

# Test Bank

to accompany

**Martin • Roberts • Mintz • McMurry • Jones**

## **America and Its Peoples**

*A Mosaic in the Making*

**Fifth Edition**

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*Test Bank* to accompany Martin, et al., *America and Its Peoples, Fifth Edition*

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ISBN: 0-321-19456-X

1 2 3 4 5 6 7 8 9 10-DPC-06 05 04 03

## Chapter 1 The Peopling and Unpeopling of America

### Multiple Choice Questions

- 1) The Patuxet Indian Squanto
- A) was raised by English Pilgrims.
  - B) taught the Pilgrims how to grow Indian corn.
  - C) after being captured and taken to England, preferred to remain there.
  - D) demonstrated by his experiences that the fusing of Native-American and European customs, values, and ideals was possible.

Answer: B

Page Ref: 4

Topic: Introduction

Skill: Descriptive

- 2) Where did the prehistoric Paleo-Indians, who first migrated to the Americas, come from?
- A) Eastern Siberia
  - B) the Mediterranean Basin
  - C) Scandinavia
  - D) Polynesia

Answer: A

Page Ref: 5

Topic: The First Discovery of America

Skill: Factual

- 3) The "agricultural revolution" in the New World
- A) had little effect on Native-American cultures.
  - B) led to the establishment of permanent villages.
  - C) stabilized Native-American population growth.
  - D) first occurred among the Eastern Woodland tribes of North America.

Answer: B

Page Ref: 6

Topic: The First Discovery of America

Skill: Relational

- 4) Mayan society was ruled by
- A) powerful nobles and priests.
  - B) elected officials.
  - C) a strong chief.
  - D) a council of elders.

Answer: A

Page Ref: 6

Topic: The First Discovery of America

Skill: Factual

- 5) By current estimates, at the time of Columbus's discovery in 1492, the New World's population was \_\_\_\_\_ that of Europe.
- A) about 25 percent
  - B) about 50 percent
  - C) about equal to
  - D) about twice as large as

Answer: C

Page Ref: 7

Topic: The First Discovery of America

Skill: Factual

- 6) Historians generalize that by 1500 the Native-American peoples of North America were
- A) developing essentially similar economies.
  - B) racially inferior.
  - C) carelessly exploiting the continent's natural resources.
  - D) linguistically and culturally diverse.

Answer: D

Page Ref: 7

Topic: The First Discovery of America

Skill: Interpretive

- 7) Eastern Woodland tribes in North America believed
- A) human life was superior to animal life.
  - B) plant and animal life were spiritually alive.
  - C) human affairs were guided by a single, omnipresent god.
  - D) God gave men the power of reason to understand nature.

Answer: B

Page Ref: 8

Topic: The First Discovery of America

Skill: Interpretive

- 8) Which one of the following concepts was most valued by North America's Eastern Woodland tribes around 1500?
- A) cooperation among tribal members
  - B) male dominance
  - C) intertribal alliances
  - D) individual material acquisition

Answer: A

Page Ref: 8

Topic: The First Discovery of America

Skill: Factual

- 9) Europeans regarded Native Americans as
- A) physically hardy.
  - B) hard-working people.
  - C) equals.
  - D) inferiors.

Answer: D

Page Ref: 8

Topic: The First Discovery of America

Skill: Interpretive

- 10) The Iroquois nation's tribal organization could be described as
- A) matrilineal.
  - B) patrilineal.
  - C) democratic.
  - D) autocratic.

Answer: A

Page Ref: 8

Topic: The First Discovery of America

Skill: Interpretive

- 11) Before the arrival of the Europeans, North American native peoples developed all the following EXCEPT
- A) the planting and harvesting of food crops.
  - B) living in villages.
  - C) hunting on horseback.
  - D) intertribal trade networks.

Answer: C

Page Ref: 8

Topic: The First Discovery of America

Skill: Interpretive

- 12) From the eleventh through the fourteenth centuries, Europe's population
- A) increased rapidly.
  - B) remained constant.
  - C) decreased slowly.
  - D) decreased rapidly.

Answer: A

Page Ref: 9

Topic: Preparing Europe for Westward Expansion

Skill: Factual

- 13) The term "Black Death" refers to
- A) the bubonic plague that swept away nearly one-third of Europe's population in the fourteenth century.
  - B) syphilis epidemics that killed thousands of Europeans who migrated to the New World in the sixteenth century.
  - C) the ruthless destruction of New World populations by Spanish *conquistadores*.
  - D) the malaria infection brought to the New World by African slaves.

Answer: A

Page Ref: 10

Topic: Preparing Europe for Westward Expansion

Skill: Factual

- 14) Prospects for successful worldwide exploration by Europeans in the mid-fifteenth century were heightened by new developments in all the following areas EXCEPT
- A) knowledge of New World geography.
  - B) navigational instruments.
  - C) ship design.
  - D) printing.

Answer: A

Page Ref: 10-11

Topic: Preparing Europe for Westward Expansion

Skill: Interpretive

- 15) The preconditions for successful European expansion around 1500 included all the following EXCEPT the
- A) growth of geographical knowledge.
  - B) unification of nation-states.
  - C) rise of merchants and their alliance with monarchs.
  - D) growing separation of church and state.

Answer: D

Page Ref: 10-11

Topic: Preparing Europe for Westward Expansion

Skill: Interpretive

- 16) A modern nation-state was created in fifteenth-century Spain by
- A) Henry VII.
  - B) Louis XI, the "Spider King."
  - C) Ferdinand and Isabella.
  - D) Prince Henry the Navigator.

Answer: C

Page Ref: 11

Topic: Preparing Europe for Westward Expansion

Skill: Factual

17) Portugal's Prince Henry was known as

- A) a "sea dog."
- B) the Spider King.
- C) Admiral of the Ocean Sea.
- D) "the Navigator."

Answer: D

Page Ref: 14

Topic: Preparing Europe for Westward Expansion

Skill: Factual

18) Although well-educated and experienced, Christopher Columbus miscalculated the

- A) shape of the Earth.
- B) size of the Earth.
- C) exact location of the Americas.
- D) value of Oriental markets.

Answer: B

Page Ref: 14

Topic: Preparing Europe for Westward Expansion

Skill: Factual

19) The Spanish monarchs who sponsored Christopher Columbus were most excited by Columbus's

- A) discovery of an all-water route to the Indies.
- B) report of his friendly reception by Native Americans.
- C) extraction of gold from the lands he discovered.
- D) discovery of new continents.

Answer: C

Page Ref: 15

Topic: Explorers, Conquerors, and the Making of New Spain

Skill: Interpretive

20) The 1494 Treaty of Tordesillas divided the undiscovered lands of the world between

- A) Spain and England.
- B) England and France.
- C) Spain and Portugal.
- D) Portugal and France.

Answer: C

Page Ref: 15

Topic: Explorers, Conquerors, and the Making of New Spain

Skill: Factual

- 21) Spain's *conquistadores* were generally motivated by all the following EXCEPT
- A) converting New World peoples to Christianity.
  - B) stimulating the mass migration and settlement of Spanish colonists in the New World.
  - C) acquiring great wealth for themselves and for Spain.
  - D) achieving personal distinction and national greatness for Spain.

Answer: B

Page Ref: 15

Topic: Explorers, Conquerors, and the Making of New Spain

Skill: Interpretive

- 22) Which of the following was most responsible for the cultural disintegration of many Native-American tribes in North America?
- A) their infection by European-carried diseases
  - B) their ready adoption of European cultural values
  - C) their attraction to evangelical Protestantism
  - D) their common intermarriage with Europeans

Answer: A

Page Ref: 15

Topic: Explorers, Conquerors, and the Making of New Spain

Skill: Interpretive

- 23) Which one of the following *conquistadores* did NOT explore a portion of what is now the United States?
- A) Balboa
  - B) Coronado
  - C) Ponce de Leon
  - D) De Soto

Answer: A

Page Ref: 15–17

Topic: Explorers, Conquerors, and the Making of New Spain

Skill: Factual

- 24) The Spanish *conquistadore* Hernan Cortes was able to conquer the Aztec Empire for all of the following reasons EXCEPT
- A) the Aztec emperor Montezuma believed Cortes was a god.
  - B) Cortes received the assistance of various tribes that had been subjugated by the Aztecs.
  - C) a smallpox epidemic decimated the Aztec population.
  - D) Cortes's troops vastly outnumbered the Aztec warriors.

Answer: D

Page Ref: 15

Topic: Explorers, Conquerors, and the Making of New Spain

Skill: Interpretive



25) What was the highest political unit in the administrative system that governed the Spanish Empire?

- A) locally-elected representative assembly
- B) *encomienda*
- C) *audiencias*
- D) Council of the Indies

Answer: D

Page Ref: 17

Topic: Explorers, Conquerors, and the Making of New Spain

Skill: Factual

26) The Spanish *encomienda* system rewarded Spanish *conquistadores* with

- A) land titles to Native American villages.
- B) a yearly salary.
- C) appointments to the royal court.
- D) estates in Spain.

Answer: A

Page Ref: 17

Topic: Explorers, Conquerors, and the Making of New Spain

Skill: Factual

27) Although it was harsh, the Spanish system of African slavery was moderated somewhat by all the following EXCEPT

- A) Spanish law.
- B) Roman Catholic doctrine.
- C) common intermarriage between Spaniards, Indians, and Africans.
- D) the fact that slaves constituted a very small part of the population.

Answer: D

Page Ref: 18

Topic: Explorers, Conquerors, and the Making of New Spain

Skill: Interpretive

28) Whose writings resulted in the "Black Legend" that described the inhumane atrocities the Spanish conquest brought to the Native Americans?

- A) the Spanish priest, Bartolomé de las Casas
- B) the Portuguese explorer Vasco da Gama
- C) the Italian merchant, Amerigo Vespucci
- D) the Pueblan leader, Popé

Answer: A

Page Ref: 18

Topic: Explorers, Conquerors, and the Making of New Spain

Skill: Factual

- 29) Christopher Columbus, John Cabot, and Giovanni da Verrazzano were all
- A) lost at sea.
  - B) circumnavigators of the globe.
  - C) "sea dogs."
  - D) native Italians.

Answer: D

Page Ref: 14, 18

Topic: Explorers, Conquerors, and the Making of New Spain

Skill: Factual

- 30) French claims in North America were based on the expeditions of
- A) John Cabot.
  - B) Jacques Cartier.
  - C) Henry Hudson.
  - D) Vasco da Gama.

Answer: B

Page Ref: 19

Topic: Challengers for North America: France and England

Skill: Factual

- 31) One of the primary goals of early sixteenth-century European explorers in North America was to
- A) bring Native Americans back to Europe as slaves.
  - B) establish permanent settlements for religious dissenters.
  - C) find an all-water route to the Orient.
  - D) attack Spanish outposts on the North American continent.

Answer: C

Page Ref: 19

Topic: Challengers for North America: France and England

Skill: Interpretive

- 32) The Protestant Reformation in Europe
- A) created peace throughout the continent.
  - B) destroyed the unity of the Roman Catholic Church.
  - C) allowed for religious toleration in England.
  - D) had no significance for settlement in America.

Answer: B

Page Ref: 19

Topic: Challengers for North America: France and England

Skill: Interpretive

- 33) The Act of Supremacy making the Protestant Anglican Church the established church in England was the direct consequence of
- A) Henry VIII's desire to perpetuate the Tudor monarchy.
  - B) the publication of the *Institutes of the Christian Religion*.
  - C) "Bloody" Mary's relentless persecution of English Protestants.
  - D) the return of the "Marian exiles" to their English homeland.

Answer: A

Page Ref: 20

Topic: Challengers for North America: France and England

Skill: Interpretive

- 34) In which one of the following pairs are the two items NOT directly related?
- A) Martin Luther-"Ninety-Five Theses"
  - B) John Calvin-*Defense of the Seven Sacraments*
  - C) Henry VIII-"Defender of the Faith"
  - D) Richard Hakluyt-*Discourse of Western Planting*

Answer: B

Page Ref: 19-20, 22

Topic: Challengers for North America: France and England

Skill: Interpretive

- 35) Social and economic conditions that produced problems and tensions in sixteenth-century England included all of the following EXCEPT
- A) the enclosure movement.
  - B) price inflation.
  - C) the collapse of the woolens industry.
  - D) a population explosion.

Answer: C

Page Ref: 22

Topic: Challengers for North America: France and England

Skill: Interpretive

- 36) England's defeat of the Spanish Armada in 1588 did all of the following EXCEPT
- A) establish England's reputation as a naval power.
  - B) led England to challenge Spain in the New World.
  - C) led to an English victory in its war against Spain.
  - D) allowed for a successful surprise Spanish invasion of England.

Answer: D

Page Ref: 21-22

Topic: Challengers for North America: France and England

Skill: Interpretive

- 37) Who was Sir Francis Drake?
- A) an English freebooter who sailed around the world and raided Spanish ports
  - B) an English nationalist who led an expedition to colonize North America and locate the "Northwest Passage"
  - C) an explorer whose voyages laid the basis for English territorial claims in North America
  - D) the courtier who sponsored the expedition that founded the "lost colony" of Roanoke

Answer: A

Page Ref: 21

Topic: Challengers for North America: France and England

Skill: Factual

- 38) Richard Hakluyt argued that England's colonization of the New World would do all of the following EXCEPT
- A) solve the problem of large-scale unemployment in England.
  - B) supply England with valuable resources.
  - C) stimulate the shipbuilding industry.
  - D) help England avoid war with Spain.

Answer: D

Page Ref: 22

Topic: Joining in the Invasion of America

Skill: Interpretive

- 39) England's colonization of Ireland
- A) was primarily motivated by a desire to spread the Anglican faith.
  - B) served as a model for its later colonization of North America.
  - C) was peacefully accomplished.
  - D) All of the above.

Answer: B

Page Ref: 22-23

Topic: Joining in the Invasion of America

Skill: Interpretive

- 40) The pioneer of English colonization in Ireland was
- A) Sir Walter Raleigh.
  - B) Sir Humphrey Gilbert.
  - C) Sir Francis Drake.
  - D) Captain John Smith.

Answer: B

Page Ref: 23

Topic: Joining in the Invasion of America

Skill: Factual

- 41) From the beginning of English colonization in North America, it was decided that
- A) all mineral wealth that was discovered belonged solely to the Crown.
  - B) English colonists would retain all their rights as English subjects.
  - C) native peoples would be dealt with as equals of the English.
  - D) agriculture would be the economic basis of all colonial economies.

Answer: B

Page Ref: 23

Topic: Joining in the Invasion of America

Skill: Factual

- 42) The fate of the "lost colonists" of Roanoke most likely involved
- A) absorption by local Native Americans.
  - B) a return voyage to England.
  - C) migration to the Mississippi Valley.
  - D) escape to Jamestown.

Answer: A

Page Ref: 23

Topic: Joining in the Invasion of America

Skill: Interpretive

- 43) What was one lesson learned from the attempt to colonize Roanoke Island?
- A) Native Americans were automatically going to be unfriendly toward the English.
  - B) Funding these ventures was going to be too expensive for any single individual.
  - C) Colonization was going to be easier than first thought.
  - D) France was going to be England's greatest rival for control of North America.

Answer: B

Page Ref: 23

Topic: Joining in the Invasion of America

Skill: Interpretive

- 44) Where was Jamestown, the first enduring English settlement in North America, located?
- A) on Roanoke Island
  - B) near the mouth of the Kennebec River
  - C) on the coast of Newfoundland
  - D) near Chesapeake Bay

Answer: D

Page Ref: 24

Topic: Joining in the Invasion of America

Skill: Factual

45) How was the Jamestown settlement financed?

- A) the pooling of capital from English merchants
- B) a subsidy from the Royal treasury
- C) an appropriation from Parliament
- D) the personal investment of a few nobles in Queen Elizabeth's court

Answer: A

Page Ref: 24-25

Topic: Joining in the Invasion of America

Skill: Factual

46) The founding of the Jamestown colony rested on the strong \_\_\_\_\_ motives of its sponsors.

- A) strategic
- B) economic
- C) humanitarian
- D) religious

Answer: B

Page Ref: 25

Topic: Joining in the Invasion of America

Skill: Interpretive

47) The early Jamestown settlement was troubled by

- A) weak leadership from Captain John Smith.
- B) an unhealthy location.
- C) the immediate and unrelenting hostility of local Indians.
- D) the Virginia Company's refusal to send more supplies and settlers.

Answer: B

Page Ref: 25-26

Topic: Joining in the Invasion of America

Skill: Interpretive

48) One of the major problems faced by the original Jamestown settlers was that

- A) they had no desire for personal economic gain.
- B) they placed too much emphasis on agricultural efforts.
- C) they were unprepared for the hard labor that was required.
- D) the cold climate made winters unbearable.

Answer: C

Page Ref: 25-26

Topic: Joining in the Invasion of America

Skill: Interpretive

- 49) The person most responsible for keeping the Jamestown villagers alive during the initial years of settlement was
- A) Captain John Smith.
  - B) Sir Walter Raleigh.
  - C) Pocahontas.
  - D) Edwin Sandys.

Answer: A

Page Ref: 26

Topic: Joining in the Invasion of America

Skill: Interpretive

- 50) What ultimately saved Jamestown from disaster?
- A) Chief Powhatan's decision not to let the beleaguered settlers die off
  - B) the determination and hard work of the first group of settlers
  - C) the cultivation of tobacco as a trading commodity
  - D) John Smith's having to return to England after being accidentally injured

Answer: C

Page Ref: 26

Topic: Joining in the Invasion of America

Skill: Interpretive

- 51) What was the primary economic activity of both the French and the Dutch in North America?
- A) mining in the Appalachian Mountains
  - B) fishing along the New England and Canadian coasts
  - C) agriculture in the Hudson and Saint Lawrence river valleys
  - D) fur trading with the Indians of the North American interior

Answer: D

Page Ref: 26

Topic: Joining in the Invasion of America

Skill: Factual

- 52) The original curiosity between the two turned to mistrust and warfare when it became apparent that the Europeans wanted the Native Americans'
- A) trade.
  - B) land.
  - C) women.
  - D) culture.

Answer: B

Page Ref: 12

Topic: Indian Scalping and European War Dogs

Skill: Interpretive

53) In their intertribal warfare, Native Americans' military tactics included

- A) siege warfare.
- B) linear formations.
- C) war dogs.
- D) small-scale hit and run raids.

Answer: D

Page Ref: 12

Topic: Indian Scalping and European War Dogs

Skill: Factual

54) Historians now believe that

- A) scalping originated as a Native-American substitute for the European practice of beheading a defeated foe.
- B) scalping was practiced primarily for the economic value Native Americans attached to scalps.
- C) Europeans learned the practice of scalping from Native Americans.
- D) while they scalped Europeans, Native Americans did not use the practice in their intertribal warfare.

Answer: C

Page Ref: 13

Topic: Indian Scalping and European War Dogs

Skill: Factual

## Essay Questions

- 1) The text authors conclude that "the Viking voyages (about 1000 A.D.) had no long-term impact because Europe was not yet ripe for westward expansion." Describe what was needed by Europeans to become "ripe" for expansion.

Answer: Consider the following: population growth, geographical knowledge, navigational technology, new ship designs, widely disseminated travel narratives, an aggressive merchant class allied with monarchs, a spirit of material acquisition, unification of nation-states, missionary fervor.

Page Ref:

Topic:

Skill: Descriptive



- 2) Describe how both religious and economic factors stimulated English expansion in the late fifteenth and early sixteenth centuries.

Answer: Religious: Protestant England challenged the New World hegemony of Spain; religious dissenters, persecuted in England, migrated to America. English monarchs viewed America as a convenient dumping ground for religious dissidents.

Economic: The enclosure movement, population growth, and price inflation created a displaced, unemployed, and mobile population available for immigration. The quest for national wealth and greatness suggested the need for colonies as suppliers of raw materials and consumers of English trade goods.

Page Ref:

Topic:

Skill: Descriptive

- 3) Define "Columbian Exchange." Who benefitted most from this exchange, Europeans or Native Americans?

Answer: At the point of contact, Europeans and Native Americans began an exchange of flora, fauna, and microbes that had a profound effect on both peoples. The Native Americans lost in at least two ways: Adoption of the tobacco culture stimulated more migration from Europe and threatened Native-American access to land; European diseases destroyed and demoralized Native-American populations, crippling their cultures and their ability to resist further European invasion.

Page Ref:

Topic:

Skill: Descriptive

- 4) Explain why it is more myth than reality that America was a "virgin land" when it was invaded by Europeans in the fifteenth and sixteenth centuries.

Answer: Rather than being "virgin" (untouched), the New World was inhabited by 50-80 million Native Americans before the arrival of Europeans. These native peoples were culturally diverse and many had quite sophisticated civilizations (Incas, Mayas, Aztecs, for example).

Page Ref:

Topic:

Skill: Explanatory

- 5) Explain why in the invasion of America, European "micro-organisms were the true victors."

Answer: More than any other single factor, infection by European-carried diseases (smallpox, measles, etc.) decimated and demoralized New World peoples. This increased the ability of Europeans to conquer and dominate the native peoples and transplant their own culture to the New World.

Page Ref:

Topic:

Skill: Explanatory

- 6) Explain why the early Jamestown settlement nearly failed, and how it managed to survive.

Answer: To explain its near failure, consider: poor location, unprepared settlers and their unwillingness to work, and sporadic difficulty with Native Americans. Contributing to its survival were: help from local natives, John Smith's leadership, John Rolfe's cultivation of tobacco, and the persistence of the Virginia Company investors.

Page Ref:

Topic:

Skill: Explanatory

- 7) Explain why Indian-English contact quickly devolved into mutual hostility. Why were the French in America able to attain a more peaceful relationship with Native Americans?

Answer: The English had preformed negative racial and cultural views toward the native population whom they assumed were an inferior people. Also, English agricultural plantations threatened Native-American access to the land. Both the French and the Dutch cooperated with Native Americans to develop a mutually beneficial trade in furs.

Page Ref:

Topic:

Skill: Explanatory

- 8) Compare and contrast the values and customs of Eastern Woodland Indians with those of fifteenth-century Europeans. Which of these sets of values is most appealing to you? Why?

Answer: Native-American values and customs: cooperation, group loyalty, anti-materialism, matriarchal leadership, decentralized political organization, reverence for nature and the environment, common ownership, pantheism.

European values and customs: individualism, competition, material acquisition, patriarchal leadership, unified nations, exploitation and domination of the natural environment, private property ownership, Christianity.

Page Ref:

Topic:

Skill: Interpretive

- 9) Do you think that European expansion to the "New World" was primarily motivated by a concern for economic gain, religious conversion, or simple curiosity? Justify your choice.

Answer: All three were involved, but the primary motive was economic. Consider: the Spanish monarchs' excitement over Columbus's report of gold; *conquistadores*' expectation of personal and national wealth; European exploitation of Native Americans and African slaves to produce wealth; English use of profit-seeking trading companies to establish colonies; Dutch and French emphasis on trade profits with Native Americans.

Page Ref:

Topic:

Skill: Interpretive

- 10) What role do you think the Europeans' sense of their own cultural superiority played in the conquest and colonization of the "New World?" Use examples from both Spanish and English experiences to illustrate your argument.

Answer: Both the Spanish and English relied heavily on the assumption of their own cultural and racial superiority to justify their brutal treatment of native peoples and their importation of African slaves. Consider: the actual operation of the *encomienda* system and *haciendas* in New Spain; African slavery in the Caribbean; English assumptions of the racial inferiority of blacks eased the adoption of African slavery on the mainland; early English settlers assumed that God had cleared the way for their settlement by decimating native tribes (by disease epidemics) prior to their arrival

Page Ref:

Topic:

Skill: Interpretive

### Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Marco Polo

Column 2: Venetian trader who traveled throughout the Orient in the thirteenth century

Answer: Venetian trader who traveled throughout the Orient in the thirteenth century

Page Ref: 11

Topic:

Skill:

- 2) Column 1: Christopher Columbus

Column 2: Named "Admiral of the Ocean Sea" by Spanish monarchs

Answer: Named "Admiral of the Ocean Sea" by Spanish monarchs

Page Ref: 14

Topic:

Skill:

- 3) Column 1: Montezuma

Column 2: Aztec emperor defeated by Spaniards in sixteenth century

Answer: Aztec emperor defeated by Spaniards in sixteenth century

Page Ref: 15

Topic:

Skill:

- 4) Column 1: Hernan Cortes  
Column 2: Spanish *conquistadore*  
responsible for conquest of  
Aztec Empire  
Answer: Spanish *conquistadore* responsible for conquest of Aztec Empire  
Page Ref: 15  
Topic:  
Skill:
- 5) Column 1: Francisco Pizarro  
Column 2: Spanish *conquistadore*  
responsible for conquest of the  
Incas  
Answer: Spanish *conquistadore* responsible for conquest of the Incas  
Page Ref: 16  
Topic:  
Skill:
- 6) Column 1: John Cabot  
Column 2: Italian explorer hired by  
Henry VII to find Cathay  
Answer: Italian explorer hired by Henry VII to find Cathay  
Page Ref: 18  
Topic:  
Skill:
- 7) Column 1: Martin Luther  
Column 2: German friar who began the  
Protestant Reformation  
Answer: German friar who began the Protestant Reformation  
Page Ref: 19  
Topic:  
Skill:
- 8) Column 1: Ferdinand Magellan  
Column 2: First European explorer to  
circumnavigate the globe  
Answer: First European explorer to circumnavigate the globe  
Page Ref: 19  
Topic:  
Skill:

9) Column 1: John Calvin

Column 2: Protestant reformer who set forth the doctrine of predestination

Answer: Protestant reformer who set forth the doctrine of predestination

Page Ref: 20

Topic:

Skill:

10) Column 1: Francis Drake

Column 2: English sea dog of the sixteenth century

Answer: English sea dog of the sixteenth century

Page Ref: 21

Topic:

Skill:

11) Column 1: Richard Hakluyt

Column 2: English publicist who promoted settlement of America

Answer: English publicist who promoted settlement of America

Page Ref: 22

Topic:

Skill:

12) Column 1: Walter Raleigh

Column 2: Sponsor of first English settlements in North America

Answer: Sponsor of first English settlements in North America

Page Ref: 23

Topic:

Skill:

13) Column 1: Powhatan

Column 2: Leader of tribal confederacy in seventeenth-century Chesapeake area

Answer: Leader of tribal confederacy in seventeenth-century Chesapeake area

Page Ref: 26

Topic:

Skill:

14) Column 1: John Rolfe

Column 2: Virginia colonist who  
developed tobacco as a cash  
crop

Answer: Virginia colonist who developed tobacco as a cash crop

Page Ref: 26

Topic:

Skill:

## Chapter 2 Plantations and Cities Upon a Hill, 1620–1700

### Multiple Choice Questions

1) Which of the following is NOT true of early seventeenth-century Virginia?

- A) The first-arriving persons of African heritage were sold as slaves.
- B) English law did not recognize human slavery.
- C) Blacks faced a deteriorating legal status.
- D) Some blacks owned land and servants.

Answer: A

Page Ref: 33

Topic: Introduction

Skill: Factual

2) English folk who agreed to sign a contract temporarily exchanging their labor for payment of their passage to America were called

- A) burgesses.
- B) headrights.
- C) indentured servants.
- D) barracoons.

Answer: C

Page Ref: 35

Topic: From Settlements to Societies in the South

Skill: Factual

3) What was the most pressing problem facing the Virginia Company from 1607 to 1624?

- A) attracting new settlers to the colony
- B) converting local Indians to Christianity
- C) defending the colony against Spanish attacks
- D) finding enough land to distribute to new immigrants

Answer: A

Page Ref: 36

Topic: From Settlements to Societies in the South

Skill: Relational

4) Under the leadership of Sir Edwin Sandys, the Virginia Company attempted to encourage migration to Virginia by all of the following means EXCEPT

- A) providing settlers representation in a locally elected assembly.
- B) initiating martial law to guarantee settlers social order and security.
- C) granting settlers private ownership of land to enhance their economic opportunity.
- D) modifying the contract labor system.

Answer: B

Page Ref: 36

Topic: From Settlements to Societies in the South

Skill: Relational

- 5) The ratio of males to females in early Virginia was such that
- A) males greatly outnumbered females.
  - B) females greatly outnumbered males.
  - C) females slightly outnumbered males.
  - D) males and females were roughly equal in number.

Answer: A

Page Ref: 36

Topic: From Settlements to Societies in the South

Skill: Factual

- 6) Settlers to Virginia in the seventeenth century
- A) usually migrated in stable family units.
  - B) usually came as bonded contract laborers.
  - C) were about equally proportioned between male and female.
  - D) lost their political rights under English common law.

Answer: B

Page Ref: 36

Topic: From Settlements to Societies in the South

Skill: Factual

- 7) English monarchs of the seventeenth century adhered to the notion of
- A) representative democracy.
  - B) divine right theories of kingship.
  - C) social equality for all subjects.
  - D) religious toleration.

Answer: B

Page Ref: 37

Topic: From Settlements to Societies in the South

Skill: Factual

- 8) What precipitated James I's decision to make Virginia a royal colony?
- A) the Virginia Company's decision to concentrate on tobacco production in 1617
  - B) the decision to begin the enslavement of blacks in 1619
  - C) the granting of dictatorial powers to the colony's governors in 1609
  - D) the Indian massacre of 1622

Answer: D

Page Ref: 37

Topic: From Settlements to Societies in the South

Skill: Relational



- 9) Early Maryland first served as a
- A) penal colony.
  - B) home for Puritan separatists.
  - C) haven for persecuted Catholics.
  - D) Dutch trading post.

Answer: C

Page Ref: 37-38

Topic: From Settlements to Societies in the South

Skill: Factual

- 10) Both Carolina and Maryland were
- A) founded as religious refuges.
  - B) founded after the restoration of the monarchy in 1660.
  - C) characterized by religious intolerance.
  - D) proprietary colonies.

Answer: D

Page Ref: 38

Topic: From Settlements to Societies in the South

Skill: Relational

- 11) Like settlers in neighboring Virginia, settlers in Maryland
- A) left England to escape religious persecution.
  - B) devoted their energies to trading cattle and Indian slaves to the West Indies.
  - C) were granted some local self-government in a representative assembly.
  - D) were denied access to land patents.

Answer: C

Page Ref: 38

Topic: From Settlements to Societies in the South

Skill: Relational

- 12) Maryland's Act of Religious Toleration
- A) granted full religious toleration to all faiths.
  - B) ended the conflict between Protestants and Catholics in the colony.
  - C) allowed freedom of worship only to Catholics.
  - D) guaranteed all males the right to vote as long as they were Christians.

Answer: D

Page Ref: 38

Topic: From Settlements to Societies in the South

Skill:

- 13) The "Fundamental Constitutions for Carolina" promised settlers all the following EXCEPT
- A) headrights.
  - B) social equality.
  - C) a representative assembly.
  - D) religious toleration.

Answer: B

Page Ref: 38-39

Topic: From Settlements to Societies in the South

Skill: Relational

- 14) Which of the following colonies was established by proprietary grant?
- A) Plymouth Plantation
  - B) South Carolina
  - C) Virginia
  - D) Massachusetts Bay

Answer: B

Page Ref: 39

Topic: From Settlements to Societies in the South

Skill: Relational

- 15) What was one of the unique features of South Carolina as one of England's mainland colonies in the seventeenth century?
- A) It outlawed indentured servitude.
  - B) It produced a profitable cash crop for export.
  - C) It used a headright system of land distribution.
  - D) It was heavily populated by immigrants from Barbados.

Answer: D

Page Ref: 39

Topic: From Settlements to Societies in the South

Skill: Relational

- 16) One key distinction between the Pilgrims and the Puritans was that
- A) Puritans were much more tolerant of other ideas and faiths.
  - B) Pilgrims wished to separate from the Church of England, while the Puritans did not.
  - C) Puritans wanted to abandon Christianity for a faith of their own design, while Pilgrims maintained their ties to the Christian faith.
  - D) Pilgrims settled in the Chesapeake region, while Puritans settled in New England.

Answer: B

Page Ref: 39

Topic: Religious Dissenters Colonize New England

Skill: Relational

- 17) To establish a civil government for themselves, the Plymouth Pilgrims signed the
- A) Fundamental Constitutions.
  - B) Act of Religious Toleration.
  - C) Cambridge Agreement.
  - D) Mayflower Compact.

Answer: D

Page Ref: 40

Topic: Religious Dissenters Colonize New England

Skill: Relational

- 18) At Plymouth Plantation, voting for governing officials was restricted to
- A) property owners.
  - B) church members.
  - C) investors in the Virginia Company.
  - D) employees of Thomas Weston.

Answer: B

Page Ref: 40

Topic: Religious Dissenters Colonize New England

Skill: Factual

- 19) The Pilgrim colony of Plymouth Plantation ultimately
- A) was absorbed by its neighbor, Massachusetts.
  - B) became one of the original thirteen states in the United States of America.
  - C) was abandoned because of hostility from Native Americans.
  - D) became part of Connecticut.

Answer: A

Page Ref: 40

Topic: Religious Dissenters Colonize New England

Skill: Factual

- 20) Massachusetts Bay Puritans
- A) were separatists.
  - B) wrote the Mayflower Compact.
  - C) were Calvinists.
  - D) believed hard work assured one of receiving God's saving grace.

Answer: C

Page Ref: 40

Topic: Religious Dissenters Colonize New England

Skill: Factual

- 21) In part, Puritans disliked the Church of England (Anglican) because they thought it
- A) placed too little emphasis on ritual during worship.
  - B) made it too difficult for ordinary people to become church members.
  - C) tolerated ministers who were not well-educated enough to instruct the congregation on the scriptures.
  - D) had allowed the Protestant Reformation to go too far in England.

Answer: C

Page Ref: 40

Topic: Religious Dissenters Colonize New England

Skill: Relational

- 22) The goal of a typical Puritan in the early seventeenth century was to
- A) be as successful in business as possible.
  - B) become a "visible saint" on earth and hence a member of the church.
  - C) become a self-sufficient farmer.
  - D) leave the Church of England.

Answer: B

Page Ref: 40

Topic: Religious Dissenters Colonize New England

Skill: Interpretive

- 23) Unlike immigrants to Virginia, settlers in Massachusetts Bay
- A) had no locally elected representative assembly.
  - B) founded their colony under the terms of a joint-stock company charter.
  - C) usually migrated in stable family units.
  - D) outlawed slavery.

Answer: C

Page Ref: 41

Topic: Religious Dissenters Colonize New England

Skill: Relational

- 24) One of the primary causes of the English Civil War of 1640 was
- A) economic depression.
  - B) reformers' desires to establish pure democracy in England.
  - C) conflict between King Charles I and English Puritans.
  - D) the king's effort to restore Catholicism in England.

Answer: C

Page Ref: 41

Topic: Religious Dissenters Colonize New England

Skill: Interpretive

25) The recognized leader of the first Puritans to arrive in America was

- A) Roger Williams.
- B) John Smith.
- C) Thomas Hooker.
- D) John Winthrop.

Answer: D

Page Ref: 41

Topic: Religious Dissenters Colonize New England

Skill: Factual

26) All of the following were features of Massachusetts Bay politics EXCEPT

- A) political participation was limited to stockholders in the Massachusetts Bay Company.
- B) only male church members could vote for delegates to the General Court.
- C) church ministers were not eligible for political offices.
- D) the General Court functioned as a colony-wide elected assembly.

Answer: A

Page Ref: 41, 43

Topic: Religious Dissenters Colonize New England

Skill: Factual

27) The settlement pattern of early Massachusetts Bay Puritans took the form of

- A) a handful of coastal trading villages.
- B) a few large plantations surrounded by small farms.
- C) many widely-scattered, individually-owned small farms.
- D) several small townships.

Answer: D

Page Ref: 43

Topic: Religious Dissenters Colonize New England

Skill: Factual

28) Which one of the following values did the early Massachusetts Bay Puritans hold most dear?

- A) religious toleration
- B) separation of church and state
- C) community harmony
- D) individual rights

Answer: C

Page Ref: 44

Topic: Religious Dissenters Colonize New England

Skill: Relational

29) Roger Williams was banished from Massachusetts Bay Colony for all the following reasons EXCEPT

- A) he advocated separation of church and state.
- B) he challenged the limits of Puritan orthodoxy.
- C) he believed the colony's land patent was fraudulent.
- D) he insisted on mandatory church attendance for all settlers.

Answer: D

Page Ref: 44

Topic: Religious Dissenters Colonize New England

Skill: Relational

30) Two new colonies founded by those who left Massachusetts Bay included \_\_\_\_\_, which became a haven for religious freedom, and \_\_\_\_\_, where, as in Massachusetts Bay, the Puritan Congregational Church was established.

- A) Rhode Island; Maine
- B) New Hampshire; New Haven
- C) Rhode Island; Connecticut
- D) Connecticut; New Hampshire

Answer: C

Page Ref: 44-45

Topic: Religious Dissenters Colonize New England

Skill: Factual

31) Antinomians like Anne Hutchinson believed

- A) only Puritan ministers could determine who had experienced God's saving grace.
- B) those who were in saving grace were no longer bound by civil or church laws.
- C) Puritans who led good and faithful lives were assured of saving grace.
- D) the revealed Word of God could only be found in the Bible.

Answer: B

Page Ref: 44-45

Topic: Religious Dissenters Colonize New England

Skill: Factual

32) One of the original founders of Connecticut was

- A) Roger Williams.
- B) Thomas Hooker.
- C) Anne Hutchinson.
- D) John Wheelwright.

Answer: B

Page Ref: 45

Topic: Religious Dissenters Colonize New England

Skill: Factual

33) Who was the Wampanoag chieftain who led his warriors against New England settlers in King Philip's War in 1675–1676?

- A) Metacomet
- B) Opechancanough
- C) Tisquantum
- D) Powhatan

Answer: A

Page Ref: 46

Topic: Families, Individuals, and Communities: Surviving in Early America

Skill: Factual

34) Compared to the early Chesapeake colonies in the seventeenth century, New England's population had an unusually high

- A) death rate.
- B) life expectancy.
- C) ratio of males to females.
- D) immigration rate.

Answer: B

Page Ref: 47

Topic: Families, Individuals, and Communities: Surviving in Early America

Skill: Relational

35) The Puritan doctrine of coverture

- A) allowed for full civil equality for women.
- B) established matriarchal values in New England.
- C) made women subordinate to their husbands.
- D) called for women's voting rights in Massachusetts Bay.

Answer: C

Page Ref: 48

Topic: Families, Individuals, and Communities: Surviving in Early America

Skill: Factual

36) Compared to the early Chesapeake colonies, seventeenth-century New England had all of the following EXCEPT

- A) a high rate of illegitimate births.
- B) long lasting marriages.
- C) surviving grandparents.
- D) large families.

Answer: A

Page Ref: 47, 49

Topic: Families, Individuals, and Communities: Surviving in Early America

Skill: Relational

37) In both New England and the Chesapeake colonies, the tradition of \_\_\_\_\_ made men the undisputed heads of households; thus, under the doctrine of \_\_\_\_\_, women usually had to surrender their property to their husbands at marriage, but some single and widowed women with the legal status of \_\_\_\_\_ were able to own and manage property and households themselves.

- A) *femes sole*; patriarchy; coverture
- B) coverture; *femes sole*; patriarchy
- C) patriarchy; coverture; *femes sole*
- D) patriarchy; *femes sole*; coverture

Answer: C

Page Ref: 48–49

Topic: Families, Individuals, and Communities: Surviving in Early America

Skill: Relational

38) The Half-Way Covenant signaled the

- A) emergence of a colonial elite in the Chesapeake colonies.
- B) decline of religious fervor in New England.
- C) rejection of commercial values in New England.
- D) balancing out of the sex ratio in the Chesapeake colonies.

Answer: B

Page Ref: 52

Topic: Commercial Values and the Rise of Chattel Slavery

Skill: Relational

39) Compared to earlier decades, by 1675, Virginia was characterized by all the following EXCEPT

- A) fading class lines.
- B) longer marriages.
- C) a declining death rate.
- D) larger families.

Answer: A

Page Ref: 52–53

Topic: Commercial Values and the Rise of Chattel Slavery

Skill: Relational

40) Which one of the following was NOT true of West African peoples before the arrival of European slave traders?

- A) They practiced human slavery.
- B) They had established regional trading networks.
- C) They honored family life.
- D) They lacked well developed political systems and legal codes.

Answer: D

Page Ref: 52–54

Topic: Commercial Values and the Rise of Chattel Slavery

Skill: Factual



- 41) Of the following English colonies, African slavery first appeared in
- A) Virginia.
  - B) Barbados.
  - C) South Carolina.
  - D) Maryland.

Answer: B

Page Ref: 54

Topic: Commercial Values and the Rise of Chattel Slavery

Skill: Factual

- 42) Through most of the seventeenth century, what was the primary source of labor in the Chesapeake colonies?
- A) white indentured servants
  - B) Native Americans
  - C) black African slaves
  - D) Irish and German immigrants

Answer: A

Page Ref: 54

Topic: Commercial Values and the Rise of Chattel Slavery

Skill: Relational

- 43) Chesapeake colonists adopted a slave-labor system for all of the following reasons EXCEPT
- A) fewer white indentured servants were available.
  - B) black slaves were becoming cheaper to purchase.
  - C) unlike Indians, blacks did not resist their enslavement.
  - D) compared to white servants, black Africans were more immune to tropical diseases and lived longer.

Answer: C

Page Ref: 54

Topic: Commercial Values and the Rise of Chattel Slavery

Skill: Relational

- 44) African cultural traditions were most likely to be maintained by slaves
- A) in Northern colonies.
  - B) on large plantations.
  - C) who became craft workers in towns and cities.
  - D) who converted to Christianity.

Answer: B

Page Ref: 56

Topic: Commercial Values and the Rise of Chattel Slavery

Skill: Relational

- 45) Arrange the following events in the correct order in which they occurred.
- A) Puritans establish Massachusetts Bay Colony
  - B) Maryland adopts the Act of Religious Toleration
  - C) House of Burgesses established in Virginia
  - D) Puritans adopt the Half-Way Covenant

A) C, A, B, D

B) A, D, B, C

C) A, C, B, D

D) C, A, D, B

Answer: A

Page Ref: 52, 58

Topic: From Settlements to Societies in the South

Skill: Relational

- 46) In seventeenth-century colonial communities, from 10 to 30 percent of all
- A) women died in childbirth.
  - B) infants were stillborn.
  - C) infants died before the age of five.
  - D) women were barren.

Answer: C

Page Ref: 50

Topic: Childbirth in Early America

Skill: Factual

- 47) In colonial America, it was widely believed that a fetus would be adversely affected if the pregnant mother did any of the following EXCEPT
- A) get startled by a loud noise.
  - B) have an ungratified desire.
  - C) work during pregnancy.
  - D) look at the moon.

Answer: C

Page Ref: 50

Topic: Childbirth in Early America

Skill: Relational

- 48) In the seventeenth and early eighteenth centuries, most colonial women
- A) gave birth at home.
  - B) were attended by a male doctor.
  - C) were given pain killers during delivery.
  - D) All of the above.

Answer: A

Page Ref: 50

Topic: Childbirth in Early America

Skill: Factual

## Essay Questions

- 1) Describe the conflict between Puritans and Anglicans in England. What beliefs and practices of the Church of England did Puritans find so objectionable?

Answer: Puritans were upset by Anglican attention to ritual, hierarchial church government, sale of indulgences, open door membership policy, and the priests' ignorance of scripture.

Page Ref:

Topic:

Skill: Descriptive

- 2) What measures were undertaken by the directors of the Virginia Company to try to save their troubled Jamestown colony between 1607 and 1624? What was the chief obstacle they had to overcome?

Answer: Directors adopted the headright system, sent women for wives, and allowed an elected assembly. They had to overcome the colony's reputation as a death trap, Native-American hostility, and the chronic shortage of labor.

Page Ref:

Topic:

Skill: Descriptive

- 3) Describe several significant similarities among the English mainland colonies by 1700. Consider economies, political systems, religious practices, and social structure.

Answer: Economic: agricultural economies, trade, indentured servitude and headrights, strong commercial values

Political: elected assemblies, elite leadership, voting restrictions (property or church membership)

Religious: some level of tolerance outside New England, predominantly Protestant

Social: emerging class definition (elite), most small farmers, slavery

Page Ref:

Topic:

Skill: Descriptive

- 4) Compare and contrast indentured servitude with black slavery. Why did Chesapeake colonists switch from the former to the latter?

Answer: Indentured servitude was short term contract labor, usually involving white Europeans. Slavery was lifetime inheritable service only involving Africans. Consider the switch as a result of the need for labor, the declining availability of indentured servants, the growing availability of blacks (becoming less expensive), the need for a more reliable labor force, and that English racial attitudes seemed to justify slavery for blacks.

Page Ref:

Topic:

Skill: Explanatory

- 5) Explain why Roger Williams and Anne Hutchinson posed a real threat to the Massachusetts Bay Colony. What were the key points of their dissent?

Answer: Both challenged the truth of Puritan orthodoxy and threatened social order in the colony by questioning the views and authority of the ministers and magistrates. Williams challenged the Puritan's land title, advocated separation of church and state, and embraced freedom of conscience. Hutchinson accepted revelation as a source of God's revealed Word, accused several ministers of preaching good works, and stepped outside the acceptable role for females in Puritan society.

Page Ref:

Topic:

Skill: Explanatory

- 6) Compare and contrast the major demographic characteristics of colonial New England with the Chesapeake colonies. What evidence illustrates the text authors' contention that "life in early New England was far more secure than in the South"?

Answer: Compared to New England, the Chesapeake had a high death rate, a high level of immigration, a high rate of illegitimate births, a larger single adult population, complex family genealogies (from frequent remarriages). Compared to the Chesapeake, New England had a healthier environment, later and longer marriages, larger families, low infant mortality, more stable families, a more evenly balanced sex ratio, and grandparents (greater longevity).

Page Ref:

Topic:

Skill: Explanatory

- 7) Explain why, after the mid-seventeenth century, commercial values began to eclipse the religious fervor of the original Puritans in Massachusetts Bay.

Answer: Consider: later generations in New England lost touch with the zeal and purpose of the early Puritans, economic opportunity increased, the land was bountiful, English Puritans seemed no longer interested in Massachusetts Bay's success as a Puritan experiment.

Page Ref:

Topic:

Skill: Explanatory

- 8) Considering both problems and opportunities in each case, explain why you would have rather lived either in Massachusetts Bay or Virginia in the early seventeenth century.

Answer: Virginia Problems: Indian hostility, harsh and unhealthy environment, forced labor, abuse from masters. Opportunities: eventual land ownership (freedom dues), potential great wealth, political representation, white racial solidarity.

New England Problems: religious intolerance, expected conformity, Indian hostility. Opportunities: close knit community life, healthy environment.

Page Ref:

Topic:

Skill: Interpretive

- 9) Do you think the adoption of a slave labor system in colonial America was inevitable? Why or why not?

Answer: Consider: need for labor, declining availability of indentured servants, growing availability and lower price for black slaves, anti-black racial attitudes, no prohibition in law, established models for slavery in Spanish America and in English West Indian colonies.

Page Ref:

Topic:

Skill: Interpretive

- 10) Assume the role of an indentured servant in seventeenth-century Virginia. Describe what your life is like, what problems you have, what your routine is, and your relationships with others.

Answer: Consider: widespread poverty, harsh environment, hard labor, disease epidemics, abuse and sexual exploitation by masters, anticipation of "freedom dues," shortage of women, little chance for marriage or stable family life.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Opechancanough  
Column 2: led Indian raid on Virginia settlers in 1622

Answer: led Indian raid on Virginia settlers in 1622

Page Ref: 36

Topic:

Skill:

- 2) Column 1: Pocahontas  
Column 2: daughter of Powhatan;  
married Virginia settler John Rolfe

Answer: daughter of Powhatan; married Virginia settler John Rolfe

Page Ref: 36

Topic:

Skill:

- 3) Column 1: Charles I  
Column 2: British monarch executed at the conclusion of the English Civil War

Answer: British monarch executed at the conclusion of the English Civil War

Page Ref: 37

Topic:

Skill:

- 4) Column 1: Sir George Calvert  
Column 2: proprietor of Maryland  
Answer: proprietor of Maryland  
Page Ref: 38  
Topic:  
Skill:
- 5) Column 1: Charles II  
Column 2: British monarch restored to throne in 1660  
Answer: British monarch restored to throne in 1660  
Page Ref: 38  
Topic:  
Skill:
- 6) Column 1: John Locke  
Column 2: co-author of "The Fundamental Constitutions for Carolina"  
Answer: co-author of "The Fundamental Constitutions for Carolina"  
Page Ref: 38  
Topic:  
Skill:
- 7) Column 1: John Winthrop  
Column 2: leader of the Massachusetts Bay Colony  
Answer: leader of the Massachusetts Bay Colony  
Page Ref: 41  
Topic:  
Skill:
- 8) Column 1: Anne Hutchinson  
Column 2: Puritan dissenter who believed in divine inspiration  
Answer: Puritan dissenter who believed in divine inspiration  
Page Ref: 44  
Topic:  
Skill:

9) Column 1: Roger Williams

Column 2: Puritan dissenter who  
questioned the legitimacy of  
the Massachusetts Bay  
Colony's charter

Answer: Puritan dissenter who questioned the legitimacy of the Massachusetts Bay Colony's  
charter

Page Ref: 44

Topic:

Skill:

10) Column 1: Metacomet

Column 2: led Wamponoag tribe in war  
against New England colonies

Answer: led Wamponoag tribe in war against New England colonies

Page Ref: 46

Topic:

Skill:

## Chapter 3 Provincial America in Upheaval, 1660–1760

### Multiple Choice Questions

- 1) When placed in charge of her father's Carolina plantation, Eliza Lucas pioneered a cash crop that became a major trading staple of the British Empire. What was that crop?

A) tobacco  
B) rice  
C) hemp  
D) indigo

Answer: D

Page Ref: 62

Topic: Introduction

Skill: Factual

- 2) English mercantilists believed

A) there was an infinite amount of wealth in the world.  
B) a favorable balance of trade would build a nation's power.  
C) national wealth and national power were essentially unrelated.  
D) to become wealthy, a nation needed to avoid government regulation of its economy.

Answer: B

Page Ref: 63

Topic: Designing America's North American Empire

Skill: Factual

- 3) Mercantilists believed that the colonies could contribute to England's wealth by all of the following EXCEPT

A) producing staple crops for export to England.  
B) supplying valuable raw materials to England.  
C) purchasing English manufacturing goods.  
D) becoming economically self-sufficient within the empire.

Answer: D

Page Ref: 63

Topic: Designing America's North American Empire

Skill: Relational

- 4) The Navigation Acts passed between 1651 and 1673 required all of the following EXCEPT that

A) all colonial trade be carried on British ships.  
B) all European goods destined for the American colonies first pass through England.  
C) the colonies export a greater value of goods to England than they imported.  
D) specified colonial goods be shipped only to England.

Answer: C

Page Ref: 63

Topic: Designing America's North American Empire

Skill: Factual



- 5) The Navigation Acts benefitted
- A) New England's shipbuilding industry.
  - B) Dutch shipping.
  - C) Chesapeake tobacco planters.
  - D) All of the above.

Answer: A

Page Ref: 63-64

Topic: Designing America's North American Empire

Skill: Relational

- 6) The Dutch West India Company was responsible for settling what eventually became
- A) New York.
  - B) Massachusetts.
  - C) North Carolina.
  - D) South Carolina.

Answer: A

Page Ref: 64

Topic: Designing America's North American Empire

Skill: Factual

- 7) Before it was taken over by the English, New Netherlands had all of the following EXCEPT:
- A) an ethnically diverse population.
  - B) a weak and unstable government.
  - C) a locally elected representative assembly.
  - D) an established church.

Answer: C

Page Ref: 65

Topic: Designing America's North American Empire

Skill: Factual

- 8) The absence of \_\_\_\_\_ remained a source of friction between settlers in colonial New York and the British government for many years.
- A) trial by jury
  - B) religious toleration
  - C) a popularly elected assembly
  - D) confirmation of their land grants

Answer: C

Page Ref: 65

Topic: Designing America's North American Empire

Skill: Factual

- 9) Which of the following was NOT true of seventeenth-century Quakers?
- A) Like Puritans, they stressed the role of the minister as the teacher of scripture.
  - B) They believed in direct communion with God — revelation.
  - C) They believed that warfare would never solve human problems.
  - D) They assumed that men and women were spiritual equals.

Answer: A

Page Ref: 66

Topic: Designing America's North American Empire

Skill: Factual

- 10) In Pennsylvania, William Penn provided his settlers with
- A) freedom of religion.
  - B) political representation.
  - C) generous land grants.
  - D) All of the above.

Answer: D

Page Ref: 66

Topic: Designing America's North American Empire

Skill: Factual

- 11) In the late seventeenth century, the colony of Pennsylvania was particularly attractive to
- A) wealthy landowners.
  - B) dissenter religious groups.
  - C) non-separatist Puritans.
  - D) tobacco planters.

Answer: B

Page Ref: 67

Topic: Designing America's North American Empire

Skill: Interpretive

- 12) Which Middle Colony earned the reputation as "one of the best poor man's countries in the world"?
- A) New York
  - B) Delaware
  - C) Pennsylvania
  - D) New Jersey

Answer: C

Page Ref: 67

Topic: Designing America's North American Empire

Skill: Factual

- 13) Colonial Pennsylvania was characterized by
- A) general economic prosperity.
  - B) obedient settlers who dutifully paid their quitrents to William Penn.
  - C) harmonious local government.
  - D) a remarkable integration of what had been separate and diverse religious groups.

Answer: A

Page Ref: 67

Topic: Designing America's North American Empire

Skill: Factual

- 14) Pennsylvania's Charter of Liberties placed all political power in
- A) a royal governor.
  - B) a governor's council.
  - C) an elective assembly.
  - D) the king.

Answer: C

Page Ref: 67

Topic: Designing America's North American Empire

Skill: Factual

- 15) Bacon's Rebellion was the consequence of all of the following EXCEPT
- A) the frustration of a growing number of people who had little chance of gaining title to land.
  - B) a growing sentiment for colonial independence from England.
  - C) resentment against the royal governor's Indian policies.
  - D) higher taxes and falling tobacco prices.

Answer: B

Page Ref: 68

Topic: Designing America's North American Empire

Skill: Relational

- 16) What was a result of Bacon's Rebellion?
- A) Nathaniel Bacon was appointed the royal governor of Virginia.
  - B) Virginia's planter elite became politically unified.
  - C) Virginia's Anglican Church was disestablished.
  - D) There was a near-successful campaign to abolish slavery in Virginia.

Answer: B

Page Ref: 69

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Relational

- 17) Sir Edmund Andros served as
- A) the governor of Connecticut.
  - B) the leader of a colonial rebellion in Virginia.
  - C) an itinerant preacher of the Great Awakening.
  - D) the appointed governor of the Dominion of New England.

Answer: D

Page Ref: 69

Topic: Designing America's North American Empire

Skill: Factual

- 18) What was the Dominion of New England primarily intended to provide?
- A) greater self-government for the New England colonies
  - B) restoration of the Massachusetts Bay Charter
  - C) more authoritarian administration of the New England colonies
  - D) economic self-sufficiency for New England

Answer: C

Page Ref: 69

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Relational

- 19) The Dominion of New England became a casualty of the \_\_\_\_\_ in England.
- A) Glorious Revolution
  - B) Civil War
  - C) Restoration
  - D) Protestant Reformation

Answer: A

Page Ref: 70

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Relational

- 20) Who among the following did NOT lead a violent rebellion against a royal governor in the late seventeenth century?
- A) John Coode
  - B) William Berkeley
  - C) Jacob Leisler
  - D) Nathaniel Bacon

Answer: B

Page Ref: 68, 70

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Factual

21) News that James II had been driven from the throne in England in 1688 sparked rebellion in all the following colonies EXCEPT

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

Answer: A

Page Ref: 69-70

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Relational

22) What special circumstances helped provoke rebellion in Maryland in 1689?

- A) arbitrary rule by Governor Edmund Andros
- B) quarrels between Protestant settlers and a Catholic government
- C) resentment over Indian trade policies
- D) a mix of ethnic and class tensions

Answer: B

Page Ref: 70

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Factual

23) Which one of the following statements is NOT true of the Salem witchcraft episode?

- A) Twenty accused witches were executed.
- B) Most of the accusers of witches were young single women.
- C) The hysteria was related to political and economic tensions within Salem.
- D) The event revitalized Puritan religious fervor throughout Massachusetts.

Answer: D

Page Ref: 70-71

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Relational

24) When William and Mary became monarchs in England in the late seventeenth century, they

- A) revoked the charters of Rhode Island and Connecticut.
- B) made the Anglican Church the established church of New England.
- C) made New York and Maryland royal colonies.
- D) abolished the representative assembly in Massachusetts.

Answer: C

Page Ref: 71

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Relational

- 25) With the establishment of the Board of Trade and Plantations in 1696, England enforced the Navigation Acts in America with all of the following EXCEPT
- A) military forces.
  - B) customs officers.
  - C) royal governors.
  - D) vice-admiralty courts.

Answer: A

Page Ref: 72

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Relational

- 26) Because it was judged in violation of mercantilist intentions, Parliament virtually forbade the colonists from producing and exporting
- A) tobacco, rice, and indigo.
  - B) timber, pitch, and tar.
  - C) salted fish, winter wheat, and animal furs.
  - D) woolen cloth, beaver hats, and iron tools.

Answer: D

Page Ref: 72

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Relational

- 27) Who were the intended beneficiaries of the 1733 Molasses Act?
- A) New England merchants
  - B) British West Indian planters
  - C) Chesapeake slave traders
  - D) American rum distillers

Answer: B

Page Ref: 72-73

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Factual

- 28) What does the phrase "era of salutary neglect" refer to?
- A) the frightful months of the Salem witchcraft trials in the 1690s
  - B) the early seventeenth century when the English Crown played only a minor role in the founding of American colonies
  - C) the early eighteenth century when Parliament voluntarily restrained its administration of colonial affairs
  - D) the late seventeenth century when the American colonists switched from indentured servitude to a slave labor system

Answer: C

Page Ref: 73

Topic: Defying the Imperial Will: Provincial Convulsions and Rebellions

Skill: Factual

- 29) "Redemptioners" were like indentured servants except that the redemptioners
- A) migrated in family units.
  - B) usually settled in Atlantic coastal towns.
  - C) paid their own passage in advance.
  - D) were seldom abused.

Answer: A

Page Ref: 73

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Relational

- 30) Compared to the seventeenth century, colonial American society in 1750 was characterized by
- A) the fading of social class distinctions.
  - B) a narrowing gap between the rich and poor.
  - C) widespread ownership of farm property.
  - D) a shorter life expectancy and higher death rate.

Answer: C

Page Ref: 77

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Relational

- 31) The elite leaders of colonial government in the mid-eighteenth century
- A) were usually cowed by powerful and domineering royal governors.
  - B) were appalled by the writings of radical Whig publicists in England.
  - C) spurned any ostentatious show of their great wealth.
  - D) gained the power to initiate all money and taxation bills in their colonial assemblies.

Answer: D

Page Ref: 78

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Factual

- 32) England's radical Whig pamphleteers
- A) condemned the Enlightenment for questioning the power of God.
  - B) condemned the policy of "salutary neglect" as dangerous to imperial stability.
  - C) saw a fundamental threat to liberty from corrupt governmental tyrants.
  - D) were notable models of "differential" thinking.

Answer: C

Page Ref: 78

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Relational

- 33) Enlightenment thinkers assumed all of the following EXCEPT that
- A) there were natural laws that governed the universe.
  - B) humans were rational animals capable of solving social and political problems.
  - C) God was a prime mover who had set the universe in motion.
  - D) God was an active and judgmental intruder into the affairs of people.

Answer: D

Page Ref: 78

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Factual

- 34) Who was the American student of science who proved the disease-preventing effects of inoculation?
- A) Benjamin Franklin
  - B) John Cotton
  - C) Cotton Mather
  - D) John Locke

Answer: C

Page Ref: 78

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Factual

- 35) To Jonathan Edwards,
- A) the nature of the universe and its laws were unknowable to man.
  - B) individual lives could be uplifted, but the general improvement of society was unlikely.
  - C) God should be placed at the center of human existence.
  - D) appealing to people's ability to reason was the best way to guide them toward saving grace.

Answer: C

Page Ref: 79

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Relational

- 36) One of the more prominent itinerant preachers of the eighteenth century was
- A) George Whitefield.
  - B) John Trenchard.
  - C) William Pitt.
  - D) Nathaniel Bacon.

Answer: A

Page Ref: 79

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Factual



37) What was one of the effects of the Great Awakening in America?

- A) renewed respect for the learned clergy
- B) reunification of the colonial churches that had been divided by the Enlightenment
- C) declining respect for established authority
- D) lowered toleration of dissenting views

Answer: C

Page Ref: 82

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Relational

38) The Great Awakening resulted in all the following EXCEPT

- A) a decline of religious diversity.
- B) a clearer definition of fundamental human rights and liberties.
- C) the founding of several new colleges.
- D) the rise of Protestant forms of worship among slaves.

Answer: A

Page Ref: 82

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Relational

39) Why did James Oglethorpe establish the colony of Georgia?

- A) to provide religious refuge for English Baptists
- B) to grant huge land tracts to his friends in court
- C) to take advantage of cheap slave labor
- D) to rehabilitate English paupers

Answer: D

Page Ref: 84

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Relational

40) The Albany Plan of Union did NOT

- A) include a grand council of representatives from each colony.
- B) include a president general appointed by the Crown.
- C) provide for defense or tax policies.
- D) secure endorsements from the colonial assemblies.

Answer: D

Page Ref: 87

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Factual

- 41) William Pitt's strategy for pursuing the French and Indian War involved
- A) enlisting German mercenaries.
  - B) concentrating his military efforts on the North American continent.
  - C) blockading French ports.
  - D) working for a negotiated settlement.

Answer: B

Page Ref: 87

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Factual

- 42) From their experiences in the French and Indian War, American colonists
- A) took pride in the skill and bravery of British regular troops.
  - B) resented being treated as inferiors by British military officers.
  - C) were disgusted at the British strategy designed by William Pitt.
  - D) believed the war was unnecessary because they hadn't felt threatened by the French.

Answer: B

Page Ref: 89

Topic: Maturing Colonial Societies in Unsettled Times

Skill: Relational

- 43) Puritans participated in some sports and games
- A) for the pure pleasure of it.
  - B) to better serve God.
  - C) for rest and relaxation on Sunday afternoons.
  - D) All of the above.

Answer: B

Page Ref: 80

Topic: Colonial Pastimes

Skill: Relational

- 44) Puritans were more likely than southern colonists to engage in games and sports that
- A) were non-competitive.
  - B) offered opportunities for betting.
  - C) demonstrated physical prowess.
  - D) had standardized rules.

Answer: A

Page Ref: 80

Topic: Colonial Pastimes

Skill: Relational

- 45) Games and sports helped southern colonists demonstrate their
- A) individualism.
  - B) competitiveness.
  - C) material values.
  - D) All of the above.

Answer: D

Page Ref: 81

Topic: Colonial Pastimes

Skill: Factual

## Essay Questions

- 1) Describe the relationship between mercantilist assumptions, Parliament's Navigation Acts, and the development of the colonial American economy.

Answer: Mercantilists assumed that national wealth (a favorable balance of trade) meant national power. The Navigation Acts were designed to produce that wealth for England (enumerated articles, etc.). The navigation system placed some burdens upon the colonial American economy (depressed the tobacco market, restricted manufacturing), but also provided some benefits (stimulated shipbuilding, subsidies for indigo production).

Page Ref:

Topic:

Skill: Descriptive

- 2) Describe the impact of England's Glorious Revolution on the American colonies. Cite several specific responses in various colonies.

Answer: Consider: fall of the Dominion of New England; rebellions in Massachusetts, New York, and Maryland; end of the intrusive administration of colonial affairs until 1763 (salutary neglect); royalization of colonies; rise of the assemblies; compromise --Americans received recognition of basic rights in return for agreement to conduct their affairs within the imperial framework.

Page Ref:

Topic:

Skill: Descriptive

- 3) The text authors claim there was a "maturing of the American provinces after 1700." Show economic, demographic, political, and social evidence that this was true.

Answer: Economic: thriving West Indies trade, expanding agricultural economy  
Demographic: rapidly growing population, pluralistic population, growing towns, healthier conditions  
Political: rise of assemblies, growing self-confidence  
Social: stratification of society, emergence of self-conscious elite, large and stable landowning middle class

Page Ref:

Topic:

Skill: Descriptive

- 4) Compare and contrast the intentions of the Duke of York, William Penn, and James Oglethorpe when they founded New York, Pennsylvania, and Georgia.

Answer: York: to enforce the Navigation Acts

Penn: to provide a Quaker refuge and religious tolerance

Oglethorpe: to build a buffer for South Carolina and provide a refuge for paupers. All hoped to see their colonies prosper and their settlements grow.

Page Ref:

Topic:

Skill: Explanatory

- 5) Explain how the American colonies in the early eighteenth century were becoming more like Europe than they had been in the seventeenth century.

Answer: Consider: widening disparity of wealth, rank, and privilege; "deferential" politics; pretentious displays of wealth by the elite; instances of extreme poverty; hardening of class lines.

Page Ref:

Topic:

Skill: Explanatory

- 6) Explain why James Oglethorpe's Georgia Colony nearly failed.

Answer: Oglethorpe imposed too many restrictions to attract and retain settlers. Consider: no alcohol, no slavery, small land grants only, limited inheritance rights.

Page Ref:

Topic:

Skill: Explanatory

- 7) Demonstrate in what ways Benjamin Franklin's complaint in the 1760s that the souring of relations between England and the American colonies was the fault of British trade policies.

Answer: Franklin probably exaggerated the "souring" effect of the trade policies before 1760, but the Navigation Acts did hamper the tobacco economy, inhibit the growth of manufacturing, and threaten the West Indies trade.

Page Ref:

Topic:

Skill: Explanatory

- 8) Is the Salem witchcraft hysteria in 1692 a complete mystery to you? Explain why, had you lived at the time, you might have been susceptible to believing in witches in Salem.

Answer: Puritans believed in witches. You may have been concerned about the evil forces that produced the political crisis associated with the Dominion of New England, loss of the Massachusetts Bay charter, and war with the French. You may have been disturbed by the tension between traditional and new commercial values within Salem at the time.

Page Ref:

Topic:

Skill: Interpretive

- 9) Compare and contrast the ideas of the Enlightenment and the Great Awakening. Which to you is the most attractive approach to knowledge? Why?

Answer: Enlightenment: secular thought; rationalism; natural laws govern human behavior and the universe; faith in progress; impressed with scientific experimentation; Deist religion  
Great Awakening: religious enthusiasm; faith in the centrality of God in human existence; belief in an intrusive God; importance of repentance, conversion, and God's saving grace; appeal to the senses

Page Ref:

Topic:

Skill: Interpretive

- 10) Assume you are a recipient of a proprietary grant from the king in 1700 and are familiar with the history of the English colonies founded earlier in the century. What will you do to make your colony economically successful? How will you attract settlers?

Answer: Consider: generous land grants (headrights); indentured servitude with freedom bonds, allow a measure of religious tolerance and political representation (locally elected assembly)

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: James II

Column 2: British monarch exiled during  
Glorious Revolution

Answer: British monarch exiled during Glorious Revolution

Page Ref: 65

Topic:

Skill:

- 2) Column 1: William Penn

Column 2: Established Quaker colony in  
America

Answer: Established Quaker colony in America

Page Ref: 66

Topic:

Skill:

- 3) Column 1: Sir William Berkeley  
Column 2: Tyrannical governor of Virginia in seventeenth century  
Answer: Tyrannical governor of Virginia in seventeenth century  
Page Ref: 68  
Topic:  
Skill:
- 4) Column 1: Nathaniel Bacon  
Column 2: leader of a colonial rebellion in Virginia  
Answer: leader of a colonial rebellion in Virginia  
Page Ref: 68  
Topic:  
Skill:
- 5) Column 1: Sir Edmund Andros  
Column 2: Appointed governor of the Dominion of New England  
Answer: Appointed governor of the Dominion of New England  
Page Ref: 69  
Topic:  
Skill:
- 6) Column 1: Isaac Newton  
Column 2: The "father of the Enlightenment"  
Answer: The "father of the Enlightenment"  
Page Ref: 78  
Topic:  
Skill:
- 7) Column 1: Jonathan Edwards  
Column 2: Author of sermon entitled "Sinners in the Hands of an Angry God"  
Answer: Author of sermon entitled "Sinners in the Hands of an Angry God"  
Page Ref: 79  
Topic:  
Skill:

8) Column 1: George Whitefield

Column 2: itinerant preacher of the Great Awakening

Answer: itinerant preacher of the Great Awakening

Page Ref: 79

Topic:

Skill:

9) Column 1: James Oglethorpe

Column 2: founder of the Georgia colony

Answer: founder of the Georgia colony

Page Ref: 84

Topic:

Skill:

10) Column 1: Edward Braddock

Column 2: British general defeated by French in Pennsylvania

Answer: British general defeated by French in Pennsylvania

Page Ref: 87

Topic:

Skill:

11) Column 1: William Pitt

Column 2: British official who successfully guided Britain to victory in French and Indian War

Answer: British official who successfully guided Britain to victory in French and Indian War

Page Ref: 87

Topic:

Skill:

## Chapter 4 Breaking the Bonds of Empire, 1760–1775

### Multiple Choice Questions

- 1) In the decade before he emerged as a leader of the popular faction in Boston in 1765, Samuel Adams had been
- A) a local militia officer.
  - B) a local tax collector.
  - C) an elected member of the governor's council.
  - D) a local probate judge.

Answer: B

Page Ref: 94

Topic: Introduction

Skill: Factual

- 2) In the 1763 Treaty of Paris that ended the French and Indian War, Britain acquired all the following EXCEPT
- A) French Canada.
  - B) New Orleans.
  - C) French territory east of the Mississippi River.
  - D) Florida.

Answer: B

Page Ref: 95

Topic: Provoking an Imperial Crisis

Skill: Factual

- 3) One reason why the British ministry was ready to tighten controls on the American colonies after 1763 is that, during the French and Indian War, the colonists had
- A) refused to allow their own militia to be used against regular French armies.
  - B) refused to help supply British armies in North America.
  - C) traded illegally with the French and Spanish West Indies.
  - D) agreed on a policy of intercolonial union for the duration of the war.

Answer: C

Page Ref: 96

Topic: Provoking an Imperial Crisis

Skill: Relational



- 4) Which one of the following was NOT a major problem facing the British at the end of the French and Indian War?
- A) a large national debt
  - B) Indian uprisings on the North American frontier
  - C) governing an enlarged colonial territory in North America
  - D) French territorial holdings in North America

Answer: D

Page Ref: 96

Topic: Provoking an Imperial Crisis

Skill: Factual

- 5) George Grenville, who became chief minister in Parliament in 1763,
- A) was sympathetic toward American colonists.
  - B) wanted to renew the traditional colonial policy of "salutary neglect."
  - C) was a devout mercantilist who insisted on strict enforcement of the Navigation Acts.
  - D) was a close friend and favorite of George III.

Answer: C

Page Ref: 97

Topic: Provoking an Imperial Crisis

Skill: Relational

- 6) In 1763, the British Parliament made three pivotal policy decisions regarding the North American colonies. These included all the following EXCEPT
- A) halting the colonists incursion into the trans-Appalachian West.
  - B) garrisoning British regular troops in the North American frontier.
  - C) using British naval vessels to halt colonial smuggling and enforce the collection of customs duties.
  - D) imposing direct taxes on the colonies to raise revenue to reduce England's national debt.

Answer: D

Page Ref: 97

Topic: Provoking an Imperial Crisis

Skill: Factual

- 7) What was the primary purpose of the Proclamation of 1763?
- A) to punish the colonists for their lack of cooperation during the French and Indian War
  - B) to promote the interests of private land companies in the colonies
  - C) to encourage rapid development of the Trans-Appalachian West
  - D) to help England avoid having to pay for costly Indian wars in the colonies

Answer: D

Page Ref: 97

Topic: Provoking an Imperial Crisis

Skill: Relational

- 8) The Sugar Act was NOT designed to
- A) raise the customs duty on foreign molasses imported into the American colonies.
  - B) control colonial smuggling.
  - C) raise revenue in the colonies to help pay England's increased costs of imperial administration.
  - D) place new customs duties on foreign goods like sugar and wine that colonists regularly purchased in the West Indies.

Answer: A

Page Ref: 98

Topic: Provoking an Imperial Crisis

Skill: Relational

- 9) What was the Currency Act of 1764 designed to do?
- A) stop colonial governments from making their paper money legal tender for the payment of private debts
  - B) help pay off England's national debt
  - C) end the postwar depression in the colonies
  - D) restore colonists' trust in Parliament's willingness to promote the economic welfare of the colonists

Answer: A

Page Ref: 98

Topic: Provoking an Imperial Crisis

Skill: Factual

- 10) The impact of the Currency Act of 1764 was to
- A) worsen the currency crisis in America.
  - B) allow for the use of paper currency in all transactions.
  - C) allow for colonial governments to issue new paper bills.
  - D) convince colonists that Parliament had the best interest of Americans in mind.

Answer: A

Page Ref: 98

Topic: Provoking an Imperial Crisis

Skill: Interpretive

- 11) When colonists protested the Stamp Tax with the cry "no taxation without representation," George Grenville argued that
- A) colonists, through their agents in London, were represented in Parliament.
  - B) each member of Parliament, regardless of his residence, represented all colonists in the empire.
  - C) the colonists were adequately represented in their own colonial assemblies.
  - D) Parliament could tax the colonists even though they were not represented in the House of Commons.

Answer: B

Page Ref: 98-99

Topic: Provoking an Imperial Crisis

Skill: Relational

- 12) By 1760, the colonists
- A) exported more to England than they imported.
  - B) imported more from England than they exported.
  - C) imported and exported about the same amount with England.
  - D) imported and exported more with the West Indies than with England.

Answer: B

Page Ref: 99

Topic: Provoking an Imperial Crisis

Skill: Factual

- 13) Why did colonists oppose the Stamp Act?
- A) It was an indirect or "hidden" tax.
  - B) They did not think Parliament had the constitutional authority to impose revenue taxes on them.
  - C) Its revenues were to be used to pay off England's own national debt.
  - D) It would hinder the highly profitable colonial trade with the West Indies.

Answer: B

Page Ref: 99-100

Topic: Provoking an Imperial Crisis

Skill: Relational

- 14) In Boston at the time of the Stamp Act crisis, Thomas Hutchinson and Francis Bernard headed the \_\_\_\_\_, while Sam Adams and James Otis were leaders of the \_\_\_\_\_.
- A) royalists; popular faction
  - B) Sons of Liberty; Loyal Nine
  - C) "leather-apron gang;" court faction
  - D) country faction; royalists

Answer: A

Page Ref: 100

Topic: "Liberty, Property, and No Stamps"

Skill: Factual

15) What were writs of assistance?

- A) petitions colonists sent to Parliament to protest the Sugar Act
- B) promises made by leaders of the popular faction that they stood ready to help colonial leaders resist British taxes
- C) committees set up in each colony to maintain communication among the colonies and coordinate acts of resistance
- D) search warrants used by the British customs collectors to catch colonial smugglers

Answer: D

Page Ref: 100

Topic: "Liberty, Property, and No Stamps"

Skill: Factual

16) Which of the following groups was NOT involved in colonial protest against the British?

- A) the Loyal Nine
- B) royal governors
- C) "leather apron" gangs
- D) the Sons of Liberty

Answer: B

Page Ref: 100

Topic: "Liberty, Property, and No Stamps"

Skill: Relational

17) An important maneuver that defeated attempts to collect the Stamp Tax in Boston was that local \_\_\_\_\_ decided to unite to defend their common rights.

- A) workers' associations
- B) royalists
- C) members of the court faction
- D) All of the above.

Answer: A

Page Ref: 100

Topic: "Liberty, Property, and No Stamps"

Skill: Relational

18) To protest the Stamp Tax, Boston's Sons of Liberty used all the following tactics EXCEPT

- A) personal threats and intimidation.
- B) property destruction.
- C) hanging tax collectors.
- D) theft of private property.

Answer: C

Page Ref: 101

Topic: "Liberty, Property, and No Stamps"

Skill: Factual

19) Patrick Henry's Virginia Resolutions were statements

- A) supporting the British Parliament.
- B) calling for American independence.
- C) protesting against the Stamp Act.
- D) opposing the Tea Act.

Answer: C

Page Ref: 102

Topic: "Liberty, Property, and No Stamps"

Skill: Factual

20) The Virginia Resolutions called for

- A) taxing powers to be maintained by Parliament.
- B) economic boycotts against British goods.
- C) violent demonstrations against the Stamp Act.
- D) taxation by local assemblies only.

Answer: D

Page Ref: 102

Topic: "Liberty, Property, and No Stamps"

Skill: Factual

21) Delegates to the Stamp Act Congress essentially agreed with the Virginia Resolutions that

- A) colonists were bound to obey only the laws passed by their own assemblies.
- B) American assemblies held final authority over legislative matters in America.
- C) Parliamentary taxation violated colonists' rights and liberties.
- D) Parliament held absolute sovereignty within the British empire.

Answer: C

Page Ref: 102

Topic: "Liberty, Property, and No Stamps"

Skill: Relational

22) Within Parliament, the repeal of the Stamp Act came largely as a consequence of mounting concern over the colonists'

- A) intimidation and violence toward English agents in America.
- B) petitions to the King and to Parliament.
- C) economic boycott of English trade.
- D) demands for independence from the empire.

Answer: C

Page Ref: 103

Topic: "Liberty, Property, and No Stamps"

Skill: Relational

23) The Declaratory Act

- A) prohibited the colonists from using paper currency.
- B) declared that the Sons of Liberty were traitors to the British empire.
- C) asserted Parliament's absolute legislative authority over the colonies.
- D) repealed the Stamp Act.

Answer: C

Page Ref: 105

Topic: "Liberty, Property, and No Stamps"

Skill: Factual

24) Like the Sugar Act, the Townshend duties imposed a tax on

- A) printed documents.
- B) imported goods.
- C) real estate.
- D) personal income.

Answer: B

Page Ref: 105

Topic: A Second Crisis: The Townshend Duties

Skill: Relational

25) What was John Dickinson's argument in *Letters from a Farmer in Pennsylvania*?

- A) Colonists were willing to accept external taxes from Parliament, but not internal taxes.
- B) Colonists were willing to accept trade taxes from Parliament, but not revenue taxes.
- C) Parliament did not know the difference between external taxes and internal taxes.
- D) Colonists were not willing to accept direct or indirect taxes from Parliament.

Answer: D

Page Ref: 105

Topic: A Second Crisis: The Townshend Duties

Skill: Factual

26) Who was the British Secretary for American Affairs who reacted so strongly to Massachusetts's Circular Letter?

- A) Lord Rockingham
- B) William Pitt, Earl of Chatham
- C) Lord Hillsborough
- D) Charles Townshend

Answer: C

Page Ref: 106

Topic: A Second Crisis: The Townshend Duties

Skill: Factual

- 27) Resistance to the Townshend duties resulted in the dispatch of British troops to Boston in 1768. In 1770, their presence provoked the
- A) Boston Tea Party.
  - B) burning of the *Gaspee*.
  - C) Boston Massacre.
  - D) organization of committees of correspondence.

Answer: C

Page Ref: 110

Topic: A Second Crisis: The Townshend Duties

Skill: Relational

- 28) In the aftermath of the Boston Massacre
- A) British officials removed their troops from Boston.
  - B) Parliament increased the British military presence in Boston.
  - C) Parliament passed the Coercive Acts.
  - D) Parliament passed the Stamp Act.

Answer: A

Page Ref: 110

Topic: A Second Crisis: The Townshend Duties

Skill: Factual

- 29) What compelled Parliament to repeal the Townshend Duties?
- A) the Circular Letter
  - B) a colonial trade boycott
  - C) the Boston Massacre
  - D) the *Liberty* riots

Answer: B

Page Ref: 111

Topic: A Second Crisis: The Townshend Duties

Skill: Relational

- 30) By keeping the tax on tea when it repealed the other Townshend Duties, Parliament
- A) reasserted its authority to tax and legislate for the colonies.
  - B) admitted that taxing trade to raise revenue was a failed policy.
  - C) in effect, repealed the Declaratory Act.
  - D) symbolically recognized the right of colonists to tax themselves through their own colonial assemblies.

Answer: A

Page Ref: 111

Topic: A Second Crisis: The Townshend Duties

Skill: Relational

31) John Trenchard and Thomas Gordon were all of the following EXCEPT

- A) British political critics.
- B) believers in pure democracy.
- C) very influential in America.
- D) authors of *Cato's Letters*.

