive

- 7) Eisenhower was in favor of aggressive action in East Germany and Hungary in the 1950s.

Answer: FALSE

Page Ref: 799

Skill: Interpretive

- 8) President Truman expressed willingness to use whatever military force necessary to prevent communism's spread in Korea.

Answer: FALSE

Page Ref: 803

Skill: Interpretive

- 9) President Eisenhower rejected the idea that the United States adopt a policy of "massive retaliation" because it would have involved the diplomacy of "brinkmanship."

Answer: FALSE

Page Ref: 809

Skill: Interpretive

- 10) Television coverage of the Army-McCarthy hearings helped discredit Senator McCarthy's crusade against communist agents in the United States government.

Answer: TRUE

Page Ref: 816

Skill: Interpretive

Essay Questions

- 1) Assume that you were Val Lorwin. Describe your position in relation to the United States government from November 1950 through March 1952.

Answer: In 1950, Lorwin, a left-wing Socialist during the 1930s, found himself accused of having been a Communist party member and, hence, a security risk in his government job, which he had held for 16 years. He was brought before a congressional investigating committee, which failed to protect his civil rights by refusing to identify his accuser. He was victimized by Senator McCarthy and did not have his name cleared until 1954.

Page Ref: 790-791

Skill: Applied

- 2) Contrast the American worldview with the Soviet worldview at the end of World War II.

Answer: The United States wanted to spread the vision of liberty, democracy, and economic opportunity, as well as promote free trade and markets for American products. The Soviets were concerned primarily with securing their borders, rebuilding their economy, and spreading communist ideology.

Page Ref: 792-793

Skill: Interpretive

- 3) Characterize the foreign policy interests of American presidents Harry Truman and Dwight Eisenhower as well as the Soviet leaders Joseph Stalin.

Answer: Both Truman and Eisenhower believed in self-determination and the superiority of American institutions. Both opposed communism although Eisenhower was more willing to be accommodating. Ruthless Stalin was determined to rebuild the USSR and maintain control of Eastern Europe.

Page Ref: 792-794

Skill: Interpretive

- 4) Discuss the background to the Polish question and illustrate how it became the first confrontation in the Cold War.

Answer: Disagreements over what kind of postwar government the Allies would establish in Poland surfaced first at the Yalta Conference. Truman demanded of the Soviet ambassador to the United States that a democratic government be established in Poland.

Page Ref: 794

Skill: Interpretive

- 5) Discuss the issue of American aid to the Allies at the end of World War II and explain how the American position contributed to the development of Cold War with the Soviet Union.

Answer: Truman decided to abruptly end lend-lease against the advice of Secretary of State Stettinius, which hurt the Soviet Union most of all the affected countries. Truman then attempted to use the offer of American economic aid to press the Soviets into developing a five-year plan for the rebuilding of the Soviet economy, independent of American help.

Page Ref: 794

Skill: Interpretive

- 6) Discuss the development of the United States containment policy and explain the major attempts of the American government to implement it prior to 1950.

Answer: George Kennan argued that diplomatic negotiations with the Soviets were useless for a variety of reasons, a position reaffirmed in 1950 in National Security Council document 68. Only by containing the spread of Soviet control and influence could the United States effectively deal with the Soviets. Hence, the United States provided aid to Greece and Turkey, announced the Truman Doctrine and Marshall Plan, supported the North Atlantic Treaty Organization, unified West Germany, and carried out the Berlin airlift.

Page Ref: 795-800

Skill: Interpretive

- 7) Suppose you were a Chinese communist leader in 1950. Explain how you would have felt about the situation in China as well as about the response of the United States to that situation.

Answer: The Chinese communists saw the existing government in China as corrupt and inefficient, leaving the Chinese people in poverty, disease, and oppression, which they believed were the causes of the civil war that developed. They viewed the Americans as "imperialists" and confiscated American property in China, leading to a hysterical reaction in the United States. This American hostility led the communist Chinese to ally more closely with the Soviet Union.

Page Ref: 800

Skill: Applied

- 8) Suppose that you had been General Douglas MacArthur leading the United Nations' forces in the Korean War. Explain your objectives in the war as well as how you would respond to President Truman's approach to the war.

Answer: MacArthur believed he was a military commander of superior abilities. He was determined to defeat the North Koreans and establish United Nations' control in the North, and he believed that bombing North Korean supply bases inside China was essential to achieving these goals. The limited war that Truman attempted to pursue resulted in great frustration for him and led him to criticize the president publicly.

Page Ref: 800-803

Skill: Applied

- 9) Imagine that you were the Central American correspondent of an American news magazine during the 1950s. How would you evaluate the economic and political conditions of Latin America, and how would you explain the United States' reaction to the Castro revolution in Cuba?

Answer: Americans controlled much of the Central American economy. This fact and exercise of American power in the region had generated much hostility toward U.S. involvement in Central America. The forces of nationalism and social reform were at work in the area. Many Americans feared the spread of communism there, leading to Eisenhower's decision to cut off exports and sever diplomatic relations with Cuba after Castro established a communist-oriented government on the island.

Page Ref: 805-806

Skill: Applied

Short Answer Questions

- 1) Upon his death in 1953, Joseph Stalin was succeeded by _____ as the leader of the Soviet Union.

Answer: Nikita Khrushchev

Page Ref: 793

Skill: Factual

- 2) The individual primarily responsible for developing the American containment policy during the Cold War was _____.

Answer: George Kennan

Page Ref: 795

Skill: Factual

- 3) The key Republican senator responsible for gaining congressional support for the Truman Doctrine was _____ of Michigan.

Answer: Arthur Vandenberg

Page Ref: 796

Skill: Factual

- 4) The Allied powers had decided to divide Germany into four occupation zones at the _____ Conference.

Answer: Yalta

Page Ref: 798

Skill: Factual

- 5) The first commander of the United Nations forces during the Korean War was General _____.

Answer: Douglas MacArthur

Page Ref: 801

Skill: Factual

- 6) When the United States refused to finance construction of the Aswan Dam, Egyptian leader _____ seized control of the Suez Canal.

Answer: Gamal Abdel Nasser

Page Ref: 805

Skill: Factual

- 7) When _____ overthrew the dictatorial regime of Fulgencio Batista in Cuba, President Eisenhower severed diplomatic ties with Cuba.

Answer: Fidel Castro

Page Ref: 806

Skill: Factual

- 8) The case that resulted when Whittaker Chambers accused _____, a former New Deal official, of being a Soviet spy helped convince many Americans that a communist threat did exist in the United States.

Answer: Alger Hiss

Page Ref: 814

Skill: Factual

- 9) The organizer of the communist movement in Vietnam after World War II was _____.

Answer: Ho Chi Minh

Page Ref: 804

Skill: Factual

- 10) In his campaign to rid the government of communist agents, _____ criticized even ean Acheson and George Marshall.

Answer: Joseph McCarthy

Page Ref: 815

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

1) George Orwell

Page Ref: 793

Skill: Factual

2) "Mr. X"

Page Ref: 796

Skill: Factual

3) Ralph Lapp

Page Ref: 808

Skill: Factual

4) Dean Acheson

Page Ref: 800

Skill: Factual

5) Henry L. Stimson

Page Ref: 807

Skill: Factual

6) Alger Hiss

Page Ref: 814

Skill: Factual

7) Nevil Shute

Page Ref: 808

Skill: Factual

8) John Foster Dulles

Page Ref: 809

Skill: Factual

9) J. Howard McGrath

Page Ref: 810

Skill: Factual

10) Lewis Strauss

Page Ref: 807

Skill: Factual

A) *Foreign Affairs*

B) *On the Beach*

C) Suspected communist

D) Physicist who warned about
nuclear fallout

E) Secretary of war who favored
sharing nuclear information with
the Soviets

F) Atomic Energy Commission

G) 1984

H) Attorney general who declared
there were many communists in
America

I) Secretary of state who considered
granting diplomatic recognition to
the communist government in
China

J) Secretary of state who developed
the policy of "massive retaliation"

1) G

2) A

3) D

4) I

5) E

6) C

7) B

8) J

9) H

10) F

Chapter 28 Reform and Rebellion in the Turbulent Sixties, 1960–1969

Multiple-Choice Questions

- 1) Paul Cowan represented the views of many 1960s students who
- A) deserted the military because of their disillusionment with the war.
 - B) opposed the concept of active government.
 - C) lost faith in the "American way."
 - D) felt government could make a positive difference.

Answer: D

Page Ref: 820

Skill: Interpretive

- 2) By 1960, most Americans tended to believe that the federal government should
- A) reduce its commitment to social welfare programs.
 - B) abandon the philosophy on which the New Deal and Fair Deal had been based.
 - C) radically reduce defense spending.
 - D) assume an active role in providing welfare benefits for the people.

Answer: D

Page Ref: 821

Skill: Interpretive

- 3) One of the chief obstacles John Kennedy had to overcome to win the election of 1960 was the fact that he was
- | | |
|-----------------------------|--------------|
| A) Roman Catholic. | B) Quaker. |
| C) a poor television image. | D) divorced. |

Answer: A

Page Ref: 921

Skill: Interpretive

- 4) John Kenedy
- A) was the youngest man elected president.
 - B) won the election with a wide margin of the popular vote.
 - C) had little prior political experience.
 - D) barely received enough electoral votes to win the election.

Answer: A

Page Ref: 823

Skill: Interpretive

5) The inauguration of John Kennedy as president of the United States

- A) brought vigorous leadership to the government.
- B) meant the continuation of a presidential leadership style similar to Eisenhower's.
- C) meant that Washington social life became less glamorous.
- D) led to an administration dominated by Roman Catholic concepts.

Answer: A

Page Ref: 823

Skill: Interpretive

6) President Kennedy's New Frontier program

- A) had been strongly supported by the voters in the 1960 election.
- B) enjoyed strong support from the Democrats in Congress.
- C) met resistance on several points.
- D) provided many new socioeconomic opportunities for the American people.

Answer: C

Page Ref: 826–827

Skill: Interpretive

7) As president, Kennedy was able to win congressional support and funding for

- A) aid to parochial schools.
- B) medical care for the elderly.
- C) the exploration of space.
- D) a major urban renewal program.

Answer: C

Page Ref: 827

Skill: Interpretive

8) The Peace Corps was established in order to

- A) send dedicated Americans abroad to work with people at the grassroots level.
- B) provide diplomatic assistance to end civil wars in developing countries.
- C) help developing countries industrialize.
- D) send trained volunteers abroad to teach modern methods of birth control.

Answer: A

Page Ref: 827

Skill: Interpretive

9) As president, Kennedy

- A) failed to enact any parts of the New Frontier.
- B) realized modest success.
- C) altered the scope of federal power more than any previous president.
- D) antagonized the youth.

Answer: B

Page Ref: 927

Skill: Interpretive

10) During the 1960s, the civil rights movement in the United States

- A) caused few problems for American political leaders.
- B) was opposed by the NAACP.
- C) became less violent.
- D) often employed civil disobedience, such as sit-ins, to achieve its goals.

Answer: D

Page Ref: 827-828

Skill: Interpretive

11) When James Meredith tried to attend the University of Mississippi in 1962,

- A) the state's governor supported his right to attend the university.
- B) riots resulted.
- C) the Supreme Court refused to support Meredith's admission.
- D) blacks decided to boycott the bus system in Oxford.

Answer: B

Page Ref: 828

Skill: Interpretive

12) In his pursuit of black rights, Martin Luther King, Jr. was committed to

- | | |
|-------------------------------------|--------------------------------------|
| A) nonviolent protest. | B) a separatist movement for blacks. |
| C) forming a black political party. | D) violent confrontation. |

Answer: A

Page Ref: 829

Skill: Interpretive

- 13) In November, 1963, President Kennedy was assassinated while
- A) en route to a vacation on Padre Island.
 - B) on a political trip to help unite the Texas Democratic Party.
 - C) promoting his plans to invade Cuba.
 - D) attempting to undermine support for Vice-President Johnson who hoped to oppose him in the 1964 Democratic primary.

Answer: B

Page Ref: 830

Skill: Interpretive

- 14) Presidents Kennedy and Lyndon Johnson were similar in
- A) their culture and sophistication.
 - B) ability to deal effectively with Congress.
 - C) crude and offensive personal manners.
 - D) aggressive use of presidential power.

Answer: D

Page Ref: 832

Skill: Interpretive

- 15) One of Lyndon Johnson's major goals as president was to
- A) secure the foundation of the welfare state.
 - B) reduce government involvement in the economy.
 - C) slow down the pace of the civil rights movement.
 - D) lessen the power of the executive branch in the political process.

Answer: A

Page Ref: 832

Skill: Interpretive

- 16) Underlying Johnson's vision of a "Great Society" was
- A) his opposition to Kennedy's legislative programs.
 - B) the most extensive reform program in U.S. history.
 - C) the desire to be reelected in 1960.
 - D) his belief that the Republicans would return to office in 1964.

Answer: B

Page Ref: 832

Skill: Interpretive

- 17) After he became president, Lyndon Johnson
- A) demonstrated considerable charisma and charm.
 - B) failed to promote the interest of blacks.
 - C) proved effective in working with Congress.
 - D) refused to support any of Kennedy's programs.

Answer: C

Page Ref: 832

Skill: Interpretive

- 18) As part of his Great Society program, Lyndon Johnson
- A) called for a tax increase to pay for the social programs.
 - B) failed to demonstrate concern about poverty in the country.
 - C) supported a medical assistance plan.
 - D) refused to support federal aid to education.

Answer: C

Page Ref: 833

Skill: Factual

- 19) As far as his legislative program was concerned, President Lyndon Johnson
- A) was unable to get Congress to approve any important measures.
 - B) failed to obtain congressional approval for Medicare.
 - C) obtained congressional approval for his educational proposals.
 - D) showed little interest in the needs of the poor.

Answer: C

Page Ref: 834

Skill: Interpretive

- 20) The Civil Rights Act of 1964 did all of the following EXCEPT
- A) outlaw racial discrimination in public accommodations.
 - B) fail to eliminate discrimination.
 - C) protect the right to vote.
 - D) prohibit discriminatory hiring practices in firms with more than 25 employees.

Answer: C

Page Ref: 834

Skill: Interpretive

21) A spokesman for the more militant blacks during the 1960s was

- A) Martin Luther King, Jr.
- B) Marcus Garvey.
- C) Booker T. Washington.
- D) Malcolm X.

Answer: D

Page Ref: 835

Skill: Factual

22) The Supreme Court in the 1960s

- A) supported and promoted social changes.
- B) provided ineffective leadership.
- C) affirmed a conservative philosophy through its judicial decisions.
- D) restricted the civil liberties of certain groups through its decisions.

Answer: A

Page Ref: 837

Skill: Interpretive

23) President Lyndon Johnson's Great Society program

- A) generally failed to produce any important changes in American society.
- B) accomplished all the president's goals.
- C) suffered from dissension and conflict within the Democratic Party.
- D) helped to lessen centralization of governmental authority.

Answer: C

Page Ref: 838

Skill: Interpretive

24) A major factor that contributed to Lyndon Johnson's inability to implement his domestic program fully was

- A) the civil rights movement.
- B) his attempt to pursue both his domestic policies and the Vietnam War.
- C) an inactive Congress.
- D) his defeat of Goldwater in the election of 1964.

Answer: B

Page Ref: 838

Skill: Interpretive

25) President Kennedy's fear of communist aggression in the Western Hemisphere led him to support

- A) the Bay of Pigs invasion of Cuba.
- B) the Sandinista revolution in Nicaragua.
- C) an early withdrawal of American forces from Vietnam.
- D) restrictions of Peace Corps activities in Latin America.

Answer: A

Page Ref: 839

Skill: Interpretive

26) During the Cuban missile crisis, the United States

- A) was determined to win a confrontation with the Soviets.
- B) attempted to avoid a confrontation with the Soviets.
- C) decided to invade Cuba.
- D) officially recognized the Castro government.

Answer: A

Page Ref: 839

Skill: Interpretive

27) In his response to the war in Vietnam, President Lyndon Johnson

- A) differed with Kennedy about the domino theory.
- B) always fully informed the American public about developments there.
- C) was determined to prevent communism from spreading.
- D) endorsed the government of Ho Chi Minh.

Answer: C

Page Ref: 843

Skill: Interpretive

28) President Johnson obtained congressional approval for the war in Vietnam by

- A) threatening to veto the military appropriations bill.
- B) agreeing to negotiate with the Soviets for a mutual withdrawal.
- C) claiming that the North Vietnamese had attacked American ships in international waters.
- D) agreeing to a Central Intelligence Agency proposal to assassinate Ho Chi Minh.

Answer: C

Page Ref: 843

Skill: Interpretive

29) The student movement that emerged in the United States during the 1960s

- A) consisted largely of conservative-oriented individuals.
- B) opposed the free-speech movement at the University of California.
- C) strongly supported the Vietnam War.
- D) called for increased social reform.

Answer: D

Page Ref: 844

Skill: Interpretive

30) In his attempt to bring the American people together, President Nixon emphasized

- A) economic reform.
- B) minority rights.
- C) cold war containment.
- D) law and order issues.

Answer: D

Page Ref: 847

Skill: Interpretive

31) Many Americans lost their sense of hope in 1968 after

- A) learning about the Tet offensive.
- B) hearing of Martin Luther King's assassination.
- C) seeing Robert Kennedy shot.
- D) all of the above.

Answer: D

Page Ref: 844; 847

Skill: Interpretive

True/False Questions

1) In the election of 1960 voters divided very evenly between the two major presidential candidates.

Answer: TRUE

Page Ref: 823

Skill: Applied

2) During his administration, President Kennedy's relations with the major corporations of the country were very cordial.

Answer: FALSE

Page Ref: 826

Skill: Applied

- 3) The SNCC advocated using violence in pursuing civil rights.

Answer: FALSE

Page Ref: 827

Skill: Interpretive

- 4) During the presidency of Lyndon Johnson, for the first time in American history the federal government developed a program specifically designed to end poverty in the United States.

Answer: TRUE

Page Ref: 833

Skill: Interpretive

- 5) A member of the Student Nonviolent Coordinating Committee would most probably support a militant approach to civil rights issues.

Answer: TRUE

Page Ref: 827

Skill: Applied

- 6) Anne Moody and Mimi Feingold were similar in that they came from the same social and economic background.

Answer: FALSE

Page Ref: 828

Skill: Interpretive

- 7) The Immigration Act of 1965 established the principle that quotas for immigration into the United States would be based on racial and national origins.

Answer: FALSE

Page Ref: 834

Skill: Interpretive

- 8) Lyndon Johnson, who assumed the office of president after JFK's assassination, had difficulty being elected on his own in 1964.

Answer: FALSE

Page Ref: 833

Skill: Factual

- 9) Radicals supported Johnson's Great Society for taking such bold steps in addressing the nation's social and economic problems.

Answer: FALSE

Page Ref: 838

Skill: Factual

- 10) The free-speech movement that developed at the University of California at Berkeley helped initiate the student rebellion of the 1960s.

Answer: TRUE

Page Ref: 844

Skill: Interpretive

Essay Questions

- 1) Discuss President Kennedy's leadership style and evaluate his success in achieving the goals of his New Frontier program before his assassination.

Answer: Kennedy advocated strong leadership reminiscent of Franklin Roosevelt. He relied on expert advisors, supported civil rights, called for stimulation of the economy, expansion of social welfare programs, and support of the space program. He was not too effective in obtaining congressional support for civil rights legislation or his social welfare programs. He failed to get much of his economic program through Congress and came into confrontation with corporate leaders. He successfully launched a space program.

Page Ref: 822-827

Skill: Interpretive

- 2) Discuss President Lyndon Johnson's leadership style and evaluate the success of his Great Society programs.

Answer: Personally, Johnson was often crude and vulgar but forceful and very effective in working with Congress. He wanted to continue the Kennedy programs, especially welfare. He was effective in getting civil rights and social welfare legislation passed by Congress. Opposition developed to his programs because they reenforced the tendency toward centralization of government, because of their cost, and because the Vietnam War drew off resources.

Page Ref: 822-827

Skill: Interpretive

- 3) Pretend that you are preparing a television documentary about the Civil Rights movement during the 1960s. What events would you show? Who would you interview or discuss?

Answer: Many important events and people played parts in the Civil Rights movement. Among the events would be the sit-ins and freedom rides organized by SNCC, the protest march and subsequent police brutality in Birmingham, Freedom Summer and the urban riots from 1966-1968. Among the influential people were Martin Luther King Jr who advocated nonviolent protest, Malcolm X who wanted to separate from white society, Stokely Carmichael who led the Black Power movement. Also important to discuss are JFK vocal support for civil rights but failure to accomplish much as well as the legislation passed during the Johnson administration: Civil Rights Act of 1964 and Voting Rights Act of 1965.

Page Ref: 827-830; 834-837

Skill: Interpretive

- 4) Suppose you were a militant black during the 1960s. What organizations would you most likely support and which civil rights leaders would you most likely admire? Explain your answer.

Answer: A militant black would probably support the Student Nonviolent Coordinating Committee, Nation of Islam, and the Black Panthers. He or she would most likely admire James Baldwin, Malcolm X, and Stokely Carmichael. A militant black would generally believe that the progress of civil rights reform was moving too slowly and that white Americans were hopelessly racist.

Page Ref: 834–837

Skill: Applied

- 5) Discuss the philosophical position of the majority of the Supreme Court during the 1960s and list the most significant cases decided by the court involving civil rights and civil liberties.

Answer: Led by Chief Justice Earl Warren, the Supreme Court promoted social change. *Brown v. Board of Education* required integration of schools; *Escobedo v. Illinois* guaranteed the accused access to an attorney; *Miranda v. Arizona* established that the accused be informed of his right to remain silent; *Baker v. Carr* concerned reapportionment of state legislatures; The court also prohibited prayer in public schools and liberalized the definition of pornography.

Page Ref: 837

Skill: Interpretive

- 6) Discuss President Kennedy's foreign policy with respect to Cuba and show how it led to confrontation with the Soviet Union.

Answer: When he came into office the Central Intelligence Agency had developed plans to overthrow the communist government in Cuba, the plan that failed with the Bay of Pigs invasion, embarrassing Kennedy. When the United States discovered that the Soviets had placed missiles in Cuba, Kennedy declared a blockade of Cuba to prevent it, and brought the United States and the Soviets to the brink of war.

Page Ref: 838–841

Skill: Interpretive

- 7) Discuss the major reasons for the development of the student movement during the 1960s and describe the chief ways in which the participants in the movement expressed their objectives.

Answer: Demographic patterns lay behind much of the student movement as more young people attended college. Coming from middle-class homes they had time to experiment before going into the working world. Many became involved with such issues as civil rights, free speech, and opposition to the Vietnam War. Many joined such organizations as Students for a Democratic Society. They participated in many campus protests and sit-ins to dramatize their demands.

Page Ref: 843–845

Skill: Interpretive

- 8) As a member of the counterculture of American young people during the 1960s, explain what your values and principles would probably have been and which literary and artistic works would have influenced you.

Answer: Counterculture youth during the 1960s would have questioned the traditional mores of American society, especially those concerning materialism and sexual attitudes. Important influences on their attitude and behavior would have included , painters such as Warhol, and rock musicians. They would probably have experimented with drugs following the lead of such persons as Leary and Kesey and they would probably have attended music festivals.

Page Ref: 845–846

Skill: Applied

Short Answer Questions

- 1) The most important medium in determining the outcome of the election of 1960 was _____.

Answer: television

Page Ref: 823

Skill: Applied

- 2) President Kennedy established the _____ to send men and women overseas to help developing countries achieve their economic and social goals.

Answer: Peace Corps

Page Ref: 827

Skill: Factual

- 3) Police turned high pressure hoses and dogs against black protesters in _____, Alabama in 1963.

Answer: Birmingham

Page Ref: 828

Skill: Factual

- 4) The Republican presidential candidate in the election of 1964 was _____.

Answer: Barry Goldwater

Page Ref: 833

Skill: Factual

- 5) In his effort to eliminate poverty in the United States, President Lyndon Johnson encouraged Congress to pass the _____ Act of 1964.

Answer: Economic Opportunity

Page Ref: 833

Skill: Interpretive

- 6) The _____ outlawed racial discrimination in public accommodations and provided an equal-opportunity provision.