Answer: B

Page Ref: 111

Topic: The Rupturing of Imperial Relations

Skill: Interpretive

32) From the perspective of 1770, colonists believed that the troublesome events they had experienced in the 1760s were the consequences of

- A) the insanity of King George III.
- B) the general incompetence of British officials.
- C) a deliberate plot by corrupt leaders of Parliament to rob the colonists of their rights.
- D) poor communications between Parliament and colonial leaders.

Answer: C

Page Ref: 111

Topic: The Rupturing of Imperial Relations

Skill: Relational

33) Colonial resistance leaders like Sam Adams would have most quickly identified with the ideology represented in the view:

- A) "A house divided against itself cannot stand."
- B) "There is nothing to fear but fear itself."
- C) "Speak softly, but carry a big stick."
- D) "Eternal vigilance is the price of liberty."

Answer: D

Page Ref: 111

Topic: The Rupturing of Imperial Relations

Skill: Relational

34) In the following pairs, the second item was the colonists' response to the British legislation in all cases EXCEPT

- A) Tea Act – burning of the *Gaspee*.
- B) Stamp Act – Virginia Resolution.
- C) Townshend Duties – Circular Letter.
- D) Coercive Acts – First Continental Congress.

Answer: A

Page Ref: 112

Topic: The Rupturing of Imperial Relations

Skill: Relational



35) Why did colonists oppose the Tea Act?

- A) It substantially increased the cost of British tea.
- B) It required them to purchase tea directly from the Dutch West India Company.
- C) It appeared to be a trick to get colonists to accept Parliament's authority to tax the colonies.
- D) It appeared to be a conspiracy to bankrupt the British East India Company.

Answer: C

Page Ref: 113

Topic: The Rupturing of Imperial Relations

Skill: Relational

36) In response to the Boston Tea Party, Parliament enacted legislation to do all of the following EXCEPT

- A) close the port of Boston.
- B) restrict political rights of the citizens of Massachusetts.
- C) limit the authority of the Massachusetts governor.
- D) protect royal officials in Massachusetts.

Answer: C

Page Ref: 114

Topic: The Rupturing of Imperial Relations

Skill: Relational

37) Why were colonists alarmed by the Quebec Act?

- A) It made no provision for an elected assembly in the new colony of Quebec.
- B) It recognized the Roman Catholic Church as the established church in Quebec.
- C) It established borders for Quebec that threatened the land claims of the other colonies.
- D) All of the above.

Answer: D

Page Ref: 115

Topic: The Rupturing of Imperial Relations

Skill: Relational

38) The First Continental Congress was controlled by delegates who

- A) wanted to continue well-organized resistance against the king and Parliament.
- B) wanted to find some means to settle differences with Britain.
- C) wanted to declare America's independence from the British empire.
- D) previously had not been active in resisting Parliament's tax policies.

Answer: A

Page Ref: 115

Topic: The Rupturing of Imperial Relations

Skill: Factual

- 39) The First Continental Congress took all of the following actions EXCEPT
- A) issuing a "Declaration of Rights and Grievances."
  - B) issuing the Suffolk Resolves.
  - C) calling for a complete separation from Great Britain.
  - D) committing to an economic boycott of British goods.

Answer: C

Page Ref: 115–116

Topic: The Rupturing of Imperial Relations

Skill: Factual

- 40) The First Continental Congress created the Continental Association to
- A) begin making preparations for war with England.
  - B) select delegates to a second Continental Congress.
  - C) enforce a new trade boycott against England.
  - D) carry a final colonial petition to Parliament.

Answer: C

Page Ref: 116

Topic: The Rupturing of Imperial Relations

Skill: Factual

- 41) Joseph Galloway's Plan of Union was modeled after the structure of government earlier proposed in the
- A) Albany Plan.
  - B) Stamp Act Congress.
  - C) Dominion of New England.
  - D) Suffolk Resolves.

Answer: A

Page Ref: 116

Topic: The Rupturing of Imperial Relations

Skill: Relational

- 42) Arrange these events in the order in which they occurred.
- A) Townshend Duties passed
  - B) convening of the First Continental Congress
  - C) Boston Massacre
  - D) Tea Act passed
- A) A, B, C, D
  - B) C, A, B, D
  - C) A, C, D, B
  - D) C, A, D, B

Answer: C

Page Ref: 117

Topic: The Rupturing of Imperial Relations

Skill: Relational

43) In 1766, Benedict Arnold was arrested in Boston for

- A) smuggling.
- B) disturbing the peace.
- C) informing on customs evaders.
- D) violating the non-importation agreement.

Answer: B

Page Ref: 108

Topic: Those Hated Customs Informers

Skill: Relational

44) Colonists dealt with violations of trade boycotts through

- A) vice-admiralty courts.
- B) military tribunals.
- C) vigilante justice.
- D) colonial courts.

Answer: C

Page Ref: 108

Topic: Those Hated Customs Informers

Skill: Relational

45) Who was the Bostonian who, because he informed on smugglers and defied the nonimportation agreements, became known as the greatest "monster of the times"?

- A) Benedict Arnold
- B) Thomas Hutchinson
- C) Peter Bole
- D) Ebenezer Richardson

Answer: D

Page Ref: 108

Topic: Those Hated Customs Informers

Skill: Factual

## Essay Questions

- 1) Describe the impact of Pontiac's uprising on the design of British colonial policy. What was the colonists' response to this policy?

Answer: British officials were concerned that the westward movement of white colonists would provoke war with the Native Americans and add to the cost of defending the empire. Pontiac's Rebellion seemed to confirm that fear. This resulted in the Proclamation of 1763 and the stationing of British regulars on the frontier. New taxes would now be required to pay for these troops. But, with the French eliminated from the frontier, colonists saw no need for the Proclamation or the army and they resented the new tax policies.

Page Ref:

Topic:

Skill: Descriptive

- 2) Describe the colonists' pattern of resistance to British actions from 1763 to 1775. What appears to have been the most effective form of resistance? Why?

Answer: The pattern was in three parts; petitions to the king and Parliament for redress of grievances, economic boycotts, and intimidation by crowd action. The boycotts forced the repeal of the Stamp Act and the Townshend Duties because boycotts adversely affected the profits of politically powerful British merchants.

Page Ref:

Topic:

Skill: Descriptive

- 3) The text authors claim that in 1763, George Grenville "considered the provincials [colonists] to be spoiled children." Evaluate his point of view. Why might he have been justified in thinking this? In what way was his view mistaken or shortsighted?

Answer: Consider as justification: colonists had not been held to strict enforcement of the Navigation Acts (salutary neglect); colonists were lightly taxed compared to subjects in England; colonists had acted irresponsibly in trading with the enemy during the French and Indian War.

Consider as shortsightedness: colonists were important to the profitability of imperial trade; the colonists' chronic imbalance of trade and the drain of specie from the colonies to England was their way of contributing to the costs of empire.

Page Ref:

Topic:

Skill: Explanatory

- 4) Define the concept of "virtual representation." Why did the colonists reject this concept? What was their own view of acceptable political representation?

Answer: George Grenville argued that virtually every subject in the empire was represented in Parliament, regardless of the residence of the subject or the member of parliament. Colonists rejected this concept because they had evolved a different definition of political representation that required each elected representative (delegate to the assembly) to reside among the constituency he represented, and to voice and vote that constituency's interests.

Page Ref:

Topic:

Skill: Explanatory

- 5) Examine and explain the meaning of the phrase "no taxation without representation." What meaning did the concept of taxation and of representation hold for the British Parliament? For the colonists?

Answer: By the mid-eighteenth century the British constitutional system rested on taxation by consent--theoretically British subjects' consent to be taxed resided in the elected Parliament (where they were ostensibly represented). Colonists rejected Parliament's taxation because they did not elect members to Parliament, and thus did not give their consent to be taxed. To colonists, only their own locally elected assemblies had the legitimate authority to tax them.

Page Ref:

Topic:

Skill: Explanatory

- 6) Why did Boston become the focal point of colonial protest against British policies?

Answer: Consider: Boston was a major port city whose citizens' livelihood was affected by the Sugar Act, Townshend Duties, and Tea Act. Boston had effective leadership of the popular faction from Samuel Adams, James Otis, and others (partly motivated by personal vendettas). Well organized workers' associations could be quickly mobilized for crowd action.

Page Ref:

Topic:

Skill: Explanatory

- 7) The text authors claim that the Coercive Acts (and Quebec Act) "produced feelings of solidarity with, rather than separation from, the Bostonians." Why did other colonists feel threatened by this legislation?

Answer: This legislation seemed a precursor to depriving all colonies of their liberties. Consider: suspension of the colonial charter; expanded role of the royal governor; replacement of elective offices with royal appointments; restrictions on town meetings; quartering of British troops; changing venue of trials for royal officials; in Quebec, more troops, no elected assembly, establishment of the Catholic church, and expanded territorial boundaries that conflicted with colonial land claims.

Page Ref:

Topic:

Skill: Explanatory

- 8) Assume the role of a colonist in 1770 who has experienced the turmoil of the 1760s. What conclusions do you draw from the experiences of that decade? How do you explain the course of events since the end of the French and Indian War?

Answer: Conclusion: the British Parliament was in the hands of power-hungry ministers who were plotting to rob colonists of their rights and liberties as British subjects. Only colonial vigilance and determined resistance could save the colonists from political slavery.

Page Ref:

Topic:

Skill: Interpretive

- 9) What evidence is there that colonial protest against the British Parliament after 1763 was based on principle? What evidence is there that it was based on the economic self-interest of the colonists? Which to you seems to be the best explanation of colonial motives? Why?

Answer: Principle: colonists appealed to their rights as English subjects under the British constitutional system. They willingly undertook economic boycotts of British trade as a means of resistance, even though that entailed sacrifice and financial deprivation on their part.

Economic self-interest: the Proclamation of 1763 threatened colonial land claims; the Sugar Act threatened profits from the illegal West Indies trade; the Tea Act threatened profits of smugglers of Dutch tea and of colonial middlemen.

Page Ref:

Topic:

Skill: Interpretive

- 10) If you were a delegate to the 1774 First Continental Congress, what would your position be on "the central question facing all the delegates," which was, "How belligerent [should] the colonies . . . be [toward the home government]"? What course of action would you propose? Why?

Answer: Radicals wanted continued resistance, military preparations, firmer intercolonial cooperation, and a well-policed economic boycott. Conservatives wanted reconciliation with Britain, more petitions, and a new plan of union that would give the colonies some measure of self-government. Radicals thought conservative measures would destroy their rights and liberties; conservatives thought radical measures would produce chaos.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Samuel Adams

Column 2: Organizer of the Sons of Liberty

Answer: Organizer of the Sons of Liberty

Page Ref: 93

Topic:

Skill:

- 2) Column 1: George III

Column 2: British monarch during the American Revolution

Answer: British monarch during the American Revolution

Page Ref: 95

Topic:

Skill:

- 3) Column 1: George Grenville

Column 2: Author of the Stamp Act

Answer: Author of the Stamp Act

Page Ref: 96

Topic:

Skill:

4) Column 1: Pontiac

Column 2: Native American chief who  
led rebellion against colonists  
in 1763

Answer: Native American chief who led rebellion against colonists in 1763

Page Ref: 96

Topic:

Skill:

5) Column 1: Andrew Oliver

Column 2: British stamp collector who  
resigned under colonial  
pressure

Answer: British stamp collector who resigned under colonial pressure

Page Ref: 100

Topic:

Skill:

6) Column 1: Patrick Henry

Column 2: Author of the Virginia  
Resolutions of 1765

Answer: Author of the Virginia Resolutions of 1765

Page Ref: 102

Topic:

Skill:

7) Column 1: John Dickinson

Column 2: Pennsylvania moderate who  
argued against declaring  
independence

Answer: Pennsylvania moderate who argued against declaring independence

Page Ref: 105

Topic:

Skill:

8) Column 1: Charles Townshend

Column 2: British official responsible for  
series of taxes on American  
imports in 1767

Answer: British official responsible for series of taxes on American imports in 1767

Page Ref: 105

Topic:

Skill:

9) Column 1: Crispus Attucks

Column 2: Mulatto colonist killed in the  
Boston Massacre

Answer: Mulatto colonist killed in the Boston Massacre

Page Ref: 110

Topic:

Skill:

10) Column 1: Thomas Gage

Column 2: Royal governor of  
Massachusetts; sent troops to  
Lexington and Concord

Answer: Royal governor of Massachusetts; sent troops to Lexington and Concord

Page Ref: 114

Topic:

Skill:



## Chapter 5 The Times That Tried Many Souls, 1775–1783

### Multiple Choice Questions

- 1) The phrase *rage militaire* refers to
- A) the peak of patriot enthusiasm for the Revolutionary War.
  - B) the British military's attitude toward putting down the colonial rebellion.
  - C) loyalists' anger toward American patriots.
  - D) Parliament's military strategy.

Answer: A

Page Ref: 122

Topic: Introduction

Skill: Factual

- 2) In 1774–1775, as they prepared for action in the colonies, British ministers believed they were embarking on
- A) a brief but decisive police action against a handful of colonial traitors.
  - B) a general mobilization to conduct a full-scale war of conquest in the colonies.
  - C) a long-term protracted war of revolution in North America.
  - D) the beginnings of an armed conflict that would likely come to involve the armies of the major powers of Europe.

Answer: A

Page Ref: 123

Topic: Reconciliation or Independence

Skill: Relational

- 3) Where was the "opening volley" of the War for Independence fired?
- A) Boston Common
  - B) Lexington Green
  - C) Concord Bridge
  - D) Bunker Hill

Answer: B

Page Ref: 123

Topic: Reconciliation or Independence

Skill: Factual

- 4) The most "radical" delegates at the Second Continental Congress — those wanting a formal declaration of independence — were from the
- A) New England colonies.
  - B) middle colonies.
  - C) Chesapeake colonies.
  - D) Carolinas and Georgia.

Answer: A

Page Ref: 125

Topic: Reconciliation or Independence

Skill: Factual

- 5) The "Declaration of the Causes and Necessity for Taking up Arms" drafted by the Second Continental Congress reflected the views of \_\_\_\_\_ delegates. Its "Olive Branch" petition reflected the views of the \_\_\_\_\_ delegates.

A) radical; radical  
B) moderate; moderate  
C) moderate; radical  
D) radical; moderate

Answer: B

Page Ref: 126

Topic: Reconciliation or Independence

Skill: Relational

- 6) The colonists' attempt to capture Canada early in the Revolutionary War failed when they lost a key battle at

A) Ticonderoga.  
B) Quebec.  
C) Montreal.  
D) Crown Point.

Answer: B

Page Ref: 130

Topic: Reconciliation or Independence

Skill: Factual

- 7) Because of the unusually high number of deaths in proportion to the number of troops engaged, \_\_\_\_\_ was the "bloodiest engagement" of the Revolutionary War.

A) Saratoga  
B) Yorktown  
C) Trenton  
D) Bunker Hill

Answer: D

Page Ref: 130

Topic: Reconciliation or Independence

Skill: Factual

- 8) Lord Dunmore, the royal governor of Virginia, outraged colonists there when he

A) rejected the "Olive Branch" petition submitted by the House of Burgesses.  
B) offered to free any slaves who would take up arms for the British.  
C) threatened to confiscate slaves and sell them to West Indian sugar planters.  
D) advised George III to end the slave trade to Virginia.

Answer: B

Page Ref: 130

Topic: Reconciliation or Independence

Skill: Relational

- 9) Virginia slaves were given an opportunity to win their freedom by joining
- A) a committee of correspondence.
  - B) Lord Dunmore's Ethiopian regiment.
  - C) the Sons of Liberty.
  - D) the Continental Association.

Answer: B

Page Ref: 130

Topic: Reconciliation or Independence

Skill: Factual

- 10) At the Second Continental Congress, who was the leading opponent of a resolution calling for a formal declaration of independence?
- A) Samuel Adams
  - B) John Dickinson
  - C) Richard Henry Lee
  - D) Benjamin Franklin

Answer: B

Page Ref: 131

Topic: Reconciliation or Independence

Skill: Factual

- 11) What did Thomas Paine's pamphlet *Common Sense* advocate?
- A) independence for the colonies
  - B) a constitutional monarchy for the new United States
  - C) a negotiated reconciliation with Great Britain
  - D) submission to Parliamentary authority

Answer: A

Page Ref: 131

Topic: Reconciliation or Independence

Skill: Factual

- 12) In 1776, Virginia delegate Richard Henry Lee submitted a resolution to the Second Continental Congress calling for all of the following EXCEPT
- A) making a declaration of independence.
  - B) creating a national government.
  - C) commissioning a Continental Army.
  - D) forming foreign alliances.

Answer: C

Page Ref: 131-132

Topic: Reconciliation or Independence

Skill: Factual

13) In the Declaration of Independence, the Second Continental Congress blamed \_\_\_\_\_ as the chief cause of grievance between the colonies and England.

- A) American "loyalists"
- B) King George III
- C) Parliament
- D) the Navigation Acts

Answer: B

Page Ref: 132

Topic: Reconciliation or Independence

Skill: Relational

14) The Second Continental Congress altered Jefferson's draft of the Declaration of Independence by deleting a statement about

- A) the Navigation Acts.
- B) the colonial slave trade.
- C) colonial alliances with foreign countries.
- D) American loyalists.

Answer: B

Page Ref: 132

Topic: Reconciliation or Independence

Skill: Factual

15) At the core of Lord Germaine's strategy for ending the rebellion in America was

- A) massing a huge army in Canada and invading New England.
- B) shattering the colonists' will to resist as quickly as possible.
- C) being firm but conciliatory while hoping for a negotiated settlement.
- D) dragging out a military campaign until the colonists ran out of men and resources.

Answer: B

Page Ref: 133

Topic: Without Visible Allies: The War in the North

Skill: Factual

16) During the Revolutionary War, both the British and the American armies were primarily composed of

- A) poor recruits.
- B) middle-class volunteers.
- C) foreign mercenaries.
- D) a broad cross-section of their respective populations.

Answer: A

Page Ref: 133, 137

Topic: Without Visible Allies: The War in the North

Skill: Relational

17) During the campaign in New York and New Jersey in 1776, British General William Howe failed

- A) to amass enough troops for the campaign.
- B) to capture the port of New York.
- C) to make good use of American loyalists.
- D) All of the above.

Answer: C

Page Ref: 136

Topic: Without Visible Allies: The War in the North

Skill: Factual

18) What is the chief significance of Washington's victories at Trenton and Princeton?

- A) They resulted in a new outpouring of popular support for Washington's Continental Army.
- B) They boosted the morale and confidence of a near-extinct Continental Army.
- C) They forced British General Howe to move his troops into winter encampment.
- D) They compelled the British to abandon their effort to make New York the headquarters for British operations in America.

Answer: B

Page Ref: 136

Topic: Without Visible Allies: The War in the North

Skill: Relational

19) Between 1774 and 1777, the French

- A) repeatedly expressed their sympathy for colonial pleas for political liberty and republican government.
- B) sided with Britain because they saw the American Revolution as a threat to monarchy and imperial authority.
- C) secretly funneled war goods, loans, and subsidies to the American colonists.
- D) remained indifferent toward the affairs of England and her colonies.

Answer: C

Page Ref: 139

Topic: Rescuing the Patriots: Toward Global Conflict

Skill: Factual

20) Britain's Hudson Highlands campaign strategy for 1777 called for

- A) invading the Southern colonies.
- B) pursuing and destroying the main Continental Army.
- C) holding the colonial cities and abandoning the countryside to the colonists.
- D) cutting off New England from the remainder of the colonies.

Answer: D

Page Ref: 140

Topic: Rescuing the Patriots: Toward Global Conflict

Skill: Factual

- 21) What campaign best illustrates that the British could not achieve ultimate victory by capturing the "strategic center" of the colonies?
- A) the Hudson Highlands strategy
  - B) the British losses at Trenton and Princeton
  - C) General Howe's seizure of Philadelphia
  - D) the Battle of Saratoga

Answer: C

Page Ref: 140

Topic: Rescuing the Patriots: Toward Global Conflict

Skill: Relational

- 22) Both British General William Howe and General John Burgoyne made the mistake of
- A) refusing to negotiate for the aid of Indians in their military operations.
  - B) underestimating the will and commitment of their opponents.
  - C) conducting extremely brutal campaigns that incited further colonial resistance.
  - D) ignoring the strategic plans laid out by Lord Germaine.

Answer: B

Page Ref: 141

Topic: Rescuing the Patriots: Toward Global Conflict

Skill: Relational

- 23) What was the primary significance of the Battle of Saratoga?
- A) It caused England to initiate talks for ending the war.
  - B) It began an eventually successful colonial invasion of Canada.
  - C) It encouraged the French to commit to an open alliance with the colonists.
  - D) It was the bloodiest battle of the War for American Independence.

Answer: C

Page Ref: 141

Topic: Rescuing the Patriots: Toward Global Conflict

Skill: Relational

- 24) American troops in the War for Independence benefited from training supplied by
- A) the Marquis de Lafayette.
  - B) Joseph Brant
  - C) Friedrich von Steuben.
  - D) Thomas Gage.

Answer: C

Page Ref: 142

Topic: The World Turned Upside Down

Skill: Interpretive

- 25) After 1777, France's chief territorial objective was to gain control of
- A) Canada.
  - B) the British West Indies.
  - C) Gibraltar.
  - D) England's American colonies.

Answer: B

Page Ref: 142

Topic: The World Turned Upside Down

Skill: Factual

- 26) Among the following, who was the most aggressive British general during the War for Independence?
- A) Henry Clinton
  - B) William Howe
  - C) Thomas Gage
  - D) Charles Cornwallis

Answer: D

Page Ref: 143

Topic: The World Turned Upside Down

Skill: Relational

- 27) British strategy after 1777 relied heavily on
- A) major engagements with Washington's army in the northern colonies.
  - B) help from American loyalist forces in the South.
  - C) holding Philadelphia, the colonial capital.
  - D) neutralizing the major Indian tribes in the Southeast.

Answer: B

Page Ref: 143

Topic: The World Turned Upside Down

Skill: Factual

- 28) The only occasion during the War for American Independence where the British captured an American army was at
- A) Guilford Courthouse.
  - B) Cowpens.
  - C) King's Mountain.
  - D) Charleston.

Answer: D

Page Ref: 143

Topic: The World Turned Upside Down

Skill: Factual

29) Who was the brilliant commander of American troops who harassed General Cornwallis's army in 1781?

- A) Philip Schuyler
- B) Horatio Gates
- C) Thomas Gage
- D) Nathanael Greene

Answer: D

Page Ref: 145

Topic: The World Turned Upside Down

Skill: Factual

30) The final major battle of the American Revolution occurred at

- A) King's Mountain.
- B) Saratoga.
- C) New York.
- D) Yorktown.

Answer: D

Page Ref: 146

Topic: The World Turned Upside Down

Skill: Factual

31) Why was General Cornwallis forced to surrender his army at Yorktown?

- A) The French fleet controlled entry into Chesapeake Bay.
- B) He had abandoned the Southern strategy designed for his campaign.
- C) Colonial and French troops outnumbered his army by about two to one.
- D) All of the above.

Answer: D

Page Ref: 145

Topic: The World Turned Upside Down

Skill: Relational

32) In the 1783 Treaty of Paris, the new boundaries of the United States were set at the \_\_\_\_\_ in the North, the \_\_\_\_\_ in the West, and \_\_\_\_\_ in the South.

- A) Great Lakes; Appalachian Mountains; Spanish Florida
- B) Ohio River; Mississippi River; the Gulf of Mexico
- C) Great Lakes; Mississippi River; Spanish Florida
- D) St. Lawrence River; Appalachian Mountains; the Gulf of Mexico

Answer: C

Page Ref: 146

Topic: The World Turned Upside Down

Skill: Factual



- 33) In the 1783 Treaty of Paris that ended the Revolutionary War, Britain demanded that the United States
- A) give up its fishing rights off the coast of Eastern Canada.
  - B) restore the rights and property of American loyalists.
  - C) cancel its prewar debt to British merchants.
  - D) observe the rights of Indians living west of the Appalachian Mountains.

Answer: B

Page Ref: 147

Topic: The World Turned Upside Down

Skill: Factual

- 34) Arrange the following in the order in which they occurred.
- A) Battle of Saratoga
  - B) Battle of Yorktown
  - C) Battle of Charleston
  - D) Battle of Trenton
- A) D, C, B, A
  - B) C, A, D, B
  - C) A, D, B, C
  - D) D, A, C, B

Answer: D

Page Ref: 147

Topic: The World Turned Upside Down

Skill: Relational

- 35) Who was the most cautious of the British generals who planned the strategy against the rebel forces in Boston in 1775?
- A) Thomas Gage
  - B) Henry Clinton
  - C) John Burgoyne
  - D) William Howe

Answer: A

Page Ref: 128

Topic: The Battle of Bunker Hill

Skill: Factual

- 36) The British generals who commanded at Bunker Hill decided on a tactic of
- A) divide and conquer.
  - B) siege warfare.
  - C) hit-and-run raids.
  - D) frontal assault.

Answer: D

Page Ref: 128

Topic: The Battle of Bunker Hill

Skill: Factual

- 37) Most of the American colonial rebels who were killed in the Battle of Bunker Hill died from
- A) musket fire.
  - B) bayonet wounds.
  - C) disease and infection.
  - D) the artillery barrage.

Answer: B

Page Ref: 128

Topic: The Battle of Bunker Hill

Skill: Relational

- 38) The Battle of Bunker Hill is misnamed because it was actually fought on
- A) Dorchester Heights.
  - B) Breed's Hill.
  - C) King's Mountain.
  - D) Charleston peninsula.

Answer: B

Page Ref: 129

Topic: The Battle of Bunker Hill

Skill: Factual

## Essay Questions

- 1) Summarize the rationale Thomas Jefferson used to justify independence for the colonies. Who did he blame for the colonies' problems? Why?

Answer: Jefferson argued that Americans had been robbed of their natural rights and liberties, the king had failed to fulfill his role as servant of the people, and Britain had begun unjustified war against the colonists. He blamed the king for not controlling his corrupt ministers.

Page Ref:

Topic:

Skill: Descriptive

- 2) What was the role of colonial loyalists in the American Revolution? What did they contribute?

Answer: Loyalists stood ready to help the British, even to enlist as auxiliary troops, but they were left dangerously exposed by British actions and indifference. Loyalist units were of considerable aid to Cornwallis in the Southern strategy after 1778.

Page Ref:

Topic:

Skill: Descriptive

- 3) Summarize the reasons why the colonists won the War for American Independence. In the summary, arrange the reasons in order of descending importance.

Answer: Consider: poor British generalship; British logistical problems; the innovative leadership of Washington; persistence of the Continental Army; vastness of the North American terrain; absence of a strategic center in the colonies; French aid to the colonists; failure of British will.

Page Ref:

Topic:

Skill: Descriptive

- 4) Compare and contrast the advantages of the colonists and the British as the Revolutionary War began. What role did these early factors play in the eventual outcome of the war?

Answer: British advantages: large, experienced, and well-trained army, Royal Navy, potential for loyalist aid.

American advantages: defensive war; commitment to a cause; Washington's capacity to learn; fighting on their own soil.

Page Ref:

Topic:

Skill: Explanatory

- 5) How do you suppose southern planters could lead a rebellion against an English government they feared was threatening their rights and liberties, and, at the same time, hold thousands of blacks as their slaves? Explain this apparent inconsistency.

Answer: The inconsistency was apparent to many and it bothered them. Most, though, were able to draw a distinction between the racial slavery they controlled and the political slavery they feared from Britain. As British subjects and members of the colonial elite, they had rights and liberties; slaves were not British subjects and were assumed to be an inferior people.

Page Ref:

Topic:

Skill: Explanatory

- 6) The text authors contend that Washington's decision to defend New York was "one of the great blunders of the [Revolutionary] war." Why?

Answer: Washington (acting under Congress's orders) nearly allowed his army to be trapped and captured. Had that happened, at that time, the war would likely have been over.

Page Ref:

Topic:

Skill: Explanatory

- 7) Assess the French contribution to the American victory in the Revolutionary War. Could the Americans have won without French help? Explain why, or why not.

Answer: French aid was critical--covert loans and war material was vital to keeping Washington's army together in the early going. French troops and the French navy were decisive at Yorktown.

Page Ref:

Topic:

Skill: Explanatory

- 8) Suppose yourself a delegate at the Second Continental Congress in 1775. Would you be among the radicals demanding independence or with the moderates seeking reconciliation with England? Why?

Answer: Radical: fighting had already started; the British showed no inclination for reconciliation; the king had already declared the colonies in rebellion; independence seemed the only way to guarantee colonists' rights and liberties.

Moderate: colonists could not hope to win a war against Britain; a war would bring disorder and chaos to the colonies.

Page Ref:

Topic:

Skill: Interpretive

- 9) Evaluate the wisdom of British military strategy in 1776, and again in 1778-1781. Were these strategies sound? Why did they fail to achieve victory for the British?

Answer: The Hudson Heights strategy in 1776 was a sound "divide and conquer" strategy. It failed because Howe failed to stick to the plan. The Southern strategy in 1778-1781 was also sound, but Cornwallis was too aggressive to implement it well and he eventually abandoned it altogether.

Page Ref:

Topic:

Skill: Interpretive

- 10) Imagine you are a fairly "typical" soldier in Washington's Continental Army. Why did you join the army and why are you staying with it?

Answer: A long-term stint in the Continental Army promised food, clothing, pay, and the potential for land ownership to men and women who had little to lose. Public indifference was disheartening, but Washington's leadership inspired his troops to sustain their effort until independence was won.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

Match the person with a description of his or her major accomplishment.

- 1) Column 1: Benedict Arnold

Column 2: American officer who  
switched to the British side  
during the American  
Revolution

Answer: American officer who switched to the British side during the American Revolution

Page Ref: 130

Topic:

Skill:

- 2) Column 1: Lord Dunmore

Column 2: Royal governor of Virginia  
who offered freedom to slaves  
in exchange for military  
service

Answer: Royal governor of Virginia who offered freedom to slaves in exchange for military service

Page Ref: 130

Topic:

Skill:

- 3) Column 1: Thomas Paine

Column 2: Author of *Common Sense*

Answer: Author of *Common Sense*

Page Ref: 131

Topic:

Skill:

- 4) Column 1: Thomas Jefferson

Column 2: Primary author of the  
Declaration of Independence

Answer: Primary author of the Declaration of Independence

Page Ref: 132

Topic:

Skill:

- 5) Column 1: Lord Cornwallis

Column 2: British officer who  
surrendered at Yorktown

Answer: British officer who surrendered at Yorktown

Page Ref: 134

Topic:

Skill:

6) Column 1: John Burgoyne

Column 2: British officer who  
surrendered at Saratoga

Answer: British officer who surrendered at Saratoga

Page Ref: 140

Topic:

Skill:

7) Column 1: Joseph Brant

Column 2: Mohawk chief who sided with  
the British during the  
American Revolution

Answer: Mohawk chief who sided with the British during the American Revolution

Page Ref: 141

Topic:

Skill:

8) Column 1: Horatio Gates

Column 2: American hero at Saratoga

Answer: American hero at Saratoga

Page Ref: 141

Topic:

Skill:

9) Column 1: Friedrich von Steuben

Column 2: Prussian who helped train  
American troops during the  
Revolution

Answer: Prussian who helped train American troops during the Revolution

Page Ref: 142

Topic:

Skill:

## Chapter 6 Securing the Republic and Its Ideals, 1776–1789

### Multiple Choice Questions

- 1) In the late eighteenth century, common American attitudes held that
- A) women were second-class human beings.
  - B) political equality extended to all races and genders.
  - C) economic opportunity should be extended to all races.
  - D) all religions were worthy of respect.

Answer: A

Page Ref: 152

Topic: Introduction

Skill: Interpretive

- 2) The experiences of Phyllis Wheatley and Nancy Shippen illustrate that the primary goal of the leaders of the American Revolution was to
- A) secure human rights.
  - B) implement social equality.
  - C) guarantee economic opportunity.
  - D) establish an independent nation.

Answer: D

Page Ref: 153

Topic: Introduction

Skill: Relational

- 3) As the states began drafting their own constitutions during the Revolutionary War, there was general agreement that they should be based on all of the following EXCEPT
- A) representative government.
  - B) the rule of law.
  - C) popular sovereignty.
  - D) separation of powers.

Answer: D

Page Ref: 153

Topic: Establishing New Republican Governments

Skill: Relational

- 4) New state leaders divided into "radical" and "elitist" factions over the level of confidence each had in the concept of
- A) federalism.
  - B) public virtue.
  - C) republicanism.
  - D) government by consent.

Answer: B

Page Ref: 153

Topic: Establishing New Republican Governments

Skill: Relational

- 5) The "natural aristocracy" of the new states rejected the view that
- A) the governing authority of the new nation should be decentralized in order to bring it closer to the people.
  - B) there should be no limits placed on the implementation of republican ideals.
  - C) citizens could be trusted to govern themselves without abusing public privileges for private advantage.
  - D) traditional notions of hierarchy and deference had no place in the social and political relationships of the new nation.

Answer: C

Page Ref: 153

Topic: Establishing New Republican Governments

Skill: Relational

- 6) Those who dominated the first state constitutional conventions stressed all of the following EXCEPT
- A) expansion of the right to vote.
  - B) popular sovereignty.
  - C) states' rights.
  - D) deferential politics.

Answer: D

Page Ref: 154

Topic: Establishing New Republican Governments

Skill: Relational

- 7) \_\_\_\_\_ produced the most democratic of the first state constitutions, while \_\_\_\_\_ was the least democratic.
- A) New York; Georgia's
  - B) Virginia; New Hampshire's
  - C) Pennsylvania; Maryland's
  - D) South Carolina; North Carolina's

Answer: C

Page Ref: 154

Topic: Establishing New Republican Governments

Skill: Factual

- 8) What was the unique feature of the New Jersey state constitution?
- A) It created a unicameral (one-chamber) legislature.
  - B) It allowed some women to vote.
  - C) It did not require voters to own property.
  - D) It did not provide for an office of governor.

Answer: B

Page Ref: 154

Topic: Establishing New Republican Governments

Skill: Factual



9) Because of the new state constitutions, more \_\_\_\_\_ began to hold higher political offices during the Revolution.

- A) free blacks
- B) property-owning women
- C) wealthy elitists
- D) common white males

Answer: D

Page Ref: 155

Topic: Establishing New Republican Governments

Skill: Relational

10) When originally drafted, the Articles of Confederation expressed a strong sentiment for \_\_\_\_\_; but by the time they went out for ratification, the Articles assured the dominance of \_\_\_\_\_.

- A) states' rights; nationalism
- B) localism; federalism
- C) checks and balances; executive authority
- D) a strong national government; state sovereignty

Answer: D

Page Ref: 155–156

Topic: Establishing New Republican Governments

Skill: Relational

11) One major weakness of the Articles of Confederation was

- A) excessive power in the Executive Branch.
- B) Congress's inability to tax.
- C) limitations placed on state power.
- D) Congress's inability to negotiate treaties.

Answer: B

Page Ref: 156

Topic: Establishing New Republican Governments

Skill: Interpretive

12) "Nationalists" of the 1780s called for

- A) states' rights.
- B) the abolition of slavery.
- C) limited taxing authority for the national government.
- D) a stronger central government.

Answer: D

Page Ref: 156

Topic: Crisis of the Confederation

Skill: Factual

- 13) The long delay of the ratification of the Articles of Confederation until 1781 was primarily the consequence of a dispute over
- A) western land claims.
  - B) slavery.
  - C) congressional representation.
  - D) taxation.

Answer: A

Page Ref: 156

Topic: Crisis of the Confederation

Skill: Relational

- 14) The Continental Congress financed the Revolutionary War from revenue raised by all of the following means EXCEPT
- A) foreign loans.
  - B) paper currency.
  - C) interest-bearing notes.
  - D) import duties.

Answer: D

Page Ref: 158

Topic: Crisis of the Confederation

Skill: Relational

- 15) The Impost Plan proposed in 1781 would have raised revenues from
- A) property taxes.
  - B) customs' collections.
  - C) personal income taxes.
  - D) the states.

Answer: B

Page Ref: 158

Topic: Crisis of the Confederation

Skill: Factual

- 16) Why were the disgruntled military officers at Newburgh upset?
- A) Nationalists dominated the Continental Congress.
  - B) Congress passed the Impost Plan.
  - C) They feared they would not be paid their pensions.
  - D) George Washington threatened to lead a military coup.

Answer: C

Page Ref: 158

Topic: Crisis of the Confederation

Skill: Relational

- 17) Efforts to amend the Articles of Confederation
- A) succeeded completely.
  - B) were partially successful.
  - C) failed because of the opposition of one state.
  - D) were never made.

Answer: C

Page Ref: 158

Topic: Crisis of the Confederation

Skill: Interpretive

- 18) After the Revolutionary War, New England farmers, merchants, and shipbuilders were hard hit by being excluded from trade with
- A) the southern states.
  - B) France.
  - C) the British West Indies.
  - D) England.

Answer: C

Page Ref: 160

Topic: Crisis of the Confederation

Skill: Relational

- 19) Following the Revolutionary War, the American economy was characterized by
- A) rapid recovery from a postwar depression.
  - B) an unfavorable balance of trade with England.
  - C) booming new trade with the French and Dutch.
  - D) significant growth of domestic manufacturing.

Answer: B

Page Ref: 160

Topic: Crisis of the Confederation

Skill: Factual

- 20) Who disapproved of the terms of the Jay-Gardoqui negotiations?
- A) eastern merchants
  - B) the Middle-Atlantic states
  - C) the South
  - D) All of the above.

Answer: C

Page Ref: 160-161

Topic: Crisis of the Confederation

Skill: Factual

21) What was the source of Shays's Rebellion?

- A) economic depression
- B) discontent in the army
- C) religious intolerance
- D) racial hostility

Answer: A

Page Ref: 161

Topic: Crisis of the Confederation

Skill: Relational

22) As the 1780s progressed, the growing concern of "nationalists" in the new republic was that

- A) individuals and states acted on self-interest, not public virtue.
- B) the Articles of Confederation had located too much authority in Congress, too little in the states.
- C) Congress was investing too much effort in foreign policy, too little in financial issues.
- D) America's virtuous citizenry did not require the constraining hand of central authority.

Answer: A

Page Ref: 162

Topic: Crisis of the Confederation

Skill: Factual

23) The ferment of change that accompanied the American Revolution produced

- A) the repeal of laws that restricted the inheritance of private property.
- B) the disestablishment of the Congregational church in New England.
- C) a more even distribution of wealth in America.
- D) significant gains in the political rights of women.

Answer: A

Page Ref: 162-163

Topic: Human Rights and Social Change

Skill: Factual

24) By 1788, the Congress of the Articles of Confederation had

- A) established a national land policy.
- B) ended the postwar depression.
- C) enacted the Impost Plan to raise revenue.
- D) opened the Mississippi River to American trade.

Answer: A

Page Ref: 163-164

Topic: Human Rights and Social Change

Skill: Factual

25) The Land Ordinance of 1787

- A) provided for the orderly survey and sale of public land.
- B) granted free homesteads to families of modest means.
- C) banned slavery in territories north of the Ohio River.
- D) allowed territorial governments to print currency and mint coins.

Answer: C

Page Ref: 164

Topic: Human Rights and Social Change

Skill: Factual

26) The land policies adopted by Congress in the 1780s proved to be most beneficial to

- A) poor families.
- B) land speculators.
- C) squatters.
- D) Native Americans.

Answer: B

Page Ref: 164

Topic: Human Rights and Social Change

Skill: Factual

27) Increasing educational opportunities for women in the Revolutionary era were meant to

- A) broaden the scope of motherhood.
- B) encourage individual development and self-fulfillment.
- C) gain women equality with men.
- D) secure political rights for women.

Answer: A

Page Ref: 165

Topic: Human Rights and Social Change

Skill: Relational

28) Which was the first of the original thirteen states to abolish slavery?

- A) New York
- B) Massachusetts
- C) Rhode Island
- D) Pennsylvania

Answer: D

Page Ref: 166-167

Topic: Human Rights and Social Change

Skill: Factual

- 29) The inherent tension between human rights and property rights that troubled the Revolutionary generation was most apparent in its dealing with
- A) the disestablishment of churches.
  - B) criminal codes.
  - C) slavery.
  - D) women's rights.

Answer: C

Page Ref: 166

Topic: Human Rights and Social Change

Skill: Relational

- 30) Thomas Jefferson did NOT
- A) believe blacks were inherently inferior to whites.
  - B) fear dire consequences for the United States if slavery were continued.
  - C) free his own slaves in his will.
  - D) propose to ban slavery from territories north of the Ohio River.

Answer: C

Page Ref: 167

Topic: Human Rights and Social Change

Skill: Factual

- 31) During the last three decades of the eighteenth century, free blacks in America did NOT
- A) move to northern port cities.
  - B) live in segregated neighborhoods.
  - C) establish their own churches and schools.
  - D) decline in numbers.

Answer: D

Page Ref: 167

Topic: Human Rights and Social Change

Skill: Factual

- 32) The stated purpose of the Constitutional Convention of 1787 was to
- A) create a whole new government.
  - B) amend state constitutions.
  - C) create an independent executive.
  - D) amend the Articles of Confederation.

Answer: D

Page Ref: 171

Topic: Second New Beginning, New National Government

Skill: Factual

- 33) Most of the delegates who attended the 1787 Constitutional Convention were
- A) ordinary citizens.
  - B) nationalists.
  - C) Shaysites.
  - D) states' rightists.

Answer: B

Page Ref: 171-172

Topic: Second New Beginning, New National Government

Skill: Factual

- 34) The man sometimes known as the "Father of the Constitution" is
- A) James Madison.
  - B) George Washington.
  - C) Thomas Jefferson.
  - D) William Paterson.

Answer: A

Page Ref: 172

Topic: Second New Beginning, New National Government

Skill: Factual

- 35) The fundamental difference between the Virginia Plan and the New Jersey Plan at the Constitutional Convention concerned the matter of
- A) granting the new national government the power to levy taxes and regulate trade.
  - B) the power given to the presidency.
  - C) how states and their citizens would be represented in the new national government.
  - D) the future of slavery in the new nation.

Answer: C

Page Ref: 172

Topic: Second New Beginning, New National Government

Skill: Relational

- 36) The "New Jersey Plan" presented at the Constitutional Convention called for
- A) a bicameral legislature.
  - B) new taxing power for Congress.
  - C) an independent executive.
  - D) proportional representation in Congress.

Answer: B

Page Ref: 172

Topic: Second New Beginning, New National Government

Skill: Factual

- 37) The "Great Compromise" at the Constitutional Convention settled a lengthy debate over
- A) slavery.
  - B) political representation.
  - C) how to elect the president.
  - D) taxation.

Answer: B

Page Ref: 172-173

Topic: Second New Beginning, New National Government

Skill: Factual

- 38) The outcome of debates over slavery at the Constitutional Convention suggests that the first priority of the delegates there was to
- A) remove all barriers to the full practice of human rights.
  - B) abolish slavery.
  - C) perpetuate slavery.
  - D) create a strong union with a powerful central government.

Answer: D

Page Ref: 173

Topic: Second New Beginning, New National Government

Skill: Relational

- 39) The "Three-fifths Compromise" at the Constitutional Convention settled a debate over
- A) slavery.
  - B) political representation.
  - C) land policy.
  - D) federal imposts.

Answer: A

Page Ref: 173

Topic: Second New Beginning, New National Government

Skill: Factual

- 40) Delegates at the Constitutional Convention decided that the president could NOT
- A) be elected by direct vote of the people.
  - B) serve as commander in chief of the armed forces.
  - C) negotiate treaties with foreign nations.
  - D) be impeached by Congress.

Answer: A

Page Ref: 173

Topic: Second New Beginning, New National Government

Skill: Factual



- 41) In the debate over ratification, those who favored the new Constitution were known as
- A) Moderates.
  - B) Patriots.
  - C) Federalists.
  - D) Anti-Federalists.

Answer: C

Page Ref: 174

Topic: Second New Beginning, New National Government

Skill: Factual

- 42) The *Federalist Papers* expressed the views of
- A) supporters of the Constitution.
  - B) Anti-Federalists.
  - C) states' rightists.
  - D) state legislatures.

Answer: A

Page Ref: 174

Topic: Second New Beginning, New National Government

Skill: Factual

- 43) As they saw it, delegates to the Constitutional Convention were devising a structure of government that would limit the powers of
- A) factions and interest groups.
  - B) state and national governments.
  - C) majorities and minorities.
  - D) All of the above.

Answer: D

Page Ref: 174

Topic: Second New Beginning, New National Government

Skill: Relational

- 44) The Constitution, when finished, reflected the convention delegates' faith in all of the following EXCEPT
- A) checks and balances.
  - B) public virtue.
  - C) representative government.
  - D) popular sovereignty.

Answer: B

Page Ref: 174

Topic: Second New Beginning, New National Government

Skill: Relational

- 45) One objection the Antifederalists had to the new Constitution was that it did NOT contain a
- A) procedure for state ratification of the new Constitution.
  - B) specific list of powers granted to the new national government.
  - C) list of individual rights and fundamental liberties of the people.
  - D) provision for proportional representation in the national legislature.

Answer: C

Page Ref: 175

Topic: Second New Beginning, New National Government

Skill: Factual

- 46) Thomas Malthus argued that
- A) people were naturally good and society's problems could be solved by the application of human reason.
  - B) modern science guaranteed that in the future there would be no crime, poverty, or disease.
  - C) human population growth would inevitably exceed the growth of the world's food supply.
  - D) population tends to grow arithmetically, while subsistence grows geometrically.

Answer: C

Page Ref: 168

Topic: Birth Control in the Early Republic

Skill: Factual

- 47) The "demographic transition" identifies the
- A) famine, disease, and war that accompany world population growth.
  - B) decline of the birth rate in early nineteenth-century America.
  - C) late eighteenth century debate on whether humans were capable of improving society.
  - D) growth of a large ethnic minority population in late eighteenth-century America.

Answer: B

Page Ref: 168

Topic: Birth Control in the Early Republic

Skill: Factual

- 48) In part, the drop in fertility among American women in the early nineteenth century was due to the
- A) sudden perfection of contraceptive devices.
  - B) urbanization of the population.
  - C) declining value of children as economic assets to the family.
  - D) All of the above.

Answer: C

Page Ref: 168

Topic: Birth Control in the Early Republic

Skill: Relational

49) What was the LEAST frequently used method of birth control in early nineteenth-century America?

- A) abortion
- B) douching
- C) *coitus interruptus*
- D) the condom

Answer: D

Page Ref: 169

Topic: Birth Control in the Early Republic

Skill: Relational

## Essay Questions

- 1) Identify yourself as a "radical" or an "elitist" Revolutionary leader. Describe your views on human rights, popular sovereignty, republicanism, and public virtue.

Answer: The radical would be an enthusiast for all these concepts. His faith in public virtue would lead him to endorse popular sovereignty to implement republican principles and achieve human rights.

The elitist would be skeptical of these concepts. His lack of faith in human virtue would lead him to insist on a natural aristocracy of leadership to implement republican principles and a system of government based on popular sovereignty to achieve human rights (which would likely be secondary to political stability and secure property rights).

Page Ref:

Topic:

Skill: Descriptive

- 2) The text authors observe that "In trying to protect property rights while expanding human rights, . . . Revolutionary leaders learned that the two could clash." Cite at least three specific cases when these two values did clash and describe the outcome.

Answer: Consider: the problem with slavery; women's rights in a male dominated society; disposition of the public domain; Shays's Rebellion. Property rights prevailed at the time.

Page Ref:

Topic:

Skill: Descriptive

- 3) Take the role of a woman in the Revolutionary era. Describe what the Revolution has done for you and what you would like it to have done that it did not.

Answer: It assigned women a more exalted role of teaching children republican principles and public virtue. It also reduced slightly the husband's and parent's domination of women, and it opened doors to formal and higher education for women. It did not give women political rights or expand their role outside the family.

Page Ref:

Topic:

Skill: Descriptive

- 4) Take the role of a slave in the Revolutionary era. Describe what the Revolution has done for you and what you would like it to have done that it did not.

Answer: The Revolution led to the abolition of slavery in northern states, banned slavery from the Old Northwest, placed a limit on the slave trade, and eased manumission in the South. It did not free southern slaves (where most lived), and it did not move the Revolutionary generation to live up to its stated ideals of liberty, equality, etc.

Page Ref:

Topic:

Skill: Descriptive

- 5) Explain why in the "first constitutional settlement of the Revolution," the views of "radical" Revolutionaries dominated.

Answer: Consider: reaction against the "tyranny" of the King and royal governors; fear of repeating the "corruption" of Parliament; faith in the public virtue of the American people was yet untested, but seemed promising.

Page Ref:

Topic:

Skill: Explanatory

- 6) Assume you are a "nationalist" during the "critical period" of the 1780s. Explain why you think there is a need for a new constitution.

Answer: Consider: failure of states to cooperate with each other or with the Congress; powerlessness of Congress affected public finances and foreign affairs, and threatened the success of the republican experiment; need for stable government and secure property rights.

Page Ref:

Topic:

Skill: Explanatory

- 7) Write an argument justifying the text authors' claim that "the land ordinances [of 1784, 1785, and 1787] may have been the most significant" legislation of the Confederation period.

Answer: Congress established a policy for disposing of the public domain. It created a model for governing territories and prescribed a procedure for their transition to statehood. It also opened the West to settlement by planning for the survey and sale of public lands.

Page Ref:

Topic:

Skill: Explanatory

- 8) A later generation will condemn the 1787 Constitution as a "pro-slavery" document. Explain how they could see it that way.

Answer: Not only did the Constitution not abolish slavery, it gave it legitimacy in the republic. For example, it counted slaves for taxation and representation (Three-fifths Compromise), and acquiesced in the temporary continuation of the slave trade and the return of runaway slaves.

Page Ref:

Topic:

Skill: Explanatory

- 9) Assume you are an ordinary farmer in 1789. Express your views on the proposed new Constitution of the United States. Tell why you will vote for a Federalist or an Antifederalist as a delegate to your state's ratifying convention.

Answer: Federalist — promise of stability; protection of property; economic opportunity from opening foreign markets.

Antifederalist — threat to local control; distant national government will have power to tax; Constitution doesn't guarantee individual liberties; places wealthy elite in control of government

Page Ref:

Topic:

Skill: Interpretive

- 10) Evaluate the Constitution as a successful solution to the perceived weaknesses of the Articles of Confederation.

Answer: The new Constitution did create a stronger national government, which was the chief weakness of the Articles in the eyes of the nationalists. The new government could now tax, regulate trade, negotiate treaties, coin money, and maintain domestic tranquility.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Phyllis Wheatley

Column 2: African American poet during the revolutionary era

Answer: African American poet during the revolutionary era

Page Ref: 151

Topic:

Skill:

- 2) Column 1: Alexander Hamilton

Column 2: A leading "nationalist" of the 1780s

Answer: A leading "nationalist" of the 1780s

Page Ref: 158

Topic:

Skill:

- 3) Column 1: James Madison

Column 2: Author of the Virginia Plan

Answer: Author of the Virginia Plan

Page Ref: 158

Topic:

Skill:

4) Column 1: John Jay

Column 2: One of the authors of *The Federalist Papers*

Answer: One of the authors of *The Federalist Papers*

Page Ref: 160

Topic:

Skill:

5) Column 1: Daniel Shays

Column 2: Leader of a farmers' rebellion  
in Massachusetts

Answer: Leader of a farmers' rebellion in Massachusetts

Page Ref: 161

Topic:

Skill:

6) Column 1: Benjamin Banneker

Column 2: African American astronomer  
and mathematician

Answer: African American astronomer and mathematician

Page Ref: 167

Topic:

Skill:

7) Column 1: William Paterson

Column 2: Author of the New Jersey Plan

Answer: Author of the New Jersey Plan

Page Ref: 172

Topic:

Skill:

## Chapter 7 The Formative Decade, 1790–1800

### Multiple Choice Questions

- 1) The 1790 census revealed that, compared to European countries, the American population was all of the following EXCEPT
- A) exceptionally diverse.
  - B) extraordinarily youthful.
  - C) growing rapidly.
  - D) remarkably large.

Answer: D

Page Ref: 182–183

Topic: The Roots of American Economic Growth

Skill: Factual

- 2) According to the 1790 census, most whites at that time
- A) lived west of the Appalachian Mountains.
  - B) owned slaves.
  - C) lived in cities.
  - D) were of English ancestry.

Answer: D

Page Ref: 183

Topic: The Roots of American Economic Growth

Skill: Factual

- 3) To begin putting the new national government into operation, the House of Representatives did all of the following EXCEPT
- A) place a tax on imports.
  - B) create several executive offices.
  - C) organize the federal judiciary.
  - D) define the powers of the president.

Answer: D

Page Ref: 184

Topic: Implementing the Constitution

Skill: Factual

- 4) The Bill of Rights guaranteed that the power of \_\_\_\_\_ could not infringe upon the rights of \_\_\_\_\_.
- A) the national government; individuals
  - B) the President; Congress
  - C) Congress; the federal judiciary
  - D) the states; the national government

Answer: A

Page Ref: 184

Topic: Implementing the Constitution

Skill: Relational

5) Which one of the following was NOT in President Washington's first cabinet?

- A) Thomas Jefferson
- B) Alexander Hamilton
- C) Edmund Randolph
- D) John Jay

Answer: D

Page Ref: 184–185

Topic: Implementing the Constitution

Skill: Factual

6) What was the most pressing problem facing the new government in 1790?

- A) the threat of social disintegration
- B) the likelihood of foreign invasion
- C) the existence of a sizeable national debt
- D) the heated controversies of the political parties

Answer: C

Page Ref: 185

Topic: Implementing the Constitution

Skill: Factual

7) Alexander Hamilton believed that the future stability of the United States depended upon an alliance between \_\_\_\_\_ and \_\_\_\_\_; thus, in the jargon of the day, he was a \_\_\_\_\_.

- A) the United States, France; Francophile
- B) wealthy citizens, the federal government; nationalist
- C) Protestants, Catholics; ecumenical
- D) ordinary people, state governments; democrat

Answer: B

Page Ref: 185

Topic: Implementing the Constitution

Skill: Relational

8) Alexander Hamilton argued that

- A) states should be required to pay their own debts.
- B) speculators in government security bonds should be paid the full face value of those bonds.
- C) the new government should not be held accountable for the debts of the Articles of Confederation Congress.
- D) the new government should completely and immediately retire all public debts.

Answer: B

Page Ref: 185

Topic: Implementing the Constitution

Skill: Factual



- 9) Alexander Hamilton's funding and assumption programs suggest that he believed that humans were fundamentally motivated by
- A) a humanitarian concern for the welfare of others.
  - B) a keen sense of justice and fair play.
  - C) religious convictions.
  - D) economic self-interest.

Answer: D

Page Ref: 185

Topic: Implementing the Constitution

Skill: Relational

- 10) As a compromise, James Madison and Thomas Jefferson agreed to support Hamilton's assumption plan in return for Hamilton's promise to support the
- A) Jay Treaty.
  - B) location of the national capital in the South.
  - C) creation of a national bank.
  - D) Republican Party.

Answer: B

Page Ref: 185

Topic: Implementing the Constitution

Skill: Factual

- 11) In his defense of a national bank, Alexander Hamilton set forth
- A) the doctrine of implied powers.
  - B) a strict constructionist approach to the Constitution.
  - C) the concept of judicial review.
  - D) arguments similar to those of Thomas Jefferson.

Answer: A

Page Ref: 185–186

Topic: Implementing the Constitution

Skill: Factual

- 12) Thomas Jefferson argued that the creation of a national bank was a violation of the
- A) strict construction of the Constitution.
  - B) principle of executive privilege.
  - C) "necessary and proper" clause of the Constitution.
  - D) doctrine of implied powers.

Answer: A

Page Ref: 185

Topic: Implementing the Constitution

Skill: Factual

- 13) Alexander Hamilton's Bank of the United States would NOT
- A) be governed by a board of directors composed of the president's cabinet.
  - B) issue paper notes to circulate as currency.
  - C) collect and deposit tax monies.
  - D) make loans to private businessmen.

Answer: A

Page Ref: 185

Topic: Implementing the Constitution

Skill: Factual

- 14) Alexander Hamilton's proposals to aid American long-term economic interests included a request for all the following EXCEPT
- A) farm subsidies.
  - B) protective tariffs.
  - C) investment in manufacturing.
  - D) aid to transportation improvements.

Answer: A

Page Ref: 186

Topic: Implementing the Constitution

Skill: Factual

- 15) Congress did NOT adopt Secretary Hamilton's financial proposal to
- A) fund the national debt.
  - B) assume the states' debts.
  - C) aid industry.
  - D) create a national bank.

Answer: C

Page Ref: 186

Topic: Implementing the Constitution

Skill: Relational

- 16) The framers of the Constitution believed that political parties
- A) created balance in the political world.
  - B) should not be part of an American system of government.
  - C) were representative of the wishes of the "better sort" of citizens.
  - D) created political harmony.

Answer: B

Page Ref: 187

Topic: The Birth of Political Parties

Skill: Interpretive

- 17) Division into competing political parties first appeared over the controversy associated with
- A) ratification of the Jay Treaty.
  - B) the Whiskey Rebellion.
  - C) Washington's Proclamation of Neutrality.
  - D) Hamilton's financial program.

Answer: D

Page Ref: 187

Topic: The Birth of Political Parties

Skill: Relational

- 18) President George Washington's response to the war in Europe in 1793 was to
- A) offer military assistance to France.
  - B) offer economic aid to Great Britain.
  - C) issue a proclamation of neutrality.
  - D) send covert assistance to both Britain and France.

Answer: C

Page Ref: 187

Topic: The Birth of Political Parties

Skill: Factual

- 19) Those who engaged in the Whiskey Rebellion were primarily
- A) eastern shippers.
  - B) northeastern manufacturers.
  - C) southern planters.
  - D) western farmers.

Answer: D

Page Ref: 188

Topic: The Birth of Political Parties

Skill: Factual

- 20) In the 1790s, America's relations with Britain were troubled by controversies over all of the following EXCEPT
- A) British troops occupying forts in the Old Northwest.
  - B) British refusal to recognize American boundaries in the Old Southwest.
  - C) British provocation of Indian attacks against American settlers.
  - D) the British navy's seizure of American cargoes and seamen.

Answer: B

Page Ref: 189, 192

Topic: The Birth of Political Parties

Skill: Relational

- 21) All of the following are related to ending the Indian threat in the Old Northwest EXCEPT
- A) General Anthony Wayne.
  - B) the Whiskey Rebellion.
  - C) the Battle of Fallen Timbers.
  - D) the Treaty of Greenville.

Answer: B

Page Ref: 189

Topic: The Birth of Political Parties

Skill: Relational

- 22) In the Jay Treaty, John Jay got the British to agree to all of the following EXCEPT
- A) to promise to evacuate the Northwest forts.
  - B) to pay damages for American ships it had seized.
  - C) to stop inciting raids by Native Americans.
  - D) to permit American merchants some trade with the British West Indies.

Answer: C

Page Ref: 192

Topic: The Birth of Political Parties

Skill: Factual

- 23) All of the following intensified party divisions in the early republic EXCEPT
- A) the Genêt Affair.
  - B) Pinckney's Treaty.
  - C) the Whiskey Rebellion.
  - D) Jay's Treaty.

Answer: B

Page Ref: 188, 192

Topic: The Birth of Political Parties

Skill: Relational

- 24) The United States gained Spain's agreement to allow the conduct of American trade on the Mississippi River and through the Spanish port at New Orleans in the
- A) Jay-Gardoqui negotiations.
  - B) Treaty of San Ildefonso.
  - C) Jay Treaty.
  - D) Treaty of San Lorenzo.

Answer: D

Page Ref: 192

Topic: The Birth of Political Parties

Skill: Factual

25) In his response to Congress's request for additional information about the Jay Treaty, President Washington

- A) refused to cooperate, invoking executive privilege.
- B) submitted some of the requested documents.
- C) willingly cooperated with Congress's request.
- D) asked the Supreme Court for a ruling.

Answer: A

Page Ref: 192

Topic: The Birth of Political Parties

Skill: Factual

26) In his Farewell Address, George Washington warned Americans against the dangers of foreign alliances and

- A) political parties.
- B) implied powers.
- C) the Three-fifths Compromise.
- D) allowing presidents to be elected for more than two successive terms in office.

Answer: A

Page Ref: 193

Topic: The Birth of Political Parties

Skill: Factual

27) The Election of 1796 was the first presidential election to have all the following EXCEPT

- A) competing political parties.
- B) nominations of vice-presidential candidates.
- C) the outcome decided in the House of Representatives.
- D) active involvement of large numbers of people.

Answer: C

Page Ref: 193

Topic: A New President and New Challenges

Skill: Factual

28) What event precipitated an undeclared naval war between the United States and France?

- A) Genet Affair
- B) XYZ Affair
- C) Fries Rebellion
- D) Convention of 1800

Answer: B

Page Ref: 195

Topic: A New President and New Challenges

Skill: Relational

- 29) The aftermath of the XYZ Affair brought about all of the following EXCEPT
- A) the Quasi-War with France.
  - B) an official declaration of war against Great Britain.
  - C) a crash program to build up the U.S. Navy.
  - D) the passage of the Alien and Sedition Acts.

Answer: B

Page Ref: 195

Topic: A New President and New Challenges

Skill: Factual

- 30) One of the provisions of the Convention of 1800 was
- A) French repayment of damages from the Quasi-War.
  - B) abrogation of the American alliance with France.
  - C) loss of American territory to France.
  - D) a new trade agreement between the United States and France.

Answer: B

Page Ref: 195

Topic: A New President and New Challenges

Skill: Factual

- 31) The Alien and Sedition Acts did NOT
- A) lengthen the period required of immigrants to become citizens of the United States
  - B) allow the president to deport aliens in time of war.
  - C) make it a crime to attack the government with malicious statements.
  - D) authorize the president to restrict immigration into the United States

Answer: D

Page Ref: 195

Topic: A New President and New Challenges

Skill: Factual

- 32) To Jeffersonian Republicans, the Alien and Sedition Acts seemed to be in clear violation of the
- A) principle of executive privilege.
  - B) doctrine of judicial review.
  - C) Bill of Rights.
  - D) terms of the Jay Treaty.

Answer: C

Page Ref: 195

Topic: A New President and New Challenges

Skill: Relational

33) The Kentucky and Virginia Resolutions asserted that the \_\_\_\_\_ had the right to declare an act of Congress unconstitutional, null and void.

- A) House of Representatives
- B) states
- C) Supreme Court
- D) President

Answer: B

Page Ref: 196

Topic: A New President and New Challenges

Skill: Factual

34) In the Election of 1800, Federalists had reason to fear that if Thomas Jefferson were elected, his administration would

- A) create a large standing army.
- B) return most political power to the states.
- C) use the federal courts to suppress dissent.
- D) impose heavy excise taxes.

Answer: B

Page Ref: 196–197

Topic: The Revolution of 1800

Skill: Factual

35) An immediate consequence of the Election of 1800 was congressional adoption of the Twelfth Amendment to the Constitution that changed the

- A) qualifications for citizens voting in presidential elections.
- B) date of the presidential inauguration.
- C) power of the House of Representatives.
- D) voting procedures of the Electoral College.

Answer: D

Page Ref: 198

Topic: The Revolution of 1800

Skill: Relational

36) Arrange the following in the correct order in which they occurred.

- A) "Report on Public Credit"
- B) Jay Treaty
- C) Alien and Sedition Acts
- D) Kentucky and Virginia Resolutions

A) B, C, A, D

B) C, B, D, A

C) A, B, C, D

D) A, C, D, B

Answer: C

Page Ref: 199

Topic: A New President and New Challenges

Skill: Relational

37) Colonial Philadelphia was home to America's

- A) first medical school.
- B) most famous physician.
- C) first hospital.
- D) All of the above.

Answer: D

Page Ref: 190

Topic: Yellow Fever in Philadelphia: Pills and Politics

Skill: Factual

38) During the 1793 epidemic, colonial Philadelphia's doctors could not agree on

- A) how the yellow fever was spread.
- B) what caused yellow fever.
- C) how to treat yellow fever.
- D) All of the above.

Answer: D

Page Ref: 190

Topic: Yellow Fever in Philadelphia: Pills and Politics

Skill: Factual

39) Who was personally responsible for making the 1793 yellow fever epidemic a political issue?

- A) Benjamin Rush
- B) Alexander Hamilton
- C) Benjamin Franklin
- D) Thomas Jefferson

Answer: B

Page Ref: 191

Topic: Yellow Fever in Philadelphia: Pills and Politics

Skill: Factual



## Essay Questions

- 1) Summarize the emergence of the two-party system. What events helped define the differences between Federalists and Jeffersonian Republicans?

Answer: The two parties emerged out of the need to organize support for and against administration policies in the 1790s. Partisan differences were defined by controversies over such public policies as Hamilton's financial program, the Jay Treaty, the Whiskey Rebellion, the Alien and Sedition Acts, and others.

Page Ref:

Topic:

Skill: Descriptive

- 2) Describe the effect of foreign affairs on domestic politics in the United States in the 1790s.

Answer: Foreign affairs helped Americans define their allegiance to the Federalist and Republican parties and to define the positions of the parties themselves. Domestic politics were made sharply confrontational by foreign events. The French Revolution, war between Britain and France, Jay's Treaty, and the undeclared naval war with France all provoked partisan controversy.

Page Ref:

Topic:

Skill: Descriptive

- 3) Explain why Congress rejected the "Report on Manufactures." Who opposed it and why?

Answer: The Report was opposed by shippers who feared it would interfere with imports and trade, and by farmers who feared retaliatory tariffs on farm exports and rising prices on manufactured goods. Southerners opposed favoritism to northern manufacturing; and to Jeffersonians, it appeared to threaten agrarian values.

Page Ref:

Topic:

Skill: Explanatory

- 4) Think of yourself as a member of Congress in 1791. Tell your constituents how you will vote on Secretary Hamilton's funding, assumption, bank, and manufacturing proposals. Explain why you will vote for or against each proposal.

Answer: Those voting for would explain the need to establish and expand public credit, centralize authority, attract the elite to support of the national government, promote economic growth and self-sufficiency, create a pool of investment capital, etc. Those voting against would explain the unfairness of funding to original holders, the unfairness of assumption to the Southern states, the unconstitutionality of the Bank of the United States, and the favoritism of tariffs and subsidies for manufacturing, etc.

Page Ref:

Topic:

Skill: Explanatory

- 5) When Washington retired in 1797 he warned the nation against "the baneful effects of the spirit of party." Explain what he meant and describe what had happened to lead him to make this remark.

Answer: Washington echoed the fear of the Founding Fathers that a republican government depended on public virtue and the primacy of community welfare. They saw parties as self-serving interest groups who neglected the public good. He was, in part, responding to the intense partisanship of Federalists and Republicans spawned by Hamilton's financial program and Jay's Treaty during his presidency.

Page Ref:

Topic:

Skill: Explanatory

- 6) It seems apparent today that the Alien and Sedition Acts infringed on rights guaranteed by the Bill of Rights. Explain why Congress passed such legislation in 1798.

Answer: The Federalist-dominated Congress saw the arousal of public anxiety during the undeclared war with France as an opportunity to silence the Republicans before the election of 1800. The Sedition Act (the only one strictly enforced), was aimed at Republican newspapers.

Page Ref:

Topic:

Skill: Explanatory

- 7) Assess the contributions of the Federalists to the establishment of the new nation.

Answer: Consider: strong national government; sound financial footing; peace with Britain; boundary settlement with Spain; basis for a strong and vigorous economy; consciousness of the need to be vigilant in defense of individual liberties.

Page Ref:

Topic:

Skill: Explanatory

- 8) Compare and contrast the Federalist and Jeffersonian Republican parties. Specifically, what can you say about each party's assumptions about human nature, the nature of government, the relationship of government to the economy, and its view of America's future?

Answer: Federalists believed humans were essentially self-interested; Republicans saw people as capable of virtuous self-sacrifice. Federalists insisted on strong centralized government; Republicans on decentralized authority and states' rights. Federalists were mercantilists; Republicans were *laissez-faire* free traders who championed individual economic opportunity. Federalists saw America as a strong commercial and manufacturing nation dealing in the Atlantic world; Republicans saw America as a yeoman farmer republic moving West to its future.

Page Ref:

Topic:

Skill: Interpretive

- 9) Take the role of a voter in 1800. Tell why you will vote for either Thomas Jefferson or John Adams.

Answer: For Jefferson: Jefferson has demonstrated his devotion to republican principles, public virtue, states' rights, strict constructionism, agrarianism, individual liberties, and a pro-French foreign policy.

For Adams: Adams has shown his support for a strong central government, military preparedness, defense of the government against its detractors, and moderation in foreign affairs.

Page Ref:

Topic:

Skill: Interpretive

- 10) Assume the role of a state legislator in 1798–1799. What argument would you use to encourage your state to endorse the action of the Kentucky and Virginia legislatures in adopting their Resolutions?

Answer: States need a way to defend themselves against the power of the national government; the national government cannot be relied upon to check its own power; the Constitution does not prohibit states from determining the constitutionality of federal laws or declare them null and void within the state; states are essentially sovereign and did not surrender that sovereignty when they made a compact to join the Union.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Alexander Hamilton

Column 2: founder of the Federalist Party

Answer: founder of the Federalist Party

Page Ref: 185

Topic:

Skill:

- 2) Column 1: Thomas Jefferson

Column 2: Founder of the Republican Party

Answer: Founder of the Republican Party

Page Ref: 185

Topic:

Skill:

- 3) Column 1: Edmond Genet<sup>^</sup>  
Column 2: French diplomat who  
attempted to recruit American  
privateers  
Answer: French diplomat who attempted to recruit American privateers  
Page Ref: 188  
Topic:  
Skill:
- 4) Column 1: John Adams  
Column 2: Second president of the United  
States  
Answer: Second president of the United States  
Page Ref: 193  
Topic:  
Skill:
- 5) Column 1: Aaron Burr  
Column 2: Thomas Jefferson's Vice  
President  
Answer: Thomas Jefferson's Vice President  
Page Ref: 197  
Topic:  
Skill:

## Chapter 8 The Jeffersonians in Power, 1800–1815

### Multiple Choice Questions

- 1) In 1804, while still vice president, Aaron Burr was indicted for
- A) treason.
  - B) murder.
  - C) conspiracy.
  - D) bribery.

Answer: B

Page Ref: 204

Topic: Introduction

Skill: Factual

- 2) Upon becoming president, Thomas Jefferson pledged his administration's support for all of the following principles EXCEPT
- A) limited government.
  - B) states' rights.
  - C) democratic simplicity.
  - D) implied powers.

Answer: D

Page Ref: 205

Topic: Jefferson Takes Command

Skill: Relational

- 3) Thomas Jefferson believed that a democratic republic required
- A) an educated citizenry.
  - B) a powerful national government.
  - C) a well-developed economy with an emphasis on manufacturing.
  - D) reliance on the wealthy classes.

Answer: A

Page Ref: 205

Topic: Jefferson Takes Command

Skill: Factual

- 4) Thomas Jefferson viewed the \_\_\_\_\_ as the backbone of American democracy.
- A) merchant
  - B) wage earning mechanic
  - C) planter class
  - D) yeoman farmer

Answer: D

Page Ref: 205

Topic: Jefferson Takes Command

Skill: Factual

- 5) In his dealings with Congress, President Jefferson frequently
- A) openly initiated legislation.
  - B) vetoed congressional bills.
  - C) spoke in person before special sessions of Congress.
  - D) sent Congress written messages.

Answer: D

Page Ref: 206

Topic: Jefferson Takes Command

Skill: Factual

- 6) To support President Jefferson's principles, the Republican-dominated Congress
- A) increased the residency requirement for American citizenship.
  - B) increased the price of public lands.
  - C) revoked the charter of the Bank of the United States.
  - D) reduced the national debt.

Answer: D

Page Ref: 206

Topic: Jefferson Takes Command

Skill: Relational

- 7) In President Jefferson's view, governmental appointments should be made on the basis of
- A) wealth and stature in the community.
  - B) political connections.
  - C) honesty and merit.
  - D) party affiliation and loyalty.

Answer: C

Page Ref: 207

Topic: Jefferson Takes Command

Skill: Factual

- 8) President Jefferson's battle with the federal judiciary was provoked by
- A) the *Marbury v. Madison* case.
  - B) the Judiciary Act of 1801.
  - C) foreign policy crises.
  - D) questions about the Louisiana Purchase.

Answer: B

Page Ref: 207

Topic: Jefferson Takes Command

Skill: Interpretive

- 9) John Marshall's decision in the case of *Marbury v. Madison*
- A) extended the jurisdiction of the Supreme Court over actions by state courts.
  - B) established the authority of the Supreme Court to invalidate federal laws it thought to be unconstitutional.
  - C) stated that federal judges could not be removed from office except by impeachment.
  - D) held that a state might be sued in federal court by a non-resident.

Answer: B

Page Ref: 208

Topic: Jefferson Takes Command

Skill: Relational

- 10) The case of *Marbury v. Madison* established the precedent for
- A) implied powers.
  - B) judicial review.
  - C) executive privilege.
  - D) due process of law.

Answer: B

Page Ref: 208

Topic: Jefferson Takes Command

Skill: Factual

- 11) Supreme Court Justice Samuel Chase's acquittal preserved
- A) federalism.
  - B) judicial independence.
  - C) the separation of powers.
  - D) executive privilege.

Answer: C

Page Ref: 208

Topic: Jefferson Takes Command

Skill: Relational

- 12) President Jefferson's conflict with the Barbary pirates concerned
- A) the blockading of America's major shipping ports.
  - B) tribute paid to protect American shipping.
  - C) theft of treasure from American merchant ships.
  - D) interference with the trans-Atlantic slave trade to America.

Answer: B

Page Ref: 208

Topic: Jefferson Takes Command

Skill: Relational

- 13) All of the following are true of the Louisiana Purchase EXCEPT that
- A) it provided the United States secure access to the Mississippi River and port of New Orleans.
  - B) it virtually doubled the size of the national domain.
  - C) it was strongly supported by both Republicans and Federalists in Congress.
  - D) it required President Jefferson to use implied powers of the Constitution.

Answer: C

Page Ref: 210

Topic: Jefferson Takes Command

Skill: Factual

- 14) Aaron Burr was charged with treason because he was allegedly involved in
- A) a scheme with the Barbary pirates apparently designed to extract tribute from the United States government.
  - B) the death of Alexander Hamilton.
  - C) a plan to create a "Northern Confederacy" of New England states, Canada, New York, and New Jersey.
  - D) a conspiracy apparently designed to challenge America's control of its southwestern border.

Answer: D

Page Ref: 211

Topic: Jefferson Takes Command

Skill: Relational

- 15) Aaron Burr was acquitted of treason because
- A) President Jefferson used his influence to protect his former vice president.
  - B) his co-conspirator refused to testify against him.
  - C) the prosecution was unable to meet the judge's strict definition of treason.
  - D) he did not, in fact, conspire to seize western territory.

Answer: C

Page Ref: 212

Topic: Jefferson Takes Command

Skill: Interpretive

- 16) The *Chesapeake* incident resulted from the
- A) British Orders in Council.
  - B) Continental System.
  - C) impressment policy.
  - D) sinking of an American naval vessel.

Answer: C

Page Ref: 212

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Relational



- 17) President Jefferson responded to the *Chesapeake* incident by
- A) organizing the "War Hawks" to threaten Britain with the possibility of war.
  - B) authorizing Congress to begin construction of coastal gunboats.
  - C) asking Congress to close American ports and prohibit American trade with foreign nations.
  - D) directing his diplomats in Paris to complete the Louisiana Purchase.

Answer: C

Page Ref: 212

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Relational

- 18) Both the French Continental System and the British Orders in Council
- A) imposed high tariffs on American products.
  - B) prohibited all American exports.
  - C) called for impressment of American sailors.
  - D) resulted in the seizure of American ships in international waters.

Answer: D

Page Ref: 212

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Factual

- 19) The Embargo Act
- A) signaled the final demise of the Federalist Party.
  - B) was the single most popular act of Thomas Jefferson's presidency.
  - C) was a general stimulus to American economic prosperity.
  - D) assumed that American trade was vital to European industry.

Answer: D

Page Ref: 212

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Factual

- 20) The Embargo Act did NOT
- A) force political concessions from Britain and France.
  - B) produce economic hardships in the United States.
  - C) stimulate smuggling and evasion of the law by Americans.
  - D) provoke political dissension in the United States.

Answer: A

Page Ref: 212-213

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Relational

- 21) Like Thomas Jefferson, President Madison was committed to a foreign policy of
- A) military preparedness.
  - B) economic coercion.
  - C) pacifism.
  - D) isolationism.

Answer: B

Page Ref: 213

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Relational

- 22) Under the terms of \_\_\_\_\_, the United States opened trade with France and closed trade with Britain.
- A) the Embargo Act
  - B) the Non-Intercourse Act
  - C) Macon's Bill No. 2
  - D) the Continental System

Answer: C

Page Ref: 213

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Factual

- 23) The prowar majority in Congress in 1812 came largely from
- A) New England.
  - B) the Federalist Party.
  - C) the South and West.
  - D) the Middle Atlantic states.

Answer: C

Page Ref: 214

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Factual

- 24) Those who voted in favor of war in 1812 viewed war with Britain as an opportunity to do all of the following EXCEPT
- A) defend the nation's honor.
  - B) restore the prosperity of New England shipping.
  - C) remove the western Indians from the path of white settlement.
  - D) expand the nation's territorial holdings.

Answer: B

Page Ref: 214

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Factual

- 25) The major result of the Battle of Tippecanoe was
- A) the shattering of the Native American alliance led by the Shawnee Prophet.
  - B) victory for the United States in the War of 1812.
  - C) hero status for Andrew Jackson.
  - D) a humiliating defeat for the United States.

Answer: A

Page Ref: 214

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Interpretive

- 26) By the end of 1812, the United States' military successes included
- A) several single ship naval engagements.
  - B) the capture of Detroit.
  - C) an attack at the Niagara River near Buffalo.
  - D) All of the above.

Answer: A

Page Ref: 215

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Factual

- 27) A unique feature of the Battle of New Orleans was that it
- A) was the only battle of the War of 1812 that did not involve naval forces.
  - B) occurred after the official peace treaty ending the War of 1812 had been signed.
  - C) did not involve Indian allies of either army.
  - D) was the only major battle in the War of 1812 that was fought in the South.

Answer: B

Page Ref: 218

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Relational

- 28) The primary significance of the battles of the Thames and Horseshoe Bend is that they
- A) completed a successful American invasion of Canada at the outset of the War of 1812.
  - B) turned back the British attempt to invade the United States at Chesapeake Bay.
  - C) effectively destroyed the Indians' ability to resist future American expansion.
  - D) forced the British to begin negotiations to end the War of 1812.

Answer: C

Page Ref: 215, 218

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Relational

29) The bombardment of Fort McHenry during the War of 1812

- A) was the turning point in the war.
- B) inspired the writing of "The Star-Spangled Banner."
- C) preceded the British capture of Washington, D.C.
- D) resulted in heavy American casualties.

Answer: B

Page Ref: 215, 218

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Factual

30) In the Treaty of Ghent ending the War of 1812, the British agreed to

- A) withdraw the Orders in Council.
- B) cease use of impressment.
- C) end military hostilities.
- D) All of the above.

Answer: C

Page Ref: 218

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Factual

31) The War of 1812 is significant for all of the following reasons EXCEPT

- A) it effectively destroyed the Native Americans' ability to resist American expansion.
- B) it strengthened America's position relative to Spain in the South and Southwest.
- C) it damaged American morale and patriotism for a generation.
- D) it led to the demise of the Federalist Party.

Answer: C

Page Ref: 218-220

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Interpretive

32) The Hartford Convention did NOT adopt a proposal to

- A) restrict the power of Congress.
- B) abolish the Three-fifths Compromise.
- C) have New England secede from the Union.
- D) limit the president to a single term in office.

Answer: C

Page Ref: 220

Topic: The American Eagle Challenges the French Tiger and the British Shark

Skill: Factual

- 33) The Shawnee prophet, Tenskwatawa, wanted his people to
- A) assimilate with whites.
  - B) unite.
  - C) reject the militant leadership of Tecumseh.
  - D) All of the above.

Answer: B

Page Ref: 216

Topic: The Shawnee Prophet Tenskwatawa and his Warrior Brother Tecumseh

Skill: Factual

- 34) Who was the governor of the Ohio Country whose leadership eventually destroyed the efforts of the Prophet and Tecumseh?
- A) Anthony Wayne
  - B) William Henry Harrison
  - C) Andrew Jackson
  - D) John Tyler

Answer: B

Page Ref: 216

Topic: The Shawnee Prophet Tenskwatawa and his Warrior Brother Tecumseh

Skill: Factual

- 35) Tecumseh died from wounds he received at the Battle of
- A) Fallen Timbers.
  - B) the Thames River.
  - C) Prophet's Town.
  - D) Tippecanoe.

Answer: B

Page Ref: 217

Topic: The Shawnee Prophet Tenskwatawa and his Warrior Brother Tecumseh

Skill: Factual

## Essay Questions

- 1) Identify several principles important to Thomas Jefferson. How were these principles implemented when Jefferson became president?

Answer: Consider: economy in government (reduced debt); limited government (cut military spending, cut taxes); democratic simplicity (informality in White House); yeoman farmer republic (reduced land prices, Louisiana Purchase), etc.

Page Ref:

Topic:

Skill: Descriptive

- 2) Describe the major assumption of Jefferson's and Madison's foreign policies from 1800 to 1812. Show how the two presidents implemented these assumptions during their administrations.

Answer: Jefferson and Madison assumed that Europeans needed American trade; therefore, the denial of this trade could be an effective diplomatic tool to force concession to serve American interests. (The economic boycotts of the 1760s were recalled to validate this assumption.) The assumption was implemented in the Embargo Act, Non-Intercourse Act, and Macon's Bill #2.

Page Ref:

Topic:

Skill: Descriptive

- 3) What were the key consequences of the War of 1812 for the United States? Would you say the United States won this war? Why or why not?

Answer: Consider: demise of the Federalist Party; opening of the West to white settlement, strengthened position of the United States toward Spanish holdings in North America; restoration of pride by having defended the nation's honor and independence, etc. America's military performance during the war was mediocre and the British made no concessions on issues that Madison mentioned in his war message.

Page Ref:

Topic:

Skill: Descriptive

- 4) Ostensibly, Jefferson believed that political appointment should be based on merit. Why then did he and the Republicans wage an attack on the judiciary that included impeachment of Federalist judges?

Answer: Jefferson and the Republicans were upset at the Federalists' last ditch efforts to turn the federal judiciary into a Federalist bastion, after the results of the 1800 election were known. To Republicans, this was an act of unadulterated partisanship and contrary to the will of the people. Also, there was resentment against several Federalist judges, who, in their enforcement of the Alien and Sedition Acts, had demonstrated harsh anti-Republican tendencies.

Page Ref:

Topic:

Skill: Explanatory

- 5) Why was the Louisiana Purchase both a great opportunity and a significant problem for Thomas Jefferson?

Answer: Opportunity: doubled the size of the United States; assured control of the Mississippi River and port of New Orleans; ended the threat of a powerful French presence on U.S. borders.

Problem: costly purchase, there was no constitutional provision for purchase of foreign territory (it required use of implied powers).

Page Ref:

Topic:

Skill: Explanatory

- 6) What were the causes of the War of 1812? In your view, what was the main cause?

Answer: Consider: neutral rights; impressment; national honor; economic depression; territorial expansion; "War Hawks."

Page Ref:

Topic:

Skill: Explanatory

- 7) Why did the Hartford Convention meet? What did the delegates intend to accomplish?

Answer: The delegates hoped to use the war crisis to discredit the Republican party and to restore the Federalist party to national prominence. The convention's constitutional amendment proposals were all designed to limit the power of the Republican party in Congress and to cripple the Republican party's ability to continue to elect presidents.

Page Ref:

Topic:

Skill: Explanatory

- 8) As a member of Congress in 1812, will you vote for or against war with England? Why or why not?

Answer: For: defend the nation's honor; stop violations of neutral rights; end impressment; acquire Florida and Canada; end agricultural depression in the South and West.  
Against: war will be costly (taxes); war will disrupt trade; we are unprepared for war; war will destroy New England's commercial economy.

Page Ref:

Topic:

Skill: Interpretive

- 9) How did those who opposed the War of 1812 register their dissent?

Answer: Consider: refused to make loans to the government; refused to raise militia for service; conducted illegal trade with the British through Canada; Hartford Convention.

Page Ref:

Topic:

Skill: Descriptive

- 10) Assess the achievement of Thomas Jefferson's principles by 1815. Note especially ways in which his principles were compromised during the Jefferson and Madison administrations.

Answer: Consider: attack on judiciary was incompatible with belief in meritocracy; Louisiana Purchase required implied powers; continuation of slavery violated assertion of equality; enforcement of Embargo Act violated the principle of limited government; Louisiana Purchase and War of 1812 were at odds with economy in government.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

Match the person with a description of his or her major accomplishment.

- 1) Column 1: Alexander Hamilton

Column 2: Killed in a duel by Aaron Burr

Answer: Killed in a duel by Aaron Burr

Page Ref: 203

Topic:

Skill:

- 2) Column 1: Aaron Burr

Column 2: Arrested for scheming to take  
western U.S. territories

Answer: Arrested for scheming to take western U.S. territories

Page Ref: 203

Topic:

Skill:

- 3) Column 1: Thomas Jefferson

Column 2: Made effort to purge federal  
courts of Federalist judges

Answer: Made effort to purge federal courts of Federalist judges

Page Ref: 204

Topic:

Skill:

- 4) Column 1: John Marshall

Column 2: Author of the *Marbury v.*  
*Madison* decision

Answer: Author of the *Marbury v. Madison* decision

Page Ref: 207

Topic:

Skill:

- 5) Column 1: Samuel Chase

Column 2: Supreme Court justice  
impeached by Jefferson  
administration

Answer: Supreme Court justice impeached by Jefferson administration

Page Ref: 208

Topic:

Skill:



6) Column 1: Napoleon Bonaparte

Column 2: Sold Louisiana Territory to  
United States

Answer: Sold Louisiana Territory to United States

Page Ref: 210

Topic:

Skill:

7) Column 1: James Madison

Column 2: President during War of 1812

Answer: President during War of 1812

Page Ref: 213

Topic:

Skill:

8) Column 1: Henry Clay

Column 2: Congressional "War Hawk"  
from Kentucky

Answer: Congressional "War Hawk" from Kentucky

Page Ref: 214

Topic:

Skill:

9) Column 1: John C. Calhoun

Column 2: Congressional "War Hawk"  
from South Carolina

Answer: Congressional "War Hawk" from South Carolina

Page Ref: 214

Topic:

Skill:

10) Column 1: William Henry Harrison

Column 2: Hero of the Battle of  
Tippecanoe

Answer: Hero of the Battle of Tippecanoe

Page Ref: 214

Topic:

Skill:

11) Column 1: The Shawnee Prophet

Column 2: Leader of Native American  
alliance; defeated at Battle of  
Tippecanoe

Answer: Leader of Native American alliance; defeated at Battle of Tippecanoe

Page Ref: 214

Topic:

Skill:

12) Column 1: Andrew Jackson

Column 2: Hero of the Battle of New  
Orleans

Answer: Hero of the Battle of New Orleans

Page Ref: 218

Topic:

Skill:

## Chapter 9 Nationalism/Econ Growth/Roots of Sectional Conflict, 1815–1824

### Multiple Choice Questions

- 1) What did Francis Cabot Lowell invest in when his importing business was ruined by the Embargo Act and War of 1812?
- A) cotton planting
  - B) textile manufacturing
  - C) transportation innovations
  - D) western land

Answer: B

Page Ref: 225

Topic: Introduction

Skill: Factual

- 2) In the immediate aftermath of the War of 1812, the United States experienced a strong surge of
- A) sectional animosity.
  - B) class conflict.
  - C) national patriotism.
  - D) party strife.

Answer: C

Page Ref: 226

Topic: The Growth of American Nationalism

Skill: Factual

- 3) The "Era of Good Feelings" refers to
- A) the early years of James Monroe's presidency.
  - B) Thomas Jefferson's presidency.
  - C) the years immediately following the American Revolution.
  - D) the time following the signing of the Jay Treaty.

Answer: A

Page Ref: 226

Topic: The Growth of American Nationalism

Skill: Factual

- 4) The experiences of the War of 1812 convinced many younger Republican members of Congress that the United States needed all of the following EXCEPT
- A) a national bank.
  - B) to abolish slavery.
  - C) a protective tariff.
  - D) federally-funded transportation improvements.

Answer: B

Page Ref: 226

Topic: The Growth of American Nationalism

Skill: Relational

5) Who was the author of the "American System" for economic development?

- A) John C. Calhoun
- B) Henry Clay
- C) Daniel Webster
- D) John Quincy Adams

Answer: B

Page Ref: 227-228

Topic: The Growth of American Nationalism

Skill: Factual

6) Traditional Republicans who opposed the creation of a Second Bank of the United States argued that it would

- A) promote overspeculation.
- B) destabilize the monetary system.
- C) be unconstitutional.
- D) All of the above.

Answer: C

Page Ref: 229

Topic: The Growth of American Nationalism

Skill: Factual

7) What was the tariff enacted after the War of 1812 primarily designed to do?

- A) increase the volume of American trade
- B) protect America's industries from foreign competition
- C) produce revenue for the federal treasury
- D) reestablish traditional trade ties with Britain

Answer: B

Page Ref: 229

Topic: The Growth of American Nationalism

Skill: Relational

8) What was the primary intent of the new land policy adopted by Congress in 1820?

- A) to make it easier for small farmers to purchase federal land
- B) to conserve natural resources on public lands
- C) to concentrate land ownership in the hands of a relatively few large land companies
- D) to provide land-grant subsidies for railroad construction

Answer: A

Page Ref: 230

Topic: The Growth of American Nationalism

Skill: Relational

9) Why did the 1817 effort to federally fund the construction of roads and canals fail?

- A) Secretary of Treasury Albert Gallatin insisted that it was too expensive.
- B) John C. Calhoun believed it was contrary to southern interests.
- C) President James Madison thought that it was unconstitutional.
- D) Henry Clay feared that it would retard national economic development.

Answer: C

Page Ref: 230

Topic: The Growth of American Nationalism

Skill: Relational

10) During John Marshall's tenure as Chief Justice, the Supreme Court rendered decisions that

- A) greatly expanded the Supreme Court's authority.
- B) strengthened the powers of the federal government.
- C) promoted economic competition and development.
- D) All of the above.

Answer: D

Page Ref: 231

Topic: The Growth of American Nationalism

Skill: Factual

11) The Supreme Court cases of *Fletcher v. Peck* and *Martin v. Hunter's Lessee* both dealt with

- A) the constitutionality of the Second Bank of the United States.
- B) federal versus state authority.
- C) states' rights and slavery.
- D) voting rights.

Answer: B

Page Ref: 231

Topic: The Growth of American Nationalism

Skill: Relational

12) The fundamental question in *McCulloch v. Maryland* involved the

- A) enforcement of private contracts.
- B) implied powers of the Constitution.
- C) regulation of interstate commerce.
- D) constitutionality of slavery.

Answer: B

Page Ref: 231

Topic: The Growth of American Nationalism

Skill: Factual

13) The Supreme Court's ruling in the *Dartmouth v. Woodward* case in 1819

- A) established the principle of judicial review.
- B) established the principle of sanctity of contract.
- C) expanded federal control over interstate commerce.
- D) legitimized the doctrine of implied powers.

Answer: B

Page Ref: 231

Topic: The Growth of American Nationalism

Skill: Interpretive

14) Chief Justice John Marshall and the Supreme Court delivered a severe blow to a strict interpretation of the Constitution in

- A) *McCulloch v. Maryland*.
- B) *Dartmouth v. Woodward*.
- C) *Gibbons v. Ogden*.
- D) *Marbury v. Madison*.

Answer: A

Page Ref: 231

Topic: The Growth of American Nationalism

Skill: Relational

15) The Supreme Court's ruling in the *Gibbons v. Ogden* case in 1824

- A) declared that the national bank was unconstitutional.
- B) established the principle of judicial review.
- C) broadened federal control over interstate commerce.
- D) established the principle of sanctity of contract.

Answer: C

Page Ref: 232

Topic: The Growth of American Nationalism

Skill: Interpretive

16) The 1817 Rush-Bagot Agreement between the United States and Great Britain

- A) made the forty-ninth parallel the American-Canadian border between Minnesota and the Rocky Mountains.
- B) brought agreement between the two nations for joint occupation of the Oregon region.
- C) restricted the number of naval vessels the two nations could maintain on the Great Lakes.
- D) gave American fishermen the right to fish in eastern Canadian waters.

Answer: C

Page Ref: 232

Topic: The Growth of American Nationalism

Skill: Factual

- 17) In an 1818 agreement with the United States, Britain consented to all the following EXCEPT
- A) making the forty-ninth parallel the American-Canadian border between Minnesota and the Rocky Mountains.
  - B) joint occupation of the Oregon region.
  - C) restricting the number of naval vessels the two nations could maintain on the Great Lakes.
  - D) giving American fishermen the right to fish in eastern Canadian waters.

Answer: C

Page Ref: 232

Topic: The Growth of American Nationalism

Skill: Factual

- 18) What was the most critical foreign policy issue facing the United States after the War of 1812?
- A) the decay of the Spanish Empire in the Western Hemisphere
  - B) the war between Britain and France in Europe
  - C) fulfilling the terms of the Treaty of Ghent
  - D) Britain's continued hostility toward American interests

Answer: A

Page Ref: 232

Topic: The Growth of American Nationalism

Skill: Relational

- 19) General Andrew Jackson's actions during a punitive expedition in Florida in 1817 brought demands for his censure from all the following EXCEPT
- A) Secretary of War John C. Calhoun.
  - B) Speaker of the House Henry Clay.
  - C) the Spanish government.
  - D) Secretary of State John Quincy Adams.

Answer: D

Page Ref: 232

Topic: The Growth of American Nationalism

Skill: Factual

- 20) In the Adams-Onís Treaty the United States acquired \_\_\_\_\_, but, at least temporarily, renounced its claims to \_\_\_\_\_.
- A) Florida; Texas
  - B) Florida; Oregon
  - C) Oregon; Florida
  - D) Texas; Florida

Answer: A

Page Ref: 232

Topic: The Growth of American Nationalism

Skill: Factual

- 21) In 1823, British Foreign Minister George Canning proposed that the United States and Great Britain issue a joint declaration announcing that
- A) the two nations would jointly occupy the Oregon region.
  - B) both nations would oppose any further European intervention in the Americas.
  - C) the entire Pacific coast from Alaska to the Oregon region was closed to foreign shipping.
  - D) neither nation would continue to pay tribute to the Barbary states.

Answer: B

Page Ref: 232

Topic: The Growth of American Nationalism

Skill: Factual

- 22) In the Monroe Doctrine, the United States did all of the following EXCEPT
- A) close the Western Hemisphere to any further European colonization.
  - B) warn Europeans not to interfere in the internal affairs of Western hemispheric nations.
  - C) pledge that the United States would not interfere in internal European affairs.
  - D) promise that the United States would not interfere in the affairs of Western hemispheric nations.

Answer: D

Page Ref: 232–233

Topic: The Growth of American Nationalism

Skill: Factual

- 23) In its essence, the Monroe Doctrine was designed to
- A) end Spanish rule in the Americas.
  - B) reestablish friendly ties between the United States and Britain.
  - C) define American boundaries with British territory in North America.
  - D) isolate the Americas from European affairs.

Answer: D

Page Ref: 233

Topic: The Growth of American Nationalism

Skill: Relational

- 24) Which one of the following had the LEAST impact on the cost and speed of transportation in early nineteenth-century America?
- A) railroads
  - B) canals
  - C) turnpikes
  - D) steamboats

Answer: C

Page Ref: 234

Topic: The Roots of American Economic Growth

Skill: Relational



25) The Erie Canal was primarily financed by

- A) the federal government.
- B) state and local governments.
- C) private entrepreneurs.
- D) foreign investors.

Answer: B

Page Ref: 235

Topic: The Roots of American Economic Growth

Skill: Factual

26) Compared to other forms of transportation in the early nineteenth century, railroads were all of the following EXCEPT

- A) faster.
- B) cheaper.
- C) able to travel in all seasons.
- D) safer.

Answer: D

Page Ref: 236

Topic: The Roots of American Economic Growth

Skill: Relational

27) After 1815, America's legal system began to promote the values of a market economy, especially the concept of

- A) supply and demand.
- B) just price.
- C) usurious interest rates.
- D) economic stability.

Answer: A

Page Ref: 236

Topic: The Roots of American Economic Growth

Skill: Factual

28) The backwardness in American technology in the first two decades of the nineteenth century can be accounted for by all of the following EXCEPT

- A) a lack of skilled machinists.
- B) an inadequate system of higher education.
- C) the absence of inventors who could transform ideas into practical technologies.
- D) popular resistance toward technological innovation.

Answer: C

Page Ref: 236

Topic: The Roots of American Economic Growth

Skill: Relational

29) Match the individual in the left column with the technology he is identified with in the right column.

- |                 |                 |
|-----------------|-----------------|
| A. Samuel Morse | 1. steam engine |
| B. Oliver Evans | 2. telegraph    |
| C. Eli Whitney  | 3. steamship    |

D. Robert Fulton

A) A-2; B-1; D-3

B) B-1; C-2; D-3

C) A-2; C-3; D-1

D) A-1; B-2; C-3

Answer: A

Page Ref: 235-236

Topic: The Roots of American Economic Growth

Skill: Relational

30) The "American system of production" depended on the use of all of the following EXCEPT

A) mass production.

B) standardization.

C) interchangeable parts.

D) skilled craftsmanship.

Answer: D

Page Ref: 236

Topic: The Roots of American Economic Growth

Skill: Factual

31) After the War of 1812 American agriculture was becoming LESS

A) mechanized.

B) commercialized.

C) specialized.

D) self-sufficient.

Answer: D

Page Ref: 236-237

Topic: The Roots of American Economic Growth

Skill: Factual

32) What was the main cause of the population growth of cities in early nineteenth-century America?

- A) migration from rural America
- B) foreign immigration
- C) an increasing birth rate
- D) intercity migration

Answer: A

Page Ref: 238

Topic: The Roots of American Economic Growth

Skill: Relational

33) What was the most serious urban problem in early nineteenth-century America?

- A) violent crime
- B) inadequate sanitation
- C) insufficient public transportation
- D) poor street lighting

Answer: B

Page Ref: 238

Topic: The Roots of American Economic Growth

Skill: Factual

34) When the Panic of 1819 struck, for the first time in American history the nation had to pay attention to

- A) falling property values.
- B) bank failures.
- C) urban poverty.
- D) mortgage foreclosures.

Answer: C

Page Ref: 239

Topic: The Growth of Political Factionalism and Sectionalism

Skill: Factual

35) Debtors protesting against the Panic of 1819 blamed all of the following EXCEPT the

- A) state "stay laws."
- B) high protective tariffs.
- C) the high cost of government.
- D) the policies of the Second Bank of the United States.

Answer: A

Page Ref: 239

Topic: The Growth of Political Factionalism and Sectionalism

Skill: Relational

- 36) The Panic of 1819 had the effect of
- A) repairing factionalization in the Republican Party.
  - B) reducing tension between the North and South.
  - C) ending restrictions on voting and office holding in many states.
  - D) increasing agricultural prices.

Answer: C

Page Ref: 239

Topic: The Growth of Political Factionalism and Sectionalism

Skill: Relational

- 37) The Missouri Crisis was generated by the need to decide the status of slavery
- A) east of the Mississippi River.
  - B) west of the Mississippi River.
  - C) north of the Ohio River.
  - D) south of the Mason-Dixon line.

Answer: B

Page Ref: 239

Topic: The Growth of Political Factionalism and Sectionalism

Skill: Relational

- 38) What was the central argument of southern opponents of the Tallmadge Amendment to the Missouri Admissions Bill?
- A) The Constitution guaranteed slavery in western territories.
  - B) Congress had no authority to place anti-slavery restrictions upon a state.
  - C) The African slave trade was legal.
  - D) Congress should reject any anti-slavery petitions.

Answer: B

Page Ref: 239

Topic: The Growth of Political Factionalism and Sectionalism

Skill: Factual

- 39) What was the central argument of northerners who supported the Tallmadge Amendment to the Missouri Admissions Bill?
- A) The Constitution banned slavery from western territories.
  - B) The three-fifths clause was unfair and should be stricken from the Constitution.
  - C) With the Northwest Ordinance, the Founding Fathers expressed their intention to halt the expansion of slavery.
  - D) Blacks were equals of whites and were immorally held in slavery.

Answer: C

Page Ref: 242

Topic: The Growth of Political Factionalism and Sectionalism

Skill: Factual

- 40) As a result of the Missouri Compromise,
- A) there were temporarily more slave states in the Union than free states.
  - B) slavery was abolished in all states north of 36° 30'.
  - C) slavery was banned north of 36° 30' in the Louisiana Territory.
  - D) free blacks were not allowed to migrate into Missouri.

Answer: C

Page Ref: 242

Topic: The Growth of Political Factionalism and Sectionalism

Skill: Factual

- 41) In 1822, Denmark Vesey plotted insurrection in and around
- A) Charleston, South Carolina.
  - B) Richmond, Virginia.
  - C) Southampton County, Virginia.
  - D) Savannah, Georgia.

Answer: A

Page Ref: 240

Topic: Denmark Vesey and the Slave Conspiracy of 1822

Skill: Factual

- 42) Denmark Vesey was a
- A) literate, free black artisan.
  - B) field slave.
  - C) domestic servant in a plantation "Big House."
  - D) free black publisher.

Answer: A

Page Ref: 240

Topic: Denmark Vesey and the Slave Conspiracy of 1822

Skill: Factual

- 43) What was the spark that ignited the Vesey Conspiracy?
- A) a successful slave rebellion in Haiti
  - B) the debate over the admission of Missouri
  - C) the closing of the Hampstead Church
  - D) the publication of William Lloyd Garrison's newspaper, *The Liberator*

Answer: C

Page Ref: 240

Topic: Denmark Vesey and the Slave Conspiracy of 1822

Skill: Relational

- 44) One result of the Vesey Conspiracy was
- A) abolition of the slave codes.
  - B) the freeing of about 125 slaves.
  - C) widespread destruction of white property, but little loss of white lives.
  - D) more repressive laws from the state's legislature.

Answer: D

Page Ref: 241

Topic: Denmark Vesey and the Slave Conspiracy of 1822

Skill: Relational

## Essay Questions

- 1) Describe the key features of Henry Clay's "American System." Indicate how these features were designed to produce economic growth.

Answer: The protective tariff was designed to promote American industry and create a home market for agricultural products from the South and West.

Federally-funded internal improvements like roads and canals would create a national market and stimulate production in all sections.

A second national bank would stabilize the national currency and provide sound credit.

The goal was to promote national economic self-sufficiency.

Page Ref:

Topic:

Skill: Descriptive

- 2) Describe the provisions of the Monroe Doctrine. Indicate what American interests were served by its pronouncement and toward which specific nations it was directed.

Answer: Provisions: the Western hemisphere was closed to colonization and political intervention from Europe; the United States would not interfere in the internal affairs of Europe

Interests: gave Western hemispheric hegemony to the United States; protected republican governments in the Americas The Doctrine was specifically aimed at Russia (on the Pacific Coast) and France (planning to head a European alliance to restore the Spanish colonies in the Americas).

Page Ref:

Topic:

Skill: Descriptive

- 3) Identify the causes of the Panic of 1819. Are they the same as what most people thought were the causes? How did public perception of the Panic affect public policy?

Answer: Causes: collapse of cotton prices; deflation of the currency (contracted bank credit and specie payment requirement for public land); factory closings due to European competition. Many people, particularly in the South and West, thought the panic was the product of high tariffs, tight money policies, and costly government.  
Effects: state constitution revisions; voting rights reform; hostility toward banks and "monopolies;" factionalization of the Republican Party; exacerbated North-South tensions

Page Ref:

Topic:

Skill: Descriptive

- 4) The text authors refer to a "neo-Hamiltonian" economic policy adopted by Republicans after the War of 1812. Explain why the Republicans, who had earlier detested Hamilton and his policies, adopted these same policies.

Answer: Consider: lessons from the War of 1812 (tariff to protect new manufacturers, national bank to assure national government credit, etc.); Westward expansion (demand for internal improvements, cheap land); Postwar national pride (national interests supersede sectional interests)

Page Ref:

Topic:

Skill: Explanatory

- 5) In 1816, it appeared that John C. Calhoun was a strong nationalist while Daniel Webster was a sectionalist looking out for the peculiar interests of New England. Explain why, only a few years later, the two men had switched; Calhoun to sectionalism and Webster to nationalism.

Answer: Calhoun moved toward sectionalism when industry failed to develop in the South; thus, national programs like internal improvements, tariffs, banking, etc. were of little use. Webster moved toward nationalism when investment capital in the Northeast moved from commerce to manufacturing; thus, national programs became valuable to the Northeastern economy.

Page Ref:

Topic:

Skill: Explanatory

- 6) Some historians claim that John Marshall made the most important contributions to nationalism in the early republic, even more so than Alexander Hamilton. Explain how this judgment might be a valid one.

Answer: The Supreme Court's rulings under Marshall's leadership expanded the power of the Supreme Court and of the national government. They also advanced the interests of economic competition and economic development. These were Hamiltonian objectives and the Marshall Court's decisions were long-term.

Page Ref:

Topic:

Skill: Explanatory

- 7) Why was it possible for the North and South to compromise over the divisive slavery issue in 1820? What "lessons" do you think the North and South learned from the Missouri Crisis?

Answer: Consider:

Compromise: passions over slavery were not yet so aroused; antislavery advocates were not yet well organized; attention was diverted by the Panic of 1819; there was enough western real estate to divide between the two sides

Lessons: Northerners learned that the South intended to expand slavery (and maintain its hold on national political power); Southerners learned that they would have to present slavery as a positive good to justify its expansion

Page Ref:

Topic:

Skill: Explanatory

- 8) Take the role of a western farmer, southern planter, or eastern manufacturer. Indicate your views on federal policies from 1815 to 1835.

Answer: Farmer: likes liberal land policies and internal improvements; dislikes tariffs and banks

Planter: dislikes tariffs, liberal land policies, internal improvements, and banks

Manufacturer: likes tariff, internal improvements, and banks; dislikes liberal land policies

Page Ref:

Topic:

Skill: Interpretive

- 9) Relate the Monroe Doctrine and Adams-Onís Treaty to the theme of post-War of 1812 nationalism. How does each express the self-confidence and patriotism of the nation in the late eighteen-teens?

Answer: Consider: Secretary of State Adams was confident enough to use the Jackson episode in Florida as a threat to get Spain to relinquish Florida to the United States. The United States was confident enough to reject a joint declaration with Britain and unilaterally issue the Monroe Doctrine.

Page Ref:

Topic:

Skill: Interpretive

- 10) Assume the role of a western farmer in the period 1800 to 1835. Tell what changes have occurred in your life. Specifically address the impact of industrialization and urbanization on American agriculture.

Answer: Consider: massive population movement to the West; cheaper land prices; more roads, canals, and railroads; mechanization of production; from self-sufficient to commercial (specialized cash crop) farming; urban market in the East; sons and daughters move to eastern cities; mortgages and foreclosures in the Panic of 1819; the West becoming the battlefield over slavery

Page Ref:

Topic:

Skill: Interpretive



## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Francis Cabot Lowell

Column 2: Employed young female  
workers in his Massachusetts  
textile mills

Answer: Employed young female workers in his Massachusetts textile mills

Page Ref: 225

Topic:

Skill:

- 2) Column 1: James Monroe

Column 2: President during the "Era of  
Good Feelings"

Answer: President during the "Era of Good Feelings"

Page Ref: 226

Topic:

Skill:

- 3) Column 1: John Quincy Adams

Column 2: Primary author of the Monroe  
Doctrine

Answer: Primary author of the Monroe Doctrine

Page Ref: 226

Topic:

Skill:

- 4) Column 1: Henry Clay

Column 2: Author of the Missouri  
Compromise

Answer: Author of the Missouri Compromise

Page Ref: 227

Topic:

Skill:

- 5) Column 1: John Marshall

Column 2: Supreme Court Chief Justice  
whose decisions strengthened  
the federal government

Answer: Supreme Court Chief Justice whose decisions strengthened the federal government

Page Ref: 227

Topic:

Skill:

- 6) Column 1: Andrew Jackson  
Column 2: Defeated Seminoles in Florida  
Answer: Defeated Seminoles in Florida  
Page Ref: 232  
Topic:  
Skill:
- 7) Column 1: Robert Fulton  
Column 2: Popularized steam travel with  
launching of *The Clermont*  
Answer: Popularized steam travel with launching of *The Clermont*  
Page Ref: 234  
Topic:  
Skill:
- 8) Column 1: Samuel F. B. Morse  
Column 2: Inventor of the telegraph  
Answer: Inventor of the telegraph  
Page Ref: 236  
Topic:  
Skill:
- 9) Column 1: Eli Whitney  
Column 2: Inventor of the cotton gin  
Answer: Inventor of the cotton gin  
Page Ref: 236  
Topic:  
Skill:

## Chapter 10 Power and Politics in Jackson's America

### Multiple Choice Questions

- 1) What was the dominant symbol of the Whig Presidential Campaign in 1840?
- A) gold coin
  - B) railroad
  - C) bank
  - D) log cabin

Answer: D

Page Ref: 247

Topic: Introduction

Skill: Factual

- 2) In the 1840 presidential election, the Whig Party
- A) became the first major party to adopt a written platform.
  - B) candidate lost the election.
  - C) campaign emphasized symbols and images rather than principles and programs.
  - D) candidate refused to speak on his own behalf.

Answer: C

Page Ref: 247

Topic: Introduction

Skill: Factual

- 3) An important political change between 1820 and 1840 was that
- A) issues rather than personalities became the common subject of political campaigns.
  - B) the Federalist Party recovered from its post-War of 1812 decline.
  - C) most states abolished property requirements for voting.
  - D) voter participation in federal elections sharply declined.

Answer: C

Page Ref: 248

Topic: Political Democratization

Skill: Factual

- 4) Between 1820 and 1840, "democracy" came to imply that the right to vote should be extended to
- A) all taxpayers.
  - B) women and free blacks.
  - C) those who had a "stake in society."
  - D) all adult white men.

Answer: D

Page Ref: 249

Topic: Political Democratization

Skill: Relational

5) Political innovations in Jackson's America included all of the following EXCEPT

- A) candidate nominating conventions.
- B) direct election of senators.
- C) reduced residency requirements for voting.
- D) direct election of presidential electors.

Answer: B

Page Ref: 249–250

Topic: Political Democratization

Skill: Relational

6) The first quarter of the nineteenth century saw the emergence of

- A) the politics of "deference."
- B) local political elites.
- C) professional politicians.
- D) women's suffrage.

Answer: C

Page Ref: 250–251

Topic: Political Democratization

Skill: Factual

7) Anti-Masons were

- A) accused of being a privileged group who used political influence to attain power and profit.
- B) a political party that attacked special privilege.
- C) a political party that later merged with the Jacksonian Democrats.
- D) a series of presidents from Virginia who controlled the White House for the first quarter of the nineteenth century.

Answer: B

Page Ref: 251

Topic: Political Democratization

Skill: Factual

8) Between 1816 and 1824 the Republican Party disintegrated as a stable national organization partly because

- A) it lacked a strong leader.
- B) it lost a series of national elections.
- C) the opposition party grew stronger.
- D) of a string of failures in its conduct of foreign policy.

Answer: A

Page Ref: 251

Topic: The Rebirth of Parties

Skill: Relational

9) Which one of the following issues was NOT a major source of political division that led to the creation of the Second Party System?

- A) economic depression
- B) the future of slavery
- C) territorial expansion
- D) presidential succession

Answer: C

Page Ref: 254

Topic: The Rebirth of Parties

Skill: Relational

10) George Washington, Thomas Jefferson, James Madison, and James Monroe were all "members" of the " \_\_\_\_\_ " --a chain of presidents that ended in 1824.

- A) Virginia Dynasty
- B) Albany Regency
- C) Republican Caucus
- D) Anti-Masons

Answer: A

Page Ref: 254

Topic: The Rebirth of Parties

Skill: Factual

11) Which candidate in the 1824 presidential election received the largest number of popular and electoral college votes?

- A) John Quincy Adams
- B) Henry Clay
- C) Andrew Jackson
- D) William Crawford

Answer: C

Page Ref: 254

Topic: The Rebirth of Parties

Skill: Factual

- 12) During his presidency, John Quincy Adams aroused political opposition because he
- A) made extensive use of his patronage powers to initiate the "spoils system" of political appointment.
  - B) was ruthless in his implementation of the Indian removal policy.
  - C) advocated an active role for the federal government in the development of the American economy.
  - D) accused Andrew Jackson and Henry Clay of having struck a "corrupt bargain" to undermine his administration.

Answer: C

Page Ref: 255

Topic: The Rebirth of Parties

Skill: Relational

- 13) President John Quincy Adams's policy preferences were disliked by all of the following EXCEPT
- A) states' rightists.
  - B) strict constructionists.
  - C) high tariff protectionists.
  - D) proslavery southerners.

Answer: C

Page Ref: 255–256

Topic: The Rebirth of Parties

Skill: Factual

- 14) The "Tariff of Abominations" was most strongly opposed by
- A) southerners.
  - B) northerners.
  - C) westerners.
  - D) easterners.

Answer: A

Page Ref: 256

Topic: The Rebirth of Parties

Skill: Factual

- 15) John C. Calhoun's claim that a state could nullify a federal law came in response to the
- A) Indian Removal Act.
  - B) Tariff of Abominations.
  - C) *Worcester v. Georgia* decision
  - D) *Charles River Bridge v. Warren Bridge* decision.

Answer: B

Page Ref: 256

Topic: The Rebirth of Parties

Skill: Relational

- 16) The Election of 1828 was characterized by
- A) a relatively low voter turnout.
  - B) poor organization by Andrew Jackson's supporters.
  - C) a division of the vote along sectional lines.
  - D) a relatively quiet and non-controversial campaign.

Answer: C

Page Ref: 256-257

Topic: The Rebirth of Parties

Skill: Factual

- 17) Andrew Jackson's popularity as a political leader was in part due to his
- A) social refinement and formal education.
  - B) distaste for partisan controversy.
  - C) image as a strong-willed, self-made man of the people.
  - D) devotion to reason and reflection in the making of public policy.

Answer: C

Page Ref: 257

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Relational

- 18) As president, Andrew Jackson is notable for his
- A) belief in the dignity and worth of ordinary people.
  - B) belief that Congress should dominate the making of public policy.
  - C) unwavering devotion to the principle of states' rights.
  - D) insistence that the federal government take an active role in the development of the economy.

Answer: A

Page Ref: 257

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Factual

- 19) During the Jacksonian era, national politics was dominated by all the following issues EXCEPT
- A) equal opportunity.
  - B) the proper role of the government in the economy.
  - C) land, tariffs, and banking.
  - D) the emancipation of slaves.

Answer: D

Page Ref: 257-265

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Relational

- 20) In the case of *Worcester v. Georgia*, the Supreme Court
- A) declared that the Second Bank of the United States was unconstitutional.
  - B) denied the right of a state to extend its jurisdiction over Indian tribal lands.
  - C) ruled that the doctrine of nullification was in violation of the "necessary and proper" clause of the Constitution.
  - D) removed the property ownership requirement for the right to vote in national elections.

Answer: B

Page Ref: 258

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Factual

- 21) The Trail of Tears was the consequence of Andrew Jackson's commitment to an Indian policy of
- A) assimilation.
  - B) removal
  - C) graduation.
  - D) distribution.

Answer: B

Page Ref: 258–259

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Relational

- 22) Preemption acts passed by Congress were most beneficial to
- A) squatters.
  - B) land speculators.
  - C) railroad companies.
  - D) Native Americans.

Answer: A

Page Ref: 262

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Factual

- 23) In reply to Senator Robert Hayne, Daniel Webster claimed that a state could NOT
- A) sue in federal court.
  - B) seek to amend the Constitution.
  - C) sue another state.
  - D) nullify a federal law.

Answer: D

Page Ref: 262–263

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Factual



24) Andrew Jackson's relations with his vice president, John C. Calhoun, could best be described as

- A) civil.
- B) strained.
- C) cordial.
- D) relaxed.

Answer: B

Page Ref: 263

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Interpretive

25) John C. Calhoun's doctrine of nullification was an argument in favor of

- A) secession.
- B) protective tariffs.
- C) majority rule.
- D) states' rights.

Answer: D

Page Ref: 263

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Factual

26) The nullification crisis was precipitated by southern disappointment with congressional action on

- A) the recharter of the Second Bank of the United States.
- B) Indian policy.
- C) the Tariff of 1832.
- D) the preemption acts.

Answer: C

Page Ref: 263

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Relational

27) The nullification crisis involved a conflict of authority between

- A) the president and Congress.
- B) John Marshall and Andrew Jackson.
- C) the state of Georgia and the Cherokee Nation.
- D) the state of South Carolina and the federal government.

Answer: D

Page Ref: 263

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Factual

- 28) Underlying the nullification crisis in 1832 was South Carolina's concern about the
- A) availability of public land.
  - B) removal of southeastern Indians.
  - C) security of slave property.
  - D) growth of the national debt.

Answer: C

Page Ref: 263

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Relational

- 29) Opponents of the Second Bank of the United States complained that it
- A) restricted the availability of loans.
  - B) was unconstitutional.
  - C) exercised undue political influence.
  - D) All of the above.

Answer: D

Page Ref: 264

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Factual

- 30) After his reelection in 1832, Andrew Jackson
- A) encouraged state banks to issue more bank notes to circulate as national currency.
  - B) ordered the removal of federal funds from the Second Bank of the United States.
  - C) fired Nicholas Biddle, the President of the Second Bank of the United States.
  - D) revoked the charter of the Second Bank of the United States.

Answer: B

Page Ref: 264

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Factual

- 31) Andrew Jackson's Specie Circular
- A) outlawed paper currency.
  - B) required that federal funds be deposited in "pet" banks.
  - C) directed that public land purchases be paid for in gold and silver.
  - D) created the Independent Treasury system to take care of the nation's finances.

Answer: C

Page Ref: 264

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Factual

- 32) What was the LEAST likely cause of the Panic of 1837?
- A) Andrew Jackson's war on the Second Bank of the United States
  - B) the Specie Circular
  - C) Martin Van Buren's election to the presidency in 1836
  - D) Britain's decision to raise interest rates

Answer: C

Page Ref: 264–265

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Relational

- 33) Chief Justice Roger B. Taney and the Supreme Court's decision in the *Charles River Bridge v. Warren Bridge* case was a boost to
- A) states' rights.
  - B) nullification.
  - C) free enterprise.
  - D) protective tariffs.

Answer: C

Page Ref: 265–266

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Relational

- 34) Who most benefitted from President Jackson's policies?
- A) urban workingmen
  - B) yeoman farmers
  - C) Native Americans
  - D) southern slaveowners

Answer: D

Page Ref: 266

Topic: Andrew Jackson: The Politics of Egalitarianism

Skill: Factual

- 35) The various factions in the Whig Party coalition were united by their common opposition to
- A) humanitarian reform.
  - B) Andrew Jackson.
  - C) slavery.
  - D) federal interference in the economy.

Answer: B

Page Ref: 266

Topic: Rise of a Political Opposition

Skill: Relational

36) The Whig Party favored all of the following EXCEPT

- A) rechartering the national bank.
- B) high protective tariffs.
- C) the Independent Treasury.
- D) federally-funded internal improvements.

Answer: C

Page Ref: 266

Topic: Rise of a Political Opposition

Skill: Factual

37) Which of the following was true of BOTH the Whigs and Jacksonian Democrats?

- A) They supported Henry Clay's American System.
- B) They emphasized class conflict.
- C) They drew support from all parts of the country.
- D) They were always on guard against the influence of special privilege.

Answer: C

Page Ref: 267

Topic: Rise of a Political Opposition

Skill: Relational

38) Match the person in the right column to an appropriate description in the left column.

- |                                                                                           |                     |
|-------------------------------------------------------------------------------------------|---------------------|
| A. The first president to die in office.                                                  | 1. John Tyler       |
| B. The first vice president to resign the office.                                         | 2. Henry Clay       |
| C. The first vice president to succeed to the presidency upon the death of the president. | 3. John C. Calhoun  |
|                                                                                           | 4. William Harrison |

A) A-3; B-1; C-4

B) A-4; B-3; C-1

C) A-2; B-4; C-3

D) A-1; B-2; C-4

Answer: B

Page Ref:

Topic: Rise of a Political Opposition

Skill: Factual

39) In three of the four presidential elections between 1840 and 1852, the Whig party nominated a \_\_\_\_\_ for president.

- A) U.S. senator
- B) military hero
- C) southern slaveowner
- D) former Federalist

Answer: B

Page Ref: 267

Topic: Rise of a Political Opposition

Skill: Factual

40) Where did the cholera epidemic that swept the United States in 1832 originate?

- A) Europe
- B) Africa
- C) Asia
- D) South America

Answer: C

Page Ref: 252

Topic: The Cholera Epidemic of 1832: Sinners and Saints

Skill: Factual

41) In 1883, scientists discovered that most cholera epidemics were caused by

- A) a virus.
- B) polluted air.
- C) polluted water.
- D) raw fruits and vegetables.

Answer: C

Page Ref: 252

Topic: The Cholera Epidemic of 1832: Sinners and Saints

Skill: Relational

42) In 1832, American physicians' "doctrine of predisposing causes" alleged that those most likely to contract cholera were

- A) children.
- B) farmers.
- C) southerners.
- D) poor.

Answer: D

Page Ref: 252

Topic: The Cholera Epidemic of 1832: Sinners and Saints

Skill: Factual

- 43) Most physicians responded to the 1832 cholera epidemic by
- A) administering opium and mercury-based medications.
  - B) quarantining the victims.
  - C) ordering the removal of trash and garbage from city streets.
  - D) insisting on the cleaning of city water supplies.

Answer: A

Page Ref: 253

Topic: The Cholera Epidemic of 1832: Sinners and Saints

Skill: Relational

## Essay Questions

- 1) Describe the changes made in the American political system between 1820 and 1840 that made it a more "democratic" system.

Answer: Consider: reduced voting requirements (residency, property, religion); more elective offices (judges, presidential electors); nominating conventions replace caucuses; declining influence of political elite; popular campaigns.

Page Ref:

Topic:

Skill: Descriptive

- 2) Define John C. Calhoun's principle of nullification. Describe its application in the nullification crisis of 1832.

Answer: Nullification, based on the compact theory of the Constitution, claimed a state could declare a federal law unconstitutional, thus null and void within its boundaries. A South Carolina convention nullified the tariffs of 1828 and 1832, but President Jackson threatened and cajoled the state into repealing its nullification ordinance.

Page Ref:

Topic:

Skill: Descriptive

- 3) It is the text authors' view that "Jackson greatly expanded the power and prestige of the Presidency and federal government." Describe several specific actions by Andrew Jackson that illustrate this point.

Answer: Consider: the nullification crisis overrides state authority; the Bank veto asserts presidential power; Jackson's view of the President as representative of the people gives the office prestige.

Page Ref:

Topic:

Skill: Descriptive

- 4) Some historians speak of the two decades between 1820 and 1840 as an age of "the rise of the common man." Explain why this may be an appropriate description of the time.

Answer: Consider: reduced voting requirements; decline of deferential politics and local elites; popular political campaigns; informal licensing requirements in law and medicine; political leaders' attention to ordinary voters.

Page Ref:

Topic:

Skill: Explanatory

- 5) The text authors claim that John Quincy Adams was "one of the most brilliant and well-qualified men to serve in the White House." Why then was his presidency a failure?

Answer: Consider: his cold personality; his poor political skills; the circumstances of his election; his policies of high tariffs and nationalism; implementation of his Indian removal policy; the fracturing of the Republican Party.

Page Ref:

Topic:

Skill: Explanatory

- 6) Compare and contrast the political principles of the Jacksonian Democrats and the Jeffersonian Republicans. In what ways were their beliefs similar and different? Explain the reasons for the differences.

Answer: Similarities: states' rights; strict constructionist; territorial expansionist; pro-Indian removal; equal opportunity; faith in the "common man."

Differences: Jacksonians more egalitarian; more national in scope; more professional political organization; embrace majority rule; less consistent ideology.

Page Ref:

Topic:

Skill: Interpretive

- 7) The text authors state that "the transition from property qualifications to universal white manhood suffrage occurred . . . with surprisingly little dissension." Why do you suppose that happened? Why wasn't there more resistance to this fundamental political innovation?

Answer: The transition was long-term. It was the culmination of a trend dating back to the colonial period. It probably seemed logical given the other elements of the "rise of the common man" at the time. Nevertheless, there was opposition, and sometimes, as in New York, it was difficult to overcome.

Page Ref:

Topic:

Skill: Interpretive

- 8) The text authors evaluate Andrew Jackson's Indian policies as "morally indefensible." Do you agree? Explain your position.

Answer: Agree: uprooting of an innocent people; "stealth" of land by means of fraudulent treaties; people poorly cared for on the Trail of Tears.

Disagree: removal was the only way to protect Indian lives and preserve Native-American culture.

Page Ref:

Topic:

Skill: Interpretive

- 9) Express your views on the wisdom of Andrew Jackson's war on the Second Bank of the United States. Was his veto of the recharter bill justifiable? Why or why not?

Answer: Justifiable: bank was too powerful; bank was a specially privileged institution, enriching the few at the expense of the many; it needed to be destroyed as an example of "the people's" power over elite institutions.

Unjustifiable: bank served useful purposes in the economy; it was victimized for political purposes; its destruction had bad consequences.

Page Ref:

Topic:

Skill: Interpretive

- 10) If you were a voter in the 1830s, would you be a Democrat or a Whig? Why? What is your attitude toward Andrew Jackson?

Answer: Whig: I hate Jackson; I believe in government by men of talent; I favor high tariffs, a national bank, federally-funded internal improvements, government-promoted economic growth, social reform.

Democrat: I love Jackson; I believe in government by the common people; I oppose an active national government and social reform.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: William Henry Harrison  
Column 2: The first Whig president

Answer: The first Whig president

Page Ref: 247

Topic:

Skill:



- 2) Column 1: Martin Van Buren  
Column 2: Successor to Andrew Jackson  
as president  
Answer: Successor to Andrew Jackson as president  
Page Ref: 247  
Topic:  
Skill:
- 3) Column 1: John Quincy Adams  
Column 2: Elected president despite  
receiving fewer electoral votes  
than Andrew Jackson  
Answer: Elected president despite receiving fewer electoral votes than Andrew Jackson  
Page Ref: 254  
Topic:  
Skill:
- 4) Column 1: John C. Calhoun  
Column 2: Originator of the doctrine of  
nullification  
Answer: Originator of the doctrine of nullification  
Page Ref: 254  
Topic:  
Skill:
- 5) Column 1: Andrew Jackson  
Column 2: President known for the Bank  
War  
Answer: President known for the Bank War  
Page Ref: 254  
Topic:  
Skill:
- 6) Column 1: Sequoyah  
Column 2: tribal leader who developed a  
written Cherokee alphabet  
Answer: tribal leader who developed a written Cherokee alphabet  
Page Ref: 258  
Topic:  
Skill:

7) Column 1: Roger B. Taney

Column 2: Appointed as Chief Justice by  
Andrew Jackson

Answer: Appointed as Chief Justice by Andrew Jackson

Page Ref: 265

Topic:

Skill:

8) Column 1: John Tyler

Column 2: Succeeded William Henry  
Harrison as president

Answer: Succeeded William Henry Harrison as president

Page Ref: 266

Topic:

Skill:

## Chapter 11 America's First Age of Reform

### Multiple Choice Questions

- 1) During the early decades of the nineteenth century, the reform impulse was sparked by all the following EXCEPT
- A) pride in the ideals enshrined in the Declaration of Independence.
  - B) faith in the ideas espoused by Enlightenment philosophy.
  - C) satisfaction with the nation's social stability and moral order.
  - D) zeal expressed in an evangelical Protestant religious awakening.

Answer: C

Page Ref: 273

Topic: Sources of the Reform Impulse

Skill: Relational

- 2) Unlike religious traditionalists, early nineteenth-century religious liberals stressed the
- A) doctrine of original sin.
  - B) concept of predestination.
  - C) essential goodness of human nature.
  - D) orthodoxy of Calvinistic doctrine.

Answer: C

Page Ref: 273

Topic: Sources of the Reform Impulse

Skill: Relational

- 3) Nineteenth-century Unitarians stressed
- A) the mortal nature of Jesus Christ.
  - B) the doctrine of transubstantiation.
  - C) a multiplicity of gods.
  - D) the Holy Trinity.

Answer: A

Page Ref: 273

Topic: Sources of the Reform Impulse

Skill: Factual

- 4) The Second Great Awakening originated in
- A) Northampton, Massachusetts.
  - B) Cane Ridge, Kentucky.
  - C) Charleston, South Carolina.
  - D) Buffalo, New York.

Answer: B

Page Ref: 273

Topic: Sources of the Reform Impulse

Skill: Factual

- 5) Evangelical reformers of the Second Great Awakening were most critical of
- A) the egoistic belief that Americans were God's "chosen people."
  - B) the idea that each individual was personally responsible for sin and moral evil.
  - C) individual selfishness and materialistic excess.
  - D) separating the functions of church and state.

Answer: C

Page Ref: 274

Topic: Sources of the Reform Impulse

Skill: Factual

- 6) Who was the North's leading evangelist of the Second Great Awakening?
- A) William Ellery Channing
  - B) Charles Grandison Finney
  - C) William Lloyd Garrison
  - D) John Humphrey Noyes

Answer: B

Page Ref: 274

Topic: Sources of the Reform Impulse

Skill: Factual

- 7) Of the following, evangelical revivals had the LEAST appeal to
- A) young women.
  - B) social liberals.
  - C) upwardly mobile businessmen in the North.
  - D) farm families in the southwestern and western frontier.

Answer: B

Page Ref: 274

Topic: Sources of the Reform Impulse

Skill: Factual

- 8) Leading evangelical revivalists of the Second Great Awakening
- A) believed that social reform was best left to the capable hands of a predestined "elect" of God's chosen people.
  - B) held a strong faith in the capacity of human beings to improve society by applying their powers of reason.
  - C) believed that individual redemption was available to anyone.
  - D) insisted that both individual salvation and social reform depended upon a greater national commitment to formal theological training.

Answer: C

Page Ref: 274

Topic: Sources of the Reform Impulse

Skill: Factual

- 9) What was the nation's largest and fastest growing religious denomination by 1860?
- A) Baptist
  - B) Catholic
  - C) Presbyterian
  - D) Methodist

Answer: B

Page Ref: 274

Topic: Sources of the Reform Impulse

Skill: Factual

- 10) Which one of the following was NOT primarily designed to reduce the consumption of alcoholic spirits in America?
- A) Magdalene societies
  - B) American Society for the Promotion of Temperance
  - C) Washingtonian movement
  - D) Maine laws

Answer: A

Page Ref: 275-276

Topic: Moral Reform

Skill: Relational

- 11) The Washingtonian Movement concerned the problem of
- A) crime.
  - B) rehabilitating criminals.
  - C) alcoholism.
  - D) education.

Answer: C

Page Ref: 276

Topic: Moral Reform

Skill: Factual

- 12) Pre-Civil War reformers believed that crime was rooted in
- A) human nature.
  - B) social conditions.
  - C) original sin.
  - D) the innate depravity of humankind.

Answer: B

Page Ref: 276-277

Topic: Social Reform

Skill: Relational

- 13) Penitentiary reformers in the early nineteenth century believed criminals could be rehabilitated by
- A) inflicting harsh physical punishment on inmates.
  - B) exposing inmates to public scorn and ridicule.
  - C) treating inmates as mentally incompetent.
  - D) encouraging inmates to develop habits of self-discipline.

Answer: D

Page Ref: 277

Topic: Social Reform

Skill: Relational

- 14) Early nineteenth-century reformers succeeded in getting some states to outlaw
- A) the death penalty.
  - B) plea bargaining.
  - C) the insanity defense.
  - D) solitary confinement.

Answer: A

Page Ref: 277

Topic: Social Reform

Skill: Factual

- 15) Reformer Horace Mann fought for
- A) the construction of asylums to treat the insane.
  - B) the creation of co-educational colleges.
  - C) institutional care for the deaf and blind.
  - D) government support for public schools.

Answer: D

Page Ref: 278

Topic: Social Reform

Skill: Factual

- 16) Although they were "public," most early nineteenth-century public school enrollment policies discriminated against all of the following EXCEPT
- A) African Americans.
  - B) women.
  - C) immigrants.
  - D) Catholics.

Answer: C

Page Ref: 278

Topic: Social Reform

Skill: Factual

17) \_\_\_\_\_ College was the nation's first co-ed college, and \_\_\_\_\_ was the first women's college in the United States.

- A) Troy State, Vassar
- B) Oberlin, Bowdoin
- C) Oberlin, Mount Holyoke
- D) Mount Holyoke, Vassar

Answer: C

Page Ref: 278

Topic: Social Reform

Skill: Factual

18) Who was the early nineteenth-century's leading proponent of asylums for the mentally ill?

- A) Prudence Crandall
- B) Sojourner Truth
- C) Thomas Gallaudet
- D) Dorothea Dix

Answer: D

Page Ref: 278

Topic: Social Reform

Skill: Factual

19) By 1820, there was reason to believe that slavery was a dying institution because of all of the following EXCEPT that

- A) Congress had outlawed the African slave trade.
- B) Congress had barred slavery from the Old Northwest.
- C) the slave population had begun to decline.
- D) most northern states had abolished slavery.

Answer: C

Page Ref: 279

Topic: Radical Reform

Skill: Relational

20) The American Colonization Society responded to the belief that

- A) blacks and whites could not live together in a racially integrated America.
- B) African Americans were better off as slaves than as free blacks in America.
- C) most African Americans, if freed, preferred to go back to Africa.
- D) emancipation of slaves could best be handled by the state governments.

Answer: A

Page Ref: 279

Topic: Radical Reform

Skill: Relational

21) Match the following individuals with the description of their role in the abolitionist movement.

- |                       |                                        |
|-----------------------|----------------------------------------|
| A. Frederick Douglass | 1. anti-abolitionist                   |
| B. Paul Cuffe         | 2. black abolitionist                  |
| C. Elijah Lovejoy     | 3. abolitionist presidential candidate |
| D. James Birney       | 4. abolitionist martyr                 |

- A) B-2; C-4; D-1
- B) A-2; C-4; D-3
- C) A-4; B-3; C-2
- D) B-3; C-1; D-4

Answer: B

Page Ref: 279-280

Topic: Radical Reform

Skill: Relational

22) In *The Liberator*, William Lloyd Garrison swore that he was committed to

- A) transporting freed blacks back to Africa.
- B) outlawing the African slave trade.
- C) banning slavery from the nation's territories.
- D) immediately abolishing slavery in the South.

Answer: D

Page Ref: 279-280

Topic: Radical Reform

Skill: Factual

23) According to abolitionists, slavery was all of the following EXCEPT

- A) a sin.
- B) economically counterproductive.
- C) a violation of human rights.
- D) unconstitutional.

Answer: D

Page Ref: 280

Topic: Radical Reform

Skill: Factual



- 24) In each session of Congress between 1836 and 1844, the House of Representatives adopted "gag rules" designed to prevent debate on petitions calling for
- A) the abolition of slavery.
  - B) a constitutional amendment to protect slavery.
  - C) the reopening of the slave trade.
  - D) the territorial expansion of slavery.

Answer: A

Page Ref: 280

Topic: Radical Reform

Skill: Factual

- 25) The first martyr of the abolitionist movement was
- A) Elijah Lovejoy.
  - B) William Lloyd Garrison.
  - C) Frederick Douglass.
  - D) David Walker.

Answer: A

Page Ref: 280

Topic: Radical Reform

Skill: Factual

- 26) In the 1840s, the \_\_\_\_\_ tried to use the political system to abolish slavery, the \_\_\_\_\_ worked primarily to exclude slavery from the federal territories, and the \_\_\_\_\_ attacked all forms of inequality and violence.
- A) Garrisonians, Free Soil Party, Liberty Party
  - B) Liberty Party, Garrisonians, Free Soil Party
  - C) Free Soil Party, Liberty Party, Garrisonians
  - D) Liberty Party, Free Soil Party, Garrisonians

Answer: D

Page Ref: 280–281

Topic: Radical Reform

Skill: Relational

- 27) The Liberty Party platform in the 1840 presidential election called for all of the following EXCEPT
- A) the abolition of slavery in the District of Columbia.
  - B) the repeal of the Fugitive Slave Act.
  - C) refusing to add new slave states to the Union.
  - D) an end to the interstate slave trade.

Answer: B

Page Ref: 281

Topic: Radical Reform

Skill: Factual

- 28) The major position of the Free Soil Party's 1848 platform was
- A) the abolition of slavery in the Deep South.
  - B) equal rights for African Americans.
  - C) the exclusion of slavery from the federal territories.
  - D) lower tariffs to encourage foreign trade.

Answer: C

Page Ref: 281

Topic: Radical Reform

Skill: Factual

- 29) Harriet Tubman is best known as
- A) publisher of *The Liberator*.
  - B) an early advocate for women's suffrage.
  - C) the founder of a utopian community.
  - D) a fugitive slave who publicized the horrors of slavery.

Answer: D

Page Ref: 281

Topic: Radical Reform

Skill: Factual

- 30) The best known black abolitionist of the nineteenth century was
- A) Frederick Douglass.
  - B) Benjamin Banneker.
  - C) James Birney.
  - D) Paul Cuffe.

Answer: A

Page Ref: 281

Topic: Radical Reform

Skill: Interpretive

- 31) Compared to a generation earlier, by the 1840s women had more
- A) political influence.
  - B) economic status.
  - C) children.
  - D) educational opportunity.

Answer: D

Page Ref: 282

Topic: Radical Reform

Skill: Relational

- 32) The feminists' Seneca Falls Convention statement of grievances was a close paraphrasing of
- A) the Declaration of Independence.
  - B) the Constitution of the United States.
  - C) David Walker's *Appeal to the Colored Citizens of the World*.
  - D) Sarah Grimke's *Letter on the Condition of Women and the Equality of the Sexes*.

Answer: A

Page Ref: 284

Topic: Radical Reform

Skill: Factual

- 33) In the early nineteenth century, the women's rights movement succeeded in all of the following EXCEPT
- A) gaining married women legal control over their income and property.
  - B) gaining women the right to sue and be sued.
  - C) gaining women the right to vote.
  - D) liberalizing both divorce and child custody laws.

Answer: C

Page Ref: 284

Topic: Radical Reform

Skill: Factual

- 34) Shaker communities of the nineteenth century were known for their
- A) concept of complex marriage.
  - B) dances and celibacy.
  - C) cooperative "phalanxes."
  - D) ornate architecture.

Answer: B

Page Ref: 286

Topic: Radical Reform

Skill: Factual

- 35) What were the distinguishing features of the Oneida community?
- A) gender equality and sexual abstinence
  - B) abolitionism and interracial living
  - C) complex marriage and eugenics
  - D) common property and abolition of religion

Answer: C

Page Ref: 287

Topic: Radical Reform

Skill: Factual

- 36) The message of Ralph Waldo Emerson's "The American Scholar" was for American artists to
- A) challenge Americans' faith in progress, technology, and human goodness.
  - B) create distinctly American forms of art rooted in the facts of American life.
  - C) stress the role of reason and intellect in the pursuit of the truth.
  - D) investigate the darker side of human nature by looking at moral conflicts in the lives of ordinary Americans.

Answer: B

Page Ref: 287

Topic: Artistic and Cultural Ferment

Skill: Factual

- 37) Henry Wadsworth Longfellow was best known for
- A) western fiction.
  - B) transcendentalism.
  - C) narrative poems featuring scenes from American history.
  - D) his classic defense of civil disobedience.

Answer: C

Page Ref: 287-288

Topic: Artistic and Cultural Ferment

Skill: Factual

- 38) James Fenimore Cooper's novels criticized all of the following EXCEPT the
- A) destruction of the natural environment.
  - B) violence against Native Americans.
  - C) popular belief in historical myths.
  - D) materialism of American life.

Answer: C

Page Ref: 288

Topic: Artistic and Cultural Ferment

Skill: Factual

- 39) To transcendentalists, the fundamental mysteries of human existence were to be found
- A) by intuition.
  - B) by the application of sound logic and reason.
  - C) through biblical study.
  - D) in the structure of social and religious institutions.

Answer: A

Page Ref: 289

Topic: Artistic and Cultural Ferment

Skill: Factual

40) Who was the central figure in American Transcendentalism?

- A) Herman Melville
- B) Henry Wadsworth Longfellow
- C) Nathaniel Hawthorne
- D) Ralph Waldo Emerson

Answer: D

Page Ref: 289

Topic: Artistic and Cultural Ferment

Skill: Factual

41) Henry David Thoreau wrote

- A) treatises in the area of child development and education.
- B) *The Blithedale Romance*, a story of his experiences while living in a commune.
- C) narrative poems dramatizing scenes from American history.
- D) a classical defense of non-violent civil disobedience.

Answer: D

Page Ref: 290

Topic: Artistic and Cultural Ferment

Skill: Factual

42) transcendentalists attempted to apply their ideas to everyday life at \_\_\_\_\_, a commune near Boston.

- A) Oneida
- B) Nashoba
- C) Brook Farm
- D) New Harmony

Answer: C

Page Ref: 290

Topic: Artistic and Cultural Ferment

Skill: Factual

43) Edgar Allen Poe produced noted works in all the following areas EXCEPT

- A) detective novels.
- B) frontier epics.
- C) literary criticism.
- D) horror stories.

Answer: B

Page Ref: 291

Topic: Artistic and Cultural Ferment

Skill: Factual

44) Unlike most early nineteenth-century writers, \_\_\_\_\_ questioned society's faith in progress and humanity's essential goodness.

- A) Hawthorne and Melville
- B) Emerson and Thoreau
- C) Longfellow and Whitman
- D) Alcott and Fuller

Answer: A

Page Ref: 291-292

Topic: Artistic and Cultural Ferment

Skill: Factual

45) Who wrote the novel, *The Life and Adventures of Joaquin Murieta*?

- A) a runaway slave
- B) a California Mexican American
- C) a Cherokee Indian
- D) an Irish immigrant

Answer: C

Page Ref: 293

Topic: Artistic and Cultural Ferment

Skill: Factual

46) What did Hudson River school artists specialize in painting?

- A) historical events
- B) aristocratic luxury
- C) urban environments
- D) landscape scenes

Answer: D

Page Ref: 293

Topic: Artistic and Cultural Ferment

Skill: Factual

47) The first half of the nineteenth century witnessed the development of all of the following EXCEPT

- A) penny newspapers.
- B) dime novels.
- C) minstrel shows.
- D) comic books.

Answer: D

Page Ref: 294

Topic: American Popular Culture

Skill: Factual

48) What kind of popular novels did early nineteenth-century middle-class Americans tend to prefer?

- A) urban crime stories
- B) western sagas
- C) sentimental family stories
- D) pirate adventure tales

Answer: C

Page Ref: 295

Topic: American Popular Culture

Skill: Factual

49) What was the first uniquely American entertainment form?

- A) minstrel show
- B) three-ring circus
- C) tall tale
- D) lyceum movement

Answer: A

Page Ref: 299

Topic: American Popular Culture

Skill: Factual

50) The most famous american composer of the mid-nineteenth century was

- A) Stephen Foster.
- B) Aaron Copland.
- C) Woody Guthrie.
- D) Scott Joplin.

Answer: A

Page Ref: 299

Topic: American Popular Culture

Skill: Factual

51) What was the goal of an eighteenth-century backcountry gouging fight?

- A) striking a knockout blow
- B) winning while observing the Marquis of Queensbury rules of individual combat
- C) disfiguring one's opponent
- D) good clean fun, sport, and exercise

Answer: C

Page Ref: 296

Topic: Gouging Fights and Backcountry Honor

Skill: Factual

52) What was usually the real cause of backcountry gouging fights?

- A) the abuse or misuse of punishment
- B) personal insult or slight of honor
- C) competition for female attention
- D) the need for spectator entertainment

Answer: B

Page Ref: 296

Topic: Gouging Fights and Backcountry Honor

Skill: Relational

53) Backcountry men were LEAST likely to admire men who were

- A) tough.
- B) boastful.
- C) mean.
- D) reasonable.

Answer: D

Page Ref: 297

Topic: Gouging Fights and Backcountry Honor

Skill: Relational

## Essay Questions

1) Describe the motives and goals of early nineteenth-century moral reformers. What social problems did they identify with prostitution and "heavy drinking"?

Answer: Goals: get people to adopt more godly personal habits, observe the Sabbath, read the Bible, etc.; curb the resort to immoral practices in society, prostitution, overuse of alcohol.

Problems: crime; poverty; disruption of family life; inefficient and unproductive labor.

Page Ref:

Topic:

Skill: Descriptive

2) Describe the impact of social reform movements on American law and criminal justice in the early nineteenth century.

Answer: Consider: new view of crime as a social, not an individual problem; crime resulted from social environment, not personal sin; new prisons stressed rehabilitation, hard labor, solitary confinement; outlawing of capital punishment and imprisonment for debt in some states; insanity plea accepted.

Page Ref:

Topic:

Skill: Descriptive



- 3) Describe what steps had been taken against slavery by 1830. Be specific.

Answer: Consider: slavery abolished or being abolished by law in the northern states; slavery banned from the Northwest Territory; Atlantic slave trade outlawed; individual manumissions increasing in the South; number of antislavery societies growing in North and South; American Colonization Society formed and working.

Page Ref:

Topic:

Skill: Descriptive

- 4) Describe the radical abolitionists' rationale against slavery.

Answer: Consider: slavery illegal, a violation of natural rights; slavery unjust; slavery sinful, places individual's fate in the hands of another individual; slavery immoral, encourages sexual exploitation; slavery economically retrogressive, inhibits economic development of the South and encourages inefficiency of labor.

Page Ref:

Topic:

Skill: Descriptive

- 5) What is a literal definition of "transcendental"? Explain the value of such a view in American life. What special contribution does this point of view make to American culture?

Answer: A dictionary definition of "transcendental" stresses phrases such as "beyond experience," "beyond the rational," "remote from practical affairs," and "the primacy of the spiritual against the material and empirical." So much of America's value and belief system stresses the practical, the concrete, reasoned thought, and material values, that transcendentalism provides a healthy counter value.

Page Ref:

Topic:

Skill: Explanatory

- 6) The text authors conclude that "by the 1850s, . . . black abolitionists felt a deep sense of pessimism. . . ." Why? In their pessimism, what did African American leaders propose as the next step?

Answer: Consider:

Why pessimism? Slavery still existed, slaves were growing in numbers, and slavery was threatening to spread to new territories; there was talk of reopening the Atlantic slave trade; northern abolitionists faced not only southern opposition, but violent anti-abolitionist attacks in the North as well .

What next? Some African Americans reconsidered colonization, others argued for violent action to protect themselves and free the slaves.

Page Ref:

Topic:

Skill: Explanatory

- 7) Compare and contrast the influences of the American Revolution and the Second Great Awakening on the "ferment of reform" in the early nineteenth century. In what ways were their influences reinforcing? How did they differ? Which do you think was the most important influence? Why?

Answer: The American Revolution emphasized natural rights; liberty; equality; Enlightenment principles of inherent goodness, progress, reason, and optimism.  
The Second Great Awakening emphasized faith; individual responsibility (for sin and moral degeneracy in society); and the national mission.  
Both emphasized optimism; sensitivity toward suffering; faith in humankind's capacity to improve society; and the need for order and harmony in society.

Page Ref:

Topic:

Skill: Interpretive

- 8) Had you lived between 1820 and 1860, which utopian community would have been most interesting to you? Explain why you would have chosen to live in that community by comparing and contrasting its features with others at the time.

Answer: Consider: Compare and contrast some of the following features of the communes: goals; motives of the founders; membership requirements; rules on property ownership; personal relationships (marriage, sexual relations, childrearing); work assignments; individual freedom; etc.

Page Ref:

Topic:

Skill: Interpretive

- 9) Had you lived between 1820 and 1860, which reform movements would have been most attractive to you? Select three and tell why these seem to be of special importance to you.

Answer: Consider some of the following as criteria for making a choice: moral improvement of the individual or of society; creating good order or harmony in society; relieve suffering of people; bring greater equality of the sexes or races; realization of individual potential; etc.

Page Ref:

Topic:

Skill: Interpretive

- 10) Which early nineteenth-century writer's work sounds most interesting to you? Why? What, about the author or the things in his or her writings, seem to attract your attention?

Answer: Consider these criteria for making a choice: author's experiences; author's orientation toward reason or intuition as a way of knowing truth; author's optimism about the future; author's criticism or celebration of America and American values; author's view of and participation in social reform; author's ability to tell a story, shape a character, develop a theme, etc.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Prudence Crandall

Column 2: Quaker school teacher jailed  
for teaching free African  
American children

Answer: Quaker school teacher jailed for teaching free African American children

Page Ref: 271

Topic:

Skill:

- 2) Column 1: William Ellery Channing

Column 2: One of the founders of  
American unitarianism

Answer: One of the founders of American unitarianism

Page Ref: 273

Topic:

Skill:

- 3) Column 1: Charles Grandison Finney

Column 2: The "father of modern  
revivalism"

Answer: The "father of modern revivalism"

Page Ref: 274

Topic:

Skill:

- 4) Column 1: Horace Mann

Column 2: Education reformer

Answer: Education reformer

Page Ref: 278

Topic:

Skill:

- 5) Column 1: Dorothea Dix

Column 2: Leader of efforts to reform  
treatment of the mentally ill

Answer: Leader of efforts to reform treatment of the mentally ill

Page Ref: 278

Topic:

Skill:

- 6) Column 1: Thomas Hopkins Gallaudet  
Column 2: Established school for the deaf  
Answer: Established school for the deaf  
Page Ref: 278  
Topic:  
Skill:
- 7) Column 1: Samuel Gridley Howe  
Column 2: Established school for the blind  
Answer: Established school for the blind  
Page Ref: 278  
Topic:  
Skill:
- 8) Column 1: Paul Cuffe  
Column 2: Sea captain who led first experiment in colonization of African Americans  
Answer: Sea captain who led first experiment in colonization of African Americans  
Page Ref: 279  
Topic:  
Skill:
- 9) Column 1: David Walker  
Column 2: Free black author of *An Appeal to the Colored Citizens of the World*  
Answer: Free black author of *An Appeal to the Colored Citizens of the World*  
Page Ref: 279  
Topic:  
Skill:
- 10) Column 1: Elijah Lovejoy  
Column 2: Abolitionist editor murdered in Illinois  
Answer: Abolitionist editor murdered in Illinois  
Page Ref: 280  
Topic:  
Skill:

- 11) Column 1: Frederick Douglass  
Column 2: Abolitionist editor of *The North Star*  
Answer: Abolitionist editor of *The North Star*  
Page Ref: 281  
Topic:  
Skill:
- 12) Column 1: Sojourner Truth  
Column 2: Escaped slave who became a leading orator in the abolitionist and women's rights movements  
Answer: Escaped slave who became a leading orator in the abolitionist and women's rights movements  
Page Ref: 284  
Topic:  
Skill:
- 13) Column 1: Elizabeth Cady Stanton  
Column 2: Originator of first women's rights convention in Seneca Falls, New York  
Answer: Originator of first women's rights convention in Seneca Falls, New York  
Page Ref: 284  
Topic:  
Skill:
- 14) Column 1: Ralph Waldo Emerson  
Column 2: Transcendentalist author of "Nature"  
Answer: Transcendentalist author of "Nature"  
Page Ref: 289  
Topic:  
Skill:
- 15) Column 1: Henry David Thoreau  
Column 2: Transcendentalist author of "Civil Disobedience"  
Answer: Transcendentalist author of "Civil Disobedience"  
Page Ref: 289  
Topic:  
Skill:

## Chapter 12 The Divided North, The Divided South

### Multiple Choice Questions

- 1) Which of the following statements about slavery in 1790 is NOT true?
- A) Slave prices were falling.
  - B) The Founding Fathers had outlawed slavery.
  - C) Leading southerners were denouncing slavery.
  - D) Slave imports into the New World were declining.

Answer: B

Page Ref: 305

Topic: Introduction

Skill: Factual

- 2) Eli Whitney invented the \_\_\_\_\_ which revitalized \_\_\_\_\_ .
- A) steamboat; western trade
  - B) cotton gin; slavery
  - C) mechanical reaper; commercial agriculture
  - D) spinning ginny; the textile industry

Answer: B

Page Ref: 306

Topic: Introduction

Skill: Relational

- 3) The pre-Civil War North differed from the South in that the North
- A) was predominantly rural.
  - B) had a booming economy.
  - C) enacted several democratic political reforms.
  - D) had a rapidly growing European immigrant population.

Answer: D

Page Ref: 306

Topic: A Divided Culture

Skill: Relational

- 4) What was the most distinguishing feature of the pre-Civil War South?
- A) Most southerners worked in agriculture.
  - B) Slavery was legal and widely used.
  - C) Its population was larger than the North's.
  - D) Urbanization was increasing at a more rapid rate than in the North.

Answer: B

Page Ref: 306

Topic: A Divided Culture

Skill: Relational

- 5) Compared to 1790, in 1860 fewer people were engaged in
- A) commercial agriculture.
  - B) factory labor.
  - C) household crafts.
  - D) professional and service jobs.

Answer: C

Page Ref: 307

Topic: The Emergence of a New Industrial Order in the North

Skill: Relational

- 6) For middle-class Americans in the early nineteenth century, the industrial revolution increased all of the following EXCEPT
- A) living standards.
  - B) per capita income.
  - C) job opportunities.
  - D) housing costs.

Answer: D

Page Ref: 307

Topic: The Emergence of a New Industrial Order in the North

Skill: Relational

- 7) Early nineteenth-century master craftsmen usually drew a sharp distinction between
- A) journeyman and apprentice.
  - B) home and work.
  - C) work and leisure.
  - D) producer and seller.

Answer: A

Page Ref: 309

Topic: The Emergence of a New Industrial Order in the North

Skill: Relational

- 8) By the Civil War, work patterns in America
- A) made employer-employee relations more personal.
  - B) increased the importance of skilled craftsmanship.
  - C) emphasized the division and specialization of labor to increase productivity.
  - D) made workers feel less vulnerable to the laws of supply and demand.

Answer: C

Page Ref: 309

Topic: The Emergence of a New Industrial Order in the North

Skill: Factual

- 9) Of the following, before 1830, a young woman could make the most money as a
- A) mill girl.
  - B) domestic servant.
  - C) seamstress.
  - D) school teacher.

Answer: A

Page Ref: 310–311

Topic: The Emergence of a New Industrial Order in the North

Skill: Factual

- 10) Of the following, early nineteenth-century American skilled workers protested LEAST against
- A) wage reductions.
  - B) increasing use of unskilled workers.
  - C) the use of machinery.
  - D) long hours.

Answer: C

Page Ref: 311

Topic: The Emergence of a New Industrial Order in the North

Skill: Factual

- 11) Who organized the first labor unions in America?
- A) unskilled laborers
  - B) skilled journeymen
  - C) working women
  - D) middle-class service professionals

Answer: B

Page Ref: 311

Topic: The Emergence of a New Industrial Order in the North

Skill: Factual

- 12) In *Commonwealth v. Hunt* (1842), the Massachusetts Supreme Court ruled that
- A) labor unions that called strikes were guilty of criminal conspiracy.
  - B) labor unions had a legal right to exist.
  - C) working men's political parties were illegal because they constrained trade.
  - D) employer's associations were illegal because they were detrimental to the peace, prosperity, and best interests of the community.

Answer: B

Page Ref: 311

Topic: The Emergence of a New Industrial Order in the North

Skill: Factual



- 13) The greatest success for workingmen and women generated by early nineteenth-century labor protest was the campaign for
- A) land reform.
  - B) the ten-hour workday.
  - C) a minimum wage.
  - D) workingmen's compensation laws.

Answer: B

Page Ref: 312

Topic: The Emergence of a New Industrial Order in the North

Skill: Factual

- 14) Among early nineteenth-century America's laboring poor,
- A) wages were low, but unemployment was infrequent.
  - B) wives typically earned two-thirds of the family income.
  - C) children's wages were critical to the family's standard of living.
  - D) All of the above.

Answer: C

Page Ref: 312

Topic: The Emergence of a New Industrial Order in the North

Skill: Factual

- 15) Where did most of the flood of immigrants who entered the United States from 1820 to 1860 come from?
- A) Latin America
  - B) southern and eastern Europe
  - C) northern and western Europe
  - D) Asia

Answer: C

Page Ref: 314

Topic: The Emergence of a New Industrial Order in the North

Skill: Relational

- 16) Which one of the following statements is true of BOTH Irish and German immigrants to America in the early nineteenth century?
- A) Most were fleeing famine in their home country.
  - B) They tended to move into America's large cities.
  - C) They held fast to their strong ethnic identity.
  - D) They quickly became actively involved in American politics.

Answer: C

Page Ref: 314

Topic: The Emergence of a New Industrial Order in the North

Skill: Relational

- 17) From the American Revolution to the Civil War, the proportion of wealth controlled by the richest 10 percent of Americans in the northern states
- A) increased.
  - B) decreased.
  - C) remained about the same.
  - D) was about the same as it is today.

Answer: A

Page Ref: 314–315

Topic: The Emergence of a New Industrial Order in the North

Skill: Factual

- 18) The widespread belief in equality of opportunity in early nineteenth-century America was real to the extent that there was a
- A) generally high rate of physical and economic mobility.
  - B) generally even distribution of wealth.
  - C) general absence of class distinctions.
  - D) general absence of genuine poverty.

Answer: A

Page Ref: 318

Topic: The Emergence of a New Industrial Order in the North

Skill: Factual

- 19) In the northern stereotype, the pre-Civil War South was all of the following EXCEPT
- A) a classless society.
  - B) a land of cotton plantations.
  - C) indifferent to money.
  - D) enjoying a leisurely pace of life.

Answer: A

Page Ref: 318

Topic: Southern Distinctiveness

Skill: Factual

- 20) In the pre-Civil War South, most
- A) slaves worked on small farms.
  - B) whites owned slaves.
  - C) slaveholders did not own more than five slaves.
  - D) All of the above.

Answer: C

Page Ref: 319–320

Topic: Southern Distinctiveness

Skill: Factual

- 21) In the pre-Civil War South, slavery
- A) impeded urbanization.
  - B) was unprofitable.
  - C) stimulated technological innovation.
  - D) promoted industry and transportation improvements.

Answer: A

Page Ref: 320

Topic: Southern Distinctiveness

Skill: Relational

- 22) In the pre-Civil War South, the \_\_\_\_\_ was much higher than in the North.
- A) level of taxation
  - B) literacy rate
  - C) concentration of wealth
  - D) level of government spending

Answer: C

Page Ref: 320

Topic: Southern Distinctiveness

Skill: Relational

- 23) The South's transportation network in the first half of the nineteenth century
- A) was primitive compared to that of the North.
  - B) was well developed.
  - C) emphasized steamboats.
  - D) was characterized by an abundance of paved roads.

Answer: A

Page Ref: 320

Topic: Southern Distinctiveness

Skill: Interpretive

- 24) The South's education system in the first half of the nineteenth century
- A) solved the problem of illiteracy.
  - B) was not well supported by public funds.
  - C) was heavily subsidized by state taxes.
  - D) was advanced compared to that of the North.

Answer: B

Page Ref: 320

Topic: Southern Distinctiveness

Skill: Interpretive

- 25) Between 1820 and 1860, the South's defense of slavery became more
- A) apologetic.
  - B) explicitly racist.
  - C) infrequently expressed.
  - D) open to antislavery ideas.

Answer: B

Page Ref: 321

Topic: Southern Distinctiveness

Skill: Factual

- 26) Who was James G. Birney?
- A) an extreme southern nationalist
  - B) a southern abolitionist
  - C) the founder of the Knights of the Golden Circle
  - D) the author of the racial theory of polygenesis

Answer: B

Page Ref: 322

Topic: Southern Distinctiveness

Skill: Factual

- 27) What was the underlying ethic of the slave codes written in the early nineteenth century?
- A) equalitarianism
  - B) paternalism
  - C) republicanism
  - D) capitalism

Answer: B

Page Ref: 323

Topic: Southern Distinctiveness

Skill: Factual

- 28) After 1830, southern nationalists were able to build
- A) independent southern colleges and churches.
  - B) a distinctively southern literature.
  - C) a more diverse southern economy.
  - D) All of the above.

Answer: D

Page Ref: 323

Topic: Southern Distinctiveness

Skill: Relational

- 29) By the 1850s, southern radicalism was dedicated to
- A) the abolition of slavery.
  - B) the territorial expansion of slavery.
  - C) advancing a "necessary evil" defense of slavery.
  - D) closing the slave trade.