Answer: Civil Rights Act of 1964

Page Ref: 834

Skill: Factual

- 7) In the election of 1968, northern working-class voters and southern whites often supported the American party candidate, _____.

Answer: George Wallace

Page Ref: 847

Skill: Interpretive

- 8) Southern officials were effectively prevented from denying blacks the right to register to vote by the Voting Rights Act of _____.

Answer: 1965

Page Ref: 835

Skill: Factual

- 9) The _____ threatened to eliminate not only racial discrimination from the United States but capitalism as well.

Answer: Black Panthers

Page Ref: 837

Skill: Factual

- 10) _____, author of *One Flew Over the Cuckoo's Nest*, promoted experimentation with drugs during the 1960s.

Answer: Ken Kesey

Page Ref: 846

Skill: Factual

- 11) The name for one of the most radical student groups during the 1960s, The Weathermen, was provided by the folk singer _____.

Answer: Bob Dylan

Page Ref: 848

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Secretary of state, 1961–1969

Page Ref: 823

Skill: Factual

- A) Right to legal counsel during questioning

2) Secretary of defense,
1961–1968

Page Ref: 826

Skill: Factual

3) *Brown v. Board of Education*

Page Ref: 837

Skill: Factual

4) *Miranda v. Arizona*

Page Ref: 837

Skill: Factual

5) *Escebo v. Illinois*

Page Ref: 837

Skill: Factual

6) *Baker v. Carr*

Page Ref: 837

Skill: Factual

7) Stokely Carmichael

Page Ref: 836

Skill: Factual

8) Ken Kesey

Page Ref: 846

Skill: Factual

9) Rachel Carson

Page Ref: 834

Skill: Factual

10) Tom Hayden

Page Ref: 844

Skill: Factual

B) *Silent Spring*

C) Students for a Democratic Society

D) Legislative reapportionment

E) Right to remain silent during
police questioning

F) Black Power

G) *One Flew Over the Cuckoo's Nest*

H) Robert S. McNamara

I) Dean Rusk

J) School desegregation

1) I

2) H

3) J

4) E

5) A

6) D

7) F

8) G

9) B

10) C

Chapter 29 Disorder and Discontent, 1969–1980

Multiple-Choice Questions

- 1) Richard Nixon believed that the office of the president
- A) had too much power.
 - B) set the moral tone for the nation.
 - C) ought to be the engine of social change.
 - D) should not interfere with the economy.

Answer: C

Page Ref: 853

Skill: Interpretive

- 2) In the 1970s, the most critical factor that disrupted the American economy was
- A) spiraling food prices.
 - B) the oil embargo.
 - C) the war in Vietnam.
 - D) wage and price controls.

Answer: B

Page Ref: 855

Skill: Interpretive

- 3) Nixon worked to undermine the liberal agenda by all of the following EXCEPT
- A) reducing the budget.
 - B) proving the ineffectiveness of programs.
 - C) reshaping the Supreme Court.
 - D) discrediting prominent Democrats.

Answer: B

Page Ref: 857

Skill: Interpretive

- 4) The use of busing as a means for desegregation of American schools
- A) eliminated de facto but not de jure segregation.
 - B) often brought resistance in northern cities.
 - C) was generally accepted by southern whites without protest.
 - D) was strongly endorsed by President Nixon.

Answer: B

Page Ref: 859

Skill: Interpretive

- 5) As a result of the Nixon Doctrine, the United States' policy concerning the Vietnam War
- A) brought increased involvement of American ground troops.
 - B) led to an immediate decrease in American air attacks on North Vietnam.
 - C) resulted in a refusal by the United States to negotiate an agreement with the North Vietnamese.
 - D) led to the replacement of American troops with South Vietnamese troops.

Answer: D

Page Ref: 860

Skill: Interpretive

- 6) President Nixon's decision to invade Cambodia in 1970 resulted in
- A) an American victory in Vietnam.
 - B) permanent occupation of Cambodia by U.S. troops.
 - C) general public approval of his Vietnam policy.
 - D) renewed antiwar demonstrations on college campuses.

Answer: D

Page Ref: 861

Skill: Interpretive

- 7) The documents published by the New York Times revealed the
- A) fabrications and faulty assumptions that had guided the Vietnam War.
 - B) participation by the Chinese in Vietnam.
 - C) effectiveness of massive bombing.
 - D) disparity in training between U.S. and South Vietnamese troops.

Answer: A

Page Ref: 861

Skill: Interpretive

- 8) A major element of Nixon's foreign policy was to
- A) use Congress to foster new diplomatic initiatives.
 - B) foster new diplomatic relations with the communist countries.
 - C) establish that communism was monolithic throughout the world.
 - D) concentrate American interests in the Western Hemisphere.

Answer: B

Page Ref: 862

Skill: Interpretive

- 9) As Richard Nixon planned his reelection campaign in 1972,
- A) there was grave concern over the lack of campaign funds.
 - B) the campaign seemed less organized than in 1968.
 - C) the Republicans were determined to sweep the presidential and congressional elections.
 - D) he proposed to conduct a quiet and gentlemanly campaign.

Answer: C

Page Ref: 863

Skill: Interpretive

- 10) As the events of Watergate unraveled,
- A) the complicity of the president in the scandal became evident.
 - B) Americans grew tired of the issue.
 - C) the judicial system did not participate in the process.
 - D) little evidence could be found of the president's involvement.

Answer: A

Page Ref: 865

Skill: Interpretive

- 11) As a result of the Watergate scandal
- A) impeachment laws were strengthened.
 - B) the Republican party called for Nixon's resignation.
 - C) Nixon served six months in prison.
 - D) many Americans lost faith in the presidency.

Answer: D

Page Ref: 865

Skill: Interpretive

- 12) Gerald Ford's goals as president included
- | | |
|---------------------------------------|-----------------------------|
| A) increasing aid to education. | B) ending school busing. |
| C) restoring trust in the presidency. | D) ending welfare programs. |

Answer: C

Page Ref: 865

Skill: Interpretive

- 13) President Carter upset liberals by
- A) beginning deregulation.
 - B) failing to construct an effective energy policy.
 - C) reducing spending.
 - D) all of the above.

Answer: D

Page Ref: 868

Skill: Interpretive

- 14) The founders of the National Organization of Women contended that
- A) the Civil Rights Act of 1964 gave women equal opportunities.
 - B) women were not treated as equal members of society.
 - C) consciousness-raising was unimportant.
 - D) women generally approved of traditional marriage relationships.

Answer: B

Page Ref: 869

Skill: Interpretive

- 15) A comparison of males and females in the work force during the 1970s reveals that
- A) most women did not believe they suffered discrimination.
 - B) most women were relegated to "female" jobs.
 - C) women entered into the work force in smaller numbers.
 - D) women were earning pay comparable to men's.

Answer: B

Page Ref: 872

Skill: Interpretive

- 16) A leader in the movement to achieve changes in the traditional status of women in the United States during the 1970s was
- A) Phyllis Schlafly.
 - B) Marilyn Monroe.
 - C) Janis Joplin.
 - D) Gloria Steinem.

Answer: D

Page Ref: 873

Skill: Factual

17) Black women were often ambivalent about the women's movement for all of the following reasons EXCEPT

- A) suspicion of middle-class views of white feminists.
- B) the feeling that struggle for racial equality took precedence.
- C) gender was a greater problem than race.
- D) an involvement with minor issues like the title Ms.

Answer: C

Page Ref: 873

Skill: Interpretive

18) Between 1970 and 1980, Hispanic-Americans

- A) declined in number.
- B) achieved full assimilation into American society.
- C) found the Supreme Court unsympathetic to their demands for bilingual education.
- D) increased in number.

Answer: D

Page Ref: 873-874

Skill: Interpretive

19) During the 1960s and 1970s, Hispanic-Americans

- A) did not attempt to share in the American dream.
- B) became more active politically.
- C) found the Great Society programs sensitive to their needs.
- D) had little success in gaining a political voice.

Answer: B

Page Ref: 874

Skill: Interpretive

20) The person who led the union movement among Chicano farm workers during the 1960s was

- | | |
|-----------------------|--------------------|
| A) Henry B. Gonzales. | B) Cesar Chavez. |
| C) Henry Cisneros. | D) Joseph Montoya. |

Answer: B

Page Ref: 874

Skill: Factual

21) Chavez was successful in using this tactic when grape growers did not concede to his union demands

- A) Nationwide consumer boycott.
- B) strike.
- C) political lobbying in Washington, D.C.
- D) school walkouts.

Answer: A

Page Ref: 874

Skill: Factual

22) During the 1970s, efforts by Mexican–American farm workers to improve their working conditions

- A) led California to pass a law requiring growers to bargain collectively.
- B) failed to have any impact on legislation in California.
- C) led growers to stop using their labor.
- D) resulted in a Texas law requiring the closed shop.

Answer: A

Page Ref: 874

Skill: Interpretive

23) The demands by Mexican–Americans for improvement in their educational opportunities during the 1970s

- A) met with little success.
- B) resulted in more Latino teachers, counselors and courses.
- C) focused on becoming assimilated into Anglo culture.
- D) generally met with little resistance from educational authorities.

Answer: B

Page Ref: 874

Skill: Interpretive

24) As a leader among Chicanos during the 1970s, Rodolfo "Corky" Gonzales

- A) pressed for return of land that the United States government had taken from Mexicans years earlier.
- B) enthusiastically supported the war in Vietnam.
- C) founded the Crusade for Justice.
- D) avoided activities that might bring confrontation with the authorities.

Answer: C

Page Ref: 875

Skill: Interpretive

25) This president was particularly good at courting Latino votes but did not reward his followers when elected in 1972.

- A) Truman B) Eisenhower C) Kennedy D) Nixon

Answer: D

Page Ref: 875

Skill: Factual

26) During the 1970s, American Indians

- A) abandoned their attempts to preserve Native American culture in the United States.
B) became more confrontational.
C) increasingly looked to the Bureau of Indian Affairs for solutions to their problems.
D) received satisfactory compensation for their tribal lands.

Answer: B

Page Ref: 876

Skill: Interpretive

27) When the Seneca Indians in New York protested the confiscation of part of their reservation for a super highway

- A) they went to court.
B) the federal government supported them against the state.
C) other tribes joined their protest..
D) the protest turned violent.

Answer: A

Page Ref: 876

Skill: Interpretive

28) As result of activities by the American Indians during the 1970s

- A) non-Indian Americans became less sympathetic to Indian causes.
B) the Nixon administration encouraged self-determination among Indians.
C) Native American culture gained greater appreciation and respect.
D) Indian leaders endorsed the United States' war effort in Vietnam.

Answer: C

Page Ref: 876

Skill: Interpretive

29) During the 1960s and 1970s, Native Americans

- A) had successfully assimilated into the mainstream of American life.
- B) generally approved of the policy of termination.
- C) tried to protect what was left of their tribal lands.
- D) resisted any attempts to organize them.

Answer: C

Page Ref: 876

Skill: Interpretive

30) In 1973 the American Psychiatric Association ruled that

- A) homosexuality was not as serious as psychosis.
- B) homosexuality should no longer be classified as a mental illness.
- C) homosexuals could become licensed psychiatrists.
- D) homosexuality was not necessarily the result of improper parenting.

Answer: B

Page Ref: 878

Skill: Factual

31) During the 1960s and 1970s, the environmental movement

- A) successfully lobbied for passage of environmental legislation.
- B) failed to obtain congressional approval for the Clean Air Act.
- C) was led by John Mitchell.
- D) was opposed by Rachel Carson.

Answer: A

Page Ref: 879

Skill: Interpretive

32) A major leader of the consumer protection movement during the 1970s was

- | | |
|-------------------|----------------------|
| A) Rachel Carson. | B) Cesar Chavez. |
| C) Ralph Nader. | D) Abraham Ribicoff. |

Answer: C

Page Ref: 880

Skill: Factual

- 33) In 1973 the Arab oil-producing states disrupted the American economy with and oil embargo, which meant that they
- A) drastically raised the price of oil they sold to American companies.
 - B) prohibited the sale of oil to the United States.
 - C) shipped oil to the United States only in Arab-owned vessels.
 - D) demanded that the United States allow Arab investments in American oil exploration.

Answer: B

Page Ref: 855

Skill: Applied

- 34) Busing plans designed to integrate school districts in northern cities during the 1970s were often attempts to deal with de facto segregation. De facto means that segregation was
- A) required by law.
 - B) established by the de jure principle.
 - C) the result of residential patterns
 - D) confined largely to the suburban areas of cities.

Answer: C

Page Ref: 859

Skill: Applied

- 35) Jimmy Carter's success in 1976 resulted, in part, from a Democratic coalition, which meant that
- A) different interest groups in the party joined together
 - B) a special election committee held responsibility for his success.
 - C) the Democratic party splintered, making his victory possible.
 - D) special interest groups worked behind the scenes.

Answer: A

Page Ref: 867

Skill: Applied

True/False Questions

- 1) The Family Assistance Plan was a proposal to aid poor families through a work-incentive program.

Answer: TRUE

Page Ref: 857

Skill: Interpretive

- 2) A major objective of the attorney general during the Nixon administration was the reshaping of the Supreme Court to make it more liberal.

Answer: FALSE

Page Ref: 857-858

Skill: Interpretive

- 3) President Carter succeeded in making his political philosophies and policies clear and widely known.

Answer: FALSE

Page Ref: 867

Skill: Interpretive

- 4) A follower of Betty Friedan would probably oppose the Equal Rights Amendment to the Constitution.

Answer: FALSE

Page Ref: 869

Skill: Applied

- 5) Many of the women who opposed the feminist movement in the United States during the 1970s believed that the movement was contemptuous of those women who preferred the traditional role in American society.

Answer: TRUE

Page Ref: 873

Skill: Interpretive

- 6) Unlike women and blacks, Hispanics in the United States during the 1970s made few attempts to organize in order to improve their conditions within American society.

Answer: FALSE

Page Ref: 873–874

Skill: Interpretive

- 7) Hispanic-Americans tended to be extremely enthusiastic in their support of American involvement in the Vietnam War.

Answer: FALSE

Page Ref: 875

Skill: Interpretive

- 8) Because of their loyalty to tribal traditions, Native Americans during the 1960s and 1970s, unlike other minority groups, failed to understand the importance of interest group politics in a pluralistic society.

Answer: FALSE

Page Ref: 876

Skill: Interpretive

- 9) When militant Indians occupied the South Dakota village of Wounded Knee, federal officials attempted to avoid a confrontation that might lead to violence.

Answer: FALSE

Page Ref: 878

Skill: Interpretive

- 10) Few Americans had become concerned about air and water pollution by 1970.

Answer: FALSE

Page Ref: 879

Skill: Interpretive

Essay Questions

- 1) Discuss the policy of the Nixon administration toward the civil rights movement and discuss the major developments in civil rights during his administration.

Answer: Nixon and his subordinates were generally unsympathetic to civil rights causes and expected little political support from black voters. They attempted to reduce appropriations for enforcement of laws designed to promote the interests of blacks such as fair housing and voter rights. The major issue that developed during his administration was the controversy over busing to achieve integration of the schools. Nixon tended to encourage the white backlash to affirmative action programs.

Page Ref: 858–860

Skill: Interpretive

- 2) Evaluate the foreign policy of Richard Nixon and his success in achieving his foreign policy objectives.

Answer: Nixon announced the Nixon Doctrine to try to deal with events in Vietnam. The United States would continue to support the war financially but would withdraw its troops. Henry Kissinger negotiated a cease-fire with North Vietnam but eventually the communists took over the South. Nixon was more successful in dealing with other communist countries, which he no longer viewed as monolithic. He established formal diplomatic relations with Communist China and pursued a policy of detente with the Soviet Union to try to reduce world tensions.

Page Ref: 860–862

Skill: Interpretive

- 3) Discuss President Nixon's characteristics as a political leader and evaluate his economic and social programs.

Answer: Personally, Nixon lacked humor and grace, was remote, and was considered tricky by his opponents. He used the power of government to try to maintain economic stability and control inflation. While he accepted the basic social programs of the Democrats, he tried to systematize them. When the oil embargo disrupted the economy, he was unable to stabilize it. He did make some changes in social welfare programs.

Page Ref: 853–860

Skill: Interpretive

- 4) Discuss the Watergate incident and explain why you think the American public in general wanted the president removed from office.

Answer: Republicans established the Committee to Re-elect the President and were determined by any means to obtain a Republican-controlled Congress. With enormous funds they engaged in criminal activities to try to undermine the Democratic campaign. After discovery, the president attempted to help cover up the criminal activity. As it became more apparent that Nixon was involved in the cover-up, the public reacted to what they considered a blatant abuse of governmental power that could undermine the American system and its traditions.

Page Ref: 863-865

Skill: Interpretive

- 5) Discuss President Ford's role as a "caretaker" president and evaluate his overall success.

Answer: Ford was unpretentious and declared he was "a Ford, not a Lincoln." he initially restored faith in government but dashed it by pardoning Nixon. He opposed liberal advances. he faced severe economic difficulties as inflation and unemployment increased. he clashed with a Democratic Congress that overrode his vetoes on bills.

Page Ref: 865-866

Skill: Interpretive

- 6) Discuss President Carter's characteristics as a political leader and evaluate his economic and social programs.

Answer: Carter was modest and restrained and hoped to apply these characteristics to the imperial presidency. He failed to communicate any overall philosophy and got mired in detail. He reduced spending by cutting social programs, but deficits continued. He began deregulation. He did not work well with the Congress and failed to develop an effective energy policy.

Page Ref: 867-868

Skill: Interpretive

- 7) Suppose you were an advocate of the women's movement during the 1970s. What would be your major grievances and what groups and leaders might you support in pursuing your cause?

Answer: Supporters of the feminist movement would probably resent what she or he considered sexual exploitation and discrimination in terms of economic opportunities and pay. They would probably admire such women as Betty Friedan, Helen Reddy, Gloria Steinem, and other militant authors. They probably would support the National Organization for Women and ratification of the Equal Rights Amendment, and they would probably sing Helen Reddy's songs and read Steinem's *Ms.* magazine.

Page Ref: 869; 872-873

Skill: Applied

- 8) As a reporter for your college newspaper write a news story discussing the developments among Hispanic-Americans toward achieving greater opportunities within American society from the 1960s to the 1980s.

Answer: Recognizing the success blacks had had in changing their position in American society, Hispanic-Americans began to organize to try to achieve greater economic and educational opportunities and greater social and political equality. Leaders such as Chavez, Tijerina, Gutierrez, and others took a militant position. Others worked for educational and community reform. Some advances were made, but discrimination continued.

Page Ref: 873-876

Skill: Applied

- 9) Evaluate the effectiveness of Cesar Chavez in achieving his goals for Mexican-Americans.

Answer: Chavez was particularly interested in obtaining better working conditions and wages for Mexican-American farm laborers through unionization and political activities. He skillfully organized farm laborers and consumer boycotts against companies who refused to negotiate with the union. In 1975, as a result of his efforts, the California legislature required growers to bargain collectively with the workers' elected representatives.

Page Ref: 874

Skill: Interpretive

- 10) If you had been a twenty-year-old American Indian living in the 1960s and 1970s, what changes might you have observed in the conditions of your people during that time?

Answer: Indians would have grown in number and militancy. There would have been more attempts to organize to preserve tribal traditions. A movement to reestablish Indian pride would have resulted in greater popularity among the general American population for Indian art and traditions. Some Indian groups and leaders, especially those in the American Indian Movement, would have demanded more consideration from the federal government with some success, but not without much confrontation and some violence. More emphasis would have been placed on higher education and business entrepreneurship.

Page Ref: 876-878

Skill: Applied

- 11) Suppose you were living during the 1960s and 1970s. How would your attitude toward environmental issues have changed between 1960 and 1970? What bills might you have urged your representative in Congress to support?

Answer: Environmental issues came to concern as many as 50% of Americans by 1970. They began to worry about pollutants, oil spills and nuclear accidents. During Nixon's administration Congress passed the Clean Air Act, Water Quality improvement Act, the Resource Recovery Act, and created the Environmental Protection Agency.

Page Ref: 879-880

Skill: Interpretive

Short Answer Questions

- 1) As Chief Justice of the Supreme Court, President Nixon chose _____.

Answer: Warren Burger

Page Ref: 857

Skill: Factual

- 2) The head of the Committee to Re-elect the President was former Attorney General _____.

Answer: John Mitchell

Page Ref: 863

Skill: Factual

- 3) The House Judiciary Committee voted to impeach Richard Nixon as a consequence of the _____.

Answer: Watergate affair

Page Ref: 865

Skill: Factual

- 4) Carter upset liberals in many areas including the beginning of _____ or removal of governmental controls in economic life.

Answer: deregulation

Page Ref: 868

Skill: Factual

- 5) The militancy of the women's rights movement during the 1970s was expressed by the song "I Am Woman," by _____.

Answer: Helen Reddy

Page Ref: 872

Skill: Factual

- 6) The woman most prominent in the campaign to block ratification of the Equal Rights Amendment was _____.

Answer: Phyllis Schlafly

Page Ref: 873

Skill: Factual

- 7) In 1969, Jose Angel Gutierrez organized _____ political party to promote Mexican-American candidates for political offices in Texas.

Answer: La Raza Unida

Page Ref: 874

Skill: Factual

- 8) An important Hispanic leader during the 1970s who argued that the United States government had fraudulently deprived Chicanos of village lands was _____, known as El Tigre.

Answer: Reis Lopez Tijerina

Page Ref: 875

Skill: Factual

- 9) The decision of New York state to condemn a portion of their reservation to build a super highway was protested by the _____ Indians in New York.

Answer: Seneca

Page Ref: 876

Skill: Factual

- 10) In order to dramatize their new militancy a band of American Indians seized _____ Island in 1969.

Answer: Alcatraz

Page Ref: 877

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Gloria Steinem

Page Ref: 873

Skill: Factual

- 2) Marabel Morgan

Page Ref: 873

Skill: Factual

- 3) Vine Deloria

Page Ref: 876

Skill: Factual

- 4) Rachel Carson

Page Ref: 879

Skill: Factual

- 5) George Mitchell

Page Ref: 877

Skill: Factual

A) H. R. Haldeman

B) Ms

C) Archibald Cox

D) American Indian Movement

E) United Farm Workers

F) *Unsafe At Any Speed*

G) *The Total Woman*

H) *Custer Died for Your Sins*

I) Three Mile Island

6) Nuclear reactor mishap in the
United States

Page Ref: 879

Skill: Factual

J) *Silent Spring*

7) Ralph Nader

Page Ref: 860

Skill: Factual

8) Special prosecutor on
Watergate

Page Ref: 864

Skill: Factual

9) Cesar Chavez

Page Ref: 874

Skill: Interpretive

10) Nixon's chief of staff

Page Ref: 854

Skill: Factual

1) B

2) G

3) H

4) J

5) D

6) I

7) F

8) C

9) E

10) A

Chapter 30 The Revival of Conservatism

Multiple-Choice Questions

- 1) Leslie Maeby's Republican political activity
- A) represented a common course for many Americans.
 - B) followed the example set by her parents.
 - C) reflected her WASP, upper-class background.
 - D) none of the above.

Answer: A

Page Ref: 884

Skill: Interpretive

- 2) The conservative coalition of the 1980s sought to
- A) expand the interstate highway system.
 - B) scale back the welfare state.
 - C) reform the election process.
 - D) increase regulation of the banking industry.

Answer: B

Page Ref: 885

Skill: Interpretive

- 3) The nation's problems, according to conservatives, included
- A) insufficient funding of social programs
 - B) out-of-control entitlements.
 - C) too little government control of the economy.
 - D) excessive individualism.

Answer: B

Page Ref: 886

Skill: Interpretive

- 4) Members of the Moral Majority were
- A) uninterested in politics.
 - B) in favor of legalization of some narcotics.
 - C) followers of Reverend Moon.
 - D) opposed to the Equal Rights Amendment.

Answer: D

Page Ref: 887

Skill: Interpretive

- 5) As a result of Ronald Reagan's election to the presidency in 1980
- A) New Deal liberalism gained a supporter in the White House.
 - B) the Republicans gained control of the Senate.
 - C) the Democrats lost their majority in the House of Representatives.
 - D) an inexperienced politician came into the White House.

Answer: B

Page Ref: 888

Skill: Interpretive

- 6) As president, Reagan suffered from charges of
- A) ostentatious living.
 - B) projecting a poor image on television.
 - C) "sleaze" in his administration.
 - D) lying about the invasion of Grenada.