Answer: B

Page Ref: 324

Topic: Southern Distinctiveness

Skill: Relational

- 30) Pre-Civil War slave codes
- A) denied slaves any legal rights.
  - B) defined slaves as property.
  - C) allowed slaves to own property and make contracts.
  - D) legally sanctioned slave marriages.

Answer: B

Page Ref: 324

Topic: Slavery

Skill: Factual

- 31) The major objective of southern slave codes was to
- A) uphold the civil rights of slaves.
  - B) protect slaves from physical punishment.
  - C) regulate the lives of slaves.
  - D) provide rewards for the capture of runaway slaves.

Answer: C

Page Ref: 325

Topic: Slavery

Skill: Interpretive

- 32) On pre-Civil War cotton plantations, most slaves were \_\_\_\_\_ who worked under a system of \_\_\_\_\_ .
- A) field hands; gang labor
  - B) domestic servants; task labor
  - C) skilled craftsmen; gang labor
  - D) field hands; task labor

Answer: A

Page Ref: 325

Topic: Slavery

Skill: Relational

- 33) Compared to whites on southern plantations, slaves had a
- A) higher infant mortality rate.
  - B) longer life expectancy.
  - C) lower susceptibility to disease.
  - D) All of the above.

Answer: A

Page Ref: 326

Topic: Slavery

Skill: Factual

- 34) Slave families were generally
- A) weak because slave men were usually absent from the family.
  - B) weak because extended kinship ties rarely developed in slavery.
  - C) weak because slave codes provided no legal protection for slave marriages.
  - D) severely strained by the high instance of sale and family break-up in slavery.

Answer: D

Page Ref: 327

Topic: Slavery

Skill: Relational

- 35) Slave religion placed LEAST emphasis on
- A) hope.
  - B) spiritual equality.
  - C) love.
  - D) human sinfulness.

Answer: D

Page Ref: 328

Topic: Slavery

Skill: Factual

- 36) All of the following led slave insurrections in the first half of the nineteenth century EXCEPT
- A) William Walker.
  - B) Gabriel.
  - C) Denmark Vesey.
  - D) Nat Turner.

Answer: A

Page Ref: 328–329

Topic: Slavery

Skill: Factual

37) Slave rebellions in the pre-Civil War South were comparatively infrequent because of all of the following reasons EXCEPT

- A) slaves were outnumbered by whites.
- B) slaves were concentrated on huge plantations where they were easily policed.
- C) whites were firmly united against slaves.
- D) there were few places for slaves to escape to.

Answer: B

Page Ref: 329

Topic: Slavery

Skill: Relational

38) Hinton Rowan Helper's book, *The Impending Crisis of the South*, dealt with the problem of the

- A) rapidly growing free black population in the Upper South.
- B) wasteful inefficiency of slave labor.
- C) threat of slave insurrection to the social order of the South.
- D) need for southern independence.

Answer: B

Page Ref: 330-331

Topic: Conclusion

Skill: Factual

39) The source(s) of mob violence in the 1830s included

- A) urban growth.
- B) partisan politics.
- C) abolitionism.
- D) All of the above.

Answer: D

Page Ref: 316

Topic: Policing the Pre-Civil War City

Skill: Relational

40) America's crime rate

- A) remained relatively constant from 1820 to 1860.
- B) increased in the 1830s.
- C) decreased in the 1840s.
- D) increased in the 1850s.

Answer: B

Page Ref: 316

Topic: Policing the Pre-Civil War City

Skill: Factual

41) Of the following, a professional police force first appeared in

- A) Boston.
- B) New York City.
- C) Philadelphia.
- D) Baltimore.

Answer: A

Page Ref: 317

Topic: Policing the Pre-Civil War City

Skill: Relational

## Essay Questions

1) Describe the impact of the industrial revolution on life in the northern states. Who benefitted and who lost as a consequence of the changes the industrial revolution brought to society?

Answer: Consider: urbanization; commercial agriculture; factory system; wage labor; transportation innovations; immigration; higher standard of living; concentration of wealth; breakdown of craft skills; etc. Factory owners were big winners, skilled workers were big losers.

Page Ref:

Topic:

Skill: Descriptive

2) What provoked labor protest in the early nineteenth century? What form did that protest take? How successful was it?

Answer: Consider:

Provocation: low wages; long hours; competition from unskilled labor; working conditions; declining standard of workmanship.

Protest: labor unions (NTU); strikes; Working Men's political parties.

Limited success: 10 hour workday movement; *Commonwealth v. Hunt*.

Page Ref:

Topic:

Skill: Descriptive

3) Describe the pro-slavery argument. What kinds of assertions were made to justify the "peculiar institution"?

Answer: Consider: positive good argument (defiant); favorably compared to "wage slavery" of the North; beneficent institution, promoted intellectual development of whites and civilizing of blacks; supported a hierarchial, organic (stable) society; justified by racial inferiority (polygenesis).

Page Ref:

Topic:

Skill: Descriptive



- 4) Describe the impact of slavery on the southern economy, education, and receptivity to social innovation.

Answer: Consider: slavery was profitable; it impeded industry, urbanization, technological innovation; it created high personal debt, high illiteracy rate; it undergirded a highly stratified society with wealth concentrated at the top; it allowed little open debate and few social reforms (fear of instability).

Page Ref:

Topic:

Skill: Descriptive

- 5) Explain why the "article of faith among northerners that theirs was a society of unprecedented economic equality and opportunity, free of rigid class divisions and glaring extremes of wealth and poverty" is not entirely an accurate depiction of reality.

Answer: Consider: wealth highly concentrated at the top; wide class distinctions, social stratification; urban poverty; frequent unemployment; low wages for the working class; women and child labor required for survival of the family.

Page Ref:

Topic:

Skill: Explanatory

- 6) Explain why slaves were able to "sustain a vital culture supportive of human dignity."

Answer: Consider: family and kinship support; religion emphasizing love, hope, and spiritual equality; spiritual music stressing Hebrew's deliverance; folklore emphasizing wit's victory over power.

Page Ref:

Topic:

Skill: Explanatory

- 7) Explain why, when compared to the Caribbean and Latin America, there was relative infrequency of slave rebellion in the southern United States.

Answer: Consider: little chance of success; terrible consequences of failure; slaves greatly outnumbered; whites armed and united; no safe havens to escape to; hard to plan and communicate over long distances between farms and plantations.

Page Ref:

Topic:

Skill: Explanatory

- 8) If you were a middle-class citizen in early nineteenth-century America, where would you rather have lived, in the North or the South? Why?

Answer: Consider: the North had a thriving middle class--economic opportunities were greater there; their economic skills were needed; their numbers made them politically potent. In the South, the planter aristocracy dominated the political, economic, and social life; there were no cities to support an urban middle class, etc.

Page Ref:

Topic:

Skill: Interpretive

- 9) Assume the role of a typical slave in pre-Civil War America. Describe your environment, your behavior, and your feelings about your situation.

Answer: Consider: likely to have lived on a plantation; lived in crowded and unsanitary slave quarters cabin; unvaried and poorly nutritious diet; worked long and hard days; close family ties (immediate and kinship); fear of being sold away from family, sexual exploitation; religious ceremonies celebrating hope, love, deliverance, etc.

Page Ref:

Topic:

Skill: Interpretive

- 10) Assume the role of a skilled craftsman in the 1820s. Tell how your life has been affected by the forces of the industrial revolution and what you intend to do in response.

Answer: Consider:

Effects: job taken by unskilled laborer in factory; frequently unemployed; low wages; long hours.

Intentions: join a union or the Working Men's party; put wife and children to work to help family income; save to buy a house and take in boarders.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: James G. Birney

Column 2: Organizer of the Kentucky  
Anti-Slavery Society

Answer: Organizer of the Kentucky Anti-Slavery Society

Page Ref: 322

Topic:

Skill:

- 2) Column 1: Gabriel

Column 2: Leader of slave rebellion in  
Richmond, Virginia

Answer: Leader of slave rebellion in Richmond, Virginia

Page Ref: 328

Topic:

Skill:

- 3) Column 1: Denmark Vesey

Column 2: Leader of a slave rebellion in  
Charleston, South Carolina

Answer: Leader of a slave rebellion in Charleston, South Carolina

Page Ref: 328

Topic:

Skill:

4) Column 1: Nat Turner

Column 2: leader of slaver rebellion in  
Southampton County, Virginia

Answer: leader of slaver rebellion in Southampton County, Virginia

Page Ref: 329

Topic:

Skill:

5) Column 1: Hinton Rowan Helper

Column 2: Author of *The Impending Crisis*  
*of the South*

Answer: Author of *The Impending Crisis of the South*

Page Ref: 330

Topic:

Skill:

## Chapter 13 Cultures Collide in the Far West

### Multiple Choice Questions

- 1) What was a primary motive behind Spain's establishment of settlements in Texas, New Mexico, and California?
- A) the abundance of gold and silver mined from the region
  - B) to defend the area from intrusion by other European powers
  - C) to rid the region of its Indian inhabitants
  - D) its fear of losing control of the region to the Mexican revolutionaries

Answer: B

Page Ref: 336

Topic: The Hispanic and Native American West

Skill: Relational

- 2) Where was the Spanish mission system most successfully employed?
- A) New Mexico and California
  - B) Arizona and Nevada
  - C) Texas and Louisiana
  - D) Utah and Colorado

Answer: A

Page Ref: 337

Topic: The Hispanic and Native American West

Skill: Factual

- 3) The Mexican War for Independence against Spanish authority quickly led to all of the following EXCEPT the
- A) migration of American traders into the Southwest.
  - B) colonization of American settlers in the Southwest.
  - C) demise of the *rancheros*.
  - D) demise of the mission system.

Answer: C

Page Ref: 338

Topic: The Hispanic and Native American West

Skill: Relational

- 4) Where was the home of the Indians who most effectively utilized the horse in America?
- A) Great Basin
  - B) Great Plains
  - C) Southwest
  - D) Pacific Northwest

Answer: B

Page Ref: 338

Topic: The Hispanic and Native American West

Skill: Factual

- 5) Contact with white traders, trappers, and settlers caused
- A) Native Americans to resign themselves to the inevitable western surge of white settlement.
  - B) a dramatic decline in the Native-American population.
  - C) the formation of military alliances among most western Native-American tribes.
  - D) the retreat of Native Americans into Spanish missions for protection.

Answer: B

Page Ref: 338

Topic: The Hispanic and Native American West

Skill: Factual

- 6) Which one of the following was NOT a purpose of the Lewis and Clark Expedition?
- A) establishing the United States' claim to the region west of the Rocky Mountains
  - B) collecting scientific information on the trans-Mississippi West
  - C) exploring the southern border of the Louisiana Territory
  - D) identifying sites for trading posts and settlements

Answer: C

Page Ref: 339

Topic: The Surge Westward

Skill: Relational

- 7) The gathering at an annual meeting where fur trappers met to trade pelts for supplies was called the \_\_\_\_\_ system.
- A) caucus
  - B) rendezvous
  - C) factor
  - D) putting out

Answer: B

Page Ref: 340

Topic: The Surge Westward

Skill: Factual

- 8) The Oregon Trail was
- A) the longest pioneer route to the Far West.
  - B) primarily a road for merchant trade.
  - C) taken by religious dissenters to the Great Basin.
  - D) the first overland trail to the Spanish Southwest.

Answer: A

Page Ref: 342

Topic: The Surge Westward

Skill: Factual

9) Most of the pioneers who migrated to the Far West came from \_\_\_\_\_ and usually \_\_\_\_\_ migrated before.

- A) the Old South; had not
- B) the Old Northwest; had not
- C) New England; had
- D) the Mississippi Valley; had

Answer: D

Page Ref: 342

Topic: The Surge Westward

Skill: Factual

10) Overland pioneers usually did all of the following EXCEPT

- A) travel in family units.
- B) suffer severe hardships.
- C) regret their decision to migrate.
- D) abandon a rigid sexual division of labor on the trail.

Answer: C

Page Ref: 342

Topic: The Surge Westward

Skill: Relational

11) The idea that the United States was divinely ordained to spread its possessions and institutions across the North American continent was called

- A) *laissez-faire*.
- B) *noblesse oblige*.
- C) manifest destiny.
- D) self-determination.

Answer: C

Page Ref: 342-343

Topic: Manifest Destiny

Skill: Factual

12) When Americans moved to Texas in the 1820s, the Mexican government required them to

- A) bring their slaves.
- B) establish a public school system.
- C) become Mexican citizens.
- D) learn to speak Spanish.

Answer: C

Page Ref: 343

Topic: Manifest Destiny

Skill: Factual

- 13) In an effort to assert its authority over Texas, the Mexican government
- A) prohibited slavery.
  - B) established concentration camps.
  - C) assessed high taxes on Texans.
  - D) arrested Texan political leaders.

Answer: A

Page Ref: 343

Topic: Manifest Destiny

Skill: Factual

- 14) Who blocked U.S. annexation of Texas in 1838 with a 22-day filibuster in Congress?
- A) John Tyler
  - B) John C. Calhoun
  - C) John Quincy Adams
  - D) Andrew Jackson

Answer: C

Page Ref: 345

Topic: Manifest Destiny

Skill: Factual

- 15) James K. Polk's election to the presidency in 1844 was considered a popular mandate for
- A) banning slavery from western territories.
  - B) declaring war on Mexico.
  - C) annexing Texas.
  - D) compromising with the British over the Oregon boundary dispute.

Answer: C

Page Ref: 345

Topic: Manifest Destiny

Skill: Relational

- 16) The *Caroline* incident involved a controversy over
- A) American's harboring Canadian rebels.
  - B) Maine's boundary with Canada.
  - C) the United States–Canadian boundary from Lake Superior to the Lake of the Woods.
  - D) the use of United States ships to enforce the ban on the Atlantic slave trade.

Answer: A

Page Ref: 345

Topic: Manifest Destiny

Skill: Factual

- 17) The Webster–Ashburton Treaty dealt primarily with
- A) United States–Canadian boundaries.
  - B) the *Caroline* incident.
  - C) the annexation of Texas.
  - D) territorial claims in Oregon.

Answer: A

Page Ref: 345

Topic: Manifest Destiny

Skill: Factual

- 18) In an 1846 agreement with Great Britain, the United States surrendered its claim to the Oregon territory between
- A) 36° 30' and the 42nd parallel.
  - B) the Willamette Valley and Vancouver Island.
  - C) the 49th parallel and 54° 40'.
  - D) the 45th parallel and Puget Sound.

Answer: C

Page Ref: 348

Topic: Manifest Destiny

Skill: Factual

- 19) The founder of the Mormon religion was
- A) Marcus Whitman.
  - B) Joseph Smith.
  - C) Brigham Young.
  - D) Robert Owen.

Answer: B

Page Ref: 348

Topic: The Surge Westward

Skill: Factual

- 20) Mormons were subjects of persecution because they seemed to oppose all the following values EXCEPT
- A) individualism.
  - B) economic opportunity.
  - C) monogamous marriage.
  - D) private property.

Answer: B

Page Ref: 349

Topic: Manifest Destiny

Skill: Relational



21) Who led the Mormons west to the Great Salt Lake area?

- A) Joseph Smith, Jr.
- B) Marcus Whitman
- C) Brigham Young
- D) Jason Lee

Answer: C

Page Ref: 349

Topic: Manifest Destiny

Skill: Factual

22) It is NOT true that the Mexican War

- A) was fought almost entirely outside the United States.
- B) was widely reported in daily newspapers.
- C) united the American people behind President Polk.
- D) gave combat experience to the young officers who would be generals in the Civil War.

Answer: C

Page Ref: 350

Topic: War with Mexico

Skill: Factual

23) What was the immediate cause of the Mexican War?

- A) manifest destiny
- B) the annexation of Texas
- C) the Texas Revolution
- D) the California Bear Flag revolt

Answer: B

Page Ref: 350

Topic: War with Mexico

Skill: Relational

24) In his mission to Mexico for President Polk in 1845, John Slidell was instructed to do all of the following EXCEPT

- A) get Mexico to recognize the Rio Grande as the southwestern boundary of Texas.
- B) settle the outstanding damage claims dispute between American citizens and the Mexican government.
- C) purchase New Mexico and California.
- D) encourage Californians to rebel against Mexico and agitate for annexation to the United States.

Answer: D

Page Ref: 350

Topic: War with Mexico

Skill: Relational

- 25) President Polk based the war message he delivered to Congress in 1846 on the claim that
- A) Mexico had refused to pay its debts.
  - B) Mexicans had invaded the United States.
  - C) Mexico and Great Britain were plotting to halt American expansion into the Southwest.
  - D) Mexican authorities were mistreating American settlers in Texas and California.

Answer: B

Page Ref: 351

Topic: War with Mexico

Skill: Relational

- 26) Opponents of the Mexican War claimed all of the following EXCEPT
- A) the war was an immoral attempt to gain more territory.
  - B) President Polk deliberately provoked Mexico into war.
  - C) the war was too expensive.
  - D) southern slaveowners pushed for war so as to benefit themselves.

Answer: C

Page Ref: 351

Topic: War with Mexico

Skill: Factual

- 27) The Mexican War was most popular among
- A) Whigs.
  - B) social reformers.
  - C) westerners.
  - D) abolitionists.

Answer: C

Page Ref: 352

Topic: War with Mexico

Skill: Factual

- 28) The Treaty of Guadalupe Hidalgo that ended the Mexican War included
- A) American assumption of \$3.25 million of Mexican debts owed to citizens of the United States.
  - B) annexation of Texas by the United States.
  - C) the banning of slavery from all Mexican territories ceded to the United States.
  - D) Mexican payment of \$15 million in damage claims to the United States.

Answer: A

Page Ref: 353

Topic: War with Mexico

Skill: Factual

- 29) Following the Treaty of Guadalupe Hidalgo, Mexican Americans were able to play an important political role only in
- A) California.
  - B) Arizona.
  - C) New Mexico.
  - D) Texas.

Answer: C

Page Ref: 354

Topic: War with Mexico

Skill: Relational

- 30) The Mexican War and the Treaty of Guadalupe Hidalgo caused all of the following EXCEPT a
- A) one-third increase in the size of the United States.
  - B) breakdown of the political party system.
  - C) new debate on the territorial expansion of slavery.
  - D) discovery of gold in California.

Answer: D

Page Ref: 355

Topic: War with Mexico

Skill: Relational

- 31) The Wilmot Proviso was an attempt to
- A) keep Mexican territory south of the Rio Grande from being annexed to the United States.
  - B) ban slavery from Mexican territory ceded to the United States.
  - C) annex all of Mexico to the United States.
  - D) avoid war between the United States and Mexico.

Answer: B

Page Ref: 355

Topic: War with Mexico

Skill: Factual

- 32) Who was the commander in chief of the Texas Revolutionary Army during the Texas Revolution?
- A) Davy Crockett
  - B) William Travis
  - C) Sam Houston
  - D) James Bowie

Answer: C

Page Ref: 346

Topic: Tejanos at the Alamo

Skill: Factual

- 33) The Texas Republic won its independence from Mexico at the Battle of
- A) the Alamo.
  - B) San Jacinto.
  - C) Monterrey.
  - D) Goliad.

Answer: B

Page Ref: 346

Topic: Tejanos at the Alamo

Skill: Factual

- 34) Most Tejanos fought in the Texas Revolution to
- A) drive the Anglos from Texas.
  - B) restore the Mexican Constitution of 1824.
  - C) establish the dictatorship of Santa Anna.
  - D) prevent Texas from declaring its independence.

Answer: B

Page Ref: 347

Topic: Tejanos at the Alamo

Skill: Relational

## Essay Questions

- 1) The text authors assert that traders and trappers were "more important than government explorers in opening the West to white settlement." Illustrate this view by describing the specific contributions these Mountain Men made to western settlement.

Answer: Mountain Men blazed the trails through the Rockies and the Sierra Nevadas, stirred the imagination of easterners, broke down Indian resistance to white advancement, and built the fur trading economy.

Page Ref:

Topic:

Skill: Descriptive

- 2) Describe the key features of trans-Mississippi Native Americans and the impact that the movement of whites into the area had on them.

Answer: Features: 300,000 Indians in over 200 tribes; both nomadic and sedentary; diverse in cultures and social organization; Plains Indians horse culture; Pueblo Indians agriculture; Great Basin and California Indians meager existence; Northwestern Indians elaborate social system based on abundance.

Impact: lost land; conflict; reduced numbers.

Page Ref:

Topic:

Skill: Descriptive

- 3) Define the role of the British in the conduct of American diplomacy in the 1830s and 1840s. Cite some specific incidents where concern over British intentions or actions provoked American action.

Answer: Generally, the British were held in suspicion. There was fear that they had territorial ambitions, and they were rivals for trade. Their antislavery position frightened southerners. In both Texas and California, reports of British interest propelled the U.S. government to act to protect its western flank. Both were annexed.

Page Ref:

Topic:

Skill: Descriptive

- 4) What evidence suggests that more than anything else the United States went to war with Mexico in order to get possession of California?

Answer: Consider: Polk secretly ordered the navy to seize California in the event of war; Slidell was instructed to buy California; there were rumors that Britain was going to make California a protectorate; Polk instructed the United States consul in California to encourage Californians to agitate for annexation to the United States; Lt. Gillespie was sent to California to foment rebellion against Mexico; General Kearny was dispatched to seize New Mexico and California the moment war began; Polk accepted the terms of the Treaty of Guadalupe Hidalgo which ceded California to the United States

Page Ref:

Topic:

Skill: Descriptive

- 5) The text authors suggest that when they first started to migrate into Texas, "Spain welcomed the Americans." Explain why Americans were allowed to settle in Texas and why later the Mexican government decided to change this policy.

Answer: Americans were allowed into Mexico to create a buffer against illegal United States settlers and Indians, and to develop the land and resources of Texas to increase tax revenues. Mexico adopted a new policy because of the rush of large numbers of immigrants, illegal entry of some settlers, the "anglicization" of Texas, and the fact that, against Mexico's wishes, Americans brought their slaves.

Page Ref:

Topic:

Skill: Explanatory

- 6) Explain why in the controversy over the annexation of Texas, "the issue was not Texas but slavery." Tell how both pro- and anti-annexationists used the slavery question as a part of their argument.

Answer: Consider:

Pro: Antislavery Britain would grab Texas if the United States didn't, then use it as a haven for runaway slaves from the United States. Also, Texas could be a new slave state (or states) to maintain southern power in the Union.

Anti: A proslavery Texas would upset the balance of power in the Senate and open the door to the further expansion of slavery.

Page Ref:

Topic:

Skill: Explanatory

- 7) Explain why President Polk "had little desire to go to war with Britain" over the Oregon question but was accused by some of having "deliberately provoked Mexico into war." Why was Polk's action in the latter case more aggressive than in the former?

Answer: Consider:

Why not Oregon? Polk feared a two-front war with Mexico and Britain; Polk was a proslavery southerner and was not interested in fighting for northern territories that would become free states; Polk thought northern Oregon was not suitable for agriculture.

Why Mexico? Polk was elected on an expansionist pledge. Mexico was weak. Polk feared Britain was planning to seize Texas and/or California. Polk saw war with Mexico as a chance to expand the area of slavery. Success in war with Mexico would win the prize of California.

Page Ref:

Topic:

Skill: Explanatory

- 8) Assess the concept of manifest destiny. Do you agree with the basic proposition? Why or why not? The text authors claim that it is "one of the most influential slogans ever coined." Do you agree? Why or why not? What was the role of manifest destiny in American territorial expansion in the mid-nineteenth century?

Answer: The basic proposition is, Americans (a chosen people) had a special (divinely ordained) mission to spread across the North American continent. This concept was influential in at least justifying America's conquest of Native Americans and of Mexico to acquire new territory.

Page Ref:

Topic:

Skill: Interpretive

- 9) Had you been there and been given the choice, which expedition would you have preferred to join: the Mormon trek to the Great Salt Lake, the Lewis and Clark expedition, or a pioneer migration to the Oregon country? Why?

Answer: The Mormons were a religiously homogeneous group seeking freedom from persecution in a place where they could practice their own ways. The Lewis and Clark expedition was a commercial-scientific expedition to study flora and fauna, Native Americans, and commercial opportunities. The Oregon pioneers were ambitious individuals and families who were seeking opportunity in the rich farm lands of the Willamette Valley.

Page Ref:

Topic:

Skill: Interpretive

- 10) Speculate on the importance of the Wilmot Proviso in the coming of the Civil War. What controversy did it generate? Why was this such a crucial subject for debate?

Answer: The Wilmot Proviso was a key to the coming of the Civil War. It generated a divisive debate over the expansion of slavery into the western territories. Southerners insisted slavery must expand or die, antislavery northerners insisted that containing slavery would kill it. The future of the Union seemed at stake--the land of the slave, or the home of the free.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Meriwether Lewis

Column 2: Participated in exploratory expedition in the West

Answer: Participated in exploratory expedition in the West

Page Ref: 339

Topic:

Skill:

- 2) Column 1: William Clark

Column 2: Participated in exploratory expedition in the West

Answer: Participated in exploratory expedition in the West

Page Ref: 339

Topic:

Skill:

- 3) Column 1: Santa Anna

Column 2: Mexican dictator captured at San Jacinto

Answer: Mexican dictator captured at San Jacinto

Page Ref: 343

Topic:

Skill:

- 4) Column 1: James K. Polk

Column 2: Democratic president who oversaw American expansion in the 1840s

Answer: Democratic president who oversaw American expansion in the 1840s

Page Ref: 345

Topic:

Skill:

5) Column 1: Joseph Smith, Jr.

Column 2: Founder of the Mormon  
religion

Answer: Founder of the Mormon religion

Page Ref: 348

Topic:

Skill:

6) Column 1: Brigham Young

Column 2: Led Mormons to the Great Salt  
Lake

Answer: Led Mormons to the Great Salt Lake

Page Ref: 349

Topic:

Skill:



## Chapter 14 The House Divided

### Multiple Choice Questions

- 1) According to nineteenth-century economist John Smith Dye, the entire history of the United States was the record of repeated
- A) abolitionist attempts to foment slave rebellion in the South.
  - B) Southern plots to expand slavery.
  - C) slaveholder conspiracies to destroy the Union.
  - D) efforts by the federal government to destroy states' rights.

Answer: B

Page Ref: 361

Topic: Introduction

Skill: Factual

- 2) What was the central issue that dominated American politics during the 1850s?
- A) slavery in the western territories
  - B) territorial expansion
  - C) the constitutionality of slavery
  - D) the morality of slavery

Answer: A

Page Ref: 363

Topic: The Crisis of 1850

Skill: Factual

- 3) In 1850, southerners feared that the sectional balance of power would be upset by
- A) outlawing the slave trade in the District of Columbia.
  - B) the demise of the Whig party.
  - C) California's admission as a free state.
  - D) repealing the Missouri Compromise.

Answer: C

Page Ref: 363

Topic: The Crisis of 1850

Skill: Factual

- 4) By 1850 southerners had reason to fear for the future of slavery for all of the following reasons EXCEPT
- A) Britain had abolished slavery in their Caribbean colonies.
  - B) slave ownership was increasingly concentrated in fewer and fewer hands in the South itself.
  - C) slavery was declining in the Upper South.
  - D) Congress had banned slavery from the territories ceded by Mexico in the Treaty of Guadalupe Hidalgo.

Answer: D

Page Ref: 363–364

Topic: The Crisis of 1850

Skill: Relational

- 5) The concept of popular sovereignty held that
- A) residents should determine whether slavery should exist in a territory.
  - B) the status of slavery can be determined by the federal government.
  - C) slavery could be legalized only by state governments.
  - D) slavery is an immoral institution.

Answer: A

Page Ref: 365

Topic: The Crisis of 1850

Skill: Factual

- 6) What were Senator John C. Calhoun's views in the congressional debate in 1850?
- A) An unfavorable natural environment would make slavery unprofitable in the western territories.
  - B) There must be a constitutional amendment to protect southern rights to carry slaves into western territories.
  - C) Residents of each territory should decide for themselves whether theirs would be a free or slave territory.
  - D) Congress should extend the Missouri Compromise line to the Pacific Coast; banning slavery north of the line, but allowing it south of the line.

Answer: B

Page Ref: 368

Topic: The Crisis of 1850

Skill: Factual

7) Which one of the following was NOT an ardent supporter of Henry Clay's proposals for compromise in 1850?

- A) Stephen A. Douglas
- B) Zachary Taylor
- C) Millard Fillmore
- D) Daniel Webster

Answer: B

Page Ref: 368

Topic: The Crisis of 1850

Skill: Factual

8) The Compromise of 1850 was successfully maneuvered through Congress by

- A) Henry Clay.
- B) Stephen Douglas.
- C) Lewis Cass.
- D) Zachary Taylor.

Answer: B

Page Ref: 368

Topic: The Crisis of 1850

Skill: Factual

9) In its final form, the Compromise of 1850 did NOT include a provision to have Congress

- A) deny itself the power to regulate the interstate slave trade.
- B) admit California to the Union as a free state.
- C) require Texas to abandon its claim to New Mexico territory.
- D) abolish the slave trade in the District of Columbia.

Answer: A

Page Ref: 369

Topic: The Crisis of 1850

Skill: Relational

10) The most divisive element in the Compromise of 1850 was the provision regarding the

- A) return of runaway slaves.
- B) Texas–New Mexico boundary dispute.
- C) slave trade in the District of Columbia.
- D) admission of California.

Answer: A

Page Ref: 369

Topic: The Crisis of 1850

Skill: Explanatory

- 11) The new Fugitive Slave Law enacted in 1850
- A) generally went unenforced.
  - B) was ruled unconstitutional in *Prigg v. Pennsylvania*.
  - C) required ordinary citizens to assist in the capture and return of runaway slaves.
  - D) was carefully designed to protect the basic civil liberties of fugitive slaves and northern free African Americans.

Answer: C

Page Ref: 369

Topic: The Crisis of 1850

Skill: Factual

- 12) In the northern states, the Fugitive Slave Law was resisted in all the following ways EXCEPT
- A) passage of personal liberty laws that kept state officials from cooperating with federal officials.
  - B) organization of vigilance committees to protect free African Americans.
  - C) action by "border ruffians" who harassed slave catchers arriving from southern plantations.
  - D) operation of the underground railroad to give sanctuary to runaway slaves.

Answer: C

Page Ref: 370

Topic: The Crisis of 1850

Skill: Relational

- 13) Harriet Beecher Stowe's *Uncle Tom's Cabin* provoked northern outrage over the implications of
- A) the Wilmot Proviso.
  - B) personal liberty laws.
  - C) the Fugitive Slave Law.
  - D) the Dred Scott decision.

Answer: C

Page Ref: 370

Topic: The Crisis of 1850

Skill: Relational

- 14) The American ("Know Nothing") Party's platform can best be described as
- A) democratic.
  - B) isolationist.
  - C) nativist.
  - D) expansionist.

Answer: C

Page Ref: 371

Topic: Disintegration of the Party System

Skill: Interpretive

- 15) The two party system began to disintegrate in the 1850s in response to the two issues of slavery expansion and
- A) foreign policy.
  - B) foreign immigration.
  - C) internal improvements.
  - D) tariff policy.

Answer: B

Page Ref: 371

Topic: Disintegration of the Party System

Skill: Relational

- 16) Which one of the following is NOT related to the antforeign, anti-Catholic sentiment that raged in the early 1850s?
- A) nativists
  - B) American party
  - C) Young America
  - D) Know Nothings

Answer: C

Page Ref: 371-372

Topic: Disintegration of the Party System

Skill: Relational

- 17) Americans did NOT fear that the large number of Irish and German immigrants in the 1840s and 1850s would
- A) lower wages of American workers.
  - B) increase the incidence of crime and poverty in America.
  - C) control the politics of several large cities.
  - D) ally with the southern slave power to expand and perpetuate slavery.

Answer: D

Page Ref: 371

Topic: Disintegration of the Party System

Skill: Relational

- 18) When he was elected president in 1852, Franklin Pierce attempted to rally the nation to support an aggressive policy of
- A) territorial expansion.
  - B) anti-Catholicism.
  - C) tariff revision.
  - D) abolishing slavery.

Answer: A

Page Ref: 372

Topic: Disintegration of the Party System

Skill: Relational

- 19) In the politics of the 1850s, a northern man with southern principles was called a
- A) nativist.
  - B) doughface.
  - C) Know Nothing.
  - D) fire-eater.

Answer: B

Page Ref: 372

Topic: Disintegration of the Party System

Skill: Factual

- 20) American acquisition of Cuba was the goal of the
- A) northern free soilers.
  - B) Gadsden Purchase.
  - C) Ostend Manifesto.
  - D) American party.

Answer: C

Page Ref: 373

Topic: Disintegration of the Party System

Skill: Factual

- 21) In its final form, the Kansas-Nebraska Act provided that slavery in these two territories would be decided
- A) in keeping with the Dred Scott decision.
  - B) by popular sovereignty.
  - C) in accordance with the Missouri Compromise.
  - D) by the Supreme Court.

Answer: B

Page Ref: 373-374

Topic: Disintegration of the Party System

Skill: Factual

- 22) Stephen A. Douglas's motives for introducing the Kansas-Nebraska Bill included all of the following EXCEPT
- A) he wanted to be president.
  - B) he wanted to secure a right-of-way for a Chicago-to-Pacific Coast transcontinental railroad.
  - C) he felt geography and climate would prevent slavery from ever extending into the Kansas-Nebraska Territory.
  - D) he believed that popular sovereignty was not a workable solution to the slavery question.

Answer: D

Page Ref: 374

Topic: Disintegration of the Party System

Skill: Relational

- 23) Opponents of the Kansas-Nebraska Act were primarily upset because it
- A) was incompatible with the Compromise of 1850.
  - B) repealed the Missouri Compromise.
  - C) endorsed the Wilmot Proviso.
  - D) guaranteed that slavery would expand into the Kansas-Nebraska Territory.

Answer: B

Page Ref: 374

Topic: Disintegration of the Party System

Skill: Relational

- 24) What was an immediate consequence of the Kansas-Nebraska Act?
- A) reunification of the Democratic Party
  - B) revival of the Whig Party
  - C) organization of the Republican Party
  - D) All of the above.

Answer: C

Page Ref: 374

Topic: Disintegration of the Party System

Skill: Factual

- 25) The diverse elements that made up the new Republican Party in the mid-1850s all shared the common conviction that
- A) African Americans should have full civil rights including the right to vote.
  - B) slavery should be abolished as soon as possible.
  - C) all western territories must be closed to slavery.
  - D) residents of a territory should determine the fate of slavery there by themselves.

Answer: C

Page Ref: 374

Topic: Disintegration of the Party System

Skill: Factual

- 26) All of the following were associated with the proslavery position in Kansas EXCEPT
- A) the perpetrators of the "sack of Lawrence."
  - B) President Pierce.
  - C) the Lecompton constitution.
  - D) the "Pottawatomie killers."

Answer: D

Page Ref: 375-376

Topic: The Gathering Storm

Skill: Relational

27) Who was the abolitionist senator who was severely beaten when he condemned the South for the "Crime Against Kansas"?

- A) Preston Brooks
- B) Charles Sumner
- C) James Buchanan
- D) Roger Taney

Answer: B

Page Ref: 376

Topic: The Gathering Storm

Skill: Factual

28) In response to the "sack of Lawrence," Kansas, John Brown

- A) initiated a raid on a federal arsenal.
- B) led a slave insurrection.
- C) attacked a pro-slavery senator.
- D) executed five pro-slavery settlers at Pottawatomie Creek.

Answer: D

Page Ref: 376

Topic: The Gathering Storm

Skill: Factual

29) Republican candidate John C. Fremont's only stated position in the 1856 presidential campaign was that

- A) popular sovereignty should decide the fate of slavery in the western territories.
- B) slavery should be abolished as soon as possible.
- C) Kansas should be admitted to the Union as a free state.
- D) the Fugitive Slave Law should be repealed.

Answer: C

Page Ref: 377

Topic: The Gathering Storm

Skill: Factual

30) In the Dred Scott decision, the Supreme Court ruled all of the following EXCEPT that

- A) Dred Scott had no right to sue in federal court.
- B) Dred Scott was not a citizen of the United States.
- C) the due process clause of the Fifth Amendment did not apply to slave property.
- D) Congress had no right to exclude slavery from the federal territories.

Answer: C

Page Ref: 377-378

Topic: The Gathering Storm

Skill: Factual



31) The Dred Scott decision ruled that the \_\_\_\_\_ was unconstitutional.

- A) Kansas-Nebraska Act
- B) Compromise of 1850
- C) Lecompton Constitution
- D) Missouri Compromise

Answer: D

Page Ref: 377

Topic: The Gathering Storm

Skill: Factual

32) Senator Stephen A. Douglas declared that Kansas's Lecompton constitution was

- A) a travesty of the principle of popular sovereignty.
- B) a proper basis for admitting Kansas as a slave state.
- C) a fraudulent product of free soil Kansans.
- D) at odds with the Dred Scott decision.

Answer: A

Page Ref: 379

Topic: The Gathering Storm

Skill: Factual

33) Abraham Lincoln served only one term as a congressman from Illinois because his stand against the \_\_\_\_\_ made him too unpopular to win reelection.

- A) Wilmot Proviso
- B) Fugitive Slave Law
- C) Mexican War
- D) Kansas-Nebraska Act

Answer: C

Page Ref: 379-380

Topic: Crisis of the Union

Skill: Factual

34) In his "House Divided" speech in 1858, Abraham Lincoln predicted that

- A) the controversy over slavery would destroy the Union.
- B) Kansas would join the Union as a slave state.
- C) Republicans would win the presidency in 1860.
- D) slavery would be either abolished or legalized throughout the Union.

Answer: D

Page Ref: 380

Topic: Crisis of the Union

Skill: Relational

- 35) In the Lincoln–Douglas debates of 1858, Stephen Douglas asserted that
- A) slavery should be treated as a local problem.
  - B) African Americans were entitled to the same rights as whites.
  - C) slavery was an expansionist institution.
  - D) slavery threatened the status of all workers.

Answer: A

Page Ref: 380

Topic: Crisis of the Union

Skill: Interpretive

- 36) During the Lincoln–Douglas debates, Stephen A. Douglas upset southerners by arguing in Freeport that
- A) the Dred Scott decision was unconstitutional.
  - B) the Dred Scott decision was part of a southern conspiracy to make slavery legal in all the states.
  - C) though an inferior people, blacks had an equal right to life, liberty, and the fruits of their own labor.
  - D) regardless of the Dred Scott decision, local laws could still exclude slavery from a territory.

Answer: D

Page Ref: 380

Topic: Crisis of the Union

Skill: Factual

- 37) With his raid on Harpers Ferry, John Brown hoped to
- A) force the North and South to negotiate a compromise on the slavery question.
  - B) provoke a slave insurrection.
  - C) outrage northern abolitionists.
  - D) free Congress to accept the Lecompton Constitution.

Answer: B

Page Ref: 381

Topic: Crisis of the Union

Skill: Factual

- 38) For his raid on Harpers Ferry, John Brown received a sympathetic response from
- A) Republican Party leaders.
  - B) the northern public.
  - C) southern "fire-eaters."
  - D) All of the above.

Answer: B

Page Ref: 381, 383

Topic: Crisis of the Union

Skill: Factual

39) Southern slaves often

- A) feigned illness.
- B) concealed the fact that they were ill.
- C) preferred home remedies to treatment by white physicians.
- D) All of the above.

Answer: D

Page Ref: 366

Topic: Physicians and Planters, Prescriptions for Slave Medical Care

Skill: Factual

40) Concern about slave illness most often caused planters to

- A) improve the living quarters and diets of their slaves.
- B) hire professional doctors to treat slaves.
- C) use home remedies on their slaves.
- D) let slaves treat themselves.

Answer: C

Page Ref: 366

Topic: Physicians and Planters, Prescriptions for Slave Medical Care

Skill: Relational

41) Most antebellum white physicians believed

- A) blacks were physiologically different from whites.
- B) black home remedies were superior to white medicine.
- C) blacks were more susceptible than whites to diseases like malaria.
- D) blacks responded better than whites to bloodletting.

Answer: A

Page Ref: 367

Topic: Physicians and Planters, Prescriptions for Slave Medical Care

Skill: Factual

## Essay Questions

- 1) Describe the key terms of the Compromise of 1850 and trace the process by which it was enacted.

Answer: Terms: Fugitive Slave Law, California as a free state, Texas–New Mexico boundary settlement, slave trade banned in the District of Columbia, no restrictions against slavery in the cession territory.

Process: Clay's Omnibus Bill failed; Douglas presented each proposal separately, each was debated; changing majorities passed the five proposals.

Page Ref:

Topic:

Skill: Descriptive

- 2) Identify three "doughfaces" of the 1850s--northern men with southern principles. Describe the action or views of these men that qualify them for that designation.

Answer: President James Buchanan (a Pennsylvanian) endorsed the Dred Scott decision and supported the Lecompton Constitution. President Franklin Pierce (from New Hampshire) signed the Kansas-Nebraska Act, tried to annex Cuba, and supported the Lecompton Constitution. Massachusetts Senator Daniel Webster was roundly denounced for endorsing the Compromise of 1850, and Illinois Senator Stephen Douglas was harshly criticized for introducing the Kansas-Nebraska Act.

Page Ref:

Topic:

Skill: Descriptive

- 3) The text authors assert that on the eve of the Civil War, "a growing number of northerners had come to believe that an aggressive southern slave power had seized control of the federal government and threatened to subvert republican ideals of liberty, equality, and self-rule." By reviewing the key events from 1845 to 1859, explain why many northerners had come to hold this view.

Answer: Northerners reflected on a string of "victories" of the proslavery interests: the Mexican War (to expand slave territories?); defeat of the Wilmot Proviso; passage of the Fugitive Slave Law; passage of the Kansas-Nebraska Act; the Dred Scott decision.

Page Ref:

Topic:

Skill: Explanatory

- 4) The text authors conclude that "it was the issue of slave expansion--and not the morality of slavery--that would . . . lead the United States to civil war." Write an argument with specific evidence that supports this conclusion.

Answer: As a political issue, slavery was absent from debate after 1820 until its expansion became an issue during the Mexican War. Free Soilers were not racial egalitarians, they were primarily motivated by a desire to keep blacks out of the west--ban slavery from the west, and their goal was accomplished. In the Compromise of 1850, Kansas-Nebraska Act, Dred Scott decision, etc., the key debate was over the authority of the federal government to ban slavery from the territories versus its obligation to protect slavery in the territories.

Page Ref:

Topic:

Skill: Explanatory

- 5) Answer the question: "Why were the South's political leaders so worried about whether slavery would be permitted in the West when geography and climate made it unlikely that slavery would ever prosper in the area?"

Answer: Southerners were eager to establish in principle their right to expand slavery into the territories in the event more hospitable environs were annexed (Central America, Cuba). They needed to counter the precedent of the Northwest Ordinance and Missouri Compromise's ban on slavery. Historically, slave states entered the Union only from territories where slavery had been allowed before statehood.

Page Ref:

Topic:

Skill: Explanatory

- 6) Explain why the Fugitive Slave Law was so unpopular in the North and why *Uncle Tom's Cabin*, was so popular there.

Answer: The Fugitive Slave Law compelled northerners to abandon their general indifference to the South's "peculiar institution," and directly involved them in some of the more sordid aspects of capturing runaways and returning them to slavery. Also, enforcement of the law violated their sensibilities of civil liberties. *Uncle Tom's Cabin* portrayed slaves as sympathetic characters trapped in an atrocious slave system. Its popularity was closely tied to its timing--during the northern outrage over the Fugitive Slave Law.

Page Ref:

Topic:

Skill: Explanatory

- 7) Explain why by 1859 the concept of popular sovereignty was no longer a feasible alternative solution to the problem of slavery in the territories.

Answer: Popular sovereignty had been tried in the Kansas Territory and had been found wanting as a peaceful way to solve the question of slavery in the territories. It had instead led to violent personal conflict, a local civil war, and a corruption of democratic procedures.

Page Ref:

Topic:

Skill: Explanatory

- 8) If you had lived in the 1850s, would you have supported the Republicans who opposed the expansion of slavery, the Southern Democrats who wanted their slave property protected in the territories, or the Know Nothings who tried to ignore the slavery issue? Why?

Answer: The Republican Party contained abolitionists, white supremacists, and those who believed in the principle of federal authority in the territories. Southern Democrats hoped to give slavery continued life through expansion, defend the principle of states' rights (or local control), and establish the property-protection rights of the Fifth Amendment. Know Nothings hoped to hold the Union together by addressing issues associated with foreign immigration.

Page Ref:

Topic:

Skill: Interpretive

- 9) In what ways were the views of Lincoln and Douglas similar when they debated in 1858? How did they differ? Which of the two participants in the debate do you find most persuasive? Why?

Answer: Similarities: Both Lincoln and Douglas expressed the view that blacks were inferior. Both also believed that restricting the expansion of slavery was desirable.

Differences: They disagreed on how restricting the expansion of slavery should be accomplished (federal ban versus popular sovereignty). Lincoln wanted to restrict slavery's expansion because he believed slavery was wrong, Douglas believed in decision-making by local majorities. Lincoln believed blacks deserved respect for their natural rights, Douglas dismissed the moral content of the slavery question.

Page Ref:

Topic:

Skill: Interpretive

- 10) Pretend that you were a participant in the discussion between John Brown and Frederick Douglass on August 19, 1859. The discussion centered on whether violence could be legitimately used to free the nation's slaves. What would be your view? What would be the thrust of your argument in support of your view?

Answer: The argument would likely turn on one's moral view of slavery and whether or not all measures short of violence had been tried.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: David Wilmot

Column 2: Author of a resolution calling  
for the abolition of slavery in  
all western territories

Answer: Author of a resolution calling for the abolition of slavery in all western territories

Page Ref: 365

Topic:

Skill:

- 2) Column 1: Stephen Douglas

Column 2: Author of the  
Kansas-Nebraska Act

Answer: Author of the Kansas-Nebraska Act

Page Ref: 365

Topic:

Skill:

- 3) Column 1: Henry Clay  
Column 2: Author of the Compromise of 1850  
Answer: Author of the Compromise of 1850  
Page Ref: 365  
Topic:  
Skill:
- 4) Column 1: Millard Fillmore  
Column 2: Know Nothing Party's candidate for president in 1856  
Answer: Know Nothing Party's candidate for president in 1856  
Page Ref: 368  
Topic:  
Skill:
- 5) Column 1: Harriet Beecher Stowe  
Column 2: Author of *Uncle Tom's Cabin*  
Answer: Author of *Uncle Tom's Cabin*  
Page Ref: 370  
Topic:  
Skill:
- 6) Column 1: Franklin Pierce  
Column 2: Succeeded Millard Fillmore as president  
Answer: Succeeded Millard Fillmore as president  
Page Ref: 372  
Topic:  
Skill:
- 7) Column 1: Charles Sumner  
Column 2: Author of speech entitled "The Crime Against Kansas"  
Answer: Author of speech entitled "The Crime Against Kansas"  
Page Ref: 376  
Topic:  
Skill:

8) Column 1: John Brown

Column 2: Abolitionist who led raid on  
federal arsenal at Harpers  
Ferry, Virginia

Answer: Abolitionist who led raid on federal arsenal at Harpers Ferry, Virginia

Page Ref: 376

Topic:

Skill:

9) Column 1: James Buchanan

Column 2: President during secession  
crisis

Answer: President during secession crisis

Page Ref: 377

Topic:

Skill:

10) Column 1: John C. Fremont

Column 2: First Republican presidential  
candidate

Answer: First Republican presidential candidate

Page Ref: 377

Topic:

Skill:

11) Column 1: Dred Scott

Column 2: Slave who attempted to win  
freedom through legal system

Answer: Slave who attempted to win freedom through legal system

Page Ref: 377

Topic:

Skill:

12) Column 1: Roger Taney

Column 2: Author of the Dred Scott  
decision

Answer: Author of the Dred Scott decision

Page Ref: 378

Topic:

Skill:



## Chapter 15 A Nation Shattered by Civil War, 1860–1865

### Multiple Choice Questions

- 1) What was the bloodiest one-day battle of the Civil War?
- A) First Bull Run
  - B) Antietam
  - C) Vicksburg
  - D) Shiloh

Answer: B

Page Ref: 388

Topic: Introduction

Skill: Factual

- 2) At the 1860 Democratic Party convention in Charleston, southern delegates demanded the
- A) party's endorsement of popular sovereignty.
  - B) reopening of the Atlantic slave trade.
  - C) guaranteed protection for slavery in the territories.
  - D) renomination of James Buchanan for president.

Answer: C

Page Ref: 389

Topic: From Secession to Full-Scale War

Skill: Factual

- 3) Who was the presidential nominee of the new Constitutional Union Party in 1860?
- A) William Seward
  - B) John Bell
  - C) John Breckinridge
  - D) Stephen Douglas

Answer: B

Page Ref: 389

Topic: From Secession to Full-Scale War

Skill: Factual

- 4) As the Republican nominee in 1860, Abraham Lincoln supported all of the following EXCEPT
- A) a homestead law.
  - B) lower tariff rates.
  - C) banning slavery from the territories.
  - D) a constitutional amendment protecting slavery in southern states.

Answer: B

Page Ref: 389

Topic: From Secession to Full-Scale War

Skill: Factual

- 5) In the election of 1860, Abraham Lincoln
- A) won the Electoral College vote in all the nation's most populous states.
  - B) was nominated because he was a radical antislavery advocate.
  - C) won a majority of the popular vote.
  - D) was the first presidential candidate to embark on a nation-wide speaking tour.

Answer: A

Page Ref: 390

Topic: From Secession to Full-Scale War

Skill: Factual

- 6) The first state to secede from the Union was
- A) South Carolina.
  - B) Georgia.
  - C) Virginia.
  - D) Mississippi.

Answer: A

Page Ref: 390

Topic: From Secession to Full-Scale War

Skill: Factual

- 7) Where was the government of the Confederate States of America organized?
- A) Atlanta, Georgia
  - B) Charleston, South Carolina
  - C) Montgomery, Alabama
  - D) Nashville, Tennessee

Answer: C

Page Ref: 390

Topic: From Secession to Full-Scale War

Skill: Factual

- 8) The Confederate Constitution did NOT
- A) emphasize states' rights.
  - B) create a single-house Congress.
  - C) limit the president to a single term.
  - D) forbid protective tariffs.

Answer: B

Page Ref: 390

Topic: From Secession to Full-Scale War

Skill: Factual

- 9) Had it been enacted, the Crittenden Compromise would have
- A) banned slavery north of 36° 30' latitude.
  - B) let the South peacefully secede from the Union.
  - C) repealed the Compromise of 1850.
  - D) threatened slavery where it existed.

Answer: A

Page Ref: 391

Topic: From Secession to Full-Scale War

Skill: Relational

- 10) While he awaited his inauguration, Abraham Lincoln expressed the view that
- A) he would accept the Crittenden Compromise.
  - B) secession was unconstitutional.
  - C) pro-Unionist sentiment in the South was dead and civil war was now inevitable.
  - D) given the first opportunity as president, he would abolish slavery throughout the nation.

Answer: B

Page Ref: 391

Topic: From Secession to Full-Scale War

Skill: Factual

- 11) During the Secession Crisis, Abraham Lincoln overestimated the
- A) South's commitment to slavery.
  - B) northerners' devotion to the Union.
  - C) extent of pro-Union sentiment in the South.
  - D) number of states that would join the Confederacy.

Answer: C

Page Ref: 392

Topic: From Secession to Full-Scale War

Skill: Factual

- 12) Confederate artillery fired on Fort Sumter when news was received in Charleston that Lincoln had
- A) decided to send troops and arms to the fort.
  - B) decided to resupply the fort.
  - C) ordered the evacuation of federal troops from the fort.
  - D) proclaimed that the South was in a state of insurrection against the federal government.

Answer: B

Page Ref: 392

Topic: From Secession to Full-Scale War

Skill: Relational

13) After the firing on Fort Sumter, which one of these four border slave states did NOT join the Confederacy?

- A) North Carolina
- B) Tennessee
- C) Arkansas
- D) Kentucky

Answer: D

Page Ref: 392–393

Topic: From Secession to Full-Scale War

Skill: Factual

14) As the Civil War began, the South had an initial superiority of

- A) capital resources.
- B) industrial capacity.
- C) railroad mileage.
- D) military leadership.

Answer: D

Page Ref: 395

Topic: From Secession to Full-Scale War

Skill: Relational

15) As president of the Confederacy, Jefferson Davis was

- A) an inspirational leader.
- B) an ineffective administrator.
- C) pleasant to work with.
- D) lazy.

Answer: B

Page Ref: 395

Topic: From Secession to Full-Scale War

Skill: Factual

16) The Union's "Anaconda Plan" called for all of the following EXCEPT

- A) a naval blockade of the Confederacy.
- B) a plan to take control of the Mississippi River.
- C) hit-and-run tactics.
- D) placement of troops at strategic points in the South.

Answer: C

Page Ref: 396

Topic: "Forward to Richmond!" and "On to Washington!"

Skill: Factual

- 17) At the beginning of the Civil War, President Lincoln's military strategy stressed the need to make maximum use of the North's
- A) larger armies.
  - B) superior generalship.
  - C) geographical advantages.
  - D) greater enthusiasm for war.

Answer: A

Page Ref: 397

Topic: "Forward to Richmond!" and "On to Washington!"

Skill: Relational

- 18) One of President Lincoln's military problems in the early stages of the Civil War was
- A) a shortage of arms.
  - B) a poor transportation network in the North.
  - C) British intervention.
  - D) his generals' reluctance to engage in combat.

Answer: D

Page Ref: 398

Topic: "Forward to Richmond!" and "On to Washington!"

Skill: Interpretive

- 19) President Lincoln was convinced that the Union could win the Civil War by
- A) intimidating Southerners.
  - B) outmaneuvering Confederate armies.
  - C) slowly squeezing the South into submission.
  - D) confronting Confederate armies on several fronts.

Answer: D

Page Ref: 398

Topic: "Forward to Richmond!" and "On to Washington!"

Skill: Factual

- 20) In the first year of the Civil War, who was the Union's most aggressive combat commander?
- A) George B. McClellan
  - B) Irvin McDowell
  - C) Ulysses S. Grant
  - D) Albert Sidney Johnston

Answer: C

Page Ref: 399

Topic: "Forward to Richmond!" and "On to Washington!"

Skill: Relational

- 21) The southern strategy for waging the Civil War was dependent on
- A) European aid.
  - B) overpowering the North.
  - C) dividing the North in two.
  - D) establishing a blockade of northern ports.

Answer: A

Page Ref: 400

Topic: To and From Emancipation: The War on the Home Front

Skill: Interpretive

- 22) European nations did not offer much help to the Confederacy for all the following reasons EXCEPT
- A) the Confederacy made no serious diplomatic efforts to seek aid.
  - B) England found alternative sources of cotton.
  - C) Europeans were dependent on Northern grain exports.
  - D) England had moral qualms about recognizing a slave power.

Answer: A

Page Ref: 402

Topic: To and From Emancipation: The War on the Home Front

Skill: Relational

- 23) English shipyards supplied the Confederates with commerce raiders including the
- A) *Virginia*.
  - B) *Monitor*.
  - C) *Alabama*.
  - D) *Merrimac*.

Answer: C

Page Ref: 402

Topic: To and From Emancipation: The War on the Home Front

Skill: Factual

- 24) The Confederacy's military planning was hindered by its
- A) states' rights philosophy.
  - B) lack of good generalship.
  - C) inability to diversify its economy.
  - D) failure to adopt a national taxation system.

Answer: A

Page Ref: 403

Topic: To and From Emancipation: The War on the Home Front

Skill: Relational

- 25) During the Civil War, England and the Union were most nearly provoked into war with each other by
- A) the incompetence of the American ambassador to England, Charles Francis Adams.
  - B) England's refusal to honor the Union blockade of southern ports.
  - C) the *Trent* affair involving the Union's seizure of southern diplomats from an English ship.
  - D) English-made commerce raiders' attacks on northern shipping.

Answer: C

Page Ref: 403

Topic: To and From Emancipation: The War on the Home Front

Skill: Relational

- 26) During the Civil War the Republican-dominated Congress passed legislation to do all of the following EXCEPT
- A) make free homesteads available to individual settlers.
  - B) grant public land to states that established agricultural colleges.
  - C) provide a uniform national currency.
  - D) lower tariff rates.

Answer: D

Page Ref: 403

Topic: To and From Emancipation: The War on the Home Front

Skill: Relational

- 27) In *Ex Parte Merryman*, the Supreme Court declared that President Lincoln acted unconstitutionally when, without the consent of Congress, he
- A) declared the South in a state of insurrection.
  - B) called for 75,000 volunteers after the firing on Fort Sumter.
  - C) suspended the writ of *habeas corpus* in order to jail secessionists in Maryland.
  - D) issued the Emancipation Proclamation to free the slaves.

Answer: C

Page Ref: 404

Topic: To and From Emancipation: The War on the Home Front

Skill: Factual

- 28) Which of the following did NOT favor negotiating an end to the Civil War and letting the South leave the Union?
- A) Radical Republicans
  - B) Peace Democrats
  - C) "Copperheads"
  - D) Clement L. Vallandigham

Answer: A

Page Ref: 405

Topic: To and From Emancipation: The War on the Home Front

Skill: Relational

29) President Lincoln's cautious approach to making the abolition of slavery a war goal of the Union

- A) disappointed most northerners and, for a time, demoralized the Union Army.
- B) resulted from his concern about losing slaveholding border states to the Confederacy.
- C) made the Civil War last longer than it might otherwise have.
- D) reflected his own personal ambiguity about the morality of slavery.

Answer: B

Page Ref: 405

Topic: To and From Emancipation: The War on the Home Front

Skill: Relational

30) In public, President Lincoln justified his Emancipation Proclamation on grounds of

- A) the immorality of slavery.
- B) fulfilling the ideals of the American Revolution.
- C) its being the most effective way to quiet Peace Democrats.
- D) its contributing to military victory for the Union.

Answer: D

Page Ref: 405–406

Topic: To and From Emancipation: The War on the Home Front

Skill: Factual

31) When it went into effect in 1863, the Emancipation Proclamation freed slaves in

- A) the slave states that had remained in the Union.
- B) United States territories.
- C) Confederate states and territories.
- D) All of the above.

Answer: C

Page Ref: 406

Topic: To and From Emancipation: The War on the Home Front

Skill: Factual

32) In 1863, African Americans were

- A) generally stereotyped as incapable of serving as effective combat soldiers.
- B) integrated into Union Army units after the Emancipation Proclamation.
- C) profoundly disappointed by the limits of the Emancipation Proclamation.
- D) given equal pay and work assignments with whites as soon as they enlisted in the Union Army.

Answer: A

Page Ref: 407

Topic: To and From Emancipation: The War on the Home Front

Skill: Factual



- 33) The Union victory in the Battle of \_\_\_\_\_ succeeded in dividing the Confederacy.
- A) Gettysburg
  - B) Vicksburg
  - C) Bull Run
  - D) Shiloh

Answer: B

Page Ref: 413

Topic: Breaking Confederate Resistance, 1863–1865

Skill: Factual

- 34) When Ulysses S. Grant became Lincoln's general-in-chief in 1864, he made \_\_\_\_\_ the primary target of the Army of the Potomac.
- A) Richmond
  - B) Lee's Army of Northern Virginia
  - C) Atlanta
  - D) Confederate rail lines

Answer: B

Page Ref: 413

Topic: Breaking Confederate Resistance, 1863–1865

Skill: Factual

- 35) Abraham Lincoln's reelection chances in 1864 received a tremendous boost from the
- A) Peace Democrats' inability to agree on a candidate to oppose him.
  - B) quick success of General Grant's campaign in northern Virginia.
  - C) popular enthusiasm in the North for his Emancipation Proclamation.
  - D) reception of the news that General Sherman had captured Atlanta.

Answer: D

Page Ref: 414

Topic: Breaking Confederate Resistance, 1863–1865

Skill: Relational

- 36) General William Tecumseh Sherman's "March to the Sea" was designed to
- A) offer his troops an opportunity to loot, plunder, and gain the spoils of war.
  - B) destroy the South's capacity to keep fighting.
  - C) draw Lee's attention away from northern Virginia.
  - D) prolong the war until Grant could capture Richmond.

Answer: B

Page Ref: 415–417

Topic: Breaking Confederate Resistance, 1863–1865

Skill: Relational

- 37) At the Battle of Gettysburg,
- A) General Lee lacked confidence in his men.
  - B) Lee's lieutenants all agreed with his plan for a massed charge of infantry troops.
  - C) most of Lee's men were seasoned veterans.
  - D) Lee's army lacked artillery support.

Answer: C

Page Ref: 410

Topic: Pickett's Charge at Gettysburg

Skill: Factual

- 38) Pickett's Charge at Gettysburg was a Confederate assault on Union lines along
- A) Seminary Ridge.
  - B) Cemetery Ridge.
  - C) the Gettysburg River.
  - D) the "Devil's Den."

Answer: B

Page Ref: 410

Topic: Pickett's Charge at Gettysburg

Skill: Factual

## Essay Questions

- 1) List what you understand to be the major advantages enjoyed by the North and South at the onset of the Civil War, then list the significant disadvantages of each.

Answer: Among the North's advantages were a larger population, four border states, greater capital resources, industrial capacity, and railroad mileage. Among its disadvantages were its having to carry the war to the South, and a slowly developing leadership. Among the South's advantages were superior generalship, its large geographic size, and the need only to defend its territory. Its disadvantages included a low productive capacity and limited manpower.

Page Ref:

Topic:

Skill: Descriptive

- 2) The text authors assert that during the Civil War President Lincoln "clearly tested the limits of presidential powers." Describe at least three specific actions taken by Lincoln that seem to substantiate this claim.

Answer: Consider: Lincoln called for volunteers without the consent of Congress, suspended the writ of *habeas corpus* in Maryland, issued the Emancipation Proclamation, and declared martial law in some areas.

Page Ref:

Topic:

Skill: Descriptive

- 3) The Civil War is sometimes called the first "total war." What does this label mean? Cite several actions of the Civil War that seem to illustrate that it was a total war.

Answer: Total war involves the mobilization of all the resources of a nation not only to conquer an enemy's territory, but to destroy its army, and its ability and willingness to fight. Consider: the scale of mobilization of resources and manpower in the North; use of the Emancipation Proclamation to attack the Southern economy and society; Sherman's March to the Sea to crush Southern will.

Page Ref:

Topic:

Skill: Descriptive

- 4) Explain why President Lincoln narrowed his war goals in 1861 to that of saving the Union, and why in 1863, he expanded his goals to include freeing the slaves.

Answer: In 1861, Lincoln worried that Northern public opinion would not support a war for the abolition of slavery and that there were constitutional limitations to the president's ability to end slavery. By 1863, he could justify emancipation as a military measure to weaken the Southern economy and its ability to wage war. Emancipation would also elevate Northern war goals to a higher plane, and would deter European recognition and aid to the Confederacy.

Page Ref:

Topic:

Skill: Explanatory

- 5) Why did the Confederacy have reason to believe European nations, especially England, would rally to its aid when the Civil War began? Explain why England failed to recognize or offer more aid to the Confederacy.

Answer: Southerners believed England was dependent on southern cotton for its textile industry. But England stockpiled cotton and found alternative sources when the Civil War began. England also had qualms about recognizing a slave power. Actually, Europeans were more dependent on the North for grain than they were on southern cotton.

Page Ref:

Topic:

Skill: Explanatory

- 6) Some historians argue that the South's states' rights philosophy helped defeat the South in the Civil War. Explain why there may be some substance to this claim.

Answer: States' rights hindered a centralized coordination of military planning and operation, and the mobilization and utilization of resources and manpower in the Confederacy. Instead, attachment to states' rights promoted bickering and a non-cooperative attitude that hastened war weariness and undermined Southern will.

Page Ref:

Topic:

Skill: Explanatory

- 7) Compare and contrast the wartime leadership styles of Abraham Lincoln and Jefferson Davis. How did each man contribute to the outcome of the war?

Answer: Lincoln: good listener and thinker; flexible; decisive; inspirational; delegated authority.  
Davis: poor administrator; ill-tempered; uninspiring (sorely needed by the South as war weariness set in); got caught up in details.

Page Ref:

Topic:

Skill: Explanatory

- 8) The text authors assert that in the coming of the Civil War, "the fundamental issue was slavery." Do you agree? Some argue that states' rights was the key issue of the Civil War. Do you think they miss the point?

Answer: The expansion of slavery had generated the pre-Civil War crises of the 1850s, and it was Lincoln's and the Republican's absolute opposition to slavery's expansion that caused the Crittenden Compromise to fail. For many, opposition to slavery's expansion was rooted in opposition to slavery itself. The South resorted to states' rights not as an end in itself, but as a means to protect slavery.

Page Ref:

Topic:

Skill: Interpretive

- 9) List what you see to be the three most important battles of the Civil War. Tell why you selected these three battles and what significance they had to the development and outcome of the war.

Answer: Consider: Antietam, led to the Emancipation Proclamation; Gettysburg, the "high tide of the Confederacy;" Vicksburg, opened the lower Mississippi and divided the Confederacy; Atlanta, helped Lincoln get reelected; Richmond, Lee's defeat signaled the end of the Confederacy.

Page Ref:

Topic:

Skill: Interpretive

- 10) Place yourself in the role of a border state resident in 1861. Would you be in favor of secession? Why? Would you fight for the Union or the Confederacy? Why?

Answer: The decision might rest on one's attitude toward, or investment in slavery.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Jefferson Davis

Column 2: President of the Confederate  
States of America

Answer: President of the Confederate States of America

Page Ref: 389

Topic:

Skill:

- 2) Column 1: Abraham Lincoln

Column 2: Issued Emancipation  
Proclamation

Answer: Issued Emancipation Proclamation

Page Ref: 390

Topic:

Skill:

- 3) Column 1: Robert E. Lee

Column 2: Commander of the  
Confederate Army of  
Northern Virginia

Answer: Commander of the Confederate Army of Northern Virginia

Page Ref: 392

Topic:

Skill:

- 4) Column 1: Ulysses S. Grant

Column 2: Union general who captured  
Vicksburg

Answer: Union general who captured Vicksburg

Page Ref: 395

Topic:

Skill:

- 5) Column 1: George B. McClellan

Column 2: Union general and Democratic  
candidate for president in 1864

Answer: Union general and Democratic candidate for president in 1864

Page Ref: 395

Topic:

Skill:

6) Column 1: Winfield Scott

Column 2: Designer of Union Army's  
"Anaconda Plan"

Answer: Designer of Union Army's "Anaconda Plan"

Page Ref: 395

Topic:

Skill:

7) Column 1: "Stonewall" Jackson

Column 2: Confederate general at Bull  
Run

Answer: Confederate general at Bull Run

Page Ref: 396

Topic:

Skill:

8) Column 1: Robert Gould Shaw

Column 2: Commander of all-black  
infantry unit in Civil War

Answer: Commander of all-black infantry unit in Civil War

Page Ref: 407

Topic:

Skill:

9) Column 1: Clara Barton

Column 2: Founder of the American Red  
Cross

Answer: Founder of the American Red Cross

Page Ref: 414

Topic:

Skill:

## Chapter 16 The Nation Reconstructed: North, South, and West, 1865–1877

### Multiple Choice Questions

- 1) What was usually the determining factor in establishing relationships between conflicting interests in the aftermath of the Civil War?
- A) commitment to social justice
  - B) respect for economic power
  - C) observance of minority rights
  - D) guaranteeing equal opportunity

Answer: B

Page Ref: 422

Topic: Introduction

Skill: Relational

- 2) What completed the freeing of four million black slaves in the United States?
- A) Emancipation Proclamation
  - B) surrender of Lee's army at Appomattox
  - C) Thirteenth Amendment
  - D) Military Reconstruction Act

Answer: C

Page Ref: 423

Topic: Postwar Conditions and Issues

Skill: Relational

- 3) Originally, the Freedmen's Bureau was primarily intended to provide \_\_\_\_\_ for the freedmen.
- A) land
  - B) food and clothing
  - C) jobs
  - D) transportation to the North and West

Answer: B

Page Ref: 423

Topic: Postwar Conditions and Issues

Skill: Factual

- 4) Of the following, the Freedmen's Bureau was most successful in providing freedmen with
- A) the vote.
  - B) land.
  - C) schools.
  - D) economic independence.

Answer: C

Page Ref: 423

Topic: Postwar Conditions and Issues

Skill: Factual

- 5) The postwar rumor among former slaves that they were to receive "forty acres and a mule" from the government was based on provisions of
- A) the surrender terms at Appomattox.
  - B) the Thirteenth Amendment.
  - C) Special Field Order 15.
  - D) the Emancipation Proclamation.

Answer: C

Page Ref: 426

Topic: Postwar Conditions and Issues

Skill: Factual

- 6) Which one of following was NOT a controversial issue facing those who were designing Reconstruction policy?
- A) whether the slaves were now free
  - B) how the Confederate states were going to be readmitted
  - C) what civil and political rights freedmen had
  - D) who was in charge of Reconstruction policy

Answer: A

Page Ref: 426

Topic: Postwar Conditions and Issues

Skill: Relational

- 7) Whose view was it that the southern states were "conquered territory" and could only be readmitted to the Union by an act of Congress?
- A) Peace Democrats
  - B) Radical Republicans
  - C) President Lincoln
  - D) President Johnson

Answer: B

Page Ref: 426

Topic: Postwar Conditions and Issues

Skill: Factual

- 8) President Lincoln's 10 percent plan for Reconstruction
- A) required former Confederates to admit to the illegality of secession.
  - B) barred former Confederate high officials from future voting or officeholding.
  - C) demanded provisions for voting rights for African Americans.
  - D) required each former Confederate state to produce a constitution outlawing slavery.

Answer: D

Page Ref: 427

Topic: Presidential Reconstruction

Skill: Factual



- 9) After the Civil War, Congressional Radical Republicans believed that
- A) reconstruction was a congressional function.
  - B) the reconstruction process should be overseen by the president.
  - C) the status of former slaves was a state issue.
  - D) former Confederates should be given voting rights as soon as possible.

Answer: A

Page Ref: 427

Topic: Presidential Reconstruction

Skill: Factual

- 10) Unlike President Lincoln's 10 percent plan, Congress's Wade-Davis Bill
- A) required southern states to repudiate their Confederate debt.
  - B) guaranteed freedmen the right to vote.
  - C) required some former Confederates to take a loyalty oath.
  - D) permanently barred a large number of former Confederates from holding public office.

Answer: A

Page Ref: 427

Topic: Presidential Reconstruction

Skill: Relational

- 11) Andrew Johnson was made President Lincoln's vice-presidential running mate in 1864 because
- A) of his commitment to legal equality for African Americans.
  - B) like Lincoln, he was a patient and compromising politician.
  - C) he was a Democrat from a southern state.
  - D) he had been a southern planter, but had voluntarily freed his slaves.

Answer: C

Page Ref: 427

Topic: Presidential Reconstruction

Skill: Relational

- 12) Black Codes in all southern states prohibited
- A) land ownership by African Americans.
  - B) marriage between blacks and whites.
  - C) African Americans from signing labor contracts.
  - D) apprenticeship of African-American youths.

Answer: B

Page Ref: 428-429

Topic: Presidential Reconstruction

Skill: Factual

- 13) In 1866–1867, Republicans in Congress hoped to provide basic rights for freedmen through all of these measures EXCEPT the
- A) Freedmen's Bureau Act.
  - B) Tenure of Office Act.
  - C) Civil Rights Act.
  - D) Fourteenth Amendment.

Answer: B

Page Ref: 429–430

Topic: Congressional Reconstruction

Skill: Relational

- 14) In part, the Fourteenth Amendment guaranteed \_\_\_\_\_ to freedmen.
- A) land ownership
  - B) education
  - C) the right to vote
  - D) citizenship

Answer: D

Page Ref: 430

Topic: Congressional Reconstruction

Skill: Factual

- 15) The Fourteenth Amendment required that as a condition of their readmission to the Union, southern states
- A) guarantee freedmen the right to vote.
  - B) bar former Confederates from holding office--unless pardoned by the president.
  - C) pay their Confederate war debts.
  - D) guarantee their citizens due process and equal protection of the law.

Answer: D

Page Ref: 430

Topic: Congressional Reconstruction

Skill: Factual

- 16) What was the only state readmitted to the Union under President Johnson's plan for Reconstruction?
- A) Tennessee
  - B) Virginia
  - C) Arkansas
  - D) Louisiana

Answer: A

Page Ref: 431

Topic: Congressional Reconstruction

Skill: Factual

17) Under the 1867 Military Reconstruction Act, what did a southern state have to do to be readmitted to the Union?

- A) renounce any future claim to states' rights
- B) provide for black suffrage
- C) ratify the Fifteenth Amendment
- D) organize a state Republican Party

Answer: B

Page Ref: 431

Topic: Congressional Reconstruction

Skill: Factual

18) The Supreme Court acknowledged Congress's power to reconstruct state governments in

- A) *Ex parte Milligan*.
- B) *Worcester v. Georgia*.
- C) *Ex parte Merryman*.
- D) *Texas v. White*.

Answer: D

Page Ref: 432

Topic: Congressional Reconstruction

Skill: Factual

19) Congress's impeachment of President Johnson was immediately provoked by his

- A) successful election-time "swing around the circle."
- B) readmission of southern states under his own plan of Reconstruction.
- C) dismissal of Secretary of War Edwin M. Stanton.
- D) pardoning of ex-Confederate planter aristocrats.

Answer: C

Page Ref: 432

Topic: Congressional Reconstruction

Skill: Factual

20) Which one of the following was NOT a reason Republicans decided to consider a suffrage amendment to the Constitution that would guarantee African Americans the right to vote?

- A) They were embarrassed by the hypocrisy of requiring black suffrage in the South but not in the North.
- B) They were convinced that African-American voters would vote Republican.
- C) They believed it would relieve them of any further responsibility to protect black rights.
- D) They were interested in meeting their northern constituents' growing demand for such an amendment.

Answer: D

Page Ref: 432-433

Topic: Congressional Reconstruction

Skill: Relational

21) The Fifteenth Amendment

- A) left essential control of suffrage requirements to the states.
- B) contains the word "male" — the first time that word appears in the Constitution.
- C) required the southern states to provide public education to freedmen.
- D) guaranteed the right to vote to all male citizens of the United States.

Answer: A

Page Ref: 433

Topic: Congressional Reconstruction

Skill: Factual

22) The general design of Reconstruction policy indicates that those responsible for it were LEAST committed to

- A) self-reliance.
- B) states' rights.
- C) equal opportunity.
- D) property rights.

Answer: C

Page Ref: 434

Topic: Congressional Reconstruction

Skill: Relational

23) Regarding their views of Reconstruction, which one of the following had the LEAST in common with the other three?

- A) scalawags
- B) redeemers
- C) freedmen
- D) carpetbaggers

Answer: B

Page Ref: 435–436

Topic: Reconstruction in the South

Skill: Relational

24) Southerners who voted for Republican candidates were known derisively as

- A) "carpetbaggers."
- B) "doughfaces."
- C) "scalawags."
- D) "fire-eaters."

Answer: C

Page Ref: 435

Topic: Reconstruction in the South

Skill: Factual

25) During Congressional Reconstruction in the South, \_\_\_\_\_ dominated most Republican governments to an extent not warranted by their numbers.

- A) scalawags
- B) redeemers
- C) freedmen
- D) carpetbaggers

Answer: D

Page Ref: 436

Topic: Reconstruction in the South

Skill: Factual

26) While they were in control of southern state governments, Republicans did NOT achieve

- A) universal male suffrage.
- B) the desegregation of state school systems.
- C) an increase in property taxes.
- D) an increase of women's rights.

Answer: B

Page Ref: 437

Topic: Reconstruction in the South

Skill: Relational

27) During Congressional Reconstruction in the South,

- A) ownership of land became more widely distributed.
- B) blacks preferred sharecropping to land ownership.
- C) the percentage of blacks owning land increased.
- D) the percentage of whites owning land increased.

Answer: C

Page Ref: 438

Topic: Reconstruction in the South

Skill: Factual

28) Freedmen refused to accept or acquiesce to the segregation of

- A) schools.
- B) churches.
- C) railroad cars.
- D) All of the above.

Answer: C

Page Ref: 438–439

Topic: Reconstruction in the South

Skill: Factual

29) The decline of Congressional Reconstruction in the South resulted from all of the following EXCEPT the

- A) pervasive belief in white supremacy.
- B) waning of reforming idealism in the North.
- C) revelation of corruption in the Grant administration.
- D) return of general economic prosperity in the 1870s.

Answer: D

Page Ref: 441

Topic: Reconstruction in the North and West

Skill: Relational

30) The administration of Ulysses S. Grant was characterized by

- A) economic prosperity.
- B) racial harmony.
- C) Republican domination of most southern states.
- D) a succession of scandals.

Answer: D

Page Ref: 441

Topic: Reconstruction in the North and West

Skill: Interpretive

31) Late nineteenth-century Native Americans highly valued

- A) competition.
- B) land.
- C) private property.
- D) individualism.

Answer: B

Page Ref: 443

Topic: Reconstruction in the North and West

Skill: Factual

32) What was the primary reason the Plains Indians were unable to resist white encroachment onto the Plains?

- A) the destruction of the buffalo herds
- B) the Indians' lack of a sense of "territory" to be defended
- C) the assimilationist policy of the federal government
- D) the absence of a warrior tradition in the tribes

Answer: A

Page Ref: 444

Topic: Reconstruction in the North and West

Skill: Relational

- 33) The \_\_\_\_\_ ended the violent era of Indian and white relations on the Plains.
- A) Chivington massacre at Sand Creek
  - B) massacre of Lt. General Custer's troops at Little Bighorn
  - C) Battle of Wounded Knee in South Dakota
  - D) creation of the Indian Peace Commission in 1867

Answer: C

Page Ref: 445

Topic: Reconstruction in the North and West

Skill: Relational

- 34) The 1887 Dawes Act was designed to promote all the following EXCEPT
- A) land ownership for individual Native Americans.
  - B) reestablishment of the reservation system.
  - C) U.S. citizenship for landowning Native Americans.
  - D) assimilation of Native Americans into the mainstream of white American culture.

Answer: B

Page Ref: 445–446

Topic: Reconstruction in the North and West

Skill: Factual

- 35) Who decided the distribution of the disputed electoral votes in the 1876 presidential election?
- A) the House of Representatives
  - B) a special Electoral Commission
  - C) the Supreme Court
  - D) the Joint Committee on Reconstruction

Answer: B

Page Ref: 447

Topic: Reconstruction in the North and West

Skill: Factual

- 36) In the so-called "Compromise of 1877," Republican candidate Rutherford B. Hayes agreed to all of the following EXCEPT
- A) federal aid for a transcontinental railroad that would serve the South.
  - B) withdrawal of federal enforcement of black voting rights in southern states.
  - C) appointment of a southern Democrat to his cabinet.
  - D) removal of remaining federal troops from the South.

Answer: B

Page Ref: 448

Topic: Reconstruction in the North and West

Skill: Factual

37) What slaves were usually the first to enjoy the benefits of freedom?

- A) urban slaves
- B) field hands
- C) slave drivers
- D) domestic servants

Answer: A

Page Ref: 424

Topic: Day of jubile: Slaves Confront Emancipation

Skill: Factual

38) Apparently slaves were LEAST likely to hear of their emancipation from

- A) Freedmen's Bureau Agents.
- B) Union soldiers.
- C) their masters.
- D) the slave grapevine.

Answer: C

Page Ref: 424

Topic: Day of jubile: Slaves Confront Emancipation

Skill: Relational

39) Former slaves often tested their new freedom by

- A) moving from the plantation.
- B) changing their names.
- C) legalizing their marriages.
- D) All of the above.

Answer: D

Page Ref: 425

Topic: Day of jubile: Slaves Confront Emancipation

Skill: Relational

## Essay Questions

- 1) The text authors state that for freedmen in the South, "emancipation had come piecemeal." Describe the process of slave emancipation from 1861 to 1865.

Answer: Consider: Confiscation Acts; Emancipation Proclamation; actions of the Union Army; Thirteenth Amendment; notification of the slaves in the South.

Page Ref:

Topic:

Skill: Descriptive



- 2) Compare and contrast the Reconstruction plans of Lincoln, Johnson, and Congress. Which offered more for freedmen? Explain.

Answer: Lincoln's plan required the outlawry of slavery and a pledge of future allegiance. Johnson's required the South to repudiate the Confederate debt and renounce secession, and recommended limited black suffrage. Congress's plan required ratification of the Fourteenth and Fifteenth Amendments, black suffrage, and temporary military rule. Congressional Reconstruction provided African Americans with citizenship, the suffrage, due process, and equal protection of the law.

Page Ref:

Topic:

Skill: Explanatory

- 3) Explain on what basis Lincoln and Johnson justified their assumptions of Reconstruction policy and the basis on which Congress justified its takeover of Reconstruction. What specific events moved Congress to take Reconstruction out of the hands of the president?

Answer: Lincoln's and Johnson's policies rested on the president's power to pardon. To them, states had not legally seceded, individuals were guilty of treason. Congress's policies were rooted in its authority to admit new states and guarantee each state a republican form of government. To Radicals in Congress, the southern states were "conquered territory." Congress took control of Reconstruction because of the South's lack of remorse evidenced by the passage of Black Codes, violence against freemen, and the election of former Confederates to office.

Page Ref:

Topic:

Skill: Explanatory

- 4) Explain why Elizabeth Cady Stanton and Susan B. Anthony were opposed to the Fifteenth Amendment.

Answer: They were upset by the amendment's intention to encourage states to grant the suffrage to African Americans, but not to women.

Page Ref:

Topic:

Skill: Explanatory

- 5) Describe the role of African-American voters and leaders during Congressional Reconstruction in southern states. How powerful were they? What did the state governments they participated in "do for blacks"?

Answer: African-American voters helped choose delegates to state constitutional conventions under Congressional Reconstruction. Some African Americans served in state legislatures, and a handful were elected to Congress during Reconstruction, but Reconstruction in the South was dominated by white carpetbaggers and scalawags, not freedmen. The primary accomplishments of the Radical governments for African Americans was to gain them the suffrage and provide them with schools.

Page Ref:

Topic:

Skill: Descriptive

- 6) Assume the role of a freedman in 1865. Describe your hopes and fears. What is it that you expect of freedom? What do you want? Why?

Answer: Consider:

Hopes: land ownership; economic independence; education; mobility; legal marriage; suffrage.

Fears: white supremacists; failing idealism of sympathetic whites; withdrawal of Congress's support; dependence on whites.

Page Ref:

Topic:

Skill: Interpretive

- 7) The text authors claim that the Fourteenth Amendment "was the South's last chance for a lenient peace." Make a judgment about the "leniency" of all the Reconstruction policies; Lincoln's, Johnson's, the Fourteenth Amendment, and the Military Reconstruction Acts.

Answer: Lincoln's and Johnson's plans did not require black suffrage, the Fourteenth Amendment encouraged it, and the Military Reconstruction Acts required it. Lincoln did not require the South to repudiate the Confederate debt, Johnson's plan and the Fourteenth Amendment did. The number of former Confederates who were temporarily barred from voting and officeholding increased with each plan. Johnson required ratification of the Thirteenth Amendment, Congress would require ratification of the Fourteenth and Fifteenth Amendments as well.

Page Ref:

Topic:

Skill: Interpretive

- 8) Place yourself in the United States Senate in 1867. You must vote on the impeachment charges brought against President Johnson. How will you vote? Explain how you will justify your vote to your constituents.

Answer: One's vote would depend on how one defined the constitutional standard of "high crimes and misdemeanors," and one's view of the president's behavior. It was questionable as to whether Johnson did break a law, the Tenure of Office Act, and that law's constitutionality was open to question. Johnson did harangue Congress and obstruct Congressional Reconstruction, but were these "high crimes and misdemeanors," or mere political actions, and should a president be impeached for political opposition to the will of Congress?

Page Ref:

Topic:

Skill: Interpretive

- 9) The text authors assert that Republican Reconstruction was more the result of compromises and really not very "Radical" at all. Do you agree? Explain why it is reasonable to argue that Congressional Reconstruction was, in fact, quite moderate.

Answer: Consider: no land confiscation; no trials for treason; no wholesale or permanent disfranchisement of former Confederates; Fourteenth and Fifteenth Amendments were compromises on black suffrage, providing no guarantee of the right to vote.

Page Ref:

Topic:

Skill: Interpretive

- 10) Place yourself in the role of a southern white farmer in the period 1865–1877. Describe your reaction to the major events of Reconstruction in those years.

Answer: Southern white farmers suffered a loss in status and experienced frustration and fear. The disruption of the southern economy adversely affected their livelihoods, and many landowners lost their land and were forced into sharecropping. In many ways, their condition paralleled that of the freedmen, but white farmers continued to identify with white leadership in the South on the basis of race, not with the common economic condition they shared with poor African Americans.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Oliver O. Howard  
Column 2: Head of the Freedmen's Bureau

Answer: Head of the Freedmen's Bureau

Page Ref: 423

Topic:

Skill:

- 2) Column 1: Andrew Johnson  
Column 2: First American president to be impeached

Answer: First American president to be impeached

Page Ref: 427

Topic:

Skill:

- 3) Column 1: Edwin M. Stanton  
Column 2: Secretary of War protected by the Tenure of Office Act

Answer: Secretary of War protected by the Tenure of Office Act

Page Ref: 432

Topic:

Skill:

4) Column 1: Ulysses S. Grant

Column 2: President whose  
administration was marred by  
the *Credit Mobilier* scandal

Answer: President whose administration was marred by the *Credit Mobilier* scandal

Page Ref: 432

Topic:

Skill:

5) Column 1: Horace Greeley

Column 2: 1872 presidential candidate  
endorsed by both the  
Democrats and Liberal  
Republicans

Answer: 1872 presidential candidate endorsed by both the Democrats and Liberal Republicans

Page Ref: 434

Topic:

Skill:

6) Column 1: Rutherford B. Hayes

Column 2: Winner of controversial 1876  
presidential election

Answer: Winner of controversial 1876 presidential election

Page Ref: 447

Topic:

Skill:

7) Column 1: Samuel Tilden

Column 2: Loser of controversial 1876  
presidential election

Answer: Loser of controversial 1876 presidential election

Page Ref: 447

Topic:

Skill:

## Chapter 17 Emergence as an Economic Power

### Multiple Choice Questions

- 1) The rise of basic industry in America in the late nineteenth century primarily depended on the use of
- A) agricultural products.
  - B) mineral resources.
  - C) forest materials.
  - D) water power.

Answer: B

Page Ref: 455

Topic: America: Land of Plenty

Skill: Interpretive

- 2) Copper was a key contributor to \_\_\_\_\_ technology.
- A) machine parts
  - B) typewriter
  - C) electrical
  - D) steam engine

Answer: C

Page Ref: 455

Topic: America: Land of Plenty

Skill: Factual

- 3) At the turn of the twentieth century, industrialization in America depended LEAST on
- A) labor-saving technology.
  - B) the skilled craftsmanship of America's workers.
  - C) the heavy consumption of natural resources.
  - D) the growing availability of electrical power.

Answer: B

Page Ref: 455-457

Topic: America: Land of Plenty

Skill: Relational

- 4) Thomas Edison invented all of the following EXCEPT
- A) the telephone.
  - B) the phonograph.
  - C) the incandescent light bulb.
  - D) motion pictures.

Answer: A

Page Ref: 456-457

Topic: America: Land of Plenty

Skill: Factual

5) Which one of the following did author Frank Norris refer to as "the leviathan...the soulless Force, the iron-hearted Power, the Master, the Colossus, the Octopus" (1901)?

- A) Corliss engine
- B) railroad
- C) electricity
- D) Standard Oil Trust

Answer: B

Page Ref: 457

Topic: America: Land of Plenty

Skill: Relational

6) More than anything else, \_\_\_\_\_ transformed the United States into a unified nation with an interdependent economy.

- A) immigrants
- B) railroads
- C) manufacturing
- D) the Civil War

Answer: B

Page Ref: 457

Topic: America: Land of Plenty

Skill: Factual

7) Which one of the following would NOT describe a Social Darwinist's views?

- A) *laissez-faire*
- B) conservative
- C) charitable
- D) elitist

Answer: C

Page Ref: 458

Topic: A Favorable Climate: The Role of Ideology, Politics, and Finance

Skill: Relational

8) The so-called "Gospel of Wealth" asserted that an individual's business success and accumulation of wealth were the outgrowth of

- A) a process of "natural selection."
- B) the "survival of the fittest."
- C) free competition.
- D) divine sanction.

Answer: D

Page Ref: 458

Topic: A Favorable Climate: The Role of Ideology, Politics, and Finance

Skill: Relational

9) Which one of the following concepts was NOT endorsed by Adam Smith in *The Wealth of Nations*?

- A) government regulation of the economy
- B) the law of supply and demand
- C) free enterprise
- D) individual action according to economic self-interest

Answer: A

Page Ref: 459

Topic: A Favorable Climate: The Role of Ideology, Politics, and Finance

Skill: Relational

10) Government legislation on economic matters in the late nineteenth century did NOT provide

- A) protective tariffs for industry.
- B) land grants to railroads.
- C) consumer protection laws for the public.
- D) a homestead law for western settlers.

Answer: C

Page Ref: 460

Topic: A Favorable Climate: The Role of Ideology, Politics, and Finance

Skill: Factual

11) In *Santa Clara County v. The Southern Pacific Railroad* (1886), the Supreme Court ruled that

- A) the states' standard incorporation laws were constitutional.
- B) the principle of "limited liability" was unconstitutional.
- C) corporations were entitled to the protection of the Fourteenth Amendment.
- D) government land grants to railroads were illegal.

Answer: C

Page Ref: 461

Topic: A Favorable Climate: The Role of Ideology, Politics, and Finance

Skill: Factual

12) Through consolidation, late nineteenth-century business leaders like Andrew Carnegie, John D. Rockefeller, and J. P. Morgan intended to bring more \_\_\_\_\_ to the national economy.

- A) competition
- B) free enterprise
- C) order
- D) equal opportunity

Answer: C

Page Ref: 462

Topic: The Rise of Big Business

Skill: Relational

- 13) Most consolidation in the late nineteenth-century American railroad industry came from
- A) "pools" that divided traffic and raised rates.
  - B) eliminating competitors.
  - C) voluntary cooperation within the railroad industry.
  - D) government regulation.

Answer: B

Page Ref: 463

Topic: The Rise of Big Business

Skill: Factual

- 14) John D. Rockefeller's most successful way of cutting costs and increasing the profitability of the oil refining business was by
- A) joining pools.
  - B) refusing rebates.
  - C) promoting competition.
  - D) organizing trusts.

Answer: D

Page Ref: 463–464

Topic: The Rise of Big Business

Skill: Factual

- 15) Which of the following was NOT one of the reasons why Andrew Carnegie made enormous profits in the steel industry?
- A) He paid his workers low wages for long hours of work.
  - B) He made heavy investments in new technologies of production.
  - C) He vertically integrated the steel production industry.
  - D) He willingly sacrificed the quality of his product to gain the economies of scale.

Answer: D

Page Ref: 464

Topic: The Rise of Big Business

Skill: Relational

- 16) In America in the late nineteenth century, the \_\_\_\_\_ industry pioneered both business consolidation and modern management styles.
- A) steel
  - B) petroleum
  - C) meatpacking
  - D) railroad

Answer: D

Page Ref: 465

Topic: The Rise of Big Business

Skill: Factual



- 17) In the late nineteenth century, large-scale businesses began adopting all the following EXCEPT
- A) cost accounting systems.
  - B) decentralized management teams.
  - C) hierarchical administrative structures.
  - D) divisions of responsibility.

Answer: B

Page Ref: 465

Topic: The Rise of Big Business

Skill: Relational

- 18) Which one of the following was NOT a reason why late nineteenth-century Americans came to accept standardized goods?
- A) the physical mobility of Americans
  - B) the increased quality of these goods
  - C) blurred class distinctions in America
  - D) the use of modern advertising

Answer: B

Page Ref: 465

Topic: The Rise of Big Business

Skill: Relational

- 19) Which one of the following was a pioneer in mass production through the use of assembly lines?
- A) Andrew Carnegie
  - B) Gustavus Swift
  - C) John D. Rockefeller
  - D) J. P. Morgan

Answer: B

Page Ref: 465–466

Topic: The Rise of Big Business

Skill: Factual

- 20) The national economy of the late nineteenth century was characterized by
- A) frequent depressions.
  - B) sustained prosperity.
  - C) steep inflation.
  - D) very low unemployment rates.

Answer: A

Page Ref: 466

Topic: The Rise of Big Business

Skill: Interpretive

21) One of the economic problems of the late nineteenth century was

- A) overly powerful labor unions.
- B) an unequal distribution of wealth.
- C) high inflation.
- D) agricultural underproduction.

Answer: B

Page Ref: 466

Topic: The Rise of Big Business

Skill: Interpretive

22) The major resources of the West included all of the following EXCEPT

- A) minerals.
- B) cattle.
- C) water.
- D) grass.

Answer: C

Page Ref: 467

Topic: Varieties of Economic Change in the South and West

Skill: Factual

23) What was the most serious problem faced by American farmers in the West in the late nineteenth century?

- A) scarcity of lumber
- B) poor soils
- C) lack of water
- D) shortage of fuel

Answer: C

Page Ref: 467–469

Topic: Varieties of Economic Change in the South and West

Skill: Factual

24) Toward the end of the nineteenth century, which one of the following was the LEAST capital-intensive business?

- A) mining
- B) farming
- C) cattle ranching
- D) lumbering

Answer: B

Page Ref: 468–469

Topic: Varieties of Economic Change in the South and West

Skill: Relational

- 25) Late nineteenth-century agriculture came to be characterized by all of the following EXCEPT the
- A) specialization of production.
  - B) mechanization of production.
  - C) reliance on railroads.
  - D) consolidation of producers.

Answer: D

Page Ref: 472

Topic: Varieties of Economic Change in the South and West

Skill: Factual

- 26) What was the primary cause of the farmers' economic woes in the South and West in the late nineteenth century?
- A) overproduction
  - B) sharecropping
  - C) land prices
  - D) the immobility of farmers

Answer: A

Page Ref: 472

Topic: Varieties of Economic Change in the South and West

Skill: Factual

- 27) Promoters of Henry W. Grady's vision of a "New South" linked its realization to all of the following EXCEPT
- A) promoting racial harmony.
  - B) initiating agricultural diversity.
  - C) deromanticizing the myth of the Confederacy.
  - D) stimulating southern industry.

Answer: C

Page Ref: 473

Topic: Varieties of Economic Change in the South and West

Skill: Factual

- 28) In his "Atlanta Compromise" speech, Booker T. Washington encouraged southern blacks to
- A) agitate for full political and economic rights.
  - B) make themselves economically indispensable to southern whites.
  - C) move to the North to seek greater economic opportunity.
  - D) use civil disobedience as a weapon against southern racial discrimination.

Answer: B

Page Ref: 473

Topic: Varieties of Economic Change in the South and West

Skill: Factual

29) The leader of the tobacco industry in the late nineteenth century was

- A) John D. Rockefeller.
- B) Gustavus Swift.
- C) Cornelius Vanderbilt.
- D) James B. Duke.

Answer: D

Page Ref: 474

Topic: Varieties of Economic Change in the South and West

Skill: Factual

30) The post-Civil War South's economy remained "backward" because of all of the following EXCEPT

- A) it failed to establish a regional textile industry.
- B) it continued to rely on single-crop agriculture.
- C) it continued to espouse the ideology of white supremacy.
- D) it suffered a chronic shortage of investment capital.

Answer: A

Page Ref: 474-475

Topic: Varieties of Economic Change in the South and West

Skill: Relational

31) The effect of the Supreme Court's ruling in *Plessy v. Ferguson* (1896) was to

- A) depress southern wage scales.
- B) legalize racial segregation.
- C) provide constitutional protection for large-scale corporations.
- D) outlaw labor strikes.

Answer: B

Page Ref: 475

Topic: Varieties of Economic Change in the South and West

Skill: Factual

32) In general, wages \_\_\_\_\_ and prices \_\_\_\_\_ in late nineteenth-century and early twentieth-century America.

- A) rose; fell
- B) fell; rose
- C) rose, rose
- D) fell; fell

Answer: A

Page Ref: 475-476

Topic: Working in Industrial America

Skill: Relational

33) What was usually the most important factor in determining the economic well-being of a working-class family in late nineteenth-century America?

- A) the national origin of the family
- B) whether the head of the family belonged to a labor union
- C) how many members of the family worked for wages
- D) the region of America in which the family lived

Answer: C

Page Ref: 476

Topic: Working in Industrial America

Skill: Relational

34) Within the late nineteenth-century American labor force, important distinctions were based on

- A) skill.
- B) gender.
- C) ethnicity.
- D) All of the above.

Answer: D

Page Ref: 476-477

Topic: Working in Industrial America

Skill: Factual

35) Unlike in industrial work patterns, preindustrial workers were expected to be

- A) thrifty and sober.
- B) disciplined and punctual.
- C) regular and orderly.
- D) relaxed and informal.

Answer: D

Page Ref: 477

Topic: Working in Industrial America

Skill: Factual

36) For housewives, the new ideals of industrial America meant they would spend less time

- A) cooking meals.
- B) cleaning, dusting, and scrubbing.
- C) outside the home.
- D) laundering.

Answer: C

Page Ref: 478

Topic: Working in Industrial America

Skill: Factual

- 37) Compared to their preindustrial standing, processes of industrialization did the most damage to the status of
- A) ethnic minorities.
  - B) women.
  - C) skilled workers.
  - D) unskilled laborers.

Answer: C

Page Ref: 478

Topic: Working in Industrial America

Skill: Relational

- 38) From a worker's perspective, industrial work patterns often seemed all of the following EXCEPT
- A) monotonous.
  - B) undisciplined.
  - C) dangerous.
  - D) impersonal.

Answer: B

Page Ref: 478

Topic: Working in Industrial America

Skill: Factual

- 39) Industrialization and the factory system in the late nineteenth century produced an American labor force characterized by a
- A) high level of productivity.
  - B) low absentee rate.
  - C) low annual turnover.
  - D) high level of job satisfaction.

Answer: A

Page Ref: 478

Topic: Working in Industrial America

Skill: Factual

- 40) The foundation of "scientific management" methods was laid by
- A) Horatio Alger.
  - B) Frederick W. Taylor.
  - C) Russell Conwell.
  - D) J.P. Morgan.

Answer: B

Page Ref: 479

Topic: The Rise of Big Business

Skill: Factual

41) Which one of the following late nineteenth-century labor organizations was committed to using violence as a strike tactic?

- A) American Federation of Labor
- B) Molly Maguires
- C) National Labor Union
- D) Knights of Labor

Answer: B

Page Ref: 479

Topic: Working in Industrial America

Skill: Factual

42) What most often provoked labor violence in the 1870s and 1880s?

- A) mechanization of production
- B) racially discriminatory hiring practices
- C) sudden wage cuts
- D) the impersonality of management-labor relations

Answer: C

Page Ref: 479-480

Topic: Working in Industrial America

Skill: Relational

43) During incidents of labor unrest in late nineteenth-century America, the public most feared that

- A) workers were being unfairly exploited.
- B) the federal government might try to intervene.
- C) labor strikes would turn violent.
- D) industries would have to close for lack of a labor force.

Answer: C

Page Ref: 479

Topic: Working in Industrial America

Skill: Relational

44) Federal troops were used to quell the violence during the

- A) anthracite coal strike of the 1870s.
- B) Great Railroad Strike of 1877.
- C) Haymarket Square riot of 1886.
- D) All of the above.

Answer: B

Page Ref: 480

Topic: Working in Industrial America

Skill: Factual

- 45) In the late nineteenth century, when labor violence occurred, the federal government usually
- A) sided with labor.
  - B) sided with employers.
  - C) remained neutral and uninvolved.
  - D) tried to arbitrate or mediate the differences.

Answer: B

Page Ref: 480–481

Topic: Working in Industrial America

Skill: Factual

- 46) Like the National Labor Union, the Knights of Labor
- A) concentrated on achieving practical, reachable goals.
  - B) ignored the rights of women and minorities.
  - C) rejected industrial capitalism.
  - D) opposed organizing cooperatively owned industries.

Answer: C

Page Ref: 482

Topic: Working in Industrial America

Skill: Relational

- 47) The American Federation of Labor (AFL) was ably led by \_\_\_\_\_, who had organizational skills and practical goals for labor.
- A) August Spies
  - B) Samuel Gompers
  - C) Terence Powderly
  - D) James McParlan

Answer: B

Page Ref: 482

Topic: Working in Industrial America

Skill: Factual

- 48) Unlike other national labor unions in the late nineteenth century, the American Federation of Labor tended to focus on the interests of
- A) working women.
  - B) skilled workers.
  - C) farm workers.
  - D) unskilled and semi-skilled laborers.

Answer: B

Page Ref: 482

Topic: Working in Industrial America

Skill: Factual



49) Unlike other national labor unions in the late nineteenth century, the American Federation of Labor

- A) was well organized.
- B) denounced industrial capitalism.
- C) set broad goals to reform society.
- D) was active in partisan politics.

Answer: A

Page Ref: 482

Topic: Working in Industrial America

Skill: Relational

50) The Johnson County War was provoked by charges of

- A) claim jumping.
- B) cattle rustling.
- C) Indian attack.
- D) highway robbery.

Answer: B

Page Ref: 470

Topic: The "Wild West"

Skill: Factual

51) Violence on the frontier was often caused by

- A) white animosity toward racial minorities.
- B) extralegal vigilante committees organized to punish crime.
- C) outlaws and professional gunslingers.
- D) All of the above.

Answer: D

Page Ref: 470

Topic: The "Wild West"

Skill: Relational

52) The "Wild West"

- A) was less violent than is popularly assumed.
- B) was thought to be an unusually violent, dangerous, and insecure place by those who lived there.
- C) had a higher level of racial tolerance than the Eastern cities.
- D) All of the above.

Answer: A

Page Ref: 471

Topic: The "Wild West"

Skill: Factual

## Essay Questions

- 1) Describe the role that America's great store of mineral resources played in the industrialization of the economy in the late nineteenth century.

Answer: Consider: gold and silver increased the money supply; iron and steel mechanized manufacturing, agriculture, and transportation; copper electrified production and communication; and oil lubricated machinery. Generally, mineral wealth was the key to basic industries like steel manufacturing, petroleum refining, and electrification.

Page Ref:

Topic:

Skill: Descriptive

- 2) The text authors assert that "there were many positive benefits to . . . economic expansion and consolidation." Explain how consolidation--the elimination of competition--in the railroad industry served the public interest.

Answer: Generally, consolidation produced greater efficiency, stability, and predictability. It could cut costs and lower prices to the consumer.

Page Ref:

Topic:

Skill: Explanatory

- 3) Compare and contrast the views of Social Darwinism, the Gospel of Wealth, and *laissez-faire*. What do they all have in common and in what ways are they different? Explain why each had a popular appeal in America in the late nineteenth century.

Answer: Social Darwinists tried to use science to justify social and economic inequalities, the Gospel of Wealth used religion to do the same. These two and *laissez-faire* argued against government interference in the economy. These ideas appealed to some because they rationalized great concentrations of wealth and explained the maldistribution of wealth. They also tapped into the traditional values of self-reliance and the work ethic.

Page Ref:

Topic:

Skill: Explanatory

- 4) Explain how the policies of the national government in the late nineteenth century not only aided economic growth in America, but also promoted the consolidation of economic enterprise.

Answer: High tariffs protected American manufacturing. Land grants and low interest loans promoted railroad construction and settlement in the West. *Laissez-faire* attitudes limited government regulation of the economy, and the Fourteenth Amendment protected corporations from legal restrictions.

Page Ref:

Topic:

Skill: Explanatory

- 5) Explain how the railroad played a key role in the development of the steel, oil, and meatpacking industries in late nineteenth-century America.

Answer: Railroads delivered raw materials to manufacturing centers and finished goods to distant and enlarged markets. Railroads were major consumers of steel, petroleum, and timber. Railroads also pioneered consolidation and managerial techniques later used in other industries.

Page Ref:

Topic:

Skill: Explanatory

- 6) Describe the chief characteristics of "commercial agriculture" as it developed in America in the late nineteenth century.

Answer: Commercial agriculture was mechanized and specialized. It used new technology, scientific agriculture, and a focus on cash crop production to increase productivity and lower costs and prices. It relied heavily on the railroad to expand markets, and it required heavier capital investment. It also tended to depersonalize the exchange relationship between producer and consumer.

Page Ref:

Topic:

Skill: Descriptive

- 7) Explain why the South failed to benefit from the industrialization and economic growth and expansion that characterized the rest of America in the late nineteenth century.

Answer: The South relied heavily on northern investment capital; therefore, it remained a "colonial" economy exporting raw materials and importing more expensive finished goods. White supremacist racial policies depressed wages and restricted the tax base. Sharecropping, reliance on a single crop, and no capital for investment doomed the South to slow economic growth.

Page Ref:

Topic:

Skill: Explanatory

- 8) Compare and contrast the American workplace in industrial America in the late nineteenth century with its counterpart in preindustrial America. What things would a preindustrial worker find most objectionable about the industrial workplace?

Answer: The preindustrial workplace was slow paced, sociable, relaxed, informal, and personal. Labor and leisure were blended as skilled craftsmen labored together in a small shop. The industrial workplace was governed by the clock. Punctuality, sobriety, and discipline were highly valued and expected of workers. Work was highly organized and production was mechanized in large factories. Relationships were impersonal. Workers complained about monotony, danger, and the fast pace of work.

Page Ref:

Topic:

Skill: Explanatory

- 9) Compare and contrast the goals, means, leadership, and accomplishments of the late nineteenth-century national labor organizations: National Labor Union, Knights of Labor, and American Federation of Labor.

Answer: The NLU's goal was social reform achieved by replacing industrial capitalism with producer cooperatives. The NLU failed under its visionary leadership. The Knights of Labor wanted social reform and worker solidarity and hoped cooperatives and arbitration would end industrial capitalism. Terence Powderly eschewed strikes, but was a poor organizer. The AFL pursued better wages, hours, and working conditions. It narrowed its membership to crafts and used strikes. Samuel Gompers was an organizational genius.

Page Ref:

Topic:

Skill: Explanatory

- 10) Of the many new technological innovations and inventions in the late nineteenth century, which three do you think had the most lasting effect on the American economy? Explain why you chose these three and indicate the role they played in twentieth-century life.

Answer: Consider: telephone; motion picture; phonograph; Bessemer process; incandescent bulb; assembly line process; "system" management; etc.

Page Ref:

Topic:

Skill: Interpretive

- 11) Place yourself in the role of a middle-class American in the late nineteenth century. Explain why you might find the careers of Andrew Carnegie and John D. Rockefeller worthy of admiration and emulation.

Answer: Consider: they were self-made men; they were philanthropists; they possessed great managerial expertise; they pursued their goals single-mindedly.

Page Ref:

Topic:

Skill: Interpretive

- 12) What do you judge to be the most negative consequences of American industrialization in the late nineteenth century? Explain your choices. Who do you think "lost" the most in this economic transformation? Why?

Answer: Consider: loss of quality craftsmanship; depersonalization of the relationship between ownership/management and labor, and between producer and consumer; uprooting of people; decline of agriculture; exploitation of workers; monotony of the assembly line process; concentration and maldistribution of great wealth; loss of individual independence, etc.

Page Ref:

Topic:

Skill: Interpretive

- 13) If you were a common laborer in a late nineteenth-century American factory, what would be your feelings about the conditions of your work? Describe the ways you would translate these feelings into outward behavior.

Answer: A worker might dislike the monotony, danger, strict discipline, impersonal relationships, and fast pace of the work in his workplace. He might respond by absenteeism, quitting, or organizing collective resistance (unions, strikes).

Page Ref:

Topic:

Skill: Interpretive

- 14) Assume the role of a middle-class American in the late nineteenth century. Describe your sentiments toward the reports of violence in labor strikes at the time. Explain why you hold these views and what you intend to do.

Answer: To this person, "strike" was equated with "violence," and he feared for his life and property. He saw owners as defenders of law and order and strikers as unruly, ungrateful, and provoked by alien and radical ideologies. He would expect the police and all levels of government to intervene to stop the violence and punish the troublemakers.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: George Eastman

Column 2: Developer of the handheld camera

Answer: Developer of the handheld camera

Page Ref: 456

Topic:

Skill:

- 2) Column 1: Alexander Graham Bell

Column 2: Inventor of the telephone

Answer: Inventor of the telephone

Page Ref: 456

Topic:

Skill:

- 3) Column 1: Thomas Edison  
Column 2: Established research laboratory in Menlo Park, New Jersey  
Answer: Established research laboratory in Menlo Park, New Jersey  
Page Ref: 456  
Topic:  
Skill:
- 4) Column 1: George Westinghouse  
Column 2: Developed alternating current system  
Answer: Developed alternating current system  
Page Ref: 456  
Topic:  
Skill:
- 5) Column 1: Andrew Carnegie  
Column 2: Leading industrialist in the steel industry  
Answer: Leading industrialist in the steel industry  
Page Ref: 458  
Topic:  
Skill:
- 6) Column 1: Herbert Spencer  
Column 2: promoter of Social Darwinism  
Answer: promoter of Social Darwinism  
Page Ref: 458  
Topic:  
Skill:
- 7) Column 1: John D. Rockefeller  
Column 2: Founder of the Standard Oil Trust  
Answer: Founder of the Standard Oil Trust  
Page Ref: 463  
Topic:  
Skill:

- 8) Column 1: James B. Duke  
Column 2: Leading cigarette producer  
Answer: Leading cigarette producer  
Page Ref: 474  
Topic:  
Skill:
- 9) Column 1: Frederick Taylor  
Column 2: Father of "scientific management"  
Answer: Father of "scientific management"  
Page Ref: 479  
Topic:  
Skill:
- 10) Column 1: Terence V. Powderly  
Column 2: Leader of the Knights of Labor  
Answer: Leader of the Knights of Labor  
Page Ref: 482  
Topic:  
Skill:
- 11) Column 1: Samuel Gompers  
Column 2: Leader of the American Federation of Labor  
Answer: Leader of the American Federation of Labor  
Page Ref: 482  
Topic:  
Skill:

## Chapter 18 The Rise of an Urban Society and City People

### Multiple Choice Questions

- 1) More immigrants entered the United States from \_\_\_\_\_ than in any other thirty-year period in American history.
- A) 1830 to 1860
  - B) 1860 to 1890
  - C) 1890 to 1920
  - D) 1920 to 1950

Answer: C

Page Ref: 491

Topic: The New Immigrants

Skill: Relational

- 2) The enormous growth of European immigration into the United States between the Civil War and World War I was primarily the result of
- A) a relaxation of U.S. immigration laws.
  - B) population growth in Europe.
  - C) the general refusal of other nations to accept European immigrants.
  - D) inducements offered by U.S. state governments and private corporations.

Answer: B

Page Ref: 491

Topic: The New Immigrants

Skill: Factual

- 3) The "old" immigrants to America were
- A) unfamiliar with constitutional government.
  - B) mostly non-Protestants.
  - C) easily assimilated into the American mainstream.
  - D) usually illiterate.

Answer: C

Page Ref: 491

Topic: The New Immigrants

Skill: Factual

- 4) Where did the "new" immigrants to America in the late nineteenth and early twentieth centuries come from?
- A) the Middle East
  - B) Asia
  - C) southern and eastern Europe
  - D) Latin America

Answer: C

Page Ref: 491

Topic: The New Immigrants

Skill: Factual



- 5) Most "birds of passage" who immigrated to America
- A) looked for jobs with high rates of upward mobility.
  - B) wanted to farm and own land in America.
  - C) moved to America's cities.
  - D) were men and women over forty years of age.

Answer: C

Page Ref: 492

Topic: The New Immigrants

Skill: Factual

- 6) Both the "true" immigrants and "birds of passage" came to America seeking
- A) participation in America's democratic political system.
  - B) refuge from religious persecution in their homelands.
  - C) to take advantage of America's promise of economic opportunity.
  - D) to make enough money to return home as wealthy individuals.

Answer: C

Page Ref: 493

Topic: The New Immigrants

Skill: Relational

- 7) Which one of the following groups most tended to be permanent or "true" immigrants to America?
- A) Poles
  - B) Italians
  - C) Russian Jews
  - D) Chinese

Answer: C

Page Ref: 493

Topic: The New Immigrants

Skill: Factual

- 8) Which one of the following is LEAST related to the other three?
- A) pogroms
  - B) Jews
  - C) *padrone*
  - D) Pale of Settlement

Answer: C

Page Ref: 493

Topic: The New Immigrants

Skill: Relational

- 9) Late nineteenth-century Jewish immigrants to America
- A) usually migrated in family units.
  - B) did not usually intend to remain in America.
  - C) usually purchased land and became farmers.
  - D) usually worked in steel mills, mines, and construction.

Answer: A

Page Ref: 493–494

Topic: The New Immigrants

Skill: Factual

- 10) The notorious *Hennessy* case (1890) involved a violent nativist backlash against \_\_\_\_\_ immigrants.
- A) Jewish
  - B) Irish
  - C) Italian
  - D) Polish

Answer: C

Page Ref: 494

Topic: Nativism: The Anti-Immigrant Reaction

Skill: Factual

- 11) Considering their own interests, which one of the following groups in late nineteenth-century America was LEAST likely to advocate immigration restriction legislation?
- A) wage workers
  - B) Protestant clergy
  - C) Social Darwinists
  - D) industrialists

Answer: D

Page Ref: 494

Topic: Nativism: The Anti-Immigrant Reaction

Skill: Relational

- 12) The nativists' strongest resentment against the "new" immigrants was grounded in the fear that the newcomer was
- A) racially inferior.
  - B) religiously unorthodox.
  - C) a political radical.
  - D) an economic competitor.

Answer: D

Page Ref: 495–496

Topic: Nativism: The Anti-Immigrant Reaction

Skill: Factual

13) Anti-radical nativists had their worst fears realized when President McKinley was assassinated by

- A) Leo Frank.
- B) David Hennessy.
- C) Leon Czolgosz.
- D) Jacob Riis.

Answer: C

Page Ref: 495

Topic: Nativism: The Anti-Immigrant Reaction

Skill: Factual

14) What was the first ethnic group excluded by an American immigration restriction law?

- A) Chinese
- B) Japanese
- C) Italians
- D) Russian Jews

Answer: A

Page Ref: 496

Topic: Nativism: The Anti-Immigrant Reaction

Skill: Factual

15) In the 1890s nativists in America tried to get Congress to restrict immigration to America by using

- A) an ethnic-quota system.
- B) a non-white racial exclusion act.
- C) a literacy test.
- D) a contract labor law.

Answer: C

Page Ref: 496

Topic: Nativism: The Anti-Immigrant Reaction

Skill: Factual

16) What was the 1924 immigration restriction law's standard of exclusion?

- A) literacy
- B) job skill
- C) national origin
- D) religious preference

Answer: C

Page Ref: 497

Topic: Nativism: The Anti-Immigrant Reaction

Skill: Factual

- 17) In 1924, Congress completely excluded immigration from
- A) Asia.
  - B) Latin America.
  - C) central and southern Europe.
  - D) the Middle East.

Answer: A

Page Ref: 497

Topic: Nativism: The Anti-Immigrant Reaction

Skill: Factual

- 18) The so-called "walking cities" of the mid-nineteenth century were
- A) residentially segregated by social class.
  - B) geographically compact and crowded.
  - C) carefully divided into shopping, industrial, and residential zones.
  - D) All of the above.

Answer: B

Page Ref: 497

Topic: New Cities and New Problems

Skill: Factual

- 19) The \_\_\_\_\_ census report was the first to show that over half of all Americans then lived in cities or towns.
- A) 1890
  - B) 1900
  - C) 1910
  - D) 1920

Answer: D

Page Ref: 497

Topic: New Cities and New Problems

Skill: Factual

- 20) Most late nineteenth-century immigrants to America came from European \_\_\_\_\_ and settled in American \_\_\_\_\_.
- A) cities; cities
  - B) rural communities; rural communities
  - C) rural communities; cities
  - D) cities; rural communities

Answer: C

Page Ref: 497-498

Topic: New Cities and New Problems

Skill: Factual

- 21) At the turn of the twentieth century, most urban mass transit facilities were powered by
- A) horses.
  - B) the internal combustion engine.
  - C) underground cables.
  - D) electricity.

Answer: D

Page Ref: 498

Topic: New Cities and New Problems

Skill: Factual

- 22) What was one consequence of using new mass transit facilities in late nineteenth-century American cities?
- A) Geographically, cities became more compact.
  - B) Central city real estate prices declined.
  - C) Residential areas became segregated by economic class.
  - D) Most immigrant ethnic groups moved to the suburbs.

Answer: C

Page Ref: 499

Topic: New Cities and New Problems

Skill: Relational

- 23) Of the following, the LEAST pressing problem of new immigrants to American cities in the late nineteenth century was inadequate
- A) housing.
  - B) transportation facilities.
  - C) police protection.
  - D) sanitation services.

Answer: B

Page Ref: 500

Topic: New Cities and New Problems

Skill: Relational

- 24) Late nineteenth-century American cities experienced
- A) air pollution.
  - B) polluted rivers.
  - C) frequent disease epidemics.
  - D) All of the above.

Answer: D

Page Ref: 501-502

Topic: New Cities and New Problems

Skill: Factual

25) Who determined the pattern of urban growth and development in the "private city" of late nineteenth-century America?

- A) professional experts
- B) government planners
- C) profit-seeking businessmen
- D) zoning boards

Answer: C

Page Ref: 503

Topic: New Cities and New Problems

Skill: Factual

26) The shift in consumption patterns of middle and upper class Americans in the late nineteenth century signaled a new emphasis on the value of

- A) instant gratification.
- B) thrift.
- C) self-control.
- D) saving.

Answer: A

Page Ref: 503-504

Topic: City Culture

Skill: Relational

27) The nineteenth-century "genteel tradition" in American literature dwelt on all of the following themes EXCEPT

- A) ideals.
- B) sentimentality.
- C) reality.
- D) morality.

Answer: C

Page Ref: 504

Topic: City Culture

Skill: Relational

28) What late nineteenth-century local color author's novels were also realist?

- A) Mark Twain
- B) James Russell Lowell
- C) Stephen Crane
- D) Bret Harte

Answer: A

Page Ref: 504

Topic: City Culture

Skill: Factual

- 29) Novelist Mark Twain was not much interested in writing about
- A) southern racism.
  - B) the corruption of life in industrial cities.
  - C) greed and violence.
  - D) regional humor.

Answer: B

Page Ref: 505

Topic: City Culture

Skill: Factual

- 30) Novelist Theodore Dreiser wrote in the genre known as
- A) realism.
  - B) naturalism.
  - C) the genteel tradition.
  - D) local color.

Answer: B

Page Ref: 505

Topic: City Culture

Skill: Relational

- 31) Literary naturalists in late nineteenth-century America pursued the theme of
- A) America's natural beauty and grandeur.
  - B) the effects of modern urban society on the helpless individual.
  - C) the excitement and leisurely frivolity of urban night life.
  - D) regional differences and regional dialects in rural America.

Answer: B

Page Ref: 505

Topic: City Culture

Skill: Factual

- 32) Novelist Stephen Crane wrote
- A) *Maggie: A Girl of the Streets*.
  - B) *The Jungle*.
  - C) *Huckleberry Finn*.
  - D) *Sister Carrie*.

Answer: A

Page Ref: 505

Topic: City Culture

Skill: Relational

- 33) The lives of the central characters in *Sister Carrie* and *Maggie: A Girl of the Streets* were most shaped by their
- A) rugged individualism.
  - B) good character.
  - C) poverty.
  - D) hard work.

Answer: C

Page Ref: 505

Topic: City Culture

Skill: Factual

- 34) By the end of the nineteenth century, most American artists focused their efforts on portraying America's
- A) wealthy upper class.
  - B) urban environment.
  - C) rural life.
  - D) wilderness landscape.

Answer: B

Page Ref: 506

Topic: City Culture

Skill: Factual

- 35) The so-called "ashcan" school of late nineteenth-century American artists often pursued the same themes as the \_\_\_\_\_ did in literature.
- A) local colorists
  - B) naturalists
  - C) genteel tradition
  - D) romanticists

Answer: B

Page Ref: 506

Topic: City Culture

Skill: Relational

- 36) Like the "ashcan" artists, modernists were also drawn to
- A) the impressionistic style.
  - B) more concern with technique than content.
  - C) the theme of urban conflict and power.
  - D) focus on America's wild landscapes.

Answer: C

Page Ref: 506

Topic: City Culture

Skill: Factual



- 37) The famous Armory Show in New York in 1913 was the \_\_\_\_\_ in American history.
- A) premier of the first full-length motion picture
  - B) largest vaudevillian performance
  - C) most important art exhibition
  - D) most famous musical comedy

Answer: C

Page Ref: 506

Topic: City Culture

Skill: Factual

- 38) The heretofore separate traditions of African and European music in America first came together in Storyville, the red-light district in
- A) Memphis, Tennessee.
  - B) St. Louis, Missouri.
  - C) Chicago, Illinois.
  - D) New Orleans, Louisiana.

Answer: D

Page Ref: 507

Topic: City Culture

Skill: Factual

- 39) At the turn of the century, Texas-born Scott Joplin wrote several scores of popular music in the syncopated style called
- A) ragtime.
  - B) the blues.
  - C) jazz.
  - D) honky tonk.

Answer: A

Page Ref: 507

Topic: City Culture

Skill: Factual

- 40) What was responsible for the emergence of commercialized popular entertainment in late nineteenth-century America?
- A) transportation improvements
  - B) advances in communications
  - C) the decline of Victorian values
  - D) All of the above.

Answer: D

Page Ref: 508

Topic: Entertaining the Multitudes

Skill: Relational

41) What was the most popular professional sport in America's cities in the late nineteenth century?

- A) football
- B) baseball
- C) hockey
- D) basketball

Answer: B

Page Ref: 508

Topic: Entertaining the Multitudes

Skill: Factual

42) The first all-professional baseball team in the United States was the

- A) Cincinnati Red Stockings.
- B) New York Yankees.
- C) Brooklyn Dodgers.
- D) Boston Braves.

Answer: A

Page Ref: 509

Topic: Entertaining the Multitudes

Skill: Factual

43) What was the first organized baseball league in America?

- A) National League
- B) American League
- C) Players' League
- D) Federal League

Answer: A

Page Ref: 509

Topic: Entertaining the Multitudes

Skill: Factual

44) What was the usual effect of the successive organization of baseball leagues in late nineteenth-century America?

- A) The popularity of the sport diminished.
- B) It generated intense competition between owners for players.
- C) It undermined the ability of players to negotiate for higher salaries.
- D) All of the above.

Answer: C

Page Ref: 509

Topic: Entertaining the Multitudes

Skill: Relational

45) What ethnic group dominated the sport of boxing in late nineteenth-century America?

- A) African Americans
- B) Irish Americans
- C) German Americans
- D) Italian Americans

Answer: B

Page Ref: 509

Topic: Entertaining the Multitudes

Skill: Factual

46) Who was "the greatest known American athlete during the nineteenth century"?

- A) Abner Doubleday, Jr.
- B) Jim Thorpe
- C) Marshall Field
- D) John L. Sullivan

Answer: D

Page Ref: 509

Topic: Entertaining the Multitudes

Skill: Relational

47) By the end of the nineteenth century, \_\_\_\_\_ was governed by the Marquis of Queensberry rules.

- A) baseball
- B) boxing
- C) tennis
- D) golf

Answer: B

Page Ref: 509

Topic: Entertaining the Multitudes

Skill: Factual

48) By the turn-of-the-century, both baseball and boxing had become

- A) less popular with middle-class Americans.
- B) the most popular sports of the wealthy leisure class.
- C) racially integrated.
- D) organized, structured, and profitable businesses.

Answer: D

Page Ref: 512

Topic: Entertaining the Multitudes

Skill: Factual

49) In accordance with the late nineteenth-century cult of domesticity, women were expected to participate only in \_\_\_\_\_ sports.

- A) professional
- B) non-competitive
- C) spectator
- D) team

Answer: B

Page Ref: 513

Topic: Entertaining the Multitudes

Skill: Factual

50) Turn-of-the-century Americans sought some measure of escape from the grinding reality of urban life through

- A) motion pictures.
- B) amusement parks.
- C) narcotic drugs.
- D) All of the above.

Answer: D

Page Ref: 514-515

Topic: Entertaining the Multitudes

Skill: Factual

51) Coney Island became famous as

- A) a rural retreat for the harried urban middle class.
- B) a weekend retreat for the urban wealthy class.
- C) an urban ghetto for African American migrants from the South.
- D) an escapist adventureland for working class Americans.

Answer: D

Page Ref: 514

Topic: Entertaining the Multitudes

Skill: Factual

52) During the early twentieth century, movies developed a strong following in ethnic neighborhoods because of all the following reasons EXCEPT

- A) they were inexpensive.
- B) they provided escapist content.
- C) they required no knowledge of English to be enjoyed.
- D) they accurately portrayed the poverty and misery of working class Americans.

Answer: D

Page Ref: 515

Topic: Entertaining the Multitudes

Skill: Relational

- 53) In the early years of the twentieth century, movies drew their strongest attendance from
- A) the guardians of Victorian morality.
  - B) working class ethnic groups.
  - C) middle class professionals.
  - D) native born entrepreneurs.

Answer: B

Page Ref: 515

Topic: Entertaining the Multitudes

Skill: Factual

- 54) At the turn-of-the-century, college football was all of the following EXCEPT
- A) financially corrupt.
  - B) brutally violent.
  - C) blatantly commercial.
  - D) generally unpopular.

Answer: D

Page Ref: 511

Topic: College Football Wars

Skill: Factual

- 55) What was one significant innovation in college football that was introduced after the turn-of-the-century?
- A) "V" formation
  - B) mass play
  - C) forward pass
  - D) "drop" kick

Answer: C

Page Ref: 511

Topic: College Football Wars

Skill: Factual

## Essay Questions

- 1) Compare and contrast the defining characteristics of the "old" and "new" immigrants to America, and explain the differences between "true" immigrants and "birds of passage."

Answer: The "old" immigrants were from northern and western Europe, Protestant, literate, skilled, experienced in constitutional government, and easily assimilated. The "new" immigrants were from southern and eastern Europe, Catholic and Jewish, illiterate, unskilled, and difficult to assimilate. "Birds of passage" were young single men hoping to make money and return home. "True" immigrants came as families seeking freedom and economic mobility and intending to stay in America.

Page Ref:

Topic:

Skill: Explanatory

- 2) Regarding late nineteenth-century immigration to the United States, the text authors assert that "the United States' pull was less powerful than the European push." Describe the conditions in Europe in the late nineteenth century that were pushing its inhabitants out.

Answer: Consider: persecution of religious and ethnic minorities, especially Jews; population boom; abolition of serfdom; land and food shortages; unemployment; easier, faster, and less expensive travel.

Page Ref:

Topic:

Skill: Descriptive

- 3) The text authors identify Jews as "the prototypical true immigrants." What does this phrase mean? Explain why this group best fits the label "prototypical true immigrants."

Answer: "Prototypical" means a model or best example of a type. Jews left persecution in Europe to seek political and religious freedom in America as well as economic opportunity. They came to stay, intended to succeed, and did. They represent, or are a good example of, the popular image of the "typical" immigrant story.

Page Ref:

Topic:

Skill: Explanatory

- 4) The text authors claim that "nativism . . . took many forms" and the "immigrants became a convenient scapegoat for the nation's myriad ills." List at least three kinds of nativism and describe the anti-immigrant argument presented by each.

Answer: Racial: Measured by physical and mental characteristics and by ethnic customs, "new" immigrants are clearly inferior to native Americans and virtually inassimilable. Religious: So many Catholics and Jews are a threat to America's Protestant traditions and to its democratic and republican form of government. Political: "New" immigrants bring with them radical ideologies of socialism, communism, and anarchism that threaten the order and peace of America. Economic: "New" immigrants will work at anything for low wages. They threaten to depress wages for everyone.

Page Ref:

Topic:

Skill: Descriptive

- 5) Late nineteenth-century American cities grew "outward and upward." Describe the technology that allowed these phenomena to occur and the consequences they had for city dwellers.

Answer: Technology: transportation (street cars, elevated railways); communication (telephone); construction materials (steel); electricity (elevators and lighting). Consequences: residential segregation; high land values; new skyline; crowding; night life.

Page Ref:

Topic:

Skill: Descriptive

- 6) The text authors assert that "the battle lines in most [late nineteenth-century] cities were drawn between individual profits and public need." What were the key sources of profit in late nineteenth-century American cities? What were the most pressing public needs? Who won the "battle?" Why?

Answer: City services, construction contracts, and transportation facilities were among the major sources of profit. Public needs included police protection, sanitation, housing, and zoning ordinances. To 1900, America's cities were "private" cities.

Page Ref:

Topic:

Skill: Explanatory

- 7) Compare and contrast the major themes of the "genteel tradition," local colorists, realists, and naturalists in late nineteenth-century American literature.

Answer: The genteel tradition treated the ideal, moral, and sentimental. Local colorists treated regional differences, rural America, humor, and innocence. Realists dealt with concrete ethical choices in realistic circumstances. Naturalists dealt with how the helpless individual was victimized by harsh natural forces beyond human control, and how industrial exploitation and urban poverty ground the individual into moral despair.

Page Ref:

Topic:

Skill: Explanatory

- 8) What do the text authors mean by their claim that "modern American music began in the . . . cities, and . . . was the language of the oppressed"?

Answer: African and European musical styles blended in the heterogeneous environment of urban America. Jazz was born in the bawdy Storyville district of New Orleans and spread to other cities. Jazz, ragtime, and blues performers often came from disadvantaged minority groups, especially African Americans.

Page Ref:

Topic:

Skill: Explanatory

- 9) Describe in what ways the developing relationship between professional athletes and sports entrepreneurs was similar to the developing relationship between businessmen and labor in the late nineteenth century.

Answer: Entrepreneurs controlled the relationship between themselves and the players. Players were poorly paid and in a poor position to negotiate for higher salaries. Players were dealt with as commodities. Entrepreneurs held players to industrial values and competitiveness, but tried to reduce the owners' competition for players. Leagues were cartels designed to bring order to the sport.

Page Ref:

Topic:

Skill: Descriptive

- 10) Recognizing the long historical association Americans had with a rural environment and the late nineteenth-century fact of rapid urbanization, explain why baseball became the national sport.

Answer: Teams were identified with cities and players were usually from those cities. Fans identified easily with both. Baseball also used the symbols of rural and preindustrial America: no clock, green field, fences, bullpen, etc. Baseball symbolically blended rural and urban environments and values in America.

Page Ref:

Topic:

Skill: Explanatory

- 11) Why were "amateur" sports so attractive to wealthy Americans in the late nineteenth century?

Answer: Amateur sports were especially attractive to upper class Americans because they were a way of segregating the wealthy leisure class from the professional athletes who were champions of the masses and engaged in sport for money. Exclusive athletic clubs sponsored "gentlemen's" sports like tennis, yachting, polo, and golf that usually were too expensive in time or money for working class Americans.

Page Ref:

Topic:

Skill: Explanatory

- 12) Imagine you are an immigrant from a rural community to a large American city in the 1890s. Describe what you see and what you think and feel about your new environment.

Answer: The immigrant would see such things as skyscrapers, electric lights and streetcars, traffic jams, a heterogeneous population, etc. He or she would likely be both frightened and fascinated.

Page Ref:

Topic:

Skill: Interpretive

- 13) Place yourself in a large eastern American city in the 1890s. Would you support the movement for immigration restriction? Explain why or why not.

Answer: One's position would be influenced by sentiments about racial or ethnic purity, religious orthodoxy, political democracy, and capitalism. Those who supported immigration restriction feared that a large number of immigrants threatened these.

Page Ref:

Topic:

Skill: Interpretive



- 14) Assume the role of a wage earner in a large American city at the turn-of-the-century. Tell what you do for leisure-time entertainment and tell why these things are attractive to you.

Answer: Consider: attendance at a spectator sport like baseball or boxing or a movie; a day at the park with the family; more likely a trip to Coney Island or a similar theme park. The point would be to escape some of the harsh reality of a working class life in urban America in the late nineteenth century.

Page Ref:

Topic:

Skill: Interpretive

- 15) Compare and contrast what seem to you to be the most attractive features of turn-of-the-century American city life with those features you find most objectionable. Given a choice in 1900, would you have moved to a large American city? Why?

Answer: Attractive: heterogeneity of the population; latest technology; employment opportunities; varied entertainment.

Objectionable: poor sanitation; unsafe; unhealthy (epidemics); poor and too little housing; crowded conditions.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

Match the person with a description of his or her major accomplishment.

- 1) Column 1: Jacob Riis

Column 2: Author of *How the Other Half Lives*

Answer: Author of *How the Other Half Lives*

Page Ref: 495

Topic:

Skill:

- 2) Column 1: Leo Frank

Column 2: Accused of murder; case demonstrated American anti-Semitism

Answer: Accused of murder; case demonstrated American anti-Semitism

Page Ref: 495

Topic:

Skill:

- 3) Column 1: Frank Norris

Column 2: Literary realist

Answer: Literary realist

Page Ref: 504

Topic:

Skill:

- 4) Column 1: Samuel Clemens  
Column 2: Author of *The Adventures of Huckleberry Finn*  
Answer: Author of *The Adventures of Huckleberry Finn*  
Page Ref: 504  
Topic:  
Skill:
- 5) Column 1: Theodore Dreiser  
Column 2: Author of *Sister Carrie*  
Answer: Author of *Sister Carrie*  
Page Ref: 505  
Topic:  
Skill:
- 6) Column 1: Robert Henri  
Column 2: Ashcan school painter  
Answer: Ashcan school painter  
Page Ref: 506  
Topic:  
Skill:
- 7) Column 1: John L. Sullivan  
Column 2: Bare-knuckle boxing champion  
Answer: Bare-knuckle boxing champion  
Page Ref: 509  
Topic:  
Skill:
- 8) Column 1: James "Gentleman Jim" Corbett  
Column 2: "Scientific boxer" who brought respectability to the sport  
Answer: "Scientific boxer" who brought respectability to the sport  
Page Ref: 510  
Topic:  
Skill:

- 9) Column 1: Frederick Law Olmsted  
Column 2: Architect who designed  
Central Park in New York City

Answer: Architect who designed Central Park in New York City

Page Ref: 513

Topic:

Skill:

## Chapter 19 End-of-the-Century Crisis

### Multiple Choice Questions

- 1) In the 1890s, the term "free silver" referred to
- A) putting more money into circulation.
  - B) monetary conservatism.
  - C) removing silver from the list of metals that was used to back U.S. currency.
  - D) reducing farm prices.

Answer: A

Page Ref: 521

Topic: Introduction

Skill: Factual

- 2) In the 1896 presidential campaign, William Jennings Bryan stressed \_\_\_\_\_, while William McKinley stressed \_\_\_\_\_.
- A) labor's rights; currency inflation
  - B) class differences; national unity
  - C) the gold standard; free silver
  - D) racial harmony; tariff reduction

Answer: B

Page Ref: 522-523

Topic: Introduction

Skill: Relational

- 3) Between 1876 and 1896
- A) presidential elections were usually close contests.
  - B) the Democratic Party usually won the presidency.
  - C) the Republican Party usually controlled both houses of Congress.
  - D) voter turnout was usually low by modern standards.

Answer: A

Page Ref: 523

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Factual

- 4) America's Gilded Age presidents usually
- A) had little experience in politics and public service.
  - B) proved to be incompetent leaders.
  - C) were reelected to a second term.
  - D) did not feel obligated to propose new legislation to Congress.

Answer: D

Page Ref: 524

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Factual

- 5) The prevailing view of government responsibility held by Gilded Age Americans tended to enhance the relative power of the
- A) federal government.
  - B) Congress.
  - C) president.
  - D) courts.

Answer: D

Page Ref: 524

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Relational

- 6) The lack of significant legislative action by Congress in the Gilded Age is explained by all of the following EXCEPT the
- A) general absence of important political issues.
  - B) virtual equality of power between the two major parties.
  - C) prevailing popular concept of limited government.
  - D) usual agreement on significant issues between the two major parties.

Answer: A

Page Ref: 524

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Relational

- 7) Most Americans of the late nineteenth century
- A) rejected the idea of an activist government.
  - B) longed for racial integration.
  - C) supported full political rights for women.
  - D) supported socialism.

Answer: A

Page Ref: 524

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Interpretive

- 8) During the Gilded Age, the Republican Party could usually count on the votes of all of the following EXCEPT
- A) reformers.
  - B) wealthy businessmen.
  - C) religious minorities.
  - D) African Americans.

Answer: C

Page Ref: 524

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Factual

- 9) During the Gilded Age, the Democratic party could usually count on the votes of all of the following EXCEPT
- A) southern whites.
  - B) urban immigrants.
  - C) Catholics and Jews.
  - D) New England.

Answer: D

Page Ref: 524

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Factual

- 10) In the Gilded Age, party loyalty was frequently determined by any of the following EXCEPT
- A) place of residence.
  - B) religious affiliation.
  - C) views on key issues.
  - D) ethnic origin.

Answer: C

Page Ref: 524-525

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Relational

- 11) During the Gilded Age, unlike the Democrats the Republican Party
- A) was composed of competing factions and coalitions.
  - B) rejected enacting activist programs to help workers.
  - C) evoked fierce loyalty from a variety of groups.
  - D) usually supported immigration restriction legislation.

Answer: D

Page Ref: 525

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Relational

- 12) During the Gilded Age, the roots and constituency of the Republican Party made it the "party of \_\_\_\_\_" that appealed to \_\_\_\_\_ religious sects.
- A) individual liberty; pietistic
  - B) morality; pietistic
  - C) individual liberty; ritualistic
  - D) morality; ritualistic

Answer: B

Page Ref: 525

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Relational

13) During the Gilded Age, the roots and constituency of the Democratic Party made it the "party of \_\_\_\_\_" that appealed to \_\_\_\_\_ religious sects.

- A) individual liberty; pietistic
- B) morality; pietistic
- C) individual liberty; ritualistic
- D) morality; ritualistic

Answer: C

Page Ref: 525

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Relational

14) In Gilded Age elections, the Democratic Party tended to rely on \_\_\_\_\_ to win and control votes.

- A) strong state organizations
- B) urban political machines
- C) reform factions
- D) independents

Answer: B

Page Ref: 526

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Factual

15) What was the "good government" reform faction in the Gilded Age's Republican Party called?

- A) Stalwarts
- B) Half-breeds
- C) Redeemers
- D) Mugwumps

Answer: D

Page Ref: 525

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Factual

16) Gilded Age politics was all the following EXCEPT

- A) mass entertainment.
- B) dull.
- C) a vehicle of upward social mobility.
- D) a tool for promoting personal interests.

Answer: B

Page Ref: 527

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Factual

17) In the *Minor* case in 1874, the Supreme Court ruled against

- A) the income tax.
- B) immigration restriction.
- C) free silver.
- D) women's suffrage.

Answer: D

Page Ref: 527

Topic: Equilibrium and Inertia: The National Political Scene

Skill: Factual

18) The fundamental cause of the economic instability in the late nineteenth century was

- A) inflation.
- B) deflation.
- C) high tariffs.
- D) low tariffs.

Answer: B

Page Ref: 529

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Factual

19) How did debtors hope to bring more justice to the nation's monetary system?

- A) by retiring Civil War greenbacks
- B) by passing the Resumption Act in 1875
- C) by adopting a bimetallic standard
- D) by passing the Coinage Act of 1873

Answer: C

Page Ref: 529

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Relational

20) All of the following laws addressed the currency issue EXCEPT the

- A) Bland-Allison Act.
- B) Sherman Silver Purchase Act.
- C) Pendleton Act.
- D) Resumption Act.

Answer: C

Page Ref: 529-530

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Factual



21) What precipitated congressional action against the spoils system?

- A) the election of a Democrat to the presidency
- B) the assassination of President Garfield
- C) the amassing of a treasury surplus
- D) the organizing of the Populist Party

Answer: B

Page Ref: 530

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Relational

22) What problem was addressed by the Pendleton Act?

- A) low voter turnout
- B) the treasury surplus
- C) political corruption
- D) currency inflation

Answer: C

Page Ref: 530

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Factual

23) America's first federal regulatory agency was created by the

- A) Supreme Court's ruling in the *Wabash* case.
- B) Supreme Court's ruling in *Munn v. Illinois*.
- C) Interstate Commerce Act.
- D) Sherman Anti-Trust Act.

Answer: C

Page Ref: 531

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Factual

24) The key issue dividing the two major parties in the late 1880s was \_\_\_\_\_ policy.

- A) land
- B) Indian
- C) currency
- D) tariff

Answer: D

Page Ref: 531

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Factual

- 25) In the 1880s, President Cleveland opposed the prevailing tariff rates because he thought they were
- A) too low.
  - B) producing a treasury surplus.
  - C) a threat to American industrial productivity.
  - D) increasing the national debt.

Answer: B

Page Ref: 531

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Relational

- 26) In *United States v. E. C. Knight Company*, the Supreme Court ruled that the nation's anti-trust law could not be applied to
- A) shipping.
  - B) labor unions.
  - C) railroads.
  - D) manufacturing.

Answer: D

Page Ref: 532

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Factual

- 27) In the 1890s, the Sherman Antitrust Act was most effectively used to
- A) break up the sugar trust.
  - B) regulate railroad rates.
  - C) reduce tariff rates.
  - D) break up labor strikes.

Answer: D

Page Ref: 532

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Factual

- 28) In 1890, congressional Republicans withdrew their support from a bill to \_\_\_\_\_ in return for gaining support for their bill to \_\_\_\_\_ .
- A) inflate the currency; restrict immigration
  - B) limit government silver purchases; protect black suffrage rights
  - C) raise tariff rates; deflate the currency
  - D) protect black suffrage rights; raise tariff rates

Answer: D

Page Ref: 532

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Relational

29) During the Gilded Age, Congress attempted to address the "problem" of Native Americans in the

- A) Lodge Election Bill.
- B) Blair Education Bill.
- C) Dawes Act.
- D) Exclusion Act.

Answer: C

Page Ref: 532

Topic: Style over Substance: Government in the Gilded Age, 1877-1892

Skill: Factual

30) The basic problem of western and southern farmers in the late nineteenth century was caused by

- A) inflation.
- B) government regulation.
- C) overproduction.
- D) droughts.

Answer: C

Page Ref: 532

Topic: Revolt of the West and South

Skill: Factual

31) In the late nineteenth century, farmers in the West and South suffered all these tangible problems EXCEPT

- A) low agricultural prices.
- B) high freight rates.
- C) high credit costs.
- D) high profit margins.

Answer: D

Page Ref: 533-534

Topic: Revolt of the West and South

Skill: Factual

32) Western and southern farmers were adversely affected by government \_\_\_\_\_ policies.

- A) tax
- B) tariff
- C) currency
- D) All of the above.

Answer: D

Page Ref: 534

Topic: Revolt of the West and South

Skill: Relational

33) Who founded the Patrons of Husbandry (Grange)?

- A) Oliver Kelley
- B) Charles W. Macune
- C) James B. Weaver
- D) Mary E. Lease

Answer: A

Page Ref: 535

Topic: Revolt of the West and South

Skill: Factual

34) To alleviate their problems, farmers tried all of the following EXCEPT

- A) forming producer cooperatives.
- B) organizing a third political party.
- C) reducing agricultural production.
- D) supporting laws to regulate railroads.

Answer: C

Page Ref: 535–536

Topic: Revolt of the West and South

Skill: Factual

35) Among the "unsavory" and "radical" aspects of the farmers' movement in the late nineteenth century were all the following EXCEPT

- A) socialistic ideas promoting government ownership.
- B) anti-Semitic conspiracy theories.
- C) hate-mongering anti-black racism.
- D) rhetoric of class division and animosity.

Answer: C

Page Ref: 537

Topic: Revolt of the West and South

Skill: Factual

36) What specific problem did farmers hope the subtreasury plan would solve?

- A) high railroad rates
- B) high taxes
- C) low tariffs
- D) low prices

Answer: D

Page Ref: 537

Topic: Revolt of the West and South

Skill: Relational

37) The farmers' agenda included all of the following EXCEPT

- A) a graduated income tax.
- B) inflation of the currency.
- C) federally policed production controls.
- D) government operation of the railroads.

Answer: C

Page Ref: 537

Topic: Revolt of the West and South

Skill: Factual

38) Among their political reforms, farmers advocated all of the following EXCEPT

- A) direct election of U.S. senators.
- B) the initiative and referendum.
- C) abolition of the Electoral College.
- D) direct primary elections.

Answer: C

Page Ref: 537

Topic: Revolt of the West and South

Skill: Factual

39) Aside from agricultural states, the Populist Party had strength in

- A) the West Coast.
- B) New England states.
- C) western mining states.
- D) the Southwest.

Answer: C

Page Ref: 538

Topic: Revolt of the West and South

Skill: Factual

40) All of the following were true of most Populists EXCEPT

- A) they were small scale family farmers in the South and West.
- B) they owned little or no modern farm machinery.
- C) they rented rather than owned the land they farmed.
- D) they relied on a single cash crop.

Answer: C

Page Ref: 538

Topic: Revolt of the West and South

Skill: Factual

- 41) The Homestead and Pullman strikes of the 1890s were touched off by
- A) increased working hours.
  - B) management's failure to provide a workmen's compensation plan.
  - C) unsafe working conditions.
  - D) wage cuts.

Answer: D

Page Ref: 540-541

Topic: Depression and Turbulence in the 1890s

Skill: Factual

- 42) In 1894, Coxey's Army marched on Washington, D.C., to demand
- A) jobs for the unemployed.
  - B) court injunctions against violent labor strikes.
  - C) a federal anti-lynching law.
  - D) civil service reform legislation.

Answer: A

Page Ref: 541-542

Topic: Depression and Turbulence in the 1890s

Skill: Factual

- 43) To reduce voting by African Americans, the so-called Mississippi Plan altered that state's constitution to establish all of the following EXCEPT
- A) the initiative and referendum.
  - B) poll taxes.
  - C) literacy tests.
  - D) residency requirements.

Answer: A

Page Ref: 542

Topic: Depression and Turbulence in the 1890s

Skill: Factual

- 44) The "grandfather clauses" added to state constitutions in the late nineteenth century were specifically designed to
- A) help defeat Populist Party candidates in the South.
  - B) deny African Americans the right to vote.
  - C) unite southern poor whites and blacks on the basis of common class interests.
  - D) protect southern blacks from white violence.

Answer: B

Page Ref: 542

Topic: Depression and Turbulence in the 1890s

Skill: Relational

- 45) The *Plessy v. Ferguson* decision of 1896 led to
- A) "Jim Crow" laws in the South.
  - B) equal educational opportunities for African Americans.
  - C) an end to racial discrimination in employment.
  - D) the ratification of the Fifteenth Amendment.

Answer: A

Page Ref: 542

Topic: Depression and Turbulence in the 1890s

Skill: Relational

- 46) The Populist Party faced the dilemma of "fusion" when
- A) Booker T. Washington delivered his "Atlanta Compromise" address.
  - B) the Democrats nominated a "free silver" presidential candidate, William Jennings Bryan, in 1896.
  - C) race proved to be more important than class in southern politics.
  - D) returning prosperity sapped the strength of the farmers' protest movement.

Answer: B

Page Ref: 543

Topic: Depression and Turbulence in the 1890s

Skill: Factual

- 47) One impact of the 1896 presidential election was
- A) the enactment of "free silver" laws.
  - B) the demise of the Populist Party.
  - C) tariff reduction.
  - D) a reaffirmation of rural values.

Answer: B

Page Ref: 546

Topic: Depression and Turbulence in the 1890s

Skill: Interpretive

- 48) As a result of the presidential election of 1896,
- A) the Democratic Party became the majority party in American politics.
  - B) the national currency was placed on the gold standard.
  - C) farmers and wage laborers became political allies.
  - D) tariff rates were lowered for the first time since the Civil War.

Answer: B

Page Ref: 546–547

Topic: Depression and Turbulence in the 1890s

Skill: Relational

- 49) The widespread enactment of Jim Crow laws that disfranchised and segregated African Americans began
- A) during Reconstruction.
  - B) in the 1890s.
  - C) during World War I.
  - D) in the 1920s.

Answer: B

Page Ref: 544

Topic: "Rise Brothers!": The Black Response to Jim Crow

Skill: Factual

- 50) Among whites and some blacks, \_\_\_\_\_ became the symbol of black cooperation and accommodation to white supremacy.
- A) John Hope
  - B) William E. B. DuBois
  - C) Booker T. Washington
  - D) Robert Charles

Answer: C

Page Ref: 544

Topic: "Rise Brothers!": The Black Response to Jim Crow

Skill: Factual

- 51) What was the LEAST common form of African-American protest against Jim Crow laws?
- A) armed resistance
  - B) economic boycotts
  - C) resolutions and petition drives
  - D) legal challenges in the courts

Answer: A

Page Ref: 544

Topic: "Rise Brothers!": The Black Response to Jim Crow

Skill: Relational

- 52) How did African Americans protest the Jim Crow laws passed in Savannah, Georgia in 1906?
- A) by rioting against white neighborhoods
  - B) by staging a three-week "sit-in" protest in cafes and coffee shops
  - C) by boycotting the city's streetcar system
  - D) by organizing a symbolic protest march to Atlanta

Answer: C

Page Ref: 544

Topic: "Rise Brothers!": The Black Response to Jim Crow

Skill: Factual



## Essay Questions

- 1) The text authors claim that "no important policy differences separated the two major parties" in the Gilded Age between Reconstruction and the Election of 1896. Use information from the text authors' own account of politics in this period to demonstrate that their claim may be an exaggeration.

Answer: Democrats and Republicans did disagree over tariff policy after 1885. Democrats wanted to lower the tariffs to prevent a surplus in the federal treasury. Republicans continued to support high tariffs and enacted the record high McKinley Tariff in 1890.

Page Ref:

Topic:

Skill: Interpretive

- 2) Describe the similarities and differences between the Democratic and Republican parties in the Gilded Age, especially their constituencies, outlook, and position on key issues.

Answer: Both parties accepted industrialization, opposed government intervention in the economy, were led by wealthy professionals, and made a broad appeal for support. Republicans were generally supported by reformers, African Americans, "old stock" Americans, New Englanders, and the very wealthy. Democrats attracted solid support from southern whites, urban immigrants, and religious minorities. Republicans were the party of morality and supported prohibition, blue laws, education reform, and high tariffs. Democrats were the party of personal liberty and supported low tariffs.

Page Ref:

Topic:

Skill: Descriptive

- 3) The text authors claim that "the politicians of the [Gilded Age] were less concerned with issues and ideology than with winning office and distributing patronage." List some evidence that would support this conclusion.

Answer: Few national issues divided the parties. The emphasis in both parties was not on taking positions on issues, but on party management and electioneering to get out the vote. The real competition was within the parties between factions contending for control of patronage. Elections were won by narrow margins, so parties were not encouraged to take bold stands on issues for fear of alienating even a few voters.

Page Ref:

Topic:

Skill: Descriptive

- 4) Explain why American historians usually rate the Gilded Age presidents among the "weak" presidents of our past.

Answer: The prevailing assumption of the day was that the federal government had a limited role to play in national life, and that Congress, not the president, should control national affairs. This gave little encouragement to men with strong personalities and bold leadership qualities who might run for president. Also, foreign policy was of limited importance in the Gilded Age and foreign policy is an area where the Constitution gives the president greater latitude for leadership.

Page Ref:

Topic:

Skill: Explanatory

- 5) If "no important policy differences separated the two major parties" in the Gilded Age, as the text authors claim, why was there a continuously high voter turnout at elections?

Answer: Party leadership devoted its energies and skills to campaign electioneering--getting out the vote. Not issue oriented, the parties were well-oiled political machines skilled at organizing and mobilizing voters. Elections were entertaining, and both parties roused the voters' enthusiasm and eagerness to participate. Also, there were patronage rewards for those who supported the winning candidates.

Page Ref:

Topic:

Skill: Explanatory

- 6) Explain why the currency question became a key issue in American politics in the late nineteenth century. Define "free silver" and identify its supporters and opponents and tell why they held their respective views.

Answer: Currency became an issue because of the post-Civil War deflation. The money supply did not keep up with the productivity of the economy, thus, prices fell. Advocates of free silver wanted to inflate the currency and raise prices by replacing the gold standard with a bimetallic standard by adding silver. Gold and silver together put more money in circulation than gold alone, thus, inflation would raise prices. Rising prices would increase the income of farmers and they, like other debtors, would no longer be borrowing money that was less dear than that they had to pay back.

Page Ref:

Topic:

Skill: Explanatory

- 7) If, as the text authors contend, "the basic cause of the farmers' problems was . . . overproduction," then why didn't farmers grapple with the problem directly instead of seeking scapegoats in banks, railroads, and government currency policy?

Answer: Consider: overproduction was an abstract enemy to the farmers, who found it difficult to accept as a problem when many in the country were going hungry; this led farmers to seek more tangible villains. Moreover, the text authors contend that there was some truth to the farmers' complaints (higher shipping rates, higher interest rates, damaging government policies, etc.). Note also that it was difficult for the farmers to tackle the problem of overproduction through organization because of their geographic separation and traditional individualism.

Page Ref:

Topic:

Skill: Explanatory

- 8) Describe the key items on the Gilded Age farmer's agenda for economic, political, and social reform.

Answer: Farmers hoped a more activist government would result from direct election of senators, direct primaries, secret ballots, and the initiative and referendum. They sought labor's support by backing the eight-hour day and immigration restriction. Farmers hoped their own problems would be addressed by government ownership of the railroads, an income tax and inflated currency, and the subtreasury plan.

Page Ref:

Topic:

Skill: Descriptive

- 9) Which of the political parties of the Gilded Age (Democratic, Republican, and Populist) is most attractive to you? Why? Which one is most objectionable to you? Why?

Answer: The Democrats might be attractive as the party of personal liberty. Republicans might be attractive as the party of morality. Populists might be attractive as the party of change.

Page Ref:

Topic:

Skill: Interpretive

- 10) Place yourself in the role of a white family farmer in the South in 1896. For which candidate will you vote for president: William McKinley (Republican), or William Jennings Bryan (Democrat)? Why?

Answer: The farmer would probably vote for William Jennings Bryan, the advocate of "free silver." Bryan identifies with the rural South and West and is champion of those who have gained fewer rewards from industrialization. The farmer may be torn between voting as a Democrat or a Populist since Bryan is the presidential candidate of both parties.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: William Jennings Bryan  
Column 2: Delivered "Cross of Gold" speech at 1896 Democratic convention

Answer: Delivered "Cross of Gold" speech at 1896 Democratic convention

Page Ref: 521

Topic:

Skill:

- 2) Column 1: William McKinley  
Column 2: Republican candidate in 1896  
presidential election  
Answer: Republican candidate in 1896 presidential election  
Page Ref: 521  
Topic:  
Skill:
- 3) Column 1: James Garfield  
Column 2: Assassinated by Charles  
Guiteau  
Answer: Assassinated by Charles Guiteau  
Page Ref: 529  
Topic:  
Skill:
- 4) Column 1: James B. Weaver  
Column 2: First Populist presidential  
candidate  
Answer: First Populist presidential candidate  
Page Ref: 529  
Topic:  
Skill:
- 5) Column 1: Grover Cleveland  
Column 2: Served two non-consecutive  
terms as president  
Answer: Served two non-consecutive terms as president  
Page Ref: 530  
Topic:  
Skill:
- 6) Column 1: Tom Watson  
Column 2: Georgia Populist who sought  
African American political  
support  
Answer: Georgia Populist who sought African American political support  
Page Ref: 538  
Topic:  
Skill:

7) Column 1: Eugene V. Debs

Column 2: Organizer of Pullman Strike

Answer: Organizer of Pullman Strike

Page Ref: 541

Topic:

Skill:

8) Column 1: Jacob S. Coxey

Column 2: Led march of unemployed on  
Washington, D.C.

Answer: Led march of unemployed on Washington, D.C.

Page Ref: 541

Topic:

Skill:

## Chapter 20 Imperial America, 1870–1900

### Multiple Choice Questions

- 1) President Grant wanted the United States to annex the Dominican Republic for all the following reasons EXCEPT
- A) it had an important natural harbor.
  - B) it was rich in mineral resources.
  - C) it could be a safe haven for black Americans.
  - D) annexation had strong public and congressional support.

Answer: D

Page Ref: 551

Topic: Introduction

Skill: Relational

- 2) Who controlled American foreign policy during the 1870s and 1880s?
- A) the President
  - B) Congress
  - C) the State Department
  - D) the army and navy

Answer: B

Page Ref: 553

Topic: Congressional Control and the Reduction of American Power

Skill: Factual

- 3) American foreign policy in the 1870s and 1880s was guided by the spirit of
- A) Washington's Farewell Address and the Monroe Doctrine.
  - B) Washington's Farewell Address and the Ostend Manifesto.
  - C) the Treaty of Paris and the Monroe Doctrine.
  - D) the Treaty of Ghent and the Ostend Manifesto.

Answer: A

Page Ref: 553

Topic: Congressional Control and the Reduction of American Power

Skill: Relational

- 4) America's approach to foreign policy in the 1870s and 1880s was grounded in the concept of
- A) collective security.
  - B) balance of power.
  - C) internationalism.
  - D) isolationism.

Answer: D

Page Ref: 553

Topic: Congressional Control and the Reduction of American Power

Skill: Factual

5) Along with the Atlantic and Pacific Oceans, the United States could rely on the \_\_\_\_\_ to help protect its interests in the late nineteenth century.

- A) army
- B) European balance of power
- C) navy
- D) diplomatic service

Answer: B

Page Ref: 553

Topic: Congressional Control and the Reduction of American Power

Skill: Relational

6) Alaska was purchased as part of an imperial vision held by Secretary of State

- A) James G. Blaine.
- B) William Seward.
- C) Hamilton Fish.
- D) Frederick Frelinghuysen.

Answer: B

Page Ref: 554

Topic: Congressional Control and the Reduction of American Power

Skill: Factual

7) All of the following endorsed American expansion in the 1870s and 1880s EXCEPT

- A) Social Darwinists.
- B) Anglo-Saxon supremacists.
- C) religious leaders.
- D) Congress.

Answer: D

Page Ref: 554

Topic: The Spirit of American Greatness

Skill: Factual

8) Secretary Benjamin Tracy's most notable achievement was

- A) authoring *The Influence of Sea Power upon History*.
- B) initiating the modernization of the American navy.
- C) negotiating reciprocal trade agreements with many Latin American countries.
- D) negotiating the acquisition of Midway Island.

Answer: B

Page Ref: 557

Topic: The Spirit of American Greatness

Skill: Factual

9) Who was the author of the influential book, *The Influence of Sea Power upon History*?

- A) Henry Cabot Lodge
- B) Alfred Thayer Mahan
- C) Albert J. Beveridge
- D) Benjamin F. Tracy

Answer: B

Page Ref: 558

Topic: The Spirit of American Greatness

Skill: Factual

10) The thesis of *The Influence of Sea Power upon History* was

- A) countries rise to world power through expanding their foreign commerce and protecting that commerce with a strong navy.
- B) historically, naval power has been vastly overrated.
- C) America's "New Navy" program was a useless waste of taxpayer money.
- D) to achieve world power status, the United States needed to build a naval academy to train naval officers.

Answer: A

Page Ref: 558

Topic: The Spirit of American Greatness

Skill: Factual

11) Most of those who were outspoken advocates of American expansion in the late nineteenth century were

- A) Democrats.
- B) Anglophiles.
- C) second or third generation German-Americans.
- D) All of the above.

Answer: B

Page Ref: 558

Topic: The Spirit of American Greatness

Skill: Factual

12) According to its advocates, what was the first requirement of a "large policy" for the United States in international affairs?

- A) a more powerful navy
- B) acquisition of colonies
- C) the formation of military alliances
- D) war with Spain

Answer: A

Page Ref: 558

Topic: The Spirit of American Greatness

Skill: Relational



13) Proponents of the "large policy" advocated all the following EXCEPT

- A) building a canal through Central America.
- B) controlling Cuba and the Caribbean.
- C) acquiring control of naval bases and coaling stations across the Pacific Ocean.
- D) acquiring a "sphere of influence" in China.

Answer: D

Page Ref: 558

Topic: The Spirit of American Greatness

Skill: Factual

14) It was a common assumption among American proponents of a "large policy" for the United States that the final arbiter of international disputes was

- A) secret diplomacy.
- B) third party mediation.
- C) the formation of an international league of nations.
- D) the threat or use of force.

Answer: D

Page Ref: 558

Topic: The Emergence of Aggression in American Foreign Policy

Skill: Factual

15) As a solution to their dispute over \_\_\_\_\_ as a naval coaling station, the United States, Britain, and Germany decided to partition the area in 1889.

- A) Hawaii
- B) the Dominican Republic
- C) Samoa
- D) Midway Island

Answer: C

Page Ref: 559

Topic: The Emergence of Aggression in American Foreign Policy

Skill: Factual

16) What did the solution to the incident in Valparaiso, Chile in 1891 indicate about American foreign policy?

- A) It was becoming increasingly belligerent.
- B) It was not working.
- C) It depended on British support.
- D) It insisted on seeking peaceful compromises.