Answer: C

Page Ref: 889

Skill: Interpretive

- 7) In the 1988 presidential race, George Bush
- A) ran a mudslinging campaign.
 - B) magnanimously praised the governor of Massachusetts for improving his state's economy.
 - C) accused Michael Dukakis of communist affiliations.
 - D) refused to engage in mudslinging.

Answer: A

Page Ref: 889

Skill: Interpretive

- 8) One effect of the Persian Gulf War was that it
- A) caused serious shortages in the United States.
 - B) increased the popularity of President Bush.
 - C) completely destroyed the power base of Saddam Hussein.
 - D) brought Israel and the Palestinians together against a common enemy.

Answer: B

Page Ref: 890

Skill: Interpretive

9) According to supply-side economic theory

- A) the national debt should be continued indefinitely.
- B) the nation's most important resource is its people.
- C) reduction of taxes will encourage business expansion, which will ultimately stimulate the whole economic system.
- D) conservation of natural resources is the key to long-term economic health.

Answer: C

Page Ref: 890

Skill: Interpretive

10) The administration of Ronald Reagan was characterized by

- A) high ethical and moral standards among his appointees to federal office.
- B) increasing hostility between the United States and the Soviet Union.
- C) a reduction in federal taxation.
- D) a decline in military spending.

Answer: C

Page Ref: 890

Skill: Interpretive

11) The tax cuts of the 1980s

- A) favored the middle class more than the rich.
- B) helped many poor families join the middle class.
- C) were accompanied by increased regulation of the insurance industry.
- D) benefited the wealthy far more than middle- or lower-income Americans.

Answer: D

Page Ref: 890

Skill: Interpretive

12) One of the chief goals of the Reagan administration was to

- A) reduce tensions with the Soviet Union.
- B) curtail social programs.
- C) increase aid to the poor.
- D) aggressively defend minority rights.

Answer: B

Page Ref: 891

Skill: Interpretive

13) Under President Reagan, the budget for military expenditures

- A) had to be reduced because of tax cuts.
- B) increased immensely while spending for social programs decreased.
- C) remained at the 1979 level.
- D) made tax reduction impossible.

Answer: B

Page Ref: 891

Skill: Interpretive

14) Near bankruptcy resulted in a number of states and municipalities as a result of

- A) the Reagan administration's "New Federalism" program.
- B) excessive borrowing from foreign countries.
- C) corruption and mismanagement.
- D) new social programs.

Answer: A

Page Ref: 892

Skill: Interpretive

15) During the 1980s the gap between the wealthiest and poorest segments of American society

- A) increased greatly.
- B) narrowed because of tax policies.
- C) was a matter of great concern to the administration.
- D) reflected the different natural abilities of individuals.

Answer: A

Page Ref: 893

Skill: Interpretive

16) The United States slipped from its position as the world's industrial leader mainly because of

- A) failure to train workers adequately.
- B) failure to invest sufficiently in its productive capacity.
- C) shrinking markets abroad.
- D) overconcentration on electronic industries.

Answer: B

Page Ref: 900

Skill: Interpretive

17) During the 1980s, the trade union movement in the United States

- A) became more radical.
- B) had little success among public employees.
- C) declined in membership.
- D) found strong support from Ronald Reagan.

Answer: C

Page Ref: 900

Skill: Interpretive

18) After the mid-1970s, American farms

- A) were primarily family operations.
- B) did not suffer economically with the rest of the nation.
- C) were barely productive.
- D) were caught in a cycle of overproduction, heavy indebtedness, and falling prices.

Answer: D

Page Ref: 901

Skill: Interpretive

19) The economic recession that confronted the American people from 1980 to 1982

- A) affected only the upper classes.
- B) affected all classes equally.
- C) led to unemployment rates for African Americans that exceeded 20%.
- D) affected only the Sun Belt states.

Answer: C

Page Ref: 902

Skill: Interpretive

20) The economic recession in the United States from 1980 to 1982

- A) affected only a few areas of the country.
- B) affected all areas except the Sun Belt.
- C) did not affect large industrial cities like Detroit.
- D) affected all parts of the nation, including the Sun Belt.

Answer: D

Page Ref: 902

Skill: Interpretive

- 21) Improvement in the conditions of the American economy in 1983 and 1984
- A) indicated that unemployment was no longer a problem.
 - B) showed that the economy would face only minor economic problems in the near future.
 - C) demonstrated that inflation had become a serious problem.
 - D) covered up an underlying economic instability.

Answer: D
Page Ref: 903
Skill: Interpretive

- 22) The 1990 census indicated that the population of the United States
- A) had reached 250 million.
 - B) had doubled in the previous decade.
 - C) had declined slightly.
 - D) had grown to 325 million.

Answer: A
Page Ref: 903
Skill: Factual

- 23) By 1992, the ethnic make-up of the American population indicated that
- A) increased immigration and high birth rates for minorities combined to create a large non-white population.
 - B) the immigration policies of the United States discriminated against Asians.
 - C) the movement of Mexicans to the United States had essentially ceased.
 - D) the United States' involvement in Vietnam had not affected immigration patterns into the country.

Answer: A
Page Ref: 903
Skill: Interpretive

- 24) During the 1980s, the American population
- A) became increasingly urban.
 - B) became older.
 - C) shifted to the northeastern part of the country.
 - D) increased more rapidly than ever before.

Answer: A
Page Ref: 904
Skill: Interpretive

- 25) According to the authors, the most momentous development in modern world history was
- A) the United Nations operation in the Persian Gulf War.
 - B) the Strategic Defense Initiative, known as "Star Wars."
 - C) the START agreement for missile reduction.
 - D) the collapse of communism in the Soviet Union and Eastern Europe.

Answer: D

Page Ref: 904

Skill: Interpretive

- 26) As part of his foreign policy, Ronald Reagan promoted
- A) diversifying the military.
 - B) limiting nuclear weapons.
 - C) building a large atomic arsenal.
 - D) decreasing the number of troops.

Answer: C

Page Ref: 904

Skill: Interpretive

- 27) In Latin America, Reagan pursued a policy of
- A) negotiating reciprocal trade agreements.
 - B) promoting land reform.
 - C) assisting antirevolutionary governments.
 - D) encouraging literacy programs.

Answer: C

Page Ref: 908

Skill: Interpretive

- 28) In response to Saddam Hussein's 1990 invasion of Kuwait, the United States
- A) asked Saudi Arabia to intervene.
 - B) persuaded the United Nations Security Council to impose an embargo.
 - C) sent special forces to help Kuwaitis rebel against Hussein.
 - D) began massive bombing raids in Iraq.

Answer: B

Page Ref: 910

Skill: Interpretive

29) An individual who believed in religious fundamentalism would most likely

- A) support Darwin's theory of evolution.
- B) interpret the Bible as an allegory.
- C) accept a literal interpretation of the Bible.
- D) encourage toleration of all religious points of view.

Answer: C

Page Ref: 886

Skill: Applied

True/False Questions

1) The Moral Majority contributed funds to politicians who supported prayer in public schools and limitation of abortion rights.

Answer: TRUE

Page Ref: 887

Skill: Interpretive

2) During the presidential campaign of 1988, George Bush carefully avoided personal attacks on his opponent.

Answer: FALSE

Page Ref: 889

Skill: Interpretive

3) Reagan's "New Federalism" was an attempt to shift responsibilities from the federal government to the state governments.

Answer: TRUE

Page Ref: 892

Skill: Interpretive

4) The savings and loan crisis was brought on in part by excessive government regulation.

Answer: FALSE

Page Ref: 893

Skill: Interpretive

5) Republican policies in the 1980s supported the civil rights movement.

Answer: FALSE

Page Ref: 893

Skill: Interpretive

6) President Reagan appointed the first woman justice to the Supreme Court.

Answer: TRUE

Page Ref: 895

Skill: Factual

7) In the 1980s, fully 40 percent of all Latino high school students did not graduate.

Answer: TRUE

Page Ref: 896

Skill: Factual

8) After Reagan's first term in office, a member of the Professional Air Traffic Controllers Organization would likely have been an enthusiastic supporter of the president.

Answer: FALSE

Page Ref: 901

Skill: Interpretive

9) Most Americans enjoyed financial success during the 1980s.

Answer: FALSE

Page Ref: 902

Skill: Factual

10) The Persian Gulf War greatly weakened Saddam Hussein's control over the people of Iraq.

Answer: FALSE

Page Ref: 910

Skill: Interpretive

Essay Questions

1) During the Reagan-Bush era, the administration pursued a conservative agenda. Discuss its main social, political, and economic features.

Answer: The agenda of the Reagan and Bush administrations was to limit the size of government, reduce taxes, lessen government regulation of industry, and curtail social programs. They also encouraged religious fundamentalism, opposed equal rights and abortion rights for women, and disapproved of homosexual lifestyles. The Reagan-Bush years saw large increases in military spending, cuts in social programs, and a spiraling national debt.

Page Ref: 886-890

Skill: Interpretive

2) Suppose you were a social reformer during the Reagan and Bush administrations. Explain the situation as you saw it.

Answer: Reformers faced not only an attack on the welfare state but an effort to limit government roles in social reform. In civil rights, the courts weakened commitments. A backlash against Affirmative Action grew. Women's rights underwent a similar experience. Latinos made political gains but still suffered in educational progress and the job market. Native Americans concentrated on self-sufficiency but still remained the poorest group overall. Environmental public policy was restricted under Reagan-Bush, but found little support.

Page Ref: 890-899

Skill: Applied

- 3) Discuss the issues of the post industrial economy and include examples of their effects on the public.

Answer: As workplaces mechanized and service industries grew, Americans faced downsizing and new jobs with less pay and benefits. Work time increased and leisure time decreased. Workers encountered more stress. Women workers coped with a double load with work and home. Boom and bust cycles kept the situation unsettled. Unions were less able to protect workers and lost membership. Farmers coped with over productivity, falling prices, and foreclosures. Even upswings failed to change the fundamental economic stability.

Page Ref: 899–903

Skill: Interpretive

- 4) Discuss the changes that took place in U.S.–Soviet relations during the Reagan–Bush years.

Answer: Reagan began his first term by pursuing a Cold War policy toward the Soviet Union. He proposed the Strategic Defense Initiative. In his second term he developed a working relationship with Soviet leader Mikhail Gorbachev. Through summit meetings they agreed to reduce nuclear arsenals in Europe. Bush continued the policy of arms reduction. The START agreement (1991) reduced the number of long–range missiles on both sides. Following the dissolution of the Soviet Union, President Bush and Russia's Yeltsin in 1992 formally declared the Cold War over.

Page Ref: 904–905; 907

Skill: Interpretive

- 5) Discuss the unsettling Middle Eastern events that Bush confronted.

Answer: In August 1990 Iraq invaded Kuwait. Early in 1991 a 28–nation alliance led by Bush struck back at Iraq, driving the Iraqis out of Kuwait. The allies declared victory, but Saddam Hussein remained in power and used his forces against minorities.

Page Ref: 910

Skill: Interpretive

- 6) The Reagan and Bush administrations intervened on a number of occasions in Latin America. Where and why did they intervene? How would you evaluate their actions?

Answer: In Nicaragua Reagan opposed the Sandinistas, who overthrew the repressive Somoza government in 1979. Reagan's National Security Council secretly sold arms to Iran and used the funds to aid the Nicaraguan contras. In El Salvador, Reagan funneled billions of dollars to the antirevolutionary government. Reagan sent marines to overthrow a leftist government on the island of Grenada. Bush sent U.S. troops into Panama. For years U.S. policy was driven by Cold War ideology.

Page Ref: 908–909

Skill: Applied

- 7) What was the American response to African struggles against apartheid in South Africa during the Reagan and Bush years?

Answer: Many Americans supported the struggle against apartheid. In 1986, Congress applied sanctions, which included a prohibition of new American investments in South Africa. Many American firms left South Africa. Such economic pressure helped persuade South Africa's new prime minister, Frederik W. DeKlerk, that changes must be made. Nelson Mandela, a long-time leader of the fight against apartheid, was released from prison after 27 years. Mandela became President.

Page Ref: 909

Skill: Interpretive

- 8) Conservative politics enjoyed a revival during the 1980s and 1990s. Identify conservative goals and assess the impact conservative policies had on U.S. society.

Answer: Reagan and Bush reversed liberal policies, creating a less regulated economy and working to dismantle the welfare state. Conservative policies, however, did not threaten programs such as Social Security and Medicare which continued to enjoy public support. The transformation in policies and economic changes during these years did not benefit all Americans; both working class Americans and white-collar workers faced hardships.

Page Ref: 885-904

Skill: Interpretive

Short Answer Questions

- 1) One of the foremost leaders of the Moral Majority during the 1980s was the Reverend _____ of Virginia.

Answer: Jerry Falwell

Page Ref: 887

Skill: Factual

- 2) The Democratic presidential candidate in the election of 1984 was _____.

Answer: Walter Mondale

Page Ref: 888

Skill: Factual

- 3) In 1981, President Reagan appointed _____ as the first woman Supreme Court justice.

Answer: Sandra Day O'Connor

Page Ref: 895

Skill: Factual

- 4) Latinos slowly extended their political gains as _____ became mayor of San Antonio.

Answer: Henry Cisneros

Page Ref: 896

Skill: Factual

- 5) While many native Americans remained poor, the _____ of Mississippi successfully gained tribal self-sufficiency.

Answer: Choctaw

Page Ref: 897

Skill: Factual

- 6) During the 1990s, _____ closed 21 plants and eliminated more than 70,000 jobs.

Answer: General Motors

Page Ref: 903

Skill: Factual

- 7) During the 1980s, students of _____ background became the largest group of entering students at a number of colleges in California.

Answer: Asian

Page Ref: 898

Skill: Factual

- 8) In the post-Cold War world this former European country, _____ proved to be an extreme case of resurgent ethnic hostility.

Answer: Yugoslavia

Page Ref: 906

Skill: Factual

- 9) The Reagan administration provided military support to the _____ in Nicaragua.

Answer: contras

Page Ref: 908

Skill: Factual

- 10) A leader in the fight against apartheid, _____ was freed after 27 years in prison in South Africa.

Answer: Nelson Mandela

Page Ref: 909

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Milton Friedman

Page Ref: 886

Skill: Factual

- 2) Hoover Institution

Page Ref: 887

Skill: Factual

A) University of Chicago economist

B) Rainbow Coalition

C) Russia

3) "Teflon" president

Page Ref: 889

Skill: Factual

4) Jesse Jackson

Page Ref: 893–894

Skill: Factual

5) *Webster v. Reproductive Health Services*

Page Ref: 896

Skill: Factual

6) *Planned Parenthood v. Casey*

Page Ref: 896

Skill: Factual

7) Mikhail Gorbachev

Page Ref: 905

Skill: Factual

8) Boris Yeltsin

Page Ref: 905

Skill: Factual

9) Iran–contra affair

Page Ref: 908

Skill: Factual

10) Panama

Page Ref: 908

Skill: Factual

D) Oliver North

E) Ronald Reagan

F) Soviet Union

G) conservative think tank

H) reaffirmed abortion rights but also state restrictions

I) allowed states to limit abortion practices

J) Manuel Noriega

1) A

2) G

3) E

4) B

5) I

6) H

7) F

8) C

9) D

10) J

Chapter 31 Post Cold War America

Multiple-Choice Questions

- 1) The experiences of Marlene Garrett during the economic expansion of the late 1990s indicate that
- A) most American workers who lost their jobs made little effort to find work because they could rely on unemployment benefits.
 - B) women had less difficulty in getting full-time jobs than men.
 - C) he was a malcontent.
 - D) the nation's economic growth did not benefit all American families.

Answer: D

Page Ref: 913–914

Skill: Applied

- 2) Immigrants during the 1990s
- A) followed the patterns of a century earlier and moved to Eastern cities.
 - B) declined in number as a result of the Immigration Act of 1990.
 - C) were mostly Eastern Europeans escaping political and economic chaos.
 - D) increased in number and tended to settle in the West.

Answer: D

Page Ref: 916

Skill: Interpretive

- 3) In 2000 more than one-third of the immigrants to the United States came from
- A) Central America.
 - B) eastern Europe.
 - C) Asia.
 - D) Africa.

Answer: A

Page Ref: 916

Skill: Factual

- 4) The Immigration Act of 1990
- A) offered amnesty to illegal aliens.
 - B) raised immigration quotas.
 - C) raised immigration quotas to 400,000 per year.
 - D) favored the poor and needy.

Answer: B

Page Ref: 916

Skill: Factual

- 5) During the 1990s, California reacted to the increasing number of immigrants by
- A) promoting bilingual education.
 - B) developing programs to assist new immigrants to life in the United States.
 - C) establishing a processing center—a sort of modern Ellis Island.
 - D) attempting to bar illegal immigrants access to public education and medical clinics.

Answer: D

Page Ref: 917

Skill: Interpretive

- 6) The Census of 2000 revealed that the fastest growing segment of the United States was
- A) the Southwest.
 - B) Northeastern cities.
 - C) the Sunbelt.
 - D) the Pacific Northwest.

Answer: A

Page Ref: 920

Skill: Interpretive

- 7) During the 1990s, the U.S. economy
- A) grew rapidly at first before collapsing.
 - B) sustained the longest expansion in U.S. history.
 - C) suffered problems similar to those found in Germany and Japan.
 - D) remained stagnant.

Answer: B

Page Ref: 921

Skill: Interpretive

- 8) Investors in the stock market during the 1990s
- A) included approximately 50% of the U.S. population.
 - B) comprised a small, elite group.
 - C) became cautious, purchasing only blue chip stocks.
 - D) fell in number.

Answer: A

Page Ref: 922

Skill: Interpretive

- 9) The economy faltered in 2000 as a result of all of the following EXCEPT
- A) lack of confidence in the economy.
 - B) a tax cut.
 - C) declining investments.
 - D) higher interest rates.

Answer: D

Page Ref: 922

Skill: Interpretive

10) All of the following contributed to homelessness EXCEPT

- A) drug and alcohol abuse.
- B) a faltering construction industry.
- C) health and learning problems.
- D) fragmented families.

Answer: B

Page Ref: 924

Skill: Interpretive

11) According to the 1997 census, people below the poverty line included

- A) less minorities.
- B) more homeless.
- C) two out of three Hispanics.
- D) one out of three working Americans.

Answer: D

Page Ref: 923

Skill: Interpretive

12) The percentage of Americans in 2001 over the age of 65 was approximately

- A) 23%.
- B) 5%.
- C) 12%.
- D) 19%.

Answer: C

Page Ref: 924

Skill: Factual

13) A problem associated with the "aging" revolution was

- A) the burden placed on the social security system.
- B) the refusal of Congress to raise the retirement age.
- C) the increased employment opportunities for young people at the expense of the elderly.
- D) lack of advances in medical care.

Answer: A

Page Ref: 925

Skill: Interpretive

14) By 2001, HIV affected the health of

- A) only homosexuals.
- B) fewer than 500,000 Americans.
- C) people of all ages and ethnicities.
- D) more than two million Americans.

Answer: C

Page Ref: 925-926

Skill: Interpretive

15) In 1997, the percentage of African Americans attending college was

- A) 24%.
- B) 32%.
- C) 40%.
- D) 56%.

Answer: C

Page Ref: 926

Skill: Factual

16) The most important factor in fostering better race relations was

- A) a booming job market.
- B) increased ethnic diversity.
- C) a decreased number of African Americans.
- D) improved cultural understanding.

Answer: A

Page Ref: 926

Skill: Interpretive

17) During the 1990s, affirmative action

- A) gained wider acceptance.
- B) came under attack in state and federal courts.
- C) received strong support from the American Civil Rights Institute.
- D) won a major victory in the court decision *Hopwood v. Texas*.

Answer: B

Page Ref: 926

Skill: Interpretive

18) The percentage of women who believed that having a career was as important as being a wife and mother

- A) rose dramatically during the 1980s and 1990s.
- B) stayed the same.
- C) dropped.
- D) rose only slightly.

Answer: C

Page Ref: 927

Skill: Interpretive

19) The 2000 census revealed that the Latino population

- A) enjoyed greater economic success than any other immigrant group.
- B) had settled almost exclusively in the Southwest.
- C) represented the slowest growing immigrant group in the United States.
- D) had spread farther and faster than any other immigrant group during the twentieth century.

Answer: D

Page Ref: 927

Skill: Interpretive

20) In 1999 and 2000, Native Americans

- A) succeeded in regaining land.
- B) failed to regain land.
- C) received money for land taken earlier.
- D) relinquished land to the U.S. government.

Answer: A

Page Ref: 928

Skill: Interpretive

21) Most Asian Americans

- A) had lower incomes than whites.
- B) faced few economic problems.
- C) had difficulty obtaining an education.
- D) realized economic success.

Answer: D

Page Ref: 929

Skill: Interpretive

22) Advancements in gay rights included

- A) some firms giving health care benefits to gay partners.
- B) Vermont recognizing same-sex civil unions.
- C) the American Academy of Pediatrics supporting adoption by gay partners.
- D) all of the above.

Answer: D

Page Ref: 929

Skill: Interpretive

23) Politics during the 1990s experienced

- A) continued dominance by the Republican Party.
- B) increased influence of conservatives.
- C) a Democratic revival.
- D) increased Republican power.

Answer: C

Page Ref: 929

Skill: Interpretive

24) President Bill Clinton failed to achieve

- A) ratification of NAFTA.
- B) development of an improved health care system.
- C) passage of a crime bill banning certain assault weapons.
- D) all of the above.

Answer: B

Page Ref: 931

Skill: Interpretive

25) The Republican Contract with America proposed

- A) reducing taxes and balancing the budget.
- B) eliminating environmental regulations.
- C) eliminating three Cabinet departments.
- D) all of the above.

Answer: D

Page Ref: 931

Skill: Interpretive

26) The measures proposed by the Contract with America

- A) failed to become law.
- B) guaranteed reelection for Speaker of the House, Newt Gingrich.
- C) dramatically changed the shape of the federal government.
- D) won the support of most American voters.

Answer: A

Page Ref: 931–932

Skill: Interpretive

27) In the midterm elections of 1994

- A) Republicans won both the House and Senate.
- B) Democrats won both the House and Senate.
- C) Republicans won the House and Democrats the Senate.
- D) Republicans won the Senate and Democrats the House.

Answer: A

Page Ref: 931

Skill: Factual

- 28) In his 1996 bid for the presidency, Clinton successfully co-opted Republican issues, meaning he
- A) rejected them.
 - B) reshaped them as his own.
 - C) openly collaborated with Republican leadership.
 - D) argued against their supposed effectiveness.

Answer: B

Page Ref: 932

Skill: Applied

- 29) In his environmental policy, George W. Bush did everything EXCEPT
- A) promote drilling in the Arctic National Wildlife Refuge.
 - B) express confidence in the scientific reports from the EPA.
 - C) make it easier for mining companies to dig for ore on public lands.
 - D) reduce legal protection of endangered species.

Answer: B

Page Ref: 935

Skill: Interpretive

- 30) George W. Bush's first priority as president was to
- A) reduce the size of government.
 - B) rebuild the military.
 - C) improve education.
 - D) cut taxes.

Answer: D

Page Ref: 935

Skill: Interpretive

- 31) During his terms in office Bill Clinton negotiated peace agreements between Israel and
- A) Egypt.
 - B) the PLO.
 - C) Iraq.
 - D) Lebanon.

Answer: B

Page Ref: 936

Skill: Interpretive

- 32) The relationship between George W. Bush and Vladimir Putin of Russia might be described as
- A) a close working one.
 - B) mutually suspicious.
 - C) antagonistic.
 - D) distant, but polite.

Answer: A

Page Ref: 939

Skill: Interpretive

- 33) In the war against terrorism, the United States
- A) attacked Afghanistan and defeated the Taliban.
 - B) invaded Afghanistan, but failed to subdue Islamic extremists.
 - C) organized an invasion of Iran with the support of European allies.
 - D) bombed all three members of the "axis of evil."

Answer: A
Page Ref: 940
Skill: Interpretive

- 34) President Bush condemned the "axis of evil," or the nations of
- A) Iran and Iraq.
 - B) North Korea and Vietnam.
 - C) Afghanistan and Iraq.
 - D) Iran, Iraq and North Korea.