Answer: A

Page Ref: 559

Topic: The Emergence of Aggression in American Foreign Policy

Skill: Relational

- 17) A revolution by white settlers in Hawaii grew out of the circumstances created when Congress passed the
- A) Sherman Anti-Trust Act.
  - B) McKinley Tariff Act.
  - C) Sherman Silver Purchase Act.
  - D) Gold Standard Act.

Answer: B

Page Ref: 560

Topic: The Emergence of Aggression in American Foreign Policy

Skill: Relational

- 18) In the Venezuela boundary dispute, President Cleveland determined that Britain's actions violated the spirit of the
- A) Teller Amendment.
  - B) Open Door Policy.
  - C) Platt Amendment.
  - D) Monroe Doctrine.

Answer: D

Page Ref: 561

Topic: The Emergence of Aggression in American Foreign Policy

Skill: Factual

- 19) In the long run, President Cleveland's handling of the Venezuela boundary dispute resulted in
- A) a mediated settlement giving Venezuela the larger share of the disputed territory.
  - B) diminishing the power of the president over American foreign policy.
  - C) an arbitrated settlement giving the larger share of the disputed territory to Britain.
  - D) the rapid deterioration of relations between the United States and Britain.

Answer: C

Page Ref: 561

Topic: The Emergence of Aggression in American Foreign Policy

Skill: Relational

- 20) In the Cuban Revolution, Spanish Governor-General Valeriano Weyler y Nicolau decided on a strategy of
- A) driving the rebel fighters into the jungle.
  - B) laying siege to the rebels' outposts.
  - C) relocating Cuban people into guarded camps.
  - D) patiently relying on popular support for the Spanish to build among ordinary Cubans.

Answer: C

Page Ref: 562

Topic: The War for Empire

Skill: Factual

- 21) What was the primary factor shaping American attitudes toward the Cuban revolution in 1895?
- A) the amount of capital that United States businessmen had invested in Cuban agriculture
  - B) the strategic location of Cuba in the Caribbean
  - C) presidents Cleveland and McKinley's aggressive expression of their pro-war view
  - D) the humanitarian concern that the American public had for Cubans and their independence

Answer: D

Page Ref: 562

Topic: The War for Empire

Skill: Relational

- 22) During the Cuban revolution, the New York newspapers' "yellow journalism" concentrated on the
- A) atrocities that accompanied Spain's reconcentration policy.
  - B) millions of dollars of American capital in the Cuban sugar industry.
  - C) establishment of a Cuban fund-raising junta in New York City.
  - D) guerilla tactics used by the Cuban revolutionaries.

Answer: A

Page Ref: 563

Topic: The War for Empire

Skill: Relational

- 23) The letter from Ambassador Dupuy de Lôme to a friend in Cuba in 1898
- A) called for granting independence to Cuba.
  - B) demanded a declaration of war against the United States.
  - C) contained insults of President McKinley.
  - D) requested that the reconcentration policy be revoked.

Answer: C

Page Ref: 564

Topic: The War for Empire

Skill: Factual

- 24) The final event that provoked the United States to declare war against Spain in 1898 was
- A) the sinking of the *USS Maine*.
  - B) the de Lôme letter.
  - C) the implementation of the concentration camp policy.
  - D) the report of Spanish atrocities against Cubans.

Answer: A

Page Ref: 564

Topic: The War for Empire

Skill: Factual

- 25) Congress passed the Teller Amendment to express the United States' interest in
- A) Cuban independence.
  - B) acquiring Cuba.
  - C) sending United States troops to Cuba.
  - D) avoiding war with Spain over Cuba.

Answer: A

Page Ref: 565

Topic: The War for Empire

Skill: Relational

- 26) Place these events in the order in which they occurred.

- (A) publication of the De Lôme letter
- (B) outbreak of the Philippine Insurrection
- (C) sinking of the *Maine*
- (D) Congress declares war on Spain

A) A, C, D, B

B) A, B, D, C

C) B, A, D, C

D) C, A, B, D

Answer: A

Page Ref: 564, 565, 571

Topic: The War for Empire

Skill: Relational

- 27) America's mobilization for war in 1898 was plagued by all the following EXCEPT

- A) a shortage of volunteers.
- B) supply shortages.
- C) racism.
- D) unsanitary conditions in training camps.

Answer: A

Page Ref: 565

Topic: The War for Empire

Skill: Factual

- 28) The first major engagement of the Spanish–American War occurred in

- A) Guam.
- B) Cuba.
- C) the Philippine Islands.
- D) Puerto Rico.

Answer: C

Page Ref: 565

Topic: The War for Empire

Skill: Factual

- 29) Most American casualties in the Spanish–American War were caused by
- A) battle wounds.
  - B) disease.
  - C) "friendly fire."
  - D) malfunctioning weapons.

Answer: B

Page Ref: 567

Topic: The War for Empire

Skill: Factual

- 30) In the Treaty of Paris that completed the Spanish–American War, the United States took possession of all the following EXCEPT
- A) Hawaii.
  - B) Puerto Rico.
  - C) Philippines.
  - D) Guam.

Answer: A

Page Ref: 567

Topic: The War for Empire

Skill: Factual

- 31) Rather than recognize its complete independence, the \_\_\_\_\_ authorized the United States to intervene in Cuba's affairs.
- A) Teller Amendment
  - B) Treaty of Paris
  - C) Platt Amendment
  - D) Open Door Policy

Answer: C

Page Ref: 567

Topic: The War for Empire

Skill: Factual

- 32) Those who favored United States annexation of the Philippines argued that the islands were
- A) a fertile field of opportunity for Protestant missionaries.
  - B) strategically located for America's naval power in the Pacific.
  - C) a vital stepping stone to opening the China market to American business.
  - D) All of the above.

Answer: D

Page Ref: 570

Topic: The War for Empire

Skill: Factual

33) Generally, \_\_\_\_\_ did NOT support the annexation of the Philippines.

- A) businessmen
- B) naval strategists
- C) labor leaders
- D) Protestant missionaries

Answer: C

Page Ref: 570

Topic: The War for Empire

Skill: Factual

34) Well-known anti-imperialists who opposed the annexation of the Philippines included all the following EXCEPT

- A) William Jennings Bryan.
- B) Andrew Carnegie.
- C) Henry Cabot Lodge.
- D) Mark Twain.

Answer: C

Page Ref: 570

Topic: The War for Empire

Skill: Factual

35) Who was the leader of the Philippine Insurrection?

- A) Emilio Aguinaldo
- B) Queen Liliuokalani
- C) Dupuy de Lôme
- D) Valeriano Weyler

Answer: A

Page Ref: 571

Topic: The War for Empire

Skill: Factual

36) What was the Filipino revolutionaries' basic strategy during the Philippine Insurrection?

- A) to confront the United States Army in a series of decisive military engagements
- B) to ally themselves with the Spanish Army to force Americans out of the islands
- C) to use guerilla tactics until the United States tired of the fighting
- D) to get frustrated blacks in the American Army to desert and join the insurrection

Answer: C

Page Ref: 571

Topic: The War for Empire

Skill: Factual

- 37) Originally, America's Open Door Policy was designed to guarantee
- A) America's right to intervene in Cuban affairs.
  - B) America's access to the trade markets of China.
  - C) the protection of America's interests in Latin America.
  - D) unrestricted immigration to the United States from all nations of the world.

Answer: B

Page Ref: 572

Topic: The War for Empire

Skill: Factual

- 38) In his second Open Door note, Secretary of State John Hay asked the imperial powers to
- A) recognize America's control of the Philippines.
  - B) unite to suppress the Boxer Rebellion in China.
  - C) preserve the territorial integrity of China.
  - D) respect the United states' sphere of influence in Latin America.

Answer: C

Page Ref: 573

Topic: The War for Empire

Skill: Factual

- 39) During the Spanish–American War, Theodore Roosevelt was a lieutenant colonel in \_\_\_\_\_ in Cuba.
- A) an infantry division
  - B) a cavalry regiment
  - C) a supply corps
  - D) a guerilla force

Answer: B

Page Ref: 568

Topic: Theodore Roosevelt and the Rough Riders

Skill: Factual

- 40) It would be inaccurate to describe the Rough Riders as
- A) cautious.
  - B) competitive.
  - C) naive.
  - D) enthusiastic.

Answer: A

Page Ref: 568

Topic: Theodore Roosevelt and the Rough Riders

Skill: Relational

- 41) The first combat success of the Rough Riders in Cuba was their capture of
- A) Santiago.
  - B) Kettle Hill.
  - C) San Juan Hill.
  - D) Havana.

Answer: B

Page Ref: 569

Topic: Theodore Roosevelt and the Rough Riders

Skill: Factual

## Essay Questions

- 1) Describe the role that racism played in the emergence of America as a world power. Include the influence of the ideas of American exceptionalism, Anglo-Saxonism, and Social Darwinism.

Answer: The idea of being a chosen (exceptional) people is deeply rooted in American history. Social Darwinists loaned the concept scientific "proof" ("natural selection," "fittest"), and Anglo-Saxon supremacists assumed the responsibility of taking up the White Man's Burden of dominating and uplifting "inferior" (non-white) peoples. They assumed that it was their duty and their destiny.

Page Ref:

Topic:

Skill: Descriptive

- 2) Explain why many American businessmen and farmers might have supported the idea of American expansion in the 1890s.

Answer: Both farmers and businessmen were interested in new markets for their products. Businessmen saw new sources of raw materials and new opportunities for investment in foreign economies. Businessmen also hoped foreign markets and investments would restore the health of the domestic economy and relieve problems of unemployment and social unrest within the United States.

Page Ref:

Topic:

Skill: Explanatory

- 3) Describe the rationale for expansion put forward by Alfred Thayer Mahan and the advocates of a "large policy" for America in the 1890s.

Answer: Mahan and other advocates of the "large policy" believed that the United States was obligated to assume the responsibilities of a great power. This required keeping open the sea lanes to protect American commerce, and this required a powerful navy. A powerful navy needed coaling stations, and this required control of strategic ports and islands in the Pacific and Caribbean, as well as an isthmian canal.

Page Ref:

Topic:

Skill: Descriptive



- 4) The text authors state that "the 1890s . . . was a decade of strident nationalism and aggressive posturing" in American foreign policy. Cite at least three examples of this "aggressive posturing" in the 1890s.

Answer: Consider: the clash with Germany and Britain over Samoa; the incident in Valparaiso, Chile; the Venezuelan boundary dispute; the Spanish–American War; annexation of new territories; the Philippine Insurrection; establishing a protectorate over Cuba.

Page Ref:

Topic:

Skill: Descriptive

- 5) Explain why Samoa and Hawaii were thought to be strategically important for the United States in the late nineteenth century.

Answer: Both island groups had excellent natural harbors: Pago Pago in Samoa and Pearl Harbor in Hawaii. Both could be important coaling stations for a Pacific naval fleet. Samoa was astride the trade route to Australia, and Hawaii was astride the sea lanes to the west coast and to the isthmus of Panama.

Page Ref:

Topic:

Skill: Explanatory

- 6) Compare and contrast the Teller Amendment and the Platt Amendment. Explain the transformation in American thinking that occurred between the passage of the two amendments.

Answer: The Teller Amendment, which eschewed U.S. annexation of Cuba when the Spanish–American War began, was an expression of humanitarian concern for the safety of the Cuban people and their right to independence from Spain. The Platt Amendment was an effort to take advantage of America's success in the Spanish–American War by making Cuba a virtual protectorate of the United States. The Teller Amendment was idealistically motivated, the Platt Amendment was imperialistically motivated.

Page Ref:

Topic:

Skill: Explanatory

- 7) Describe Secretary of State John Hay's rationale for his Open Door notes.

Answer: Hay feared that the imperial powers would dismember China and use their spheres of influence to freeze the United States out of the China market. The Open Door notes attempted to guarantee the United States access to the China market and to protect the territorial integrity of China.

Page Ref:

Topic:

Skill: Descriptive

- 8) The text authors argue that "economics played a relatively unimportant role in forming America's attitude toward the [Cuban] revolution. Humanitarianism was a far more important factor." Do you agree? Why?

Answer: Americans were honestly revolted by reports of Spanish atrocities against the Cuban people, and they easily identified with the Cubans' quest for independence from imperial Spain.

Page Ref:

Topic:

Skill: Interpretive

- 9) Do you think the United States had become an "Imperial America" (the text chapter's title) by 1900? If so, what events persuade you that America had become imperialistic? If not, explain why imperialism is an unsuitable label for American foreign policy in the late nineteenth century.

Answer: Imperial: Since 1865, the United States had acquired Wake, Midway, Guam, Samoa, Hawaii, and the Philippines in the Pacific, and Puerto Rico and a protectorate over Cuba in the Caribbean. It had also conducted its diplomacy in an "imperial" manner with Chile and Venezuela.

Non-imperial: This was an aberrant burst of colony gathering that did not continue after 1900.

Page Ref:

Topic:

Skill: Interpretive

- 10) Assume the role of a participant in the debate over Philippine annexation in 1900. Would you be in favor or opposed to annexation? Why? What strategic, economic, political, social, and moral considerations cause you to hold this view?

Answer: Imperialist: a naval base in the far Pacific; a stepping stone to the China market; a fulfillment of our duty and destiny as a "chosen" people to dominate, uplift, civilize, and Christianize inferior peoples; if we don't take the Philippines, a rival power will.

Anti-imperialist: the distant Philippines would be hard and expensive to defend; Filipinos were "inferior" people, but they deserved their independence; Filipino immigrants would cheapen American labor; annexation would run counter to the republican tradition.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: William Henry Seward  
Column 2: Secretary of State who pushed  
for purchase of Alaska

Answer: Secretary of State who pushed for purchase of Alaska

Page Ref: 553

Topic:

Skill:

- 2) Column 1: Benjamin F. Tracy  
Column 2: Secretary of War who pushed  
for creation of "Big Navy"  
Answer: Secretary of War who pushed for creation of "Big Navy"  
Page Ref: 557  
Topic:  
Skill:
- 3) Column 1: Queen Liliuokalani  
Column 2: Hawaiian leader who  
spearheaded an  
anti-American movement  
Answer: Hawaiian leader who spearheaded an anti-American movement  
Page Ref: 560  
Topic:  
Skill:
- 4) Column 1: Lord Salisbury  
Column 2: British prime minister during  
the Venezuelan crisis of 1895  
Answer: British prime minister during the Venezuelan crisis of 1895  
Page Ref: 561  
Topic:  
Skill:
- 5) Column 1: Valeriano Weyler y Nicolau  
Column 2: Spanish general known in the  
American press as "the  
Butcher"  
Answer: Spanish general known in the American press as "the Butcher"  
Page Ref: 562  
Topic:  
Skill:
- 6) Column 1: William Randolph Hearst  
Column 2: Newspaper publisher who  
engaged in "yellow  
journalism"  
Answer: Newspaper publisher who engaged in "yellow journalism"  
Page Ref: 563  
Topic:  
Skill:

7) Column 1: Commodore George Dewey

Column 2: Naval officer responsible for  
seizing the Philippine Islands

Answer: Naval officer responsible for seizing the Philippine Islands

Page Ref: 565

Topic:

Skill:

## Chapter 21 The Progressive Struggle, 1900–1917

### Multiple Choice Questions

- 1) The arbitration commission that settled the 1902 anthracite coal strike did NOT recommend
- A) a wage increase for the miners.
  - B) a reduction in the miners' working hours.
  - C) that the owners recognize the miners' union.
  - D) an increase in the price of coal.

Answer: C

Page Ref: 578

Topic: Introduction

Skill: Factual

- 2) Which one of the following was NOT among the key national problems identified by progressives?
- A) the maldistribution of wealth and income
  - B) racial segregation and discrimination
  - C) exploitation of women and child labor
  - D) unsafe working conditions and inadequate housing conditions

Answer: B

Page Ref: 579

Topic: The Progressive Impulse

Skill: Factual

- 3) All of the following were among turn-of-the-century middle class Americans' grievances EXCEPT the
- A) rising cost of living.
  - B) declining access to higher education.
  - C) proliferating monopolies.
  - D) corrupt government officials.

Answer: B

Page Ref: 579

Topic: The Progressive Impulse

Skill: Relational

- 4) In his *Progress and Poverty* (1879), Henry George emphasized that the nation's major problem was \_\_\_\_\_, and he proposed a "single tax" on \_\_\_\_\_ to solve it.
- A) unrestricted immigration; each new immigrant
  - B) business monopolization; trusts
  - C) the unequal distribution of wealth; land values
  - D) "conspicuous consumption"; incomes

Answer: C

Page Ref: 580

Topic: The Progressive Impulse

Skill: Relational

- 5) Edward Bellamy's novel *Looking Backward*
- A) suggested a state-controlled economy as an alternative to competition.
  - B) promoted government regulation of industry.
  - C) as a major influence on the Democratic Party.
  - D) offered a "single tax" on land as the solution to industrial society's problems.

Answer: A

Page Ref: 580-581

Topic: The Progressive Impulse

Skill: Interpretive

- 6) Unlike "classical economists," the progressive "institutional economists" examined the working of the economic system by
- A) gathering concrete facts.
  - B) applying universal principles.
  - C) discovering natural laws.
  - D) trial and error.

Answer: A

Page Ref: 581

Topic: The Progressive Impulse

Skill: Relational

- 7) Progressive Reform Darwinists rejected the argument that
- A) evolutionary principles governed the progress of the species.
  - B) environmental circumstances influenced human development.
  - C) by organizing and working together, people could improve their society.
  - D) humans were powerless victims in the hands of natural forces.

Answer: D

Page Ref: 581

Topic: The Progressive Impulse

Skill: Relational

- 8) The progressive scholar, Lester Frank Ward, is identified with
- A) Reform Darwinism.
  - B) "sociological jurisprudence."
  - C) "conspicuous consumption."
  - D) the Social Gospel.

Answer: A

Page Ref: 581

Topic: The Progressive Impulse

Skill: Factual

- 9) Because it was directed at solving problems, progressives were attracted to the philosophy of
- A) *laissez-faire*.
  - B) formalism.
  - C) natural law.
  - D) pragmatism.

Answer: D

Page Ref: 582

Topic: The Progressive Impulse

Skill: Relational

- 10) Progressive educator John Dewey argued that education should be based on all the following EXCEPT
- A) experience.
  - B) personal fulfillment.
  - C) absolute truths.
  - D) "learning by doing."

Answer: C

Page Ref: 582

Topic: The Progressive Impulse

Skill: Factual

- 11) The Social Gospel movement was committed to
- A) explaining the social status quo as "God's will."
  - B) using the tools of scientific inquiry to root out and solve human problems.
  - C) marshaling the Protestant churches to combat the rapid growth of Catholicism in America.
  - D) the view that social problems could not be legislated away.

Answer: B

Page Ref: 582

Topic: The Progressive Impulse

Skill: Factual

- 12) What was the dominant theme of progressive "muckrakers"?
- A) "conspicuous consumption"
  - B) violence
  - C) corruption
  - D) racism

Answer: C

Page Ref: 583

Topic: The Progressive Impulse

Skill: Relational

- 13) Most progressives believed that social progress was a product of
- A) rugged individualism.
  - B) organized cooperation.
  - C) class conflict.
  - D) unregulated competition.

Answer: B

Page Ref: 583

Topic: Progressives in Action

Skill: Relational

- 14) Most progressive reformers belonged to the
- A) upper class.
  - B) middle class.
  - C) working class.
  - D) lower class.

Answer: B

Page Ref: 586

Topic: Progressives in Action

Skill: Factual

- 15) Of the following, most turn-of-the-century urban professionals placed the LEAST value on
- A) public order.
  - B) expanding opportunity.
  - C) social stability.
  - D) greater efficiency.

Answer: B

Page Ref: 586

Topic: Progressives in Action

Skill: Relational

- 16) Among progressives, who were the most active organizers for moral reform and social justice?
- A) middle-class women
  - B) ethnic minorities
  - C) Democrats
  - D) Southerners

Answer: A

Page Ref: 586

Topic: Progressives in Action

Skill: Relational



17) "Purity crusaders" worked for all of the following EXCEPT the

- A) prohibition of alcohol.
- B) elimination of prostitution.
- C) establishment of a pure food and drug act.
- D) regulation of narcotics.

Answer: C

Page Ref: 586–587

Topic: Progressives in Action

Skill: Factual

18) One of the leading advocates of child labor laws was

- A) Will Kellogg.
- B) Frances Willard.
- C) Jane Addams.
- D) Florence Kelly.

Answer: D

Page Ref: 587

Topic: Progressives in Action

Skill: Factual

19) Which one of the following was a pioneer in the settlement house movement?

- A) Florence Kelly
- B) Ida Wells
- C) Jane Addams
- D) Alice Roosevelt

Answer: C

Page Ref: 587

Topic: Progressives in Action

Skill: Factual

20) Alice Paul and Carrie Chapman Catt held differing views on how best to achieve

- A) prohibition legislation.
- B) women's suffrage.
- C) antiprostitution legislation.
- D) an end to poverty in America.

Answer: B

Page Ref: 588

Topic: Progressives in Action

Skill: Relational

21) The Niagara Movement was devoted to

- A) civil rights for African Americans.
- B) women's suffrage.
- C) eradicating prostitution.
- D) prohibition.

Answer: A

Page Ref: 589–590

Topic: Progressives in Action

Skill: Factual

22) Which one of the following was NOT among urban progressives' reform victories?

- A) nonpartisan city elections
- B) city manager and commission forms of government
- C) use of the secret ballot
- D) increased voter participation in city elections

Answer: D

Page Ref: 590

Topic: Progressives in Action

Skill: Factual

23) State progressives listed their objectives as all of the following EXCEPT

- A) reforming city charters.
- B) creating "direct democracy."
- C) increasing state services.
- D) regulating the economy.

Answer: A

Page Ref: 591

Topic: Progressives in Action

Skill: Factual

24) At the state level, which one of the following was NOT a proposal progressives made to achieve "direct democracy"?

- A) initiative, referendum, and recall
- B) women's suffrage
- C) direct election of senators
- D) poll taxes

Answer: D

Page Ref: 591

Topic: Progressives in Action

Skill: Factual

- 25) Progressivism at the state level culminated in the Seventeenth Amendment, which was designed to help progressives
- A) protect the public by regulating the economy.
  - B) establish direct democracy.
  - C) impose social control.
  - D) increase state services.

Answer: B

Page Ref: 591

Topic: Progressives in Action

Skill: Relational

- 26) The fire at the Triangle Shirtwaist Company in New York in 1911 was instrumental in obtaining passage of
- A) corporate income tax laws.
  - B) minimum wage laws for women.
  - C) state workmen's compensation laws.
  - D) the Seventeenth Amendment.

Answer: C

Page Ref: 592

Topic: Progressives in Action

Skill: Relational

- 27) Western progressives emphasized \_\_\_\_\_, while southern progressives emphasized \_\_\_\_\_.
- A) railroad regulation; segregation
  - B) prohibition of alcohol; direct primaries
  - C) social services; factory safety laws
  - D) workmen's compensation laws; the initiative and referendum

Answer: A

Page Ref: 592-593

Topic: Progressives in Action

Skill: Interpretive

- 28) Theodore Roosevelt believed that
- A) trusts undermined economic opportunity and should be broken up.
  - B) the federal government should be an active regulator of the economy.
  - C) individualism was the national value most worth preserving.
  - D) the goal of life should be achieving leisurely comfort.

Answer: B

Page Ref: 594

Topic: Progressivism Moves to the National Level

Skill: Factual

29) Theodore Roosevelt considered \_\_\_\_\_ his greatest achievement in domestic policy.

- A) railroad regulation
- B) trust busting
- C) natural resource conservation
- D) consumer protection legislation

Answer: C

Page Ref: 594

Topic: Progressivism Moves to the National Level

Skill: Factual

30) The suit against the Northern Securities Company illustrates Theodore Roosevelt's intention to enforce the

- A) Child Labor Act.
- B) Elkins Act.
- C) Sherman Anti-Trust Act.
- D) Interstate Commerce Act.

Answer: C

Page Ref: 594

Topic: Progressivism Moves to the National Level

Skill: Relational

31) Upton Sinclair's novel, *The Jungle*, was instrumental in gaining congressional legislation for the regulation of

- A) natural resource development.
- B) trusts.
- C) railroads.
- D) the production of food and drugs.

Answer: D

Page Ref: 596

Topic: Progressivism Moves to the National Level

Skill: Relational

32) Both the Elkins Act and the Hepburn Act centered on

- A) public utilities control.
- B) railroad regulation.
- C) regulation of the food and drug industries.
- D) tariff reduction.

Answer: B

Page Ref: 595

Topic: Progressivism Moves to the National Level

Skill: Factual

33) Progressive insurgents in Congress felt President Taft was insufficiently committed to all the following EXCEPT

- A) conservation.
- B) trust busting.
- C) low tariff rates.
- D) Progressivism.

Answer: B

Page Ref: 596–597

Topic: Progressivism Moves to the National Level

Skill: Relational

34) Theodore Roosevelt requested that the 1912 Progressive Party platform omit a plank supporting

- A) abolition of child labor.
- B) unemployment insurance.
- C) racial equality.
- D) women's suffrage.

Answer: C

Page Ref: 597

Topic: Progressivism Moves to the National Level

Skill: Factual

35) The essential difference between Woodrow Wilson's New Freedom and Theodore Roosevelt's New Nationalism in 1912 was in their contrasting views on how to deal with

- A) conservation.
- B) trusts.
- C) tariff policy.
- D) Latin America.

Answer: B

Page Ref: 597

Topic: Progressivism Moves to the National Level

Skill: Relational

36) In the 1912 presidential campaign, Woodrow Wilson argued in favor of \_\_\_\_\_ in order to \_\_\_\_\_.

- A) dismantling the trusts; restore business competition
- B) expanding federal regulatory activities; control the trusts
- C) expanding federal regulatory activities; dismantle the trusts
- D) dismantling the trusts; redistribute personal wealth

Answer: A

Page Ref: 597

Topic: Progressivism Moves to the National Level

Skill: Relational

- 37) During President Woodrow Wilson's first term, Congress did NOT
- A) lower tariff rates.
  - B) initiate the income tax.
  - C) order the racial integration of the federal bureaucracy.
  - D) reform the national banking system.

Answer: C

Page Ref: 598

Topic: Progressivism Moves to the National Level

Skill: Factual

- 38) During President Wilson's first term, Congress did NOT pass the \_\_\_\_\_ Act.
- A) Underwood Tariff
  - B) Federal Reserve
  - C) Clayton Anti-Trust
  - D) Hepburn

Answer: D

Page Ref: 598

Topic: Progressivism Moves to the National Level

Skill: Factual

- 39) As the election of 1916 approached, President Wilson did NOT throw his support behind
- A) low-interest credit for farmers.
  - B) child labor laws.
  - C) eight-hour day legislation.
  - D) national health insurance.

Answer: D

Page Ref: 599

Topic: Progressivism Moves to the National Level

Skill: Factual

- 40) Theodore Roosevelt won the Nobel Peace Prize in 1905 for
- A) initiating construction of the Panama Canal.
  - B) quieting unrest against the Platt Amendment in Cuba.
  - C) mediating the end to the Russo-Japanese War.
  - D) quelling the Panamanian rebellion against Colombia.

Answer: C

Page Ref: 599

Topic: Progressivism in the International Arena

Skill: Relational

- 41) As president, Theodore Roosevelt did all the following EXCEPT
- A) initiate U.S. construction of the Panama Canal.
  - B) declare the United States the virtual "policeman" of the Western Hemisphere.
  - C) mediate the end to the Russo-Japanese War.
  - D) quell the Panamanian rebellion against Colombia.

Answer: D

Page Ref: 599–600

Topic: Progressivism in the International Arena

Skill: Factual

- 42) The Roosevelt Corollary to the Monroe Doctrine
- A) explained America's need for the Panama Canal.
  - B) began the United States' "Good Neighbor Policy" with Latin America.
  - C) was never effectively implemented.
  - D) justified United States intervention into Latin American affairs.

Answer: D

Page Ref: 600–601

Topic: Progressivism in the International Arena

Skill: Factual

- 43) President Taft's approach to foreign policy was called "dollar diplomacy" because
- A) he urged Congress to extend \$2.5 billion in foreign aid to Latin America.
  - B) his administration spent \$800 million to send U.S. troops to quell rebellions in Latin America.
  - C) his administration financed the construction of the Panama Canal.
  - D) he encouraged American businessmen to invest in Latin America to increase U.S. influence there.

Answer: D

Page Ref: 601

Topic: Progressivism in the International Arena

Skill: Relational

- 44) Who was the early twentieth-century president known for a highly moralistic approach to diplomacy?
- A) Woodrow Wilson
  - B) William Howard Taft
  - C) Theodore Roosevelt
  - D) William McKinley

Answer: A

Page Ref: 601

Topic: Progressivism in the International Arena

Skill: Relational

45) Which one of the following was NOT among the big winners who gained much from progressive reform?

- A) large corporations
- B) middle-class technocrats
- C) racial and ethnic minorities
- D) special interest groups

Answer: C

Page Ref: 606–607

Topic: Progressive Accomplishments, Progressive Failures

Skill: Relational

46) Tuberculosis (TB) is the disease most identified with

- A) industrialization.
- B) the Westward Movement.
- C) rural life.
- D) black Southerners.

Answer: A

Page Ref: 584

Topic: The White Plague

Skill: Factual

47) The most common and most feared form of tuberculosis (TB) in nineteenth-century America was infection of the

- A) bloodstream.
- B) skin.
- C) lungs.
- D) spinal column.

Answer: C

Page Ref: 584

Topic: The White Plague

Skill: Factual

48) In early nineteenth-century America, tuberculosis (TB) was commonly called

- A) malaise.
- B) consumption.
- C) whooping cough.
- D) cancer.

Answer: B

Page Ref: 584

Topic: The White Plague

Skill: Factual



- 49) Before the end of the nineteenth century, Americans commonly associated tuberculosis (TB) with all of the following EXCEPT
- A) feminine beauty.
  - B) poverty.
  - C) decay in nature.
  - D) unsafe working conditions.

Answer: D

Page Ref: 584

Topic: The White Plague

Skill: Factual

## Essay Questions

- 1) List some of the "social blemishes" that motivated turn-of-the-century progressives to become active in political, economic, and social reform.

Answer: Consider:

Political: political inefficiency, incompetence, and corruption.

Social: squandering of natural resources, unregulated marketing of adulterated food and meat, and squalid housing conditions.

Economic: proliferation of trusts, exploitation of women and child labor, unequal distribution of wealth and income, price gouging, labor violence, and increased cost of living.

Page Ref:

Topic:

Skill: Descriptive

- 2) The text authors assert that "by 1900 Americans had done nothing less than to reinterpret their understanding of their world." Describe the key components of America's "understanding of the world" before the progressives, then contrast that to the new progressive world-view, emphasizing the differences in such areas as economics, sociology, education, and the law.

Answer: The progressive world view replaced the idea that the universe was governed by absolutes and natural laws with the view that human life was shaped by concrete experience. Progressives insisted that by working together, humans could reshape their environment instead of being helpless victims of it. The law, they insisted, should be based on felt necessity and experience, not abstract principles. Progressives also believed that education (by "doing") should be for personal growth, not the passive reception of facts.

Page Ref:

Topic:

Skill: Explanatory

- 3) Define the progressives. What kind of people were they? What were their goals, motivations, and means? Explain why so many middle-class women were involved in moral reform and social justice.

Answer: Progressives were from all walks of life, but were generally led by urban, white, middle-class professionals. Their diverse goals included political democracy, social justice, and economic opportunity. They were motivated by such concerns as efficiency, honesty, and fairness. They used governmental authority to intervene and regulate in the public interest. Progressivism offered women an opportunity to be socially active outside their domestic role, even without the power to vote.

Page Ref:

Topic:

Skill: Explanatory

- 4) Assess the role of the muckrakers in progressive reform. What valuable service did they provide? Why were they despised by people like Theodore Roosevelt? What do you think about their kind of journalism? Why?

Answer: Muckrakers performed a public service by investigating corrupt practices, exposing them to public view, and arousing the public to act or demand action. Roosevelt and others disliked the muckrakers because they offered no solutions to the problems they exposed, and they eventually tended toward exaggeration and making unsubstantiated charges.

Page Ref:

Topic:

Skill: Interpretive

- 5) The text authors argue that "there were two aims of progressive social reform: control and justice." Cite three specific examples of progressive efforts in each of these two categories.

Answer: Consider:

Social Justice: protection of women and child labor, workmen's compensation, more funding for education, women's suffrage.

Social Control: prohibition, immigration restriction, racial segregation.

Page Ref:

Topic:

Skill: Descriptive

- 6) Compare and contrast the views on race relations of Booker T. Washington and William E. B. DuBois. Which one do you think had the most realistic view of gaining what they both wanted--first class citizenship for African Americans? Why?

Answer: Consider:

Washington: self-help, accommodation, wait for political rights, prove the economic value of black labor, accept technical education.

DuBois: be insistent, protest, demand all manhood rights, insist on an academic education for the "Talented Tenth" of African Americans who would lead the race, bring court challenges to discrimination.

Page Ref:

Topic:

Skill: Interpretive

- 7) Cite what you think are the three key accomplishments of progressive reform in the cities and the three key accomplishments of progressive reform in the states. Justify your choices.

Answer: Consider:

Cities: secret ballot, nonpartisan elections, commission and city manager forms of government, expanded social services, public ownership of water and gas utilities and transportation.

States: initiative, referendum, recall, direct primary, secret ballot, Seventeenth Amendment, women's suffrage, railroad regulation, workmen's compensation, women and child labor laws, increased funding for education, prohibition.

Page Ref:

Topic:

Skill: Interpretive

- 8) Both his contemporaries, and later historians, viewed Theodore Roosevelt as a national champion of progressive reform. Describe both the beliefs and the actions of Theodore Roosevelt that produced this assessment.

Answer: Roosevelt believed that government should be run efficiently and that the government should intervene to regulate the economy and protect the public's interests. He set aside millions of acres of public land for conservation and preservation, "busted" trusts, gave railroad regulation legislation some teeth, and oversaw the establishment of food and drug inspection laws to protect the public.

Page Ref:

Topic:

Skill: Descriptive

- 9) Compare and contrast Theodore Roosevelt and Woodrow Wilson in terms of their style of leadership, views on public policy, and their philosophy of government. Which would you have most likely voted for? Why?

Answer: Roosevelt was charismatic, Wilson was self-righteous; both viewed the president as political leader. Both accepted the need for the government to intervene in the economy, Roosevelt to regulate big business, Wilson to break up the trusts and restore competition. In effect, the two followed the same agenda on public policy.

Page Ref:

Topic:

Skill: Interpretive

- 10) The text authors conclude that "measured by direct results most Progressive reforms proved disappointing." Discuss at least three specific progressive reform efforts that did in fact prove "disappointing." Explain why they achieved less than what was anticipated.

Answer: Consider:

Direct Democracy: increased the power of urban machines, caused voter participation to decline, and reduced social services to poor neighborhoods.

Railroad Regulation: benefited large shippers, and the courts usually protected the railroads' rate setting.

Anti-Trust laws: the "regulators" often served as government partners with big business.

Morality laws: prohibition and anti-prostitution laws often merely profited organized crime and fostered disrespect for law.

Page Ref:

Topic:

Skill: Explanatory

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: John Mitchell

Column 2: Head of the United Mine  
Workers

Answer: Head of the United Mine Workers

Page Ref: 577

Topic:

Skill:

- 2) Column 1: Theodore Roosevelt

Column 2: Progressive president known  
for his conservation policies

Answer: Progressive president known for his conservation policies

Page Ref: 577

Topic:

Skill:

- 3) Column 1: Jane Addams

Column 2: Settlement house pioneer

Answer: Settlement house pioneer

Page Ref: 582

Topic:

Skill:

- 4) Column 1: Ida Tarbell  
Column 2: Muckraking journalist  
Answer: Muckraking journalist  
Page Ref: 583  
Topic:  
Skill:
- 5) Column 1: W. E. B. DuBois  
Column 2: African American opponent of  
Booker T. Washington  
Answer: African American opponent of Booker T. Washington  
Page Ref: 589  
Topic:  
Skill:
- 6) Column 1: Robert LaFollette  
Column 2: Progressive governor of  
Wisconsin  
Answer: Progressive governor of Wisconsin  
Page Ref: 591  
Topic:  
Skill:
- 7) Column 1: Gifford Pinchot  
Column 2: Chief Forester engaged in  
controversy over federal  
conservation policies  
Answer: Chief Forester engaged in controversy over federal conservation policies  
Page Ref: 594  
Topic:  
Skill:
- 8) Column 1: Woodrow Wilson  
Column 2: President who created the  
Federal Reserve System  
Answer: President who created the Federal Reserve System  
Page Ref: 598  
Topic:  
Skill:

## Chapter 22 The United States and World War I

### Multiple Choice Questions

- 1) Randolph Bourne did NOT believe that America's entry into World War I
- A) was inevitable and necessary.
  - B) would lead to the suppression of civil liberties.
  - C) would kill reform and leave the work of progressivism unfinished.
  - D) would enormously enhance the power of the federal government.

Answer: A

Page Ref: 613-614

Topic: Introduction

Skill: Relational

- 2) The event that triggered the outbreak of World War I in Europe in 1914 was
- A) Germany's invasion of neutral Belgium.
  - B) the assassination of Austro-Hungarian archduke Franz Ferdinand.
  - C) Germany's declaration of unrestricted submarine warfare against Britain.
  - D) the outbreak of the Irish rebellion in Dublin.

Answer: B

Page Ref: 615

Topic: The Road to War

Skill: Factual

- 3) German military innovations of World War I included
- A) submarines.
  - B) poison chlorine gas.
  - C) incendiary bombs.
  - D) All of the above.

Answer: D

Page Ref: 617

Topic: The Road to War

Skill: Factual

- 4) What weapon "did most of the killing" on the western front in World War I?
- A) the airplane
  - B) the hand grenade
  - C) the machine gun
  - D) poison gas

Answer: C

Page Ref: 617

Topic: The Road to War

Skill: Factual

5) President Woodrow Wilson's immediate response to the outbreak of war in Europe in 1914 was to

- A) issue a proclamation of neutrality.
- B) break off diplomatic relations with Germany.
- C) impose economic sanctions against all aggressors.
- D) establish the doctrine of "strict accountability."

Answer: A

Page Ref: 618

Topic: The Road to War

Skill: Factual

6) When World War I began in 1914, Americans

- A) united in support of Great Britain and the Allies.
- B) were divided in their sympathies toward the belligerents.
- C) presumed the United States would inevitably become involved in the war.
- D) believed their nation's interests and security hinged on the war's outcome.

Answer: B

Page Ref: 618

Topic: The Road to War

Skill: Factual

7) What was the most difficult foreign policy problem President Wilson faced between 1914 and 1917?

- A) resisting the popular clamor for United States entry into World War I
- B) goading his chief advisors into backing his own sympathies for the Allies
- C) maintaining American neutral rights on the high seas
- D) deciding whether or not to officially declare the United States a neutral nation

Answer: C

Page Ref: 618

Topic: The Road to War

Skill: Relational

8) Between 1914 and 1917, the United States did NOT

- A) increase trade with the Allies.
- B) decrease trade with the Central Powers.
- C) offer loans to both the Allies and the Central Powers.
- D) embargo trade with either the Allies or the Central Powers.

Answer: D

Page Ref: 619

Topic: The Road to War

Skill: Factual

- 9) In 1914, international law did NOT require
- A) warships to warn their enemy's vessels before attacking them.
  - B) merchant ships suspected of carrying war materials to be boarded and searched before they were attacked.
  - C) that commanders of warships guarantee the safety of citizens of neutral nations who were travelling aboard their enemy's vessel.
  - D) warships to allow passengers aboard their enemy's vessel to board lifeboats and clear the area before the attack.

Answer: C

Page Ref: 619

Topic: The Road to War

Skill: Factual

- 10) In 1915, President Wilson warned Germany that it would be held "strictly accountable" for
- A) mining the North Sea.
  - B) loss of life incurred from submarine attacks.
  - C) censoring the mail coming from Europe.
  - D) the invasion of neutral Belgium.

Answer: B

Page Ref: 619

Topic: The Road to War

Skill: Factual

- 11) In response to President Wilson's demands following the sinking of the *Lusitania*, Germany agreed to
- A) pay an indemnity to survivors of the victims.
  - B) stop sinking all merchant ships without warning.
  - C) suspend the use of submarine warfare.
  - D) "visit and search" merchant and passenger ships for war contraband before any attack.

Answer: A

Page Ref: 619

Topic: The Road to War

Skill: Factual

- 12) In the *Sussex* pledge, Germany agreed to
- A) pay an indemnity to survivors of the victims of submarine attacks.
  - B) stop sinking all merchant ships without warning.
  - C) suspend the use of submarine warfare.
  - D) "visit and search" merchant and passenger ships for war contraband before any attack.

Answer: B

Page Ref: 622

Topic: The Road to War

Skill: Factual



- 13) Opponents of American entrance into World War I included all of the following EXCEPT
- A) Eugene V. Debs.
  - B) Randolph Bourne.
  - C) Theodore Roosevelt.
  - D) William Jennings Bryan.

Answer: C

Page Ref: 622

Topic: The Road to War

Skill: Factual

- 14) If it had been enacted into law at the time, the Gore-McLemore resolution would have prevented the
- A) "Great Migration" of black southerners during World War I.
  - B) loss of American life in the sinking of the *Lusitania*.
  - C) postwar "Red Scare."
  - D) Senate from rejecting the Treaty of Versailles and U.S. membership in the League of Nations.

Answer: B

Page Ref: 622

Topic: The Road to War

Skill: Relational

- 15) When he won reelection in 1916, President Wilson interpreted his victory as a popular vote for
- A) military preparedness for war.
  - B) continuing American neutrality and seeking peace.
  - C) United States intervention into World War I.
  - D) his sympathy toward the Allies.

Answer: B

Page Ref: 622

Topic: The Road to War

Skill: Relational

- 16) In February and March of 1917, a constellation of events moved President Wilson to ask for a declaration of war; these included all the following EXCEPT
- A) the Zimmermann telegram was intercepted and exposed.
  - B) the Russian Revolution erupted, toppling the czarist government.
  - C) 128 Americans lost their lives in the sinking of the *Lusitania*.
  - D) Germany announced the resumption of unrestricted submarine warfare.

Answer: C

Page Ref: 623

Topic: The Road to War

Skill: Relational

- 17) Why did the publication of the Zimmermann telegram heighten Americans' sense of a threat to their national security?
- A) It urged Mexico to launch a surprise attack on the United States.
  - B) It revealed Germany's plans to resume unrestricted submarine warfare.
  - C) It proposed an alliance between Germany and Mexico if the United States entered World War I.
  - D) It revealed that German U-boats had been ordered to patrol off the coast of the United States.

Answer: C

Page Ref: 623

Topic: The Road to War

Skill: Relational

- 18) In response to the Zimmermann telegram, President Wilson ordered
- A) the arming of American merchant ships.
  - B) breaking diplomatic relations with Germany.
  - C) the defeat of the Gore-McLemore resolutions.
  - D) endorsing American loans to the Allies.

Answer: A

Page Ref: 623

Topic: The Road to War

Skill: Factual

- 19) In early 1917, President Wilson labeled a group of senators "a little band of willful men" because they opposed
- A) the arming of American merchant ships.
  - B) breaking diplomatic relations with Germany.
  - C) the Gore-McLemore resolutions.
  - D) making American loans to the Allies.

Answer: A

Page Ref: 623

Topic: The Road to War

Skill: Relational

- 20) When he asked Congress for a declaration of war in 1917, President Wilson's ultimate goal was to put the United States in a position to
- A) liberate the colonial holdings of European empires.
  - B) become a creditor nation for the first time in its history.
  - C) influence the terms of the postwar peace settlement.
  - D) protect its cultural ties with Great Britain and the Allies.

Answer: C

Page Ref: 623

Topic: The Road to War

Skill: Relational

21) What was the central agency for mobilizing and managing the United States' economy in World War I?

- A) Office of Price Administration
- B) Office of Management and Budget
- C) National Defense Advisory Committee
- D) War Industries Board

Answer: D

Page Ref: 624

Topic: American Industry Goes to War

Skill: Factual

22) During World War I, President Wilson did NOT recognize or sanction labor's right to

- A) organize unions.
- B) strike.
- C) collective bargaining.
- D) an eight-hour workday.

Answer: B

Page Ref: 625–626

Topic: American Industry Goes to War

Skill: Factual

23) During World War I,

- A) the real income of American manufacturing workers declined.
- B) the reform effort to shorten the work week failed.
- C) membership in labor unions increased.
- D) the American Federation of Labor (AFL) opposed the war.

Answer: C

Page Ref: 626

Topic: American Industry Goes to War

Skill: Factual

24) During World War I, the heaviest burden of tax increases fell on the \_\_\_\_\_ through higher taxes on \_\_\_\_\_.

- A) wealthy; incomes
- B) middle class; sales
- C) corporations; property
- D) working class; consumption

Answer: A

Page Ref: 626

Topic: American Industry Goes to War

Skill: Relational

- 25) During World War I, the United States government's most coercive domestic actions were taken toward
- A) increasing industrial production.
  - B) obtaining the cooperation of organized labor.
  - C) shaping public opinion.
  - D) financing the war.

Answer: C

Page Ref: 627

Topic: The American Public Goes to War

Skill: Factual

- 26) To mobilize public support for World War I, President Wilson established the \_\_\_\_\_, America's first propaganda agency.
- A) Central Intelligence Agency (CIA)
  - B) United States Public Information Agency (USPIA)
  - C) Committee on Public Information (CPI)
  - D) Voice of America (VOA)

Answer: C

Page Ref: 627

Topic: The American Public Goes to War

Skill: Factual

- 27) In an attempt to enforce loyalty during World War I, Congress
- A) created the Food Administration.
  - B) created the War Industries Board.
  - C) Passed the Eighteenth Amendment.
  - D) Passed the Sedition Act of 1918.

Answer: D

Page Ref: 627

Topic: The American Public Goes to War

Skill: Factual

- 28) The controversial wartime Espionage Act of 1917 was
- A) upheld by Supreme Court decisions in 1919.
  - B) declared unconstitutional in *Abrams v. United States*.
  - C) found in violation of the "clear and present danger" doctrine.
  - D) repealed and replaced by the milder Sedition Act of 1918.

Answer: A

Page Ref: 628

Topic: The American Public Goes to War

Skill: Factual

- 29) In *Schenck v. United States*, the Supreme Court ruled that in time of war, the government could limit the right to
- A) due process.
  - B) keep and bear arms.
  - C) redress of grievance.
  - D) free speech.

Answer: D

Page Ref: 628

Topic: The American Public Goes to War

Skill: Relational

- 30) The two new constitutional amendments related to World War I dealt with
- A) prohibition and women's suffrage.
  - B) presidential succession and poll taxes.
  - C) women's suffrage and presidential succession.
  - D) poll taxes and prohibition.

Answer: A

Page Ref: 629

Topic: The American Public Goes to War

Skill: Factual

- 31) Which of the following does NOT describe the experience of African Americans during World War I?
- A) Most opposed U.S. involvement in the war.
  - B) When recruited, they were placed into all black military units.
  - C) Many moved north seeking wartime jobs.
  - D) They were frequently victims of racial discrimination and violence.

Answer: A

Page Ref: 630

Topic: The American Public Goes to War

Skill: Factual

- 32) The Great Migration of black southerners during World War I was welcomed by
- A) southern planters.
  - B) white middle class northerners.
  - C) northern immigrants.
  - D) northern manufacturers.

Answer: D

Page Ref: 631

Topic: The American Public Goes to War

Skill: Factual

- 33) The emergency atmosphere in World War I returned important benefits to all the following EXCEPT the
- A) prohibitionists.
  - B) women's suffrage movement.
  - C) American Federation of Labor (AFL).
  - D) Industrial Workers of the World (IWW).

Answer: D

Page Ref: 627-630

Topic: The American Public Goes to War

Skill: Relational

- 34) What was America's first major contribution to the Allies after Congress declared war in 1917?
- A) sending a large American Expeditionary Force (AEF) of infantry troops to the Western Front
  - B) agreeing to allow the Allies to borrow the money to buy war materials from the United States
  - C) agreeing to allow Allied generals to use American troops as replacement forces in British and French military units
  - D) using a naval convoy system to protect merchant ships travelling from the United States to Great Britain

Answer: D

Page Ref: 631

Topic: The War Front

Skill: Factual

- 35) For the first time in American history, during World War I, the United States
- A) enlisted black troops into its armed forces.
  - B) used a conscription or draft system to raise military manpower.
  - C) administered psychological-intelligence tests to military recruits.
  - D) integrated black with white troops in American military units.

Answer: C

Page Ref: 631

Topic: The War Front

Skill: Factual

- 36) The United States' participation in World War I in 1917 and 1918 was
- A) disastrous for the national economy.
  - B) decisive to the Allied victory.
  - C) opposed by the majority of the American public.
  - D) unexpected by Germany.

Answer: B

Page Ref: 632

Topic: The War Front

Skill: Relational

- 37) The immediate post-World War I environment in America was characterized by all of the following EXCEPT
- A) race riots.
  - B) lower prices.
  - C) political repression.
  - D) labor strikes.

Answer: B

Page Ref: 632-633

Topic: Social Unrest After the War

Skill: Relational

- 38) What was the primary cause of the so-called "Red Scare" following World War I?
- A) the migration of black southerners to northern cities
  - B) a wave of postwar labor violence
  - C) the election of a large number of Socialists to Congress in 1918
  - D) the failure of the Senate to ratify the Treaty of Versailles

Answer: B

Page Ref: 633

Topic: Social Unrest After the War

Skill: Relational

- 39) U.S. government officials blamed the wave of postwar labor strikes in 1919 on
- A) Communists.
  - B) vigilantism.
  - C) inflation.
  - D) racism.

Answer: A

Page Ref: 633

Topic: Social Unrest After the War

Skill: Factual

- 40) Who was the Attorney General who led the attack on postwar radicalism in 1919-1920?
- A) George Creel
  - B) Bernard Baruch
  - C) Herbert Hoover
  - D) A. Mitchell Palmer

Answer: D

Page Ref: 633

Topic: Social Unrest After the War

Skill: Factual

- 41) President Wilson's Fourteen Points peace plan in 1918 did NOT call for
- A) arms reductions.
  - B) national self-determination.
  - C) spheres of influence.
  - D) free trade.

Answer: C

Page Ref: 634-635

Topic: The Treaty of Versailles

Skill: Factual

- 42) In the Treaty of Versailles that ended World War I, Germany did NOT
- A) lose territory in Europe.
  - B) retain control of her colonies under a "mandate" system.
  - C) admit to having caused World War I.
  - D) promise to disarm.

Answer: B

Page Ref: 636

Topic: The Treaty of Versailles

Skill: Factual

- 43) At the Versailles Conference, President Wilson was unable to get the Allied leaders to agree to his position on
- A) national self-determination in Europe.
  - B) war reparations.
  - C) a colonial "mandate" system.
  - D) the League of Nations.

Answer: B

Page Ref: 637

Topic: The Treaty of Versailles

Skill: Relational

- 44) In the United States Senate, the most controversial part of the Treaty of Versailles was its provision for
- A) freedom of the seas.
  - B) war reparations.
  - C) a colonial "mandate" system.
  - D) the League of Nations.

Answer: D

Page Ref: 637

Topic: The Treaty of Versailles

Skill: Factual



- 45) Of the following, the strongest resistance to American membership in the League of Nations came from
- A) the American public.
  - B) the reservationists.
  - C) the irreconcilables.
  - D) Democrats.

Answer: C

Page Ref: 638

Topic: The Treaty of Versailles

Skill: Factual

- 46) It is likely that the Senate would have accepted United States membership in the League of Nations if
- A) President Wilson had stuck to his principles.
  - B) most Americans had favored League membership.
  - C) League membership had been made an integral part of the Treaty of Versailles.
  - D) President Wilson had allowed the Democrats to compromise with the League's opponents.

Answer: D

Page Ref: 638

Topic: The Treaty of Versailles

Skill: Relational

- 47) The Election of 1920
- A) was the closest since 1876.
  - B) was a "solemn referendum" on the League of Nations.
  - C) showed America's exhaustion with reform and internationalism.
  - D) saw the Democrats lose the South for the first time since Reconstruction.

Answer: C

Page Ref: 639

Topic: The Treaty of Versailles

Skill: Relational

- 48) Richard J. Gatling believed his hand-cranked machine gun would
- A) make infantry warfare obsolete.
  - B) be so destructive as to make warfare unthinkable.
  - C) assure victory to the offensive armies in warfare.
  - D) reduce the need for large armies and the pain and suffering of warfare.

Answer: D

Page Ref: 620

Topic: The First Day of the Somme

Skill: Relational

- 49) The Battle of the Somme illustrated that the machine gun's primary value was as \_\_\_\_\_ weapon.
- A) a defensive
  - B) an offensive
  - C) a reserve
  - D) a mobile

Answer: A

Page Ref: 621

Topic: The First Day of the Somme

Skill: Relational

## Essay Questions

- 1) Assess how well Americans remained "neutral in fact as well as in name" as President Wilson admonished them to do when World War I began in Europe. What factors worked in favor of neutrality? What factors worked against it?

Answer: "Strict" neutrality never really existed. As Bryan charged, there was a tilt toward the Allies in the formulation of policy between 1914 and 1917. American ethnics also had their favorites. What favored neutrality was public opinion, Wilson's commitment to international law to govern relations between nations, and Wilson's concern for national unity and his domestic program. Working against neutrality were submarine warfare, British propaganda, Wilson and the cabinet's tilt toward the Allies, and Wilson's disgust with Germany for its disregard of international law.

Page Ref:

Topic:

Skill: Interpretive

- 2) Explain why it might be said that the "profit motive and the public's sense of patriotism" were the keys to mobilizing the nation for war in 1917-1918.

Answer: President Wilson's administration offered incentives to American businesses to mobilize the economy for war. The primary incentive was the promise of high profits gained from setting prices high and avoiding any threat of nationalization or new regulation of war industries. The combination of the Committee on Public Information, Hollywood movies, celebrity speakers, and the public's willingness to allow a suspension of civil liberties attest to the effective mobilization of patriotism during the war.

Page Ref:

Topic:

Skill: Explanatory

- 3) The text authors quote Randolph Bourne's remark that "War is the health of the State. It automatically sets in motion . . . irreversible forces for conformity . . . [and] coercing . . . groups and individuals." Was Bourne right? Supply some evidence that Bourne accurately predicted one consequence of American participation in World War I.

Answer: Bourne was right. During World War I there were both official and unofficial efforts to compel Americans to support the war and to punish those who dissented. Consider: the Committee on Public Information, attacks on socialists and Wobblies, officially encouraged censorship of the press, enlistment of popular culture to sell bonds and support the war, attacks on the loyalty of German-Americans and attempts to obliterate German culture in America, Espionage and Sedition Acts.

Page Ref:

Topic:

Skill: Descriptive

- 4) It has been said that, "Truth is the first casualty of war." What does this mean? Illustrate how this is reflected in the shaping of American public opinion during World War I.

Answer: The comment means that during war, the mobilization of the public's mind in support of the war effort tends to promote exaggerated use of language and resort to stereotypes. In World War I, official agencies and popular culture painted a black and white, good versus evil portrait of the opposing sides in the war. This oversimplification of the struggle and the wartime effort to sustain it is revealed in the Espionage and Sedition acts, Hollywood movies, and expectations of self-censorship of the press.

Page Ref:

Topic:

Skill: Explanatory

- 5) Describe the differences that World War I made in the lives of American women and African Americans.

Answer: Women finally got the right to vote and volunteered for services that would aid the war effort. But women did not find many jobs even in the wartime economy, and those who did, lost them when the war was over. African Americans migrated to the North to get jobs in war industries, and they volunteered or were drafted into military service. Those who joined the Great Migration to the North were often victims of racial prejudice and violence.

Page Ref:

Topic:

Skill: Descriptive

- 6) Describe the impact of the postwar demobilization and "Red Scare" on African Americans, labor unions, and political dissidents.

Answer: Postwar inflation and the loss of government sanction of their activities damaged labor. Employers also encouraged middle class Americans to associate labor organizers and strikers with communism. African Americans were victims of vicious race riots in northern cities and of terrorism and lynchings in the South. Political dissenters were hounded by Attorney General A. Mitchell Palmer during the postwar "Red Scare."

Page Ref:

Topic:

Skill: Descriptive

- 7) Explain why the United States, which went to war to "make the world safe for democracy" and waged "war to end war," refused to join an international peacekeeping assembly--the League of Nations.

Answer: Wilson was partly to blame. He erred in not involving the Senate and the Republican Party earlier and more completely in the peace process. He also doomed American participation in the League by refusing to compromise with the reservationists, most of whom favored League membership, but not on his terms alone. Henry Cabot Lodge was committed to rejecting Wilson's terms of League membership on a personal level. Generally, there was some concern that League membership might involve the United States in world affairs on a level Americans could not be comfortable with.

Page Ref:

Topic:

Skill: Explanatory

- 8) An investigating committee in the 1930s concluded that selfish economic interests had pressed the United States into war in 1917. Does this sound plausible to you? Why or why not?

Answer: The so-called "merchants of death" argument was that trade with the Allies increased enormously after 1914, while trade with the Central Powers declined. Ten times the amount of credit was extended to the Allies than the Central Powers between 1915 and 1917. The committee concluded that the health of the national economy had been made dependent on the profits of trade with the Allies, thus the success of the Allies became vital to America's own economic well-being.

Page Ref:

Topic:

Skill: Interpretive

- 9) Identify the three key events that you think propelled the United States into war with Germany in 1917. Explain why you selected these three.

Answer: Usually, the three key events cited as leading the United States to war in the spring of 1917 are Germany's resumption of unrestricted submarine warfare, the publication of the Zimmermann telegram, and the collapse of the Czar's government in Russia.

Page Ref:

Topic:

Skill: Interpretive

- 10) Evaluate President Wilson's diplomacy between 1914 and 1917. Had you been a presidential advisor at the time who wanted to protect American interests, but avoid taking the nation to war, what advice would you have given that might have changed the course of events?

Answer: Consider: impose a trade embargo on arms sales to all belligerents; withdraw guaranteed protection to American citizens who booked passage on belligerents' ships, adopt a "cash and carry" policy (no loans, no endangerment of American ships) for the conduct of trade with the belligerents, hold both sides to terms of "strict accountability," etc. (In the 1930s, Congress did enact just such "Neutrality Laws" to try to avoid involving the nation in another world war.)

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Randolph Bourne

Column 2: American critic of World War I

Answer: American critic of World War I

Page Ref: 613

Topic:

Skill:

- 2) Column 1: Walter Hines Page

Column 2: Pro-British American  
ambassador in England during  
World War I

Answer: Pro-British American ambassador in England during World War I

Page Ref: 618

Topic:

Skill:

- 3) Column 1: William Jennings Bryan

Column 2: Secretary of State who  
resigned over possible  
American participation in  
World War I

Answer: Secretary of State who resigned over possible American participation in World War I

Page Ref: 618

Topic:

Skill:

- 4) Column 1: Vladimir I. Lenin

Column 2: Leader of Bolshevik  
Revolution

Answer: Leader of Bolshevik Revolution

Page Ref: 618

Topic:

Skill:

- 5) Column 1: Bernard Baruch

Column 2: Head of War Industries Board

Answer: Head of War Industries Board

Page Ref: 624

Topic:

Skill:

6) Column 1: Oliver Wendell Holmes

Column 2: Supreme Court justice who  
rejected principle of absolute  
truth in law

Answer: Supreme Court justice who rejected principle of absolute truth in law

Page Ref: 628

Topic:

Skill:

7) Column 1: "Black Jack" Pershing

Column 2: Led expedition in Mexico to  
capture Pancho Villa

Answer: Led expedition in Mexico to capture Pancho Villa

Page Ref: 631

Topic:

Skill:

8) Column 1: Robert Yerkes

Column 2: Oversaw military draft during  
World War I

Answer: Oversaw military draft during World War I

Page Ref: 631

Topic:

Skill:

9) Column 1: Victor Berger

Column 2: Socialist mayor of Milwaukee

Answer: Socialist mayor of Milwaukee

Page Ref: 633

Topic:

Skill:

10) Column 1: A. Mitchell Palmer

Column 2: Attorney General who  
spearheaded anti-communist  
raids during "Red Scare"

Answer: Attorney General who spearheaded anti-communist raids during "Red Scare"

Page Ref: 633

Topic:

Skill:

11) Column 1: J. Edgar Hoover

Column 2: Head of General Intelligence  
Division of the Justice  
Department during World  
War I

Answer: Head of General Intelligence Division of the Justice Department during World War I

Page Ref: 634

Topic:

Skill:

## Chapter 23 Modern Times, 1920–1929

### Multiple Choice Questions

- 1) The male custodians of late nineteenth-century American morality believed that birth control devices would increase all the following EXCEPT
- A) sexual promiscuity.
  - B) the instance of venereal disease.
  - C) the divorce rate.
  - D) the number of abortions.

Answer: D

Page Ref: 643

Topic: Introduction

Skill: Relational

- 2) According to the 1920 census, for the first time in American history most
- A) Americans were non-Protestant.
  - B) Americans lived in cities and towns.
  - C) African Americans lived in the North.
  - D) American brides had engaged in premarital sex.

Answer: B

Page Ref: 645

Topic: The Emergence of Modern America

Skill: Factual

- 3) By the 1930s, what was the usual way of segregating African Americans in northern cities?
- A) zoning laws
  - B) restrictive covenants
  - C) neighborhood improvement associations
  - D) residential ordinances

Answer: A

Page Ref: 645–646

Topic: The Emergence of Modern America

Skill: Factual

- 4) Henry Ford introduced all the following innovations to the automobile industry EXCEPT
- A) cars affordable to the average family.
  - B) higher minimum wages and shorter working hours for auto workers.
  - C) an annual model change for his cars.
  - D) the automated assembly line.

Answer: C

Page Ref: 647

Topic: The Emergence of Modern America

Skill: Factual



5) General Motor's Alfred Sloan's major contribution to the automaking industry was

- A) refining the production process.
- B) adopting new approaches to advertising and marketing.
- C) demonstrating the logic of mass production.
- D) reducing production costs.

Answer: B

Page Ref: 647

Topic: The Emergence of Modern America

Skill: Factual

6) The introduction of the automobile to American life on a mass scale had all the following effects EXCEPT it

- A) altered family life.
- B) reinforced American's devotion to thrift.
- C) transformed the American landscape.
- D) stimulated the national economy.

Answer: B

Page Ref: 648

Topic: The Emergence of Modern America

Skill: Relational

7) The availability of electric home appliances in the 1920s

- A) shortened the average housewife's work week.
- B) began a trend toward centralizing such household chores as laundering and baking.
- C) eased the physical drudgery of housework.
- D) went far toward liberating women from their traditional social role.

Answer: C

Page Ref: 648

Topic: The Emergence of Modern America

Skill: Relational

8) New innovations brought to the national economy by the "New Era" economy of the 1920s included all the following EXCEPT

- A) buying on the installment plan.
- B) families spending an increasing proportion of their income on necessities.
- C) chain stores revolutionizing retailing.
- D) spending and borrowing were more emphasized and valued.

Answer: B

Page Ref: 649

Topic: The Emergence of Modern America

Skill: Relational

9) What was the most important technology contributing to the development of mass culture in the 1920s?

- A) radio
- B) telephone
- C) birth control devices
- D) paperback books

Answer: A

Page Ref: 649

Topic: The Formation of Modern American Culture

Skill: Relational

10) The record player boom of the 1920s was fueled by the popularity of all these musical styles EXCEPT:

- A) Jazz
- B) Blues
- C) Swing
- D) Hillbilly

Answer: C

Page Ref: 649

Topic: The Formation of Modern American Culture

Skill: Factual

11) In the 1920s, Hollywood movies tended to

- A) be too expensive for working class patrons.
- B) present unsympathetic portraits of the poor.
- C) reinforce racial stereotypes.
- D) perpetuate Victorian moral values.

Answer: C

Page Ref: 650–651

Topic: The Formation of Modern American Culture

Skill: Factual

12) The 1920s saw the rise in popularity of all of the following EXCEPT

- A) pulp fiction.
- B) confession magazines.
- C) crossword puzzles.
- D) basketball.

Answer: D

Page Ref: 651

Topic: The Formation of Modern American Culture

Skill: Factual

- 13) The "Lost Generation" of American writers in the 1920s was most critical of the nation's commitment to
- A) individualism.
  - B) material values.
  - C) social change.
  - D) manly virtues.

Answer: B

Page Ref: 652

Topic: The Formation of Modern American Culture

Skill: Factual

- 14) The major issue that divided American feminists during the 1920s was
- A) Freudian psychology.
  - B) women's suffrage.
  - C) birth control.
  - D) the Equal Rights Amendment.

Answer: D

Page Ref: 653

Topic: The Formation of Modern American Culture

Skill: Factual

- 15) What determined whether or not a community was for or against prohibition in the 1920s?
- A) its class, ethnic, and religious make-up
  - B) whether it was rural or urban
  - C) its location in the South, North, or West
  - D) its size

Answer: A

Page Ref: 656

Topic: The Clash of Cultures

Skill: Relational

- 16) The failure of prohibition is in part explained by
- A) lax enforcement of the law.
  - B) the unprofitability of bootlegging.
  - C) the emergence of the anti-smoking campaign that distracted attention from prohibition.
  - D) All of the above.

Answer: A

Page Ref: 656

Topic: The Clash of Cultures

Skill: Relational

- 17) Liberal Christian thinkers of the 1920s believed that
- A) religion must accommodate the teachings of modern science.
  - B) the Bible must be taken literally.
  - C) the notion of the Holy Trinity was outmoded.
  - D) the Holy Spirit allowed the devout the "speak in tongues."

Answer: A

Page Ref: 656

Topic: The Clash of Cultures

Skill: Interpretive

- 18) Which one of the following was NOT a principal figure in the "Monkey Trial" in Tennessee in 1925?
- A) John T. Scopes
  - B) Langston Hughes
  - C) Clarence Darrow
  - D) William Jennings Bryan

Answer: B

Page Ref: 657

Topic: The Clash of Cultures

Skill: Relational

- 19) The immigration restriction legislation of the 1920s established a system for regulating immigration on the basis of
- A) national quotas.
  - B) labor needs.
  - C) literacy in the English language.
  - D) religious preference.

Answer: A

Page Ref: 657

Topic: The Clash of Cultures

Skill: Factual

- 20) Those whose immigration to the United States was most restricted by the immigration laws of the 1920s were
- A) "old" immigrants.
  - B) "new" immigrants.
  - C) Asians.
  - D) Latin Americans.

Answer: C

Page Ref: 657

Topic: The Clash of Cultures

Skill: Factual

- 21) Probably the most controversial issue of the 1920s involved the murder conviction of Sacco and Vanzetti, two
- A) advocates of black nationalism.
  - B) immigrant anarchists.
  - C) members of the Ku Klux Klan.
  - D) radical feminists.

Answer: B

Page Ref: 657

Topic: The Clash of Cultures

Skill: Relational

- 22) Membership in the Ku Klux Klan of the 1920s was limited to
- A) Catholics.
  - B) Protestants.
  - C) Jews.
  - D) All non-Christians.

Answer: B

Page Ref: 657

Topic: The Clash of Cultures

Skill: Factual

- 23) What were the National Urban League's primary interests in the 1920s?
- A) labor organization and violent protest
  - B) civil rights and school desegregation
  - C) racial pride and black separatism
  - D) jobs and economic security

Answer: D

Page Ref: 658

Topic: The Clash of Cultures

Skill: Relational

- 24) Which one of the following was NOT an African American leader in the 1920s?
- A) A. Philip Randolph
  - B) William E. B. Du Bois
  - C) William J. Simmons
  - D) Marcus Garvey

Answer: C

Page Ref: 658–659

Topic: The Clash of Cultures

Skill: Factual

25) The major theme of the Harlem Renaissance was

- A) racial pride.
- B) building a culture of poverty.
- C) resentment of whites.
- D) "back to Africa."

Answer: A

Page Ref: 659

Topic: The Clash of Cultures

Skill: Factual

26) Marcus Garvey is best known as

- A) a supporter of accommodation in race relations.
- B) the leader of the "self-help" movement.
- C) a poet of the Harlem Renaissance.
- D) the leader of a back-to-Africa movement.

Answer: D

Page Ref: 658–659

Topic: The Clash of Cultures

Skill: Interpretive

27) Republican leaders in the 1920s believed that the government should \_\_\_\_\_ big business.

- A) regulate
- B) take a *laissez-faire* approach toward
- C) cooperate with
- D) break up

Answer: C

Page Ref: 660

Topic: The Republican Restoration

Skill: Factual

28) Warren G. Harding was probably attractive to voters in the 1920 presidential election because he promised

- A) to continue progressive reforms.
- B) moderation and prosperity.
- C) a strong national commitment to high ideals.
- D) to make America the world's most powerful nation.

Answer: B

Page Ref: 660

Topic: The Republican Restoration

Skill: Relational

- 29) Republican leaders in the 1920s tended to equate the people's interests with those of
- A) organized labor.
  - B) the power of the federal government.
  - C) big business.
  - D) progressivism.

Answer: C

Page Ref: 660

Topic: The Republican Restoration

Skill: Relational

- 30) Who was the member of President Harding's cabinet who championed voluntary trade associations in American industry?
- A) Harry Daugherty
  - B) Albert Fall
  - C) Herbert Hoover
  - D) Andrew Mellon

Answer: C

Page Ref: 660

Topic: The Republican Restoration

Skill: Factual

- 31) The scandals in President Harding's administration produced
- A) vicious partisan attacks between leaders of the two parties.
  - B) an outraged response from the general public.
  - C) the criminal conviction of a cabinet member.
  - D) the first resignation of a president in American history.

Answer: C

Page Ref: 660

Topic: The Republican Restoration

Skill: Factual

- 32) What was the most potent theme of the 1924 presidential election?
- A) the Teapot Dome scandal
  - B) prosperity
  - C) prohibition
  - D) progressivism

Answer: B

Page Ref: 660

Topic: The Republican Restoration

Skill: Factual

33) In the 1920s, progressives were able to get several states to pass laws providing for all of the following EXCEPT

- A) aid to women with dependent children.
- B) public housing programs.
- C) workmen's compensation.
- D) free birth control counseling.

Answer: D

Page Ref: 661

Topic: The Republican Restoration

Skill: Factual

34) President Herbert Hoover placed little faith in

- A) self-help individualism.
- B) government activism.
- C) technological expertise.
- D) free market competition.

Answer: D

Page Ref: 661

Topic: The Republican Restoration

Skill: Factual

35) What was the most significant political change in the 1920s?

- A) Southern voters switched to the Republican Party.
- B) The power of urban ethnic voters grew within the Democratic Party.
- C) Women voters significantly influenced the outcome of national elections.
- D) The Democratic Party mended its internal divisions.

Answer: B

Page Ref: 661

Topic: The Republican Restoration

Skill: Relational

36) Which one of the following does NOT describe the American economy in the few years before the 1929 Crash?

- A) Tariff rates were high.
- B) Production levels were high.
- C) Per capita income was rising.
- D) Farm prices were rising.

Answer: D

Page Ref: 664

Topic: The Great Crash

Skill: Factual



- 37) Serious problems in the American economy by 1929 included all of the following EXCEPT
- A) poor distribution of income.
  - B) underconsumption of consumer goods.
  - C) high unemployment.
  - D) Federal Reserve monetary policy.

Answer: C

Page Ref: 664

Topic: The Great Crash

Skill: Factual

- 38) In the 1920s, Republican tariff policies
- A) damaged the economy by depressing foreign trade.
  - B) had little impact on the health of the national economy.
  - C) failed to protect American industry from foreign competition.
  - D) made it easier for foreign nations to pay off their debts to the United States.

Answer: A

Page Ref: 664

Topic: The Great Crash

Skill: Relational

- 39) In the late 1800s, America's sexual code
- A) condemned public discussion of sexual matters.
  - B) defined reproduction as the only legitimate purpose of sexual relations.
  - C) condemned pre- and extra-marital sexual relations as morally reprehensible.
  - D) All of the above.

Answer: D

Page Ref: 654

Topic: The Sexual Revolution of the Early 1900s

Skill: Factual

- 40) Most late nineteenth-century physicians alleged that
- A) most women were indifferent toward and merely endured sexual relations.
  - B) a robust sex life was physically and spiritually healthy for women.
  - C) most women enjoyed sex and experienced orgasm.
  - D) the threat of venereal disease was exaggerated and did not pose a serious health problem.

Answer: A

Page Ref: 654

Topic: The Sexual Revolution of the Early 1900s

Skill: Relational

- 41) The 1873 Comstock Act made it illegal to
- A) use birth control devices.
  - B) send birth control devices through the mail.
  - C) advocate the use of birth control devices.
  - D) sell birth control devices.

Answer: B

Page Ref: 654

Topic: The Sexual Revolution of the Early 1900s

Skill: Factual

- 42) The purity forces in late nineteenth-century America did NOT favor
- A) censoring nudity in the arts.
  - B) laws against pornography.
  - C) raising the age of sexual consent to 18.
  - D) widespread distribution of birth control information.

Answer: D

Page Ref: 654

Topic: The Sexual Revolution of the Early 1900s

Skill: Factual

- 43) The 1910 Mann Act
- A) allowed states the option of legalizing prostitution.
  - B) imposed tests for venereal disease prior to marriage.
  - C) made it a felony to transport women across state lines for immoral purposes.
  - D) criminalized abortion.

Answer: C

Page Ref: 655

Topic: The Sexual Revolution of the Early 1900s

Skill: Factual

## Essay Questions

- 1) The text authors describe the 1920s as a time in which "a society in transition debated which of its traditional values to preserve and which to modify or abandon." Identify at least three traditional values that were preserved in the twenties and three that were modified or abandoned.

Answer: Among the three traditional values preserved consider: disillusionment with and isolation from world affairs; minimal government interference in the free enterprise system; nativist suspicion of new immigrants and racial and ethnic minorities. Among the three abandoned or modified values consider: traditional inhibitions concerning sexual discussion and sexual behavior; the traditional "productive" orientation in the marketplace to a "consumptive" orientation; modifying individualism in favor of conformity (while still admiring the individualism of folk heroes).

Page Ref:

Topic:

Skill: Descriptive

- 2) The text authors allege that "city life nurtured new sexual attitudes" in the 1920s. Explain this relationship between city life and changing sexual mores.

Answer: Sexual inhibitions were lifted by the anonymity of urban life. In large cities, community restraints on individual behavior were relaxed. The urban environment promoted secular, consumer values and a tolerance for diversity. As cultural centers, cities were the major distribution points for new ideas like Sigmund Freud's theories on human sexuality.

Page Ref:

Topic:

Skill: Explanatory

- 3) Explain why the national experiment in prohibition and the anti-smoking campaign in the 1920s ultimately failed.

Answer: Consider: the underfunded and lax enforcement of the law; the high profitability of illegal bootlegging; the general unpopularity of prohibition in specific areas (like large cities); the public's exhaustion with crusades and progressive reform that projected government power into the lives of individuals; the general disorganization of the anti-smoking campaign and the tobacco companies' well-funded campaign to combat anti-smoking ordinances.

Page Ref:

Topic:

Skill: Explanatory

- 4) Why were movements like immigration restriction, religious fundamentalism, and the Ku Klux Klan so popular in the 1920s?

Answer: All three were related to the fear, anxiety, and uncertainty generated by rapid social change in the 1920s. Those seeking a refuge from challenges to traditional values and behaviors were attracted to movements that promised the restoration or perpetuation of the old ways. Some people found the simplification of life into a series of good and bad dichotomies an attractive alternative to dealing with the complexities of change.

Page Ref:

Topic:

Skill: Explanatory

- 5) Explain why in a decade of enormous social, economic, and cultural change, national politics in the 1920s was so conservative. Give examples of this political conservatism.

Answer: Many Americans found conservative government a refuge from the massive changes occurring in the 1920s. Conservative government offered some stability to a society unsettled by the transition from traditional to modern values. Thus, Republican administrations found popular support for a government that made few demands and tried to cooperate with businesses, rather than challenge them and regulate the economy. This is reflected in the low tax, high tariff policies of the government and in Herbert Hoover's efforts on behalf of a government-business cooperative partnership.

Page Ref:

Topic:

Skill: Explanatory

- 6) In the text authors' view, "private greed and government impotence commingled to create [an economic] catastrophe" by 1930. Describe the evidence of both private greed and government impotence to which the authors refer.

Answer: Private greed is best reflected in the orgy of speculation in the stock market by individuals, corporations, and banks, often on borrowed money.  
Government impotence is demonstrated by the indecision of the Federal Reserve Board on monetary policy, the short-sightedness of tariff policy, and the ineffective enforcement of regulatory legislation.

Page Ref:

Topic:

Skill: Descriptive

- 7) The text authors argue that contrary to popular belief, "the status of women remained much the same" in the 1920s. Do you agree? Why? Would you have liked to have been a "new woman" of the twenties? Why?

Answer: Women's status remained fundamentally unchanged--middle and upper class women were expected to be domestic and forget about pursuing a career. Women were now guaranteed the right to vote, however, and many social and sexual taboos were modified.

Page Ref:

Topic:

Skill: Interpretive

- 8) Which do you think had the most profound impact on American society in the 1920s, the radio or the automobile? Explain your answer.

Answer: Both technologies were alleged to promote family "togetherness" and have a nationalizing influence. Radio promoted racial and ethnic stereotypes, boosted mass consumption, and helped create folk heroes like Charles Lindbergh. The automobile promoted adolescent rebellion and created new sexual opportunities. It was also critical to the economic health of many collateral industries like steel and petroleum.

Page Ref:

Topic:

Skill: Interpretive

- 9) Do you agree with the "Lost Generation" of American writers' lament that in the 1920s "America had become a nation of conspicuous consumption, awash in materialism and devoid of spiritual vitality"? Use specific events from the 1920s to explain your answer.

Answer: Consider: the 1920s was a "Prosperity Decade" when incomes and the standard of living were rising for many Americans; higher incomes pushed, and advertising and installment buying pulled Americans into mass consumption; Americans spent money buying "things," and enjoyed doing it while the wealthy greedily speculated in the stock market.

Page Ref:

Topic:

Skill: Interpretive

- 10) The text authors say that "economic historians have been hard pressed to explain why the 'Prosperity Decade' [1920s] ended in financial disaster." How do you explain the Great Crash and the onset of the Great Depression?

Answer: Consider: maldistribution of wealth; declining purchasing power, underconsumption; overspeculation; "sick" industries like farming, banking, and foreign trade; government tax, tariff, and monetary policies

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Henry Ford

Column 2: Automobile manufacturer who  
popularized assembly line  
production

Answer: Automobile manufacturer who popularized assembly line production

Page Ref: 647

Topic:

Skill:

- 2) Column 1: Alfred Sloan

Column 2: Automobile manufacturer who  
utilized modern advertising  
techniques

Answer: Automobile manufacturer who utilized modern advertising techniques

Page Ref: 647

Topic:

Skill:

- 3) Column 1: Charles Lindbergh

Column 2: Pilot of first solo flight across  
the Atlantic Ocean

Answer: Pilot of first solo flight across the Atlantic Ocean

Page Ref: 649

Topic:

Skill:

- 4) Column 1: Babe Ruth

Column 2: Transformed baseball into the  
game of the home run hitter

Answer: Transformed baseball into the game of the home run hitter

Page Ref: 651

Topic:

Skill:

- 5) Column 1: Sigmund Freud  
Column 2: Physician who argued that sexual desires and fears develop in infancy  
Answer: Physician who argued that sexual desires and fears develop in infancy  
Page Ref: 652  
Topic:  
Skill:
- 6) Column 1: Clarence Darrow  
Column 2: Defense attorney in the Scopes Trial of 1925  
Answer: Defense attorney in the Scopes Trial of 1925  
Page Ref: 657  
Topic:  
Skill:
- 7) Column 1: A. Philip Randolph  
Column 2: Organized African American march on Washington in 1941  
Answer: Organized African American march on Washington in 1941  
Page Ref: 658  
Topic:  
Skill:
- 8) Column 1: Marcus Garvey  
Column 2: Leader of the Universal Negro Improvement Association  
Answer: Leader of the Universal Negro Improvement Association  
Page Ref: 658  
Topic:  
Skill:
- 9) Column 1: Alfred E. Smith  
Column 2: Unsuccessful Catholic candidate for president in 1928  
Answer: Unsuccessful Catholic candidate for president in 1928  
Page Ref: 661  
Topic:  
Skill:

## Chapter 24 The Age of Roosevelt

### Multiple Choice Questions

- 1) Balladeer Woody Guthrie credited \_\_\_\_\_ with holding the country together during the Great Depression.
- A) President Franklin D. Roosevelt
  - B) New Deal welfare legislation
  - C) ordinary people
  - D) the emerging threat of war in Europe

Answer: C

Page Ref: 670

Topic: Introduction

Skill: Factual

- 2) Responses to the worldwide depression of the 1930s included the rise of all of the following EXCEPT
- A) fascism.
  - B) military dictatorships.
  - C) welfare capitalism.
  - D) *laissez-faire*.