Answer: D
Page Ref: 941
Skill: Interpretive

True/False Questions

- 1) During the 1990s, the U.S. population expanded even more than it did during the baby boom.

Answer: TRUE
Page Ref: 917, 920
Skill: Interpretive

- 2) Despite the large numbers of immigrants who settled in California, the state's population remained predominantly white.

Answer: FALSE
Page Ref: 921
Skill: Factual

- 3) During the 1990s, the U.S. economy sustained the longest period of expansion in U.S. history.

Answer: TRUE
Page Ref: 921
Skill: Factual

- 4) In 1998, the United States had a budget surplus.

Answer: TRUE
Page Ref: 922
Skill: Factual

- 5) During the 1980s and 1990s, the gap between rich and poor decreased.

Answer: FALSE
Page Ref: 923
Skill: Interpretive

6) During the 20th century, life expectancy in the United States rose from 47 to 74 years.

Answer: TRUE

Page Ref: 925

Skill: Factual

7) By 2000, abortion no longer caused heated debate.

Answer: FALSE

Page Ref: 927

Skill: Interpretive

8) In 1998, the House of Representatives impeached President Bill Clinton.

Answer: TRUE

Page Ref: 932

Skill: Factual

9) In the election of 2000, Al Gore won the popular vote.

Answer: TRUE

Page Ref: 934

Skill: Factual

10) American Muslims suffered no ill effects following the attack on September 11, 2001.

Answer: FALSE

Page Ref: 941

Skill: Factual

Essay Questions

1) Discuss the new pattern of immigration and U.S. reactions to immigration.

Answer: More than 17 million immigrants arrived in the United States during the late twentieth century. Many immigrants entered the United States through LAX and settled in the West. Approximately one-third came from Central America and one-quarter from Asia. The large numbers of immigrants resulted in part from the effects of the Immigration Act of 1990. Anti-immigration sentiments resembled those of a century earlier; people worried about the effects to the American character. During the 1990s states like California prohibited bilingual education. In 1994 Congress barred illegal immigrants from receiving food stamps and disability assistance. By 2000, however, politicians began to reconsider the tough stand against immigrants.

Page Ref: 915-917

Skill: Interpretive

- 2) Characterize the U.S. population as detailed on the 2000 census.

Answer: U.S. population grew by 13% from 1990. Growth reflected increased immigration and longer life expectancies. The West, particularly the Southwest, experienced the greatest growth. Nearly 70% of U.S. residents were white, 12% African American and 11% Latino. African Americans and Latinos predominated in urban centers. The numbers of Asians and Pacific Islanders increased by 43% and were especially numerous in California. The combination of African Americans, Latinos and Asians outnumbered whites in California. In a new trend, increasing numbers of Americans described themselves as multiracial.

Page Ref: 917; 920–921

Skill: Interpretive

- 3) Discuss the booms and busts that occurred in the U.S. economy between 1992 and 2002. What factors contributed to the economic events?

Answer: Recovery began in 1992, spurred by the Reagan business policies and low interest rates. Inflation and unemployment fell. The stock market boomed, especially in the area of high tech. Budget deficit dropped. A record number of corporations merged. The economy began to falter by 2000 and a recession began. Corporate greed and managerial fraud undermined confidence in the economy.

Page Ref: 921–923

Skill: Interpretive

- 4) Describe the aging of America and the challenges it presented to the nation.

Answer: The U.S. population became older, with approximately 12% over the age of 65. Better health care led to longer, more productive and active lives. Mandatory retirement became prohibited. The elderly's political power increased. The social security system strained to keep pace and politicians proposed a number of reforms to the system.

Page Ref: 924–925

Skill: Interpretive

- 5) Assess the progress African Americans made during the 1990s in their effort to gain equality.

Answer: Violent crime involving African Americans dropped. College enrollment increased. Unemployment dropped. Despite these improvements racism persisted as a problem, becoming blatantly clear in the Rodney King beating. Conservatives worked to dismantle affirmative action and found support from the Supreme Court.

Page Ref: 926–927

Skill: Interpretive

- 6) Evaluate the situation of Latinos during the period from 1992 to 2002.

Answer: The Latino population grew more rapidly than any other group's. While fewer Latinos owned their own homes compared to the national average, home ownership rose. Unemployment fell. Latinos began to hold high political positions in both state and federal government. Latinos had an increasing impact on American popular culture.

Page Ref: 927–928

Skill: Interpretive

- 7) Under Clinton, the Democrats aggressively challenged Republican rule. Discuss the main features of their challenge.

Answer: Clinton used television as successfully as Reagan to win election. He nominated more minorities to Cabinet positions. He promised the North American Free Trade Agreement. He failed to achieve health reform. The midterm elections prompted Clinton to co-opt Republican issues while he posed as protector of programs threatened by proposed Republican cuts.

Page Ref: 929-933

Skill: Interpretive

- 8) Contrast the foreign policies of Clinton and Bush concerning the Middle East and Africa.

Answer: Clinton played an active role in negotiating peace between the Palestinians and Israel in 1993 and 1998. Bush was reluctant to intervene and criticized Yasir Arafat. Clinton visited Africa. In an effort to restore stability to Somalia, Clinton at first increased U.S. ground troops there, but later recalled them. Bush expressed little interest in Africa.

Page Ref: 936-939

Skill: Interpretive

Short Answer Questions

- 1) The _____ Act of 1965 permitted immigration into the United States impartially from all parts of the world.

Answer: Immigration

Page Ref: 916

Skill: Factual

- 2) In 2001, the _____ filed bankruptcy and admitted to years of false reporting.

Answer: Enron Corporation

Page Ref: 923

Skill: Factual

- 3) During the 1980s the number of homeless _____.

Answer: quadrupled

Page Ref: 924

Skill: Factual

- 4) In 1986, the _____ was amended to prohibit mandatory retirement.

Answer: Age Discrimination Act

Page Ref: 925

Skill: Factual

- 5) Passage of the _____ resulted in returning skeletons and sacred objects to tribes.

Answer: Native American Graves Protection and Repatriation Act

Page Ref: 928

Skill: Factual

- 6) In 2000 the state of _____ recognized same-sex civil unions.

Answer: Vermont

Page Ref: 929

Skill: Factual

- 7) In 1995, the United States participated in a NATO bombing campaign that succeeded in forcing the _____ into peace negotiations.

Answer: Bosnian Serbs

Page Ref: 936

Skill: Factual

- 8) In 1993 President Clinton recalled U.S. troops from _____.

Answer: Somalia

Page Ref: 939

Skill: Factual

- 9) The terrorist network _____ sponsored the September 11, 2001 attack on the World Trade Center.

Answer: Al-Qaeda

Page Ref: 940

Skill: Factual

- 10) The Democratic nominee for the 2004 presidential election was _____.

Answer: John Kerry

Page Ref: 941

Skill: Factual

Matching Questions

Match each item on the left with the appropriate term or definition on the right.

- 1) Al Gore

Page Ref: 933

Skill: Factual

- 2) Robert Dole

Page Ref: 932

Skill: Factual

A) Secretary of Defense

B) Secretary of State

C) Secretary of Commerce

3) Newt Gingrich

Page Ref: 931

Skill: Factual

4) Donald Rumsfeld

Page Ref: 941

Skill: Factual

5) Colin Powell

Page Ref: 941

Skill: Factual

6) Norman Mineta

Page Ref: 929

Skill: Factual

7) Osama bin Laden

Page Ref: 940

Skill: Factual

8) Alan Greenspan

Page Ref: 922

Skill: Factual

9) Kevin Gover

Page Ref: 928

Skill: Factual

10) Cruz Bustamante

Page Ref: 921

Skill: Factual

D) 2000 Democratic Presidential
candidate

E) 1996 Republican Presidential
candidate

F) Speaker of the House of
Representatives

G) California Lt. Governor

H) Federal Reserve Board

I) Al-Qaeda

J) Bureau of Indian Affairs

1) D

2) E

3) F

4) A

5) B

6) C

7) I

8) H

9) J

10) G

Chapter 32 Telecourse Video Questions

Lesson 1: The Closing Frontier

- 1) An important factor in promoting settlement of the Great Plains was
- A) construction of railroads in that region.
 - B) decline in farm indebtedness.
 - C) inflationary economic conditions.
 - D) elimination of Indian resistance to white settlement by 1876.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) Of all the actions by whites, the Plains Indians were most disturbed by
- A) introduction of the horse to Indian culture.
 - B) soldiers teaching the Indians to use guns.
 - C) attempts to convert them to Christianity.
 - D) destruction of the buffalo herds.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) In the last three decades of the nineteenth century, American Indians on the Great Plains
- A) accepted their removal to reservations without resistance.
 - B) generally believed that government had treated them fairly.
 - C) eagerly adopted sedentary ways of the whites.
 - D) often fiercely resisted white settlement.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) The primary effect of the Dawes Act was that American Indians
- A) gained respect for their tribal identity.
 - B) acquired better living conditions on their reservations.
 - C) retained mineral rights even when their land was sold.
 - D) lost title to vast amounts of their land.

Answer: D

Skill: Factual

Reference: Textbook and Video Reference

5) An important factor in promoting non-Indian settlement of the Great Plains in the late nineteenth century was the

- A) decline of farm indebtedness.
- B) generosity of government land policies.
- C) inflationary condition of the economy.
- D) elimination of Indian resistance by 1876.

Answer: B

Skill: Interpretive

Reference: Video Reference

6) All of the following factors promoted non-Indian settlement of the Great Plains in the late nineteenth century EXCEPT

- A) railroads which connected the Plains to the East.
- B) technological advances such as barbed wire and windmills.
- C) generous government land policies.
- D) elimination of Indian resistance by 1876.

Answer: D

Skill: Interpretive

Reference: Video Reference

7) Choices of the Plains Indians, in face of white settlement, consisted of

- A) resisting or moving to reservations.
- B) migrating to Canada or settling in Mexico.
- C) moving to the east coast or California.
- D) renouncing or accepting American citizenship.

Answer: A

Skill: Interpretive

Reference: Video Reference

8) Life for most non-Indians who settled on the Great Plains in the late nineteenth century could best be described as

- A) prosperous.
- B) difficult.
- C) pleasant.
- D) impossible.

Answer: B

Skill: Interpretive

Reference: Video Reference

9) A key to survival for settlers on the Great Plains was

- A) making treaties with Indians.
- B) engaging in political activism.
- C) adapting to harsh conditions.
- D) building secure log cabins.

Answer: C

Skill: Interpretive

Reference: Video Reference

10) Women who settled on the Great Plains often coped with their conditions in all of the following ways EXCEPT

- A) helping with household income.
- B) establishing networks of support groups.
- C) forming political organizations.
- D) starting churches and schools.

Answer: C

Skill: Interpretive

Reference: Video Reference

11) In the video program, Professor Gary Anderson described the condition of the Plains Indians by 1890 as being

- A) dismal and depressing.
- B) encouraging and optimistic.
- C) secure and wealthy.
- D) hostile and aggressive.

Answer: A

Skill: Interpretive

Reference: Video Reference

12) By 1890, Indians on the Great Plains

- A) renewed warfare against settlers.
- B) eagerly accepted terms of the Dawes Act.
- C) observed their culture being seriously damaged.
- D) abandoned all attachment to traditional religions.

Answer: C

Skill: Interpretive

Reference: Video Reference

13) By 1890, the idealized, happy yeoman farmers were

- A) dependent on outside forces.
- B) typical of most settlers on the Great Plains.
- C) still mostly self-sufficient.
- D) anxiously ready to settle the next frontier.

Answer: A

Skill: Interpretive

Reference: Video Reference

14) In the video program, Professor Julie Roy Jeffrey suggested that modern America can find remnants of the myth of the happy yeoman in

- A) suburbia.
- B) corporate farms.
- C) migrant farm worker camps.
- D) inner city rebuilding.

Answer: A

Skill: Interpretive

Reference: Video Reference

Lesson 2: The Rise of Big-Business

1) An important factor promoting industrial development in the United States during the last half of the nineteenth century was

- A) regulation of railroads.
- B) increase in the size of the average American family.
- C) technological innovation.
- D) shift from steam to electricity as the major power source.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

2) An important factor in the rapid development of industry in the United States during the last half of the nineteenth century was

- A) increasing competition in the oil business.
- B) availability of capital for investment.
- C) stable economic cycles.
- D) federal regulation of monopolistic business practices.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) Investment bankers like J.P. Morgan were significant in the rise of big business because they
- A) achieved influence as politicians.
 - B) raised capital to finance business enterprises.
 - C) favored increasing wages for workers.
 - D) insisted on immigration restriction.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) One of the first industries to reflect advantages and disadvantages associated with big business was the
- A) oil industry.
 - B) steel industry.
 - C) railroad industry.
 - D) milling industry.

Answer: C

Skill: Factual

Reference: Textbook and Video Reference

- 5) The social ethic which prevailed in late nineteenth-century America stressed that
- A) family background should determine social rank.
 - B) the poor should receive government assistance.
 - C) greed had more to do with success than good character.
 - D) economic success was available to anyone who worked hard.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 6) The theory of Social Darwinism promoted the idea that the
- A) problems of poverty could be solved by the government action.
 - B) duty of every citizen was to get involved in social work.
 - C) maldistribution of wealth in society was justifiable.
 - D) competitive spirit was immoral.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 7) Andrew Carnegie's steel empire expanded for all of the following reasons EXCEPT
- A) talented assistants.
 - B) sales and management skills.
 - C) growing use of steel.
 - D) well-treated and satisfied workers.

Answer: D

Skill: Interpretive

Reference: Reader and Video Reference

- 8) One of the keys to Andrew Carnegie's ability to establish dominance in the steel industry was
- A) supplying the military during World War I.
 - B) receiving direct subsidies from the federal government.
 - C) keeping labor costs low.
 - D) personally managing every facet of the business.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 9) All of the following resulted from the management techniques of John D. Rockefeller and other industrialists of the late nineteenth century EXCEPT
- A) consolidation and merger in many industries.
 - B) less competition in most businesses.
 - C) accumulation of great wealth by industrialists.
 - D) fewer disparities of income in society.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 10) One result of the management techniques of John D. Rockefeller and other industrialists of the late nineteenth century was the
- A) use of the business trust to control an industry.
 - B) development of greater competition.
 - C) disappearance of the urban middle class.
 - D) a more even distribution of income.

Answer: A

Skill: Interpretive

Reference: Video Reference

11) One effect of the widespread belief in the rags-to-riches concept popularized in the late nineteenth century was to

- A) support radical political movements.
- B) develop a more even distribution of income.
- C) increase pressure for an income tax.
- D) encourage people to work within the system.

Answer: D

Skill: Interpretive

Reference: Video Reference

12) Those who supported Social Darwinism would have favored

- A) little government regulation of business.
- B) nationalization of major industries.
- C) decentralization of business operations.
- D) more programs to alleviate poverty.

Answer: A

Skill: Interpretive

Reference: Video Reference

13) In the late nineteenth century, the Protestant Work Ethic instilled in Americans the belief that

- A) churches must aid the unemployed.
- B) Catholics were not work oriented.
- C) being out of work was their own fault.
- D) Jews controlled the banking industry.

Answer: C

Skill: Interpretive

Reference: Video Reference

14) One benefit of the rise of big business in the late nineteenth century was

- A) less class structure.
- B) greater protection of workers' rights.
- C) lower cost for producing goods and services.
- D) diminishing corruption in business and politics.

Answer: C

Skill: Interpretive

Reference: Video Reference

15) One result of the rise of big business in the late nineteenth century was

- A) more corruption in business and politics.
- B) greater government regulation of the workplace.
- C) fewer choices for consumers.
- D) decreased agricultural productivity.

Answer: A

Skill: Interpretive

Reference: Video Reference

Lesson 3: Labor's Struggle

1) Child labor was common in the 1880s and 1890s because

- A) women could not work outside the home.
- B) families needed the money.
- C) too few schools existed to educate the children.
- D) middle-class reformers encouraged it.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

2) According to the leaders of the American Federation of Labor, the main concern of a national union should be to

- A) organize workers in all trades.
- B) cooperate with employers to win concessions.
- C) use the political system to win concessions.
- D) focus on immediate, practical benefits.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

3) Most unions had little success in the late nineteenth century because

- A) workers had no interest in their fellow laborers.
- B) work force size was declining.
- C) unionism ran counter to the tradition of individualism.
- D) government protection made unions unnecessary.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) General lack of success characterized unionism in the late nineteenth century because
- A) government protection made unionism unnecessary.
 - B) ethnic and religious diversity worked against a common front.
 - C) work force size was declining.
 - D) management consistently responded generously to workers' needs.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) Large numbers of immigrant workers entered the United States in the late nineteenth century for all of the following reasons EXCEPT
- A) excess population growth in Europe.
 - B) demand for laborers in the United States.
 - C) recruitment of European workers by American labor unions.
 - D) management profiting from cheap labor.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 6) In the late nineteenth century, most business managers viewed their workers as
- A) worthy of safe and pleasant work environments.
 - B) expendable commodities who could be easily replaced.
 - C) radical anarchists threatening their property.
 - D) equal partners in making decisions about the workplace.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 7) One reason for resistance to labor's demand for an eight-hour day was that managers
- A) wanted expensive machinery to operate longer.
 - B) thought too much leisure time would destroy workers' dedication.
 - C) already paid workers fairly high wages.
 - D) considered the proposal to be a communist idea.

Answer: A

Skill: Interpretive

Reference: Video Reference

8) One reason strikes often resulted in violence in the late nineteenth century was that

- A) anarchists usually led strikes.
- B) labor unions endorsed the violence.
- C) state and city police forces were poorly trained.
- D) sympathetic judges were too soft on criminals.

Answer: C

Skill: Interpretive

Reference: Video Reference

9) Strikes in the late nineteenth century often failed for all of the following reasons EXCEPT

- A) government protection of the private property right of business owners.
- B) availability of surplus labor.
- C) radical domination of labor unions.
- D) strength and authority of management.

Answer: C

Skill: Interpretive

Reference: Video Reference

10) The American public tended to be hostile toward labor unions because unionism seemed to run counter to the American belief in

- A) democracy.
- B) equality.
- C) Christianity.
- D) individualism.

Answer: D

Skill: Interpretive

Reference: Video Reference

11) One reason why there was little public support for unions in the late nineteenth century was that

- A) unions were dominated by radical leaders.
- B) America was still largely a rural society.
- C) industrial workers did not believe in hard work.
- D) government protection made unions unnecessary.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 12) The American Federation of Labor was more successful than the other unions of the era because it was
- A) more conservative in its organization and goals.
 - B) less concerned with wages and hours.
 - C) more likely to support the use of violence.
 - D) less involved with skilled workers.

Answer: A

Skill: Interpretive

Reference: Video Reference

Lesson 4: The Huddled Masses

- 1) A major consequence of industrialization in the United States was an increase in
- A) the size of the American family.
 - B) migration from the city to the farm.
 - C) emigration from the United States.
 - D) the population of American cities.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) In the last three decades of the nineteenth century, the industrial city in the United States was characterized by the
- A) decrease in the number of people living in the slums.
 - B) poorest people living near the center of the city.
 - C) decline in ethnic neighborhoods.
 - D) lack of community life.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) The primary purpose of the Settlement House movement was to
- A) elect Jane Addams to the U.S. Senate.
 - B) convert immigrants to Christianity.
 - C) promote the issue of voting rights for women.
 - D) help immigrant families adapt to urban living.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) In the late nineteenth century, urban political bosses
- A) supported the Settlement House movement.
 - B) advocated the preaching of the Social Gospel.
 - C) received support from middle-class urban reformers.
 - D) obtained votes by doing favors for immigrants.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) Middle-class urban reformers thought that political bosses
- A) maintained their corrupt administrations by exploiting immigrant masses.
 - B) served a beneficial function in urban America.
 - C) governed cities more effectively than city managers.
 - D) approached urban issues in an elitist manner.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 6) In the late nineteenth century, people moved to American cities because they were seeking all of the following EXCEPT
- A) excitement.
 - B) jobs.
 - C) safe and healthy environments.
 - D) better lives.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 7) Late nineteenth century immigrants tended to settle in
- A) cities only along the east coast.
 - B) communities with similar ethnic groups.
 - C) areas mostly in the Great Plains region.
 - D) New England farm communities.

Answer: B

Skill: Interpretive

Reference: Video Reference

8) Living conditions in American cities in the late nineteenth century were deplorable for the poor for all of the following reasons EXCEPT

- A) many were strangers to the city.
- B) housing arrangements were crowded.
- C) city services were inadequate.
- D) sense of community was lacking in ethnic neighborhoods.

Answer: D

Skill: Interpretive

Reference: Video Reference

9) Living conditions in late nineteenth century American cities were characterized by

- A) crowded and unsanitary environments.
- B) decline in ethnic neighborhoods.
- C) integration of people by race and class.
- D) lack of a community life.

Answer: A

Skill: Interpretive

Reference: Video Reference

10) Immigrants living in American cities in the late nineteenth century coped with harsh conditions by

- A) accepting blacks into their neighborhoods.
- B) lobbying to abolish child labor.
- C) moving immediately to the suburbs.
- D) engaging in community activities.

Answer: D

Skill: Interpretive

Reference: Video Reference

11) One way that immigrants coped with harsh living conditions in American cities was to

- A) hold religious festivals.
- B) organize political reform groups.
- C) move to integrated neighborhoods.
- D) refuse to allow their children to work.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 12) Political bosses tended to be Irish for all of the following reasons EXCEPT that they
- A) had never faced discrimination in America.
 - B) had arrived earlier in the nineteenth century than most other immigrants.
 - C) possessed the ability to speak English.
 - D) experienced religious backgrounds that accustomed them to hierarchy and loyalty.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 13) Preachers of the Social Gospel said that their wealthy parishioners should
- A) move to the suburbs.
 - B) take responsibility for conditions in the entire city.
 - C) support Social Darwinism.
 - D) remember that their riches were a sign of God's approval.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 14) The Social Gospel and Settlement House movements had limited success primarily because the
- A) people involved lacked sincerity and dedication.
 - B) immigrants being served were generally not Christian.
 - C) problems were too vast to solve with private efforts.
 - D) promotion of political reform was their primary emphasis.

Answer: C

Skill: Interpretive

Reference: Video Reference

Lesson 5: The American Dream Deferred

- 1) All of the following were reasons why the status of African Americans deteriorated in the late nineteenth century EXCEPT
- A) national and state politicians abandoned civil rights initiatives.
 - B) negative racial stereotypes regarding African Americans were promulgated in both the North and South.
 - C) African American leaders did not speak out against discrimination and segregation.
 - D) terrorist incidents like lynching of African Americans were condoned by the establishment.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) During the late nineteenth century, the Supreme Court
- A) strongly defended the rights of African Americans under the Constitution.
 - B) gradually abandoned support of African American rights guaranteed by the Constitution.
 - C) avoided important cases involving African American rights.
 - D) declared the concept of "separate but equal" unconstitutional.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) According to the *Plessy v. Ferguson* decision,
- A) separate facilities for African Americans and whites were illegal.
 - B) segregation laws violated the Fourteenth Amendment.
 - C) African American voters could be disenfranchised through the "good character" clause.
 - D) "separate but equal" accommodations were constitutional.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) Most significant of the leaders of the moderate approach to achieving black rights within American society was
- | | |
|--------------------------|-------------------------|
| A) Booker T. Washington. | B) W. E. B. DuBois. |
| C) T. Thomas Fortune. | D) Henry McNeal Turner. |

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) Booker T. Washington
- A) argued for immediate social equality for African Americans.
 - B) reinforced a movement toward black militancy.
 - C) advocated a moderate self-help program for blacks.
 - D) alienated white leaders.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

6) W.E.B. DuBois

- A) endorsed the proposals of Booker T. Washington.
- B) asserted that African Americans should enjoy equal civil and political rights.
- C) appealed more to whites than did Booker T. Washington.
- D) advocated a back-to-Africa movement in the late nineteenth century.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

7) Like African Americans in the late nineteenth century, Mexican Americans in the Southwest and Chinese in California

- A) worked mostly as sharecroppers.
- B) fled the country in record numbers.
- C) faced discrimination and segregation.
- D) found their rights protected by the Supreme Court.