Answer: D

Page Ref: 670

Topic: The Human Toll

Skill: Interpretive

- 3) During the world-wide depression in the 1930s, the unemployment rate rose higher and remained higher longest in
- A) Great Britain.
  - B) the United States.
  - C) Germany.
  - D) France.

Answer: B

Page Ref: 671

Topic: The Great Depression in Global Perspective

Skill: Factual

- 4) The Great Depression produced all the following EXCEPT
- A) a major political realignment.
  - B) a stronger presence of the federal government in American life.
  - C) a weaker labor movement.
  - D) a transformed farm economy.

Answer: C

Page Ref: 671

Topic: The Great Depression in Global Perspective

Skill: Factual

5) Which of the following was NOT among the Great Depression's social consequences?

- A) higher status for women
- B) lower birth rate
- C) higher divorce rate
- D) delayed marriages

Answer: C

Page Ref: 672

Topic: The Human Toll

Skill: Relational

6) Those who suffered the most from the Great Depression were

- A) African Americans.
- B) the white lower classes.
- C) immigrants.
- D) the middle classes.

Answer: A

Page Ref: 672

Topic: The Human Toll

Skill: Relational

7) Personally, Herbert Hoover believed economic recovery from the Great Depression depended on

- A) lowering tariff rates.
- B) abandoning the gold standard.
- C) voluntary cooperation among business, labor, and the government.
- D) government-financed public works programs.

Answer: C

Page Ref: 673

Topic: Herbert Hoover Responds

Skill: Factual

8) The provisions of the Reconstruction Finance Corporation (RFC) created by Congress in 1932 reflected President Hoover's assumption that the depression was caused by

- A) tight credit.
- B) the stock market crash.
- C) uncontrollable economic forces.
- D) an international trade deficit.

Answer: A

Page Ref: 673

Topic: Herbert Hoover Responds

Skill: Relational



- 9) Just prior to his election as president, Franklin D. Roosevelt had been
- A) a United States Senator.
  - B) governor of New York.
  - C) Secretary of the Treasury.
  - D) Vice President.

Answer: B

Page Ref: 676

Topic: Franklin Roosevelt and the First New Deal

Skill: Factual

- 10) President Hoover's popular image was badly damaged in 1932 when he
- A) ordered a federal "dole" for the unemployed.
  - B) blamed the business community for the depression.
  - C) signed the Hawley-Smoot Tariff.
  - D) ordered the eviction of the Bonus Army from Washington, D.C.

Answer: D

Page Ref: 676

Topic: Franklin Roosevelt and the First New Deal

Skill: Relational

- 11) What was President Franklin D. Roosevelt's first action against the Great Depression?
- A) He raised tariff rates to protect American jobs.
  - B) He asked Congress to create a public relief agency.
  - C) He demanded more aggressive enforcement of the anti-trust laws.
  - D) He restored public confidence in the banking system.

Answer: D

Page Ref: 678

Topic: Franklin Roosevelt and the First New Deal

Skill: Factual

- 12) The Emergency Banking Relief Act of 1933 did NOT
- A) permit solvent banks to reopen under government supervision.
  - B) allow the RFC to purchase the stock of troubled banks to keep them operating until they could be reorganized.
  - C) guarantee payment of all individual bank deposits up to \$25,000.
  - D) give the president increased powers over the Federal Reserve System.

Answer: C

Page Ref: 678

Topic: Franklin Roosevelt and the First New Deal

Skill: Relational

- 13) "The First 100 Days" identifies the
- A) time it took Congress to enact the basic legislation of the First New Deal.
  - B) time between President Roosevelt's election and his inauguration.
  - C) darkest days of the Great Depression.
  - D) time it took for President Roosevelt to figure out what the federal government could do to solve the depression.

Answer: A

Page Ref: 678

Topic: Franklin Roosevelt and the First New Deal

Skill: Factual

- 14) President Roosevelt's "brain trust" advisors did NOT try to persuade him to
- A) enforce the antitrust laws.
  - B) maintain a balanced budget.
  - C) encourage government, labor, and business cooperation.
  - D) adopt a system of centralized national economic planning.

Answer: B

Page Ref: 679

Topic: Franklin Roosevelt and the First New Deal

Skill: Factual

- 15) The major problem of American farmers during the Great Depression was
- A) crop shortages.
  - B) overproduction.
  - C) flooding.
  - D) a lack of electricity.

Answer: B

Page Ref: 679

Topic: Franklin Roosevelt and the First New Deal

Skill: Interpretive

- 16) In 1933, Congress created the Tennessee Valley Authority (TVA) to
- A) subsidize agricultural exports.
  - B) underwrite farm mortgages.
  - C) allow farmers to use their stored crops as collateral for loans.
  - D) generate electricity for rural areas.

Answer: D

Page Ref: 679

Topic: Franklin Roosevelt and the First New Deal

Skill: Factual

- 17) The Agricultural Adjustment Act (AAA) proposed to solve the farm problem by
- A) raising prices by reducing agricultural production.
  - B) increasing farm income by inflating the currency.
  - C) raising farm production by subsidizing farm exports.
  - D) All of the above.

Answer: A

Page Ref: 680

Topic: Franklin Roosevelt and the First New Deal

Skill: Relational

- 18) Who were the chief beneficiaries of the Agricultural Adjustment Act (AAA)?
- A) sharecroppers
  - B) tenant farmers
  - C) farm workers
  - D) large farmers

Answer: D

Page Ref: 680

Topic: Franklin Roosevelt and the First New Deal

Skill: Factual

- 19) The Agricultural Adjustment Act (AAA) was successful in
- A) reducing farm production.
  - B) raising farm income.
  - C) rallying public support for its initial policies.
  - D) keeping all but a few farm families from abandoning farming and moving to cities.

Answer: B

Page Ref: 680

Topic: Franklin Roosevelt and the First New Deal

Skill: Relational

- 20) What was the ultimate goal of the National Recovery Administration (NRA)?
- A) to break up the giant corporations
  - B) to stabilize the economy through government planning
  - C) to lower prices and increase production
  - D) to significantly increase government spending

Answer: B

Page Ref: 680–681

Topic: Franklin Roosevelt and the First New Deal

Skill: Factual

- 21) Reluctantly, President Franklin D. Roosevelt initially tried a "pump priming" approach to industrial recovery through the
- A) Public Works Administration (PWA).
  - B) Works Progress Administration (WPA).
  - C) Federal Housing Authority (FHS).
  - D) Reconstruction Finance Corporation (RFC).

Answer: A

Page Ref: 681

Topic: Franklin Roosevelt and the First New Deal

Skill: Factual

- 22) The most popular New Deal program was the \_\_\_\_\_, but the \_\_\_\_\_ was a public relations disaster.
- A) Civilian Conservation Corps (CCC); Agricultural Adjustment Act (AAA)
  - B) National Industrial Recovery Act (NIRA); Reconstruction Finance Corporation (RFC)
  - C) Agricultural Adjustment Act; National Industrial Recovery Act
  - D) Civilian Conservation Corps; National Industrial Recovery Act

Answer: A

Page Ref: 680–681

Topic: Franklin Roosevelt and the First New Deal

Skill: Relational

- 23) What was the New Deal's largest federal employment program that put people to work in everything from construction to the arts?
- A) Civil Works Administration (CWA)
  - B) Works Progress Administration (WPA)
  - C) Civilian Conservation Corps (CCC)
  - D) Public Works Administration (PWA)

Answer: B

Page Ref: 682–683

Topic: Franklin Roosevelt and the First New Deal

Skill: Factual

- 24) Huey Long attracted a following in the mid-1930s with his
- A) "Share Our Wealth" program.
  - B) radio broadcasts.
  - C) old-age relief plan.
  - D) calls for major public works projects.

Answer: A

Page Ref: 683

Topic: The Second New Deal

Skill: Factual

- 25) The Wagner (National Labor Relations) Act
- A) guaranteed the right of workers to join unions.
  - B) established unemployment insurance.
  - C) called for a workmen's compensation system.
  - D) cracked down on labor unions.

Answer: A

Page Ref: 684

Topic: The Second New Deal

Skill: Factual

- 26) The National Labor Relations (Wagner) Act (NLRA) of 1935 quickly led to the creation of an umbrella organization for the new labor unions in mass production enterprises. This was the
- A) American Federation of Labor (AFL).
  - B) National Labor Union (NLU).
  - C) Industrial Workers of the World (IWW).
  - D) Committee of Industrial Organization (CIO).

Answer: D

Page Ref: 684

Topic: The Second New Deal

Skill: Factual

- 27) The Social Security Act did NOT provide for
- A) aid to dependent children.
  - B) unemployment insurance.
  - C) national health insurance.
  - D) a retirement income based on previous earnings.

Answer: C

Page Ref: 684

Topic: The Second New Deal

Skill: Factual

- 28) The Second New Deal
- A) mounted a significant attack on the concept of private property.
  - B) robbed wealthy Americans of many of their privileges.
  - C) dramatically redistributed wealth in America.
  - D) tried to make American capitalism more humane.

Answer: D

Page Ref: 685

Topic: The Second New Deal

Skill: Relational

29) The Second New Deal did NOT emphasize

- A) wage and price controls.
- B) federal work relief.
- C) labor organization.
- D) social security.

Answer: A

Page Ref: 683–685

Topic: The Second New Deal

Skill: Relational

30) Who was the Republican presidential candidate in 1936?

- A) William Lemke
- B) Alfred Landon
- C) Wendell Willkie
- D) Harry Hopkins

Answer: B

Page Ref: 685

Topic: The Second New Deal

Skill: Factual

31) The "social conscience" of the New Deal was supplied by the compassion of

- A) Father Coughlin.
- B) Henry Morgenthau.
- C) Eleanor Roosevelt.
- D) Harold Ickes.

Answer: C

Page Ref: 685

Topic: The New Deal, Women, and Minority Groups

Skill: Factual

32) Who was the first woman in American history to hold a cabinet office?

- A) Molly Dewson
- B) Frances Perkins
- C) Mary Bethune
- D) Marian Anderson

Answer: B

Page Ref: 685

Topic: The New Deal, Women, and Minority Groups

Skill: Factual

- 33) Although they voted heavily for Franklin D. Roosevelt in 1936, the members of the New Deal coalition that derived the LEAST benefit from the New Deal were
- A) white southerners.
  - B) urban ethnics.
  - C) union members.
  - D) African Americans.

Answer: D

Page Ref: 687

Topic: The New Deal, Women, and Minority Groups

Skill: Factual

- 34) The brightest spot in the New Deal's treatment of ethnic minorities in the 1930s was its
- A) guarantee of equal employment opportunities for all ethnic groups.
  - B) insistence that women executives be hired by any corporation receiving funds from the federal government.
  - C) restoration of Native-American lands to tribal ownership.
  - D) protection of Mexican-American farm workers from popular demands that they be deported.

Answer: C

Page Ref: 688

Topic: The New Deal, Women, and Minority Groups

Skill: Factual

- 35) In the case of *Schechter v. United States*, the Supreme Court ruled that the federal government--through the National Industrial Recovery Act (NIRA)--had overstepped its constitutional authority to
- A) regulate interstate commerce.
  - B) bust the trusts.
  - C) encourage labor organization.
  - D) protect the civil rights of minorities.

Answer: A

Page Ref: 688

Topic: The New Deal in Decline

Skill: Factual

- 36) Which one of the following was NOT damaging to the continuation of the New Deal?
- A) President Roosevelt's plan to increase the number of justices on the Supreme Court
  - B) the Supreme Court's ruling on the constitutionality of the Wagner Act
  - C) federal spending cutbacks in 1937
  - D) President Roosevelt's attempt to "purge" southern Democrats in the 1938 congressional elections

Answer: B

Page Ref: 688–689

Topic: The New Deal in Decline

Skill: Relational

- 37) Perhaps the most far-reaching consequence of the New Deal was that it
- A) convinced most Americans that the federal government was responsible for the health of the nation's economy.
  - B) resulted in the placing of major new Supreme Court and congressional controls on presidential power.
  - C) significantly redistributed the nation's wealth among the various social classes.
  - D) solved the key problem of high levels of unemployment.

Answer: A

Page Ref: 692

Topic: Conclusion

Skill: Relational

- 38) Why did few African Americans receive proper medical care in the 1930s?
- A) they could not afford it
  - B) many white physicians and hospitals refused to treat them
  - C) they were mostly isolated in rural areas
  - D) All of the above.

Answer: D

Page Ref: 674

Topic: The Tuskegee Syphilis Study

Skill: Relational

- 39) The Public Health Service launched an anti-syphilis campaign
- A) during the Spanish–American War.
  - B) during World War I.
  - C) that failed.
  - D) that was opposed by progressive reformers.

Answer: B

Page Ref: 674

Topic: The Tuskegee Syphilis Study

Skill: Factual



- 40) The Tuskegee Study of syphilitic African Americans was
- A) designed to test the effects of penicillin on syphilitic patients.
  - B) based on the assumption that syphilis did not harm blacks as seriously as whites.
  - C) supposed to document the damage of syphilis to African-American males.
  - D) conducted by African-American physicians at Tuskegee Institute.

Answer: C

Page Ref: 674

Topic: The Tuskegee Syphilis Study

Skill: Relational

- 41) The Tuskegee Study of syphilitic African Americans became controversial because it
- A) was conducted in secrecy.
  - B) violated professional standards of experimental medicine.
  - C) was conducted without the approval of the Public Health Service.
  - D) All of the above.

Answer: B

Page Ref: 675

Topic: The Tuskegee Syphilis Study

Skill: Relational

## Essay Questions

- 1) The text authors assert that "the real problem [during the Great Depression] was not tight credit, but the soft demand for goods." Explain how a low level of consumer demand produced a deepening and widening economic depression in America.

Answer: Chronic low wages and layoffs produced low consumer demand. In response, producers cut back production (instead of lowering prices), and laid off more workers. Businesses did not borrow money (not intending to expand production), banks went broke, people lost their savings, and demand dropped even further.

Page Ref:

Topic:

Skill: Explanatory

- 2) Franklin D. Roosevelt was one of the most popular presidents in American history, yet he was fiercely hated by some. Explain why Roosevelt provoked this polarized response by the American people.

Answer: Most people liked Roosevelt's dynamic personality--he was optimistic, confident, and caring. Most people also appreciated his active, experimental effort to help them survive the depression. Those who disliked Roosevelt detested his deficit spending policies, bureaucratic agencies, expansion of presidential (and the federal government's) power. Some thought him a traitor to his class.

Page Ref:

Topic:

Skill: Explanatory

- 3) Describe the key assumptions and legislation of the First New Deal with the Second New Deal. Explain why historians have seen fit to identify two New Deals.

Answer: First New Deal: Behind the AAA, NIRA, WPA, TVA and other legislation lay the assumption that government, labor, industry, the farmers, and other interest groups could cooperate to solve the depression. President Roosevelt saw himself and the federal government as brokers, balancing these conflicting interest groups and priming the pump of recovery.

Second New Deal: The Wagner and Social Security acts were based on the New Dealers' assumption that the earlier, more conservative, legislation was failing and a greater commitment to social welfare was required.

Page Ref:

Topic:

Skill: Explanatory

- 4) The National Industrial Recovery Act (NIRA) and the Agricultural Adjustment Act (AAA) formed the backbone of the First New Deal. Describe the key provisions of these important pieces of legislation.

Answer: NIRA: Representatives of government, labor, and industry drafted codes of competition to lower production and establish price guidelines. Cooperating industries were exempted from anti-trust laws, and labor gained rights to collective bargaining, minimum wages, and maximum hours. The PWA was established to "prime the pump" of economic recovery.

AAA: Large farmers were given domestic allotments or acreage quotas to limit production. They received government subsidies (raised from special taxes on processors) for land they left fallow.

Page Ref:

Topic:

Skill: Descriptive

- 5) Some of the New Deal programs were designed to be "pump priming"--to stimulate the economy through government spending. Identify three such programs and specify how they tried to achieve their goal.

Answer: The PWA, WPA, CWA and other public works construction programs were intended to prime the pump of economic recovery. All were designed to provide jobs (and thus spendable income) to the unemployed. They built hospitals, schools, dams, roads, and other public works.

Page Ref:

Topic:

Skill: Descriptive

- 6) According to the text authors, "the celebration of 'the people' became the New Deal's dominant cultural motif." What evidence would support this assertion?

Answer: The most obvious illustration of "the people" as the dominant cultural motif of the depression is in the work of the WPA. Its Federal Writer's Project and Theater Project celebrated the resilience of the American people through government aided research and production projects. Also, President Franklin D. Roosevelt spoke directly to, and enlisted the support of, "the people" in his numerous "fire-side chats."

Page Ref:

Topic:

Skill: Descriptive

- 7) The text authors conclude that "From a purely economic perspective, the New Deal barely made a dent in the Great Depression . . . [but it] blunted [its] worst effects." Compare and contrast some of the shortcomings and accomplishments of the New Deal.

Answer: The New Deal suffered from poor planning and overcaution. It failed to solve the problem of high unemployment, yet increased the national deficit. On the other hand, the New Deal put many people to work and established a framework for individual economic security that preserved the public's faith in capitalism and democracy.

Page Ref:

Topic:

Skill: Explanatory

- 8) Considering the New Deal as a whole, what groups in America most benefitted from it? What groups benefitted least? Why didn't everyone benefit the same?

Answer: Among the chief beneficiaries were big industries, large farmers, organized labor, the Democratic party, and Native Americans. Those who benefitted least included African Americans, Mexican Americans, small businesses, tenant farmers, farm workers, and sharecroppers.

Page Ref:

Topic:

Skill: Interpretive

- 9) Which three New Deal programs do you think did the most to combat the Great Depression? Describe what these three programs did and justify your choices.

Answer: The most likely candidates would include the public works programs (WPA, PWA, CWA, CCC, etc.), the TVA, the Glass-Steagall Banking Act (with the FDIC), and labor legislation (Section 7a of the NIRA and the Wagner Act).

Page Ref:

Topic:

Skill: Interpretive

- 10) Compare and contrast the criticisms of the New Deal by conservatives and the political left. Which do you agree with, the conservatives, the left, or the New Dealers themselves? Why?

Answer: Conservatives charged President Roosevelt with usurping too much power into the hands of the president and the federal government. They hated the New Deal's deficit spending and its expanding bureaucracy. The left thought the New Deal did not go far enough in redistributing wealth, providing for the needy, or reforming the system.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Henry Wallace

Column 2: Head of the Agricultural  
Adjustment Administration

Answer: Head of the Agricultural Adjustment Administration

Page Ref: 680

Topic:

Skill:

- 2) Column 1: Harry Hopkins

Column 2: Head of the Civil Works  
Administration

Answer: Head of the Civil Works Administration

Page Ref: 681

Topic:

Skill:

- 3) Column 1: Huey Long

Column 2: Proposed a "Share Our  
Wealth" program

Answer: Proposed a "Share Our Wealth" program

Page Ref: 683

Topic:

Skill:

- 4) Column 1: Charles Coughlin

Column 2: "Radio priest" and New Deal  
critic

Answer: "Radio priest" and New Deal critic

Page Ref: 683

Topic:

Skill:

- 5) Column 1: Francis Townsend  
Column 2: Proposed old-age pension plan  
Answer: Proposed old-age pension plan  
Page Ref: 683  
Topic:  
Skill:
- 6) Column 1: Eleanor Roosevelt  
Column 2: Worked to have government agencies employ women and African Americans  
Answer: Worked to have government agencies employ women and African Americans  
Page Ref: 685  
Topic:  
Skill:
- 7) Column 1: Frances Perkins  
Column 2: First female Cabinet appointee  
Answer: First female Cabinet appointee  
Page Ref: 685  
Topic:  
Skill:
- 8) Column 1: Molly Dewson  
Column 2: Director of Women's Division of Democratic Committee  
Answer: Director of Women's Division of Democratic Committee  
Page Ref: 685  
Topic:  
Skill:
- 9) Column 1: Mary McLeod Bethune  
Column 2: African American appointed to advisory committee of the National Youth Administration  
Answer: African American appointed to advisory committee of the National Youth Administration  
Page Ref: 687  
Topic:  
Skill:

## Chapter 25 The End of Isolation: America Faces the World, 1920–1945

### Multiple Choice Questions

- 1) What was the major concern of the Washington Conference that was convened by Secretary of State Charles Evans Hughes in 1921?
- A) freedom of the seas
  - B) naval disarmament
  - C) outlawing war
  - D) American interventions in Latin America

Answer: B

Page Ref: 697

Topic: Diplomacy Between the Wars

Skill: Relational

- 2) What was the agreement the United States signed to outlaw war as an instrument for resolving international disputes?
- A) Four Party Treaty
  - B) Kellogg–Briand Pact
  - C) Dawes Plan
  - D) Good Neighbor Policy

Answer: B

Page Ref: 697

Topic: Diplomacy Between the Wars

Skill: Factual

- 3) During the 1920s and much of the 1930s, American foreign policy concentrated most on improving the United States' relations with
- A) Latin America.
  - B) the Far East.
  - C) western Europe.
  - D) the Soviet Union.

Answer: A

Page Ref: 697

Topic: Diplomacy Between the Wars

Skill: Factual

- 4) Franklin Roosevelt's Good Neighbor Policy was aimed at
- A) Latin America.
  - B) the Soviet Union.
  - C) Western Europe.
  - D) Japan.

Answer: A

Page Ref: 698

Topic: Diplomacy Between the Wars

Skill: Factual

5) The 1930 Clark Memorandum repudiated the

- A) Good Neighbor policy.
- B) Open Door policy.
- C) Roosevelt Corollary.
- D) Monroe Doctrine.

Answer: C

Page Ref: 698

Topic: Diplomacy Between the Wars

Skill: Factual

6) In the mid-1930s, the Nye Committee in Congress investigated

- A) the policy of United States intervention in Latin American nations.
- B) the causes of United States entry into World War I.
- C) the possibility of United States membership in the World Court.
- D) the financial soundness of making loans to Germany so it could meet its reparations payments.

Answer: B

Page Ref: 698

Topic: Diplomacy Between the Wars

Skill: Factual

7) The 1924 Dawes Plan

- A) declared a moratorium on both German reparation and Allied war debt payments.
- B) linked Allied debt payments to Germany's ability to pay reparations.
- C) extended credit to the Allies so they could pay off their war debts.
- D) reduced Germany's reparations bill and provided it with American loans to help it make reparations payments.

Answer: D

Page Ref: 698

Topic: The Coming of World War II

Skill: Relational

8) While in prison, Adolf Hitler laid out his beliefs and vision for Germany in his book,

- A) *Lebensraum*.
- B) *Kristallnacht*.
- C) *Blitzkrieg*.
- D) *Mein Kampf*.

Answer: D

Page Ref: 699

Topic: The Coming of World War II

Skill: Factual

9) An essential element of Adolf Hitler's program was

- A) economic opportunity.
- B) anti-Semitism.
- C) welfare capitalism.
- D) the implementation of communism.

Answer: B

Page Ref: 699

Topic: The Coming of World War II

Skill: Interpretive

10) Elements of fascism include all of the following EXCEPT

- A) one-party government.
- B) government control of business.
- C) communal ownership of property.
- D) restrictions on personal liberty.

Answer: C

Page Ref: 700

Topic: The Coming of World War II

Skill: Interpretive

11) When Japan invaded Manchuria in 1931 and set up a puppet state, President Hoover applied the \_\_\_\_\_, which was a pledge of \_\_\_\_\_.

- A) Five-Power Treaty; non-colonization
- B) Kellogg-Briand Pact; non-aggression
- C) Clark Memorandum; non-intervention
- D) Stimson Doctrine; non-recognition

Answer: D

Page Ref: 700

Topic: The Coming of World War II

Skill: Factual

12) The United States responded to the *Panay* incident in China in 1937 by

- A) imposing economic sanction against Japan.
- B) stationing U.S. warships along the China coast.
- C) sending a sharply worded protest to Tokyo.
- D) calling upon the League of Nations to take punitive action against Japan.

Answer: C

Page Ref: 700

Topic: The Coming of World War II

Skill: Relational



- 13) What was the name of the 1939 agreement in which British and French leaders eagerly accepted Hitler's promise not to seek additional territory in Europe?
- A) Rome-Berlin Axis
  - B) Anti-Comintern Pact
  - C) Non-aggression Treaty
  - D) Munich Pact

Answer: D

Page Ref: 701

Topic: The Coming of World War II

Skill: Factual

- 14) In his first diplomatic initiative as president in 1933, President Franklin D. Roosevelt
- A) urged Congress to pass a series of neutrality laws to protect American shipping.
  - B) reversed President Hoover's Latin American policies.
  - C) spoke of need for the United States to "quarantine" European aggressor nations.
  - D) extended U.S. diplomatic recognition to the Soviet Union.

Answer: D

Page Ref: 701

Topic: The Coming of World War II

Skill: Factual

- 15) The Neutrality Acts passed by Congress between 1935 and 1937 did NOT
- A) prohibit American ships from entering war zones.
  - B) restrict the sale of American arms to any belligerent to a cash-and-carry basis.
  - C) prohibit the arming of American merchant vessels.
  - D) bar American citizens from travelling on belligerent ships.

Answer: B

Page Ref: 701-702

Topic: The Coming of World War II

Skill: Factual

- 16) American isolationists who wanted to keep the United States out of another war were pleased by
- A) the public's response to President Roosevelt's "quarantine speech."
  - B) the provisions of the Neutrality Act of 1939.
  - C) the "destroyers-for-bases" deal.
  - D) President Roosevelt's position on the Selective Service (military draft) Act.

Answer: A

Page Ref: 702

Topic: The Coming of World War II

Skill: Relational

17) World War II began when \_\_\_\_\_ invaded \_\_\_\_\_ .

- A) Germany; Poland
- B) Germany; the Soviet Union
- C) Italy; Ethiopia
- D) Japan; China

Answer: A

Page Ref: 702

Topic: The Coming of World War II

Skill: Relational

18) Between 1935 and 1941, the United States changed its policy on arms sales to Great Britain. In sequence, these policies were:

- A) lend-lease
- B) embargo
- C) cash-and-carry

A) A, C, B

B) B, A, C

C) C, B, A

D) B, C, A

Answer: D

Page Ref: 701, 703-704

Topic: The Coming of World War II

Skill: Relational

19) Hitler's first military defeat in World War II occurred at

- A) Moscow.
- B) Paris.
- C) Warsaw.
- D) Berlin.

Answer: A

Page Ref: 703

Topic: The Coming of World War II

Skill: Factual

- 20) The United States entered World War II when \_\_\_\_\_ attacked \_\_\_\_\_ .
- A) Germany; Poland
  - B) Germany; France
  - C) Japan; Hawaii
  - D) Japan; Indochina

Answer: C

Page Ref: 706–707

Topic: The Coming of World War II

Skill: Relational

- 21) How did President Roosevelt respond to Japan's expansionist policies in East Asia in mid-1941?
- A) He invoked the Stimson Doctrine.
  - B) He imposed economic sanctions on United States–Japanese trade.
  - C) He sent the United States Fleet to Pearl Harbor.
  - D) He formed a tripartite alliance against Japan with the Soviet Union and China.

Answer: B

Page Ref: 706

Topic: The Coming of World War II

Skill: Relational

- 22) The agency charged with managing the American economy during World War II was the
- A) Office of Scientific Research and Development.
  - B) War Production Board.
  - C) War Labor Board.
  - D) Works Progress Administration.

Answer: B

Page Ref: 707

Topic: America Mobilizes for War

Skill: Interpretive

- 23) The federal government encouraged American business to convert to wartime production by
- A) placing big business under government management and control.
  - B) threatening to strictly enforce the nation's anti-trust laws.
  - C) providing guaranteed subsidies to small business firms.
  - D) offering highly profitable war contracts to big business.

Answer: D

Page Ref: 707

Topic: America Mobilizes for War

Skill: Relational

- 24) To combat inflation during World War II, the federal government tried
- A) price controls.
  - B) wage controls.
  - C) raising taxes.
  - D) All of the above.

Answer: D

Page Ref: 708

Topic: America Mobilizes for War

Skill: Relational

- 25) The wartime Smith–Connally Act was a piece of \_\_\_\_\_ legislation.
- A) trust–busting
  - B) anti–union
  - C) anti–inflationary
  - D) liberal

Answer: B

Page Ref: 709

Topic: America Mobilizes for War

Skill: Relational

- 26) What was the most important source of patriotic wartime propaganda in the United States during World War II?
- A) the Hollywood motion picture industry
  - B) the Library of Congress
  - C) the Committee on Public Information
  - D) the War Department

Answer: A

Page Ref: 710

Topic: America Mobilizes for War

Skill: Factual

- 27) During World War II all the following increased EXCEPT the
- A) birth rate.
  - B) marriage rate.
  - C) divorce rate.
  - D) average size of families.

Answer: D

Page Ref: 711

Topic: Social Changes During the War

Skill: Factual

- 28) During World War II, racially discriminatory hiring practices in defense industries were prohibited by
- A) the Smith–Connally Act.
  - B) President Roosevelt's executive order.
  - C) the Supreme Court in the Endo case.
  - D) the War Labor Board.

Answer: B

Page Ref: 712

Topic: Social Changes During the War

Skill: Relational

- 29) The wartime *bracero* program was initiated to
- A) advance the civil rights of Mexican Americans living in the Southwest.
  - B) meet the demand for farm workers in the Southwest.
  - C) remove illegal Mexican immigrants from defense industry employment.
  - D) reduce the level of juvenile delinquency in Southwestern cities.

Answer: B

Page Ref: 713

Topic: Social Changes During the War

Skill: Relational

- 30) The victims of the wartime "zoot suit" riots were mainly
- A) Japanese Americans.
  - B) African Americans.
  - C) Mexican Americans.
  - D) Jews.

Answer: C

Page Ref: 713

Topic: Social Changes During the War

Skill: Factual

- 31) In the case of *Korematsu v. United States* regarding the wartime internment, the Supreme Court held that
- A) Japanese aliens could be legally interred, but that Japanese–American citizens could not.
  - B) Japanese Americans who suffered financial losses due to internment would be compensated by the federal government.
  - C) the War Relocation Authority had no constitutional authority to incarcerate law-abiding citizens.
  - D) national security considerations legally authorized the internment policy.

Answer: D

Page Ref: 715

Topic: Social Changes During the War

Skill: Factual

- 32) Within the wartime Grand Alliance, both the British and the Free French governments pursued the objective of
- A) placing first priority on opening a second front against Germany in France.
  - B) keeping their colonial empires intact.
  - C) the division of postwar Germany into several weak partitions.
  - D) abolishing spheres of influence as a legitimate basis for postwar international diplomacy.

Answer: B

Page Ref: 715

Topic: The War in Europe

Skill: Relational

- 33) Among his postwar objectives, President Franklin D. Roosevelt's top priorities were anti-colonialism and
- A) rebuilding a balance of power in Europe.
  - B) creating world-wide free trade markets.
  - C) reestablishing respect for the major powers' spheres of influence.
  - D) gaining U.S. membership in the League of Nations.

Answer: B

Page Ref: 715

Topic: The War in Europe

Skill: Relational

- 34) In the first year following America's entry into World War II, the \_\_\_\_\_ captured \_\_\_\_\_ .
- A) Japanese; New Zealand
  - B) Japanese; the Philippines
  - C) Germans; Stalingrad
  - D) Germans; the Suez Canal

Answer: B

Page Ref: 716

Topic: The War in Europe

Skill: Factual

35) Arrange the following World War II Allied invasions in the order in which they occurred.

- (A) Italy
- (B) France
- (C) North Africa

- A) C, A, B
- B) A, C, B
- C) C, B, A
- D) B, A, C

Answer: A

Page Ref: 716–717

Topic: The War in Europe

Skill: Relational

36) At the Casablanca conference in 1943, Churchill and Roosevelt agreed to

- A) make the defeat of Japan, rather than Germany, the Allies' first priority.
- B) begin the planned invasion of France within six months.
- C) make peace with the Axis only on the basis of unconditional surrender.
- D) an immediate, full-scale invasion of North Africa.

Answer: C

Page Ref: 716

Topic: The War in Europe

Skill: Factual

37) The code name for the Allied invasion of France in 1944 was Operation

- A) OVERLORD.
- B) TORCH.
- C) HUSKY.
- D) ANVIL.

Answer: A

Page Ref: 716

Topic: The War in Europe

Skill: Factual

38) At the Yalta conference in 1943, Churchill, Roosevelt, and Stalin agreed to

- A) partition Germany into occupation zones.
- B) require Germany to pay heavy war reparations.
- C) allow the Soviet Union to control postwar Poland.
- D) divide Eastern Europe into British and Soviet spheres for the duration of the war.

Answer: A

Page Ref: 718

Topic: The War in Europe

Skill: Factual

39) The most divisive issue at the Yalta Conference was

- A) surrender terms for Germany and Japan.
- B) Russian support for the war in the Pacific.
- C) Eastern Europe.
- D) The formation of the United Nations.

Answer: C

Page Ref: 718

Topic: The War in Europe

Skill: Interpretive

40) The Battle of Midway in the Pacific

- A) established the United States' first B-29 base for launching bombing raids on Japan.
- B) prevented a Japanese attack on Australia.
- C) broke the back of Japanese naval power.
- D) was the United States' first land offensive in the Pacific.

Answer: C

Page Ref: 720

Topic: The War in the Pacific

Skill: Relational

41) The American military strategy in the Pacific during World War II can be described as

- A) *Blitzkrieg*.
- B) divide and conquer.
- C) "island hopping."
- D) guerrilla warfare.

Answer: C

Page Ref: 720

Topic: The War in the Pacific

Skill: Factual

42) Personally, President Truman

- A) believed the atomic bomb should first be demonstrated to the Japanese before it was actually used to bomb Japanese cities.
- B) did not believe the atomic bomb would be enough to force the surrender of the Japanese.
- C) did not think the atomic bomb was necessary since an invasion of Japan was already planned and the Japanese had already sent out peace feelers.
- D) was unaware of the plan to build an atomic bomb until after he was sworn in as president.

Answer: D

Page Ref: 724

Topic: The War in the Pacific

Skill: Relational



43) What was the code name for the top secret program to build an atomic bomb during World War II?

- A) Operation OVERLORD
- B) Manhattan Project
- C) Project OLYMPIC
- D) Atoms for Peace

Answer: B

Page Ref: 724

Topic: Hiroshima and Nagasaki

Skill: Factual

44) President Truman decided to use the atomic bomb on Japan

- A) after rejecting advice to demonstrate the power of the bomb at a neutral site.
- B) because he was convinced it would save American lives.
- C) as a way of gaining diplomatic leverage against the Soviet Union.
- D) All of the above.

Answer: D

Page Ref: 725

Topic: The War in the Pacific

Skill: Relational

45) America's Pacific war plan, DOWNFALL, called for

- A) an American invasion of the Japanese home islands.
- B) using the atomic bomb to hasten the surrender of Japan.
- C) ending the Pacific War before the Soviet Union declared war on and invaded Japan.
- D) All of the above.

Answer: A

Page Ref: 722

Topic: Hiroshima and Nagasaki

Skill: Factual

46) At the end of World War II, final resistance ended in Japan immediately after

- A) the news of Hiroshima's atomic bombing reached Tokyo.
- B) Emperor Hirohito resigned.
- C) Japanese war minister Korechika committed suicide.
- D) the Soviet Union declared war on Japan.

Answer: C

Page Ref: 723

Topic: Hiroshima and Nagasaki

Skill: Relational

## Essay Questions

- 1) It is commonplace that domestic politics influences American foreign policy. Illustrate this by showing how domestic considerations influenced major foreign policy decisions between 1920 and 1940. Consider especially the Good Neighbor Policy, recognition of the Soviet Union, and the Neutrality Acts.

Answer: Both presidents Hoover and Roosevelt believed friendlier relations with Latin American nations would open more doors to American trade as well as reduce tensions in the hemisphere as the European world geared for war. New opportunities for trade in a time of depression also lay behind Roosevelt's recognition of the Soviet Union in 1933. Disillusionment with World War I and the distractions of the depression help explain the Neutrality Acts and the prevailing isolationist mood of most Americans in the decades between the wars.

Page Ref:

Topic:

Skill: Descriptive

- 2) The text authors observe that "Japan negotiated with the United States throughout 1941. Instead of compromising, however, the United States asked Japan to withdraw immediately from Indochina and China." Why was the United States unwilling to compromise with Japan to avoid war?

Answer: Japan was demanding that the United States abandon Chiang Kai-shek, the anticommunist nationalist in China. Hull would not surrender the forty year Open Door Policy Japan was asking the United States to abandon. He saw that as a betrayal of a friend in the Far East and feared that it would be seen by others as an "appeasement" of Japanese aggression.

Page Ref:

Topic:

Skill: Explanatory

- 3) Assess the impact of World War II on America's domestic economy. Consider corporations, labor, farmers, and consumers.

Answer: Corporations: high profits, cost-plus contracts, retooling loans, subsidies for construction, support for research and development, suspension of anti-trust prosecutions, government favors big business over small for war contracts. Labor: union membership grows, unemployment disappears, high wages, long hours, strikes provoke public opinion backlash and anti-labor legislation. Agriculture: government sets high prices, large farms boom. Consumer: rising incomes, high prices, shortages, rationing.

Page Ref:

Topic:

Skill: Interpretive

- 4) The text authors point out that during World War II American politics witnessed "a resurgence of conservatism both in Congress and in the country at large." Why? Give examples of this new conservatism in action.

Answer: The resurgence of conservatism was a continuation of the conservative turn that began in President Roosevelt's second term and was driven in Congress by the conservative coalition made up of Republicans and Southern Democrats. It was manifested in the anti-labor Smith-Connally Act and in Congress's refusal to refund the CCC, WPA, and NYA.

Page Ref:

Topic:

Skill: Explanatory

- 5) Describe the most significant changes World War II made in the lives of African Americans and American women.

Answer: Consider:

African Americans: mobility; economic opportunities; military service; rural to urban adjustments; discrimination and riots.

Women: jobs; military service; higher marriage and birth rates; disruption of family and home; higher status.

Page Ref:

Topic:

Skill: Descriptive

- 6) The text authors conclude that coordinating the war effort within the British-American-Soviet Grand Alliance was difficult since "each Ally had a separate agenda." Describe in what ways British, American, and Soviet wartime and postwar objectives were at odds with each other.

Answer: The British (and French) wanted to keep their empire, the United States was anti-colonial. Britain wanted to police a balance of power in Europe, the United States opposed spheres of influence and balance of power diplomacy, and the Soviet Union wanted to dominate Eastern Europe. The Soviets wanted to expand their influence and ideology, both Britain and the United States were anticommunist. The Soviets wanted to guard their security by dismembering Germany and imposing harsh reparations, the British and United States saw a controlled Germany as an important bulwark against Soviet expansion.

Page Ref:

Topic:

Skill: Descriptive

- 7) Why, when the United States had been attacked by Japan, and Britain was threatened by the possibility of a German invasion, did the Allied strategists decide to first commit American troops in North Africa? Assess the wisdom of this strategy as you see it.

Answer: When the United States joined the war, President Roosevelt and Prime Minister Churchill agreed on a Europe first strategy. American interests required a secure Britain and friendly Atlantic sea lanes, both of which the Axis threatened. Churchill convinced Roosevelt that the Germans were too strong in France to invade at the time, but that Axis power in Europe could be attacked from the "soft underbelly" of the Mediterranean. North Africa needed to be secured as a launching base for this invasion of southern Europe.

Page Ref:

Topic:

Skill: Interpretive

- 8) What were the major issues on the postwar settlement that emerged from the wartime conferences of the Grand Alliance? Which of these were the most controversial? Why?

Answer: The most controversial issues involved decisions on Eastern Europe (especially Poland), reparations from Germany, and the partitioning of Germany into occupation zones. The status of European colonies after the war generated some controversy as well. There was general agreement on the founding of a postwar United Nations organization.

Page Ref:

Topic:

Skill: Explanatory

- 9) Imagine yourself alive during World War II. How would you have responded to the news that your government was intending to intern thousands of American citizens in "relocation centers"? Explain the reasons for your reaction.

Answer: One would want to know why? Who in particular is involved, and how many? What is a "relocation center" and where are they? The rationale would determine if they (Japanese-Americans) were a threat to the national security (apparently not), and if legal procedures had been followed (the Supreme Court later sanctioned the policy, but the United States Congress later apologized).

Page Ref:

Topic:

Skill: Interpretive

- 10) Place yourself in President Truman's position in August, 1945. Would you have ordered the use of the atomic bomb on Hiroshima? On Nagasaki? Explain your answer in each case.

Answer: The argument for bombing Hiroshima was that it would end the war sooner, save lives, justify the expense of the bomb, gain revenge for Pearl Harbor, and warn the Soviets about postwar power relationships. The argument against using the bomb was that it was not needed (Japan was already on the verge of surrender), that a warning and/or demonstration would suffice (and was morally required), and that its use would assure a postwar arms race. The bombing of Nagasaki was a response to Japan's failure to surrender after Hiroshima, although some say the Japanese had not been given adequate time.

Page Ref:

Topic:

Skill: Interpretive

### Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Cordell Hull

Column 2: Franklin Roosevelt's Secretary  
of State

Answer: Franklin Roosevelt's Secretary of State

Page Ref: 698

Topic:

Skill:

- 2) Column 1: Adolf Hitler

Column 2: Sought *Lebensraum* for  
Germany

Answer: Sought *Lebensraum* for Germany

Page Ref: 698

Topic:

Skill:

- 3) Column 1: Benito Mussolini

Column 2: Fascist dictator of Italy

Answer: Fascist dictator of Italy

Page Ref: 700

Topic:

Skill:

- 4) Column 1: Winston Churchill  
Column 2: British prime minister during  
World War II  
Answer: British prime minister during World War II  
Page Ref: 702  
Topic:  
Skill:
- 5) Column 1: Charles DeGaulle  
Column 2: Leader of French  
government-in-exile during  
World War II  
Answer: Leader of French government-in-exile during World War II  
Page Ref: 715  
Topic:  
Skill:
- 6) Column 1: Joseph Stalin  
Column 2: Soviet premier known for  
violent purges of political  
enemies  
Answer: Soviet premier known for violent purges of political enemies  
Page Ref: 715  
Topic:  
Skill:
- 7) Column 1: George S. Patton  
Column 2: American general victorious in  
the Battle of the Bulge  
Answer: American general victorious in the Battle of the Bulge  
Page Ref: 718  
Topic:  
Skill:
- 8) Column 1: Enrico Fermi  
Column 2: Scientist who built the first  
nuclear reactor  
Answer: Scientist who built the first nuclear reactor  
Page Ref: 724  
Topic:  
Skill:

## Chapter 26 Waging Peace and War

### Multiple Choice Questions

- 1) In 1950, former New Dealer Alger Hiss was convicted of
- A) perjury.
  - B) being a communist.
  - C) espionage.
  - D) destroying government documents.

Answer: A

Page Ref: 733

Topic: Introduction

Skill: Factual

- 2) Soviet Premier Joseph Stalin's postwar diplomatic style was NOT particularly
- A) suspicious.
  - B) irrational.
  - C) self-interested.
  - D) ruthless.

Answer: B

Page Ref: 733

Topic: Containing the Russian Bear

Skill: Factual

- 3) At the end of World War II, Eastern Europe was liberated from Nazi control by the
- A) United States Army.
  - B) British Army.
  - C) Soviet Red Army.
  - D) Polish underground.

Answer: C

Page Ref: 734

Topic: Containing the Russian Bear

Skill: Factual

- 4) In 1945, President Truman cut off economic aid to the Soviet Union when Joseph Stalin refused to accept American demands for free elections in
- A) Poland.
  - B) Iran.
  - C) Greece.
  - D) Austria.

Answer: A

Page Ref: 734

Topic: Containing the Russian Bear

Skill: Factual

- 5) It might be said that the Cold War was declared in early 1946 when \_\_\_\_\_ announced that "from Stettin on the Baltic to Trieste in the Adriatic, an iron curtain has descended across the [European] continent."
- A) Winston Churchill
  - B) Dean Acheson
  - C) Harry S. Truman
  - D) Franklin D. Roosevelt

Answer: A

Page Ref: 736

Topic: Containing the Russian Bear

Skill: Factual

- 6) American and Soviet Cold War attitudes were hardened by all of the following EXCEPT
- A) President Truman's get-tough talk.
  - B) America's belief that Stalin was more concerned with the Soviet Union's security than with its expansion.
  - C) American foreign policy makers' tendency to equate Stalin with Hitler.
  - D) the exaggerated anti-Soviet views of Truman's postwar advisors.

Answer: B

Page Ref: 736

Topic: Containing the Russian Bear

Skill: Relational

- 7) The Truman Doctrine was announced in response to a British plea to have the United States provide aid to anticommunist forces in
- A) Iran and Iraq.
  - B) Afghanistan and Pakistan.
  - C) Greece and Turkey.
  - D) Poland and Hungary.

Answer: C

Page Ref: 737

Topic: Containing the Russian Bear

Skill: Relational

- 8) The Truman Doctrine
- A) was later described by Churchill as "the most unsordid act in history."
  - B) was a specific policy addressed to a specific set of circumstances.
  - C) formed the framework for a universal postwar American foreign policy.
  - D) reversed America's traditional policy of extending diplomatic recognition to de facto governments.

Answer: C

Page Ref: 737

Topic: Containing the Russian Bear

Skill: Relational



- 9) The Marshall Plan was designed to do all the following EXCEPT
- A) build stable Western European markets for American-made goods.
  - B) check Soviet expansion into Western Europe.
  - C) halt the growth of communism in Western Europe.
  - D) foster nationalistic economic policies in Western Europe.

Answer: D

Page Ref: 737

Topic: Containing the Russian Bear

Skill: Relational

- 10) Arrange these Cold War events in the order in which they occurred.

- A) announcement of the Truman Doctrine
- B) formation of NATO
- C) announcement of the Marshall Plan

A) B, A, C

B) A, C, B

C) C, B, A

D) A, B, C

Answer: B

Page Ref: 737-739

Topic: The Containment Policy

Skill: Relational

- 11) Who was the author of America's Cold War foreign policy that was designed to restrain Soviet expansion?

- A) Dean Acheson
- B) George Kennan
- C) Walter Lippmann
- D) George Marshall

Answer: B

Page Ref: 738

Topic: The Containment Policy

Skill: Factual

- 12) The author of America's containment doctrine based his views on all the following assumptions EXCEPT that
- A) the Soviets were more interested in their territorial security than in its expansion.
  - B) held in check, Soviet communism could be brought to decay within the Soviet Union.
  - C) to win the Cold War, the United States would have to adopt the doctrine of limited war.
  - D) the Soviet threat was essentially military in nature and had to be met by consistent application of military counterforce.

Answer: D

Page Ref: 738

Topic: The Containment Policy

Skill: Relational

- 13) America's postwar containment policy was essentially \_\_\_\_\_ strategy.
- A) an aggressive
  - B) a neutral
  - C) a defensive
  - D) an unworkable

Answer: C

Page Ref: 739

Topic: The Containment Policy

Skill: Relational

- 14) What was the issue that divided the United States and the Soviet Union and provoked a crisis in Berlin in 1948?
- A) the postwar partition of Germany
  - B) reindustrialization of Germany
  - C) construction of the Berlin Wall
  - D) unification of the French, British, and U.S. sectors of Berlin

Answer: B

Page Ref: 739

Topic: The Containment Policy

Skill: Factual

- 15) The North Atlantic Treaty Organization (NATO) was formed in 1949 as
- A) an international economic aid organization.
  - B) a forerunner to the European Common Market.
  - C) the western nations' response to the Soviet's creation of the Warsaw Pact.
  - D) a multinational mutual defense alliance.

Answer: D

Page Ref: 739

Topic: The Containment Policy

Skill: Factual

- 16) In response to criticism from Republicans and the China Lobby who blamed him for "losing" China, President Truman
- A) began to question the wisdom of the containment policy.
  - B) fired Secretary of State Dean Acheson.
  - C) sent a scolding note to Stalin blaming the Soviet Union for the "fall of China."
  - D) refused to extend American diplomatic recognition to the new Communist government in China.

Answer: D

Page Ref: 740

Topic: The Containment Policy

Skill: Relational

- 17) The critical Cold War document titled National Security Council Paper Number 68 (NSC-68)
- A) replaced the Truman Doctrine as the basis of American anti-Soviet strategy.
  - B) criticized the Truman administration's containment policy.
  - C) advocated a massive build-up of America's military strength.
  - D) warned President Truman of North Korea's plan to invade South Korea.

Answer: C

Page Ref: 741

Topic: The Containment Policy

Skill: Factual

- 18) Arrange these Cold War events in the order in which they occurred.

- A) Berlin Airlift
- B) beginning of the Korean War
- C) "fall of China"

A) B, C, A

B) A, B, C

C) C, A, B

D) A, C, B

Answer: D

Page Ref: 739-740, 742

Topic: The Containment Policy

Skill: Relational

- 19) The best evidence indicates that the idea and timing of North Korea's attack on South Korea was the responsibility of
- A) Soviet Premier Joseph Stalin.
  - B) North Korea's President Kim Il Sung.
  - C) Red China's Premier Mao Zedung.
  - D) Nationalist China's President Jiang Jieshi.

Answer: B

Page Ref: 742

Topic: The Containment Policy

Skill: Factual

- 20) The use of American troops to halt North Korea's attack on South Korea was sanctioned by
- A) the United states' membership in NATO.
  - B) the United Nations Security Council's condemnation of North Korea as an aggressor nation.
  - C) the U.S. Congress's declaration of war against North Korea.
  - D) All of the above.

Answer: B

Page Ref: 742

Topic: The Containment Policy

Skill: Factual

- 21) The Korean War was a "limited war" in that
- A) President Truman pledged support for South Korea without consulting Congress.
  - B) the original objective of the war was to push the North Koreans back to where the attack on South Korea had originally begun.
  - C) the United States was the only United Nations country to send troops to help South Korea.
  - D) the war was incompatible with America's professed containment policy.

Answer: B

Page Ref: 743

Topic: The Containment Policy

Skill: Relational

- 22) Why was General Douglas MacArthur dismissed from command in Korea?
- A) He failed to successfully implement his bold plan for the Inchon landing.
  - B) He misinformed President Truman about the possibility of Chinese intervention into the Korean War.
  - C) He publicly disagreed with President Truman's stated war objective.
  - D) He refused to move his troops north of the 38th parallel in accordance with President Truman's "liberation" objective.

Answer: C

Page Ref: 744

Topic: The Containment Policy

Skill: Relational

- 23) To deal with the economic conversion process at the end of World War II, Congress
- A) created the Council of Economic Advisors to manage fluctuations in the economy.
  - B) extended the authority of the wartime Office of Price Administration for three years.
  - C) continued wage and price controls initiated during the war.
  - D) guaranteed the employment of wartime women workers.

Answer: A

Page Ref: 744

Topic: The Cold War at Home

Skill: Relational

- 24) Which one of the following was a major economic problem in the United States at the end of World War II?
- A) unemployment
  - B) overproduction
  - C) depression
  - D) inflation

Answer: D

Page Ref: 745

Topic: The Cold War at Home

Skill: Factual

- 25) The 1946 Taft-Hartley Act
- A) was vetoed by President Truman.
  - B) signaled the end of the political resurgence of conservatism in American politics.
  - C) gave a major boost to labor unionization.
  - D) finally ended wage and price controls.

Answer: A

Page Ref: 745

Topic: The Cold War at Home

Skill: Factual

26) Match the 1948 presidential candidate with his party affiliation.

- |                   |                |
|-------------------|----------------|
| A. Thomas Dewey   | 1. Dixicrat    |
| B. Henry Wallace  | 2. Republican  |
| C. Strom Thurmond | 3. Libertarian |
|                   | 4. Progressive |

- A) A-2, B-1, C-3
- B) A-3, B-1, C-4
- C) A-1, B-3, C-2
- D) A-2, B-4, C-1

Answer: D

Page Ref: 745

Topic: The Cold War at Home

Skill: Factual

27) Because it detected "creeping socialism" in President Truman's 1949 Fair Deal program, of the following, Congress passed only

- A) federal aid to education.
- B) a higher minimum wage.
- C) a national health insurance program.
- D) civil rights legislation.

Answer: B

Page Ref: 746

Topic: The Cold War at Home

Skill: Relational

28) As evidence that many who were "soft on Communism" were active in Truman's administration, Republicans referred to all of the following EXCEPT

- A) the "fall of China."
- B) the Soviet detonation of an atomic bomb.
- C) the Alger Hiss case.
- D) President Truman's response to North Korea's attack on South Korea.

Answer: D

Page Ref: 747

Topic: The Cold War at Home

Skill: Relational

- 29) Stung by anticommunist critics, in 1947 President Truman issued an executive order that authorized the FBI to
- A) dismiss communist sympathizers from the State Department.
  - B) investigate all government employees.
  - C) arrest former communists.
  - D) conduct U.S. espionage operations abroad.

Answer: B

Page Ref: 747

Topic: The Cold War at Home

Skill: Factual

- 30) Senator Joseph McCarthy's anticommunist tirade began when he charged that there were Communists in high positions in the \_\_\_\_\_, and it ended when he charged there were Communists in high places in the \_\_\_\_\_.
- A) State Department; Army
  - B) Defense Department; Army
  - C) Senate; Supreme Court
  - D) Army; State Department

Answer: A

Page Ref: 747-748

Topic: The Cold War at Home

Skill: Relational

- 31) The "paranoid style" in American politics was reflected in the
- A) HUAC investigations.
  - B) Army-McCarthy hearings.
  - C) Federal Employee Loyalty Program.
  - D) All of the above.

Answer: D

Page Ref: 747-749

Topic: The Paranoid Style

Skill: Relational

- 32) Those who are drawn to the "paranoid style" in American politics see the shaping of world events as the work of
- A) complex international relationships.
  - B) menacing conspiracies.
  - C) uncontrollable fate.
  - D) unusual leaders of great stature.

Answer: B

Page Ref: 749

Topic: The Paranoid Style

Skill: Factual

- 33) Along with the evils of communism, postwar American movies emphasized the theme of
- A) social protest.
  - B) juvenile delinquency.
  - C) personal alienation.
  - D) women's liberation.

Answer: B

Page Ref: 752

Topic: The Paranoid Style

Skill: Factual

- 34) The Kefauver Committee's hearings
- A) were the first to be nationally televised.
  - B) sought to discover the causes of the high postwar crime rate.
  - C) investigated the power of organized crime in America.
  - D) exposed the domestic political threat posed by Communism.

Answer: C

Page Ref: 750

Topic: The Kefauver Crime Committee

Skill: Factual

- 35) The Kefauver Committee's investigations did NOT
- A) heighten public awareness of political corruption.
  - B) produce effective new crime fighting legislation.
  - C) lead to the defeat of proposals to legalize gambling in several states.
  - D) claim organized crime in America was rooted in centralized ethnic conspiracy operating on a national scale.

Answer: B

Page Ref: 750-751

Topic: The Kefauver Crime Committee

Skill: Relational



## Essay Questions

- 1) What were the key issues that divided the Soviet Union and the United States at the end of World War II? Describe the origins of the controversy over these issues and the outcome of the controversy in each case.

Answer: Poland's freedom was the issue that began World War II; postwar Poland was dominated by the Soviet Union. The Soviets, against the wishes of their wartime allies, intended to punish postwar Germany; Germany was divided between East and West. The United States wanted democratic governments in Eastern Europe, the Soviets wanted friendly governments; the Soviets established hegemony there. The United States secretly developed the A-bomb during the war, the Soviets wanted the United States to destroy its bombs at the end of the war; the Soviets and Americans engaged in a postwar arms race.

Page Ref:

Topic:

Skill: Descriptive

- 2) The text authors say that "both [Truman and Stalin] knew exactly what they wanted, and what they wanted guaranteed future conflicts." Describe what it was that each of these two postwar leaders wanted, and explain why conflict between them was "guaranteed."

Answer: Truman wanted U.S. access to world markets and the success of democratic (or at least anticommunist) governments in free nations. Stalin wanted to guarantee the security of the Soviet Union. Conflicts were inevitable because the Soviets defined their security as having friendly governments on their borders. Thus, free nations and democratic governments were incompatible with the Soviet Union's definition of its own security. At the same time, communist governments with their closed markets were incompatible with the United States's definition of its security.

Page Ref:

Topic:

Skill: Explanatory

- 3) Identify the basic assumptions of the containment policy. Describe how the Truman Doctrine, Marshall Plan, and NATO reflect these assumptions.

Answer: The containment doctrine assumed the Soviet Union was aggressively antidemocratic and anticapitalist. But it also assumed that Soviet expansion could occur only if the West showed weakness, so the United States had to adopt a policy to prevent any expansion of Soviet territory or communist influence. The Truman Doctrine, Marshall Plan, and NATO were economic and military aid policies designed to check Soviet expansion and to remove the internal sources of communist insurrection.

Page Ref:

Topic:

Skill: Descriptive

- 4) The text authors describe the Truman Doctrine as "international idealism" and the Marshall Plan as "economic realism." Explain the meaning of these definitions in the context of the emerging Cold War with the Soviet Union.

Answer: The Truman Doctrine exhibited "international idealism" by pledging U.S. support for "free peoples" who were resisting "subjugation" by communist insurrection or invasion. It placed the United States in the posture of world savior. The Marshall Plan exhibited "economic realism" by helping rebuild the capitalist economies of Western Europe as a way of undercutting the growth of Communism there, and as a way of creating markets for U.S. exports.

Page Ref:

Topic:

Skill: Explanatory

- 5) Define the "paranoid style" in American politics and foreign policy. Evaluate each of the following as an expression of that style: The containment policy, NSC-68, McCarthyism.

Answer: The "paranoid style" alleges that grand conspiracies are at work, that malevolent forces work behind the scenes to control events. The containment policy assumed the threat of Soviet expansion, NSC-68 defined the U.S.-Soviet struggle as a zero-sum game where any communist gain was necessarily a loss for the free world, and McCarthyism was grounded in the belief that the evil forces of Communism had infiltrated the U.S. government, where they were gaining the capability of destroying the American way of life.

Page Ref:

Topic:

Skill: Interpretive

- 6) Consider the priorities of President Truman and General MacArthur in the Korean War. Define the strategy of each. Which is the sounder strategy in your mind? Why? Would you have fired MacArthur as President Truman did? Why?

Answer: President Truman's original objective in Korea was to contain North Korea--push its forces back out of South Korea, then reestablish the 38th parallel as the border between the two Koreas. He temporarily abandoned that objective in favor of General MacArthur's "liberation" strategy to free North Korea from its Communist dictator and unify the two Korea's under a democratic government. Truman abandoned the "liberation" strategy when the Chinese Communists entered the war, and fired MacArthur when the general publicly criticized his commander-in-chief's readoption of the containment strategy.

Page Ref:

Topic:

Skill: Interpretive

- 7) Explain why, as after World War I, Congress and the public turned against organized labor in America. Cite some specific anti-labor actions following World War II.

Answer: Postwar strikes turned public opinion against organized labor. President Truman fed the antilabor sentiment when he threatened to draft striking railroad workers and have the army operate the coal mines. Congress passed the antilabor Taft-Hartley Act.

Page Ref:

Topic:

Skill: Explanatory

- 8) The text authors claim that some foreign policy experts believed that when President Truman constructed the various elements of the containment policy, "his scare tactics did more harm than good." Explain what they mean. Do you agree or disagree with this view? Why?

Answer: The harm done by Truman's scare tactics was to oversensitize Americans to the threat of Communism, and to create such an atmosphere of fear and anxiety that it triggered the "paranoid style" in American politics. Truman's oversimplified version of a world of good and evil, us against them, made diplomatic solutions and compromise more difficult.

Page Ref:

Topic:

Skill: Interpretive

- 9) The text authors conclude that "during the late 1940s and 1950s juvenile delinquency was not on the upswing." Explain why, then, there was such a great to-do about the moral decline of America's youth in these years.

Answer: The concern over juvenile delinquency was an aspect of the "paranoid style." That is, Americans became used to seeing evil influences where there were none, and adolescent rebelliousness was thought to be a manifestation of dark forces at work in American society — probably associated with Communism, or at least with those who were "soft on Communism." The ordinary disrespect for authority and disorderly tendencies of adolescent life took on more menacing qualities to postwar Americans who were extraordinarily anxious about the nation's capability of meeting the communist threat.

Page Ref:

Topic:

Skill: Explanatory

- 10) Explain why, as after World War I, there was a "Red Scare" in America following World War II—McCarthyism. Do you think this anti-Communism was rational? Exaggerated? Necessary? Explain.

Answer: America experienced a "Red Scare" after World War II because the "paranoid style" in American politics made Americans vulnerable to arguments that the nation's security was threatened by dark and malevolent forces working to destroy American values and society. Americans saw Communism as an internal conspiracy as well as an external threat. Rumors and revelations of communist subversive activity coupled with government loyalty programs and an extreme anticommunist foreign policy all fed the public's anxiety over their lost sense of security.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Whittaker Chambers

Column 2: Former Communist agent who  
accused Alger Hiss of  
espionage

Answer: Former Communist agent who accused Alger Hiss of espionage

Page Ref: 731

Topic:

Skill:

- 2) Column 1: Alger Hiss

Column 2: State Department official  
accused of espionage

Answer: State Department official accused of espionage

Page Ref: 732

Topic:

Skill:

- 3) Column 1: Mao Zedong

Column 2: Chinese Communist leader

Answer: Chinese Communist leader

Page Ref: 740

Topic:

Skill:

- 4) Column 1: Jiang Jieshi

Column 2: Nationalist Chinese leader

Answer: Nationalist Chinese leader

Page Ref: 740

Topic:

Skill:

- 5) Column 1: Douglas MacArthur

Column 2: American general fired for  
insubordination during the  
Korean War

Answer: American general fired for insubordination during the Korean War

Page Ref: 743

Topic:

Skill:

- 6) Column 1: Julius and Ethel Rosenberg  
Column 2: Accused of passing atomic secrets to Soviet Union during World War II

Answer: Accused of passing atomic secrets to Soviet Union during World War II

Page Ref: 746

Topic:

Skill:

- 7) Column 1: Joseph McCarthy  
Column 2: Leader of anti-Communist crusade in 1950s

Answer: Leader of anti-Communist crusade in 1950s

Page Ref: 747

Topic:

Skill:

## Chapter 27 Ike's America

### Multiple Choice Questions

- 1) When Eisenhower was elected president in 1952, Americans were LEAST concerned with
- A) ending the Korean War.
  - B) allegations that communists held high positions in the executive branch.
  - C) evidence of political corruption in high levels of government.
  - D) racial discrimination and the segregation of African Americans.

Answer: D

Page Ref: 759

Topic: Quiet Changes

Skill: Factual

- 2) What was one of President Eisenhower's most recognized characteristics?
- A) ability to organize and manage effectively
  - B) dynamic and charismatic personality
  - C) enthusiasm for heading an activist and reforming administration
  - D) directness and clarity when dealing with the press

Answer: A

Page Ref: 760

Topic: Quiet Changes

Skill: Factual

- 3) When he ran for president in 1952, Dwight D. Eisenhower presented himself as a
- A) conservative isolationist.
  - B) conservative internationalist.
  - C) liberal internationalist.
  - D) liberal isolationist.

Answer: B

Page Ref: 760

Topic: Quiet Changes

Skill: Factual

- 4) In his two terms as president, Eisenhower focused on all the following EXCEPT
- A) U.S.-Soviet relations.
  - B) civil rights reforms.
  - C) economic prosperity.
  - D) balancing the federal budget.

Answer: B

Page Ref: 760

Topic: Quiet Changes

Skill: Relational

5) Labeling his politics "modern Republicanism," President Eisenhower wanted to \_\_\_\_\_ federal spending and \_\_\_\_\_ the New Deal's social legislation.

- A) cut; repeal
- B) cut; retain
- C) increase; retain
- D) increase; expand

Answer: B

Page Ref: 760

Topic: Quiet Changes

Skill: Factual

6) In the 1950s, all of the following rose EXCEPT

- A) prices.
- B) family income.
- C) the minimum wage.
- D) the rate of employment.

Answer: A

Page Ref: 760

Topic: Quiet Changes

Skill: Factual

7) The most significant piece of domestic legislation in the 1950s initiated the

- A) NASA space program.
- B) construction of the interstate highway system.
- C) civil rights movement.
- D) AMTRAK national railway system.

Answer: B

Page Ref: 761

Topic: Quiet Changes

Skill: Factual

8) Of the following, which were major beneficiaries of the National System of Interstate and Defense Highways Act?

- A) the nation's inner cities
- B) suburban shopping malls
- C) urban mass transit systems
- D) old, very young, poor, and handicapped people

Answer: B

Page Ref: 761

Topic: Quiet Changes

Skill: Factual

9) When he became President Eisenhower's Secretary of State, John Foster Dulles was notable for his

- A) flexibility.
- B) excessive moralism.
- C) lack of experience in foreign affairs.
- D) good humor.

Answer: B

Page Ref: 763

Topic: Quiet Changes

Skill: Factual

10) Unlike John Foster Dulles, President Eisenhower

- A) was a committed internationalist.
- B) was willing to consider the use of nuclear weapons.
- C) believed the United States should shoulder the burdens of protector of the free world.
- D) was cautious in his use of Cold War rhetoric.

Answer: D

Page Ref: 763

Topic: Quiet Changes

Skill: Relational

11) On foreign policy matters, President Eisenhower and John Foster Dulles acted in accordance with the policy of

- A) appeasement.
- B) "roll back."
- C) liberation.
- D) containment.

Answer: D

Page Ref: 763

Topic: Quiet Changes

Skill: Factual

12) The "New Look" in President Eisenhower's foreign policy emphasized America's advantages in

- A) conventional weapons and fire power.
- B) counterinsurgency and nonconventional warfare.
- C) nuclear weapons and air power.
- D) naval strength and overseas bases.

Answer: C

Page Ref: 763

Topic: Quiet Changes

Skill: Factual



- 13) President Eisenhower's "New Look" foreign policy reduced
- A) the use of Central Intelligence Agency (CIA) covert operations.
  - B) the nation's dependence on foreign alliances.
  - C) defense spending.
  - D) All of the above.

Answer: C

Page Ref: 763

Topic: Quiet Changes

Skill: Factual

- 14) In 1955, Cold War tensions moved noticeably toward "peaceful coexistence" when the Soviet Union ended its military occupation of
- A) Austria.
  - B) Poland.
  - C) Germany.
  - D) Hungary.

Answer: A

Page Ref: 764

Topic: Quiet Changes

Skill: Relational

- 15) In 1956, the Soviet Red Army moved to end a student-worker revolt in Hungary because its leader threatened to
- A) overthrow the Stalinist government there.
  - B) withdraw Hungary from the Warsaw Pact.
  - C) provoke an anticommunist revolution in neighboring Poland.
  - D) provoke a direct confrontation between the Soviet Union and the United States.

Answer: B

Page Ref: 764

Topic: Quiet Changes

Skill: Relational

- 16) The Suez Crisis in 1956 produced a sharp policy disagreement between \_\_\_\_\_ on the one hand, and \_\_\_\_\_ on the other.
- A) Great Britain, France, and Israel; the United States
  - B) Great Britain, France, and the United States; Israel
  - C) the United States; the Soviet Union
  - D) the United States and the Soviet Union; Egypt

Answer: A

Page Ref: 765

Topic: Quiet Changes

Skill: Relational

- 17) The Soviet Union's launching of the satellite "Sputnik"
- A) demonstrated the Soviets' military superiority over the United States.
  - B) demonstrated the Soviets' technological superiority over the United States.
  - C) caused Congress to increase appropriations for higher education in the United States.
  - D) All of the above.

Answer: C

Page Ref: 767

Topic: Quiet Changes

Skill: Relational

- 18) During the 1950s, President Eisenhower used the Central Intelligence Agency (CIA) to overthrow anti-American governments in
- A) Cuba and Laos.
  - B) Iran and Guatemala.
  - C) Nicaragua and Lebanon.
  - D) Austria and Honduras.

Answer: B

Page Ref: 767

Topic: Quiet Changes

Skill: Factual

- 19) The 1960 planned summit meeting between President Eisenhower and Soviet Premier Nikita Khrushchev was canceled in the aftermath of the
- A) U-2 Incident.
  - B) Suez Crisis.
  - C) Hungarian Revolt.
  - D) Cuban Revolution.

Answer: A

Page Ref: 767-768

Topic: Quiet Changes

Skill: Relational

- 20) When he left office, President Eisenhower warned Americans about the potential danger of
- A) the United States becoming identified with unpopular, undemocratic, and intolerant right-wing regimes.
  - B) trying to overthrow Fidel Castro's communist government in Cuba.
  - C) negotiating a nuclear disarmament treaty with the Soviet Union.
  - D) the growing alliance between business and government in the United States.

Answer: D

Page Ref: 768

Topic: Quiet Changes

Skill: Factual

- 21) When Dwight D. Eisenhower became president in 1953,
- A) most states had Jim Crow laws to regulate contact between the races.
  - B) segregation of the races was a nationwide practice.
  - C) although they were segregated, black and white schools had basically equal funding and facilities.
  - D) even the armed forces of the United States were racially segregated.

Answer: B

Page Ref: 768

Topic: We Shall Overcome

Skill: Factual

- 22) Which one of the following was an early Supreme Court case that ruled that housing restrictions that were intended to keep African Americans out of "all white" neighborhoods were legally unenforceable?
- A) *Missouri ex rel Gaines* (1938)
  - B) *Sweatt v. Painter* (1950)
  - C) *Shelley v. Kraemer* (1948)
  - D) *McLaurin v. Board of Regents* (1950)

Answer: C

Page Ref: 768

Topic: We Shall Overcome

Skill: Factual

- 23) The Supreme Court's decision in the *Brown v. Board of Education* (1954) school desegregation case was fundamentally based on the assumption that
- A) segregated schools were unequally funded by the states.
  - B) intellectual challenges in segregated schools were unequal.
  - C) segregated schools were psychologically damaging to African-American children.
  - D) segregated schools violated the precedent established in *Plessy v. Ferguson*.

Answer: C

Page Ref: 772

Topic: We Shall Overcome

Skill: Relational

- 24) On the issue of civil rights, President Eisenhower
- A) believed the Supreme Court's ruling in *Brown v. Board of Education* was a mistake.
  - B) moved aggressively to compel local and state authorities to begin school desegregation.
  - C) saw the guarantee of racial equality in America as a great moral obligation.
  - D) refused to enforce the *Brown v. Board of Education* decision.

Answer: A

Page Ref: 772

Topic: We Shall Overcome

Skill: Factual

- 25) When the effort to desegregate Little Rock's Central High School became violent, President Eisenhower
- A) publicly scolded Arkansas's Governor Orval Faubus and condemned southern racism.
  - B) nationalized the Arkansas National Guard and sent federal paratroopers to maintain order.
  - C) stood by and allowed state and local authorities to restore order.
  - D) appealed to the Supreme Court to reverse its decision in *Brown v. Board of Education*.

Answer: B

Page Ref: 773

Topic: We Shall Overcome

Skill: Factual

- 26) In Montgomery, Alabama, in 1955, African Americans actively protested the tradition of segregation in that city by
- A) staging "sit in" demonstrations at local lunch counters.
  - B) refusing to send their children to segregated schools.
  - C) organizing an African-American boycott of the city's bus service.
  - D) organizing a rent strike in the African-American ghetto's housing projects.

Answer: C

Page Ref: 773-774

Topic: We Shall Overcome

Skill: Relational

- 27) Martin Luther King, Jr.'s approach to the problems of African Americans was that they should
- A) submit to white supremacy for the time being.
  - B) organize local vigilante groups to respond to white violence.
  - C) advocate "Black Power" and refuse to cooperate with white liberals.
  - D) protest discrimination by nonviolent, direct action.

Answer: D

Page Ref: 774

Topic: We Shall Overcome

Skill: Factual

- 28) The most common television situation comedies of the 1950s usually depicted a
- A) black, blue-collar family that lived in the city.
  - B) white, blue-collar family that was trying to move to the suburbs.
  - C) white, white-collar family that lived in the suburbs.
  - D) black, white-collar family that was trying to move to the suburbs.

Answer: C

Page Ref: 774

Topic: The Sounds of Change

Skill: Relational

- 29) Why did Americans move to the suburbs after World War II?
- A) urban real estate was expensive
  - B) their jobs were moving to the suburbs
  - C) housing was abundant and relatively inexpensive in the suburbs
  - D) All of the above.

Answer: D

Page Ref: 774

Topic: The Sounds of Change

Skill: Factual

- 30) What was the most popular role model for women in the 1950s?
- A) mother and housewife
  - B) ambitious business executive
  - C) doctor or lawyer
  - D) active feminist

Answer: A

Page Ref: 775

Topic: The Sounds of Change

Skill: Factual

- 31) In America in the 1950s, all of the following were true EXCEPT
- A) the birth rate increased.
  - B) the television image of white suburban families was a misleading stereotype.
  - C) women married younger than their mothers had.
  - D) women had children earlier in life than their mothers had.

Answer: B

Page Ref: 775

Topic: The Sounds of Change

Skill: Factual

- 32) The 1950s is usually portrayed as a decade marked by all the following EXCEPT
- A) bland conformity.
  - B) materialistic consumerism.
  - C) sharp social conflict.
  - D) complacent confidence.

Answer: C

Page Ref: 775–776

Topic: The Sounds of Change

Skill: Relational

- 33) Early rock-and-roll was largely the product of combining
- A) rhythm-and-blues with pop music.
  - B) rhythm-and-blues with country music.
  - C) folk music with jazz.
  - D) gospel music with country music.

Answer: B

Page Ref: 777

Topic: The Sounds of Change

Skill: Factual

- 34) During the 1950s, in the recording industry, "covering" referred to
- A) designing appealing album covers to help sell records.
  - B) rewriting songs that were originally recorded by black artists, then having them rerecorded by white performers.
  - C) substituting relatively unknown performers when big-name acts failed to appear at concerts.
  - D) making certain that all artists who expressed an interest in recording a song had an opportunity to do so.

Answer: B

Page Ref: 778

Topic: The Sounds of Change

Skill: Factual

- 35) Of the following, the Beat Generation most admired
- A) traditional family life.
  - B) political activism.
  - C) material acquisition.
  - D) spontaneity and intuition.

Answer: D

Page Ref: 778-779

Topic: The Sounds of Change

Skill: Relational

- 36) The Beat Generation's leading poet was \_\_\_\_\_, while \_\_\_\_\_ was the Beat's leading novelist.
- A) Allen Ginsberg; Jack Kerouac
  - B) David Riesman; Benjamin Spock
  - C) Betty Friedan; James Baldwin
  - D) Kurt Vonnegut; Ken Kesey

Answer: A

Page Ref: 779

Topic: The Sounds of Change

Skill: Factual

37) In the "hidden hand leadership" of his presidency, who made the important decisions in the Eisenhower administration?

- A) Chief-of-Staff Sherman Adams
- B) Secretary of State John Foster Dulles
- C) A and B together
- D) Eisenhower himself

Answer: D

Page Ref: 779

Topic: Conclusion

Skill: Relational

38) In 1956, the usual white stereotype of African-American athletes was that they were unusually

- A) self-disciplined.
- B) ambitious.
- C) physically gifted.
- D) competitive.

Answer: C

Page Ref: 770

Topic: Integration in Sports

Skill: Factual

39) Jackie Robinson

- A) catered to the white stereotype of black athletes.
- B) hit a home run in his first time at bat in organized baseball.
- C) ended segregation in organized baseball.
- D) All of the above.

Answer: C

Page Ref: 770

Topic: Integration in Sports

Skill: Factual

## Essay Questions

- 1) President Eisenhower said he was "conservative when it comes to money matters and liberal when it comes to human beings." What did he mean by that? Give some specific examples of his conservatism on money matters and liberalism on human beings. Did his actions at anytime contradict this description of himself? When? Explain.

Answer: Eisenhower wanted to cut the federal budget and he did so by slashing defense spending. But, most of the liberal New Deal programs still in existence survived, and a major new public works program (National System of Interstate and Defense Highways Act) was initiated. Eisenhower's weak leadership on the civil rights issue raises some question about his being "liberal when it comes to human beings."

Page Ref:

Topic:

Skill: Explanatory

- 2) Critics of the National System of Interstate and Defense Highways Act said that it would "alter the culture and landscape of America." Cite some specific ways that the interstate highways have had an impact on American life.

Answer: Consider: decline of inner cities; decline of urban mass transit; decline of national railroad network; rise of suburban shopping malls; increasing importance of the automobile; increasing dependence on petroleum products.

Page Ref:

Topic:

Skill: Descriptive

- 3) What was new about President Eisenhower's "New Look" in American foreign policy in the 1950s? Compare and contrast it with President Truman's containment policy.

Answer: The "New Look" reduced the military budget, placed greater reliance on nuclear weaponry and the air force, and adopted a "massive retaliation" military strategy. The "New Look" continued the containment policy, but without the expensive commitment to send men and weapons to all corners of the world to contain Communism.

Page Ref:

Topic:

Skill: Explanatory

- 4) The text authors claim that the Soviet launching of the space satellite Sputnik "forced Americans to question themselves and their own values." What specific values came under reexamination? What action was taken as a consequence of this reassessment?

Answer: Americans reexamined their educational curriculum, their funding and support for technological research, and their commitment to consumerism. This resulted in a new emphasis on science education (National Defense Education Act) and the beginning of the space race.

Page Ref:

Topic:

Skill: Descriptive

- 5) According to the text authors, in the 1950s, "the United States became identified with unpopular, undemocratic, and intolerant right-wing regimes" in the Third World. Why?

Answer: In the 1950s, Americans generally defined world peace as the absence of communism and the existence of order. A foreign policy based on that view accepted right-wing dictatorships because they were at the same time anticommunist and capable of maintaining order.

Page Ref:

Topic:

Skill: Explanatory



- 6) In the landmark *Brown v. Board of Education* decision in 1954, the Supreme Court ruled that segregated schooling was "inherently unequal." Do you agree? Summarize the Supreme Court's argument and compare it with your own views.

Answer: The Court argued that segregated schools inevitably left African-American students with psychological damage--a sense of their own inferiority. Given this outcome, said the Court, education in segregated schools was "inherently unequal."

Page Ref:

Topic:

Skill: Interpretive

- 7) The text authors accuse local, state, and national authorities of "a failure of leadership" in implementing the Supreme Court's decision in *Brown v. Board of Education*. What evidence demonstrates the truth of this accusation?

Answer: Consider: President Eisenhower believed the decision was a mistake and generally did not comment on its implementation. This likely emboldened southern resistance to implementing the decision. The result was a series of direct confrontations such as the one that occurred at Central High School in Little Rock, Arkansas.

Page Ref:

Topic:

Skill: Descriptive

- 8) Imagine yourself in America in the 1950s. What would have been your *actions* in response to the *Brown v. Board of Education* decision? Why would you have acted in this way?

Answer: One's actions would likely range from celebrating the end of constitutionally sanctioned segregation to taking to the streets to protest the Court's decision. Opponents of the decision made every effort, including the use of violence, to keep African Americans from enrolling in previously all-white schools.

Page Ref:

Topic:

Skill: Interpretive

- 9) Assess the early civil rights movement's tactic of nonviolent civil disobedience. Is that form of protest acceptable to you? Why? Was it the best action for African Americans to take in the 1950? Why?

Answer: Nonviolent civil disobedience was likely the best means available for civil rights advocates in the 1950s. It enabled them to use the growing power of television to project the hate and violence of racism into northern and middle class homes. Scenes of nonviolent civil rights workers becoming victims of unmerited violence by white racists evoked sympathy and demands for justice from an ever growing number of Americans and their political leaders.

Page Ref:

Topic:

Skill: Interpretive

- 10) Pretend you are a typical white middle-class teenager in the late 1950s. What is going on in your life? What do you like to do? What do you worry about? What is your view of national and world events? Who are your heroes? Why?

Answer: In the 1950s, the lives of middle class teenagers focused on cars, dating, and rock and roll music. They probably expected to go to college, enter a profession, and make a better living (be able to afford more consumer goods) than their parents. World events were peripheral, although teenagers were aware that "the bomb" could destroy the world. Rock and roll performers, television personalities, and sports figures were likely to be the teenagers' heroes.