Answer: C

Skill: Interpretive

Reference: Video Reference

8) An obvious denial of equality in the late nineteenth century was demonstrated by the fact that women could NOT

- | | |
|---------------------------------------|------------------------|
| A) own personal property. | B) vote in all states. |
| C) exercise the right of free speech. | D) enroll in colleges. |

Answer: B

Skill: Interpretive

Reference: Video Reference

9) "Jim Crow" laws

- A) established and reinforced segregation.
- B) prohibited black musicians from public performances.
- C) denied blacks the right to vote.
- D) were ruled unconstitutional in the *Plessy* decision.

Answer: A

Skill: Interpretive

Reference: Video Reference

10) In the late nineteenth century, all of the following factors combined to deny African Americans equality EXCEPT

- A) repeal of the Fourteenth Amendment.
- B) terrorist acts like lynchings.
- C) sharecropper systems in agriculture.
- D) poll taxes and grandfather clauses.

Answer: A

Skill: Interpretive

Reference: Video Reference

11) Whites generally approved the *Plessy v. Ferguson* decision because it

- A) maintained the principle of equality.
- B) overturned "Jim Crow" legislation.
- C) reinforced the idea that the Constitution is color-blind.
- D) affirmed their dominance of social and economic life.

Answer: D

Skill: Interpretive

Reference: Video Reference

12) Booker T. Washington was considered more successful than W.E.B. DuBois in the 1890s and early 1900s because he

- A) criticized segregated society with more vigor.
- B) encouraged blacks to go back to Africa.
- C) attracted more support from whites.
- D) stressed education of black leaders.

Answer: C

Skill: Interpretive

Reference: Video Reference

13) One significant, long-term effect of Booker T. Washington's approach to African American problems can be found in his emphasis upon

- A) classical education.
- B) integration.
- C) self-help.
- D) black nationalism.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 14) One significant long-term effect of W.E.B. Dubois' approach to African American problems can be found in his creation of a

A) program for vocational education. B) campaign for equal rights.
C) back-to-Africa movement. D) violent protest organization.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 15) In the video program, Professor Darlene Clark Hine identified one parallel between the struggles of minorities today and those of one hundred years ago in the area of

A) access to health care. B) voting rights.
C) incidents of lynching. D) political organization.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 16) In the video program, Professor Darlene Clark Hine found parallels between the struggles of minorities today with those of one hundred years ago in all of the following areas EXCEPT

A) respect for cultural differences. B) access to quality social services.
C) denial of opportunities to vote. D) fair compensation for work.

Answer: C

Skill: Interpretive

Reference: Video Reference

Lesson 6: The Populist Challenge

- 1) The Populist Party Platform (1892) advocated all of the following EXCEPT

A) more direct democracy. B) price supports for farm products.
C) a graduated income tax. D) government ownership of railroads.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) In the election of 1892, the Populist Party

A) opposed the direct election of senators.
B) employed Pinkerton detectives to intimidate voters.
C) found most of its backers among industrial workers.
D) gained substantial support, especially among discontented farmers.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) During the depression of 1893, President Cleveland
- A) responded to the demands of Coxey's army.
 - B) condemned the extravagance of the rich.
 - C) supported the workers during the Pullman strike.
 - D) showed disregard for those who suffered.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) During the campaign of 1896, William Jennings Bryan
- A) travelled extensively.
 - B) failed to gain significant support from the Populists.
 - C) received most support in the North and East.
 - D) defended the gold standard.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) The election of 1896 represented
- A) defeat for William McKinley.
 - B) triumph of industrialism over agrarianism.
 - C) return to political power by the farmers' representatives.
 - D) Populist victory.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 6) The election of 1896 showed the importance of
- A) selecting a popular vice presidential nominee.
 - B) avoiding a real discussion of the issues.
 - C) spending vast sums of money on a campaign.
 - D) traveling throughout the nation if you hoped to win.

Answer: C

Skill: Interpretive

Reference: Reader and Video Reference

- 7) Part of the legacy of the Populist party was that it
- A) established the agenda for American politics for twenty years.
 - B) proved that third parties could have no influence.
 - C) created opportunity for Republican success in the South.
 - D) played a key role in the Democrats' control of urban politics.

Answer: A

Skill: Interpretive

Reference: Reader and Video Reference

- 8) The Populist experience showed us that change in American politics occurs
- A) only through violent protests.
 - B) slowly.
 - C) to assure greater distribution of wealth.
 - D) relatively quickly.

Answer: B

Skill: Interpretive

Reference: Reader and Video Reference

- 9) Farmers began pressing for political change in the late nineteenth century because
- A) government price supports were too low.
 - B) agricultural productivity had declined.
 - C) major parties did not respond to their grievances.
 - D) railroads refused to sell their excess land.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 10) Reasons for political change in the late nineteenth century do NOT include the issue that farmers
- A) experienced economic hardship.
 - B) perceived major parties as ignoring their grievances.
 - C) believed that banks and corporations controlled their lives.
 - D) failed to produce enough food to feed urban masses.

Answer: D

Skill: Interpretive

Reference: Video Reference

11) Leadership of the Populists tended to come from all of the following groups EXCEPT

- A) reflective farmers.
- B) local journalists.
- C) career politicians.
- D) selected intellectuals.

Answer: C

Skill: Interpretive

Reference: Video Reference

12) Support for the Populists came from

- A) farmers who were experiencing debt problems.
- B) large land owners who were concerned about property taxes.
- C) railroad executives who were trying to sell land.
- D) bankers who were hoping to finance farm mortgages.

Answer: A

Skill: Interpretive

Reference: Video Reference

13) During the depression of the mid-1890s, labor strikes erupted and demands were made for

- A) payment of Civil War pensions.
- B) creation of jobs through government spending.
- C) federal takeover of the railroads.
- D) support for the Pullman strike.

Answer: B

Skill: Interpretive

Reference: Video Reference

14) One political result of the depression of 1893 was that

- A) President Cleveland was not renominated.
- B) income tax proposals disappeared.
- C) Populists would attract little interest in their ideas.
- D) Socialists would receive millions of votes in the next election.

Answer: A

Skill: Interpretive

Reference: Video Reference

15) William McKinley won the election of 1896 partly because his campaign emphasized

- A) government intervention in the economy.
- B) railroad regulation.
- C) price supports for farmers.
- D) prosperity and patriotism.

Answer: D

Skill: Interpretive

Reference: Video Reference

16) After the election of 1896,

- A) reform proposals were not enacted again until the 1930s.
- B) Democrats became the majority party.
- C) Republicans were clearly associated with established interests.
- D) Populists gained strength.

Answer: C

Skill: Interpretive

Reference: Video Reference

17) Success of the Populists was limited in part because

- A) Americans generally accept business dominance of society.
- B) their leaders lacked strong moral convictions.
- C) they did not have any practical reform proposals.
- D) farmers were too apathetic politically.

Answer: A

Skill: Interpretive

Reference: Video Reference

Lesson 7: War and Empire

1) An important factor in promoting the shift in American foreign policy after the Civil War was

- A) the search for markets for American products.
- B) the invasion of Mexico by France.
- C) support for Secretary of State Seward's expansionist policy.
- D) the refusal by Great Britain to pay the *Alabama* claims.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) One of the factors that promoted America's search for new markets between 1865 and 1900 was the
- A) increase in domestic consumption.
 - B) decline in demand for American goods abroad.
 - C) overproduction of industrial and agricultural goods.
 - D) depression of 1893.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) In the late 1890s, Alfred T. Mahan stressed that the
- A) influx of immigrants would lead to starvation.
 - B) devaluation of the dollar would bankrupt the country.
 - C) key to national greatness was sea power.
 - D) country should stay out of foreign affairs.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) During the years between the Civil and the Spanish–American Wars, an important aspect of the missionary impulse in American foreign policy was belief that
- A) Anglo–Saxon was a superior race.
 - B) missionary interference in native cultures should be opposed.
 - C) all people are equal in the sight of God.
 - D) each country had a right to develop its own institutions.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) A new factor that influenced American foreign policy after 1865 was
- A) world trade.
 - B) public opinion.
 - C) demand for a lower tariff.
 - D) inflationary economic conditions.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

6) Public opinion in the late nineteenth century was greatly affected by

- A) highly competitive popular newspapers.
- B) radio broadcasts.
- C) charismatic presidential leadership.
- D) congressional investigations.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

7) In the video program, Professor Robert Beisner's discussion of the Spanish–American War suggested that President McKinley

- A) delegated major decisions to Theodore Roosevelt.
- B) played a vital role in the American entry.
- C) allowed public opinion to sway him too much.
- D) matched the description provided in Ambassador DeLome's letter.

Answer: B

Skill: Interpretive

Reference: Video Reference

8) According to Professor Lester Langley's comments in the video program on the Spanish–American War, President McKinley was

- A) duped by Cuban rebels.
- B) perceived to be responsible for Commodore Dewey's victory.
- C) libeled by the yellow press.
- D) experienced at using public opinion.

Answer: D

Skill: Interpretive

Reference: Video Reference

9) Commodore George Dewey attacked the Spanish fleet in the Philippines

- A) as part of a military contingency plan.
- B) on his own initiative.
- C) in response to an attack on American ships.
- D) after President McKinley ordered him to do so.

Answer: A

Skill: Interpretive

Reference: Video Reference

10) Commodore George Dewey's victory over the Spanish fleet at Manila Bay in 1898

- A) guaranteed independence for the Philippines.
- B) ended the Spanish–American War.
- C) resulted in heavy American casualties.
- D) established the United States as an Asian power.

Answer: D

Skill: Interpretive

Reference: Video Reference

11) American actions in the Philippines from 1898 to 1902

- A) paralleled what Spain had done in Cuba.
- B) respected the principle of democracy.
- C) received united support at home.
- D) attempted to remove Spanish forces from the islands.

Answer: A

Skill: Interpretive

Reference: Video Reference

12) In the video program, Professor Lewis Gould suggested that contradiction between United States' ideals and actions in the Philippines from 1898–1902 explains why

- A) McKinley was assassinated in 1901.
- B) Filipinos rejected Christianity.
- C) American imperialism did not last very long.
- D) United States' forces withdrew in 1902.

Answer: C

Skill: Interpretive

Reference: Video Reference

13) Control of the Philippines by the United States included all of the following benefits EXCEPT

- A) assuring a place among the world powers.
- B) protecting a strategic military interest in Asia.
- C) securing an economic foothold in eastern markets.
- D) providing for the triumph of democracy in the region.

Answer: C

Skill: Interpretive

Reference: Video Reference

14) One problem with American control of the Philippines was that

- A) Filipinos lost most of their culture.
- B) democratic principles were violated.
- C) military defenses were actually weakened.
- D) Spain became an enemy in both world wars.

Answer: B

Skill: Interpretive

Reference: Video Reference

Lesson 8: The Progressive Impulse

1) The muckrakers were important in the progressive movement because they

- A) subverted the democratic system.
- B) publicized possible problems in American society.
- C) defended the American system against criticism.
- D) generally opposed social reform.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

2) The crusade against child labor was a typical reform of the social justice progressives in all of the following ways EXCEPT that

- A) origins lay in the moral indignation of middle-class reformers.
- B) legislation was used to address the problem.
- C) need for children's earnings was misunderstood.
- D) support of most business managers was positive.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

3) In their crusade to improve the conditions of the poor in America, the social justice progressives

- A) quietly recognized the necessity of brothels.
- B) frequently encouraged movie-going as a form of entertainment.
- C) effectively ended prostitution.
- D) generally supported prohibition of alcohol consumption.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) The efforts of the progressive era reformers were often limited because they frequently
- A) cooperated too closely with business leaders.
 - B) had little understanding of working class life.
 - C) failed to research social problems adequately.
 - D) refused to attempt to amend the Constitution.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) The chief aim of municipal reform during the Progressive Era was to
- A) achieve social justice.
 - B) implement the single tax.
 - C) organize cities for benefit of business and professional classes.
 - D) maintain ethnic traditions.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 6) As part of the "Wisconsin Idea," Governor Robert M. LaFollette did all of the following EXCEPT
- A) use university professors to do research.
 - B) work with the legislature to pass a state primary law.
 - C) condemn the work of the muckrakers.
 - D) initiate laws regulating railroads.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 7) One important factor in preparing the nation for progressive reform was the
- A) annexation of the Philippines.
 - B) discrimination against African Americans.
 - C) work of the Populists.
 - D) election of William McKinley.

Answer: C

Skill: Interpretive

Reference: Video Reference

8) Progressive reformers tended to be

- A) rural residents.
- B) union members.
- C) recent immigrants.
- D) middle-class in background.

Answer: D

Skill: Interpretive

Reference: Video Reference

9) Progressive reformers were primarily concerned with

- A) making democratic capitalism work better.
- B) desegregating the nation's schools.
- C) providing tax cuts for the rich.
- D) nationalizing banks and railroads.

Answer: A

Skill: Interpretive

Reference: Video Reference

10) Progressives generally believed that

- A) laissez-faire policies were beneficial to workers.
- B) voluntary action was sufficient for alleviating social ills.
- C) racial segregation was unconstitutional.
- D) government could be a positive agent for change.

Answer: D

Skill: Interpretive

Reference: Video Reference

11) Jane Addams was successful in all of the following endeavors EXCEPT

- A) defeating the ward boss in her neighborhood.
- B) providing social services for the poor.
- C) compiling investigative reports.
- D) furthering the movement for child labor reform.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 12) The work of Jane Addams and others at Hull House
- A) solved the housing problems of Chicago.
 - B) received support from the local politicians.
 - C) emerged from a detailed plan for social action.
 - D) helped lay the groundwork for political reform.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 13) To help pay for improved education, Governor Robert LaFollette of Wisconsin inaugurated a state tax on
- A) property.
 - B) income.
 - C) sales.
 - D) gasoline.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 14) Governor Robert LaFollette's "Wisconsin Idea" did all of the following EXCEPT
- A) institute significant tax reform.
 - B) promote more democratic government.
 - C) draw opposition from most state newspapers.
 - D) affect reform in other states.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 15) One problem with implementing progressive reform was the progressives' desire to
- A) nationalize the nation's banks.
 - B) impose middle-class values on different cultures.
 - C) repeal state prohibition laws.
 - D) force the wealthy to distribute money to the poor.

Answer: B

Skill: Interpretive

Reference: Video Reference

16) Progressive efforts to enact child labor legislation met resistance because

- A) education was unnecessary in that era.
- B) labor shortages existed throughout that period.
- C) research showed that factory work was good for kids.
- D) many Americans thought that children should work.

Answer: D

Skill: Interpretive

Reference: Video Reference

17) One legacy of progressivism at the local and state level was

- A) increased rights for minorities.
- B) more respect for working-class values.
- C) greater emphasis on education.
- D) less government bureaucracy.

Answer: C

Skill: Interpretive

Reference: Video Reference

18) In the video program, Professor Jack Temple Kirby mentioned that the people who benefited most from progressive reform were the

- A) middle-class.
- B) immigrants.
- C) minorities.
- D) farmers.

Answer: A

Skill: Interpretive

Reference: Video Reference

19) The effectiveness of progressive reform was limited by

- A) reluctance to pay for implementation.
- B) lack of commitment by reformers.
- C) inability to succeed in amending the Constitution.
- D) ability of the free market to distribute wealth equitably.

Answer: A

Skill: Interpretive

Reference: Video Reference

20) Progressive reform illustrates that

- A) change occurs more quickly than expected.
- B) implementation of reform legislation is often resisted.
- C) meaningful change is impossible.
- D) middle-class constituents have very little power.

Answer: B

Skill: Interpretive

Reference: Video Reference

Lesson 9: The Progressive Presidents

- 1) In the anthracite coal strike of 1902, Theodore Roosevelt
- A) showed that he would follow the policies of McKinley.
 - B) supported use of the strike to achieve the workers' goals.
 - C) assumed the role of a mediator.
 - D) created public sympathy for the mine owners.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) The Meat Inspection Act and the Pure Food and Drug Act were typical of national progressive reform in all of the following ways EXCEPT that they
- A) received support from the President.
 - B) resulted in part from exposures publicized by muckrakers.
 - C) brought about increased government regulation.
 - D) caused a depression in the industries affected.

Answer: D

Skill: Interpretive

Reference: Textbook, Reader, and Video Conference

- 3) An issue of particular importance to Theodore Roosevelt was
- A) civil service reform.
 - B) creation of a federal reserve system.
 - C) women's suffrage.
 - D) conservation.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) Most progressive leaders ignored the problems of blacks because they were
- A) more interested in foreign affairs.
 - B) committed to support states' rights.
 - C) usually insensitive to the social ills of the era.
 - D) still thinking in stereotypical racial terms.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) As a leader during the Progressive Era, Theodore Roosevelt
- A) opposed conservation programs.
 - B) believed that government regulation of business was undesirable.
 - C) acted very cautiously and quietly.
 - D) represented the first president to support social reform.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 6) Federal action was necessary to deal with economic problems in the early part of the twentieth century because
- A) courts had taken all taxing power away from the states.
 - B) most large corporations engaged in interstate commerce.
 - C) settlement houses had failed to improve urban life.
 - D) socialists were in a position to win the presidency.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 7) Court decisions in the late nineteenth century
- A) upheld the federal income tax.
 - B) assured that monopolies would not exist.
 - C) maintained that railroads must give rebates to farmers.
 - D) impeded state regulation of large businesses.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 8) In the video program, Professor Willard Gatewood stated that Theodore Roosevelt's greatest contribution to conservation was his
- A) scientific expertise.
 - B) ability to publicize the issue.
 - C) establishment of the Civilian Conservation Corps.
 - D) support for industrial use of natural resources.

Answer: B

Skill: Interpretive

Reference: Video Reference

9) Progressives used the amending process of the Constitution in order to

- A) assure lasting reform on a national basis.
- B) avoid the slow process of congressional approval.
- C) bypass obstruction of efforts by the executive branch.
- D) guarantee local option on prohibition laws.

Answer: A

Skill: Interpretive

Reference: Video Reference

10) During the progressive era, the Constitution was amended to do all of the following EXCEPT provide for

- A) collection of an income tax.
- B) direct election of Senators.
- C) women's suffrage.
- D) abolition of poll taxes.

Answer: D

Skill: Interpretive

Reference: Video Reference

11) Many historians consider the progressives to be "conservative" because they believed in

- A) outlawing socialist meetings.
- B) banning child labor.
- C) fixing the system through slight adjustments.
- D) supporting American involvement in World War I.

Answer: C

Skill: Interpretive

Reference: Video Reference

12) The progressives were limited in their effectiveness for all of the following reasons EXCEPT that they tended to

- A) be moralistic in some of their views.
- B) lack a commitment to their causes.
- C) think in an elitist manner.
- D) impose their will on other people.

Answer: B

Skill: Interpretive

Reference: Video Reference

13) Early twentieth century progressives are linked to later reform eras in all of the following respects EXCEPT their

- A) ideology regarding the role of government.
- B) influence on those who assumed leadership positions.
- C) concern about social conditions.
- D) efforts to improve the lives of minorities.

Answer: D

Skill: Interpretive

Reference: Video Reference

14) All of the following ingredients were associated with progressive efforts to change America EXCEPT

- A) effective organization.
- B) outspoken leadership.
- C) militant revolutionary activity.
- D) willingness to work within the system.

Answer: C

Skill: Interpretive

Reference: Video Reference

Lesson 10: The Big Stick

1) In acquiring the right to build a canal across Panama, the United States

- A) respected the sensibilities of the Colombians.
- B) gained the respect and admiration of other Latin American countries.
- C) opposed Panamanian nationalists who wanted independence.
- D) facilitated a Panamanian revolution against Colombia.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

2) United States' control of the Panama Canal

- A) infuriated Nicaragua and Mexico.
- B) significantly shaped U.S. policy in the region.
- C) helped Philippe Bunau-Varilla become ruler of Panama.
- D) ended in 1914 when the Canal opened for business.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) The major difference between the Latin American policy of Woodrow Wilson and that of Presidents Theodore Roosevelt and Taft was that Wilson
- A) refused to authorize intervention.
 - B) recognized Central American governments no matter how they came to power.
 - C) used rhetoric which emphasized idealistic aims.
 - D) achieved revered stature in Mexico.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) President Theodore Roosevelt used his "big stick" diplomacy in order to
- A) engage in warfare around the world.
 - B) help the Germans in Europe.
 - C) achieve recognizable diplomatic goals.
 - D) intervene frequently in the Middle East.

Answer: C

- 5) Under President Taft's "dollar diplomacy," the United States
- A) provided massive economic assistance to China.
 - B) intervened militarily to protect investments.
 - C) dominated the Asian markets.
 - D) promoted democracy in Latin America.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 6) President Woodrow Wilson's "missionary diplomacy" emphasized
- A) promoting democratic institutions.
 - B) sponsoring Christian missionaries.
 - C) protecting American investments.
 - D) recognizing revolutionary governments.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 7) As a result of United States' acquisition of the Panama Canal, many Latin Americans
- A) refused to travel on American ships.
 - B) participated in an embargo of American products.
 - C) developed a strong anti-American sentiment.
 - D) established free trade agreements with the United States.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 8) Philippe Bunau-Varilla played all of the following roles in the acquisition of the Panama Canal by the United States EXCEPT
- A) conspirator.
 - B) revolutionary.
 - C) lobbyist.
 - D) dictator.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 9) During the American acquisition of the Panama Canal, Philippe Bunau-Varilla was an
- A) advocate of building an alternative route through Nicaragua.
 - B) important catalyst for closing the deal.
 - C) agent for Colombia.
 - D) originator of the Roosevelt Corollary.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 10) All of the following reasons were given by those who supported United States' intervention in Latin America EXCEPT that
- A) great powers had a right to act that way.
 - B) security interests necessitated the action.
 - C) weaker nations needed American help.
 - D) American traditions demanded it.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

11) Those who opposed United States' intervention in Latin America argued that the

- A) practice contradicted the democratic spirit.
- B) Panama Canal was too expensive to build.
- C) refugees from the area would take away American jobs.
- D) Roosevelt Corollary was unconstitutional.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

12) In the video program, Professor Robert Beisner maintained that all of the following short-term goals of United States' intervention in Latin America were achieved EXCEPT

- A) securing investments.
- B) stabilizing governments.
- C) improving social services.
- D) establishing democratic rule.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

13) In the video program, Professor Robert Beisner maintained that one of the long-term consequences of United States' intervention in Latin America during the early part of the twentieth century was

- A) greater respect for European assistance in the area.
- B) increased achievement of equal economic opportunity.
- C) more dependence of Latin American countries on the United States.
- D) diminished immigration from the area.

Answer: C

Skill: Interpretive

Reference: Video Reference

14) In the video program, Professor Robert Beisner maintained that one of the long-term consequences of United States' intervention in Latin America during the early part of the twentieth century was

- A) grassroots support for American manufacturing companies.
- B) increased likelihood of internal revolutions in those countries.
- C) relative prosperity for most residents of the area.
- D) greatly diminished interest in the region after World War I.

Answer: B

Skill: Interpretive

Reference: Video Reference

Lesson 11: The Great War

- 1) The assassination of Archduke Ferdinand in 1914 led to a war in Europe because
- A) anarchists were in control of Austria.
 - B) military, economic, and political rivalries were strong.
 - C) his assassin was a German nationalist.
 - D) communism dominated European politics.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) Important in creating an atmosphere favorable for United States' entry into World War I was the
- A) German trade embargo.
 - B) English use of submarines.
 - C) British respect for American neutrality.
 - D) proposed alliance between Germany and Mexico.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) Important in the United States' decision to enter World War I was the
- A) use of unrestricted submarine warfare by Germany.
 - B) pro-German bias of Wilson's advisers.
 - C) refusal of the English to borrow U.S. money.
 - D) increase in trade with Germany.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) In terms of its effect on domestic affairs in the United States, World War I resulted in
- A) an enthusiasm for things German.
 - B) an unfavorable governmental attitude toward labor.
 - C) a restriction of freedom of speech.
 - D) a decrease in governmental control over the economy.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) As a result of the actions of the Committee on Public Information, headed by George Creel,
- A) anti-German activities became quite common.
 - B) immigration quotas were lifted.
 - C) government controls on the economy were diminished.
 - D) the Sedition Act was declared unconstitutional.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 6) During World War I, American troops
- A) fought very poorly in general.
 - B) helped to repel the German offensive of 1918.
 - C) demonstrated extremely efficient organization.
 - D) participated in no really significant battles.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 7) Most historians consider Wilson's decision to exclude Henry Cabot Lodge from the negotiations at the Paris Peace Conference to have been
- A) a politically shrewd decision.
 - B) a political mistake.
 - C) an unimportant oversight.
 - D) an attempt to avoid offending the Republican majority in the Senate.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 8) The United States Senate rejected the Treaty of Versailles and the League of Nations for all of the following reasons EXCEPT
- A) partisan politics.
 - B) feuding between Wilson and Lodge.
 - C) failure to compromise.
 - D) Lodge's failing health.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 9) The decision by the United States not to join the League of Nations
- A) guaranteed that another world war would take place.
 - B) illustrated the power of public opinion.
 - C) regenerated interest in pursuing progressive reform.
 - D) symbolized American unwillingness to accept world leadership.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 10) The year 1918 was a turning point for the United States in world affairs because its
- A) membership in the League of Nations was assured.
 - B) troops had gone to Europe to settle a war for the first time.
 - C) president would shape the peace treaty.
 - D) cultural influence would be in decline afterward.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 11) The year 1918 was a turning point for the United States in world affairs for all of the following reasons EXCEPT
- A) American troops had helped win the war for the Allies.
 - B) Europeans looked upon the United States with admiration and gratitude.
 - C) European intellectuals hoped that President Wilson's idealism would shape the peace settlement.
 - D) American membership in the League of Nations was assured.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 12) In 1918, unlike 1945, the United States and its allies
- A) lost the peace almost immediately afterward.
 - B) showed great compassion to their former enemies.
 - C) shared their victory with the Soviet Union.
 - D) displayed a sense of despair.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 13) Author John Lukacs makes all of the following observations EXCEPT that
- A) the world order shaping up in 1945 was more lasting than that of 1918.
 - B) American military presence in Europe lasted longer after 1945 than after 1918.
 - C) American generals were more popular after 1945 than after 1918.
 - D) there was more enthusiasm in 1945 than in 1918.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 14) In describing key factors associated with the outbreak of war in 1914, Professor Otis Graham explained in the video program that Europe was
- A) trying to come to terms with Germany's power.
 - B) experiencing incompetent leadership.
 - C) being overrun with communist insurgents.
 - D) seeking better trade relations with the United States.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 15) In the video program, Professor David Kennedy observed that one reason war broke out in 1914 was that
- A) League of Nations' peacekeeping forces were inadequate.
 - B) American neutrality had been violated.
 - C) many lives had been lost in the sinking of the Lusitania.
 - D) leaders believed their large armies needed to be mobilized.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 16) According to Professor David Kennedy in the video program, a key factor in the United States' support for the Allied side in World War I was the fact that
- A) England respected United States' neutrality.
 - B) Americans spoke English.
 - C) prosperity depended on entering the war.
 - D) Russia had joined the Central Powers.

Answer: B

Skill: Interpretive

Reference: Video Reference

17) In mobilizing for World War I, the American people did all of the following EXCEPT

- A) insist on the protection of freedom of speech.
- B) purchase war bonds.
- C) sacrifice for democratic ideals.
- D) accept regulation of production and consumption.

Answer: A

Skill: Interpretive

Reference: Video Reference

18) During World War I, fear of foreigners led most Americans to accept

- A) suspension of the Second Amendment to the Constitution.
- B) prohibition of loans to European nations.
- C) suppression of critics of the existing system.
- D) closing of borders to all immigrants.

Answer: C

Skill: Interpretive

Reference: Video Reference

19) For American soldiers fighting in World War I, romantic notions regarding war were dispelled by the

- A) impersonal nature of modern warfare.
- B) anti-American protests in France.
- C) lack of any significant action.
- D) harshness of basic training.

Answer: A

Skill: Interpretive

Reference: Video Reference

20) In the video program, Professor David Kennedy maintained that a factor in German surrender at the end of World War I was

- A) Republican victories in the 1918 elections.
- B) Wilson's ability to dominate European leaders.
- C) American capacity to continue to reinforce the Allies.
- D) conspiracy among German military leadership.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 21) In the video program, Professor David Kennedy maintained that the League of Nations was rejected mainly because the United States
- A) realized the idea was unworkable.
 - B) reasserted its traditional isolationism.
 - C) wanted to protect its status as a creditor nation.
 - D) feared that the Soviet Union's role was too great.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 22) In the video program, Professor Otis Graham stated that a key factor in the United States' rejection of the League of Nations was
- A) failure of President Wilson's leadership.
 - B) unworkable checks and balances in government.
 - C) inherent weakness in the organization's charter.
 - D) American commitments to aid the Soviets.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 23) World War I affected life in the United States by
- A) promoting idealism in politics.
 - B) ending the drive for materialism.
 - C) destroying the spirit of progressivism.
 - D) encouraging tolerance of others.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 24) After World War I, the United States was characterized by all of the following conditions EXCEPT
- A) strong international economic power.
 - B) determination to live up to Wilson's idealistic principles.
 - C) status as the world's leading creditor nation.
 - D) rejection of political power on the world stage.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 25) In the video program, Professor David Kennedy stated that World War I was a key event in the twentieth century because its outcome led to the
- A) rejection of isolationism in the United States.
 - B) creation of the League of Nations.
 - C) triumph of democratic principles.
 - D) rise of totalitarianism throughout the world.

Answer: D

Skill: Interpretive

Reference: Video Reference

Lesson 12: Transitions and Tensions: The 1920s

- 1) The Scopes trial indicated that the most important challenge faced by early twentieth-century American religion was
- A) lack of freedom from state control.
 - B) struggle between fundamentalists and evolutionists.
 - C) reduction in tax benefits granted to churches.
 - D) integration among different races embracing the same religion.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) Intolerance during the 1920s in the United States was reflected in the
- A) suppression of the Ku Klux Klan.
 - B) passage of restrictive immigration laws.
 - C) popularity of jazz.
 - D) increased success of labor unions.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) By the end of the 1920s, blacks, as a group, had
- A) made great progress toward equality.
 - B) not fulfilled the dreams with which they began the decade.
 - C) assimilated fully into American society.
 - D) returned to their earlier roles in southern society.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) Marcus Garvey was significant because he
- A) helped form the NAACP.
 - B) assumed a leadership role in the Harlem Renaissance.
 - C) proclaimed South Africa free from white dominance.
 - D) instilled a sense of pride among American blacks.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) During the 1920s, women
- A) experienced greater restrictions on their sexual freedom.
 - B) attempted to have more children.
 - C) eliminated the double standard in job opportunities.
 - D) encountered a political and social climate not conducive to feminist causes.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 6) Passage of the Eighteenth Amendment to the Constitution, prohibiting the sale of alcohol in the United States,
- A) received opposition from social justice progressives.
 - B) effectively eliminated consumption of beer and wine.
 - C) reduced poverty, prostitution, and crime.
 - D) illustrated the difficulty of using law to promote moral reform.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 7) In the video program, Professor Roderick Nash characterized the 1920s as a decade in which
- A) almost everyone drank bootleg gin.
 - B) minorities achieved equal opportunities.
 - C) society was nervous about changes taking place.
 - D) emphasis on domestic affairs made life boring.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 8) In the video program, Professor Roderick Nash stated that anxiety characterized the 1920s because
- A) political leaders were inept.
 - B) traditional values were being challenged.
 - C) foreign enemies threatened national security.
 - D) almost everyone felt obliged to pursue the latest fads.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 9) The prevailing economic thought in the 1920s held that government should
- A) establish price supports for farmers.
 - B) tax the rich more aggressively.
 - C) create jobs for the unemployed.
 - D) free business from regulations.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 10) During the 1920s, the trickle-down theory of economics
- A) failed to work well in practice.
 - B) resulted in a more even distribution of income.
 - C) explained the corruption in the Harding administration.
 - D) contributed to the collapse of the German Republic.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 11) In the video program, Professor Willard Gatewood stated that the Ku Klux Klan gained support in the 1920s because of
- A) financial backing from leading industrialists.
 - B) reaction to immigration and urbanization.
 - C) lack of moral virtues in the American people.
 - D) indifferent attitudes toward law enforcement.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 12) In the video program, Professor Willard Gatewood stated that the Scopes Trial represented the
- A) clash of two world views.
 - B) violation of academic freedom.
 - C) finest hour of William Jennings Bryan.
 - D) demise of fundamentalist influence.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 13) The decade of the 1920s illustrated that
- A) most people reject middle-class values.
 - B) minorities gain significantly during prosperous times.
 - C) laissez-faire policies are best for all.
 - D) change occurs more slowly than we sometimes think.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 14) During the 1920s, the vast majority of the American people
- A) violated prohibition laws.
 - B) adhered to traditional values while accepting moderate change.
 - C) believed in fundamentalist teachings.
 - D) supported the activities of the Ku Klux Klan.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 15) Similarities between the 1920s and the 1950s include all of the following EXCEPT
- A) fears of communist infiltration.
 - B) emphasis on material wealth.
 - C) weak presidential performance.
 - D) tension following world war.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 16) Similarities between the 1920s and the 1980s include all of the following EXCEPT
- A) trickle-down economic policies.
 - B) rampant speculation in the stock market.
 - C) laissez-faire attitude toward business regulation.
 - D) reduction of immigrant quotas.

Answer: D

Skill: Interpretive

Reference: Video Reference

Lesson 13: Hard Times: The Great Depression

- 1) In general, Americans responded to the suffering they experienced during the Great Depression by

A) rejecting the capitalistic system. B) feeling guilty for their failure.
C) embracing socialist principles. D) refusing to work.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) In general, people coped with the hardships of the depression in all of the following ways EXCEPT

A) helping neighbors as best they could.
B) seeking relief and food from city and private charity funds.
C) moving in with relatives.
D) giving widespread support to revolutionary movements.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) Herbert Hoover failed as a presidential leader partially because he was

A) unable to design specific programs.
B) too political.
C) intent on extending federal power.
D) limited in his actions by personality and political philosophy.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) As the depression deepened, President Hoover did all of the following EXCEPT support

A) more voluntary action.
B) measures to improve shaky financial institutions.
C) direct federal aid to individuals.
D) public works projects.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) Little occurred to prevent the economic collapse of the Great Depression because business and government leaders were
- A) basically incompetent.
 - B) too involved to understand the problems.
 - C) unable to influence European markets.
 - D) overly committed to business regulation.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 6) Little occurred to prevent the economic collapse of the Great Depression because business and government leaders
- A) followed the advice of John Maynard Keynes.
 - B) lacked experience dealing with big business.
 - C) failed to understand the seriousness of the situation.
 - D) owed too much money to European creditors.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 7) After the Great Crash, the economy continued to worsen because
- A) most Americans had lost fortunes in the market.
 - B) deficit financing was practiced by the federal government.
 - C) farm prices were too high.
 - D) confidence of the people was badly shaken.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 8) After the Great Crash, the economy continued to worsen for all of the following reasons EXCEPT
- A) confidence of the people was shaken.
 - B) government mechanisms for correcting problems were not in place.
 - C) federal spending was relatively small.
 - D) workers engaged in too many strikes.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 9) In the video program, Professor Joan Hoff pointed out that President Hoover's response to the national depression was
- A) generally inadequate to meet the severity of the crisis.
 - B) virtually nonexistent.
 - C) actually more activist than Franklin Roosevelt's.
 - D) mostly sabotaged by the liberal Democrats.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 10) In the video program, Studs Terkel observed that the American people responded relatively moderately to the Great Depression in part because the
- A) initiatives suggested by government solved most problems.
 - B) American Dream persisted even during hard times.
 - C) alternatives available were unknown
 - D) business establishment seemed to get what it deserved.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 11) In the video program, Professor Joan Hoff stated that the American people responded moderately to the Great Depression because
- A) business leaders generated feelings of confidence.
 - B) Congress agreed to pay pensions early.
 - C) American political tradition rejects extremism.
 - D) foreign enemies were threatening national security.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 12) All of the following were long-term consequences of the Great Depression on the American people EXCEPT that they
- A) continued to be apprehensive about the economy.
 - B) established frugal personal habits.
 - C) supported laissez-faire economic policies.
 - D) approached investments with great caution.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 13) One long-term consequence of the Great Depression on the American economy, as pointed out by Professor Robert Heilbroner in the video program, is the manner in which
- A) business supports smaller units of operation.
 - B) government attempts to provide security.
 - C) rugged individualism continues to dominate thinking.
 - D) laissez-faire policies receive credit for restoring prosperity.

Answer: B

Skill: Interpretive

Reference: Video Reference

Lesson 14: The New Deal

- 1) As far as relief programs were concerned, FDR
- A) considered direct relief highly desirable.
 - B) showed little concern for the needs of young people.
 - C) believed the unfortunate should rely on private charity.
 - D) preferred work relief.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) The Agricultural Adjustment Act, designed by the New Deal to confront the nation's agricultural crisis,
- A) increased agricultural production.
 - B) established government subsidies for limiting production.
 - C) helped smaller farmers more than larger farmers.
 - D) excluded the concept of "parity prices."

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) Opposition to the New Deal came mostly from
- A) farmers.
 - B) conservative labor leaders.
 - C) extreme left-wingers and extreme right-wingers.
 - D) poorer elements of the South.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) Partly in response to criticism of his First New Deal programs, FDR
- A) selected Dr. Francis E. Townsend as his running mate in 1936.
 - B) lost support in the 1934 congressional elections.
 - C) endorsed Huey Long for Vice President.
 - D) moved toward more social reform and social justice.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) The Works Progress Administration (WPA) was a federal program that
- A) employed millions of people on socially useful projects.
 - B) expended most of its money on administrative overhead.
 - C) excluded women from participation.
 - D) failed due to its unconstitutionality.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 6) The Social Security Act of 1935
- A) marked the beginning of a welfare state.
 - B) destroyed work incentives.
 - C) created national health insurance.
 - D) established the income tax as a funding source.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 7) With the passage of the Wagner Act (National Labor Relations Act) and other New Deal labor legislation,
- A) labor obtained support necessary for successfully organizing.
 - B) many agricultural workers were forced to join unions.
 - C) labor-management strife came to an immediate end.
 - D) minimum wages were established for all workers.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 8) During the New Deal, African Americans
- A) benefited equally with whites from relief programs.
 - B) viewed Eleanor Roosevelt as an opponent of racial justice.
 - C) gained FDR's backing for strong civil rights laws.
 - D) received more government recognition than previously.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 9) FDR won the presidential election of 1932 because the electorate
- A) wanted to avoid a revolution.
 - B) rejected the policies and approach of Herbert Hoover.
 - C) accepted his carefully thought-out plan for recovery.
 - D) disapproved of the scandals associated with the incumbent.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 10) FDR won the presidential election of 1932 for all of the following reasons EXCEPT his
- A) ability to communicate.
 - B) dramatic actions.
 - C) vigor and energy.
 - D) well-conceived design to end the depression.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 11) In the video program, Professor Paul Conkin expressed the view that FDR's actions regarding the nation's banking system
- A) had harmful effects in the short run.
 - B) gave people a transfusion of courage.
 - C) indicated his socialistic tendencies.
 - D) were not resisted strongly enough by Congress.

Answer: B

Skill: Interpretive

Reference: Video Reference

12) New Deal farm programs

- A) tended to benefit already successful farmers.
- B) allowed most sharecroppers to buy land.
- C) reduced prices for farm products.
- D) provided incentives for increased agricultural production.

Answer: A

Skill: Interpretive

Reference: Video Reference

13) FDR's actions regarding African Americans were limited in part by his

- A) acceptance of his wife's advice.
- B) idealism in reference to equal rights.
- C) desire to appease southern Democrats.
- D) inability to attract black voters.

Answer: C

Skill: Interpretive

Reference: Video Reference

14) In the video program, Professor Arthur M. Schlesinger pointed out that FDR was shaped by a political tradition which stressed

- A) strong and affirmative presidential actions.
- B) parliamentary-style government.
- C) laissez-faire policies.
- D) appeasing the upper classes.

Answer: A

Skill: Interpretive

Reference: Video Reference

15) In the video program, Professor Paul Conkin observed that FDR changed the role of the presidency by

- A) ignoring congressional resistance to executive actions.
- B) forcing the Supreme Court to accept all New Deal measures.
- C) allowing cabinet agencies to assert greater independence.
- D) shifting power to the presidential staff.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 16) One of the long-term effects of the New Deal was that
- A) uneven economic cycles became more pronounced.
 - B) Republican opposition was ineffective for thirty years.
 - C) government assumed responsibility for the people.
 - D) threat of bankruptcy faced the country by the late 1980s.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 17) The New Deal was linked to the progressive era in the respect that
- A) income tax rates on the rich were lowered.
 - B) many leaders of the 1930s grew up politically in the earlier period.
 - C) neither era could pull minority votes away from the Republican party.
 - D) both occurred during depression times.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 18) In the video program, Professor Paul Conkin observed that the New Deal illustrates the
- A) failure of liberal government programs.
 - B) government's ability to act responsibly during crisis times.
 - C) tendency toward extremism in American politics.
 - D) value of social planning.

Answer: B

Skill: Interpretive

Reference: Video Reference

Lesson 15: The Road to War

- 1) The American isolationists of the early 1930s
- A) judged U.S. involvement in World War I to be a mistake.
 - B) included very few well-educated individuals.
 - C) generally favored fascist ideologies.
 - D) discounted the investigations of Senator Gerald P. Nye.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

2) United States' neutrality legislation in the mid-1930s contained all of the following provisions EXCEPT

- A) enacting an arms embargo.
- B) selling non-military items to belligerents on a cash basis.
- C) forgiving World War I war debts.
- D) prohibiting travel for citizens on belligerent ships.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

3) The Japanese attack on Pearl Harbor

- A) united the country behind the war effort.
- B) revealed a conspiracy within the Roosevelt administration.
- C) ruined FDR's reelection chances.
- D) prompted the United States to pass the Lend-Lease Act.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

4) One long-term effect of the attack on Pearl Harbor was the United States' pledge to

- A) withdraw from the League of Nations.
- B) abandon its naval bases in the Pacific.
- C) prepare to stop aggressors before they attacked.
- D) develop intercontinental missiles.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

5) During World War II, Japanese Americans were placed in internment camps because of fear generated by the Pearl Harbor attack and

- A) ownership of many American businesses by Japanese investors.
- B) real threat of Japanese subversion in the United States.
- C) many Japanese residents who retained their native citizenship.
- D) long-standing racial stereotypes of the Japanese.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 6) Once World War II was over, most American women were
- A) dismayed that attitudes toward them had radically altered.
 - B) expected to return to their traditional roles.
 - C) treated equally in the work place.
 - D) permitted to keep their jobs.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 7) Americans found it difficult to withdraw from world affairs in the mid-1930s because
- A) congressional investigations supported intervention.
 - B) totalitarian nations awakened political interest.
 - C) FDR continued to wield the big stick in Latin America.
 - D) military alliances required troop deployments.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 8) Americans found it difficult to withdraw from world affairs in the mid-1930s because of the
- A) necessity of importing food.
 - B) threats of invasion by aggressive nations.
 - C) need to export products.
 - D) commitments made to Great Britain.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 9) American attempts to stay out of World War II by applying the lessons of World War I failed because
- A) analysis of the causes of the first war was faulty.
 - B) FDR conspired to involve the United States in the second war.
 - C) League of Nations' sanctions were ineffective.
 - D) conditions had changed.

Answer: D

Skill: Interpretive

Reference: Video Reference

10) The United States was caught by surprise at Pearl Harbor for all of the following reasons EXCEPT

- A) underestimating the Japanese.
- B) allowing bureaucratic rivalries to exist.
- C) believing that the attack would occur elsewhere.
- D) supporting incompetent civil and military leaders.

Answer: D

Skill: Interpretive

Reference: Video Reference

11) In the video program, Professor Cal Christman noted that one long-term effect of the attack on Pearl Harbor was the

- A) realization that American isolation was impossible.
- B) pledge by the United States to join the United Nations.
- C) formation of the NATO alliance.
- D) renunciation of the Open Door policy.

Answer: A

Skill: Interpretive

Reference: Video Reference

12) In the video program, Professor Allan Winkler suggested that the experience of working women in World War II

- A) resulted in equalization of pay for all laborers.
- B) helped fuel the women's movement of a later generation.
- C) explained the baby boom of the 1950s.
- D) discouraged that generation of women from remaining in the work force.

Answer: B

Skill: Interpretive

Reference: Video Reference

13) During World War II, American industrial mobilization was

- A) hampered by drafting too many workers into the military.
- B) considered less significant than the need for ground troops.
- C) deemed essential to the Allied strategy for winning the war.
- D) accomplished with little government regulation.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 14) An immediate effect of World War II on America was the
- A) abolition of racial segregation.
 - B) election of a Republican president.
 - C) creation of an all-volunteer army.
 - D) stimulation of the economy.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 15) A long-term effect of World War II was to
- A) make the economy heavily dependent on government spending.
 - B) allow the Republicans to control Congress for twenty years.
 - C) weaken labor unions.
 - D) cause the United States to rely less on foreign trade.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 16) During wartime, Americans seem to tolerate violations of civil liberties because they
- A) admire a strong president.
 - B) support suspension of the Constitution.
 - C) fear being labeled unpatriotic.
 - D) think the American Civil Liberties Union is too radical.

Answer: C

Skill: Interpretive

Reference: Video Reference

Lesson 16: The Good War

- 1) At the Yalta Conference, President Franklin Roosevelt
- A) was outsmarted by Joseph Stalin.
 - B) refused to make concessions to the Soviets in Asia.
 - C) requested Soviet help in ending the war in the Pacific.
 - D) demanded that the Soviets leave Eastern Europe.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) The primary reason for using the atomic bombs against Japan was to
- A) demonstrate that the bombs would work.
 - B) illustrate President Truman's leadership.
 - C) fulfill an agreement made at Yalta.
 - D) force Japan to surrender without an Allied invasion.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) All of the following resulted from the use of the atomic bombs against Japan EXCEPT the
- A) Japanese surrender without an Allied invasion.
 - B) massive destruction of lives and property in targeted cities.
 - C) prevention of Soviet entry into the war against Japan.
 - D) intensification of an emerging cold war with Russia.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) Much debate concerning Allied strategy during the early stages of World War II centered around
- A) liberating the Jews.
 - B) establishing a second front against Germany.
 - C) supporting the anti-communist movement in Russia.
 - D) using atomic weapons.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 5) In establishing a second front against Germany, President Franklin Roosevelt favored
- A) acting as rapidly as possible.
 - B) using frontal assaults and trench warfare.
 - C) approaching the continent indirectly through North Africa and Italy.
 - D) letting the Russians and Germans destroy each other.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 6) One of FDR's prime concerns regarding Allied strategy was
- A) liberating the Jews.
 - B) relieving Russian forces.
 - C) saving American lives.
 - D) removing Stalin from power.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 7) The Allies insisted on unconditional surrender because they
- A) thought a mistake was made by not doing so in World War I.
 - B) wanted to promote democracy in the Soviet Union.
 - C) needed a good reason to use atomic weapons.
 - D) believed that Germany should pay war reparations.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 8) One consequence of the Allied insistence on unconditional surrender in World War II was that it
- A) shortened the war considerably.
 - B) created vacuums of power in the postwar world.
 - C) demoralized American troops.
 - D) allowed greater flexibility in dealing with Japan.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 9) In the video program, Professor Stephen Ambrose stated that the success of the D-Day invasion was "the turning point" in World War II because
- A) Stalin and Hitler had already negotiated an end to the war.
 - B) German atrocities against the Jews were finally revealed.
 - C) German military leaders surrendered without a fight.
 - D) failure there might have meant losing the war.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 10) In the video program, Professor Stephen Ambrose indicated that General Dwight Eisenhower's role in the D-Day invasion was critical because he
- A) made all the key decisions.
 - B) underestimated German resistance.
 - C) lacked adequate fighting forces.
 - D) allowed General Patton to plan the operation.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 11) The United States was limited in its ability to liberate concentration camps in 1945 because
- A) intelligence regarding their existence was inaccurate.
 - B) agreements made previously with Hitler prohibited action.
 - C) Yalta agreements required Russia to free the camps.
 - D) Germany controlled the locations of the camps.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 12) The effects of the holocaust on the United States included all of the following EXCEPT
- A) reduced anti-Semitism
 - B) support for Israel.
 - C) recognition of racial attitudes.
 - D) financial compensation to survivors.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 13) At Yalta, the Soviet Union was granted control over postwar Eastern Europe because
- A) it had liberated that area from Nazi Germany.
 - B) Stalin outwitted FDR.
 - C) Churchill had lost power in England.
 - D) American lives would be spared.

Answer: A

Skill: Interpretive

Reference: Video Reference

14) The Yalta agreements became controversial because the Soviet Union

- A) refused to enter the war against Japan.
- B) failed to contribute their share in the war.
- C) refused to hold free elections in Eastern Europe.
- D) gained veto power in the United Nations.

Answer: C

Skill: Interpretive

Reference: Video Reference

15) The use of atomic weapons at the end of World War II resulted in

- A) promotion of international control of nuclear power.
- B) realization that such devices should not be used again.
- C) reduction in long-term military expenditures.
- D) blockage of Soviet attempts to declare war on Japan.

Answer: B

Skill: Interpretive

Reference: Video Reference

16) World War II affected the American spirit in all of the following ways EXCEPT

- A) vindicating the American way of life.
- B) assuring equal rights for all citizens.
- C) reinvigorating the American economic system.
- D) purging guilt feelings about not stopping Hitler earlier.

Answer: B

Skill: Interpretive

Reference: Video Reference

17) In relation to the American economy, World War II

- A) accelerated the trend toward big business and big government.
- B) established uniform wage standards for men and women.
- C) created a permanent need for work relief programs.
- D) destroyed the power of labor unions.

Answer: A

Skill: Interpretive

Reference: Video Reference

18) Actions by A. Philip Randolph during World War II indicated that minorities could

- A) attend the schools of their choice at war's end.
- B) not expect any improvement in conditions.
- C) make gains through organization and pressure.
- D) vote without restrictions in presidential elections.

Answer: C

Skill: Interpretive

Reference: Video Reference

19) The American people were willing to support the United Nations in 1945 because

- A) atomic weapons were placed under its jurisdiction.
- B) Security Council arrangements would guarantee peace.
- C) its headquarters would be located in San Francisco.
- D) failure to join the League after World War I was thought to have been a mistake.

Answer: D

Skill: Interpretive

Reference: Video Reference

Lesson 17: The Cold War Begins

1) After World War II, the Soviet Union

- A) experienced few consequences from the war.
- B) believed it was vulnerable on its eastern border.
- C) wanted a buffer zone for protection of its western border.
- D) pursued world revolution more aggressively.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

2) The Cold War resulted from

- A) Soviet but not American actions.
- B) isolationist attitudes across American society.
- C) differing expectations about the post-World War II world.
- D) incompetent leadership in the postwar world.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) The concept of containment as defined by George Kennan was based on the assumption that the
- A) Soviet expansive tendencies had to be firmly resisted.
 - B) Russians felt secure in the postwar world.
 - C) European nations could protect themselves.
 - D) United States had to isolate itself from world affairs.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) As enunciated by the President, the Truman Doctrine indicated that the United States would
- A) stay out of European affairs.
 - B) protect Latin American countries from colonization.
 - C) give aid to countries resisting communism.
 - D) support nationalist revolutions in Asia.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 5) Underlying the Marshall Plan was the assumption that
- A) Eastern Europe would be freed from Soviet domination.
 - B) Soviets would be converted to democracy.
 - C) economic prosperity would bring political stability.
 - D) Western Europe would support a reunited Germany.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 6) America's response to the Russian blockade of West Berlin was to
- A) circumvent it by air.
 - B) threaten a major war.
 - C) integrate West Berlin into West Germany.
 - D) turn Berlin over to the East Germans.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

7) Through the North Atlantic Treaty Organization (NATO), the United States

- A) established military ties with European nations.
- B) obtained access to the European common market.
- C) pledged to defend Israel.
- D) supported French efforts in Vietnam.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

8) During the Korean War, President Truman

- A) clearly stated the American objective to conquer North Korea.
- B) vigorously acted to oppose communist aggression.
- C) reluctantly cooperated with the United Nations' decision to defend South Korea.
- D) actively supported MacArthur's proposal to bomb communist bases in China.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

9) The wartime alliance between the United States and the Soviet Union broke down immediately after World War II for all of the following reasons EXCEPT

- A) competing economic systems.
- B) differing political philosophies.
- C) developing fears of the other side's motives.
- D) rejecting China's membership in the United Nations.

Answer: D

Skill: Interpretive

Reference: Video Reference

10) In the video program, Professor Robert Divine suggested that the root cause of the Cold War was

- | | |
|----------------------------------|----------------------------------|
| A) fear on both sides. | B) capitalism in Western Europe. |
| C) survival of a strong Germany. | D) Soviet espionage. |

Answer: A

Skill: Interpretive

Reference: Video Reference

- 11) In the video program, Professor Richard Fried suggested that disagreement between the United States and the Soviet Union was almost certain to take place soon after World War II because of the
- A) proliferation of nuclear weapons.
 - B) threat of communist subversion in America.
 - C) existence of a power vacuum in world affairs.
 - D) death of Franklin Roosevelt.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 12) The Marshall Plan did all of the following EXCEPT
- A) revitalize the Western European economy.
 - B) aid communist bloc countries.
 - C) assure Western Europe of American support.
 - D) develop markets for goods produced in the United States.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 13) In the video program, Professor Robert Divine suggested that the North Atlantic Treaty Organization (NATO)
- A) prevented a Soviet takeover of Western Europe.
 - B) received the endorsement of George Kennan.
 - C) represented an overreaction to the perceived Soviet threat.
 - D) created an immediate Soviet military alliance with Eastern Europe.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 14) President Truman saw the Korean War as an opportunity to
- A) test the principle of collective security.
 - B) regain political popularity.
 - C) overthrow communist rulers in China.
 - D) reestablish democratic rule in North Korea.

Answer: A

Skill: Interpretive

Reference: Video Reference

15) The Korean War was a limited war in all of the following respects EXCEPT the

- A) nature of weaponry.
- B) theater of operations.
- C) wartime objectives.
- D) danger to troops.

Answer: D

Skill: Interpretive

Reference: Video Reference

16) Senator Joseph McCarthy emerged as a leader of the red scare of the 1950s because he

- A) obtained evidence that the nation was overrun by subversives.
- B) expected labor unions to endorse communists in the 1948 elections.
- C) resisted the loyalty oath program of the Truman administration.
- D) needed a popular political issue.

Answer: D

Skill: Interpretive

Reference: Video Reference

17) One reason that Senator Joseph McCarthy received popular support during his search for communists was that his

- A) targets were often intellectuals.
- B) evidence was convincing.
- C) actions were endorsed by President Truman.
- D) allegations received no challenges.

Answer: A

Skill: Interpretive

Reference: Video Reference

18) The McCarthy-led red scare of the 1950s ended for all of the following reasons EXCEPT

- A) decline in Cold War tensions.
- B) end of the Korean War.
- C) his defeat in the 1952 elections.
- D) death of Joseph Stalin.

Answer: C

Skill: Interpretive

Reference: Video Reference

19) One long-term effect of the McCarthy-led red scare of the 1950s was the

- A) decision not to invade North Korea.
- B) purge of talent from the State Department.
- C) dismissal of General Douglas MacArthur.
- D) abolition of the Communist Party in the United States.

Answer: B

Skill: Interpretive

Reference: Video Reference

20) One effect of the Cold War was that the United States

- A) consistently promoted political freedom overseas.
- B) often supported right-wing dictatorships.
- C) gradually reduced military expenditures.
- D) eventually withdrew from collective security pacts.

Answer: B

Skill: Interpretive

Reference: Video Reference

21) One effect of the Cold War on the United States was the

- A) renewal of isolationism in Congress.
- B) gradual reduction of military expenses.
- C) suppression of internal dissent to government policies.
- D) persistence of a communist threat within the country.

Answer: C

Skill: Interpretive

Reference: Video Reference

22) One negative outcome of the Cold War was the

- A) enormous amount of money spent on armaments.
- B) triumph of communism in South Korea.
- C) persistence of a communist threat within the United States.
- D) repudiation of the American mission throughout the world.

Answer: A

Skill: Interpretive

Reference: Video Reference

23) All of the following were benefits of the Cold War EXCEPT

- A) government spending aided the economy.
- B) America's mission in the world was reinforced.
- C) respect for differing opinions increased.
- D) patriotism in the United States remained high.

Answer: C

Skill: Interpretive

Reference: Video Reference

Lesson 18: An Age of Conformity

1) In the *Brown v. Board of Education* decision, the Supreme Court ruled that

- A) teacher unions could not strike.
- B) segregated public facilities were constitutional.
- C) the Civil Rights Act was unconstitutional.
- D) segregated facilities were inherently unequal.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

2) In response to the desegregation crisis at Central High School in Little Rock, Arkansas, President Eisenhower

- A) called out federal troops to protect black citizens.
- B) stated that laws were the best way to improve race relations.
- C) supported the position of the Governor of Arkansas.
- D) privately endorsed desegregation while condemning it publicly.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

3) As a result of the Montgomery bus boycott in 1955,

- A) blacks effectively united to pursue their goals.
- B) segregation on buses was judged acceptable under the Constitution.
- C) ground was lost in fight against segregation.
- D) civil rights leaders lost effectiveness.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) In Professor William O'Neill's opinion, Americans would do well to recover the 1950s characteristic of
- A) conservative politics.
 - B) strong union movement.
 - C) stable family structure.
 - D) encouragement of minority opportunities.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 5) The stereotypical image of suburban living in the 1950s was a
- A) reflection of the desires of increasing numbers of Americans.
 - B) reality only for those in the top five percent of income.
 - C) fabrication of popular writers of the times.
 - D) dehumanizing myth for American women.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 6) A negative feature of the 1950s was the
- A) lack of any progress on civil rights.
 - B) decline in real wages.
 - C) repeal of major New Deal legislation.
 - D) tendency to stifle differences of opinion.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 7) One key to post-World War II prosperity was
- A) continuing wage and price controls.
 - B) spending of wartime savings.
 - C) passing the Taft-Hartley Act.
 - D) planning for the transition to peacetime economy.

Answer: B

Skill: Interpretive

Reference: Video Reference

8) The GI Bill directed that

- A) cash bonuses be paid.
- B) veterans' pensions be substituted for Social Security.
- C) benefits be targeted for housing and education.
- D) all-volunteer armed forces be created.

Answer: C

Skill: Interpretive

Reference: Video Reference

9) The GI Bill had the long-term effect of

- A) raising the educational level of America.
- B) abolishing the peacetime draft.
- C) reducing government spending.
- D) providing cash bonuses.

Answer: A

Skill: Interpretive

Reference: Video Reference

10) President Dwight Eisenhower and most Republicans accepted the basic tenets of the New Deal because they

- A) feared a communist takeover.
- B) converted to a liberal philosophy.
- C) abused social spending.
- D) realized that most programs worked.

Answer: D

Skill: Interpretive

Reference: Video Reference

11) One effect of the *Brown v. Board of Education* decision was to

- A) inspire challenges to other aspects of segregation.
- B) bring about immediate integration.
- C) ruin the public school system in America.
- D) prohibit teachers from striking.

Answer: A

Skill: Interpretive

Reference: Video Reference

12) President Dwight Eisenhower's use of troops at Central High School in Little Rock

- A) represented an overreaction to the situation.
- B) violated the Constitution.
- C) supported the moral and legal right to resist segregation.
- D) caused him to withdraw from the 1960 election.

Answer: C

Skill: Interpretive

Reference: Video Reference

13) In the video program, Professor Kenneth Hamilton maintained that the civil rights activities of the 1950s

- A) produced little of immediate significance.
- B) sowed the seeds of real changes to come later.
- C) showed contentment with prevailing social norms.
- D) affirmed the conservative nature of the Supreme Court.

Answer: B

Skill: Interpretive

Reference: Video Reference

Lesson 19: Toward the American Dream

1) President John F. Kennedy became more assertive in advocating civil rights after

- A) sit-ins took place at lunch counters.
- B) Martin Luther King's "I Have a Dream" speech.
- C) widespread violence in Birmingham, Alabama.
- D) southern congressmen urged him to do so.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

2) The Kennedy administration affected the civil rights movement by

- A) inspiring people to get involved.
- B) pushing through major legislation.
- C) discouraging protest activities.
- D) purging southern Democrats from the party.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 3) Perhaps President John F. Kennedy's most significant effect on civil rights occurred through his
- A) support for forced busing.
 - B) order to desegregate the armed forces.
 - C) appointments to the federal courts.
 - D) ability to appease conservative Democrats.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 4) In the video program, Professor Darlene Clark Hine described one of Martin Luther King's greatest attributes as his ability to
- A) organize protest demonstrations.
 - B) mobilize people to act.
 - C) initiate legislation in Congress.
 - D) persuade presidents to fund special projects.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 5) Martin Luther King, Jr., was important to the civil rights movement because of his ability to
- A) gain media attention.
 - B) work with southern conservatives.
 - C) avoid confrontations.
 - D) lead the NAACP.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 6) The protest marches in Birmingham, Alabama, in 1963
- A) revealed the ineffectiveness of demonstrations.
 - B) resulted from Martin Luther King's "I Have a Dream" speech.
 - C) convinced President Johnson to launch a war on poverty.
 - D) prompted a nationwide reaction against segregation.

Answer: D

Skill: Interpretive

Reference: Video Reference

7) President Lyndon Johnson's interest in civil rights and poverty programs

- A) represented a political ploy to quiet protesters.
- B) developed from his personal background experiences.
- C) resulted in little legislative action.
- D) caused him to neglect foreign affairs.

Answer: B

Skill: Interpretive

Reference: Video Reference

8) During LBJ's presidency, all of the following occurred EXCEPT

- A) civil rights protection.
- B) voting rights safeguards.
- C) outlawing segregated schools.
- D) extension of poverty programs.

Answer: C

Skill: Interpretive

Reference: Video Reference

9) The Great Society can be considered a success in all of the following areas EXCEPT

- A) reducing malnutrition levels.
- B) improving preschool education.
- C) eliminating poverty.
- D) enlarging the black middle class.

Answer: C

Skill: Interpretive

Reference: Video Reference

10) By 1965, the civil rights movement had

- A) shattered legal discrimination in America.
- B) ended racism.
- C) assured equal economic opportunity.
- D) caused full integration of schools.

Answer: A

Skill: Interpretive

Reference: Video Reference

11) Regarding change in America, the civil rights movement illustrated that

- A) social legislation does not influence people.
- B) violent protest is essential.
- C) collective action of ordinary people can make a difference.
- D) media attention is unimportant.

Answer: C

Skill: Interpretive

Reference: Video Reference

Lesson 20: Expanding the American Dream

- 1) Riots in American cities in the mid-1960s demonstrated all of the following EXCEPT that
- A) racial injustice existed outside the South.
 - B) civil rights legislation failed to address all concerns.
 - C) racial inequities led to increasing frustrations.
 - D) white Americans expressed increasing sympathy for black issues.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) The person who led the union movement among Mexican American farm workers during the 1960s was
- A) Henry B. Gonzales.
 - B) Cesar Chavez.
 - C) Henry Cisneros.
 - D) Joseph Montoya.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 3) During the 1970s, efforts by Cesar Chavez to aid Mexican American farm workers resulted in
- A) a California law requiring growers to bargain collectively.
 - B) national "right to work" laws.
 - C) rejection of Mexican Americans by growers.
 - D) a Texas law requiring the closed shop.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 4) The black civil rights movement splintered after 1965 for all of the following reasons EXCEPT
- A) doubts emerged about the philosophical approach.
 - B) younger leaders challenged the older leaders.
 - C) significant economic gains never materialized.
 - D) Congress had failed to respond to minority issues.

Answer: D

Skill: Interpretive

Reference: Video Reference

5) Urban riots and violence associated with black protests after 1965 brought about

- A) lessening of white support.
- B) new civil rights initiatives in Congress.
- C) success for Democrats in the 1968 presidential election.
- D) widespread endorsement of affirmative action programs.

Answer: A

Skill: Interpretive

Reference: Video Reference

6) In the video program, Julian Bond suggested that violent protest by minorities in America

- A) seems to be a necessary strategy.
- B) wins majority support.
- C) possesses no chance of success.
- D) requires help from outside the country.

Answer: C

Skill: Interpretive

Reference: Video Reference

7) Prior to the 1960s, Mexican Americans had obtained court rulings which

- A) assured income levels equal to Anglos.
- B) restored lost landholdings.
- C) ordered bilingual education.
- D) promised desegregated schools.

Answer: D

Skill: Interpretive

Reference: Video Reference

8) As a result of the Voting Rights Act of 1965,

- A) Cesar Chavez was elected to Congress.
- B) Hispanics lost influence relative to African Americans.
- C) Mexican Americans gained political influence in the Southwest.
- D) minorities gained control of the legislatures in several states.

Answer: C

Skill: Interpretive

Reference: Video Reference

9) A women's rights movement emerged in the 1960s for all of the following reasons EXCEPT

- A) publication of *The Feminine Mystique*.
- B) experience by women activists in the black civil rights movement.
- C) realization that legislation could help women.
- D) passage of the Equal Rights Amendment.

Answer: D

Skill: Interpretive

Reference: Video Reference

10) One reason that the Equal Rights Amendment failed to win ratification was

- A) resistance by women favoring the status quo.
- B) achievement of economic equality by the mid-1970s.
- C) exclusion of minority women from its provisions.
- D) admittance of women to the military service academies.

Answer: A

Skill: Interpretive

Reference: Video Reference

11) In the video program, Professor Alice Kessler-Harris suggested that the changes brought about by the women's movement led to

- A) defeat of the Equal Rights Amendment.
- B) equal pay for equal work.
- C) heightened expectations and aspirations for women.
- D) less happiness for most women.

Answer: C

Skill: Interpretive

Reference: Video Reference

12) The black civil rights movement stalled by the mid-1970s for all of the following reasons EXCEPT

- A) Vietnam War diverted attention and funds.
- B) demands from other groups diffused urgency.
- C) major economic gains had already been made.
- D) white backlash resulted from perceived advances.

Answer: C

Skill: Interpretive

Reference: Video Reference

13) The black civil rights movement stalled when its leaders

- A) demanded significant economic changes.
- B) suggested a coalition with other minorities.
- C) failed to produce capable replacements.
- D) argued against the Equal Rights Amendment.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 14) To bring about change, the civil rights movement taught Americans that
- A) violent protest must be sustained.
 - B) organizational work is essential.
 - C) revolution is necessary.
 - D) stirring speeches are useless.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 15) In the video program, Julian Bond suggested that social change today can be obtained only through
- A) seeking support from outside the United States.
 - B) creating violence.
 - C) promoting freedom in Africa.
 - D) organizing effectively.

Answer: D

Skill: Interpretive

Reference: Video Reference

Lesson 21: The Limits of Power: Vietnam

- 1) At the end of World War II, the United States became involved in Vietnam because
- A) it was part of the larger Cold War against the Soviet Union.
 - B) Ho Chi Minh had fought as an ally of Japan during the war.
 - C) an international trusteeship for the area was not working.
 - D) United Nations' forces needed help.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) The outcome of the Cuban missile crisis resulted in
- A) confidence among policymakers which carried over to Vietnam.
 - B) agreement to avoid use of nuclear weapons in Vietnam.
 - C) North Vietnam attacking the South.
 - D) Soviet withdrawal of forces from Vietnam.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 3) The outcome of the Cuban missile crisis led American policymakers to
- A) advocate peace talks in Vietnam.
 - B) expect similar success in Vietnam.
 - C) de-escalate the war in Vietnam.
 - D) seek Soviet help in ending the Vietnam War.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 4) American support for France in Vietnam between 1945–1954 ran counter to American traditions because
- A) Congress was not consulted in the matter.
 - B) public support for isolationism was still popular.
 - C) foreign aid was against American policy at that time.
 - D) colonialism was aided by the action.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 5) Failure to hold elections in Vietnam in 1956 was significant because
- A) Ho Chi Minh afterward became a communist.
 - B) the chance to avoid military conflict was missed.
 - C) democracy was proven to be ineffective.
 - D) French authorities withdrew in protest.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 6) The war protest movement
- A) caused President Nixon to cease bombing North Vietnam.
 - B) received funding and leadership from the communists.
 - C) raised questions and increased divisions in society.
 - D) resulted in no effect on the outcome of the Vietnam War.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 7) In the video program, Professor Robert Divine suggested that the war protest movement
- A) caused President Nixon to lose political allies.
 - B) received little notice from President Johnson.
 - C) helped President Nixon energize the silent majority.
 - D) ruined American credibility.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 8) In the video program, the opinion of Professor George Herring regarding media coverage of the Vietnam War was that it
- A) reflected as much as influenced public attitudes.
 - B) explained why the United States failed.
 - C) needed to be controlled by the Pentagon.
 - D) resulted in little effect on the war's outcome.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 9) At home, the Vietnam War did all of the following EXCEPT
- A) undermine funding for Great Society programs.
 - B) lead to sharply increased taxes.
 - C) contribute to the divisions in society.
 - D) help fuel inflationary pressures.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 10) At home, the Vietnam War
- A) contributed to the defeat of President Nixon in 1972.
 - B) received little media attention.
 - C) created a renewed sense of national unity.
 - D) helped bring on the economic crises of the 1970s.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 11) The Vietnam syndrome refers to the
- A) disease brought back by American soldiers.
 - B) reluctance of Americans to intervene in the third world.
 - C) spread of communism in Southeast Asia.
 - D) tendency of the United Nations to veto peacekeeping actions.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 12) One lesson of Vietnam is that
- A) Congress will not support an undeclared war.
 - B) press censorship during wartime is essential.
 - C) foreign intervention must be grounded in domestic support.
 - D) America should remove all military forces from Asia.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 13) The Vietnam experience illustrated that
- A) containment policies would ultimately triumph.
 - B) American power had limits.
 - C) President Nixon was a genius in foreign affairs.
 - D) democracy would never survive in Asia.

Answer: B

Skill: Interpretive

Reference: Video Reference

Lesson 22: The Limits of Politics

- 1) The effect of newspaper and televised reports of the Watergate scandal was to
- A) prove that liberals were out to get Nixon.
 - B) cause an erosion of public support for President Nixon.
 - C) prevent the reelection of President Nixon in 1972.
 - D) cause the president to install a taping system in his office.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) In the video program, Arthur Schlesinger, Jr., maintained that the imperial presidency occurs when presidents
- A) engage in deficit spending.
 - B) veto social legislation.
 - C) exercise power without proper accountability.
 - D) nominate friends to the Supreme Court.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 3) In the video program, Professor Joan Hoff points out that, since the 1940s, presidents have assumed more power because they
- A) claim national security is at stake.
 - B) appear more competent than their predecessors.
 - C) serve only two terms.
 - D) disagree rarely with congressional actions.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 4) In the video program, Professor Joan Hoff pointed out that, since the 1940s, presidents have assumed more power because they
- A) get elected after a more demanding selection process.
 - B) receive little support from Congress.
 - C) dominate media attention.
 - D) face no term limitations.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 5) In the video program, Professor Joan Hoff indicated that by the time of his presidency, Richard Nixon
- A) believed he had mastered the art of politics.
 - B) acquired too many enemies to be effective.
 - C) suffered from serious fits of depression.
 - D) realized that Spiro Agnew was implicated in scandal.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 11) The Vietnam syndrome refers to the
- A) disease brought back by American soldiers.
 - B) reluctance of Americans to intervene in the third world.
 - C) spread of communism in Southeast Asia.
 - D) tendency of the United Nations to veto peacekeeping actions.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 12) One lesson of Vietnam is that
- A) Congress will not support an undeclared war.
 - B) press censorship during wartime is essential.
 - C) foreign intervention must be grounded in domestic support.
 - D) America should remove all military forces from Asia.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 13) The Vietnam experience illustrated that
- A) containment policies would ultimately triumph.
 - B) American power had limits.
 - C) President Nixon was a genius in foreign affairs.
 - D) democracy would never survive in Asia.

Answer: B

Skill: Interpretive

Reference: Video Reference

Lesson 22: The Limits of Politics

- 1) The effect of newspaper and televised reports of the Watergate scandal was to
- A) prove that liberals were out to get Nixon.
 - B) cause an erosion of public support for President Nixon.
 - C) prevent the reelection of President Nixon in 1972.
 - D) cause the president to install a taping system in his office.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

- 7) In the video program, Professor Robert Divine suggested that the war protest movement
- A) caused President Nixon to lose political allies.
 - B) received little notice from President Johnson.
 - C) helped President Nixon energize the silent majority.
 - D) ruined American credibility.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 8) In the video program, the opinion of Professor George Herring regarding media coverage of the Vietnam War was that it
- A) reflected as much as influenced public attitudes.
 - B) explained why the United States failed.
 - C) needed to be controlled by the Pentagon.
 - D) resulted in little effect on the war's outcome.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 9) At home, the Vietnam War did all of the following EXCEPT
- A) undermine funding for Great Society programs.
 - B) lead to sharply increased taxes.
 - C) contribute to the divisions in society.
 - D) help fuel inflationary pressures.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 10) At home, the Vietnam War
- A) contributed to the defeat of President Nixon in 1972.
 - B) received little media attention.
 - C) created a renewed sense of national unity.
 - D) helped bring on the economic crises of the 1970s.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 3) As a result of tax cuts and increased defense expenditures during President Reagan's administration, the
- A) working class benefited more than the rich.
 - B) budget deficit grew considerably.
 - C) number of social programs actually increased.
 - D) cost of unemployment benefits rose sharply.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 4) Jimmy Carter won the presidency in 1976 largely because he
- A) articulated a sweeping reform program.
 - B) demonstrated experience in foreign affairs.
 - C) avoided association with the Washington establishment.
 - D) possessed unusual intelligence.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 5) One of President Carter's weaknesses was his
- A) association with political scandal.
 - B) lack of moral values.
 - C) inability to motivate people.
 - D) failure to understand complex issues.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 6) Ronald Reagan won the 1980 presidential election for all of the following reasons EXCEPT his promise to
- A) reduce taxes.
 - B) increase military spending.
 - C) rid the presidency of corruption.
 - D) balance the budget.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 7) The election of Ronald Reagan in 1980 illustrated the importance of
- A) media images.
 - B) discussion of long-term planning.
 - C) moral character.
 - D) intellectual ability.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 8) The conservative resurgence reflected in Reagan's victory in 1980 was based on a growing
- A) need to restore ethics in government.
 - B) disillusionment with government.
 - C) desire to address environmental issues.
 - D) concern for Soviet advances in Europe.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 9) President Ronald Reagan was successful in implementing a conservative agenda in all of the following ways EXCEPT
- A) reducing spending levels for social programs.
 - B) increasing military expenditures.
 - C) deregulating businesses.
 - D) balancing the budget.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 10) President Reagan did not press hard for a constitutional amendment banning abortion because
- A) his wife was pro-choice.
 - B) the issue was not a high priority for him.
 - C) he was philosophically opposed to changing the Constitution.
 - D) control of Congress was in the hands of liberal Democrats.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 11) One effect of the electoral success of Ronald Reagan was to
- A) solve the nation's most pressing domestic problems.
 - B) belittle the liberal approach to social ills.
 - C) prove that less government was better for everyone.
 - D) assure lower taxation for the rest of the century.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 12) One result of the Reagan presidency was to
- A) share increasing tax revenues with states.
 - B) reduce taxes at the local level.
 - C) shift more responsibility to local and state governments.
 - D) realize a more equal distribution of income.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 13) The primary difficulty with shifting federal programs to local and state governments was the
- A) lack of adequate funding.
 - B) shortage of trained social workers.
 - C) liberal control of the bureaucracy.
 - D) corruption in local government.

Answer: A

Skill: Interpretive

Reference: Video Reference

Lesson 24: An Era of Excess

- 1) Ronald Reagan won the 1984 presidential election for all of the following reasons EXCEPT
- A) economic recovery had taken place.
 - B) federal budgets were balanced.
 - C) national defense seemed stronger.
 - D) his personality was pleasing to most.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 2) In the video program, Professor Allan Winkler observed that the presidential election of 1984 represented the
- A) triumph of style over substance.
 - B) end of New Deal liberalism.
 - C) lack of real choice between candidates.
 - D) effects of campaign reform legislation.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 3) All of the following characterized the American economy during the 1980s EXCEPT
- A) stock market mania.
 - B) two-income households.
 - C) reduction in blue-collar workers.
 - D) more even distribution of income.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 4) One characteristic of the American economy during the 1980s was the
- A) drive for material wealth.
 - B) increase in union membership.
 - C) proliferation of federal regulations.
 - D) extension of social services.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 5) The people who benefited most from the economic developments of the 1980s were
- A) blue-collar workers.
 - B) farmers.
 - C) financiers.
 - D) minorities.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 6) During the 1980s, the workplace in America changed as
- A) opportunities for the underclass expanded.
 - B) jobs became more tiered.
 - C) racial tension greatly diminished.
 - D) unity of workers was solidified.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 7) In the video program, Professor William O'Neill observed that President Reagan
- A) promoted policies favoring the wealthy.
 - B) monitored administrative functions in detail.
 - C) achieved a scandal-free administration.
 - D) symbolized the work ethic in American society.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 8) Social problems were largely ignored by the federal government during the 1980s because President Reagan
- A) required private agencies to handle problems by themselves.
 - B) believed studies showing government assistance worsening problems.
 - C) opposed using the government to address social problems.
 - D) perceived international crises to demand more funding and attention.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 9) In the video program, Professor William O'Neill stated his opinion that social problems receive adequate attention when
- A) Republicans control Congress.
 - B) foreign intervention ceases.
 - C) catastrophe forces action.
 - D) federal budgets are balanced.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 10) One consequence of a large federal deficit is that
- A) adequate funding for social needs is almost impossible.
 - B) interest rates remain stable.
 - C) savings bonds become almost worthless.
 - D) America becomes a creditor nation.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 11) One consequence of a large federal deficit is that
- A) taxes can likely be lowered.
 - B) cutbacks in vital expenditures can occur.
 - C) wasteful spending can be totally eliminated.
 - D) Republican economic policies can gain credibility.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 12) The 1980s resembled the 1880s in the sense that both eras were times of
- A) enlighten political leadership.
 - B) strong union movements.
 - C) greed and selfishness.
 - D) strict government regulation.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 13) In comparing the 1980s to similar periods in earlier American history, Professor Allan Winkler observed that the American people have
- A) demonstrated reaction and resiliency.
 - B) never faced problems so severe.
 - C) reached a point of inevitable decline.
 - D) consistently stifled attempts at reform.

Answer: A

Skill: Interpretive

Reference: Video Reference

Lesson 25: The Cold War Ends

- 1) All of the following factors contributed to the Iran–contra affair EXCEPT
- A) congressional caution regarding aid to Nicaragua.
 - B) administration officials with little regard for Congress.
 - C) respect for constitutional restraints on presidential authority.
 - D) desire to free hostages even if it meant dealing with terrorists.

Answer: C

Skill: Interpretive

Reference: Textbook and Video Reference

- 2) The changes which took place in the Soviet Union in the late 1980s and early 1990s were primarily attributable to
- A) clever diplomacy of Ronald Reagan.
 - B) reform proposals initiated by Mikhail Gorbachev.
 - C) American threats of "Star Wars."
 - D) Russian fears of attacks from NATO forces.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

3) All of the following factors are associated with changes in eastern Europe during the late 1980s and early 1990s EXCEPT

- A) initiatives by Mikhail Gorbachev in the Soviet Union.
- B) military aggressiveness by American-backed NATO forces.
- C) exhaustion with communism in the area.
- D) resurgence of nationalism in the region.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

4) American motives for intervention in the Persian Gulf in 1990–1991 involved

- A) reinstalling democratic rulers in Kuwait.
- B) testing the validity of collective security arrangements.
- C) honoring the military alliance with Saudi Arabia.
- D) removing threats of communism in the region.

Answer: B

Skill: Interpretive

Reference: Textbook and Video Reference

5) President Jimmy Carter sought to conduct the foreign policy of the United States in compliance with

- A) Theodore Roosevelt's image.
- B) personal moral standards.
- C) strong military force.
- D) United Nations' diplomacy.

Answer: B

Skill: Interpretive

Reference: Video Reference

6) Perhaps the greatest achievement of President Jimmy Carter was

- A) negotiating a peace treaty between Egypt and Israel.
- B) removal of Soviet forces from Afghanistan.
- C) refusing diplomatic recognition to the People's Republic of China.
- D) ratification of the SALT II arms reduction treaty.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 7) A major foreign policy issue that confronted the Carter administration was the failure to
- A) approve the Camp David Accords.
 - B) resolve the Iranian hostage crisis.
 - C) boycott the Olympic Games in Moscow.
 - D) reach an agreement on the Panama Canal.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 8) President Jimmy Carter's views on foreign policy were shaped in large part by his
- A) commitment to human rights.
 - B) desire to liberate eastern Europe.
 - C) background as a nuclear physicist.
 - D) experience as a State Department official.

Answer: A

Skill: Interpretive

Reference: Video Reference

- 9) At times, President Carter's human rights policy was selectively enforced because of the
- A) hypocrisy of the president.
 - B) balance of power.
 - C) threat of retaliation.
 - D) veto of the United Nations.

Answer: B

Skill: Interpretive

Reference: Video Reference

- 10) In the video program, Professor Joseph Nye stated that a mistake made by President Carter during the Iranian hostage crisis was to
- A) negotiate with the Iranian militants.
 - B) attempt to rescue the hostages.
 - C) become too personally involved.
 - D) seek Soviet help in releasing captives.

Answer: C

Skill: Interpretive

Reference: Video Reference

11) Regarding the Soviet invasion of Afghanistan, Professor Joseph Nye suggested that President Carter

- A) miscalculated Soviet intentions.
- B) missed a crucial opportunity to engage American troops.
- C) failed to understand the Afghans' position.
- D) handled the situation properly.

Answer: D

Skill: Interpretive

Reference: Video Reference

12) All of the following can be considered successes of President Carter's foreign policy EXCEPT

- A) solving the Panama Canal issue.
- B) slowing nuclear proliferation.
- C) standing up for human rights.
- D) integrating his policies in a cohesive manner.

Answer: D

Skill: Interpretive

Reference: Video Reference

13) When Ronald Reagan became president, he believed that

- A) Soviet power was rising relative to American.
- B) communism was on the verge of collapse.
- C) global warming was a priority issue.
- D) nuclear disarmament was attainable within five years.

Answer: A

Skill: Interpretive

Reference: Video Reference

14) All of the following were associated with the increase in military spending in the early 1980s EXCEPT

- A) avoiding tax increases to pay the bill.
- B) waste at the Pentagon.
- C) growth of the federal deficit.
- D) Democratic refusal to support the proposals.

Answer: D

Skill: Interpretive

Reference: Video Reference

15) The Iran–contra affair threatened the constitutional balance of power in the respect that

- A) press censorship violated the First Amendment.
- B) Congress' legitimate role in foreign affairs was subverted.
- C) Supreme Court decisions were ignored.
- D) President Reagan relinquished his role as commander–in–chief.

Answer: B

Skill: Interpretive

Reference: Video Reference

16) The American public responded favorably to the Persian Gulf War for all of the following reasons EXCEPT

- A) issue of good versus evil was expressed.
- B) reassertion of American military capacity was desired.
- C) broad coalition of United Nations' support was present.
- D) fear of Soviet control of the region was real.

Answer: D

Skill: Interpretive

Reference: Video Reference

17) In the video program, Professor Joseph Nye stated his opinion that the post–Cold War world will be characterized by

- A) diffusion of power.
- B) economic dominance of American businesses.
- C) triumph of democracy in China.
- D) simplified relationships among nations.

Answer: A

Skill: Interpretive

Reference: Video Reference

18) In the video program, Professor Joseph Nye stated his opinion that the post–Cold War world will necessitate

- A) increased military spending by Western powers.
- B) protective trade legislation by the United States.
- C) more complicated analysis of international problems.
- D) removal of national boundaries in Europe.

Answer: C

Skill: Interpretive

Reference: Video Reference

Lesson 26: Looking Backward, Looking Forward

- 1) According to historians, it is important to see history as providing
- A) evidence that conflict leads to progress.
 - B) proof that conspiracy theories are usually true.
 - C) true analogies with present situations.
 - D) continuity by which to measure actions and decisions.

Answer: D

Skill: Interpretive

Reference: Video Reference

- 2) The study of history can provide all of the following EXCEPT ability to
- A) make wise decisions.
 - B) exercise reasonable judgment.
 - C) predict the future.
 - D) suggest ways to improve society.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 3) One of the challenges facing the United States in the 1990s is to respect cultural differences while
- A) broadening the political system to include minorities.
 - B) ending legal discrimination.
 - C) promoting equality of economic opportunity.
 - D) resisting the emergence of a classless society.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 4) One of the restraints limiting equality in America in the 1990s is
- A) institutional racism.
 - B) lack of voting rights.
 - C) legal discrimination.
 - D) denial of educational opportunities.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

5) Creative political change occurs when

- A) violent protest forces action.
- B) national consensus coincides with dynamic leadership.
- C) outside forces threaten national security.
- D) minorities gain political equality.

Answer: B

Skill: Interpretive

Reference: Video Reference

6) In addition to legislation, bringing about positive change in America requires

- A) education of the populace.
- B) violence toward the establishment.
- C) threats to national security.
- D) economic equality for all.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

7) In the video program, Professor Joseph Nye suggested that the United States will continue to lead the post-Cold War world for all of the following reasons EXCEPT

- A) cultural and ideological appeal of America.
- B) economic strength of the nation.
- C) undeniable commitment to use its strengths.
- D) military power second to none.

Answer: C

Skill: Interpretive

Reference: Video Reference

8) In the video program, Professor Robert Divine suggested that in the post-Cold War world, America's

- A) values are less important.
- B) humanitarianism is no longer expected.
- C) historic sense of mission will continue.
- D) people will revert to isolationism.

Answer: C

Skill: Interpretive

Reference: Video Reference

- 9) In the video program, Professor Roderick Nash stressed that environmental history teaches all of the following lessons EXCEPT
- A) societies that exhaust bases of support will disappear.
 - B) environmental health will be a key to economic health.
 - C) fear will bring changes in attitudes and policies.
 - D) competitive business interests will solve environmental problems.

Answer: D

Skill: Interpretive

Reference: Textbook and Video Reference

- 10) In the video program, Professor Roderick Nash suggested that during the 1990s environmentalism will
- A) move into the global arena.
 - B) be overshadowed by national interests.
 - C) continue to be secondary to material gains.
 - D) lose its priority among the world's problems.

Answer: A

Skill: Interpretive

Reference: Textbook and Video Reference

Essay Questions (Lessons 1-26)

- 1) Describe and explain the development of the myths of the "happy yeoman" and the "merciless Indian savage." How and why did the realities of life for farmers and Indians in the late nineteenth century run counter to the myths?

Skill: Comprehensive

Reference: Video Reference

- 2) Contrast the white perspective toward the Indians living on the Great Plains during the late nineteenth century with the Indians' view of white settlement in that area during the same time period. In what ways were the actions taken by both groups based on these perspectives?

Skill: Comprehensive

Reference: Video Reference

- 3) Describe and explain at least five major reasons for the rapid industrialization of the United States in the late nineteenth century. How did large-scale industrialization transform life in the United States?

Skill: Comprehensive

Reference: Video Reference

- 4) Describe and explain the costs and benefits of industrialization as it related to the status of workers in the late nineteenth century. How did workers cope with their plight? What gains were made by workers? Why were these gains so limited?

Skill: Comprehensive

Reference: Video Reference

- 5) Compare and contrast the Knights of Labor and the American Federation of Labor in terms of their philosophies, goals, leaders, and accomplishments. Which group was more successful? Why? Why did unions in general have a difficult time in the late nineteenth century?

Skill: Comprehensive

Reference: Video Reference

- 6) Describe and explain the causes and consequences of the rapid urbanization of the United States in the late nineteenth century. How did urban people cope with the urban conditions of that era?

Skill: Comprehensive

Reference: Video Reference

- 7) Describe and explain how and why African Americans, despite the gains and promises made during the Reconstruction era, were subjected to an inferior position in American life by 1900. In your answer, be sure to include an analysis of the economic, social, and political status of African Americans.

Skill: Comprehensive

Reference: Video Reference

- 8) Compare and contrast the philosophies and actions taken by Booker T. Washington and W.E.B. DuBois. Whose approach do you think was the better one? Why?

Skill: Comprehensive

Reference: Video Reference

- 9) Why were the grievances of farmers generally being ignored in the late nineteenth century? How did they propose to bring about redress of their grievances? What did their efforts teach us about political change in America?

Skill: Comprehensive

Reference: Video Reference

- 10) Describe and explain the significance of the 1896 presidential election in terms of the following four points: (a) candidates, (b) issues, (c) campaigns, (d) results.

Skill: Comprehensive

Reference: Video Reference

- 11) Describe and explain the underlying and the immediate causes of the Spanish–American War. Do you think the causes justified the war? Why or why not? How did the war reflect both the self-interest and the idealism of the United States?

Skill: Comprehensive

Reference: Video Reference

- 12) Describe and explain the arguments for imperialism and the arguments against it. Which side do you find more convincing? Why? How did the annexation of the Philippines and the events there reflect both the self-interest and the idealism of the United States?

Skill: Comprehensive

Reference: Video Reference

- 13) Describe and explain the background and the issues of the progressive era. Why did the progressive reformers decide to approach the issues like they did? What changes did the progressives bring about at the city and state levels? What factors limited change?
- Skill: Comprehensive*
Reference: Video Reference
- 14) Describe and explain how Presidents Theodore Roosevelt and Woodrow Wilson handled the major domestic issues of their presidencies. In your answer, be sure to consider their successes and limitations and their effect on the role of the president.
- Skill: Comprehensive*
Reference: Video Reference
- 15) Describe and explain the major changes brought about by progressives at the local, state, and national levels. What limited those changes? What is the legacy of the progressive era?
- Skill: Comprehensive*
Reference: Video Reference
- 16) How and why did the United States apply the "big stick" policy in Latin America during the period 1901–1917? What were the results of this policy?
- Skill: Comprehensive*
Reference: Textbook and Video Reference
- 17) Describe and explain how and why the United States acquired the Panama Canal in 1903. What were the effects of the Canal on United States' policy in the region? State and defend your personal opinion on the wisdom of the Panama Canal Treaties of 1978, in which the United States relinquished the Canal to Panama at the end of the century.
- Skill: Comprehensive*
Reference: Textbook and Video Reference
- 18) Describe and explain why the United States proclaimed neutrality at the beginning of World War I, how that neutrality was violated, and why the United States entered the war on the side of the Allies.
- Skill: Comprehensive*
Reference: Textbook and Video Reference
- 19) Describe and explain the mixed legacy of World War I both in terms of American domestic life and the United States' role in international affairs.
- Skill: Comprehensive*
Reference: Textbook and Video Reference
- 20) Describe and explain how and why the economic, political, social, and cultural developments of the 1920s reflected an era of transition and tension.
- Skill: Comprehensive*
Reference: Textbook and Video Reference

- 21) Describe and explain at least five major causes of the Great Crash and the Great Depression. How did people cope with the economic crisis? How did President Hoover deal with the crisis? What limited Hoover's actions?
- Skill: Comprehensive*
Reference: Textbook and Video Reference
- 22) Describe and explain the actions taken by Franklin D. Roosevelt and the New Deal in reference to farmers, labor, business, minorities, and income distribution. What was the long-term significance of those actions?
- Skill: Comprehensive*
Reference: Textbook and Video Reference
- 23) Describe and explain how and why Franklin D. Roosevelt and the New Deal changed the course of American politics. In your answer be sure to consider the presidency, political parties, and the role of the federal government in American life.
- Skill: Comprehensive*
Reference: Textbook and Video Reference
- 24) Describe and explain the major foreign policy decisions of the United States between 1921 and the Japanese attack on Pearl Harbor. Why were American efforts to avoid another war unsuccessful?
- Skill: Comprehensive*
Reference: Textbook and Video Reference
- 25) How did the mobilization of the United States for participation in World War II affect American society in general and the American economy in particular? In your answer, be sure to consider both short- and long-term effects.
- Skill: Comprehensive*
Reference: Textbook and Video Reference
- 26) Analyze the importance of American military forces, political and military leaders, and industry in the defeat of the Axis Powers in World War II. How did the war change the shape of the world and the place of the United States in international affairs?
- Skill: Comprehensive*
Reference: Textbook and Video Reference
- 27) Describe and explain the arrangements made at the Yalta Conference and assess the short- and long-term consequences of those arrangements.
- Skill: Comprehensive*
Reference: Textbook and Video Reference
- 28) Describe and explain the development of the containment policy of the United States and analyze the application of that policy by the United States between 1945–1954.
- Skill: Comprehensive*
Reference: Textbook and Video Reference

- 29) Describe and explain the development of the red scare which took place in the United States in the late 1940s and early 1950s. What explains Senator Joseph McCarthy's role during this era? Why did the red scare diminish by the mid-1950s? What did the American people learn from this whole episode?

Skill: Comprehensive

Reference: Textbook and Video Reference

- 30) Describe and explain the general economic conditions, the political consensus, and the social/cultural conformity of the 1950s. Who was challenging the conformity of the era, and how successful were their challenges? What is the long-term significance of the era in American life?

Skill: Comprehensive

Reference: Textbook and Video Reference

- 31) How and why was significant civil rights and other social legislation enacted during the mid-1960s? What was the short-term and the long-term significance of that legislation? What does that era teach us about change in America?

Skill: Comprehensive

Reference: Textbook and Video Reference

- 32) Compare and contrast the black, women's, Hispanic, and American Indian protest movements during the era from 1965 to the mid-1970s. In general, what do these and other movements of that era illustrate about change in America?

Skill: Comprehensive

Reference: Textbook and Video Reference

- 33) Describe and explain why the United States became involved in the Vietnam War, how that war affected American society, and why the United States eventually withdrew its military forces. What were some of the major conclusions drawn from that war?

Skill: Comprehensive

Reference: Textbook and Video Reference

- 34) Describe and explain the development and the exposure of the Watergate scandal. How did the corruption of the Nixon administration differ from that of other presidential administrations? What does the Watergate scandal teach us about the checks and balances system?

Skill: Comprehensive

Reference: Textbook and Video Reference

- 35) Describe and explain the development and the results of the conservative resurgence in American politics which occurred in the late 1970s and early 1980s.

Skill: Comprehensive

Reference: Textbook and Video Reference

- 36) Describe and explain the costs and benefits of the major economic, social, and political developments of the 1980s and early 1990s. What did these developments portend for the rest of the decade?

Skill: Comprehensive

Reference: Textbook and Video Reference

- 37) Describe and explain the major developments in American foreign policy between 1977 and the mid-1990s. What did these developments portend for the United States and the world?
Skill: Comprehensive
Reference: Textbook and Video Reference
- 38) Describe and explain how and why industry, agriculture, and labor has changed since 1877. What challenges face these sectors of the American economy today?
Skill: Comprehensive
Reference: Textbook and Video Reference
- 39) Describe and explain the major cycles of American politics since 1945. What are the major challenges facing political leaders and the political system today?
Skill: Comprehensive
Reference: Textbook, Reader, and Video Conference
- 40) Describe and explain how and why the role of the United States in world affairs changed during the past century. What challenges in world affairs will the United States likely face in the next few years?
Skill: Comprehensive
Reference: Textbook, Reader, and Video Conference
- 41) Describe and explain how and why the status of minorities (racial, ethnic, women) in America has changed since 1877. What challenges remain for minorities today?
Skill: Comprehensive
Reference: Textbook, Reader, and Video Conference
- 42) Both urbanization and immigration have been major forces in shaping modern America. How and why did America become an urban nation? Why was the United States a nation of immigrants? How has the nation dealt with controlling and assimilating immigrants? What challenges does the United States face today in respect to urban life and immigration policy?
Skill: Comprehensive
Reference: Textbook, Reader, and Video Conference
- 43) Describe and explain the development of the welfare system in the United States during the past century. Explain legitimate criticism of the current welfare system. How could the current system be improved?
Skill: Comprehensive
Reference: Textbook, Reader, and Video Conference
- 44) Describe and explain the development of the conservation/environmental movement over the last century. What explains the successes and failures of this movement? What problems need to be dealt with in this area today?
Skill: Comprehensive
Reference: Textbook, Reader, and Video Conference