Page Ref:

Topic:

Skill: Interpretive

### Matching Question

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: John Foster Dulles

Column 2: America Secretary of State  
who favored "roll back" of  
Communism

Answer: America Secretary of State who favored "roll back" of Communism

Page Ref: 763

Topic:

Skill:

- 2) Column 1: Nikita Khrushchev

Column 2: Successor to Joseph Stalin as  
Soviet premier

Answer: Successor to Joseph Stalin as Soviet premier

Page Ref: 764

Topic:

Skill:

- 3) Column 1: Gamal Abdel Nasser

Column 2: Egyptian president who  
sparked Suez Crisis of 1956

Answer: Egyptian president who sparked Suez Crisis of 1956

Page Ref: 765

Topic:

Skill:

- 4) Column 1: Fidel Castro  
Column 2: Leader of Cuban revolution  
Answer: Leader of Cuban revolution  
Page Ref: 767  
Topic:  
Skill:
- 5) Column 1: William Levitt  
Column 2: Developer of suburban homes  
after World War II  
Answer: Developer of suburban homes after World War II  
Page Ref: 768  
Topic:  
Skill:
- 6) Column 1: Francis Gary Powers  
Column 2: American pilot shot down  
over Soviet Union  
Answer: American pilot shot down over Soviet Union  
Page Ref: 768  
Topic:  
Skill:
- 7) Column 1: Jackie Robinson  
Column 2: Baseball player who broke the  
color barrier in major league  
baseball  
Answer: Baseball player who broke the color barrier in major league baseball  
Page Ref: 770  
Topic:  
Skill:
- 8) Column 1: Earl Warren  
Column 2: Author of *Brown v. Board of  
Education* decision  
Answer: Author of *Brown v. Board of Education* decision  
Page Ref: 772  
Topic:  
Skill:

- 9) Column 1: Orval Faubus  
Column 2: Arkansas governor opposed to desegregation efforts  
Answer: Arkansas governor opposed to desegregation efforts  
Page Ref: 773  
Topic:  
Skill:
- 10) Column 1: Rosa Parks  
Column 2: Catalyst of Montgomery Bus Boycott  
Answer: Catalyst of Montgomery Bus Boycott  
Page Ref: 773  
Topic:  
Skill:
- 11) Column 1: Martin Luther King, Jr.  
Column 2: Civil rights leader who oversaw Montgomery Bus Boycott  
Answer: Civil rights leader who oversaw Montgomery Bus Boycott  
Page Ref: 774  
Topic:  
Skill:
- 12) Column 1: Elvis Presley  
Column 2: Rock and roll pioneer  
Answer: Rock and roll pioneer  
Page Ref: 777  
Topic:  
Skill:
- 13) Column 1: Allen Ginsberg  
Column 2: Beat poet; author of "Howl"  
Answer: Beat poet; author of "Howl"  
Page Ref: 779  
Topic:  
Skill:

## Chapter 28 Vietnam and the Crisis of Authority

### Multiple Choice Questions

1) In Vietnamese culture, which of the following was most admired?

- A) patience
- B) great wealth
- C) intellectual freedom
- D) modern technology

Answer: A

Page Ref: 784

Topic: Introduction

Skill: Factual

2) To which one of the following did Vietnamese culture attach the greatest value?

- A) individualism
- B) materialism
- C) social harmony
- D) competition

Answer: C

Page Ref: 784

Topic: Introduction

Skill: Factual

3) In John F. Kennedy's presidential campaign, his \_\_\_\_\_ was NOT considered a handicap.

- A) religion
- B) personal appearance
- C) political record
- D) age

Answer: B

Page Ref: 785

Topic: The Illusion of Greatness

Skill: Relational

4) What may well have provided John F. Kennedy's margin of victory over Richard Nixon in the 1960 Presidential Election was Kennedy's

- A) view of the situation in Vietnam.
- B) strong anticommunist position.
- C) performance in the campaign's televised debates.
- D) greater experience in the conduct of foreign policy.

Answer: C

Page Ref: 786

Topic: The Illusion of Greatness

Skill: Relational

- 5) Among President Kennedy's primary qualities was his
- A) impressive public speaking ability.
  - B) masterful conduct of American foreign policy.
  - C) ability to work well and persuasively with Congress.
  - D) firm commitment to liberal reforms.

Answer: A

Page Ref: 786

Topic: The Illusion of Greatness

Skill: Factual

- 6) President Kennedy's domestic agenda in 1961 did NOT include new legislation to guarantee
- A) federal aid to education.
  - B) federal funds for public housing.
  - C) increased Social Security benefits.
  - D) voting rights for African Americans.

Answer: D

Page Ref: 786–787

Topic: The Illusion of Greatness

Skill: Factual

- 7) Through the first half of his term, President Kennedy's primary interest was
- A) civil rights.
  - B) foreign affairs.
  - C) domestic reforms.
  - D) balancing the budget.

Answer: B

Page Ref: 787

Topic: The Illusion of Greatness

Skill: Factual

- 8) Which one of the following was NOT true of the CIA plan to overthrow Cuba's government in 1961?
- A) It included an attempt to assassinate Fidel Castro.
  - B) It entailed the United States training and transporting Cuban exiles to invade Cuba.
  - C) It ultimately strengthened Castro's position in Cuba.
  - D) It was one of the best kept secrets of the Cold War.

Answer: D

Page Ref: 787–788

Topic: The Illusion of Greatness

Skill: Relational

- 9) The Bay of Pigs invasion of 1961 resulted in
- A) a strengthening of Fidel Castro's power in Cuba.
  - B) a Cold War victory for President Kennedy.
  - C) the removal of Soviet missiles from Cuba.
  - D) the removal of Fidel Castro from Cuba.

Answer: A

Page Ref: 788

Topic: The Illusion of Greatness

Skill: Interpretive

- 10) When the Soviet Union began to install intermediate range ballistic missiles (IRBMs) in Cuba, President Kennedy threatened
- A) to invade Cuba at the Bay of Pigs.
  - B) to quarantine Cuba by not allowing missile-carrying Soviet ships into Cuban waters.
  - C) to place American intermediate range ballistic missiles (IRBMs) in Turkey.
  - D) to destroy the missile sites with surgical air strikes from bases in Florida.

Answer: B

Page Ref: 788

Topic: The Illusion of Greatness

Skill: Relational

- 11) When the Soviet Union withdrew its missiles from Cuba in 1962, President Kennedy agreed
- A) to remove all trade barriers against Cuban imports into the United States.
  - B) to extend diplomatic recognition to Castro's government in Cuba.
  - C) not to try to overthrow Castro's government by invading Cuba.
  - D) to attend a summit meeting with Premier Khrushchev to discuss nuclear disarmament.

Answer: C

Page Ref: 788

Topic: The Illusion of Greatness

Skill: Relational

- 12) Before America's involvement there, in its long history, Vietnam had been invaded and occupied by all of the following EXCEPT the
- A) Chinese.
  - B) Germans.
  - C) French.
  - D) Japanese.

Answer: B

Page Ref: 788

Topic: Vietnam: America's Longest War

Skill: Factual

13) Who was the leader of Vietnamese nationalism at the end of World War II?

- A) Nguyen Cao Ky
- B) Ngo Dinh Diem
- C) Nguyen Van Thieu
- D) Ho Chi Minh

Answer: D

Page Ref: 789

Topic: Vietnam: America's Longest War

Skill: Factual

14) President Truman's view of Vietnamese independence between 1945 and 1953 was based on his commitment to

- A) anticommunism.
- B) anticolonialism.
- C) national self-determination.
- D) European imperialism.

Answer: A

Page Ref: 789

Topic: Vietnam: America's Longest War

Skill: Relational

15) During the siege at Dien Bien Phu in 1954, \_\_\_\_\_ encouraged President Eisenhower to give military aid to that beleaguered base.

- A) Great Britain
- B) France
- C) Congress
- D) All of the above.

Answer: B

Page Ref: 789

Topic: Vietnam: America's Longest War

Skill: Factual

16) The countries involved in the 1954 Geneva Conference agreed that

- A) North and South Vietnam should be reunified by popular elections.
- B) North and South Vietnam should be two permanently independent nations.
- C) the United States should provide military aid to South Vietnam.
- D) North and South Vietnam should become United Nations protectorates.

Answer: A

Page Ref: 789

Topic: Vietnam: America's Longest War

Skill: Factual



- 17) Ngo Dinh Diem, whom President Eisenhower recognized as the leader of the independent government of South Vietnam, was NOT
- A) a Catholic.
  - B) an anti-Communist.
  - C) a Vietnamese nationalist.
  - D) a democrat.

Answer: D

Page Ref: 789

Topic: Vietnam: America's Longest War

Skill: Factual

- 18) When he became president in 1961, John F. Kennedy did NOT believe that
- A) if Vietnam fell to Communism, so too would all of Southeast Asia.
  - B) the communist government in North Vietnam was a puppet regime of the Soviet Union and Red China.
  - C) Vietnam should be a proving ground of the containment doctrine.
  - D) the United States should strive for a negotiated compromise in Vietnam.

Answer: D

Page Ref: 790

Topic: Vietnam: America's Longest War

Skill: Relational

- 19) President Kennedy's military policy placed much more stress on \_\_\_\_\_ than had President Eisenhower's military policy, and was labeled \_\_\_\_\_.
- A) counterinsurgency; "flexible response"
  - B) nuclear weapons; "massive retaliation"
  - C) naval strength; "search and destroy"
  - D) negotiations; "peaceful coexistence"

Answer: A

Page Ref: 790

Topic: Vietnam: America's Longest War

Skill: Relational

- 20) Who was the South Vietnamese president who was deposed by an American-backed coup in Saigon in 1963?
- A) Ho Chi Minh
  - B) Ngo Dinh Diem
  - C) Nguyen Van Thieu
  - D) Nguyen Cao Ky

Answer: B

Page Ref: 791

Topic: Vietnam: America's Longest War

Skill: Factual

- 21) When he became president, Lyndon Johnson did NOT have
- A) much experience in domestic legislative issues.
  - B) strong opinions on domestic legislative issues.
  - C) much experience in foreign affairs.
  - D) strong opinions on foreign affairs.

Answer: C

Page Ref: 791

Topic: Vietnam: America's Longest War

Skill: Factual

- 22) In the 1964 presidential election, Lyndon Johnson promised he would
- A) seek a negotiated settlement of the Vietnam War.
  - B) use conventional nuclear weapons to win the Vietnam War.
  - C) send American combat troops to Vietnam.
  - D) not lose the war in Vietnam.

Answer: D

Page Ref: 792

Topic: Vietnam: America's Longest War

Skill: Factual

- 23) The Gulf of Tonkin Resolution passed by Congress in 1964,
- A) committed the United States to deploy its own combat troops in Vietnam.
  - B) called up the reserves and National Guard for duty in Vietnam.
  - C) gave President Johnson broad authority to conduct military operations in Vietnam.
  - D) obligated the United States to support the Diem government in South Vietnam.

Answer: C

Page Ref: 792

Topic: Vietnam: America's Longest War

Skill: Relational

- 24) Immediately following the Vietcong attack on Pleiku in 1965, President Johnson ordered
- A) American air raids into North Vietnam.
  - B) American combat troops to South Vietnam.
  - C) United States naval vessels to blockade the North Vietnamese coast.
  - D) All of the above.

Answer: A

Page Ref: 793

Topic: Vietnam: America's Longest War

Skill: Relational

- 25) The American bombing of North Vietnam led to
- A) a weakening commitment to the war by the North Vietnam government.
  - B) more successful U.S. counterinsurgency campaigns in South Vietnam.
  - C) the introduction of United States combat troops into South Vietnam.
  - D) declining morale among the North Vietnamese people.

Answer: C

Page Ref: 793

Topic: Vietnam: America's Longest War

Skill: Relational

- 26) The 1968 Tet Offensive in South Vietnam resulted in all the following EXCEPT a
- A) boost to Vietcong recruiting of South Vietnamese civilians.
  - B) major turning point in the Vietnam War.
  - C) psychological victory for the North Vietnamese.
  - D) tactical military victory for the United States.

Answer: A

Page Ref: 794–795

Topic: Vietnam: America's Longest War

Skill: Factual

- 27) Lyndon Johnson's approach to Vietnam called for
- A) the maximum use of American military power.
  - B) a slow, steady escalation that would force the Communists to ask for peace.
  - C) a naval blockade of North Vietnam.
  - D) escalation of the war to neighboring Laos and Cambodia.

Answer: B

Page Ref: 795

Topic: Vietnam: America's Longest War

Skill: Interpretive

- 28) President Johnson's administration changed its objective in Vietnam from victory to withdrawal in response to the
- A) Vietcong attack on Pleiku.
  - B) Battle of Khe Sanh.
  - C) Tet Offensive.
  - D) My Lai massacre.

Answer: C

Page Ref: 795

Topic: Vietnam: America's Longest War

Skill: Relational

29) In the Spring of 1968, President Johnson ended America's policy of \_\_\_\_\_ in the war in Vietnam.

- A) retaliatory bombing raids
- B) "search and destroy" missions
- C) Vietnamization
- D) escalating the level of involvement

Answer: D

Page Ref: 795

Topic: Vietnam: America's Longest War

Skill: Factual

30) Student protesters of the Vietnam War

- A) had no coherent anti-war ideology.
- B) believed the Vietnam War was both unjust and immoral.
- C) were predominantly from white, upper middle-class families.
- D) All of the above.

Answer: D

Page Ref: 796

Topic: Vietnam: America's Longest War

Skill: Factual

31) George Wallace's constituency in the 1968 campaign for the presidency included

- A) anti-war students.
- B) African Americans.
- C) working-class, white Americans.
- D) liberal intellectuals.

Answer: C

Page Ref: 799

Topic: Vietnam: America's Longest War

Skill: Factual

32) During the 1968 Presidential Campaign, Richard Nixon promised to

- A) halt the air raids over North Vietnam.
- B) withdraw American combat forces from South Vietnam.
- C) seek an honorable conclusion to the Vietnam War.
- D) continue the Kennedy-Johnson policies in Vietnam.

Answer: C

Page Ref: 799

Topic: The Tortuous Path Toward Peace

Skill: Factual

- 33) When he was elected president in 1968, Richard Nixon was NOT known as
- A) a hard worker.
  - B) an extrovert.
  - C) a perfectionist.
  - D) a man of action.

Answer: B

Page Ref: 799

Topic: The Tortuous Path Toward Peace

Skill: Factual

- 34) Who was President Nixon's closest advisor on foreign policy?
- A) personal aid H. R. Haldeman
  - B) Secretary of State William Rogers
  - C) Vice President Spiro Agnew
  - D) National Security Advisor Henry Kissinger

Answer: D

Page Ref: 800

Topic: The Tortuous Path Toward Peace

Skill: Factual

- 35) The Nixon Doctrine called for
- A) the commitment of American troops in all wars against Communism.
  - B) American isolationism.
  - C) free trade agreements.
  - D) material aid to allies engaged in anti-Communist struggles.

Answer: D

Page Ref: 800

Topic: The Tortuous Path Toward Peace

Skill: Factual

- 36) President Nixon's Vietnamization policy focused on gradually withdrawing American \_\_\_\_\_ from South Vietnam.
- A) war materials
  - B) combat troops
  - C) military advisers
  - D) air support

Answer: B

Page Ref: 800

Topic: The Tortuous Path Toward Peace

Skill: Factual

- 37) President Nixon's strategy in Vietnam kept the \_\_\_\_\_ a secret from the American public.
- A) Vietnamization Policy
  - B) American bombing of Cambodia
  - C) joint American--South Vietnamese incursion into Cambodia
  - D) Nixon Doctrine

Answer: B

Page Ref: 801

Topic: The Tortuous Path Toward Peace

Skill: Factual

- 38) Four students were killed at Kent State University when Ohio National Guardsmen fired on a peaceful demonstration against the
- A) Cambodian incursion.
  - B) My Lai Massacre.
  - C) Vietnamization of the war.
  - D) Nixon Doctrine.

Answer: A

Page Ref: 801

Topic: The Tortuous Path Toward Peace

Skill: Relational

- 39) Fundamentally, the success of President Nixon's Vietnamization Policy depended on
- A) improving the combat capability of the South Vietnamese Army.
  - B) escalating America's air war over North Vietnam.
  - C) lengthening the war until the Vietcong tired of fighting.
  - D) driving the Vietcong from their sanctuaries in Cambodia.

Answer: A

Page Ref: 801

Topic: The Tortuous Path Toward Peace

Skill: Relational

- 40) "Ping-Pong diplomacy" refers to American relations with
- A) China.
  - B) the Soviet Union.
  - C) Vietnam.
  - D) Japan.

Answer: A

Page Ref: 803

Topic: The Tortuous Path Toward Peace

Skill: Factual

- 41) The Strategic Arms Limitation Treaty of 1972 (SALT I)
- A) ended the nuclear arms race between the United States and the Soviet Union.
  - B) placed limits on intercontinental ballistic missiles (ICBM).
  - C) outlawed above-ground nuclear tests.
  - D) called for the destruction of nuclear stockpiles in the Soviet Union.

Answer: B

Page Ref: 803

Topic: The Tortuous Path Toward Peace

Skill: Factual

- 42) Operation LINEBACKER II was the code name for the
- A) withdrawal of United States troops from South Vietnam between 1968 and 1973.
  - B) United States--South Vietnamese military incursion into Cambodia in 1970.
  - C) American bombing of North Vietnam during Christmas, 1972.
  - D) peace negotiations in Paris between the United States and North Vietnam between 1968 and 1973.

Answer: C

Page Ref: 803-804

Topic: The Tortuous Path Toward Peace

Skill: Factual

- 43) The War Powers Act intended to increase the influence of \_\_\_\_\_ in the conduct of American foreign policy.
- A) the Joint Chiefs of Staff
  - B) Congress
  - C) the President
  - D) the National Security Council

Answer: B

Page Ref: 809

Topic: Conclusion

Skill: Factual

- 44) U.S. soldiers in Charlie Company at My Lai in 1968 were
- A) trying to observe the rules of military engagement as best as they could under the circumstances.
  - B) trapped, and had to shoot their way to safety.
  - C) engaged in their first action in the field in Vietnam.
  - D) motivated by a strongly felt need for revenge.

Answer: D

Page Ref: 806

Topic: The Human Toll of Combat: My Lai and the Question of War Ethics

Skill: Relational

- 45) The only soldier convicted of wrong-doing for what happened at My Lai in 1968 was
- A) Captain Ernest Medina.
  - B) Lieutenant William Calley.
  - C) Captain Hugh Thompson.
  - D) Colonel Oran Henderson.

Answer: B

Page Ref: 807

Topic: The Human Toll of Combat: My Lai and the Question of War Ethics

Skill: Factual

## Essay Questions

- 1) Do you agree with the text authors that the attraction of voters to Kennedy because of "the [television] debate . . . proved to be the margin of victory [in 1960]," and that Kennedy's speeches "emphasized style over substance?" Why?

Answer: There is little doubt that Kennedy gained from his personal attractiveness and speaking style and that these were highlighted on television. Post-debate polls indicate that Kennedy gained voter support from these television appearances. Whether substantive or not, Kennedy's speaking style often stirred his listeners and inspired many to make commitments they might otherwise never have made.

Page Ref:

Topic:

Skill: Interpretive

- 2) Describe the sequence of events during the Cuban Missile Crisis of 1962. What were President Kennedy's objectives? What means did he use to achieve them? What were the chief consequences of the crisis?

Answer: Sequence: Soviets begin placing IRBMs in Cuba, the missiles are detected by U-2 overflights, President Kennedy appears on television to warn the public of the danger, Kennedy quarantines Cuba, negotiations ensue, Soviet missile-bearing ships turn around, the crisis is resolved. Kennedy's objective was to get the missiles out of Cuba. The President used the threat of thermonuclear war, then accepted a compromise to resolve the crisis. The Missile Crisis resulted in the removal of the IRBMs from Cuba, removal of U.S. missiles from Turkey, and an American promise not to depose Castro.

Page Ref:

Topic:

Skill: Descriptive



- 3) Given America's traditional commitment to national self-determination, explain why the United States decided to support France's effort to reestablish its control of Vietnam between 1945 and 1954. What American strategic objectives were served by the recolonization of Vietnam?

Answer: The United States faced a dilemma--its policy was anticolonialism and anticommunism. But, in Vietnam, the leader of Vietnamese nationalism was a communist--Ho Chi Minh. U.S. policy was determined by the need to court the friendship of France as an ally against Soviet expansionism in Europe. Thus, as a matter of priority, the United States acceded to France's effort to recolonize Vietnam.

Page Ref:

Topic:

Skill: Explanatory

- 4) Explain why the United States backed the unpopular South Vietnamese government of Ngo Dinh Diem from 1955 to 1963. Why did the United States endorse and cooperate in the coup that overthrew Diem's government?

Answer: The United States supported Diem because he was an anticommunist Vietnamese nationalist, and he appeared to be the man with the potential of building (with U.S. help) an independent, noncommunist South Vietnam. The United States endorsed the coup against Diem because, by 1963, his leadership had lost credibility, his government was corrupt, and South Vietnam seemed to be losing "the hearts and minds" of its people to the Vietcong.

Page Ref:

Topic:

Skill: Explanatory

- 5) Describe the fundamental Cold War beliefs and commitments held by presidents Kennedy and Johnson that compelled them to involve the United States in a war in Vietnam.

Answer: Kennedy and Johnson saw themselves as merely keeping the commitments to South Vietnam made by their predecessors. Both were Cold Warriors who believed in monolithic communism and the domino theory, and they believed America's "credibility" as the leader of the free world was at stake in Vietnam. Both feared the domestic political consequences of "losing" Vietnam to Communism.

Page Ref:

Topic:

Skill: Descriptive

- 6) The text authors observe that President Johnson "did not want a formal declaration of war" against North Vietnam. Why not? What is the significance of the Gulf of Tonkin Resolution as a "substitute" for a declaration of war?

Answer: Johnson did not want a declaration of war because he thought it would frighten the public unnecessarily and erode support for his domestic "Great Society" programs. With the open-ended Gulf of Tonkin Resolution, he could conduct war in Vietnam without Congressional interference. This was another building-block in constructing the "imperial presidency."

Page Ref:

Topic:

Skill: Explanatory

- 7) The text authors suggest that President Johnson's "problem" with the Vietnam War was that "the style of his leadership--involved great duplicity." Do you agree with this assessment? State your own evaluation of President Johnson as a wartime president.

Answer: Johnson's duplicitous style can be seen in his representation of the "attacks" that led to the Gulf of Tonkin Resolution, his representation of his policy intentions during the 1964 Presidential Campaign, and his representation of his policy "continuity" when he altered America's commitment to a combat role in Vietnam, in 1965.

Page Ref:

Topic:

Skill: Interpretive

- 8) The text authors assert that "the diplomacy of secrecy and intrigue attracted both [Richard Nixon and Henry Kissinger]." Give specific examples of this style of diplomacy as practiced in the Nixon administration.

Answer: That "intrigue and secrecy" were endemic to the two men's style is illustrated by the manner in which they handled the opening of contacts with Communist China, the secret bombing of Cambodia, and the negotiations with North Vietnam at the Paris Peace Conference.

Page Ref:

Topic:

Skill: Descriptive

- 9) Give your own assessment of America's participation in the Vietnam War. Do you agree or disagree with the rationale for our intervention? Why? With the way the United States fought the war? Why? With the way we ended our involvement? Why?

Answer: The rationale for commitment included concerns about falling dominoes, Chinese expansion, U.S. credibility, and honoring commitments. The U.S. strategy for winning the war involved bombing North Vietnam into submission and conducting a war of attrition against the Vietcong in South Vietnam. American involvement ended with the gradual withdrawal of U.S. combat troops from South Vietnam between 1968 and 1973.

Page Ref:

Topic:

Skill: Interpretive

- 10) Assume you are a young man in 1970, and that you oppose the Vietnam War. State the antiwar movement's argument as you see it.

Answer: Consider: you may feel personally threatened by the war--you are of draft age; you may think the war is unnecessary--Vietnam has no readily apparent strategic importance to the United States; you might think the war is immoral--thousands of Americans are dying in a war that, as a civil war in Vietnam--is none of America's business; you might also question the morality of the war because of the death and destruction in Vietnam produced by America's superior fire power and use of technological warfare; you may also think the billions of dollars the war is costing could be better spent.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Ho Chi Minh

Column 2: Communist leader of North  
Vietnam

Answer: Communist leader of North Vietnam

Page Ref: 783

Topic:

Skill:

- 2) Column 1: Ngo Dinh Diem

Column 2: President of South Vietnam

Answer: President of South Vietnam

Page Ref: 789

Topic:

Skill:

- 3) Column 1: Robert Kennedy

Column 2: Democratic presidential  
contender in 1968;  
assassinated prior to  
convention

Answer: Democratic presidential contender in 1968; assassinated prior to convention

Page Ref: 798

Topic:

Skill:

- 4) Column 1: Hubert Humphrey

Column 2: Democratic presidential  
candidate in 1968

Answer: Democratic presidential candidate in 1968

Page Ref: 799

Topic:

Skill:

- 5) Column 1: George Wallace

Column 2: American Independent Party  
candidate for president in 1968  
election

Answer: American Independent Party candidate for president in 1968 election

Page Ref: 799

Topic:

Skill:

6) Column 1: Henry Kissinger

Column 2: Richard Nixon's National  
Security Advisor

Answer: Richard Nixon's National Security Advisor

Page Ref: 800

Topic:

Skill:

## Chapter 29 The Struggle for a Just Society

### Multiple Choice Questions

- 1) What organization did African-American leaders create to direct the new "sit-in" demonstrations against segregation?
- A) Black Panthers
  - B) Congress of Racial Equality (CORE)
  - C) Student Non-Violent Coordinating Committee (SNCC)
  - D) Southern Christian Leadership Conference (SCLC)

Answer: C

Page Ref: 817

Topic: The Struggle for Racial Justice

Skill: Factual

- 2) In 1961, "freedom riders" who set out to desegregate interstate buses and bus terminals met the LEAST amount of resistance in
- A) Mississippi.
  - B) Virginia.
  - C) Alabama.
  - D) South Carolina.

Answer: B

Page Ref: 818

Topic: The Struggle for Racial Justice

Skill: Factual

- 3) Who was the governor of Alabama who pledged "segregation now, segregation tomorrow, segregation forever"?
- A) James Meredith
  - B) George Wallace
  - C) Eugene "Bull" Connor
  - D) Medger Evers

Answer: B

Page Ref: 819

Topic: The Struggle for Racial Justice

Skill: Factual

4) Who was the author of "Letter from Birmingham City Jail" who warned that frustrated African Americans might turn to violence and black nationalism?

- A) Stokely Carmichael
- B) Martin Luther King, Jr.
- C) H. Rap Brown
- D) Malcolm X

Answer: B

Page Ref: 819

Topic: The Struggle for Racial Justice

Skill: Factual

5) For nearly two years as president, John F. Kennedy moved slowly on civil rights issues partly because he

- A) held a personal dislike of Martin Luther King, Jr.
- B) needed congressional voting support from white southern Democrats.
- C) had not promised any civil rights legislation in his election campaign.
- D) All of the above.

Answer: B

Page Ref: 821

Topic: The Struggle for Racial Justice

Skill: Relational

6) In his 1963 "I have a dream" speech during the March on Washington, Martin Luther King, Jr., expressed his earnest desire for

- A) Black Power.
- B) black nationalism.
- C) racial amalgamation.
- D) racial equality.

Answer: D

Page Ref: 821

Topic: The Struggle for Racial Justice

Skill: Relational

7) The 1964 Civil Rights Act did NOT prohibit discrimination in

- A) residential housing.
- B) voting.
- C) employment.
- D) public facilities.

Answer: A

Page Ref: 822

Topic: The Struggle for Racial Justice

Skill: Factual

8) In 1964, the most effective barriers to African-American voting were state

- A) poll taxes.
- B) white primaries.
- C) literacy tests.
- D) "grandfather" clauses.

Answer: C

Page Ref: 822

Topic: The Struggle for Racial Justice

Skill: Relational

9) In 1965, the voting rights of African Americans were assured by both the Twenty Fourth Amendment that prohibited \_\_\_\_\_, and the Voting Rights Act that prohibited \_\_\_\_\_.

- A) poll taxes; literacy tests
- B) white primaries; "grandfather" clauses
- C) literacy tests; poll taxes
- D) "grandfather" clauses; white primaries

Answer: A

Page Ref: 822

Topic: The Struggle for Racial Justice

Skill: Factual

10) The Black Muslims' advocacy of black separatism drew most of its support from

- A) poor urban African Americans.
- B) middle-class African Americans.
- C) southern African-American sharecroppers.
- D) white liberals.

Answer: A

Page Ref: 822

Topic: The Struggle for Racial Justice

Skill: Factual

11) Black Muslim Malcom X believed that \_\_\_\_\_ was the severest damage to African Americans caused by white discrimination.

- A) poverty
- B) self-hate
- C) political impotence
- D) ignorance

Answer: B

Page Ref: 823

Topic: The Struggle for Racial Justice

Skill: Relational

- 12) The growing militancy of the civil rights movement in the mid-1960s was primarily a response to
- A) the assassination of President Kennedy.
  - B) the failure of nonviolent protest to make any real gains.
  - C) white racist violence.
  - D) appeals from Black Muslims.

Answer: C

Page Ref: 823–824

Topic: The Struggle for Racial Justice

Skill: Relational

- 13) By 1967, racial separation was endorsed by all of the following organizations EXCEPT the
- A) Student Non-Violent Coordinating Committee (SNCC).
  - B) National Association for the Advancement of Colored People (NAACP).
  - C) Congress of Racial Equality (CORE).
  - D) Black Panthers.

Answer: B

Page Ref: 824

Topic: The Struggle for Racial Justice

Skill: Relational

- 14) Advocates of Black Power
- A) attracted a relatively small following among African Americans.
  - B) exerted little influence on the civil rights movement.
  - C) ignored the plight of lower-class African Americans.
  - D) All of the above.

Answer: A

Page Ref: 824

Topic: The Struggle for Racial Justice

Skill: Relational

- 15) \_\_\_\_\_ established the legal basis for busing students between schools as a means of forcing school desegregation.
- A) The Civil Rights Act of 1964
  - B) *Brown v. Board of Education of Topeka*
  - C) *Swann v. Charlotte-Mecklenburg Board of Education*
  - D) President Johnson's Executive Order 11246

Answer: C

Page Ref: 825–826

Topic: The Struggle for Racial Justice

Skill: Factual



- 16) President Johnson's Great Society programs provided federal aid to
- A) promote education.
  - B) combat poverty.
  - C) provide housing.
  - D) All of the above.

Answer: D

Page Ref: 826

Topic: The Struggle for Racial Justice

Skill: Factual

- 17) The Great Society included all of the following EXCEPT
- A) Medicare.
  - B) the Elementary and Secondary Education Act.
  - C) the Department of Housing and Urban Development.
  - D) the Equal Pay Act.

Answer: D

Page Ref: 826

Topic: The Struggle for Racial Justice

Skill: Factual

- 18) Of the following, which president showed the strongest commitment to improving the position of African Americans?
- A) Dwight Eisenhower
  - B) John F. Kennedy
  - C) Lyndon Johnson
  - D) Richard Nixon

Answer: C

Page Ref: 826

Topic: The Struggle for Racial Justice

Skill: Relational

- 19) All of the following occurred during Lyndon Johnson's presidency EXCEPT the
- A) proportion of African Americans living in poverty declined.
  - B) infant mortality rate among the poor declined.
  - C) median African-American family income increased.
  - D) percent of whites living in poverty increased.

Answer: D

Page Ref: 827

Topic: The Struggle for Racial Justice

Skill: Factual

- 20) In *Bakke vs. Regents of the University of California*, the Supreme Court ruled that when screening applicants, educational institutions could NOT
- A) take race into account.
  - B) take sex into account.
  - C) use rigid racial quotas.
  - D) use "affirmative action" plans.

Answer: C

Page Ref: 828

Topic: The Struggle for Racial Justice

Skill: Factual

- 21) Participants in the youth protest movement in the 1960s
- A) were success-oriented.
  - B) felt economically insecure.
  - C) were skeptical of bureaucratic authority.
  - D) All of the above.

Answer: C

Page Ref: 828

Topic: The Youth Revolt

Skill: Factual

- 22) The Port Huron Statement called for
- A) "participatory democracy."
  - B) Black Power.
  - C) an isolationist foreign policy.
  - D) "law and order."

Answer: A

Page Ref: 828

Topic: The Youth Revolt

Skill: Factual

- 23) Student radicalism in the 1960s gained its support from those who opposed all of the following EXCEPT
- A) the Vietnam War.
  - B) racial discrimination.
  - C) the impersonal nature of modern universities.
  - D) the literature of social criticism.

Answer: D

Page Ref: 828–829

Topic: The Youth Revolt

Skill: Factual

- 24) In the youth counterculture of the 1960s, the emphasis was on
- A) glorifying individualism.
  - B) accepting social responsibility.
  - C) rational problem-solving.
  - D) communal sharing.

Answer: D

Page Ref: 829–830

Topic: The Youth Revolt

Skill: Factual

- 25) Where was the center of the counterculture in the 1960s?
- A) Woodstock
  - B) Greenwich Village
  - C) Haight–Ashbury
  - D) Altamont

Answer: C

Page Ref: 830

Topic: The Youth Revolt

Skill: Factual

- 26) What concept did Betty Friedan's *The Feminine Mystique* contribute to feminist ideology?
- A) Men oppress women because they hate and fear them.
  - B) Women are conditioned to believe they can only find fulfillment as housewives and mothers.
  - C) Women make superior political leaders.
  - D) Young women are socialized to believe they are superior beings.

Answer: B

Page Ref: 831

Topic: Liberation Movements

Skill: Factual

- 27) Near the end of the 1950s there was a gradual decline in the
- A) percent of married women in the labor force.
  - B) number of women receiving college degrees.
  - C) birth rate.
  - D) All of the above.

Answer: C

Page Ref: 831

Topic: Liberation Movements

Skill: Factual

- 28) The first federal law to prohibit discrimination on the basis of gender was the \_\_\_\_\_ Act.
- A) Civil Rights
  - B) Equal Pay
  - C) Voting Rights
  - D) Equal Employment Opportunity

Answer: B

Page Ref: 832

Topic: Liberation Movements

Skill: Factual

- 29) The 1964 \_\_\_\_\_ Act prohibited discriminatory hiring or promotion based on race, religion, nationality, or sex by employers and unions.
- A) Civil Rights
  - B) Equal Pay
  - C) Voting Rights
  - D) Equal Employment Opportunity

Answer: A

Page Ref: 832

Topic: Liberation Movements

Skill: Factual

- 30) Of the following, the most controversial issue in the National Organization for Women's (NOW) bill of rights for women was its support for
- A) affirmative action programs.
  - B) nondiscriminatory hiring practices.
  - C) a court suit against the Equal Employment Opportunities Commission.
  - D) an Equal Rights Amendment (ERA) to the Constitution.

Answer: D

Page Ref: 833

Topic: Liberation Movements

Skill: Factual

- 31) The Supreme Court's most controversial decision on women's rights was in \_\_\_\_\_ which dealt with \_\_\_\_\_.
- A) the Bakke case; equal employment opportunities
  - B) *Baker v. Carr*; abortion rights
  - C) the Miranda case; equal employment opportunities
  - D) *Roe v. Wade*; abortion rights

Answer: D

Page Ref: 834

Topic: Liberation Movements

Skill: Factual

- 32) Opponents of the Equal Rights Amendment argued that
- A) it would endanger the protective legislation governing hours and wages for working women.
  - B) it would force women to serve in combat.
  - C) women's rights were already secured by existing laws.
  - D) All of the above.

Answer: D

Page Ref: 834–835

Topic: Liberation Movements

Skill: Factual

- 33) America's poorest minority group in the 1960s was the \_\_\_\_\_, while today's fastest growing minority group in America is the \_\_\_\_\_.
- A) African Americans; Mexican Americans
  - B) Mexican Americans; Asian Americans
  - C) Native Americans; Mexican Americans
  - D) Asian Americans; African Americans

Answer: C

Page Ref: 837

Topic: Liberation Movements

Skill: Factual

- 34) The American Indian Movement was created in response to
- A) Native American poverty.
  - B) police brutality against Native Americans.
  - C) limited Native American voting rights.
  - D) issues of Native American sovereignty.

Answer: B

Page Ref: 840

Topic: Liberation Movements

Skill: Interpretive

- 35) All of the following are related to the environmental movement EXCEPT
- A) Earth Day.
  - B) *Silent Spring*.
  - C) the Comstock Act.
  - D) the Sierra Club.

Answer: C

Page Ref: 841–842

Topic: Liberation Movements

Skill: Relational

36) Rachel Carson's *Silent Spring* concerned

- A) the civil rights movement.
- B) the women's movement.
- C) the impact of chemical pesticides.
- D) the Vietnam War.

Answer: C

Page Ref: 841-842

Topic: Liberation Movements

Skill: Factual

37) Which one of the following is NOT a reason why Cesar Chavez faced difficulty organizing the farm workers' union?

- A) Most farm workers suffered from high rates of illiteracy and poverty.
- B) Most farm workers were already protected by provisions of the National Labor Relations (Wagner) Act.
- C) Most farm workers experienced high rates of unemployment.
- D) Most farm workers were divided into a variety of competing ethnic groups.

Answer: B

Page Ref: 838

Topic: Cesar Chavez and "La Causa"

Skill: Factual

38) The farm workers' movement became known as

- A) *La Causa*.
- B) *Huelga*.
- C) *Alianza*.
- D) *La Raza*.

Answer: A

Page Ref: 838

Topic: Cesar Chavez and "La Causa"

Skill: Relational

39) Cesar Chavez's National Farm Workers Association first struck against the \_\_\_\_\_ growers in California.

- A) avocado
- B) grape
- C) grapefruit
- D) tomato

Answer: B

Page Ref: 838

Topic: Cesar Chavez and "La Causa"

Skill: Factual

- 40) Cesar Chavez's efforts at organizing farm workers resulted in
- A) a significant increase in their wages.
  - B) pensions and benefits for farm workers.
  - C) recognition of their right to collective bargaining.
  - D) All of the above.

Answer: D

Page Ref: 839

Topic: Cesar Chavez and "La Causa"

Skill: Factual

## Essay Questions

- 1) Assess the achievements of the "freedom rides," "sit-ins," and desegregation of southern universities in the early 1960s. Had you been a young person at the time, would you have participated in these events? In what way? Why? Do you think they did more harm than good? Why?

Answer: Each of these tactics contributed to the national exposure of racial segregation and race hatred in the South. They provoked a reaction outside the South that led to federal action and public sympathy for lowering the barriers of discrimination and segregation. Participation in these activist tactics of the civil rights movement required a great depth of commitment, a willingness to sacrifice, and a vision of the long-term good that was being served.

Page Ref:

Topic:

Skill: Interpretive

- 2) If you had been a young African American in the mid-1960s, which organization would you have joined: Southern Christian Leadership Conference (SCLC), National Association for the Advancement of Colored People (NAACP), Black Panthers, or Student Non-violent Coordinating Committee (SNCC)? Why?

Answer: Membership in these organizations might have been based on that organization's approach to gaining civil rights for African Americans: the SCLC supported nonviolent direct action; the NAACP pursued legal judgments through the courts; SNCC took a more militant approach to protest and permitted its participants to respond in kind to white racial violence; the Black Panthers were committed to black separatism and Black Power, and they were willing to use violence to attain their ends.

Page Ref:

Topic:

Skill: Interpretive

- 3) Describe President Kennedy's role in the civil rights movement of the early 1960s. Explain why there was a dramatic shift in the level of his participation in 1963.

Answer: Kennedy came to the presidency with a poor civil rights record. He campaigned for African-American votes in 1960, but, because he deferred to the power of southern Democrats in Congress and because he lacked a personal commitment to full civil rights for blacks, he generally ignored the civil rights movement until 1963. The outbreak of violent confrontation forced his administration to act--he proposed the bill that became the Civil Rights Act of 1964.

Page Ref:

Topic:

Skill: Explanatory

- 4) Describe the key provisions of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Be specific about the importance of this legislation to African Americans.

Answer: Civil Rights Act: prohibited discrimination in employment, voting, and access to public facilities, and created the Equal Employment Opportunity Commission.

Voting Rights Act: prohibited literacy tests for voting and sent federal examiners to register African-American voters. These two pieces of civil rights legislation desegregated hotels, restaurants, and other public accommodations, established the basis of thousands of legal challenges to racial discrimination, and registered hundreds of thousands of African-American voters in the South.

Page Ref:

Topic:

Skill: Descriptive

- 5) In the late 1960s, an aid to President Nixon suggested that "the issue of race could benefit from a period of benign neglect." What did he mean? Do you think he was right? Why?

Answer: The comment was intended to convey the sentiment that the civil rights movement had forced change to occur, but that people needed time to adjust and the successes that had been achieved needed to be consolidated. Alternatively, the comment meant that African Americans were making too many demands and that law and order and social stability were preferable to social change and the full equality goals of the civil rights movement.

Page Ref:

Topic:

Skill: Interpretive



- 6) Evaluate the ideals and values of the youth counterculture in the 1960s. Do you share any of its ideals and values? Which ones? Why? Do you think you would have shared its ideals and values if you had been a young person in the 1960s? Why?

Answer: The New Left's values included political activism, participatory democracy, and a skepticism of bureaucracies and established authority. It favored rapid social change and was active in the civil rights and antiwar (Vietnam) movements. The youth counterculture focused on changing self, rather than society. It rejected traditional American values like individualism, competition, materialism, and the work ethic. It valued sharing, and endorsed "sex, drugs, and rock and roll."

Page Ref:

Topic:

Skill: Interpretive

- 7) What do you see as the strengths and weaknesses of the feminist movement? What has it accomplished and what has it yet to achieve?

Answer: The feminist movement has well-defined goals, an underlying ideology, and capable organization. It sometimes suffers from a negative image and an overly influential extremist element. It has had some success in achieving equal pay and employment opportunities, and has raised the public's consciousness on such matters as sexual harassment in the workplace. It failed to gain ratification of the ERA, and is in danger of losing abortion rights.

Page Ref:

Topic:

Skill: Interpretive

- 8) Describe the goals of the women's, Chicano, and Native-American liberation movements. Emphasize the similarities of their programs.

Answer: The goal of these liberation movements was to achieve full equality and to end discrimination. This involved attention to such matters as equal pay, full legal equality, and equal employment and educational opportunities. Each group also expected more political appointments and opportunities for its numbers to hold elective offices.

Page Ref:

Topic:

Skill: Descriptive

- 9) What is your opinion of bilingual education programs for Mexican Americans in public schools? What is the value of such programs? Why might they present a problem?

Answer: Bilingual education is aimed at giving non-English-speaking children an opportunity to learn school subjects in their native language while they are learning to speak and understand English. This is intended to help keep these children from falling behind their English-speaking classmates in their mastery of school subjects. Some critics argue that bilingual education slows the integration of Mexican Americans into the American mainstream and puts Mexican Americans at a disadvantage.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: Martin Luther King, Jr.

Column 2: Led non-violent  
demonstrations in Selma and  
Albany

Answer: Led non-violent demonstrations in Selma and Albany

Page Ref: 816

Topic:

Skill:

- 2) Column 1: James Meredith

Column 2: African American admitted to  
University of Mississippi by  
court order

Answer: African American admitted to University of Mississippi by court order

Page Ref: 818

Topic:

Skill:

- 3) Column 1: Medgar Evers

Column 2: Civil rights field worker  
assassinated in Mississippi

Answer: Civil rights field worker assassinated in Mississippi

Page Ref: 820

Topic:

Skill:

- 4) Column 1: Malcolm X

Column 2: Spokesman for Black Muslims

Answer: Spokesman for Black Muslims

Page Ref: 823

Topic:

Skill:

- 5) Column 1: Stokely Carmichael

Column 2: Chairman of Student  
Non-Violent Coordinating  
Committee; committed to  
"Black Power"

Answer: Chairman of Student Non-Violent Coordinating Committee; committed to "Black Power"

Page Ref: 824

Topic:

Skill:

- 6) Column 1: Betty Friedan  
Column 2: Author of *The Feminist Mystique*  
Answer: Author of *The Feminist Mystique*  
Page Ref: 831  
Topic:  
Skill:
- 7) Column 1: Cesar Chavez  
Column 2: Founder the the United Farm Workers  
Answer: Founder the the United Farm Workers  
Page Ref: 835  
Topic:  
Skill:
- 8) Column 1: Rachel Carson  
Column 2: Author of *Silent Spring*  
Answer: Author of *Silent Spring*  
Page Ref: 841  
Topic:  
Skill:

## Chapter 30 Power Shifts: The Emergence of the South and West

### Multiple Choice Questions

- 1) Both in his many films and in real life, John Wayne championed all of the following EXCEPT
- A) liberalism.
  - B) patriotism.
  - C) *laissez-faire*.
  - D) individualism.

Answer: A

Page Ref: 850

Topic: Introduction

Skill: Relational

- 2) What has been the dominant idea in the American South and West in the second half of the twentieth century?
- A) The two regions are in competition to dominate national power and the national economy.
  - B) Power and wealth located in the East threatens the individual liberty of southerners and westerners.
  - C) Western values shaped American history in the late nineteenth and early twentieth century; southern values will shape the nation in the late twentieth and early twenty-first century.
  - D) Both regions are heavily dependent on federal spending and are in no position to challenge the national government.

Answer: B

Page Ref: 851

Topic: The Emergence of the Southern Rim

Skill: Relational

- 3) What was the poorest and most economically backward region of the United States at the end of World War II?
- A) Midwest
  - B) South
  - C) Northeast
  - D) Southwest

Answer: B

Page Ref: 851

Topic: The Emergence of the Southern Rim

Skill: Factual

4) Of the following, which was the technology most critical to the rise of the new South in the late twentieth century?

- A) mechanical cotton picker
- B) portable electric fan
- C) home air conditioning
- D) high speed transportation

Answer: C

Page Ref: 851-852

Topic: The Emergence of the Southern Rim

Skill: Relational

5) The historical trend of more people moving out of the South than moving in reversed itself in the

- A) 1940s.
- B) 1950s.
- C) 1960s.
- D) 1970s.

Answer: C

Page Ref: 852

Topic: The Emergence of the Southern Rim

Skill: Factual

6) Northern manufacturers have become attracted to relocating in the South because of all the following EXCEPT

- A) lower taxes.
- B) cheaper land.
- C) higher wages.
- D) weaker unions.

Answer: C

Page Ref: 852

Topic: The Emergence of the Southern Rim

Skill: Relational

7) What southern governor best expressed the South's advances against racism and in favor of progress?

- A) George Wallace
- B) Lester Maddox
- C) Ross Barnett
- D) Jimmy Carter

Answer: D

Page Ref: 853

Topic: The Emergence of the Southern Rim

Skill: Relational

- 8) In the 1940s,
- A) the federal government provided the South with the greatest infusion of money and jobs in the region's history.
  - B) the federal government spent more in defense related industry in the South than anywhere else in the nation.
  - C) World War II provided the South with its most spectacular growth rate in its history.
  - D) the federal government stationed most troop training in the South.

Answer: A

Page Ref: 853

Topic: The Emergence of the Southern Rim

Skill: Factual

- 9) The migration of industry to the South in the 1960s
- A) produced wages and benefits for southerners equal to the national averages.
  - B) failed to keep up with the growth in southern agriculture.
  - C) destroyed the regional distinctiveness of the South.
  - D) resulted in unprecedented general prosperity in the South.

Answer: D

Page Ref: 853-854

Topic: The Emergence of the Southern Rim

Skill: Factual

- 10) What was the earliest fiction western film?

- A) *Stagecoach*
- B) *The Great Train Robbery*
- C) *Gunfight at the OK Corral*
- D) *The Ox-bow Incident*

Answer: B

Page Ref: 856

Topic: The Myth and Reality of the West

Skill: Factual

- 11) Most of Hollywood's "western" films centered on the dangers of
- A) Indians and immigrants.
  - B) bureaucrats and bankers.
  - C) draught and disease.
  - D) masculinity and individuality.

Answer: B

Page Ref: 856

Topic: The Myth and Reality of the West

Skill: Relational

- 12) The West's development as a region of irrigated farming began with the administration of
- A) Herbert Hoover.
  - B) Franklin D. Roosevelt.
  - C) Harry Truman.
  - D) Dwight D. Eisenhower.

Answer: B

Page Ref: 856–857

Topic: The Myth and Reality of the West

Skill: Factual

- 13) What transformed the West from a virtual colony of the East into the fastest growing, most economically booming section of the country?
- A) the election of Richard Nixon--the first president from California--in 1968
  - B) construction of the interstate highway system in the 1950s and 1960s
  - C) federal funding of defense industries during World War II
  - D) the emergence of the aerospace industry in the 1960s and 1970s

Answer: C

Page Ref: 857

Topic: The Myth and Reality of the West

Skill: Factual

- 14) The first major league baseball team located on the West Coast was the
- A) Los Angeles Dodgers.
  - B) Los Angeles Angels.
  - C) Seattle Pilots.
  - D) Oakland Athletics.

Answer: A

Page Ref: 858

Topic: The Myth and Reality of the West

Skill: Factual

- 15) What industries were most financially important to the West by the 1970s?
- A) oil and mining
  - B) farming and ranching
  - C) lumbering and tourism
  - D) electronics and service

Answer: D

Page Ref: 858

Topic: The Myth and Reality of the West

Skill: Factual

16) All of the following were among the problems created by the rapid development of the West EXCEPT

- A) declining tourism.
- B) disposing of nuclear waste.
- C) spreading smog.
- D) shrinking water supplies.

Answer: A

Page Ref: 859-860

Topic: The Myth and Reality of the West

Skill: Relational

17) In the 1960s, Senator Barry Goldwater was in favor of limiting all the following EXCEPT

- A) active government.
- B) deficit spending.
- C) individual liberty.
- D) social programs.

Answer: C

Page Ref: 861-862

Topic: Politics Western Style

Skill: Factual

18) In his presidential campaign in 1964, Arizona Senator Barry Goldwater advocated all the following EXCEPT

- A) a balanced budget.
- B) reducing the federal bureaucracy.
- C) vigorous anticommunism.
- D) subsidies and price supports for farmers.

Answer: D

Page Ref: 862-863

Topic: Politics Western Style

Skill: Factual

19) Ronald Reagan ran for president in 1980 with a platform similar to that of

- A) Herbert Hoover in 1928.
- B) Dwight Eisenhower in 1952.
- C) Barry Goldwater in 1964.
- D) Richard Nixon in 1972.

Answer: C

Page Ref: 864

Topic: Politics Western Style

Skill: Factual



20) Currently, the single largest contributor to American immigration is

- A) Mexico.
- B) Vietnam.
- C) Italy.
- D) England.

Answer: A

Page Ref: 867

Topic: The New Immigration

Skill: Factual

21) By \_\_\_\_\_, the majority of the U.S. population lived in the South and West.

- A) 1960
- B) 1970
- C) 1980
- D) 1990

Answer: C

Page Ref: 865

Topic: Politics Western Style

Skill: Factual

## Essay Questions

1) Why has the population of the South and the West increased so dramatically in the late twentieth century? Why didn't significant numbers of people move to these sections before World War II?

Answer: Air conditioning helped cause industries to relocate in the South and retirees to move south for the weather and lower cost of living. Improved race relations also made the South more attractive. Industries moved south and west (and created jobs) because of lower wages, weaker unions, lower taxes, fewer regulations, and more state and local subsidies and incentives. The West became more attractive due to jobs created by wartime and Cold War defense industries and military bases, and because of the emergence of the electronic, aerospace, and other high technology industries.

Page Ref:

Topic:

Skill: Descriptive

2) What have been some problems that have accompanied the benefits of population growth in the South and the West in the last twenty-five years?

Answer: For the South consider: some loss of a sense of place and of southern traditionalism; problems associated with urbanization.

For the West consider: effects of nuclear testing and the problem of nuclear waste; declining water supply; dependence on the automobile; smog; loss of boom industries (oil, chemicals, high technology) to foreign competition; threats to preservation of the environment and endangered species.

Page Ref:

Topic:

Skill: Descriptive

- 3) In what ways has the federal government participated in the economic growth and development of the South and the West in the late twentieth century?

Answer: Both regions benefitted from infusion of government money for dam and irrigation projects during the New Deal, and later, and for defense industries and military bases during World War II. Cold War government spending on military bases, the aircraft industry and shipyards, and on the oil, chemical, and metal industries also brought billions of federal dollars into the South and West.

Page Ref:

Topic:

Skill: Descriptive

- 4) Why do so many people in the South and the West hold the view that political power in Washington, D.C., and economic power on Wall Street cannot be trusted?

Answer: The mistrust is partly historical, dating back to the image of the West as a retreat for individuals, and to the South's states' rights position on issues related to the Civil War and Reconstruction. It is also related to eastern financial dominance of the West and South that provoked the Populist revolt. Also, consider the history and perspective of the Mormon church and its influence in many western states. Finally, westerners hoping to exploit the land for economic gain as Americans have always done are confronted by federal government ownership of much of the West.

Page Ref:

Topic:

Skill: Explanatory

- 5) In the 1964 presidential election, Arizona Senator Barry Goldwater lost to Lyndon Johnson by a wide margin, but in 1984, Ronald Reagan, running on virtually the same platform as Goldwater, won reelection by a wide margin. Explain why Goldwater lost and Reagan won.

Answer: Many variables are involved, but the switch of fortunes is closely tied to the growth of population in the South and West in the intervening twenty years. Politically conservative views and the Republican party dominate politics in the South and West. Reagan had more people in these regions to vote for these views in 1984 than Goldwater did in 1964.

Page Ref:

Topic:

Skill: Explanatory

- 6) The text authors describe actor John Wayne as a cultural icon representing such "western" values as rugged individualism, *laissez-faire* economics, chiseled masculinity, independent action, and political conservatism. Who among Hollywood actors would stand on the opposite end of the spectrum from John Wayne? What cultural values would he or she represent?

Answer: Consider someone like Robert Redford who is associated with values of community action, social responsibility, government regulation (environmental protection) and liberal politics.

Page Ref:

Topic:

Skill: Interpretive

- 7) The authors stress the theme that in recent decades politics in the South and the West has been an unrelenting attack on the notion that the federal government should play a central role in the life of the nation. Do you agree or disagree with this notion? Explain why

Answer: This is one of the "big" questions in the life of our nation, and is currently under reinvestigation. Students' answers may be related to the region of the country where they reside (as the text suggests) or to other variables.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

Match the person with a description of his or her major accomplishment.

- 1) Column 1: Henry J. Kaiser

Column 2: California shipbuilder whose business was bolstered by government contracts

Answer: California shipbuilder whose business was bolstered by government contracts

Page Ref: 857

Topic:

Skill:

- 2) Column 1: Walter O'Malley

Column 2: Owner of the Los Angeles Dodgers

Answer: Owner of the Los Angeles Dodgers

Page Ref: 858

Topic:

Skill:

- 3) Column 1: Barry Goldwater

Column 2: Republican candidate for president in 1964

Answer: Republican candidate for president in 1964

Page Ref: 861

Topic:

Skill:

- 4) Column 1: Ken Kesey

Column 2: Author of *One Flew Over the Cuckoo's Nest*

Answer: Author of *One Flew Over the Cuckoo's Nest*

Page Ref: 868

Topic:

Skill:

## Chapter 31 Crises and Resurgence, 1970–1990

### Multiple Choice Questions

- 1) The Watergate scandal began with a break-in at the
- A) offices of the Committee to Re-elect the President.
  - B) offices of the Democratic National Committee.
  - C) Pentagon.
  - D) Oval Office.

Answer: B

Page Ref: 873

Topic: Introduction

Skill: Factual

- 2) In 1974, the House Judiciary Committee recommended that President Nixon be impeached on all the following charges EXCEPT
- A) abuse of power.
  - B) obstruction of justice.
  - C) neglect of executive privilege.
  - D) refusal to relinquish White House tapes.

Answer: C

Page Ref: 876

Topic: Introduction

Skill: Factual

- 3) During the twentieth century, the center of federal power shifted to
- A) the president.
  - B) the Senate.
  - C) the House of Representatives.
  - D) the Supreme Court.

Answer: A

Page Ref: 876

Topic: Crisis of Political Leadership

Skill: Interpretive

- 4) In the wake of the Watergate scandal, Congress's efforts to curb the power of the "imperial president" included all the following EXCEPT the
- A) creation of the Congressional Budget Office.
  - B) weakening of the seniority system.
  - C) passage of the War Powers Act.
  - D) adoption of campaign finance reform.

Answer: B

Page Ref: 876–877

Topic: Crisis of Political Leadership

Skill: Factual

- 5) The end of the "imperial presidency" was brought about by
- A) the Vietnam War.
  - B) the Watergate scandal.
  - C) the Iranian Hostage Crisis.
  - D) the Iran–Contra scandal.

Answer: B

Page Ref: 876

Topic: Crisis of Political Leadership

Skill: Interpretive

- 6) During the 1970s, congressional investigators discovered that the CIA had
- A) violated the civil liberties of individual American citizens.
  - B) been involved in plots to assassinate foreign leaders.
  - C) illegally infiltrated domestic dissident groups.
  - D) All of the above.

Answer: D

Page Ref: 877

Topic: Crisis of Political Leadership

Skill: Factual

- 7) Both presidents Ford and Carter were noted for
- A) their strong, decisive leadership.
  - B) their sincerity and honesty.
  - C) building public confidence in their administrations.
  - D) defining a clear sense of direction for their administrations.

Answer: B

Page Ref: 877

Topic: Crisis of Political Leadership

Skill: Relational

- 8) One of the most wrenching transformations in the lives of Americans that occurred in the 1970s was
- A) the declining expense of public policies designed to protect public health, safety, and the environment.
  - B) the slowing rate of economic growth.
  - C) the shrinking service sector of the economy.
  - D) the dramatic increase of family wages.

Answer: B

Page Ref: 878

Topic: Wrenching Economic Transformations

Skill: Relational

- 9) The Age of Inflation of the late 1960s and 1970s began when
- A) President Johnson refused to raise taxes to pay for the Vietnam War.
  - B) OPEC lowered the price of Middle Eastern oil.
  - C) California voters touched off a national tax revolt with the passage of Proposition 13.
  - D) President Reagan adopted "supply side" economics.

Answer: A

Page Ref: 878

Topic: Wrenching Economic Transformations

Skill: Relational

- 10) One of the root causes of America's economic difficulties in the 1970s was
- A) deep tax cuts.
  - B) high tariffs.
  - C) the Arab oil embargo.
  - D) massive defense spending.

Answer: C

Page Ref: 878–879

Topic: Wrenching Economic Transformations

Skill: Interpretive

- 11) In the late 1970s, high inflation dramatically increased
- A) the purchasing power of most Americans.
  - B) speculative investments in new factories and technology.
  - C) the cost of health care and housing.
  - D) All of the above.

Answer: C

Page Ref: 878

Topic: Wrenching Economic Transformations

Skill: Relational

- 12) During the 1970s, Americans grew especially concerned about the loss of jobs in
- A) basic manufacturing.
  - B) service industries.
  - C) government service.
  - D) retail trade.

Answer: A

Page Ref: 879

Topic: Wrenching Economic Transformations

Skill: Factual

13) In a condition of stagflation such as occurred in the 1970s, there is \_\_\_\_\_ unemployment, \_\_\_\_\_ inflation, and \_\_\_\_\_ economic growth.

- A) high; low; slow
- B) high; high; no
- C) low; low; rapid
- D) low; high; no

Answer: B

Page Ref: 880

Topic: Wrenching Economic Transformations

Skill: Relational

14) To combat stagflation, the Carter administration used all of the following EXCEPT

- A) raising interest rates.
- B) imposing a wage-and-price freeze.
- C) restraining the growth of the money supply.
- D) deregulating private enterprise.

Answer: B

Page Ref: 880

Topic: Wrenching Economic Transformations

Skill: Relational

15) By 1973, the Vietnam War seemed to illustrate the dangers associated with America's obsession with

- A) anti-terrorism.
- B) militarism.
- C) racism.
- D) anti-Communism.

Answer: D

Page Ref: 880

Topic: A New American Role in the World

Skill: Relational

16) In the 1970s, President Nixon's diplomacy focused on all the following EXCEPT

- A) support for regional powers who shared America's strategic interests.
- B) strategic arms limitations.
- C) seeking unilateral advantages against the Soviet Union.
- D) reducing tensions between the superpowers.

Answer: C

Page Ref: 880-881

Topic: A New American Role in the World

Skill: Factual

- 17) By the late 1970s, the government of the Shah of Iran was opposed by
- A) Iranians wishing to Westernize Iran's economy.
  - B) Iran's fundamentalist Islamic clergymen.
  - C) President Carter's administration.
  - D) wealthy Iranians.

Answer: B

Page Ref: 882

Topic: A New American Role in the World

Skill: Factual

- 18) President Carter canceled American participation in the 1980 Olympic Games as a protest against the
- A) Iranian government's refusal to release U.S. hostages.
  - B) North Korean seizure of the U.S.S. *Pueblo*.
  - C) Soviet invasion of Afghanistan.
  - D) terrorist attack on United States marines in Lebanon.

Answer: C

Page Ref: 882-883

Topic: A New American Role in the World

Skill: Relational

- 19) While he was president, Jimmy Carter did NOT
- A) sign the Panama Canal Treaty that will give control of the canal to Panama.
  - B) extend formal diplomatic recognition to the People's Republic of (Red) China.
  - C) mediate the Camp David accords peace agreement between Israel and Egypt.
  - D) establish and maintain peaceful *detente* with the Soviet Union.

Answer: D

Page Ref: 881-882

Topic: A New American Role in the World

Skill: Factual

- 20) To many Americans, the \_\_\_\_\_ became emblematic of their country's declining role in the world.
- A) signing of the Panama Canal Treaty
  - B) Iranian hostage crisis
  - C) extending of diplomatic recognition to Red China
  - D) signing of the Camp David accords

Answer: B

Page Ref: 883

Topic: A New American Role in the World

Skill: Relational



- 21) When President Reagan took office, he did NOT promise to
- A) cut the cost of welfare programs.
  - B) reduce the defense budget.
  - C) deregulate private enterprise.
  - D) lower taxes.

Answer: B

Page Ref: 884

Topic: The Reagan Revolution

Skill: Factual

- 22) Which one of the following did NOT occur during President Reagan's terms in office?
- A) Disposable personal income per capita increased.
  - B) Both inflation and unemployment rates declined.
  - C) The federal budget deficit declined.
  - D) The income gap between rich and poor widened.

Answer: C

Page Ref: 885

Topic: The Reagan Revolution

Skill: Factual

- 23) The "Reagan Doctrine" was his pledge that his administration would support
- A) government decontrol and deregulation.
  - B) federal deficit reduction.
  - C) anti-Communist revolutions.
  - D) a space-based missile defense system.

Answer: C

Page Ref: 885

Topic: The Reagan Revolution

Skill: Factual

- 24) The Iran-contra affair involved the questionable raising and use of funds from the sale of
- A) American wheat.
  - B) military arms.
  - C) foreign oil.
  - D) high technology.

Answer: B

Page Ref: 885, 888

Topic: The Reagan Revolution

Skill: Relational

25) When he became president in 1981, Ronald Reagan believed that \_\_\_\_\_ was "the focus of evil in the modern world."

- A) poverty
- B) the Soviet Union
- C) liberalism
- D) complex economic change

Answer: B

Page Ref: 885

Topic: The Reagan Revolution

Skill: Factual

26) Soviet Premier Gorbachev's creation of the Soviet Union's first working legislature and his allowing competitive elections in 1989 are examples of \_\_\_\_\_ ; his legalization of small private business corporations and leasing of land to individuals are examples of \_\_\_\_\_ .

- A) *glasnost*; *detente*
- B) *detente*; *perestroika*
- C) *glasnost*; *perestroika*
- D) *perestroika*, *glasnost*

Answer: C

Page Ref: 888

Topic: The Reagan Revolution

Skill: Relational

27) President Reagan left the United States an economic legacy of

- A) high inflation and unemployment.
- B) a declining gross national product.
- C) increased national debt.
- D) higher savings and lower interest rates.

Answer: C

Page Ref: 888

Topic: The Reagan Revolution

Skill: Relational

28) President Ronald Reagan's accomplishments included all of the following EXCEPT the

- A) restoration of public confidence in government.
- B) doubling of the defense budget.
- C) launching of a strong economic boom.
- D) reduction of the national debt.

Answer: D

Page Ref: 888

Topic: The Reagan Revolution

Skill: Interpretive

29) Who was the first woman to be nominated for Vice-President on a major party's ticket?

- A) Sandra Day O'Connor
- B) Geraldine Ferraro
- C) Elizabeth Dole
- D) Jeane Kirkpatrick

Answer: B

Page Ref: 888

Topic: The Reagan Revolution

Skill: Factual

30) The first nations to break away from the Soviet orbit as the Soviet Union began to collapse in 1989 were in

- A) Siberia.
- B) Eastern Europe.
- C) the Baltic States.
- D) the Russian heartland.

Answer: B

Page Ref: 888

Topic: The End of Two Eras

Skill: Factual

31) Perhaps the primary reason Premier Gorbachev's *perestroika* did not work is because

- A) it was unable to produce political liberalization.
- B) it failed to bring prosperity.
- C) it destroyed the traditional Soviet bureaucracy.
- D) it lacked support in the Soviet republics.

Answer: B

Page Ref: 886

Topic: The End of Two Eras

Skill: Relational

## Essay Questions

- 1) What factors were involved in the changes that took the American economy of the affluent 1950s to the troubled economy of the 1980s? Be specific about both key political decisions and structural changes that reshaped the national economy.

Answer: The "wrenching changes" that altered the national economy included the cost of the Vietnam War, increased government spending on domestic programs, the oil crises of the 1970s, and the strengthening of foreign competition.

Page Ref:

Topic:

Skill: Explanatory

- 2) Why has the Middle East emerged as a particularly important and troubled area for American foreign policy? Why hasn't the United States been more successful in its conduct of diplomacy there?

Answer: The Middle East is important because of its location and its oil. The region sits astride the major air, water, and land transportation links between East and West. Western industrial nations have become heavily dependent on Middle Eastern oil, and the price of that oil dramatically affects their economies. The United States has been unsuccessful at unraveling the myriad political, economic, religious, and ethnic conflicts that have been part of the region's long history.

Page Ref:

Topic:

Skill: Explanatory

- 3) The text authors say of President Carter that he was "wholly lacking in foreign policy experience." Nevertheless, what foreign policy successes did President Carter achieve? What were his most apparent foreign policy failures?

Answer: Successes: Camp David accords; formal diplomatic relations with China; Panama Canal Treaty.

Failures: Iranian hostage crisis; Soviet relations.

Page Ref:

Topic:

Skill: Descriptive

- 4) Describe the problem that the Iran–Contra scandal posed for President Reagan and his administration. Who did what and why?

Answer: Members of the National Security Council and its staff, notably Oliver North, arranged to sell U.S. arms to Iranian officials, hoping to influence the succession to Ayatollah Khomeini's government. The money received in payment for the arms was funneled to the anticommunist Contras in Nicaragua, thus continuing U.S. aid that Congress had ordered stopped.

Page Ref:

Topic:

Skill: Descriptive

- 5) What does it mean that President Reagan saw the world "through a Cold War lens"? Explain how such a view of the world influenced President Reagan's foreign policy.

Answer: Reagan saw the world as bipolar--the United States versus the Soviet Union, freedom versus communism. To him, communism had to be contained and any gain for the Soviets was a setback for the United States. Such a world view, shared by many Americans at the time, helps explain his administration's intervention in Grenada and its support for the Contras in Nicaragua. It also explains the costly build-up of U.S. military capabilities during his presidency.

Page Ref:

Topic:

Skill: Explanatory

- 6) Assess President Carter's commitment to his goal of emphasizing "human rights" in his foreign policy. Was he consistent in its application as a guideline? Why? Is "human rights" a practical policy for the conduct of American diplomacy? Why?

Answer: Human rights has been a basic commitment in the American credo throughout its history. Carter hoped to make this thoroughly American concern for human rights an integral part of the nation's foreign policy. He was not very successful, although he used it to try to pressure South Africa into giving up apartheid, but he ignored the human rights violations of Iran when he toasted the Shah's government. Whether the United States should base its foreign policy strictly on national self-interests or give it moral content like human rights has long been a controversy among the nation's leaders.

Page Ref:

Topic:

Skill: Interpretive

- 7) If you had voted in the 1980 Presidential Election, which candidate would you have voted for--Carter or Reagan? Why? Be specific about the issues of the campaign and the personalities of the candidates that would have influenced your vote.

Answer: Carter's qualities included honesty, intelligence, compassion, hard work, and a recognition of limits to U.S. power in the world. Reagan was unusually affable and had a strong ideological commitment to conservatism. He favored cutting taxes, government spending, and welfare. He wanted to restore the nation's military dominance and national pride.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: John Dean

Column 2: White House counsel and key  
Watergate witness

Answer: White House counsel and key Watergate witness

Page Ref: 874

Topic:

Skill:

- 2) Column 1: Spiro Agnew

Column 2: Vice President forced to resign  
in 1973

Answer: Vice President forced to resign in 1973

Page Ref: 874

Topic:

Skill:

- 3) Column 1: Gerald Ford  
Column 2: Granted pardon to Richard Nixon for Watergate crimes  
Answer: Granted pardon to Richard Nixon for Watergate crimes  
Page Ref: 876  
Topic:  
Skill:
- 4) Column 1: Jimmy Carter  
Column 2: Engineered Camp David Accords in 1976  
Answer: Engineered Camp David Accords in 1976  
Page Ref: 877  
Topic:  
Skill:
- 5) Column 1: Anwar el-Sadat  
Column 2: Egyptian leader who made peace with Israel in 1976  
Answer: Egyptian leader who made peace with Israel in 1976  
Page Ref: 881  
Topic:  
Skill:
- 6) Column 1: Mohammad Reza Pahlavi  
Column 2: Iranian shah installed by United States  
Answer: Iranian shah installed by United States  
Page Ref: 882  
Topic:  
Skill:
- 7) Column 1: Ayatollah Ruhollah Khomeini  
Column 2: Fundamentalist Islamic revolutionary in Iran  
Answer: Fundamentalist Islamic revolutionary in Iran  
Page Ref: 882  
Topic:  
Skill:

8) Column 1: Mikhail Gorbachev

Column 2: Premier who encouraged  
reform of Soviet system in  
1980s

Answer: Premier who encouraged reform of Soviet system in 1980s

Page Ref: 888

Topic:

Skill:

9) Column 1: Boris Yeltsin

Column 2: First president of Russian  
Federation

Answer: First president of Russian Federation

Page Ref: 889

Topic:

Skill:

## Chapter 32 America in Our Time

### Multiple Choice Questions

- 1) The economic boom of the 1990s was caused by all of the following EXCEPT
- A) a sharp decline in the prices of basic commodities.
  - B) the growth of new computer and communications technologies.
  - C) a slowdown in the economies of America's major competitors.
  - D) high interest rates that controlled inflation.

Answer: D

Page Ref: 896

Topic: The Globalization of the American Economy

Skill: Interpretive

- 2) Enron, Adelphia, and other American corporations declared bankruptcies in the early 2000s because of
- A) fraudulent accounting practices.
  - B) a poor economy.
  - C) foreign competition.
  - D) the high cost of wages.

Answer: A

Page Ref: 898

Topic: The Globalization of the American Economy

Skill: Interpretive

- 3) In his 1989 inaugural address, George Herbert Walker Bush promised to
- A) declare war on Iraq.
  - B) end the Cold War.
  - C) create a "kinder, gentler" nation.
  - D) raise taxes to reduce the national debt.

Answer: C

Page Ref: 899

Topic: The Politics of the Post-Cold War Era

Skill: Factual

- 4) The most difficult domestic issue faced by President George Herbert Walker Bush was
- A) the environment.
  - B) controlling inflation.
  - C) labor relations.
  - D) the growing federal budget deficit.

Answer: D

Page Ref: 899

Topic: The Politics of the Post-Cold War Era

Skill: Interpretive



- 5) The central issue in the 1992 presidential election was
- A) the nation's economy.
  - B) unrest in the Middle East.
  - C) nuclear proliferation.
  - D) the environment.

Answer: A

Page Ref: 899

Topic: The Politics of the Post-Cold War Era

Skill: Interpretive

- 6) President Clinton's accomplishments included all of the following EXCEPT
- A) raising taxes on the wealthiest Americans to reduce the budget deficit.
  - B) establishing a national health care program.
  - C) completing negotiations that established the World Trade Organization.
  - D) securing the ratification of the North American Free Trade Agreement.

Answer: B

Page Ref: 900

Topic: The Politics of the Post-Cold War Era

Skill: Factual

- 7) The Republican Party's "Contract With America" of 1994 called for all of the following EXCEPT
- A) welfare reform.
  - B) term limits for office holders.
  - C) new environmental safety laws.
  - D) a constitutional amendment requiring a balanced budget.

Answer: C

Page Ref: 900

Topic: The Politics of the Post-Cold War Era

Skill: Factual

- 8) President Bill Clinton's accomplishments included all of the following EXCEPT
- A) restrictions on abortion.
  - B) raising the minimum wage.
  - C) welfare reform.
  - D) elimination of the federal budget deficit.

Answer: A

Page Ref: 900-901

Topic: The Politics of the Post-Cold War Era

Skill: Factual

- 9) George W. Bush campaigned for the presidency in 2000 on a platform he called
- A) "compassionate conservatism."
  - B) the New Federalism.
  - C) the New Frontier.
  - D) a war on terrorism.

Answer: A

Page Ref: 902

Topic: The Politics of the Post-Cold War Era

Skill: Factual

- 10) The end of the Cold War brought about
- A) a new era of peace and international stability.
  - B) the rise of violent ethnic tensions throughout the world.
  - C) worldwide economic prosperity.
  - D) general disarmament.

Answer: B

Page Ref: 902

Topic: The United States and the Post-Cold War World

Skill: Interpretive

- 11) America's first significant foreign policy crisis of the post-Cold War era involved
- A) Kosovo.
  - B) Somalia.
  - C) Panama.
  - D) Grenada.

Answer: C

Page Ref: 902

Topic: The United States and the Post-Cold War World

Skill: Factual

- 12) The Gulf War of 1991 was sparked by
- A) rising oil prices.
  - B) Arab-Israeli tensions.
  - C) religious fanaticism.
  - D) Iraq's invasion of Kuwait.

Answer: D

Page Ref: 902-903

Topic: The United States and the Post-Cold War World

Skill: Interpretive

- 13) The United states' intervention in Kosovo in 1999 resulted in
- A) the removal of Yugoslav forces from Kosovo.
  - B) massive American casualties.
  - C) Yugoslavian control over Kosovo.
  - D) "ethnic cleansing" in Eastern Europe.

Answer: A

Page Ref: 903–904

Topic: The United States and the Post-Cold War World

Skill: Interpretive

- 14) Osama bin-Laden's hatred of the United States was caused by
- A) American abortion policies.
  - B) the deployment of American troops in Saudi Arabia during the Gulf War.
  - C) America's great wealth.
  - D) American technological superiority.

Answer: B

Page Ref: 904

Topic: The United States and the Post-Cold War World

Skill: Interpretive

- 15) In its immediate response to the terrorist attacks of September 11, 2001, the United States
- A) placed economic sanctions on Saudi Arabia.
  - B) increased its nuclear arsenal.
  - C) attacked the Taliban government in Afghanistan.
  - D) invaded Iraq.

Answer: C

Page Ref: 906

Topic: The United States and the Post-Cold War World

Skill: Factual

- 16) In the aftermath of the September 11, 2001, terrorist attacks, all of the following occurred EXCEPT
- A) Congress gave law enforcement agencies broader powers to monitor online communication.
  - B) President Bush proposed the creation of a Department of Homeland Security.
  - C) Congress authorized greater sharing of intelligence among the FBI and CIA.
  - D) closed off immigration from Middle Eastern nations.

Answer: D

Page Ref: 907

Topic: The United States and the Post-Cold War World

Skill: Factual

## Essay Questions

- 1) Account for the American economic boom of the 1990s. What factors contributed to the unprecedented prosperity?

Answer: Consider: sharp decline in price of basic commodities such as oil; restructuring of American businesses in the 1980s and early 1990s; slowdown of rivals' economies; rising incomes and declining interest rates at home; growth of new computer and communication technologies.

Page Ref:

Topic:

Skill: Interpretive

- 2) Assess the strengths and weaknesses of the presidency of George Herbert Walker Bush. What were his major accomplishments and shortcomings?

Answer: Strengths/ Accomplishments: experienced in government; raised minimum wage; strengthened air pollution laws; child care legislation; prohibited job discrimination against the disabled, nutrition labeling on processed foods; expanded immigration into the United States; Gulf War victory.

Weaknesses/Shortcomings: federal budget deficit; savings and loan institutions required bailout; forced to raise taxes; sluggish economy; high unemployment; health care costs; increase in poverty.

Page Ref:

Topic:

Skill: Interpretive

- 3) Assess the strengths and weaknesses of the presidency of Bill Clinton. What were his major accomplishments and shortcomings?

Answer: Strengths/ Accomplishments: raised taxes to reduce federal deficit; cut government spending; North American Free Trade Agreement; World Trade Organization; parental leave legislation; gun control; created millions of new jobs; welfare reform; raised minimum wage; AmeriCorp; expanded international trade; booming economy.

Weaknesses/Shortcomings: universal health care plan failed; gays in military policy was controversial; allegations of misconduct prior to becoming president (e.g., Whitewater); Lewinsky scandal and impeachment.

Page Ref:

Topic:

Skill: Interpretive

- 4) Evaluate George Herbert Walker Bush's actions in the Persian Gulf War. Why did the United States become involved in this conflict? Were the results of the war satisfactory?

Answer: Consider: Iraq's invasion of Kuwait; Saddam Hussein as threat to region, oil supplies, and American allies; international coalition; economic pressure; military victory, but Hussein still remained in power.

Page Ref:

Topic:

Skill: Interpretive

- 5) Describe events of September 11, 2001, and the American response to the terrorist attacks on American soil. Why has the United States become a target for terrorists?

Answer: Consider: Osama bin-Laden's hatred of the United States; al-Qaeda network; limited American response to previous terrorist attacks; airplanes crashed into Twin Towers of New York City and the Pentagon in Washington, D.C.; international coalition formed; Taliban government in Afghanistan attacked in beginning of "war on terrorism;" national security efforts strengthened (wiretapping and on-line communication monitored, Department of Homeland Security).

Page Ref:

Topic:

Skill: Interpretive

- 6) What do you think are the three most important events in American history in the last 25 years? Explain why you chose these three.

Answer: Consider: the end of the Cold War; the Reagan Revolution; the Persian Gulf War; the September 11 attacks; war on terrorism; economic boom of the 1990s, etc.

Page Ref:

Topic:

Skill: Interpretive

## Matching Questions

*Match the person with a description of his or her major accomplishment.*

- 1) Column 1: George Herbert Walker Bush

Column 2: Oversaw Persian Gulf War

Answer: Oversaw Persian Gulf War

Page Ref: 898

Topic:

Skill:

- 2) Column 1: Bill Clinton

Column 2: Created AmeriCorps

Answer: Created AmeriCorps

Page Ref: 900

Topic:

Skill:

- 3) Column 1: Newt Gingrich

Column 2: Proponent of the Republican  
Party's "Contract with  
America"

Answer: Proponent of the Republican Party's "Contract with America"

Page Ref: 900

Topic:

Skill:

- 4) Column 1: George W. Bush  
Column 2: Oversaw invasion of Afghanistan  
Answer: Oversaw invasion of Afghanistan  
Page Ref: 902  
Topic:  
Skill:
- 5) Column 1: Francis Fukuyama  
Column 2: Author of article entitled "The End of History"  
Answer: Author of article entitled "The End of History"  
Page Ref: 902  
Topic:  
Skill:
- 6) Column 1: Manuel Noriega  
Column 2: Ousted Panamanian president  
Answer: Ousted Panamanian president  
Page Ref: 902  
Topic:  
Skill:
- 7) Column 1: Saddam Hussein  
Column 2: Invaded Kuwait in 1990  
Answer: Invaded Kuwait in 1990  
Page Ref: 903  
Topic:  
Skill:
- 8) Column 1: Slobodan Milosevic  
Column 2: Ousted Yugoslavian tyrant  
Answer: Ousted Yugoslavian tyrant  
Page Ref: 903  
Topic:  
Skill:
- 9) Column 1: Osama bin-Laden  
Column 2: Leader of Al-Qaeda terrorists  
Answer: Leader of Al-Qaeda terrorists  
Page Ref: 904  
Topic:  
Skill: