

**2016**  
**EDITION**

**ANSWER KEY**

# **UNITED STATES HISTORY**

PREPARING FOR THE ADVANCED  
PLACEMENT<sup>®</sup> EXAMINATION

JOHN J. NEWMAN  
JOHN M. SCHMALBACH

AN AMSCO<sup>®</sup> PUBLICATION



# UNITED STATES HISTORY

Preparing for the Advanced  
Placement® Examination

## Answer Key

Third Edition

John J. Newman

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AMSCO SCHOOL PUBLICATIONS, INC.,  
a division of Perfection Learning®



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## INTRODUCTION

This answer key accompanies the edition of *United States History: Preparing for the Advanced Placement Examination* that was revised in response to the July 31, 2015, release of the College Board’s AP<sup>®</sup> *United States History Course and Exam Description*. The first purpose of the key is to provide recommendations for what could be included in good responses to specific questions. The second purpose is to correlate each question to the College Board’s Curriculum Framework.

Each multiple-choice question was written with one **best** answer in mind, which is identified by the letter in the key. The recommendations for possible responses to the short-answer, long-essay, and document-based questions were intended to provide guidance to teachers for the kind of analysis and historical evidence that could be included in a good response. The key was **not** written to provide samples of student answers, but rather examples of analysis and historical evidence that a good response could include. Unlike the grading guidelines provided by the College Board to readers, the recommendations are not an exhaustive list of possible answers, but primarily analysis and evidence that can be related back to the content of this textbook. Obviously, good responses could include analysis and evidence from outside of this one source.

Each question in the answer key is correlated to elements of the curriculum framework presented in the AP<sup>®</sup> *United States History Course and Exam Description*, using the notation system provided in that document.

- 1. Historical Thinking Skills:** One or more thinking skills are identified for each question, such as Causation or Comparison. The thinking skills are explained on pages 7–9 of the *Course and Exam Description*.
- 2. Thematic Learning Objectives:** One or more learning objectives are identified for each question, such as WXT-1 or CUL-2. The learning objectives are explained on pages 10–21 of the *Course and Exam Description*.
- 3. Key Concepts:** One or more key concepts from the AP U.S. History concept outline are identified for each question, such as 9.1.I or 9.3.III. The complete list of key concepts is found on pages 22–89 of the *Course and Exam Description*.
- 4. Textbook Pages:** Finally, the key for each question includes a list of specific textbook pages that can be used to support the answer. Again not every page that may provide some background or context is included, but those that seemed most relevant to the authors.

The questions in the third edition, as in previous editions, were created to prepare AP<sup>®</sup> students for the exam in a sequential chapter-by-chapter and period-by-period approach. Therefore, chapter and period questions were usually designed to review the previous chapter or period. Some questions will evaluate a student’s ability to make comparisons with content in earlier chapters and to apply thinking skills, such as change over time. We also attempted to broaden chapter and period reviews by creating questions, especially in the short-answer sections, with an expanded number of options. This gives teachers more choices on how they can use or assign the questions. Again, our priority was preparation of students for the AP<sup>®</sup> U.S. History exam, not to make every question imitate current samples of possible future College Board exam questions.

## PERIOD 1: 1491–1607

### Chapter 1 A New World of Many Cultures, 1491–1607

#### Multiple-Choice Questions, pp. 15–18

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	B	WOR-1	Comparison	1.2.III	11–12
2.	D	WOR-1	Comparison	1.2.III	11–12
3.	A	WOR-1	Analyzing Evidence	1.2.I	11–12
4.	A	CUL-1	Contextualization	1.2.III	11–12
5.	C	MIG-1	Analyzing Evidence	1.2.II	11–12
6.	A	WOR-1	Interpretation	1.2.III	11–12
7.	D	WOR-1	Interpretation	1.2.III	11–12
8.	A	GEO-1	Analyzing Evidence	1.2.II	7–8
9.	C	WXT-2	Contextualization	1.2.I	7–8

#### Short-Answer Questions, pp. 19–20

- WOR-1, Contextualization, 1.2.I, pp. 5–7
  - Religion** saw an increase in fervor as the new Protestants in England and northern European countries and united Catholic kingdoms in Spain wanted to spread their own versions of Christianity to people in the New World. Trade required new secure routes to obtain the riches from Africa, Asia, and India when the Ottoman Turks closed European access to the east. Technology saw advances during the Renaissance as Europeans made improvements on the ideas of others, including the Chinese and Arabs.
  - Religion** saw an increase in zeal as the Spanish established missions in California, Texas, and Florida, and French priests joined other explorers on the Mississippi River. **Trade** saw new routes to Africa, Asia, and India by the Portuguese around South Africa and Columbus across the Atlantic. Also a renewed slave trade by the Portuguese stimulated commerce between Europe and Africa. **Technology** saw progress in many areas, including the sailing compass, mapmaking, gunpowder, and the printing press that expanded the knowledge necessary to support exploration.
  - Interpretations will vary and can include points such as factors other than religion motivating many to go to the new world, different trade than that from the Far East, and continuous improvements in trans-Atlantic travel.
- WOR-1, Causation, Analyzing Evidence, 1.2.I, p. 9
  - Other issues preoccupied England’s monarchy, including the break with the Roman Catholic Church and a campaign to challenge Spanish shipping in both the Atlantic and Pacific oceans.
  - The authors see a surplus population, including those in prisons, as sources of people for the colonies.
  - Interpretations will vary and can include the development of the political stability in England, and the failure at Roanoke.



3. WOR-1, Analyzing Evidence, Contextualization, 1.2.I, pp. 7–8, 11
  - a) Columbus wanted the natives to have a friendly attitude so he treated the natives fairly and had his men do the same.
  - b) As he spoke of spreading the faith, Columbus was appealing to the Catholic Church leaders.
  - c) Interpretations will vary and can include the methods of the conquistadores, the conquests of the Aztecs and Incas, the spread of diseases, and the establishment of an *encomienda* system.
4. WOR-1, Comparison, 1.2.III, pp. 11–12
  - a) Interpretations will vary, including: all desired to dominate and had racist views toward the natives, France and Spain encouraged religious conversions and traded with them.
  - b) Interpretations will vary, including: the English wanting little contact while the Spanish intermarried and used them for labor, the French were interested in trade.
  - c) Interpretations will vary, including that some adopted the way of the Europeans, others allied themselves with one of the European powers, and some simply migrated west to new lands.

**Think As a Historian:** Questions about Causation, p. 20, 3, 4, 5

## PERIOD 2: 1607–1754

### Chapter 2 The Thirteen Colonies and the British Empire, 1607–1754

**Multiple-Choice Questions,** pp. 40–42

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	D	CUL-1	Contextualization	2.2.I	27
2.	C	CUL-1	Analyzing Evidence	2.2.I	27
3.	B	NAT-1	Analyzing Evidence	2.2.I	29
4.	C	NAT-1	Causation	2.2.I	29
5.	D	NAT-1	Contextualization	2.2.I	29
6.	A	GEO-1	Contextualization	2.1.II	25, 28
7.	B	MIG-1	Contextualization	2.1.II	28
8.	B	WXT-2	Contextualization	2.1.III	28

**Short-Answer Questions,** pp. 43–44

Good responses may include the following explanations and information and/or additional information from other resources:

1. CUL-1, Context, 2.1.I, pp. 26, 29, 30
  - a) **Hartford** was settled with a written constitution by a group of former Boston Puritans who were unhappy with the Massachusetts authorities. **Portsmouth** became the home to a group that questioned the doctrines of the Puritan authorities and were banished from the Bay colony. **Providence** was based partly on respect for American Indians and on a desire for religious toleration for others, including Catholics and Jews.

- b) **Thomas Hooker** headed the establishment of Hartford; **Anne Hutchinson** directed those creating Portsmouth; **Roger Williams** led in the founding of Providence.
- c) **Thomas Hooker** took a democratic approach in Hartford, establishing a representative government based on a written constitution. **Anne Hutchinson** at Portsmouth preached *antinomianism*, that faith alone was necessary for salvation. **Roger Williams**, the founder of Providence, expressed the belief that an individual's conscience was beyond the control of any civil or church authority.

2. MIG-1, Analyzing Evidence, 2.1.I, p. 28

- a) Beverly believed that only a person of low class would leave England to explore uncharted territories in the New World because England was such a safe and comfortable place to live.
- b) Interpretations will vary. Some will agree with Beverly and point to the criminals that came to the colonies as well as the poor and destitute who were indentured. Those who disagree could note the educated and well-to-do who came to the colonies for religious reasons or as investors in the new lands.
- c) The founding of Georgia with criminals and the widespread use of indentured servants and slaves in the South would be examples to support the view presented. The Pilgrims and Puritans in New England as well as the Calverts in Maryland and William Penn in Pennsylvania would be examples to refute this view.

3. CUL-4: Comparison, 2.3.I, p. 34

- a) Liberal government as Penn came to his colony and used his Quaker beliefs in providing a written constitution while treated the American Indians fairly. Most colonies sought profits and Rhode Island offered similar religious freedom.
- b) While Penn was able to establish some religious toleration and liberal government he was never able to make any substantial profits.
- c) Rhode Island under Roger Williams provided religious freedom for Catholics and Jews similar to Penn's toleration.

4. CUL-4, Analyzing Evidence, Contextualization, 2.2.II, pp. 25, 26, 29–31

- a) Jonas Michaelius believed that the natives were savage and it was a useless endeavor to try and civilize them.
- b) John Eliot thought that the Indians were uncivilized, but he believed that they were not without hope. He believed that God would enlighten a few of the Indians to the error of their ways and those enlightened ones would eventually convert all the others.
- c) Michaelius's view can be supported by references to King Philip's War or the death of Anne Hutchinson. Eliot's assessment finds backing from John Rolfe and Pocahontas in Virginia, the first Thanksgiving of the Pilgrims, and Penn's experiences.

**Think As a Historian:** Questions about Continuity, p. 44  
2, 3, 4

## Chapter 3 Colonial Society in the 18th Century

### Multiple-Choice Questions, pp. 57–59

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	D	CUL-2	Contextualization	2.2.I	51
2.	A	CUL-2	Contextualization	2.2.I	53
3.	A	CUL-2	Contextualization	2.2.I	53
4.	C	NAT-1	Contextualization	2.2.I	49
5.	D	NAT-1	Contextualization	2.2.I	52
6.	B	NAT-1	Causation	2.2.I	52
7.	D	CUL-1	Analyzing Evidence	2.2.I	49
8.	A	CUL-1	Analyzing Evidence	2.2.I	49
9.	C	CUL-1	Comparison	2.2.I	27, 29, 52
10.	B	CUL-1	Context	2.2.I	49

### Short-Answer Questions, pp. 60–62

Good responses may include the following explanations and information and/or additional information from other resources:

1. MIG-1, WXT-1, Using Evidence, 2.1.II, 2.2.II, pp. 45–46
  - a) Slaves were the largest group of non-English immigrants during this period. Forced to America to fill the need for laborers by 1775, the African American population (both enslaved and free) made up 20 percent of the population.
  - b) Colonists from England continued to come but as conditions there improved the Germans and the Scotch-Irish from Northern Ireland came in greater numbers. They were also joined in the colonies by the French Protestants Huguenots, the Dutch, and the Swedes.
  - c) **New England** saw few immigrants as land was both limited in extent and under Puritan control. **Middle Colonies** received the vast majority of the European immigrants. **Southern Colonies** saw few non-African immigrants as the plantation system controlled the good farmland.
2. WXT-2, Contextualization, 2.1.II, p. 48
  - a) **Agriculture** thrived because of the rich land. In the South, the diverse geography and climate caused the agriculture to vary. Most people lived on small family farms, while a few lived on large plantations with slave labor. The middle colonies had rich soil, which produced an abundance of wheat and corn for export. New England developed mainly family farms. The **monetary system** required colonists to use hard currency, which was in short supply, to pay for imports from Britain. To provide currency for domestic trade, many colonies issued paper money, which often led to inflation. **Transportation** by water was much easier than transportation over land. As a result, trading centers such as Boston and Philadelphia were located on good harbors and rivers. Gradually, roads and bridges improved and overland travel became more common.

- b) The Southern colonies were geographically diverse, so they had diverse forms of farming, including both small subsistence family farms and large plantations using slave labor. Cash crops included tobacco, rice, and indigo. In New England, rocky soil and long winters limited farming, so the colonists turned to other pursuits such as logging, shipbuilding, and fishing to gain greater profits.
  - c) British mercantile policy produced colonies that were primarily engaged in agriculture. They permitted limited manufacturing, and restricted efforts that would compete with English industries. They controlled the colonial economy by regulating the use of money, forcing the colonies to use their limited amounts of hard currency to pay for the imports from Britain.
3. CUL-1, Analyzing Evidence, Context, 2.2.I, pp. 49–50
- a) Livingston argues that colleges are important institutions and he believes that the only way to ensure widespread support for them is to avoid allowing any single religious sect to dominate the college.
  - b) Clap believes that colleges must involve a religious component or else all the knowledge gained there will be useless to students. Colleges can't ignore their religious foundations.
  - c) This debate is centered on the role of religion in colleges, but clearly it can be extended beyond that in the think of the times. What is the role of religion in civil society? Also it can be further extended to the question of the role of a central authority over individuals in their own government.
4. CUL-2, Using Evidence, Comparison, 2.2.I, pp. 50–51
- a) In **architecture** the Georgian style of London was widely imitated in houses, churches, and public buildings on the eastern seaboard. On the frontier a one-room log cabin was a common shelter. **Painting** was done by itinerant artists in search of families who wanted their portraits painted. Two American artists, Benjamin West and John Copley, studied in England and established themselves as prominent artists. **Literature** saw most authors write on serious subjects, mainly religion and politics. Yet the most popular writer was Benjamin Franklin with his *Poor Richard's Almanack*, a best-seller for years.
  - b) Basic education was limited and varied among the colonies. Formal efforts were focused on males. New England provided the first tax-supported schools. The Middle Colonies had both church-run and non-religious private schools. In the South, parents provided the education. The early colonial colleges were largely religious-centered with varying interest in the arts and sciences. Literature mostly dealt with religion and politics. England provided direct influences, particularly on architecture and painting.
  - c) The colonial population had grown and the arts flourished among the well-to-do Southern planters and Northern merchants. The majority of people rarely saw a newspaper or read any book other than the Bible. Farmers, whether on the frontier or within a few miles of the coast, worked from first daylight to sundown.

**Think As a Historian:** Questions about Periodization, p. 62  
2, 3, 5

## PERIOD 2 REVIEW

### Long-Essay Questions, p. 63

Good responses start with a relevant thesis supported by evidence such as below and/or from other sources:

1. WOR-1, MIG-1, CUL-1, Comparison, 1.2.I, 2.1.II, 2.2.I, pp. 5–6, and 26–28

The Spanish colonies were founded by conquistadors who were supported by the Roman Catholic King and Queen as well as the church leaders. One of their major goals was to convert the natives to their religious faith, even under the penalty of death for those who refused conversion. Many of the English, including the Puritans, Pilgrims, Catholics, and Quakers, fled to the New World to escape religious persecution. There was limited interest in the English colonies in the religious conversion of the American Indians.

2. MIG-1, CUL-1 Comparison, 2.1.I, 2.1.II, 2.2.I, pp. 26–28

While many of the early English colonists had escaped religious persecution their reactions varied in the New World. The Puritans of New England opposed differing religious views so as to preserve their own beliefs while the Catholics of Maryland pledged toleration to all Christians and the Quakers of Pennsylvania and the Baptists of Rhode Island were open to all faiths.

3. MIG-1, GEO-1, Comparison, 2.1.I, 2.1.II, pp. 25, 26, 48

The Jamestown settlement's location in a swampy area along the James River resulted in fatal outbreaks of dysentery and malaria. The Plymouth colony grew slowly but remained dependent on fish, furs, and lumber. In most of New England, rocky soil and long winters limited farming while milder weather and rich soil lead to profitable crops in the Middle Colonies. The diverse geography and climate of the southern colonies resulted in a varied agriculture with small subsistence farms and large plantations using hundreds of slaves.

4. NAT-1, CUL-1, POL-1, Comparison, 2.2.I, pp. 29, 49–53

Living thousands of miles from a controlling mother country, England, the colonists slowly expanded on their democratic heritage as evidenced by a series of events that established a desire for self-rule. **Bacon's Rebellion** uprising demonstrated the difference between the frontiersmen and the landed aristocracy as well as resistance to royal control, which all would have long-lasting effects. **Enlightenment** brought forth the ideas of John Locke, who wrote that there are supreme "natural" rights that cannot be infringed upon by a government.

**Great Awakening** provided many Americans for the first time with a shared or common experience. It had a democratizing effect by changing the way people viewed authority. If common people could make their own religious decisions without relying on the authority of ministers, then by extension they might also make their own political decisions without deferring to the authority of the great landowners and merchants. This revolutionary idea fermented for years and would later support the challenges to the authority of a king and his royal governors. **Zenger case** began with a newspaper article written by Peter Zenger criticizing the royal governor. English common law at the time considered any criticism of a governor to be a criminal act, no matter whether it true or false. Ignoring the law, the jury voted to acquit Zenger believing his statements to be true. While this case did not guarantee complete freedom of the press, it encouraged newspapers to criticize the colonial governments.

### Document-Based Question, pp. 64–67

NAT-1, GEO-1, POL-1 Comparison, Analyzing Evidence, 2.1.II, 2.2.I, pp. 27, 29–31, 36–37, 47, 54

In the early 17<sup>th</sup> and 18<sup>th</sup> centuries, England’s government in London, preoccupied with domestic and foreign troubles offered only minimal assistance to the American colonies. Furthermore, few of the joint-stock companies and proprietors who held charters to the colonies were able to offer much material assistance to the settlers. Left to their own resources, William Penn, Benjamin Franklin, and several other colonial leaders proposed that the various colonies form a common government and act together in common cause.

In the first two documents we see efforts to establish self-government in individual colonies. In Document 1 we find the colonists writing and signing a document that pledged majority rule and an early form of colonial self-government. Similarly, document 2 was developed with the start of a new colony by settlers unhappy with the Massachusetts authorities. These settlers drew up the first written constitution in American history that established a representative government consisting of a legislature elected by popular vote and a governor chosen by that legislature.

Three of the documents presented here represent early efforts at inter-colonial cooperation and union. Only one, document 3, was actually put into effect, forming a confederation to provide a common defense against Indian attacks. The other two plans in documents 4 and 5 were never adopted. Document 4 responded to a need for military and economic cooperation among the colonies. Document 5 was the last of the colonial plans of union to be considered before the outbreak of the American Revolution. Unwilling to give up control over their powers to tax, the various colonies rejected the plan, and it never went into effect. The cartoon in document 6 most likely was in support of the Albany Plan as it shows the need for the thirteen colonies, or parts of a snake, to be united with the caption to “join or die.” The final document, 7, argues for colonial unity in terms of being part of the British Parliament. Together with his Albany Plan of Union, we see Franklin retaining the hope that the needed colonial unity would be created with England.

The failure of any of these plans to result in lasting unity can be found in the origins and unique nature of each colony. At the same time, the number of plans for union and their varying nature, together with the support they receive, suggest widespread and growing interest in unity as the means of dealing with common problems.

## PERIOD 3: 1754–1800

### Chapter 4 Imperial Wars and Colonial Protests, 1754–1774

#### Multiple-Choice Questions, pp. 79–81

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	C	NAT-1, POL-2	Contextualization	3.1.II	71
2.	B	MIG-2, WOR-1	Causation	3.1.I	72
3.	B	NAT-1, POL-2	Continuity	3.1.II	29
4.	B	WOR-1	Analyzing Evidence	3.1.II	72–73
5.	B	WOR-1	Comparison	3.1.II	72–73
6.	D	WOR-1	Causation	3.1.II	72–73
7.	B	WOR-1	Comparison	3.1.II	73–75
8.	A	NAT-1	Analyzing Evidence	3.1.II	76–77

### Short-Answer Questions, pp. 82–83

Good responses may include the following explanations and information and/or additional information from other resources:

1. WOR-1, NAT-1, Contextualization, 3.1.I, 3.1.II, p. 71

- a) From the war the British had a low opinion of the colonial military and that some colonies had refused to contribute to the war effort. The British government shifted its policies to be forceful and take control of North America. The British wanted the colonists to pay for troops to guard the frontier.
- b) The colonists were proud of their military performance and developed confidence that they could provide for their own defense. They were not impressed with British troops or their leadership.
- c) Reactions included but were not limited to:
  - Pontiac’s Rebellion with the American Indians angered by the growing westward movement of colonists. They destroyed forts and settlements from New York to Virginia before British troops put down the uprising.
  - Proclamation of 1763 prohibited colonists from settling west of the Appalachian Mountains.
  - New revenues and regulations by Parliament through the Sugar Act, Quartering Act, and the Stamp Act. From the colonists’ point of view, each act represented a threat to their liberties and practice of representative government.

2. WOR-1, Analyzing Evidence, 3.1.II, pp. 72–73

- a) Jenyns is criticizing colonists who object to paying British taxes. He points out that under the British system, people in England as well as in the colonies are represented in Parliament even if they don’t choose a representative directly. He suggests that colonists want Britain’s protection but are unwilling to pay for it.
- b) The London merchants are objecting to the Stamp Act because, as a result of the colonists’ boycott, manufacturers in London are not able to export or import the goods and raw materials they need.
- c) The British Parliament repealed the Stamp Act in order to quell protests from their citizens and return trading between the colonists and England. They immediately passed the Declaratory Act however, and this added to the differences with the colonists.

3. NAT-1, POL-2, WOR-1, Contextualization, 3.1.I, 3.1.II, pp. 69–74

- a) **British colonial policies** had undergone a dramatic change with the assertion of its power in the colonies to collect taxes and enforce trade laws.

**Efforts at colonial unity** continually failed largely because each colony was jealous of its own political and taxation powers to accept the plan that required them to share power for a common defense.

**Seven Years’ War** was different from previous wars in that the fighting began in the colonies and then spread to Europe. Moreover, Britain now recognized the full importance of its colonies and shipped large numbers of troops to North America. Britain’s victory gave it complete control of North America and they felt a need to have the colonists pay for the costs of the war and their future protection.

- b) **British colonial policies** were based in part on the British view of the helpless colonies that were unable to protect themselves as represented by the dazed women in the center of the cartoon. **Efforts at colonial unity** had failed as symbolized with the separated limbs. **Seven Years' War** required the British defense of the colonies as embodied in the globe on the left and the shield and spear on the right-hand side of the cartoon.
- c) **British colonial policies** were resisted with the colonists ignoring the Proclamation of 1763 and using boycotts against British imports as their most effective form of protest. **Efforts at colonial unity** increased as demonstrated by the efforts of the Stamp Act Congress and the Committees of Correspondence. **Seven Years' War** resulted in the colonists being proud of their record in the war, confident that they could successfully provide for their own defense.

4. MIG-2, WOR-1, Causation, 3.1.I, pp. 72

- a) In an effort to prevent hostilities between colonists and American Indians, the British issued a proclamation that prohibited colonists from settling west of the Appalachian Mountains.
- b) The colonists reacted to the proclamation with anger and defiance as after their victory in the Seven Years' War colonists hoped to gain access to western lands.
- c) The prohibition failed as thousands went westward beyond the boundary line drawn by the British. The British felt justified in protecting its colonial empire while the colonists saw this as threat to their liberties and representative government.

**Think As a Historian:** Questions about Comparisons, p. 84  
3, 4, 5

## Chapter 5 The American Revolution and Confederation, 1774–1787

### Multiple-Choice Questions, pp. 97–99

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	C	WOR-1	Analyzing Evidence	3.1.II	86–87
2.	D	WOR-1	Comparison	3.1.II	85–88
3.	B	WOR-1	Comparison	3.1.II	89
4.	B	NAT-1	Analyzing Evidence	3.2.I	86–88
5.	C	NAT-1	Change over Time	3.2.I	91
6.	C	WOR-1	Analyzing Evidence	3.1.II	89
7.	D	POL-2	Comparison	3.1.II	89
8.	B	POL-2	Contextualization	3.1.II	89

### Short-Answer Questions, pp. 100–102

Good responses may include the following explanations and information and/or additional information from other resources:

1. POL-1, POL-3, Contextualization, 3.2.II, 91–93

- a) **Victory in the Revolutionary War** came through a government that worked under the Articles. This government also successfully negotiated favorable terms in the treaty of peace with Britain. **Land Ordinance of 1785** under the Articles enabled



Congress to establish a policy for surveying and selling the western lands. This policy also provided for setting aside a section of land in each township for public education. **Northwest Ordinance** set the rules for creating new states. It granted limited self-government to the developing territory and prohibited slavery in the region.

- b) **Financial circumstances** were weak as war debts were unpaid and states and the Congress were issuing worthless paper money. The Congress had no taxing power. **Foreign affairs saw** European nations had little respect for a new nation that could neither pay its debts nor appeared united. Britain and Spain threatened to expand their interests in the western lands after the war ended. **Domestic concerns** centered on an uprising against high state taxes, imprisonment for debt, and lack of paper money. In the summer of 1786, Daniel Shays led other farmers in stopping the collection of taxes and closed debtors' courts. After they attempted to seize weapons from the Springfield armory, the Massachusetts militia broke Shays's Rebellion.
- c) Answers will vary using interpretations of information cited above and/or additional information including but not limited to the influence of the new state constitutions and social changes as a result of the war.

2. NAT-1, POL-2, WOR-1 Comparison, 3.1.II, pp. 88–90

- a) The **Patriots** supported the revolution with the largest number coming from the New England states and Virginia. They would serve in local militia units for short periods, leave to work their farms, and then return to duty.
- b) The **Loyalists** maintained their allegiance to the king and were also called Tories. In New York, New Jersey, and Georgia, they were probably in the majority. Although Loyalists came from all groups and classes, they tended to be wealthier and more conservative than the Patriots.
- c) **African Americans** After the British promised freedom to enslaved people who joined their side Congress quickly made the same offer. Approximately 5,000 Africans fought as Patriots, most were free citizens from the North and fought in mixed racial forces. **American Indians** tried to stay out of the war. Eventually attacks by colonists prompted many American Indians to support the British, who promised to limit colonial settlements in the West. **France** openly allied itself with the Americans after their victory at Saratoga in 1778. The alliance proved decisive because it widened the war and forced the British to divert military resources away from America.

3. NAT-1, WOR-1, Contextualization, Analyzing Evidence, 3.1.II, pp. 89–90

- a) **The British public** felt that the disloyal colonists and the French had joined in a conspiracy to trap the outnumbered British forces in America. The war became unpopular because it hurt the British economy. The **American cartoon “Join or Die”** also used a snake as a symbol for the colonies, which were portrayed as divided into parts that needed to join together to survive. **Yorktown** was the site of the surrender by Cornwallis and his troops to colonial and French forces that had surrounded them.
- b) The French government saw their country's traditional enemy, Great Britain, weakening as the French helped to undermine Britain's colonial empire.
- c) The French view was supported by the American defeat of the British at Saratoga in 1777, the overwhelming defeat of the British at Yorktown, and the opportunity to weaken the British colonial empire.

4. NAT-1, CUL-3, Contextualization, 3.2.I, pp. 85–86, 91–94
- Power** is something that by nature man becomes dangerous with, regardless if it is held by one man or a group. **Liberties** and how the new government can protect them was a major concern. **Prejudices** are common among man in Adams' view and a cause for anxiety over the new government.
  - Any of the events or actions by the colonists and/or the British government during the period from the 1760s through 1776 starting with the Proclamation of 1763 and going to the Declaration of Independence can assist in explaining the views Abigail Adams expressed in the excerpt.
  - Events or actions such as the concerns with the Articles of Confederation and the debates over a new Constitution and its ratification can be used to challenge or support the point of view expressed by Abigail Adams.

**Think As a Historian:** Questions about Contextualization, p. 102  
1, 2, 3

## Chapter 6 The Constitution and the New Republic, 1787–1800

**Multiple-Choice Questions,** pp. 120–122

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	C	NAT-2	Analyzing Evidence	3.2.III	110
2.	A	POL-1	Contextualization	3.2.III	110
3.	C	POL-3	Comparison	3.2.III	110
4.	B	POL-1	Analyzing Evidence	3.3.II	115
5.	B	WOR-1	Analyzing Evidence	3.3.II	115
6.	B	POL-3	Analyzing Evidence	3.2.III	117
7.	D	POL-3	Analyzing Evidence	3.2.III	115–117
8.	B	POL-3	Comparison	3.2.III	117

**Short-Answer Questions,** pp. 123–125

Good responses may include the following explanations and information and/or additional information from other resources:

- NAT-2, Analyzing Evidence, 3.2.III, p. 105
  - Banneker believed that Jefferson was contradicting his own words in the Declaration of Independence when he allowed slavery to continue.
  - Ben Franklin** opposed slavery but stressed the need for unity at the Constitutional Convention. **John Adams** strongly opposed slavery and fought against it his entire life. **George Washington** owned slaves his entire life but freed them in his will suggesting concerns over the nature of owning slaves.
  - Jefferson would have recognized the validity of much of Banneker's argument but he would have advised that it was not the right time or conditions to end it. He would also submit that hopefully slavery would end naturally as the nation grew.

2. POL-1, Contextualization, 3.2.II, pp. 105–106

- a) **The office of the presidency** was set with a four-year term, rather than for life, yet an unlimited number of terms were allowed. The method for electing a president was with an electoral college system out of fear that too much democracy might lead to mob rule. It was also decided to grant the president the power to veto acts of Congress. **The system of representation** adopted the Connecticut Plan, also known as the Great Compromise, which provided for a two-house Congress. One house, the Senate, would have equal representation for each state, and the other house, the House of Representatives, would have representation according to population size. **The institution of slavery** saw a Three-Fifths Compromise, which counted each enslaved individual as three-fifths of a person in determining a state's level of taxation and representation. It was also decided to guarantee that slaves could be imported until 1808 when Congress could vote to abolish the practice if it wished.
- b) **The office of the presidency** concerned those who feared a lifetime rule such as found with a monarch while others feared that with democracy came the danger of a mob constantly changing and disrupting the government. **The system of representation** was challenged by both those who believed that all states should be equal and those in large states who wanted all of their larger populations empowered. **The compromise on the institution of slavery** was questioned by those who saw no justification for slavery and by those who wanted no limits on the right to buy slaves.
- c) Responses will vary but could include James Madison, who wanted a system of checks and balances to limit power and saw the President get veto power; Roger Sherman, who proposed the Connecticut Plan or the Great Compromise for representation; Alexander Hamilton, who worked for a trade compromise; and Ben Franklin, who encouraged compromises to ensure unity.

3. POL-3, Analyzing Evidence, Contextualization, 3.2.III, p. 117

- a) Allen believes that allowing the press to print anything they want, regardless of its truth, will lead to disaster.
- b) Gallatin believes that the Sedition Act is designed so that the Federalists can remain permanently in power by silencing anyone who criticizes them.
- c) Responses will vary but could include the Peter Zenger case, in which he was tried for libel because he criticized the British government. This helped establish a tradition of a free press and therefore supports Gallatin's arguments.

4. WOR-1, WOR-2, Contextualization, Comparison, 3.3.II, pp. 111–112, 116

- a) **Citizen Genêt controversy** had Genêt, the French minister to the United States, objecting to Washington's policy on neutrality. Genêt broke all the normal rules of diplomacy by appealing directly to the American people to support the French cause. **Jay Treaty** resulted from Washington sending John Jay to Britain to talk that country out of searching and seizing American ships and impressing seamen. Jay's treaty had British agreement to evacuate posts on the U.S. western frontier but no mention of British seizures. The unpopular treaty angered American supporters of France, but maintained Washington's policy of neutrality. **XYZ Affair** started with reports that U.S. ships were being seized by the French. President Adams sent a delegation to negotiate a settlement. French ministers, known only as X, Y, and Z, requested bribes to enter into negotiations. Infuriated, many Americans clamored for war against France. "Millions for defense, but not one cent for tribute" became the slogan of the hour. President Adams resisted the popular sentiment for war and sent new ministers to Paris.

- b) Responses will vary, including recognition that the Citizen Genêt controversy represented a diplomatic dispute while the XYZ Affair and Jay Treaty involved the loss of American citizens and property.
- c) The arguments for war during this period varied. Specifically related to the XYZ Affair one faction of the Federalist Party, led by Alexander Hamilton, hoped that by going to war the United States could gain French and Spanish lands in North America. There were also two overriding factors during this period. One was the French Revolution and the continued conflict between France and Britain. Many Americans wanted to thank France for its support and sided with them. Another issue was that the actions of Britain and Spain from their outposts on the western frontiers had agitated the American Indians and threatened settlements.

**Think As a Historian:** Questions about Argumentation, p. 125  
2, 3, 4

## PERIOD 3 REVIEW

**Long-Essay Questions,** pp. 126

Good responses start with a relevant thesis supported by evidence such as below and/or from other sources:

1. NAT-1, POL-2, Causation, 3.1.II, 3.2.I, pp. 70–75

In supporting this statement, mention can include events like the Stamp Act Congress and the First and Second Continental Congresses. Each of these gatherings gradually increased revolutionary sentiment in the colonies.

In refuting or modifying this statement, emphasis can be made on the importance of the Seven Years' War in changing how the colonists and British viewed each other. Also, actions by the British such as the Stamp Act, Intolerable Acts, and the Coercive Acts show how they incited colonists to revolution. Violent actions by the colonists such as the Boston Massacre, Gaspee incident, and the Boston Tea Party turned more people to revolution.

2. NAT-2, POL-1, Causation, 3.2.II, pp. 103–105

In supporting this statement, mention can include the Mt. Vernon Conference, Annapolis Convention, and the Constitutional Convention.

In refuting or modifying this statement, emphasis can be made on the weaknesses of the Articles of Confederation. Specific difficulties included foreign problems as the states failed to adhere to the Treaty of Paris and the government was too weak to stop Britain outposts on the western frontier. Also domestically there was the inability to levy national taxes, states had not fully repaid war debts, and the states competed with each other with tariffs and other restrictions while even disputing boundaries.

3. NAT-1, POL-2, Contextualization, 3.1.II, 3.2.I, pp. 70–77

In supporting this statement, mention can include Patrick Henry, John Dickinson, Samuel Adams, James Otis, Ben Franklin, and Tom Paine as just a few of the influential leaders leading up to the Revolutionary War.

In refuting or modifying this statement, emphasis can be made on the importance of the change in British policy after years of salutatory neglect. The British actions in a series of repressive and controlling acts after 1763 enraged and motivated the colonists to rebel.

4. NAT-2, POL-1, POL-3, Contextualization, 3.2.II–III, pp. 104–108

In supporting this statement, mention can include the work of James Madison, Alexander Hamilton, Gouverneur Morris, and John Dickinson in providing direction to develop a new government.

In refuting or modifying this statement, emphasis can be placed on the failures of the Articles of Confederation and the growing recognition of the inevitable fact that a new government was needed. Facing foreign threats and domestic problems, including a depressed economy and no way to resolve disputes between the states, the people gradually were drawn to change.

5. NAT-1, POL-1, Contextualization, 3.2.I, pp. 72, 89

In supporting this statement, mention can include the approximately 5,000 African Americans who fought for the colonies after they were accepted into the colonists' ranks in reaction to the British initially attempting to recruit them with the promise of freedom.

In refuting or modifying this statement, emphasis can be placed on Pontiac's Rebellion that initiated major dissatisfaction and distrust between the colonists and the British government that eventually led to revolution. These American Indian attacks against settlements on the western frontier would later continue with support by the British government during the ensuing revolutionary war. While some American Indians supported the colonists, large numbers fought for the British and did significant damage to frontier colonists.

6. NAT-2, POL-1, Contextualization, 3.2.II, 3.2.III, pp. 105–107

In supporting this statement, mention can include the belief by many that a new strong government was needed to protect those on the western frontier from continual attacks by American Indians.

In refuting or modifying this statement, emphasis can be placed on the fact that the enslavement of African Americans was one of the most contested and divisive topics in writing a constitution. One can also argue that the American Indians had lost any influence on the writing of the constitution by siding with the British in the war.

**Document-Based Question, pp. 127–129**

NAT-1, POL-2, Analyzing Evidence, Argumentation, 3.1.II, 3.2.I, pp. 72–77, 85–87

A strong thesis would consider the support for the statement that can be found in the work of colonial leaders such as Patrick Henry, John Dickinson, and Samuel Adams. Additionally the actions of the Stamp Act Congress, Massachusetts Circular Letter, and the Boston Tea Party reinforced the call for no taxation without representation. The statement can be challenged by reviewing the basic principles of the Enlightenment as well as identifying other forces motivating opposition to Great Britain, including economic, religious, and social interests. Documents 1, 2, 3, and 4 clearly support the statement, while documents 5 and 6 go further and question other British actions in the colonies. Document 7 raised the point of whether the colonists' claims for representation applied also to people of color.

## PERIOD 4: 1800–1848

### Chapter 7 The Age of Jefferson, 1800–1816

#### Multiple-Choice Questions, pp. 144–146

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	A	POL-1, NAT-4	Contextualization	4.1.I	138–140
2.	D	POL-1, NAT-4	Comparison	4.1.I	138–140
3.	A	POL-1, WXT-2	Comparison	4.1.I	138–140
4.	C	NAT-2, POL-1	Analyzing Evidence	4.1.I	131
5.	B	NAT-2, POL-3	Comparison	4.1.I	132–135
6.	D	NAT-2, POL-1	Comparison	4.1.I	115, 136
7.	D	MIG-2, WOR-1	Analyzing Evidence	4.3.I	138–139
8.	D	MIG-2, WOR-1	Analyzing Evidence	4.3.I	132–139

#### Short-Answer Questions, pp. 147–149

Good responses may include the following explanations and information and/or additional information from other resources:

1. POL-3, WXT-2, Contextualization, 4.2.III, pp. 136–138
  - a) **Louisiana Purchase** resulted from President Jefferson’s fear that so long as a foreign power controlled the river at New Orleans the United States risked entanglement in European affairs. **Embargo Act** was Jefferson’s alternative to war as he persuaded the Congress to prohibit American merchant ships from sailing to any foreign port. **Macon’s Bill No. 2** provided that if either Britain or France agreed to respect U.S. neutral rights at sea then the United States would prohibit trade with that nation’s foe.
  - b) Depending on the choice made in part a) one could use the following views of the three points as being less supportive of the statement: **Louisiana Purchase** was viewed by many as primarily a way to expand the nation, not to avoid foreign conflicts and actually would lead to conflicts with Britain, Mexico, and Russia over its new borders. **Embargo Act** was a disaster for the U.S. economy and was not sustainable. **Macon’s Bill No. 2** ended with neither Britain nor France agreeing to its terms.
  - c) In addition to the points already stated, the fact that Jefferson avoided war supports the statement and at the same time the facts of the War of 1812 during Madison’s presidency contradict it.
2. WOR-1, WOR-2, Comparison, Use of Evidence, 4.3.I, pp. 138–142
  - a) Opposition to the war included New England merchants profiting from British trade, Federalists against expansionist efforts to gain Florida and Canada, and Quids, “Old” Democratic-Republicans committed to peace and limited federal power.
  - b) Support for war came from those concerned over British impressment of American sailors, their support of American Indians on the western frontier, and War Hawks with nationalistic desires.
  - c) Factors that would continue to affect the U.S. after the war included the decline of the Federalist Party. Also American Indian conflicts would continue as a major

concern with them having been abandoned by the British, they were forced to surrender land to white settlements and continue migrating or face assimilation or destruction. Nationalism would support expansion as the search for good land was reinforced by the belief that the future for the United States was in the West and away from Europe.

3. WOR-1, WOR-2, Analyzing Evidence, Contextualization, 4.3.I, pp. 138–140
  - a) Grundy believes that war against the British is the only solution to infringements on the maritime rights of the United States. He further states that driving the British completely from the continent will reduce hostilities with the American Indians who the British were always inciting to war.
  - b) Randolph believed that the government was not designed for offensive war. A war with Britain would put a great strain on the American people who would resist higher taxes and it would result in needless death.
  - c) Support for arguments for war also can be found in the conflict with the American Indians on the western frontier and the efforts of the War Hawks. Opposition to the war is supported by Federalist politicians and Quakers, old-line Democratic-Republicans. Disapproval found its strongest support in New England where merchants profited from the Atlantic trade and religious ties to Protestantism made them more sympathetic to the Protestant British than to the Catholic French.
4. POL-1, NAT-2, Analyzing Evidence, Contextualization, 4.1.I, pp. 134–135
  - a) The first major case decided by Marshall, *Marbury v. Madison*, established the doctrine of *judicial review*, according to which the Supreme Court would exercise the power to decide whether an act of Congress or of the President was allowed by the Constitution.
  - b) Thomas Jefferson would strongly question the decision on the basis that it placed too much power with the courts.
  - c) John Adams as a Federalist would support the decision based on his strong belief in the implied powers of the Constitution, and also looking to limit the powers of Jefferson.

**Think As a Historian:** Uses of Historical Evidence, p. 149

1. Evidence would include related rulings by Marshall with his establishment of the Court's power of judicial review suggestive of support for the implied powers that Jefferson used in the Purchase.
2. The importance that the War of 1812 played in the development of the United States can be supported by the results of the war, which included a peace with Britain and a settlement of the quest for Canada, weakened support for the American Indians, and diminished interest in Europe and a turning inward for growth.
3. The role of westward expansion as the most important issue for the new country is demonstrated through the results of the War of 1812, the continued flow of immigrants seeking land and improved transportation.

## Chapter 8 National and Economic Development, 1816–1848

### Multiple-Choice Questions, pp. 167–169

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	B	MIG-1	Analyzing Evidence	4.2.III	160
2.	C	MIG-1	Contextualization	4.2.III	160
3.	A	MIG-1	Contextualization	4.2.III	160
4.	D	WOR-2	Comparison	4.3.I	158–159
5.	A	WOR-2	Contextualization	4.3.I	158–159
6.	A	WOR-2	Contextualization	4.3.I	158–159
7.	B	NAT-4	Use of Evidence	4.2.III	152, 161
8.	A	NAT-4	Contextualization	4.2.III	152, 161

### Short-Answer Questions, pp. 170–172

Good responses may include the following explanations and information and/or additional information from other resources:

1. WXT-2, WXT-3, Continuity, Comparison, 4.2.I, pp. 161–163
  - a) **Factory system** prospered early in the 19th century due to the embargo, the War of 1812, and tariffs. The system grew in New England as a result of abundant waterpower, seaports for shipping goods, and capital and labor from the decline of the maritime industry and farming. Other northern states with similar resources and problems followed New England. As the system expanded, it encouraged the growth of banking and insurance. **Inventions** increased because they were protected by patent laws that encouraged development of new tools and machines. Eli Whitney was only the most famous of hundreds of Americans who improved technology. **Labor unions** were organized in major cities as early as the 1790s and increased as the factory system grew. Unions faced obstacles that included: immigrant replacement workers, state laws outlawing them, and frequent economic depressions with high unemployment.
  - b) Your choice was better than the **factory system** because it was dependent on factors such as technology, capital, and labor, which were not always available. Your choice was better than the **inventions** because they were dependent on the gathering of the resources and workers to implement their ideas. Your choice was better than the **labor unions** because they were dependent on the new inventions and a system to gather the resources for them to work with.
  - c) There were wide variations in industrial growth in different sections of the country. The Northeast and East had the necessary resources for industry. The West lacked the resources and the South devoted its capital to the plantation system and slavery.
2. WXT-2, POL-3, Contextualization, 4.1.I, 4.2.III, p. 152
  - a) **Protective tariffs** would promote American manufacturing and also raise revenue to build a national transportation system of federally constructed roads and canals. **National Bank** would keep the system running smoothly by providing a national currency. **Internal improvements** would promote growth in the West and the South with new roads and canals.
  - b) **Protective tariffs** were criticized, particularly in the South and West, for raising the costs of manufactured goods. **National Bank** had long been accused of limiting



currency and promoting high interest rates for borrowing. **Internal improvements** were opposed by those who believed that the Constitution did not give the government the power to do this.

- c) John C. Calhoun of South Carolina and many southerners would develop a strong opposition to **protective tariffs**. Thomas Jefferson and his followers had long opposed a **National Bank** beginning when Alexander Hamilton first proposed it. Spending on **internal improvements** was blocked by both Presidents Madison and Monroe on constitutional grounds.

3. POL-2, WXT-1, Analyzing Evidence, Contextualization, 4.3.II, pp. 155–157, 164

- a) King opposed slavery and its expansion, seeing as a threat to the peace and security of the Union: “The existence of slavery impairs the industry and the power of a nation.”
- b) The article in the southern newspaper believes that there is a false morality from those opposing the expansion of slavery and that it is a states’ rights issue, and the federal government has no place in deciding where slavery should be.
- c) The growth of the cotton industry and the expansion of slavery into new states such as Alabama and Mississippi ended hopes for a gradual end to slavery so its opponents saw the need to stop it from spreading further to the new lands of the Louisiana Purchase. By 1818 the northern states with a growing immigrant population held a majority in the House. In the Senate, the votes remained divided evenly as long as the slave and free states were equal. Thus slave states had to be added if any free states were, so that southern senators could block any threatening legislation.

4. WXT-2, NAT-4, Analyzing Evidence, Causation, 4.1.I, p. 153

- a) **Nationalism** was weakened by growing sectionalism as the economic panic affected the West more than other sections, and each section had its own concerns.

The Era of Good Feelings came to an end along with any sense of political unity for Democratic-Republican Party as they split partially in reaction to the economic panic. The West saw many voters change their political outlook. Westerners began calling for land reform and strongly opposed both the national bank and debtors’ prisons.

- b) **Second Bank** attempted to curtail inflation by tightening credit for many banks. This led to many bank closures and eventually caused the Great Panic. **Land speculation** in the West help to increase inflation. **Inflation** resulted in the Second Bank attempting to tightening credit for many banks, leading to bank closures.
- c) **Second Bank** faced increased demands for the government to end its charter. **Land speculation** could be limited through either low prices or grants by the federal government. **Inflation** could be minimized by low loan interest rates.

**Think As a Historian:** Questions about Interpretation, p. 172

1, 2

## Chapter 9 Sectionalism, 1820–1860

### Multiple-Choice Questions, pp. 185–187

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	A	WXT-1	Causation	4.2.II	174
2.	B	WXT-1	Contextualization	4.2.II	174
3.	D	WXT-1	Contextualization	4.2.II	174
4.	B	MIG-1	Causation	4.2.III	176
5.	A	MIG-1	Comparison	4.2.III	176
6.	D	MIG-1	Causation	4.2.III	176
7.	D	WXT-2	Analyzing Evidence	4.2.I	175, 177–178
8.	B	WXT-2	Analyzing Evidence	4.2.I	175–176

### Short-Answer Questions, pp. 188–190

Good responses may include the following explanations and information and/or additional information from other resources:

1. NAT-4, Cul-4, Contextualization, Comparison, 4.1.II pp. 175–176, 179, 181
  - a) **American Indians** from the time of Columbus were lied to, pushed, or driven westward as white settlers took their homelands. They had been killed either by disease or in battles, emigrated, or forced to leave their land by treaty or military action. **Free African Americans** could maintain a family and in some instances own land, but they did not have economic or political equality as prejudices kept them from voting and holding jobs in most skilled professions and crafts. **Irish immigrants** arrived with few special skills, and little money. They faced discrimination because of their Roman Catholic religion. With few opportunities, they congregated in the northern cities where they had first landed. Their progress was difficult but steady.
  - b) The following are arguments for each group having experienced some type of less discrimination than the others: **American Indians** could move away from the discrimination and had their tribe to support them. **Free African Americans** had some job opportunities and often could own land. **Irish immigrants** stayed together in northern cities for mutual support and became politically active.
  - c) Discrimination could be found in all sections. For some, immigrants and free African Americans in the North appeared to offer some opportunities. If not in fact, at least in theory the West called to all ethnic groups as a place promising greater freedom.
2. MIG-1, MIG-2, Periodization, 4.2.III, 4.3.I, p. 181–182
  - a) **1600s—lands not along the Atlantic coast** were where the first colonists and settlers from Europe and Africa established the concept of the frontier with the desire to move westward in search of new opportunities. **1700s—lands west of the Appalachian Mountains** were a challenge due to the mountain barriers and travel hardships but they also provided opportunities beyond the reach of the established governments. **Mid-1800s—lands west of the Mississippi River** were the largest frontier as the U.S. western border on the Pacific was established and the vast Great Plains and the mountains beyond challenged those looking for a new start and greater freedom.
  - b) An event or development from the period that supports the explanations above would be for: **1600s—lands not along the Atlantic coast** when a small group unhappy with their leaders in Boston moved just a few hundred miles to the Connecticut River

Valley to form a new colony at Hartford. **1700s—lands west of the Appalachian Mountains** would become truly open as a frontier to those in the original thirteen colonies with the victory over the French in 1763. **Mid-1800s—lands west of the Mississippi River** were systematically explored and publicized for the first time by the expedition of Lewis and Clark.

- c) A particular period is not as useful to mark the beginning of the Western Frontier because: **1600s—lands not along the Atlantic coast** were not truly a frontier as life was the same with similar hardships as all worked to survive and also were under colonial government control. **1700s—lands west of the Appalachian Mountains** were quickly populated and governed due to the building of canals and railroads and industrialization. **Mid-1800s—lands west of the Mississippi River** were surrounded by established area, including California on the west, and would find rapid changes quickly closing the frontier.
3. POL-2, WXT-1, GEO-1, Analyzing Evidence, Argumentation, 4.1.III, 4.3.II, pp. 178, 181
- a) That Massachusetts is opposed to slavery as well as any fugitive slave laws. It calls on its sister state, Virginia, to also be faithful to the founding fathers' belief in freedom.
- b) Since there is no mention of slavery being wrong in the Bible, then if the "Saviour" didn't challenge it, how can anyone else question it?
- c) Support for the views of Whittier can be found in the industrialization and the immigrants who flooded New England and the North, providing both a supply of inexpensive labor and consumers of the new mass-produced consumer goods. Support for the views of Drew can be found in the actions of the Baptist and Methodist churches in the South that preached biblical support for slavery and thus gained in membership. For some in the South there was sensitivity about how they treated slaves so they referred to slavery as "that peculiar institution."
4. WXT-2, CUL-4, GEO-1, Causation, Contextualization, 4.2.III, 4.3.II, pp. 173, 177–180
- a) A number of factors contributed to the lack of manufacturing in the South and they included cotton as the basis of the South's economy in part due to Eli Whitney's cotton gin and Great Britain providing the market for the South's cotton. With its mechanized textile mills, by 1860 the world depended chiefly on Britain for its supply of cloth, and Britain depended largely on the South for its supply of cotton fiber. Slavery provided the labor to do whatever owners demanded. Because of the great profits to be made on the cotton plantations, the value of a field slave had risen to almost \$2,000 by 1860. Thus the heavy investment in slaves left much less capital than the North to industrialize. Also Southern society was dominated by a very small minority, the planter aristocracy, that maintained power, dominated the state legislatures, and enacted laws that favored their economic interests.
- b) Advantages for the North included states bound together by transportation routes and economic growth based on commercial farming and industrial innovation that drew strong investment. Labor was plentiful due to both a high birthrate and increased immigration.
- c) In Gregg's view a number of possible consequences could result if the South continued as in the past and they include a limited economy based on agriculture and a single crop, the constant need for new land to replace the depleted soil from cotton farming, a society unable to react to any future changes and a growing separation from the industrialization that was taking hold in the rest of the nation.

**Think As a Historian:** Questions about Synthesis, 190  
1, 3

## Chapter 10 The Age of Jackson, 1824–1844

### Multiple-Choice Questions, pp. 201–203

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	D	NAT-2, POL-1	Causation	4.1.I	196–197
2.	C	NAT-2, POL-1	Contextualization	4.1.I	196–198
3.	A	NAT-2, POL-1	Comparison	4.1.I	196–197
4.	A	NAT-4, WXT-2	Analyzing Evidence	4.1.I	192–198
5.	D	NAT-4, WXT-2	Contextualization	4.1.I	197, 199
6.	B	NAT-4, WXT-2	Causation	4.1.I	197, 199
7.	C	POL-1, WXT-2	Analyzing Evidence	4.1.I	199
8.	D	POL-1, WXT-2	Comparison	4.1.I	199

### Short-Answer Questions, pp. 204–206

Good responses may include the following explanations and information and/or additional information from other resources:

1. WOR-1, MIG-2, Analyzing Evidence, Contextualization, 4.3.I, pp. 195–196
  - a) President Jackson believed that American Indians could only survive if they vacated U.S. territory. He was not particularly concerned with their safety; rather, he was concerned with the safety of U.S. citizens and the ability of states to enforce their laws.
  - b) Any concern President Jackson showed toward American Indians in public was a pretense. What the president really wanted was total state control over their land and ultimately the westward extension of American territory.
  - c) Concern for the American Indians may be found in the act of President Jackson's administration in establishing a Bureau of Indian Affairs to assist American Indians. A view that official policy was based on a lack of any real concern for the American Indians is supported by a review of the Trail of Tears in 1838, when the Army forced 15,000 Cherokees to leave Georgia, causing 4,000 deaths.
2. POL-1, NAT-2, WOR-2, Analyzing Evidence, Causation, 4.1.I, 4.3.I, pp. 195–197
  - a) **Presidential powers** were expanded under Jackson, who interpreted the powers of Congress narrowly and vetoed more bills than all six preceding presidents combined. **American Indians** were not part of Jackson's concept of democracy. He sympathized with citizens who wanted to take American Indian lands. Jackson thought the most humane solution was to resettle them in the west. **Economic policy** under Jackson was based on a belief in limited government spending, and a distrust of the Bank of the United States as a tool of the wealthy and unconstitutional. **States' rights** were favored by Jackson, but not disunion, and he made a strong defense of federal authority.
  - b) **Presidential powers** are expressed by the veto paper in his left hand and the overall presentation as a king. **American Indians** are symbolized by the shield and horse that lay under the left foot of Jackson. **Economic policy** is conveyed by the placing of the Bank of the United States and internal improvements under Jackson's left foot. **States' rights** are communicated by having Jackson stand on a map of the United States that has a large crack.

- c) **Presidential powers** by Jackson can be found in any of his controversial acts, including his handling of the Peggy Easton affair where he forced out cabinet members who disagreed with his views. **American Indians** saw official actions, including the Indian Removal Act, which forced the resettlement of thousands of American Indians and the creation of the Bureau of Indian Affairs to assist the resettled tribes. **Economic policy** resulted in the vetoes of the Bank of the United States and federal money for the Maysville Road. **States' rights** were restricted when Jackson persuaded Congress to pass the Force bill giving him authority to act against South Carolina. Jackson also issued a Proclamation to South Carolina stating that nullification and disunion were treason.

3. POL-1, CUL-2, Contextualization, Comparison, 4.1.I–II, pp. 192–193

- a) **Political party conventions** replaced the caucuses of party leaders in selecting candidates and were more open to popular participation and therefore more democratic. **Rotation in office** was a policy limiting a person to one term in office based on the belief that, “No man has any more intrinsic claim to office than another.” **Spoils system** was the practice of dispensing government jobs in return for party loyalty. This system was based on Jackson’s belief that one man was as good as another and that ordinary Americans were capable of holding any government office.
- b) **Political party conventions** were subject to control by party politicians and leaders, thus limiting the role of individuals. **Rotation in office** meant that even if a person were doing a good job, he or she would automatically be replaced by a party loyalist. **Spoils system** was based on a belief in appointing people to jobs strictly according to their political party, not on being qualified to do the job.
- c) **John Quincy Adams**, as an opponent of Jackson, would be critical of the statement and specifically he supported qualified professionals filling jobs on a permanent basis regardless of party. **John C. Calhoun** would basically support the statement as a Democratic Republican and Jackson’s first vice president. This would not be included in his differences that developed with Jackson over the Peggy Easton affair and the nullification crisis. **Martin van Buren**, as a strong supporter of Jackson and his policies, would support the statement and continued the policies of a spoils system and rotation in office during his own presidency.

4. POL-1, CUL-2, Contextualization, Argumentation, 4.1.I–II, pp. 191–193

- a) **Popular election of the President** took hold in the 1832 election when all states except South Carolina adopted the more democratic method of allowing the voters to choose a state’s slate of presidential electors, not state legislatures. **Rotation in office** was a policy limiting a person to one term in office based on the belief that “No man, has any more intrinsic claim to office than another.” **Universal male suffrage** began with new Western states adopting state constitutions that allowed all white males to vote and hold office by omitted any religious or property qualifications. Most eastern states soon followed suit.
- b) **Popular election of the President** was not complete as the Electoral College system meant that the voters still did not directly select the president. **Rotation in office** had a limited shift in that party officials maintained control over who would be appointed to any office. **Universal male suffrage** was still limited to white males only.
- c) The beliefs in the principle of equality and shifting power were limited to that for white males. These beliefs ignored the African Americans and any women. Another possible response could be based on economics and industrialization relations with the workers or sectionalism and the differences between westerners and those in the east.

**Think As a Historian:** Statements about Causation, p. 206  
1, 2

## Chapter 11 Society, Culture, and Reform, 1820–1860

**Multiple-Choice Questions,** pp. 218–220

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	A	CUL-2, POL-2	Contextualization	4.1.II, 4.1.III	213
2.	D	CUL-2, POL-2	Analyzing Evidence	4.1.II, 4.1.III	213
3.	B	CUL-2, POL-2	Analyzing Evidence	4.1.II, 4.1.III	213
4.	B	CUL-2, NAT-1	Analyzing Evidence	4.1.II, 4.1.III	209
5.	D	CUL-2, NAT-1	Analyzing Evidence	4.1.II, 4.1.III	209
6.	B	CUL-2, NAT-1	Contextualization	4.1.II, 4.1.III	209
7.	C	NAT-1, CUL-3	Analyzing Evidence	4.1.III	214–215
8.	B	NAT-1, CUL-3	Contextualization	4.1.III	214–215

**Short-Answer Questions,** pp. 221–223

Good responses may include the following explanations and information and/or additional information from other resources:

1. NAT-1, CUL-3, POL-2, Comparison, Argumentation, 4.1.III, 4.2.II, pp. 212–214
  - a) **Public education** with free public schools for children of all classes was motivated in part by the growing numbers of the uneducated poor, both immigrant and native-born, that were found in the growing industrial cities. **Temperance** movements began largely on moral grounds but grew rapidly when factory owners and politicians saw that temperance measures could reduce crime and poverty and increase workers' output on the job. **Women's rights** as a movement developed as industrialization changed roles within families as the women who remained at home took charge of the household and children. Becoming involved with reforms, especially those in the antislavery movement, they resented the way men relegated them to secondary roles. Soon women were campaigning for equal voting, legal, and property rights.
  - b) **Public education** may be a weaker choice due to both resistance to paying higher taxes for schools and the need for working children to contribute to the family income. **Temperance** was strongly opposed by many immigrants, particularly Germans and Irish, who were Catholic and city dwellers while it was supported by a largely rural and Protestant effort. **Women's rights** developed a strong organization during this period as demonstrated by the Seneca Falls Convention, the first women's rights convention in American history, but women were able to make only limited legal improvements at this time.
  - c) Response could include: **public education** with Horace Mann leading the public school movement started in Massachusetts and included compulsory attendance for all children and in the 1840s spread rapidly to other states; **temperance** gained force in 1851 when Maine went beyond taxes on liquor and prohibited the manufacture and sale. A dozen states also prohibited liquor by the time of the Civil War; **women's rights** during this period was overshadowed by the crisis over slavery and saw little official government support.

2. CUL-2, POL-2, Contextualization, Analyzing Evidence, 4.1.II, 4.1.III, pp. 209, 213
- Nature** was viewed by the Transcendentalists, including Emerson, as the source for discovering one’s inner self. Also the land of this great nation continued to be the “remedy” for all problems. **Railroads** along with the development of our “internal resources” and the commercial system were to be part of the nation’s future greatness. **Reform movements** that demonstrated recognition of new moral causes to improve the state are also part of the great future.
  - Nature** was displayed in paintings with landscapes, especially in the Hudson River school, expressing the romantic age’s fascination with the natural world. **Railroads** were built rapidly with plans being made to cross the continent. **Reform movements** evolved during this period from moral persuasion to political action in a wide range of areas, including establishing tax-supported public schools, improving the treatment of the mentally ill, controlling or abolishing alcohol, equal rights for women, and abolishing slavery.
  - A challenge to Emerson’s views was the growing materialism of society and the pursuit of wealth. Support for his views can be found in the development of widespread reform movements that demonstrated a moral commitment in life.
3. CUL-1, CUL-3, POL-2, Analyzing Evidence, Contextualization, 4.1.II, 4.1.III, pp. 207–208, 212, 214
- Religious revivals** provided an important source in developing the desire and enthusiasm for reforms such as the temperance movement.  
  
Temperance to end the evils caused by drink demanded the destruction of alcohol. Women’s rights allowed women to assume a rightful leadership role in reform movements and not be relegated to a secondary role as many men often tried to do.
  - Religious revivals** are suggested by the title of the cartoon, “The Holy War,” and the women charging forth dressed as crusaders. **Temperance** is demonstrated by the banner entitled “Temperance League” and by the broken barrels of rum and whiskey. **Women’s rights** are portrayed by the women leading the battle and destroying the evil alcohol.
  - During this period the governments of various states imposed restriction on alcohol so that by 1860 more than a dozen states had outlawed the production and sale of liquors.
4. POL-2, CUL-4, Argumentation, Comparison, 4.1.III, 4.3.II, pp. 214–215
- American Colonization Society** supported the idea of transporting freed slaves back to Africa and in 1822 established an African American settlement in Monrovia, Liberia. *The Liberator*, an abolitionist newspaper, was published by William Lloyd Garrison and was uncompromising in advocated immediate abolition of slavery in every state and territory without compensating the slave-owners. **Nat Turner** took up the argument that slaves should take action themselves by rising up in revolt against their owners, and in 1831 led a revolt killing 55 whites.
  - American Colonization Society** was not the best example of a radical solution as it appealed to moderate antislavery reformers and politicians, in part because whites with racist attitudes hoped to remove free blacks from U.S. society. *The Liberator* was questioned by some, including Frederick Douglass, for being impractical and not providing political reform nor and direct action to end slavery and racial prejudice. **Nat Turner** would appear to demonstrate the most radical solution to the slavery question by rising up in revolt against his owners and killing them.

- c) In response to the antislavery movement becoming gradually more radical, any antislavery sentiment and discussion in the South ended. The Nat Turner Rebellion brought swift retaliation and whites killed hundreds of African Americans and put down the revolt.

**Think As a Historian:** Statements about Continuity and Change Over Time, p. 223  
2, 4, 5

## PERIOD 4 Review

**Long-Essay Questions,** pp. 224–225

Good responses start with a relevant thesis supported by evidence such as below and/or from other sources:

1. NAT-1, POL-2, Argumentation, Synthesis, 3.1.II, 3.2.I–II, pp. 94–95

A thesis in support of the belief that the revolution was to continue basic British rights would view it not as a revolt against outmoded institutions, but a quest for independence that carried to maturity a liberal, democratic movement that had been gaining force for years. The fight had been for the same rights as those living in Britain, including representation.

For those refuting the statement, they can look to the nature of the new revolutionary government and the distinctions it made with the British system, including no lifetime head of state, separation of church and state, and abolition of aristocratic titles.

2. NAT-2, POL-1, Argumentation, Synthesis, 4.1.I, pp. 191–195

A thesis in support of Jackson as a revolutionary force for the common man can point to more elected offices during the Jacksonian era, popular campaigning as candidates directed their campaigns to the interests and prejudices of the people, and the introduction of the spoils system and rotation of officeholders. Even the Peggy Eaton affair showed Jackson's disdain for elitism and acceptance of all as equal.

Those arguing that Jackson was simply a continuation of the trend toward greater voter participation can point to the expansion of universal male suffrage in the new western states, Indiana (1816), Illinois (1818), and Missouri (1821). This broad trend was recognized by many, such as Alexis de Tocqueville, French aristocrat, who wrote about the democratic attitudes of Americans.

3. NAT-2, POL-1, WXT-2, Contextualization, Causation, 3.2.III, pp. 110–111

An analysis of Alexander Hamilton policies as the first secretary of the treasury would look at his three-part program: 1. pay off the national debt and assume the war debts of the states, 2. protect new industries and collect revenues at the same time by tariffs on imported goods, 3. create a national bank for depositing government funds and printing banknotes that would provide a stable currency.

4. NAT-2, POL-1, WXT-2, Contextualization, Causation, 4.1.I, pp. 195, 197–198

An analysis of Jackson's economic policies should include his belief that the Bank of the U.S. abused its powers and served only the wealthy and thus would be terminated. When inflation grew, he sought to check it with the Specie Circular order. It required that all future purchases of federal lands be made in specie (gold and silver) rather than in paper banknotes. With banknotes losing their value, land sales plummeted and soon after Jackson left office the Panic of 1837 put the economy into a depression.



5. WXT-2, GEO-1, MIG-1 Comparison, 2.1.II, pp. 24–35

A comparison of the three major groups of colonies could be based on many factors, including environmental and geographical characteristics. New England, based on common religious beliefs developed an economy built on farming and commerce served by fine harbors. The Middle Colonies, with a more diverse population and greater religious toleration, prospered with rich soil. The Southern Colonies had a long growing season and utilized slave labor to raise tobacco, rice, and sugar. By the mid-18th century all three regions were developing concerns over their relationship with Britain.

6. WXT-2, MIG-2, POL-3, Comparison, 4.2.III, 4.3.I, pp. 173–181

The northern portion of the country actually had two parts, the Northeast and the Old Northwest, which were bound together by transportation routes and rapid economic growth based on commercial farming and industrialization supported by a growing immigrant population. The South was predominantly agricultural, supported by a growing slave population. Cotton was king, and society and the government were controlled by the planter aristocracy. The west by the mid-1800s lay beyond the Mississippi and reached to California and the Pacific Coast. The vast majority of American Indians were living in the West as settlers and immigrants gradually moved into the area in search of the promise of greater freedom and opportunity. The harsh life on the Great Plains was similar to that experienced by the earliest colonists.

7. NAT-3, WOR-1, WOR-2, Contextualization, Causation, 3.3.II, pp. 111, 115–116

**French Revolution** received American support though tempered by the violence. Washington believed that the nation was not strong enough to engage in a European war so he issued a proclamation of U.S. neutrality in the conflict. Jefferson resigned from the cabinet in disagreement with Washington's policy.

**Washington's Farewell Address** contained his warnings to Americans not to get involved in European affairs, not to make "permanent alliances" in foreign affairs, not to form political parties, and not to fall into sectionalism. For the next century, presidents would resist "permanent alliances." However, political parties were already a vital part of the political system.

**XYZ Affair** centered on American anger at foreign threats. Reports that U.S. merchant ships were being seized by French warships brought a response from President Adams. Seeking a peace agreement, he sent a delegation to Paris to negotiate with the French government. The French ministers, X, Y, and Z, requested bribes as the basis for entering into negotiations but the Americans refused. Reports of the demands infuriated many Americans who called for war against saying, "Millions for defense, but not one cent for tribute." President Adams resisted the war sentiment knowing U.S. military weaknesses. The cause of this situation foreshadowed a similar dispute that would arise with the British and actually lead to war in 1812.

8. WOR-1, WOR-2, WXT-2, Contextualization, Causation, 4.1.I, 4.3.I, pp. 139, 151, 158–159

**Florida Purchase** resulted in part because Spain, worried that the United States would seize Florida, and preoccupied with troubles in Latin America, decided to turn over all of its possessions in Florida and its claims in the Oregon Territory. In return the United States agreed to assume claims against Spain in Florida and give up any U.S. territorial claims to the Spanish province of Texas.

**Monroe Doctrine** was a response to the ambitions of Europe in the Western Hemisphere. Monarchies in Europe were considered to be helping Spain to return to power in South America, where a number of republics had recently declared their

independence. Also, Russia's presence in Alaska worried both Britain and the United States. The Doctrine asserted that the American continents not be considered as subjects for future colonization by any European power and that any attempts by a European power to interfere in the affairs of any republic in the Western Hemisphere would be opposed by the United States **War Hawks** were a group of new, young Democratic-Republicans in Congress, many from frontier states. They quickly gained influence, arguing that war with Britain would be the only way to defend American honor, gain Canada, and destroy American Indian resistance on the frontier.

9. MIG-1, CUL-1, CUL-2 Causation, Periodization, 2.1.II, 2.2.I pp. 45–47, 51–52

**Education** was limited and varied among the colonies. Formal efforts were directed to males, since females were trained only for household work. In New England the Puritans' emphasis on the Bible led them to create the first tax-supported schools. The Middle Colonies schools were either church-sponsored or private. In the southern colonies, parents gave their children whatever education they could. On plantations, tutors provided instruction for the owners' children. The first colonial colleges were sectarian, promoting the doctrines of a particular religious group. The Puritans founded Harvard in 1636 in order to train ministers. Only one nonsectarian college was founded during this period, the College of Philadelphia, which later became the University of Pennsylvania, and had no religious sponsors.

**Immigration** was continuous from England, Scotland, Wales, and Ireland, and also from parts of Western and Central Europe. Many were Protestants coming from France and German-speaking kingdoms. Some came to escape religious persecution and wars while others sought economic opportunity either by farming or as an artisan or a merchant. Most settled in the Middle Colonies and on the western frontier. Few immigrants headed for New England, where land was limited and under Puritan control.

**Religion** was recognized with varying degrees of toleration. All of the colonies permitted the practice of different religions with Massachusetts, the most conservative, accepting several types of Protestants, but it excluded non-Christians and Catholics. Rhode Island and Pennsylvania were the most liberal. As religious diversity increased, the colonial governments gradually reduced their tax support of churches. Religion continued to play an important role as evidenced by the influence of the Great Awakening.

10. MIG-1, MIG-2, CUL-1, Causation, Periodization, 4.1.II, 4.2.III, pp. 175–176, 181, 207–208, 213

**Education** saw the need for free public schools for children of all classes. Reformers were motivated by growing numbers of the uneducated poor, both immigrant and native-born. In the 1840s free schools spread rapidly from Massachusetts to other states. Reformers wanted children to learn not only basic literacy, but also moral principles. Fearing the Protestant tone of the schools, Roman Catholics founded schools for their children. Private colleges grew, in part due to the religious enthusiasm of the Second Great Awakening. Various Protestant denominations founded small colleges, especially in the western states. Also, several new colleges began to admit women. Adult education was furthered by lyceum lecture societies, organizations that brought speakers to small towns.

**Immigration** in the 1830s began to increase and by 1860 nearly 4 million people from northern Europe, including 2 million Irish and 1 million Germans, crossed the Atlantic arriving in Boston, New York, and Philadelphia. Many remained where they landed

and some traveled to farms and cities of the Old Northwest. Few went south where the plantation economy and slavery limited the opportunities. The surge in immigration was chiefly the result of cheap and rapid transportation, famines, and revolutions in Europe, and the reputation of the United States for offering opportunities and political freedom. The immigrants strengthened the U.S. economy.

Many native-born Americans were alarmed by the immigrants, fearing that they would take their jobs and weaken the culture. The nativists were Protestants who distrusted the Roman Catholicism of the Irish and many of the Germans. Opposition led to sporadic rioting, the organization of a secret society and the Know-Nothing party. Anti-foreign feelings faded as the Civil War approached.

**Religion** expanded in varied ways. The Second Great Awakening was a revival with preachers who were audience-centered, easily understood by the uneducated, with populist movements attuned to the democratization of American society and inspiring social reform. In the South and on the western frontier, Baptist and Methodist preachers activated the faith of many who had never belonged to a church. By 1850, the Baptists and the Methodists were the largest Protestant denominations in the country. Another religious group, the Church of Jesus Christ of Latter Day Saints, or Mormons, also grew rapidly. To escape persecution, the Mormons migrated to the western frontier in Utah. Their cooperative social organization helped the Mormons to prosper.

**Document-Based Question, pp. 226–228**

NAT-4, CUL-4, POL-3, Use of Evidence, Comparison, 4.1.I and II, 4.2.III, pp. 150–152, 157–164, 173

A clear thesis would have students able to use outside knowledge to explain the concurrent development of the two beliefs and then focus on how one became more important. Americans took pride in their unique political system that had both a central government and a collection of self-governing states allowing territorial growth and industrial change. Details on the growth of nationalism could involve cultural nationalism with the basic ideas and ideals of nationalism and patriotism, the growth of the nation's economy with the subsidizing of internal improvements and tariffs to protect U.S. industries from European competition, and firm stands in foreign affairs as with the Monroe Doctrine.

A review of sectionalism, loyalty to a particular region, will embrace a look at the differences among the three sections, North, South, and West, and involved ultimately disagreements that led to the Civil War.

A good response will use six or seven of the documents. Nationalistic sentiments are clear in Documents 1, 2, 3, and 4, while Documents 5, 6, and 7 reflect sectionalist feelings.

## PERIOD 5: 1848–1877

### Chapter 12 Territorial and Economic Expansion, 1830–1860

#### Multiple-Choice Questions, pp. 241–243

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	C	GEO-1, WOR-1, 2	Contextualization	5.1.I	232–233
2.	A	GEO-1, WOR-1, 2	Causation	5.1.I	233
3.	A	GEO-1, WOR-1, 2	Analyzing Evidence	5.1.I	232–233
4.	D	GEO-1, WOR-1, POL-1	Using Evidence	5.1.I, 5.2.II	232–234
5.	D	GEO-1, WOR-1, POL-1	Contextualization	5.1.I, 5.2.II	232–234
6.	D	GEO-1, WOR-1, POL-1	Contextualization	5.1.I, 5.2.II	232–234
7.	B	GEO-1, WOR-1, POL-1	Contextualization	5.1.I	233–234
8.	A	GEO-1, WOR-1, POL-1	Analyzing Evidence	5.1.I	234

#### Short-Answer Questions, pp. 244–246

Good responses may include the following explanations and information and/or additional information from other resources:

1. NAT-3, WOR-1, WOR-2, Contextualization, Comparison, 5.1.I, pp. 232–234
  - a) **Annexation of Texas** took place under President Tyler, who persuaded both houses of Congress to pass a joint resolution for annexation. It added vast lands next to the Louisiana Purchase. **“Fifty-four Forty or Fight!”** was a campaign slogan for President Polk. Rather than fighting the British for all of the Oregon territory the president agreed to the southern half. This peacefully guaranteed the northern border with Canada. **Mexican Cession** provided the United States with the former Mexican provinces of California and New Mexico and officially completed the sought after expansion to the Pacific Ocean.
  - b) Some activities did not completely support manifest destiny in a decisive manner. For example, the **annexation of Texas** was opposed by many in the North as it expanded slavery. **“Fifty-four Forty or Fight!”** called for adding all of the Oregon Territory, but resulted in the United States gaining half of the original land. The **Mexican Cession** gained California and the New Mexico territory but not all of Mexico as many Southerners wanted.
  - c) Not all Americans united behind the idea of manifest destiny and expansionism. Northern critics argued that the basis of the expansionist drive was the Southern ambition to spread slavery into western lands. The acquisition of vast western lands renewed the sectional debate over the extension of slavery. Others, such as Thoreau, opposed expansion driven by warfare.
2. NAT-3, WOR-1, GEO-1, Analyzing Evidence, Contextualization, 5.1.I, pp. 230–233
  - a) Walker is stating that everyone already knows Texas is going to be part of the union and that Mexico would readily give it up. He also believes that slavery should be a local question decided on by Texans only.
  - b) Giddings recognizes that if admitted to the union Texas will be a slave state. He believes that the North would never allow that to happen because it would give the South and the slave states control of the union.

- c) Evidence that supports Gidding’s view would be the fact that presidents Jackson and Van Buren both put off the request for Texas annexation primarily because of opposition among Northerners to the expansion of slavery. The annexation that Walker supported became reality when President John Tyler took the election of Polk as a signal to push the annexation through Congress. Instead of seeking Senate approval that would require a two-thirds vote, Tyler persuaded both houses of Congress to pass a joint resolution that required only a simple majority of each house.
3. NAT-3, MIG-2, CUL-4, Analyzing Evidence, Periodization, 5.1.I, 5.1.II, pp. 230, 237
- a) **Frontier** was the place where only the “daring, venturing as we go the unknown ways,” pioneers would go as they were united in the dream for a better place and life. **Manifest Destiny** was a task that had to be accepted as those ‘beyond the seas’ in Europe, were no longer up to the work of opening up new lands. **Overland trails** through the westward frontier were a challenge filled with hardships, often over the Great Plains, that led to better lands and a new life.
- b) Pioneers settled in Oregon in the 1840s and their success in farming the fertile Willamette valley caused thousands to travel over the Oregon Trail to settle in the area south of the Columbia River.
- c) A challenge to this pioneer view would arise with the upheavals of the Civil War in the 1860s but then be renewed after the war as many again sought new opportunities on the frontier and were aided by the transcontinental railroad.
4. NAT-4, MIG-2, Periodization, Contextualization, 5.1.I, 5.1.II, pp. 230–234, 238–239
- a) **Nationalism** provided philosophical support for the efforts to strengthen and expand the United States completely across the continent to the Pacific Ocean. **New technology** offered assistance in the development of the West in many ways such as through railroads, telegraph, and mass-produced consumer goods. **Population growth** both internally and from immigration provided vast numbers of people willing to endure hardships in hopes of gaining new opportunities or cheap land.
- b) Some forces did not as strongly support westward development, such as **Nationalism**, which gradually weakened as sectionalism grew during this period. **New technology** such as the railroad and telegraph did not actually spread west of the Mississippi until after the Civil War and also many could not afford even the cheaper new consumer goods. **Population growth** was partially absorbed by the growing industries of the East and the new cities of the Midwest.
- c) **Sam Houston** led the fight for Texas independence from Mexico and then as the first president of the Republic of Texas applied to the United States to be annexed as a new state. **Samuel F. B. Morse** invented the telegraph, which improved communication across the nation. **James Polk** as president settled the boundary of Oregon with Canada and successfully fought a war with Mexico, adding the Mexican Cession lands of California and New Mexico territory.

**Think As a Historian:** Statements about Periodization, p. 246

2, 3

## Chapter 13 The Union in Peril, 1848–1861

### Multiple-Choice Questions, pp. 262–264

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	A	NAT-2, POL-1	Contextualization	5.2.II	248–249
2.	B	NAT-2, POL-1	Comparison	5.2.II	248–249
3.	A	NAT-2, POL-1	Comparison	5.2.II	248–249
4.	B	NAT-2, POL-1	Analyzing Evidence	5.2.II	252
5.	B	NAT-2, POL-1	Contextualization	5.2.II	252
6.	D	NAT-2, POL-1	Analyzing Evidence	5.2.II	247, 255–258
7.	B	NAT-2, POL-1	Contextualization	5.2.II	255–256
8.	A	NAT-2, POL-1	Analyzing Evidence	5.2.II	255–256

### Short-Answer Questions, pp. 265–267

Good responses may include the following explanations and information and/or additional information from other resources:

1. NAT-2, POL-1, POL-2, Analyzing Evidence, Contextualization, 5.2.I, 5.2.II, pp. 247–248
  - a) **“Barnburners”** were antislavery Democrats whose defection threatened to burn down, or destroy, the Democratic party. **Free Soilers** were Northerners who opposed allowing slavery in the territories and organized the Free-Soil party, with the slogan “free soil, free labor, and free men.” **David Wilmot** was a congressman who proposed the Wilmot Proviso that forbade slavery in any of the territories acquired from Mexico. It passed in the House but was defeated in the Senate.
  - b) Elements in the cartoon expressed specific points about: **“barnburners”** with the two men on the right, the anti-slave democrats; **Free Soilers** are portrayed as those lighting the barn on fire; **David Wilmot** is referred to in the caption in the upper right corner, “Long life to Davy Wilmot.”
  - c) Actions shaped by a specific point were for **“barnburners”** causing increased tensions over slavery, dividing the Northern and Southern Democrats, and by the mid-1850s resulting in the breakup of the national party. **Free Soilers** caused southerners to react by suggesting popular sovereignty as an alternative to congressional action on slavery in the territories and this became part of the Compromise of 1850. **David Wilmot** inspired the development of the Free Soil movement.
2. NAT-2, POL-1, POL-2, Periodization, Causation, 5.2.I, 5.2.II, pp. 248–258
  - a) Responses could include, but are not limited to: the Compromise of 1850, Kansas-Nebraska Act, Fugitive Slave Law, *Uncle Tom’s Cabin*, *Sociology for the South*, and the birth of the Republican Party.
  - b) Responses could include, but are not limited to: “bleeding Kansas,” caning of Senator Sumner, the election of 1856 and the rise of the Republican Party, Lecompton Constitution, Dred Scott decision, Lincoln-Douglas Debates, John Brown’s raid at Harpers Ferry, and the breakup of the Democratic Party.

- c) Reasons could include, but are not limited to: the conflicts between antislavery and proslavery forces evolved from discussion to violent responses; the growth across the nation was largely in free, non-slave areas and the South saw the loss of its power in Congress; a realization in the North that slavery would not naturally end and a Southern view that the right to slaves was absolute.
3. NAT-2, CUL-2, POL-2, Analyzing Evidence, Contextualization, 5.2.I, 5.2.II, pp. 247–257
- a) Slaves are often more moral and capable than free laborers. They have a home and their families are provided for. That is in contrast to free laborers who often are homeless and extremely poor.
- b) Southerners incorrectly try to use the Constitution and the Bible to justify slavery. The real truth lies with basic human nature and in a man’s heart, which knows that slavery is wrong.
- c) Responses could include, but are not limited to: for Fitzhugh’s excerpt, support can be found in the growth of the slave population, Fugitive Slave Law, and the Dred Scott decision; for Emerson’s excerpt, support can be found in the Underground Railroad, *Uncle Tom’s Cabin*, and rise of the Republican Party.
4. NAT-2, POL-1, POL-2, Causation, Comparison, 5.2.I, 5.2.II, pp. 250–254
- a) **Formation of the Republican Party** by a coalition of Free-Soilers and antislavery Whigs and Democrats with the purpose to oppose the spread of slavery and calling for the repeal of the Fugitive Slave Law. **Publication of *Uncle Tom’s Cabin*** became the most influential book of its day and moved a generation of Northerners to regard all slave owners as cruel. **Creation of the Underground Railroad** provided a loose network of Northern free blacks and ex-slaves with some white abolitionists who helped escaped slaves reach freedom in the North or in Canada.
- b) **Formation of the Republican Party** was a direct reaction to the passage of the Kansas-Nebraska Act and its purpose was to oppose the spread of slavery in the territories, not to end slavery itself. **Publication of *Uncle Tom’s Cabin*** was a book that in itself did not directly help the victims of the Fugitive Slave law. **Creation of the Underground Railroad** provided an escape from slavery for a very small number.
- c) Responses could include, but are not limited to: breakup of the Democratic Party; publication of books defending slavery such as by Fitzhugh; and an increase in violence as in Kansas and John Brown’s raid.

**Think As a Historian:** Statements about Comparisons, p. 267  
1, 4, 5

## Chapter 14 The Civil War, 1861–1865

### Multiple-Choice Questions, pp. 285–287

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	B	NAT-1	Analyzing Evidence	5.3.I	275–276
2.	D	NAT-1	Analyzing Evidence	5.3.I	275–276
3.	D	WOR-2	Contextualization	5.3.I	274–275
4.	D	WOR-2	Analyzing Evidence	5.3.I	274–275
5.	A	WOR-2	Contextualization	5.3.I	274–275
6.	A	WOR-2	Comparison	5.3.I	268–272
7.	D	WOR-2	Using Evidence	5.3.I	268–272
8.	C	WOR-2	Using Evidence	5.3.I	268–272

### Short-Answer Questions, pp. 288–290

Good responses may include the following explanations and information and/or additional information from other resources:

1. NAT-1, WOR-2, Interpretation, Using Evidence, 5.3.I, pp. 279–282
  - a) McPherson sees the Civil War as necessary and it ultimately made profound changes in the nation. Horwitz believes the Civil War was bloody, unnecessary, and left a number of issues unresolved.
  - b) Taking advantage of their wartime majority the Republicans passed an ambitious economic program that stimulating economic growth including a national banking system, the Homestead Act, the Morrill Land Grant Act, and legislation to build a transcontinental railroad.
  - c) The costs of the war in both money and men were staggering. Also, civil liberties came under fire. Lincoln suspended the writ of habeas corpus in Maryland and other states with pro-Confederate sentiment. During the war thousands were arrested without a right to habeas corpus and many were held without trial. After the war, the Supreme Court ruled that the government had acted improperly in Indiana when civilians had been subject to a military trial.
2. NAT-1, WOR-2, Causation, Comparison, 5.3.I, pp. 275–276
  - a) **President Lincoln** issued his Emancipation Proclamation in 1863. which stated “that all persons held as slaves within said designated States and parts of States are, and henceforward shall be, free.” **U.S. Congress** passed two Confiscation Acts by 1862 that freed persons enslaved by anyone engaged in rebellion against the United States. **Enslaved African Americans:** After the Emancipation Proclamation, almost 180,000 of them joined the Union army.
  - b) The following reasons limit the value of the choice: **President Lincoln’s** proclamation applied only to enslaved people residing in Confederate states outside Union control, it immediately freed only about 1 percent of slaves. **U.S. Congress’s** Confiscation Act depended on the “contrabands,” or slaves, getting to the safety of the Union camps. **Enslaved African Americans** numbered over 4 million so that the number actually achieving freedom during the war was a small percentage.



- c) Almost 200,000 African Americans, most of whom were newly freed slaves, served in the Union army and navy. Segregated into all-black units, they performed courageously. More than 37,000 African American soldiers died in what became known as the Army of Freedom.
3. WOR-2, Analyzing Evidence, Contextualization, 5.3.I, pp. 271, 273–274
- a) **Blockade** was one part of the Union plan for victory in the war, which called for using the U.S. Navy to blockade Southern ports cutting off supplies from reaching the Confederacy. **Mississippi River** was part of the Union plan for victory in the Civil War. With the taking control of it, the Confederacy would be divided in two. **General Grant** would successfully lead the Union’s campaign for control of the Mississippi River.
- b) **Blockade** as part of the Anaconda Plan is represented by the heavy black line, or snake, that outlines the southern coast of the United States. The **Mississippi River** is presented almost in the center of the map. **General Grant** is not represented on this map of 1861 because at that time he was just returning to the military and would not achieve notable success until his campaign in the west in 1862–1863.
- c) **Blockade** would continue throughout the war and would be highlighted by the Confederate efforts to break it, including the battle of the *Monitor vs. Merrimac*. **Mississippi River** was effectively blockaded by the capture of New Orleans in 1862 by the Union navy under David Farragut. **General Grant’s** siege and capture of Vicksburg in 1863 gave the Union effective control of the Mississippi River.
4. NAT-1, WOR-2, Comparison, Contextualization, 5.3.I, pp. 275, 279–280
- a) **Emancipation Proclamation** demonstrates the democratic Lincoln as he used his powers as commander in chief to free all enslaved persons in the states then at war with the United States. **Gettysburg Address** demonstrates the democratic Lincoln as he reminded Americans that their nation was “dedicated to the proposition that all men are created equal.” **Habeas corpus** demonstrates the autocratic Lincoln as early in the war he suspended the writ of habeas corpus in Maryland and other states with strong pro-Confederate sentiment. Suspension of this constitutional right meant that persons could be arrested without being informed of the charges against them.
- b) The following are reasons reducing the value of the choice: **Emancipation Proclamation** was a limited move, as it did not free many slaves. **Gettysburg Address** was delivered as millions remained enslaved in the country. **Habeas corpus** suspension is recognized in the Constitution, which does state that the writ of habeas corpus “shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.”
- c) As President Andrew Jackson was considered both democratic as he empowered the common man in many ways, including through the party convention, rotation in office, and extending the vote, while he was also considered autocratic for his treatment of American Indians and his action in the Bank of the U.S. controversy.

**Think As a Historian:** Statements about Contextualization, p. 290  
1, 2, 4

## Chapter 15 Reconstruction, 1863–1877

### Multiple-Choice Questions, pp. 305–307

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	B	NAT-2, POL-3	Analyzing Evidence	5.3.II	294–295
2.	C	NAT-2, POL-3	Analyzing Evidence	5.3.II	294–295
3.	D	NAT-2, POL-3	Contextualization	5.3.II	299–300
4.	B	NAT-2, POL-3	Analyzing Evidence	5.3.II	295–296
5.	A	NAT-2, POL-3	Comparison	5.3.II	295–296
6.	B	POL-3	Using Evidence	5.3.II	302
7.	A	POL-3	Contextualization	5.3.II	302–303
8.	B	POL-3	Contextualization	5.3.II	302–303

### Short-Answer Questions, pp. 308–310

Good responses may include the following explanations and information and/or additional information from other resources:

1. NAT-2, POL-3, Analyzing Evidence, Contextualization, 5.3.II, pp. 294–297
  - a) Grimes thought that President Johnson believed that the Tenure of Office Act was unconstitutional based on sound legal advice. Also, that it was simply an effort by Congress to punish Johnson and even though he was a poor president, Grimes would not support it as it was unconstitutional.
  - b) Sumner condemned President Johnson as a tyrant who far exceeded the power of his office. He was strongly in favor of Johnson’s punishment.
  - c) An example supporting Sumner was Johnson’s vetoes, including the 1866 bill increasing the Freedmen’s Bureau and a civil rights bill that nullified the Black Codes and guaranteed equal rights to African Americans. An example supporting Grimes was the view that Congress passed the Tenure of Office Act to protect the Radical Republicans in Johnson’s cabinet, such as Secretary of War Edwin Stanton, who was in charge of the military governments in the South that Johnson opposed.
2. NAT-2, POL-3, Contextualization, 5.3.II, pp. 294, 298–300, 302
  - a) **Scalawags** was the name Southern white Democrats gave to Southern Republicans who supported the Republican governments. They usually were former Whigs who were interested in economic development for their state and peace between the sections. **Carpetbaggers** was the name Southern white Democrats gave to Northern newcomers who went South after the war for different reasons such as investors, ministers, teachers, or those taking advantage to get rich. **African American Legislators** were generally educated property holders who took moderate positions on most issues. Seeing African Americans and former slaves in positions of power caused bitter resentment among disfranchised ex-Confederates.
  - b) **Black Codes** adopted by Southern state legislatures restricted the rights and movements of the former slaves. The codes prohibited blacks from either renting land or borrowing money to buy land, placed them into semi-bondage by forcing them to sign work contracts, and prohibited them from testifying against whites in court. **Sharecropping** was a system with the landlord providing the needed farm supplies in return for a share (usually half) of the harvest. Sharecroppers usually

remained either dependent on the landowners or in debt to local merchants. **Ku Klux Klan** was an organization of southern whites working to intimidate blacks and white reformers. Founded in 1867 by an ex-Confederate general, Nathaniel Bedford Forrest, the “invisible empire” burned black-owned buildings and flogged and murdered freedmen to keep them from exercising their voting rights.

- c) It really had little effect on Reconstruction as the impeachment and trial of Andrew Johnson occurred in 1868, a presidential election year. At their convention, the Democrats nominated another candidate, Horatio Seymour, so that Johnson’s presidency would have ended soon in any case, with or without impeachment by the Republicans.

3. POL-3, Contextualization, 5.3.II, pp. 296, 300–302

- a) **Spoilsmen** was the name given to the new leaders of the party in the 1870s whose power came from patronage, giving jobs and government favors, spoils, to their supporters. “**Waving the bloody shirt**” was a Republican campaign tactic of appealing to anti-Southern prejudices by inflaming the anger of Northern voters by reminding them of the war and that Southerners were Democrats, the party of rebellion and treason. **Tariffs** remained a key part of the pro-business policies of the Republican Party driven by the Industrial Revolution in the North.
- b) **Crédit Mobilier** was an organization used by those making high profits from government subsidies for building the transcontinental railroad. It gave stock to members of Congress to avoid investigation. **The Tweed Ring** corrupted local politics in New York City as William Tweed, the boss of the local Democratic Party, masterminded dozens of graft schemes that stole about \$200 million from New York’s taxpayers. **Panic of 1873** was an economic disaster caused by over-speculation by financiers and overbuilding by industry and railroads leading to widespread business failures and depression. Thousands of Northern laborers lost both their jobs and homes.
- c) **Jay Gould** in 1869 obtained the help of President Grant’s brother-in-law in a scheme to corner the gold market. The Treasury Department broke the scheme, but not before Gould had made a huge profit. **Horace Greeley**, editor of the New York Tribune, in 1872 was nominated by both reform-minded Republicans and Democrats to run for president against President Grant. **Rutherford B. Hayes**, the governor of Ohio, was nominated for president in 1876 by the Republicans who were looking for someone untouched by the corruption of the Grant administration.

4. NAT-2, POL-3, Analyzing Evidence, Contextualization, 5.3.II, pp. 293–297

- a) **Johnson’s Reconstruction Plan** was similar to Lincoln’s in that it was lenient toward the former confederates but Johnson saw no reason to help the inferior former slaves. **Civil Rights Act of 1866** was passed over Johnson’s veto by the Radical Republicans. **Impeachment** was the final reaction of the Radical Republicans to Johnson’s efforts to stop their work in supporting the former slaves and punishing the former confederates.
- b) **Johnson’s Reconstruction Plan** demonstrated his southern roots and sympathies as well as his white supremacist beliefs. On the right side of the cartoon we see Johnson beating an African American. **Civil Rights Act of 1866** was resisted by President Johnson and we see 1866 at the top of the cartoon but a skeleton surrounded by the words “states rights” at the bottom. **Impeachment** failed as we see a blindfolded figure of Justice looking down at Johnson abusing a prostrate African American.

- c) **Johnson’s Reconstruction Plan** was challenged by the passage of the Civil Rights Act of 1866 and the Reconstruction Acts of 1867. **Civil Rights Act of 1866** was supported by its passage over the veto of President Johnson. **Impeachment** is challenged by the fact that seven moderate Republicans joined the Democrats in voting against conviction because they thought it was a bad precedent to remove a president for political reasons.

**Think As a Historian:** Statements about Argumentation, p. 310

1, 3

## PERIOD 5 Review

**Long-Essay Questions,** pp. 311

Good responses start with a relevant thesis supported by Evidence such as below and/or from other sources:

1. WOR-2, Contextualization, Argumentation, 5.3.I, pp. 274–275

A good response would recognize that the Confederate’s hopes for gaining independence depended as much on its diplomats as on soldiers. Confederate leaders fully expected that cotton would prove to be “king” and induce Britain or France, or both, to give direct aid to their war effort. British sympathies can be seen in the Trent Affair when a Union warship stopped a British ship and removed Confederate diplomats. Britain threatened war over the incident and the diplomats were released. But after again sailing for Europe, they failed to obtain full recognition of the Confederacy from either Britain or France. Ultimately, the South’s hopes for European intervention were disappointed. Cotton did not have the power to dictate foreign policy since Europe found ways of obtaining it from other sources. Other factors influencing Britain’s decision not to recognize the Confederacy included the lack of a decisive Confederate military victory, and Lincoln’s Emancipation Proclamation that appealed to Britain’s working class.

2. WOR-1, POL-1, Contextualization, Argumentation, 3.1.II, p. 90

Any thesis evaluating the role of international support for Americans in the Revolutionary war must consider a number of factors. For many the turning point of the war came with the victory at Saratoga in 1777 as it persuaded France to join in the war against Britain. France’s king, Louis XVI, had no interest in aiding a revolutionary movement but saw a chance to weaken his country’s enemy, Great Britain. The French alliance widened the war and forced the British to divert military resources away from America. At Yorktown in 1781, supported by French naval and military forces, Washington’s army forced the surrender of a large British army, which led directly to a treaty ending the war.

3. MIG-2, WOR-1, WOR-2, Contextualization, Argumentation, 5.1.I, pp. 230–236

A good thesis needs to examine the factors that motivated and justified the Manifest Destiny expansion in the United States starting in the 1840s.

Among the forces driving expansion were: nationalism, population growth, rapid economic development, technological advances, and reform ideals. For many Southerners the hope was to acquire new territories, especially in areas of Latin America, where they thought plantations worked by slaves were feasible. A major target for Southern expansionists was the acquisition of Cuba.

Specific reasons to expand the U.S. borders in the South into Texas and in the West into Oregon largely came from earlier American pioneers migrating into these lands during the 1820s and 1830s. Expansion into California was viewed as necessary to extend the

nation from the Atlantic to the Pacific Oceans. All of these factors were supported by the popular belief that the United States had a divine mission, a *manifest destiny*, to extend its power and civilization across the breadth of North America.

4. MIG-2, WOR-1, WOR-2, Contextualization, Argumentation, 4.3.I, pp. 132–134

A good thesis needs to examine the factors that motivated and justified the expansion through the Louisiana Purchase in the United States. In the early 19th century, the economy of the western frontier in the Indiana Territory depended on transporting goods on rivers that flowed into the Mississippi and southward to New Orleans, a city that was controlled by Spain. Many were troubled that, so long as a foreign power controlled the river at New Orleans, the United States risked involvement in European affairs. President Jefferson and most Americans strongly approved of the Louisiana Purchase. The fact that no clause in the Constitution stated that a president could purchase foreign land did not stop Jefferson, who for the country's good, argued that lands could be added using the president's power to make treaties. The Louisiana Purchase doubled the size of the United States, removed a European nation from the nation's borders, and extended the western frontier. It also strengthened Jefferson's view that the country's future would be based on a society of farmers.

5. NAT-2, POL-3, Comparison, 5.3.II, pp. 294–297, 302

A good response will focus on both parts of the question, the efforts for and against guaranteeing equal rights. The forces working to guarantee rights embraced the Civil Rights Act of 1866, the Fourteenth and Fifteenth Amendments, the Civil Rights Act of 1875, and support of African American legislators in the South. Efforts at denying equal rights included the Black Codes, President Johnson's vetoes of bills protecting African Americans, and the growth of secret societies such as the Ku Klux Klan to intimidate the former slaves.

6. NAT-2, POL-1, POL-3, Comparison, 3.2.II, p. 108

A good response will focus on both parts of the question, the efforts for and against guaranteeing individual rights. Having fought the Revolutionary War to escape a tyrannical government, there was a fear that a strong central government under the Constitution could become tyrannical. By adding a bill of rights Americans could be protected. Questioning the need to increase protections was the fact that members of Congress would be elected by the people and thus added protections were not needed. Also, people should assume that all rights were protected by the Constitution rather than create a limited list of rights that might allow corrupt officials to assert that unlisted rights could be violated.

7. NAT-2, POL-1, POL-3, Argumentation, Comparison, 3.2.II, pp. 106–108

A well-written thesis should recognize the strong sentiments on both sides as they debated a unique new document, a written constitution. The Federalists, in support of the Constitution, maintained that a stronger central government was required to maintain order and preserve the Union. It was also needed due to the weaknesses of the Articles of Confederation. The Anti-Federalists challenged the Constitution based on a belief that a stronger central government would destroy the work of the Revolution, limit democracy, and restrict states' rights. They also argued that the proposed Constitution contained no protection of individual rights, and that it gave the central government more power than the British had.

8. NAT-2, POL-1, Argumentation, Comparison, 5.2.I, 5.2.II, pp. 256–257

A good response would include a comparison of the arguments presented within the perspective of the times. Lincoln did not consider himself an abolitionist, but he was against the expansion of slavery, and spoke of slavery as a moral issue. In the series

of debates Lincoln attacked Douglas’s seeming indifference to slavery as a moral issue. He challenged Douglas to reconcile his popular sovereignty with the Dred Scott decision. In response Douglas stated that slavery could not exist in a community if the local citizens did not pass slave codes maintaining it.

**Document-Based Question 1**, pp. 312–314

NAT-3, POL-1, GEO-1, WOR-2, Analyzing Evidence, Causation, 5.1.I, 5.2.II, pp. 230–239

Students need to have a clear, well-developed thesis that addresses the complexity of the question. Among the causes that could be analyzed from the documents or outside knowledge include: party politics, national pride, attitudes of cultural superiority, international competition, the Oregon question, California’s harbors, the continental railroad, industrial development, and trade. The role of slavery in the debate over expansion could consider issues of slave power, the Ostend Manifesto, the Walker expedition, and the economics of slavery. A good response will use six or seven of the documents. Documents 1, 4, and 6 present the view that expansion is part of the Manifest Destiny of the nation. Opposition to expansion and its aid to spreading slavery can be found in Documents 2, 5, and 7. The Constitution permits slavery, therefore any new lands can have slaves is argued in Document 3.

**Document-Based Question 2**, pp. 315–317

NAT-1, NAT-2, POL-1, Analyzing Evidence, Argumentation, 5.2.I, 5.2.II, pp. 247–260

A good thesis can be presented to defend either position on the statement. The point of view that compromise on the issues, including slavery, was possible, and that the abolitionists in the North and the “fire eaters” in the South poisoned the political debate is supported by the suggestions for restraint in documents 1 and 5. Document 3 provides data showing how evenly divided the political factions were although the trend was toward the North. In this context Lincoln can be seen as promoting conflict, while Douglas is a symbol of compromise and peace. The opposite view, that the war was inevitable can be based on the point that moral issues such as slavery could not be compromised and conflict was inevitable, regardless of the leadership. The strong views in documents 2, 4, 6, and 7 would support this interpretation. A good response will use six or seven of the documents.

## PERIOD 6: 1865–1898

### Chapter 16 The Rise of Industrial America, 1865–1900

**Multiple-Choice Questions**, pp. 334–336

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	D	CUL-2	Causation	6.3.I	324–325
2.	B	WXT-2	Comparison	6.1.II	324–325
3.	A	WXT-2	Comparison	6.1.I	326–327
4.	B	WXT-2	Analyzing Evidence	6.1.I	323–324
5.	B	WXT-2	Causation	6.1.I	324
6.	B	WXT-1	Analyzing Evidence	6.1.II	329–330
7.	C	WXT-1	Continuity	6.1.II	329–330
8.	D	WXT-1	Analyzing Evidence	6.1.II	330

### Short-Answer Questions, pp. 337–338

Good responses may include the following explanations and information and/or additional information from other resources:

1. WTX-2, Using Evidence, Causation, 6.1.I, 6.2.II, pp. 320–322
  - a) Federal and state governments gave railroad companies over 170 million acres of public land to provide railroads with a right of way and to help finance construction. The federal government also subsidized railroads through loans for each mile of track completed and stationed the U.S. Army to help defend the building of the railroads in the west.
  - b) The development of railroads needed financing and construction on a large scale, which created the nation’s first very large stockholder corporations. Railroads also stimulated the growth of other large industries, especially coal and steel production. Railroads created for the first time a truly national market that encouraged mass production, mass consumption, and economic specialization in large urban centers, such as Pittsburgh and Chicago
  - c) The overbuilding of railroads in the late 19th century led to declining profits and bankruptcies, which contributed to bank failures and financial panics. After the depression of 1893, bankers, such as J. P. Morgan, controlled and consolidated many of the nation’s railroads in the hands of a few business leaders. On another level, railroads transformed the American culture with a new emphasis on time (including the creation of time zones) and speed.
2. WXT-2, Analyzing Evidence, Using Evidence, 6.1.I, pp. 322–324
  - a) Carnegie praised competition as the driving force in the improvement of production and marketing of steel products, while Rockefeller used the trust as a way to combine competing oil companies into a cooperative association that would divide up markets as he “standardized” products and prices. Rockefeller defended trusts as an “antidote to Social Darwinism.”
  - b) Carnegie Steel outproduced rivals by using advanced technology and selling its steel at lower prices. The company also used **vertical integration**, which organized operations from the mine through production of steel to final distribution. Carnegie Steel, besides owning mines and ships carrying ore to the steel mills, promoted large-scale production and innovative sales tactics to outperform its competitors.
  - c) Rockefeller’s solution for competitive markets was to control competition through “cooperative forms,” such as his Standard Oil Trust. Trusts were formal agreements in which competitors turned over their business operations and/or stock for trust certificates, and a board of trustees managed the former competitors, which is also known as **horizontal integration**. The Standard Oil Trust controlled 90 percent of the oil refineries, which left oil producers, railroads, and consumers at its mercy.
3. WXT-2, POL-2, Causation, Using Evidence, 6.1.I, 6.3.II, pp. 321–324
  - a) Among the business practices to reduce competition and increase profits included: Pools were informal agreements among competitors to fix prices and share the market among themselves. Since they were informal, these agreements were easily and often broken. Trusts were formal agreements in which competitors turned over their business operations and/or stock for trust certificates to a board of trustees, who would manage the former competitors to control the market and maximize profits for its members. Interlocking directorates were another tactic, especially used by banks and investors, to gain seats on boards of competing corporations in order to coordinate the management of them, to manipulate the market, and to increase profits.

A monopoly is a more generic term used to identify any business or economic operation that has exclusive or nearly total control of a market, such as oil or sugar production.

- b) At first, reformers and politicians tried to limit combinations that reduced competition and commerce on the state level (see pp. 351–352) through so-called Granger laws, but the Supreme Court ruled that states could not regulate interstate commerce. Then reformers moved Congress to pass the Sherman Antitrust Act of 1890, which prohibited any “contract, combination, in the form of trust or otherwise, or conspiracy in restraint of trade or commerce.”
- c) Although the Sherman Antitrust Act had become the law of the nation, it was too vaguely worded to stop the development of trusts in the 1890s. Furthermore, the Supreme Court in *United States v. E. C. Knight Co.* (1895) ruled that the Sherman Antitrust Act could be applied only to commerce, not to manufacturing. As a result, the U.S. Department of Justice secured few convictions until the law was strengthened during the Progressive era (see Chapter 21).

4. WXT-3, NAT-1, Interpretation, Causation, Using Evidence, 6.1.I, 6.2.I, pp. 327–328

- a) Industrialization during the Gilded Age created vast amounts of new wealth, but the distribution of the gains was very uneven. Profits created a new class of millionaires, who often had little contact with their workers, separated from them by layers of middle managers. Meanwhile, industrial workers labored in often-dangerous jobs and many did not make a living wage. By the 1890s, the richest 10 percent of the population controlled 90 percent of the nation’s wealth. Some flaunted their new wealth in an era known for “conspicuous consumption.”
- b) The **middle class** increased in number and income as large-scale industries and corporations needed more skilled managers, factory superintendents, salespeople, and a variety of other “white collar” salaried employees to help conduct business operations. These higher paid workers then demanded more services from other middle-class professions in law, medicine, education, and government.
- c) The growth of industries and corporations also expanded the number and types of jobs for **women**. The low-paying work in textile, garment, and food processing industries were seen as an extension of women’s skills as homemakers. Women also took over formerly male-dominated work as secretaries, bookkeepers, and typists, often at lower wages.

**Think As a Historian:** Statements about Context, p. 338  
1, 2

**Chapter 17** The Last West and the New South, 1865–1900

**Multiple-Choice Questions,** pp. 355–357

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	D	WXT-2	Analyzing Evidence	6.1.II	347
2.	A	WXT-2	Comparison	6.1.II	347
3.	A	WXT-2	Comparison	6.1.II	347
4.	D	POL-2	Analyzing Evidence	6.1.III	352
5.	D	POL-2	Comparison	6.1.III	351–352



6.	B	NAT-2	Continuity	6.1.III	352–353
7.	D	NAT-2	Analyzing Evidence	6.3.II	348–349
8.	B	NAT-2	Comparison	6.3.II	350

**Short-Answer Questions**, pp. 358–59

Good responses may include the following explanations and information and/or additional information from other resources:

1. POL-2,WXT-3, Analyzing Evidence, Using Evidence, Causation, 6.1.III, pp. 342, 350–53
  - a) Events that reflected farmers’ discontent included the formation of the National Grange movement, which defended farmers against profit-taking “middlemen,” trusts, and railroads. The growth of Farmers’ Alliances with more than a million white and black members also signaled that the dissatisfaction was widespread. The discontent of American farmers came together at the meeting of the National Alliance of farm organizations in 1890, which produced the Ocala platform of influential reforms.
  - b) Farmers were burdened by a deflationary era after the Civil War, in which prices for corn, wheat, cotton, and other farm commodities declined, while interest rates increased. U.S. farmers suffered from increased competition from Canada, Argentine, and Russia, as the markets become internationalized. Farmers also felt victimized by high charges of the railroads, grain elevators, equipment suppliers, and banks.
  - c) The writer most likely meant that farmers feared losing their farms and becoming tenant farmers or sharecroppers that resulted in a life in poverty. While farm failures had many causes, it became a widespread event on the Great Plains, and more than half of farmers in the South were tenants or sharecroppers. Farmers feared that the Jeffersonian ideal of a nation of independent family-owned farms would disappear.
2. NAT-1, Comparison, Using Evidence, 6.1.II, 6.2.II, pp. 339–346 and 347–350
  - a) Regional differences in the **South** included the long recovery after the Civil War, the region lagged the North in industrialization and education and remained the poorest region, remained heavily reliant on agriculture, especially cotton, and legal segregation limited the participation of African Americans, one-third of the population.
  - b) The West and North were linked by transcontinental railroads and complemented each other in trade. The resource-rich West provided a seemingly unlimited flow of natural resources from its mines and forests to the manufacturing centers in the Midwest and Northeast. The ranches and farmers of the West also provided livestock and grains for Northern food processing centers, such as the meatpacking industries in Chicago, flour mills in Minneapolis, and the breweries in St. Louis and Milwaukee.
  - c) The closing of the frontier concerned Turner, because he believed that open lands acted as a safety valve to relieve the discontent in society. He also feared that ending the frontier experience that had shaped the American identity would also weaken American independence, individualism, and inventiveness. He predicted that the passing of the frontier would result in the United States becoming more divided by economic and class differences like Europe.

3. POL-2, Analyzing Evidence, Using Evidence, Comparison, 6.3.II, pp. 348–350
- The forms of discrimination against African Americans in the South during the late 19th century included the widespread loss of the rights to vote, to serve on juries, and to hold public office. Discrimination existed in the job market, the ability to purchase property, the segregated and inferior public schools, and their treatment in the courts. Violence and lynching were also used to terrorize the black community.
  - Given the political and social segregation in the South, Booker T. Washington argued that the most productive approach for the advancement of African Americans included practical education in skilled occupations, such as the classes offered at Tuskegee Institute in agriculture and industrial education. He also organized the National Negro Business League to promote the development of black-owned businesses. He argued that economic progress, cooperation, and harmony of the races would lead to eventual acceptance by whites and equal political rights.
  - Washington’s efforts to create a skilled African-American workforce in agriculture and industry matched the vision of the New South movement, which wanted the South to develop its own industries, build new railroads, and diversify its agricultural products beyond cotton. The Tuskegee Institute also provided a model for education of a skilled workforce that was often lacking in the South during this period.
4. WXT-3, Continuity and Change, Causation, 6.1.III, pp. 347–349
- Changes in the South during this period included that railroads were built across the South and integrated with the rest of the nation; Birmingham, Alabama, became one of the nation’s leading steel producers, and cities such as Richmond and Memphis grew as centers of commerce related to tobacco and lumber; and textile mills moved from the North into states such as Georgia, North and South Carolina.
  - The ways the South did not change included that cotton remained the main product driving the southern economy; most southerners, white and black, remained poorly educated working in agriculture and low-paying jobs; and racial segregation governed relations between blacks and whites. While industrialization came to the South during this period, it still lagged far behind the North by 1900.
  - Factors that kept the South from making more progress included the lack of capital for investment within the South after the Civil War, agriculture dominated the economy, poorly trained workforce, the education lagged behind much of the nation, and Southern society lacked a large middle class.

**Thinking as a Historian:** Statements about Evidence, p. 359

1, 3

## Chapter 18 The Growth of Cities and American Culture, 1865–1900

### Multiple-Choice Questions, pp. 375–377

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	B	MIG-1	Analyzing Evidence	6.2.I	361
2.	C	MIG-1	Causation	6.2.I	330, 362
3.	B	POL-2	Analyzing Evidence	6.3.II	363
4.	B	POL-2	Causation	6.3.II	364
5.	A	POL-1	Using Evidence	6.3.II	324–325, 331, 365
6.	B	POL-1	Comparison	6.3.II	209, 366–367
7.	C	POL-2	Analyzing Evidence	6.3.II	295–296
8.	A	POL-2	Causation	6.3.II	295–297, 367

### Short-Answer Questions, pp. 378–79

Good responses may include the following explanations or information and/or additional information from other resources:

1. MIG-1, Analyzing Evidence, Causation, Continuity and Change, 6.2.I, pp. 361–362
  - a) The cartoon opposes the passage of the Chinese Exclusion Act of 1882, and “closing the Golden Gate” to the Chinese. It also argued that unlike hard-working Chinese immigrants, other immigrants largely from Europe that were welcomed brought into the country radical ideas such as socialism and communism that caused discord.
  - b) The anti-immigrant sentiments had diverse causes, including (1) nativist movements, such as the American Protective Association, which was openly prejudiced against Roman Catholics and reform-minded immigrants, (2) labor unions, which feared that employers would use immigrants to depress wages and break strikes, and (3) Social Darwinists, who viewed the new immigrants as biologically inferior to English and Germanic stocks. During a severe depression in the 1890s, foreigners also became a convenient scapegoat for jobless workers as well as for employers who blamed strikes and the labor movement on foreign agitators.
  - c) Actions of the Congress that opposed the point of view of the cartoon were the Chinese Exclusion Act of 1882, which banned all immigration from China, and the Contract Labor Law of 1885, which restricted temporary workers. Both laws were design to protect American workers from foreign competition. An 1882 law also banned the immigration of so called “undesirable persons” such as paupers, criminals, and convicts or, as the cartoon identifies them, “hoodlums.” A literacy test for immigrants was passed by Congress, but vetoed by President Cleveland, but later signed into law in 1917.
2. MIG-2, POL-2, Causation, Contextualization, 6.2.I, 6.3.II, pp. 363-366
  - a) Among the problems caused by the rapid growth of cities was the concentration of poor immigrants and workers in slums or ethnic ghettos, with people often living in crowded tenement buildings where deadly diseases such as cholera and typhoid spread quickly. The concentration of industries and poor populations in small areas also contributed to increases in air and water pollution and street crime. Political groups (machines) gained the support of the poor and immigrant voters in exchange for small favors, but often used their power to corrupt and steal from urban

governments and businesses. The most famous example of a machine was Tammany Hall under Boss Tweed in New York City.

- b) At first, city residents tried to carry on life in large cities much as they had in small towns, leaving development to private enterprise, following a laissez-faire philosophy. Businesses and property owners opposed regulations of their use of private property. However, the growth of slums, disease, crime, waste, water pollution, and air pollution slowly convinced reform-minded citizens and city governments of the need for municipal water purification, sewerage systems, waste disposal, street lighting, police departments, and zoning laws to regulate housing and urban development.
- c) Reform efforts included the settlement house movement, often led by young middle-class women who moved into poor immigrant neighborhoods to help their neighbors by providing social services. These services included teaching English to immigrants, pioneering early-childhood education, teaching home and industrial arts, and establishing neighborhood theaters. The most famous such experiment was Hull House in Chicago, which was started by Jane Addams in 1889. By 1910, there were more than 400 settlement houses in America's largest cities. The Social Gospel movement led by Christian ministers, such as Walter Rauschenbusch, who advocated for social justice for the poor and the application of Christian principles to address the growing poverty in large cities and industrialized areas. The Salvation Army worked with the poor and homeless in cities. Catholic leaders, such as Cardinal Gibbons, often supported the labor movement. The Moody Bible Institute adapted evangelism to urban conditions. Reformers attacked city government corruption. For example, Theodore Roosevelt tried to clean up the New York City Police Department. In the 1890s, the "City Beautiful" movement advanced grand plans to remake American cities with tree-lined boulevards, public parks, and public cultural attractions. However, many of the reformers of the Gilded Age would not see their efforts reach fruition or have a national impact until during the Progressive Era from 1900 to 1917.

3. CUL-2, Causation, 6.3.I, 6.2.I, pp. 365–366, 376–371

- a) The increased need for a more educated workforce promoted the growth of the tax-supported comprehensive high school to better prepare citizens for the jobs of the industrial age, and the establishment of public land-grant colleges under the Morrill Act of 1862 to teach scientific farming and applied sciences. College and university curriculums also tried to keep pace with changes in society by placing more emphasis on the sciences, modern languages, and advanced graduate education and by adding new social sciences, such as economics, psychology, sociology, and political science, to the curriculum.
- b) Developments in architecture and the visual arts linked to economic and cultural changes include: In **architecture**, Henry Richardson introduced the Romanesque style in the design of massive and stately business and public buildings, Louis Sullivan simplified the design of the tall, steel-framed "skyscraper" with his "form follows function" design philosophy, and Frank Lloyd Wright created horizontal "prairie style" designs that influenced residential construction in the growing suburbs. **Visual arts** moved from romantic subject matters to the greater realism of everyday life and urban subjects. For example, Thomas Eakins's realism included paintings of surgical scenes and the everyday lives of working-class men and women. He also used the new technology of serial-action photographs to study human anatomy and paint it more realistically. Artists such as George Bellows

of the “Ashcan School” painted scenes of everyday life in poor working-class neighborhoods.

- c) Developments in literature and music were linked to economic and cultural changes. **Literature** of the post-Civil War era included a movement away from romanticism to greater realism and naturalism as found in the works of Mark Twain, Theodore Dreiser, Stephen Crane, and Jack London. These writers reflected the challenges that came with the Civil War, industrialization, and urban problems. **Music** developments during the period included the growth of urban orchestras and opera houses playing classical music, while the appeal of local bands playing patriotic marches by John Philip Sousa reflected the popular music scene. Jazz and blues music expanded beyond its roots in African American culture and became popular with white audiences in the urban centers of the North at the end of the century through artists such as Jelly Roll Morton and Scott Joplin.

4. WXT-1, -3, CUL-4, Analyzing Evidence, Causation, 6.1.II, 6.2.I, pp. 371–372

- a) Industrialization and occupation specialization contributed to wider income gaps and greater inequality, which fostered and hardened economic divisions among the upper, middle, and working classes and the very poor.
- b) Housing patterns in city neighborhoods and suburbs contributed to physical separation and social divisions among the classes. Industrial workers and the poor in large cities were often concentrated in tenements near factories or in the older neighborhoods, while the rich and upper middle class left for the suburbs. The wealthy often lived on large estates in the suburbs, linked to office centers in the cities by commuter railroads that allowed them to escape crime and pollution and enjoy their “country” clubs.
- c) The Gilded Age not only increased wealth but led to more leisure time and access to public transportation, which in turn increased access to popular amusements, including vaudeville shows, traveling circuses, and amateur and spectator sports such as baseball and boxing. The country club became the oasis for the wealthy and upper middle classes to play golf and tennis, while in urban areas, the neighborhood tavern served as the workingman’s “club.”

**Think As a Historian:** Statements about Interpretation, p. 379

1, 2

**Chapter 19** The Politics of the Gilded Age, 1877–1900

**Multiple-Choice Questions,** pp. 393–395

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	D	POL-1	Analyzing Evidence	6.3.II	380–383
2.	A	POL-2	Causation	6.3.II	383
3.	C	POL-2	Comparison	6.3.II	384
4.	B	POL-1	Analyzing Evidence	6.3.II	385–388, 390
5.	B	POL-1	Using Evidence	6.3.II	258, 281
6.	B	POL-1	Analyzing Evidence	6.3.II	384–385
7.	A	POL-1	Causation	6.3.II	384–385
8.	C	WXT-2	Causation	6.1.I	384–386

### Short-Answer Questions, pp. 396–397

Good responses may include the following explanations or information and/or additional information from other resources:

1. POL-1, POL-2, Causation, 6.3.II, pp. 380–382
  - a) Factors influencing political identification included: **Regional identity** was particularly important in the “Solid South” that voted Democratic from before the Civil War until mid-20th century. **Social class** was not the strongest predictor of party affiliation, but the wealthy and the middle class outside the South tended to vote Republican. The “new” immigrants, Irish and other poorer **ethnic groups** who settled in large cities tended to support political machines that were dominated by the Democrats, while African Americans during this period remained loyal to the party of Lincoln, the Republicans. **Religion** played an important role in one’s attitude toward the temperance movement. Many Protestants and evangelicals supported temperance or prohibition and voted Republican, while Catholics, Eastern Orthodox and Jews, and some Protestants, such as Lutherans, opposed prohibition and voted Democrat.
  - b) High voter turnout was fueled by strong party identity, the patronage system, and popular campaign tactics, including parades, free food, and drinks. For the all-male electorate in an era before mass entertainment, politics was often the most interesting game in town.
  - c) Factors accounting for the complacency and ineffective government of the era included: (1) the prevailing political ideologies of the time, laissez-faire economics and Social Darwinism, (2) the closeness of elections between 1876 and 1892, which encouraged both Republicans and Democrats to avoid taking strong positions on the issues, and (3) both political parties seeming more interested in being elected and using patronage than in actually addressing the growing problems related to industrialization and the cities.
2. POL-2, -3, Interpretation, Comparison, Using Evidence, 6.1.III, pp. 386–389, 390
  - a) Unlike this Hofstadter quotation, which pictured the Populists as romantic and reactionary, Foner viewed the movement as a necessary curb on the corporate power and corrupt politics and as an early advocate of the use of government to protect people from economic domination by the wealthy.
  - b) Populists coming from rural roots were easy to characterize as ignorant of modern economics and banking, and they could be attacked for their “free silver” solution to the money issue and for ignoring the dangers of inflation. To many, the Populists were out of step with the modern large-scale industrial economy, the realities of national and international markets, and the shift of power from agriculture to industry. Their anti-banking positions and attacks on bankers also opened them up to criticism of being anti-Semitic.
  - c) The Omaha platform set the reform agenda for the Progressive Era, which included the direct election of senators, graduated income tax, popular use of initiatives and referendums, workers’ rights, and regulation of transportation, communications, and banking.
3. POL-2, Using Evidence, Causation, Continuity and Change, 6.1.III, 6.3.II, pp. 388–390
  - a) The Populists demanded an increase in the power of voters through (1) direct popular election of U.S. senators (instead of indirect election by state legislatures), (2) the use of initiatives and referendums, procedures that allowed citizens to vote directly on proposed laws, and (3) the use of the power of federal government to

control the abuses of large corporations and banks.

- b) The candidacy of populist William Jennings Bryan and the “free silver” platform drove some Democrats to support the Republicans who supported the gold standard. However, the Republicans also make effective use of money and the mass media to promote their candidate, William McKinley.
  - c) The results of the 1896 election included the Republicans becoming the dominant political party for decades until the depression of 1929. The election also signaled the triumph of modern industrial and urban America over the agrarian way of life, and it set the pattern in future elections for the importance of money and mass media.
4. POL-2, Analyzing Evidence, Contextualization, 6.1.III, pp. 342, 385–388
- a) The author illustrated the belief that western farmers were the real producers that feed the economy, while Wall Street and eastern bankers were the ones who took the profits.
  - b) Support for this point of view includes the gold standard that benefited the wealthy and bankers, while the limited money supply hurt farmers and debtors, high tariff policies hurt consumers and farmers while lack of competition enriched eastern corporations, and unfair railroad rates targeted western producers and helped eastern investors.
  - c) Support against the point of view includes the arguments that the problems of the farmers were mostly the result of international markets that reduced the price paid for farm products, the impact of natural forces such as bad weather, and the poor business decisions made by farmers such as overproduction and borrowing too much money.

**Think As a Historian:** Stating a Thesis about Causation, p. 397  
1, 2, 5

## PERIOD 6 REVIEW

**Long-Essay Questions,** pp. 398–399

Good responses start with a relevant thesis supported by evidence such as below and/or from other sources:

1. WXT-2, Argumentation, Comparison, 6.1.II and III, pp. 329–331, 350–352, 386–389  
A good response would explain the context of the period for farmers and labor. Comparisons could include efforts to influence politics, such as the reform program of the National Labor Union and Farmer Alliances and Populist movements, comparison of farmer cooperatives to the collective bargaining of labor unions and their common lack of success before 1900. However, a comparison of their objectives and strategies can also explain while the two movements did not easily work together. One was mostly rural and the other mostly an urban development. Farmers as small business owners had a different set of objectives than labor as employees, and therefore were at odds on some issues such as the tariff and gold standard in the 1896 election.
2. WXT-2, Argumentation, Comparison, 6.1.I, II, pp. 320–325, 346–347, 386, 389–390  
One could support an argument that the federal government during the period was more of a promoter of industrial development as evidenced in the land grants and subsidies to railroads, the mineral and lumber rights given out, the passage of very high tariff rates to protect large-scale industries, and the hard currency policies to support investors and

bankers. The federal courts also struck down state efforts at regulation and consistently ruled against organized labor. The case for regulation is mainly based on the weak Interstate Commerce and Sherman Anti-Trust Acts and some moves to increase the money supply and the conservation of public lands.

3. WXT-3, Argumentation, Causation, 6.1.I, II, III, pp. 320–331, 339–353

One could argue that industrialization and expanding markets during this period had more beneficial impact of the Northeast/Midwest by making this region the center of large-scale industries, banking, rail transportation, population growth, cultural institutions and overall wealth, while the South and West played more the role of suppliers of raw materials and markets for northern manufactured products. Expanding international markets also seemed to have more negative impact on agriculture, which played a larger role in the South and West. Analysis could include Native Americans in the West who were negatively impacted by western expansion and the efforts to satisfy eastern markets.

4. WXT-3, Argumentation, Causation, 6.1.I, II, III, pp. 320–321, 323, 325–326, 327, 340, 342

A good response would include how the dramatic improvement in rail transportation created a national market for the products of the new large-scale industries. Improved transportation also allowed economic specialization in individual cities, such as steel production in Pittsburgh. This allowed consumers access to a greater variety of commercial products across the nation. In addition to improvements in transportation, new marketing methods, such as the large department and smaller chain stores, gave city dwellers access to a greater variety of products, while small town and rural consumers still had access to many of the same products through the large mail-order companies. Together with population and income growth, these factors made the United States the largest consumer market in the world by 1900.

5. MIG-1, -2, Argumentation, Change over Time, 6.2.I, 6.3.II, pp. 340–342, 352, 361–362

Immigration from Europe changed in the late 1800s from the northern and western nations, such as England and Germany, to the areas in southern and eastern Europe, such as Italy, Greece, and Russia. This shift also changed the economic, religious, and cultural backgrounds of the “new” immigrants, which sparked opposition from the “old” immigrants. Patterns of internal migrants also shifted from the east and the center of the nation to the west starting with the gold rush era. After emancipation African Americans also began to move from the South to the northern states and western territories. The development of the west after the Civil War also encouraged Mexican Americans to move from the borderlands to the north and east.

6. NAT-2, Argumentation, Change over Time, 6.2.II, 6.3.II, 195–196, 214–215, 343–346, 349–350, 366–367

The responses of **African Americans** changed over time. They opposed slavery in several ways (abolitionists, Underground Railroad), experienced a short period of more freedoms during Reconstruction, and gave varied responses to forced segregation and discrimination (migration, Washington, DuBois). **American Indians** went from opposition to removal from their lands east of the Mississippi (Trail of Tears era) to opposition to the confinement on smaller and smaller western reservations after the Civil War. No match for the U.S. Army, they repeated a pattern of fighting, defeats and treaties, and then under assimilation policies seemed on the road to extinction by the 1890s. **Women** went from the “cult of domesticity” to the declaration of equal rights in 1848 (Seneca Falls) to post Civil War slow march to full voting rights (1920). Women during this period also gained more access to education, occupations (nurses, doctors), divorce, and smaller family size.



7. CUL-2, Argumentation, Causation, 6.3.I, pp. 367–371

While the Romanesque **architecture** of Henry Richardson and the revival of classical architecture of Daniel Burnham reflected the dominant culture, the work of Louis Sullivan and Frank Lloyd Wright challenged traditional architecture by breaking with its European traditions to create modern American designs. Much of the **art and literature** of the post-Civil War period also broke with both the classical and romantic styles that preceded it, with an emphasis on naturalism and realism to capture the experience of real human beings dealing with war, prejudice, and unsettling aspects of modern urban life. **Education** moved away from the European curriculum dominated by classical studies to an elective curriculum of science, social sciences, applied sciences, modern languages, and advanced graduate degrees more suited to the specialization of an industrial age. Older rationalizations were replaced with the scientific method that dominated not only the sciences, but also influenced economics, medicine, law, and philosophy. While **religion** usually reflected traditional values, many efforts were made to help people in the industrial and urban environments through the Social Gospel movement, new religious organizations (Salvation Army), and support of the labor and other reform movements by some church leaders (Gibbons).

8. CUL-2, Argumentation, Causation, 6.3.I, pp. 323–325

A good response may explain the context of dominant laissez-faire thinking and unregulated marketplace in the post-Civil War period. Analysis of Social Darwinism may include the application of concepts natural selection and survival of the fittest to a large-scale industrial economy and the concentration of wealth. An evaluation of Social Darwinism could also deal with the competing concepts of the Protestant work-ethic and predestination. The analysis of Carnegie’s Gospel of Wealth could deal with how leaving the solution to the problem of the concentration of wealth in private hands, it supported the dominated economic and social order of the period, rather than governmental reforms such as income and estate taxes.

**Document-Based Question 1**, pp. 400–403

WXT-2, Analyzing Evidence, Using Evidence, Argumentation, 6.1.I–II, pp. 319–311, 347, 361, 389

A strong thesis would consider both the positive and negative effects of the methods of the business leaders of the period and the conflicting views in the documents. Documents 1, 4, 5, and 6 tend to support the “robber barons” argument, and Documents 2, 3, and 7 tend to support a positive view. A good response should also include outside knowledge of methods and effects of the industrial leaders of the Gilded Age (e.g. vertical and horizontal integration, inventions, marketing techniques, new occupations), and an understanding of the criticisms of reformers and farm and labor leaders of the period (e.g. price fixing and corruption, concentration of power and wealth, anti-labor tactics).

**Document-Based Question 2**, pp. 404–407

POL-1, -2, Analyzing Evidence, Using Evidence, Argumentation, 6.3.II, pp. 324, 329, 352, 380–390

A strong thesis would reveal some awareness of political values of the Gilded Age and the debate between laissez-faire and an active regulatory government. Documents 1, 2, 3, and 7 explain some of the causes and criticism of government inaction, while documents 4, 5, and 6 deal with government action and the effectiveness of it. Outside knowledge that could be used to address the question includes the objectives and policies of the two major political parties, the role of patronage and money in politics, the Sherman Anti-Trust Act, the role of government and courts in labor conflicts, and the history and platforms of third parties.

## PERIOD 7: 1898–1945

### Chapter 20 Becoming a World Power, 1898–1917

#### Multiple-Choice Questions, pp. 426–428

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	C	WOR-2	Causation	7.3.I	412–413
2.	D	WOR-2	Analyzing Evidence	7.3.I	411–412
3.	B	WOR-2	Analyzing Evidence	7.3.I	412
4.	A	WOR-2	Comparison	7.3.I	414–416
5.	B	WOR-2	Causation	7.3.I	415
6.	D	WOR-2	Continuity	7.3.I	422
7.	C	WOR-2	Continuity	7.3.I	418–19
8.	B	WOR-2	Causation	7.3.I	419–420, 423

#### Short-Answer Questions, pp. 429–430

Good responses may include the following explanations and information and/or additional information from other resources:

1. WOR-2, Causation, Periodization, 7.3.I, pp. 412–416
  - a) The Spanish government tried to suppress the Cuban struggle for independence by sending into the island 100,000 troops under General Weyler to crush the revolt. Weyler forced civilians into concentration camps to pacify the countryside, where tens of thousands died of starvation and disease, which gained him the reputation as the “Butcher.” American lives and property were also threatened.
  - b) Some Americans long wanted control or influence in Cuba, and imperialists and expansionists, such as Henry Lodge and Theodore Roosevelt, lobbied for intervention. They were supported by the sensational “yellow press” which stirred up public nationalist sentiment that pressed President McKinley to sign the declaration of war against Spain.
  - c) Among the arguments that the Spanish-American War opened a new period in U.S. foreign policy are that the quick victory united Americans and shifted public opinion to support more involvement in world affairs. The decisive victory also proved to Europeans and others that the United States was a first-class economic and military power that was willing to use its new influence on the world stage.
2. WOR-2, Interpretation, Argumentation, Continuity and Change, 7.3.I, pp. 417–420
  - a) Roosevelt’s “heavy-handed imperialism” was most evident in the taking of Panama from Columbia through a staged revolution and securing the canal zone from Panama through a one-sided treaty. Roosevelt’s Corollary to the Monroe Doctrine also made the United States the self-appointed policeman of the western hemisphere, and gave the U.S. the right to intervene when these countries would not pay their bills or keep order.
  - b) Roosevelt showed his diplomatic skills in negotiating the end of the Russo-Japanese War, for which he received the Nobel Peace Prize. He also helped to settle, without war, differences between France and Germany over claims in Morocco. He also sought to improve relations with Japan through the “gentlemen’s agreement” over immigration. All of which helped to change his reputation from an imperialist to an internationalist.

- c) Roosevelt’s activist reputation suffered during periods of growing isolationism such as the 1920s and 1930s and during protests against intervention, such as during the Vietnam War and second Iraq War. His decisiveness and “big stick” approach helped his reputation during the Cold War and times of threats to American and international security.
3. WOR-2, Using Evidence, 7.3.I, pp. 412, 416–417, 419–420, 423
- a) In a boundary dispute between Britain and Venezuela, Britain agreed to American demands for arbitration. This agreement marked a turning point in the relations between the two countries, and ended their former rivalry going back to the American Revolution.
  - b) Reasons for the U.S. increasingly difficult relations with Japan included the Open Door Policy which challenged Japanese designs on China, nationalist feelings in Japan that the U.S. negotiations short changed them in their victory over Russia, Japanese immigration and land purchases in the Americas, and the Japanese move into Manchuria China on the pretext to build a railroad.
  - c) After the assassination of the democratically elected Mexican president, Wilson refused to recognize the military dictatorship of General Huerta. After the Tampico anti-American incident, United States occupied Mexico’s port at Veracruz. After raids on U.S. territory by the revolutionary, Poncho Villa, Wilson again used the U.S. army to occupy northern Mexico.
4. WOR-2, Analyzing Evidence, Using Evidence, Comparison, 7.3.I, 419–420, 423
- a) The cartoonists pictured President Wilson as a teacher to illustrate his “Moral Diplomacy” approach to promote democracy and good behavior among nations. In this case, Wilson is specifically dealing with the bad behavior of certain nations in the Americas.
  - b) President Wilson ordered marines into Nicaragua to help them to “learn” how to pay their debts and keep order. Wilson also ordered troops to occupy Veracruz, Mexico, to teach the Mexican dictator a lesson after U.S. sailors were mistreated. Wilson again used the U.S. army to occupy northern Mexico after raids by the revolutionary, Poncho Villa.
  - c) President Wilson used U.S. armed forces as much as his opponent Theodore Roosevelt did under his “big stick” policy, and much more than Taft did under his “dollar diplomacy” which primarily tried to use U.S. financial strength to promote U.S. interests.

**Think As a Historian:** Choosing a Position about Continuity, p. 430

Extension: 2, 3, 4, 5

Departure: 1

## Chapter 21 The Progressive Era, 1901–1917

### Multiple-Choice Questions, pp. 449–451

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	D	POL-2	Interpretation	7.1.II	431–433
2.	C	POL-2	Use of Evidence	7.1.II	443–444
3.	C	POL-2	Causation	7.1.II	435
4.	A	POL-2	Analyzing Evidence	7.1.II	434
5.	B	POL-3	Causation	7.1.II	438–439
6.	C	POL-3	Causation	7.1.II	442
7.	B	POL-2	Analyzing Evidence	7.1.II	436–437
8.	A	POL-2	Comparison	7.1.II	436–437

### Short-Answer Questions, pp. 452–453

Good responses may include the following explanations and information and/or additional information from other resources:

1. POL-3, Analyzing Evidence, Comparison, 7.1.II, pp. 438, 441–442
  - a) The cartoonist pictured him in a commanding military/hunting outfit, reducing powerful trusts to “Teddy” bears. President Roosevelt was an activist and a reform-minded president, who used the executive powers of federal government to attack the abuses of monopolies and trusts, such as the combination of railroads known as the Northern Securities Company and then Standard Oil.
  - b) President Roosevelt made a distinction between “good trusts” that dominated a market because of their efficiency and low prices, and “bad trusts” that were monopolistic and harmful to the public. The cartoonist effectively captured TR’s policy, good trusts were allowed to continue with government approval and regulation (tamed), but bad trusts would be broken up (killed).
  - c) President Roosevelt’s nuanced distinction was later supported by his New Nationalism, which advocated a strong federal government would have the power to regulate large corporations, a given reality of the industrial age. President Wilson campaigned on a policy of New Freedom, which advocated the breakup of all trusts and large corporations that dominated markets. He believed that this policy would create competitive markets with no dominate players, less need for government, and greater economic freedom.
2. POL-2, Causation, Using Evidence, 7.1.II, pp. 431–434, 447
  - a) The philosophy of **Pragmatism** challenged fixed beliefs unsupported by empirical evidence. Pragmatism defined truth as something that can be tested and measured by the results it produced, which helped Progressive reformers in dealing with economic and social problems. This empirical test of “truth” was public and democratic, since it was open to all.
  - b) **Scientific management** studied how to make organizations more efficient, which was used in both private sector and government reforms. The Progressive movement used government **regulatory commissions** frequently to study and manage the complex problems faced by a large industrial society.

- c) Progressives believed that society could be improved through an active democratic government. Progressives believed that only government could address the problems of a complex industrial society that was dominated by the power of large corporations and by the very wealthy.
3. POL-2, Analyzing Evidence, Comparison, Using Evidence, 7.1.II, pp. 443–444
- a) The Niagara Movement advocated political protest against discrimination and violation of the civil rights of African Americans, while Booker T. Washington advocated accommodation and a gradual approach based on economic development.
  - b) African Americans faced societal prejudice and discriminatory practices in education, employment, and housing across the nation in the early 20th century, but in the South, they also were denied the right to vote, to serve on juries, and to participate in politics.
  - c) W.E.B. DuBois was one of the founders in 1905 of the Niagara Movement, so it is not surprising that the movement reflected his belief in immediate political action to secure equal rights for African Americans. DuBois argued that equal civil and political rights were a prerequisite to economic progress.
4. POL-3, Using Evidence, Continuity and Change, Comparison, 7.1.II, pp. 442–443
- a) The **Federal Reserve Act** created a decentralized banking system of twelve districts to achieve a more flexible money supply and reduce the power of Wall Street bankers, changes wanted by the Populists and other banking reformers. Congress also enacted the first federal graduated income tax, which at the time was paid only by upper-income Americans for revenue and to address the growing economic inequality.
  - b) The **Underwood Tariff** reduced tariff rates to the lowest point in fifty years, achieving a long-standing reform of farm and consumer groups and the Democratic Party. The passage of a graduated income tax on the wealthy and upper middle class reduced dependence on tariffs, which were considered by many a tax on consumers.
  - c) The reforms did provide the consumers, labor and farmers with more freedom from consumer fraud, union busting and unfair banking practices. However, these Progressive reforms could not be accomplished without increasing the size and power of the federal government, which violated a traditional Democratic and New Freedom belief in a smaller federal government. In the long run the programs passed under Wilson and the Democrats, looked to critics more like the New Nationalism of Theodore Roosevelt, and the economic vision of Hamilton than Jefferson.

**Think As a Historian:** Making a Choice About Periodization, p. 453

The years 1900 to 1920 form the best time period for “Women in the Progressive Era.” In 1900, Carrie Chapman Catt became the new, energetic leader of the National American Women Suffrage Association. She began the major push towards women’s suffrage, which they achieved in 1920.

## Chapter 22 World War I and Its Aftermath, 1914–1920

### Multiple-Choice Questions, pp. 470–472

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	B	WOR-2	Analyzing Evidence	7.3.II	455–457, 459–460
2.	C	WOR-2	Causation	7.3.II	459
3.	A	WOR-2	Comparison	7.3.II	138–139, 455–456, 459
4.	A	NAT-3	Analyzing Evidence	7.2.II	461
5.	B	NAT-3	Causation	7.2.II	461
6.	C	WOR-2	Comparison	7.2.II	279, 461
7.	B	WOR-2	Causation	7.3.II	461
8.	D	WOR-2	Using Evidence	7.3.II	461

### Short-Answer Questions, pp. 473–474

Good responses may include the following explanations and information and/or additional information from other resources:

1. WOR-2, NAT-2, Using Evidence, Causation, 7.3.II, pp. 460–462, 467
  - a) Federal government efforts at mobilization included the War Industries Board to coordinate arms production and control prices, the Railroad Administration which took over control of the railroads to coordinate transportation of men and arms, and the National War Labor Board to arbitrate labor disputes and to set working conditions.
  - b) **Women** took over the former jobs of men who had been drafted. These jobs were in offices, factories, and agriculture. Women also volunteered during the war as nurses and aid workers. This wartime participation helped the women’s suffrage amendment to finally pass after the war.
  - c) **African Americans** served in segregated units in the war and migrated to the North to work in war production, which improved their incomes but also led to increased racial tension. **German Americans** faced job discrimination and firings, especially in war plants, and as a result, played down their ethnicity and culture. **Mexican Americans** during the war migrated to the job opportunities, especially in Midwest factories, while other Mexicans crossed the border to work in U.S. agriculture and mining.
2. WOR-2, Analyzing Evidence, Using Evidence, 7.3.II, pp. 462–464
  - a) The context of the photo is a group new soldiers who were completing basic training in the one of many camps set up for World War I, and the high morale of the U.S. troops before they were sent over to France. The purpose may have been mark the celebration of their accomplishment, or a government war propaganda photo, or to just remember a group of comrades who may not all come back from the war.
  - b) The evident high morale may reflect the idealism of the troops, if not naiveté of the American public, as the United States was going into war to “make the world safe for democracy.” For many Progressives, World War I was a continuation of the reforming crusade started at home. This helps explain the let-down and

disillusionment with the outcomes of the war. This photo of an all-white unit also shows the segregation of the armed forces in World War I.

- c) While only half of the over four million troops drafted or volunteered made it to the western front in Europe, they played an important role stopping the last German offensive. They made an essential contribution to the Allied offensive in the fall of 1918 that convinced Germany to sue for peace. Over one hundred thousand Americans died of wounds or disease.
3. WOR-2, Interpretation, Causation, Continuity, 7.3.II, 464–466
    - a) Among reasons why the Treaty of Versailles failed to be ratified by the U.S. Senate included partisanship of both Republicans and Wilson, Senate reservations about U.S. obligations to go to war under Article X as related to American sovereignty, and Wilson’s unwillingness to accept Republican “reservations.”
    - b) “Wilson’s precepts” included collective security of large and small nations through the international organization, goal of self-determination of nations and nationalities, the promotion of democratic governments and basic human rights, and other principles found in the Fourteen Points, such as freedom of the seas and removal of trade barriers. Wilson himself called these American principles.
    - c) Wilson’s foreign policy ideas have proved influential over time because he captured the essential idealism and optimism of the United States, versus the self-interest and balance of power principles of traditional foreign policy. The principles of freedom, Democracy, and self-rule have proved powerful ideas that, as Kissinger stated, have been “adopted by the administration of both major American political parties.” A later example would be the establishment the United Nations to preserve peace through collective security after World War II.
  4. NAT-2, CUL-4, Causation, 7.2.II, pp. 466–467
    - a) World War I fueled the Red Scare by promoting fear and hatred of foreigners, discontent over the costs and outcomes of the war, anti-radical fears sparked by socialist opposition to the war and the Communist takeover of Russia.
    - b) Post-war labor problems included soldiers finding it difficult to reenter the labor force because women or minorities had taken their positions, workers striking for higher pay to keep up with inflation, or the recession after the war had eliminated jobs. The wartime fears were transferred to fears of radicals and unions, which renewed anti-union and anti-strike sentiments that existed before the Progressive era.
    - c) Migration of African Americans to wartime jobs in the North increased racial tensions and sparked race riots in East St. Louis and Chicago, while fears of returning African American soldiers in the South increased racial conflicts and lynching by whites to maintain dominance.

**Think As a Historian:** Organizing Evidence for Comparisons, p. 474

Statement 1 is organized by trait.

Statement 2 is organized by topic.

## Chapter 23 The Modern Era of the 1920s

### Multiple-Choice Questions, pp. 491–493

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	B	POL-3	Interpretation	7.1.II	476
2.	A	WOR-2	Use of Evidence	7.3.II	486–487
3.	B	POL-3	Comparison	7.1.II	476
4.	B	WXT-2	Analyzing Evidence	7.1.I	478
5.	D	WXT-2	Use of Evidence	7.1.I	478
6.	C	WXT-2	Comparison	7.1.I	478
7.	A	CUL-2	Analyzing Evidence	7.2.I	480–481
8.	D	CUL-2	Causation	7.2.I	480–481

### Short-Answer Questions, pp. 494–495

Good responses may include the following explanations and information and/or additional information from other resources:

1. CUL-2, NAT-2, Analyzing Evidence, Using Evidence, 7.2.I, pp. 482–483
  - a) The Harlem Renaissance was a cultural explosion from the African American community in New York City. It produced numerous achievements in writing, poetry, music, and acting, including Langston Hughes, Bessie Smith, and Paul Robeson.
  - b) Duke Ellington and Louie Armstrong were African American jazz musicians who appealed to whites as well as African Americans. Their music crossed racial boundaries and helped break down prejudice and accelerate arguments for equality.
  - c) The author is clear that he believes that the “core of the prejudice” is the belief in the racial superiority of the “Nordic” or white people, and the demonstrated artistic achievement of African Americans was proving that belief false.
2. CUL-7, MIG-1, -2, Causation, Comparison, 7.2.I–II, pp. 483–486
  - a) Darwin’s theory of evolution and the literal Biblical explanation for human origins came into conflict in the infamous Scopes Trial. The event put science on trial, but in the eyes of many, it discredited fundamentalism.
  - b) Many in urban areas and ethnic communities, prohibition laws were very unpopular and widely violated, but what changed public opinion about prohibition was the increase in organized crime, related violence and killings, and the corruption of local law enforcement and the courts by the money made from the illegal trade of alcohol.
  - c) The Quota Acts of 1920s differed from earlier periods by placing numerical limits on immigration by place of origins. After 1924, the number of immigrants would be limited to 2 percent of that ethnic group in the 1890 census, which especially impacted the number of immigrants from southern and eastern Europe and Asian. It was a policy of racial/ethnic discrimination, which reflected many of the prejudices of the times.
3. CUL-2, WXT-3, Causation, 7.2.I, pp. 479–480, 481–483
  - a) Commercial radio produced national networks, such as CBS and NBC, each



with common programming that was broadcasted across the country. Americans also attended the same films coming out of the new movie capitol, Hollywood, California.

- b) World War I experiences and the materialism and narrow-minded prejudices of the 1920s contributed to the disillusionment of the leading American writers of the decade, such as Hemingway and O’Neill. Some left United States for Europe; others tried to escape through alcohol, and as a result gained the title, the “lost generation.”
  - c) The novels of F. Scott Fitzgerald and Sinclair Lewis reflected criticisms of American self-centered materialism, while the music of George Gershwin captured the tempo and sounds of modern life. Art Deco design and architecture provided simplified and streamlined forms for the products of the machine age, while artists, such as Edward Hooper, caught the loneliness of modern urban life.
4. CUL-2, WXT-3, Interpretation, Causation, 7.2.I, pp. 478–481, 483–486
- a) Fitzgerald’s *The Great Gatsby* captured the excess, materialism, and prejudices of the 1920s. American society was in conflict over traditional and modern values, prohibition, prejudices based on race and ethnicity, the uses and misuses of wealth, and the loss of personal responsibility in impersonal large industrial and urban society.
  - b) Developments that contributed to the “irresponsibility and immaturity” of the 1920s include the lack of regulation of financial institutions, excessive borrowing and speculation, overproduction of consumer products along with growing inequity of incomes, and failure of government to address these and other problems, such as the farming crisis.
  - c) During the 1920s, the United States developed industries that were capable of efficient, low-cost, and mass production of machinery and consumer goods, such as autos. While much of industry stood idle during the Great Depression, the factories and technologies served the nation well in World War II and the early post-war years.

**Think As a Historian:** Adding Details for Contextualization, p. 495  
2, 3, and 4

## Chapter 24 The Great Depression and the New Deal, 1929–1939

**Multiple-Choice Questions,** pp. 516–518

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	C	WXT-2	Analyzing Evidence	7.1.I	498–499, 501
2.	D	WXT-2	Use of Evidence	7.1.I	498–499, 501
3.	B	WXT-2	Use of Evidence	7.1.I	501
4.	A	POL-1	Interpretation	7.1.III	508–509
5.	D	WXT-2	Use of Evidence	7.1.III	504–507
6.	C	WXT-2	Use of Evidence	7.1.III	507
7.	C	POL-2	Analyzing Evidence	7.1.III	502, 512–513
8.	D	POL-2	Contextualization	7.1.III	502, 511–513

## Short-Answer Questions pp. 519–520

Good responses may include the following explanations and information and/or additional information from other resources:

1. POL-1, -3, Using Evidence, 7.1.III, pp 507–510
  - a) The New Deal coalition included white ethnic groups, workers in urban centers, recent immigrants, the traditional Democratic “Solid South,” farmers suffering from effects of the Great Depression, labor unions, reformers, liberals, and African Americans who switched to the Democratic party during the Depression.
  - b) The political realignment of the Democratic party as the majority party in the 1930s was built on the belief that the federal government had an important role in the economic and social development of the nation. The shift of African Americans from the Republican party to the Democratic party proved one of the most long-standing results of the New Deal. The New Deal coalition formed the core of the Democratic party until white southerners and suburbanites began to move into the Republican Party between the 1960s through the 1980s.
  - c) Challenges to the New Deal came from conservatives such as the American Liberty League, southern conservatives, and popular radio voices such as Father Coughlin. Critics on the left, such as Dr. Townsend, who called for secure pensions for the elderly, and Huey Long who ran a “Share Our Wealth” campaign, criticized the New Deal for not doing enough. Roosevelt himself damaged his standing by trying to enact a “court packing” scheme to create a more supportive Supreme Court.
2. MIG-2, POL-3, Causation, 7.1.III, 7.2.II, pp. 512–513
  - a) Farmers in Oklahoma and other Great Plains states suffered in the 1930s from a serious drought. The region became known as the Dust Bowl. Desperate farmers who lost their farms traveled west to California and other states to seek work, often as migrants living in makeshift camps captured in the novel, *The Grapes of Wrath*.
  - b) African Americans suffered higher unemployment rates than whites. Many black sharecroppers were forced off the land in the South, which encouraged migration to the North and West for work, where some New Deal programs such as the WPA and CCC were less discriminatory than in the South. Mexican Americans were forced to return to Mexico because of the loss of work in the Great Depression and because New Deal programs often gave priority to native white workers who lost their jobs or farms.
  - c) The New Deal’s Indian Reorganization Act repealed the Dawes Act of 1887 and returned Indian lands to the control of tribes. It also supported the preservation of Native American cultures and tribal heritage with federal funding. This moved the emphasis from the individualism of the Dawes Act to tribal and community based control.
3. WXT-2, POL-3, Continuity and Change, Causation, 7.1.II–III, pp. 321, 387–388, 435–443, 502–511
  - a) The causes and effects of the Great Depression had similarities to the earlier depressions, including over-speculation, a stock market crash, widespread bankruptcies, widespread unemployment, and protests by the jobless. However, differences included the federal government was more willing to take more action during the New Deal, such as, abandoning the gold standard (except for foreign exchange), greater regulation of banks and businesses, direct relief to unemployed and poor, and social programs to improve the lives of ordinary Americans, such as government-funded jobs and pensions.

- b) The New Deal provided Continuity with Progressive reforms in the areas of banking reform and regulation, reduction of tariffs, regulation of business practices, and reforming working conditions. While the Progressive reformers used government agencies and regulations of the economy during a period of relative prosperity, the New Deal used similar approaches, but to a greater extent, to deal with a deep economic crisis of the Great Depression.
- c) The New Deal reforms went beyond the Progressive Era in creating a safety net for the poor, elderly, and unemployed through direct relief for the federal government, federal protection of bank deposits, pensions for the elderly through Social Security, and the creation of federally funded jobs through Public Works Administration, Works Progress Administration, and Civilian Conservation Corps.

**4. WXT-2, POL-3, Interpretation, Using Evidence, pp. 502–512, 514**

- a) In support of Zinn’s point of view, the New Deal regulations of the banks and the stock market did not change the ownership or the basic functions of financial institutions and corporations. FDR himself argued that the New Deal saved capitalism from itself by trying to regulate some of its worst practices, such as insider trading, speculation with borrowed money, and fraud in corporate financial reporting. The New Deal also failed to directly address discrimination against minorities, such as African Americans and Mexican Americans.
- b) In support of Scheikart’s point of view, the New Deal farm programs did not solve the gradual disappearance of the family farm and decline of rural areas. The programs to restart American industry and to get consumer demand back to 1929 levels did not happen until the buildup of the U.S. armed services in preparation for World War II in 1940 and 1941.
- c) Most historians agree that the New Deal was a departure from earlier reform movements and produced a “limited welfare state” by creating a “safety net” for the workers (minimum wage), the unemployed (unemployment insurance, federally funded jobs programs), the disabled and elderly, (Social Security), and housing (guaranteed home loans). While it did not end poverty and unemployment, it cushioned some of the worst suffering related to the business cycle and conditions produced by industrialization and urbanization.

**Think As a Historian:** Using Documents in Arguments, p. 520

1

**Chapter 25** Diplomacy and World War II, 1929–1945

**Multiple-Choice Questions, pp. 542–544**

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	C	WOR-1	Analyzing Evidence	7.3.II	525–526, 529
2.	D	WOR-1	Comparison	7.3.II	525–526
3.	B	WOR-1	Using Evidence	7.3.II	521–529
4.	D	WOR-1	Analyzing Evidence	7.3.II	527–530
5.	A	WOR-2	Contextualization	7.3.III	529–530
6.	C	WOR-1	Periodization	7.3.II	528–531
7.	A	NAT-3	Analyzing Evidence	7.3.III	531–532
8.	B	NAT-3	Causation	7.3.III	531–533

## Short-Answer Questions pp. 545–546

Good responses may include the following explanations and information and/or additional information from other resources:

1. NAT-4, Analyzing Evidence, Contextualization, 7.3.III, pp. 533–534
  - a) African American leaders threatened a march on Washington to stop discrimination in government employment and in jobs related to war contracts. FDR and the Democrats needed the continued political support of African Americans and their participation in war industries and the armed services. While the executive order did not stop discrimination in society at large, it was a step leading to the progress made after World War II.
  - b) The executive order allowing the removal of over 100,000 Japanese from the west coast to isolated internment camps during war came in response to fears of sabotage and collaboration with the enemy. While the fears proved baseless, this executive order was upheld by the Supreme Court in 1944 as a justifiable act during wartime.
  - c) The two executive orders are inconsistent as far as civil rights because the first prohibits discrimination because of race and national origins, while the second punishes an ethnic group, many citizens of the United States, for having the same ethnic background as an overseas enemy. However, both are related to political pressure put on the government, one by a group of loyal African American supporters, and the other by the majority population on the west coast that panicked and wanted the Japanese removed to satisfy their fears and prejudices. Years later the government agreed that the order against the Japanese was unjustified, and it offered compensation to those interned.
  
2. WOR-2, NAT-4, Causation, 7.3.III, pp. 531–534, 536, 539
  - a) The **federal government** as much as in World War I organized the economy and military resources under agencies and regulatory boards, such as the Office of Price Administration, which managed rationing and price controls. **Large corporations** converted most of their capacity to producing military equipment at remarkable levels. Seventy percent of the government contracts went to the 100 largest corporations accelerating the domination of the economy by large corporations. The government Office of Research and Development contracted **universities and research labs** to support the war effort with the development of new weapons and military technologies, such as radar and jet engines.
  - b) The war caused extensive **internal migration** to new war plants in the West and training bases in the South, which were key factors in the acceleration of Americans moving to the Sunbelt after the war. **Mexican Americans** both served in the military and entered the United States to work in the war plants. The sudden influx caused ethnic tensions in the west and in the “zoot suit” riots in Los Angeles. Over 200,000 **women** served in the armed forces during the war and nearly 5 million worked in defense industries filling in traditional male jobs, as “Rosie the Riveter.”
  - c) The legacy of the **Manhattan Project** was the atomic bomb and some would argue the arms race that developed after the war. **Holocaust** involved the genocide of 6 million Jews and others by the Nazis. This sparked the creation of a Jewish homeland and United Nations to prosecute crime of genocides in the World Court. Unlike Wilson after World War I, FDR successfully lead United States into the **United Nations** as a founding member. Its location of its headquarters in New York City signaled United States leadership in the world and its commitment to international involvement in the post-war decades.

3. WOR-2, Analyzing Evidence, Using Evidence, 7.3.III, pp. 537–538
- President Roosevelt believed that unless the surrender was unconditional, there would be a similar threat of another major world war, as after World War I, once Germany and Japan had recovered and rearmed from the war.
  - Objections to a policy of unconditional surrender included that it extended the war, encouraged Germany and Japan to fight to the end because they had nothing to lose, and the extra cost in American lives and resources would turn the public against the war.
  - The “ghost of Woodrow Wilson” could be analyzed in a number of ways; the treaty ending World War I both promoted resentment among the Germans and also allowed Germany to rebuild for another war. President Wilson’s policy of “war without victory” also did not allow the Allied victors to go into the Germany and Japan to root out the causes and leadership of the war. Roosevelt did not want for the United States to fight in another world war, as we did some twenty after the disputed conclusion of World War I.
4. WOR-2, Using Evidence, Causation, 7.3.III, 526–528, 530, 535–538
- President Roosevelt used the “**quarantine speech**” to both test and shape public opinion on the threat of aggression in Asia and Europe during a deeply isolationist years of the Great Depression. The “**Cash and Carry**” policy put an end to the United States’ arms embargo that stemmed from isolationist sentiment. The “Cash and Carry” policy allowed the U.S. to help the British, yet it appeared to keep the nation out of the war in Europe. The **Atlantic Charter** confirmed the U.S. alliance with Great Britain. It also mark the achievement of FDR’s step-by-step efforts to move the American public to discover the need to stand up to aggression that also threatened United States.
  - Strategic bombing** was used by the U.S. in precise daylight bombing of only military targets, in contrast the nighttime terror raids of the Germans and British on each other’s cities. As the war developed, especially against Japan, massive bombing of militarily important cities became acceptable. After the war it was debated to what extend aerial bombing contributed to victory or to shortening the war. **Island hopping** allowed U.S. forces in the Pacific theater to use a circuitous route to avoid Japanese strongholds on their advance to the mainland of Japan. The U.S. Air Force used the captured forward island bases to attack Japan and achieve air control in the war. The **kamikaze attacks** by Japanese airmen on one-way suicide missions inflicted severe damage, especially on U.S. ships, but it also provided a basis for the U.S. belief that Japan would not surrender and that it would take the atomic bombs to convince them that the war was over.
  - The **Big Three** were Franklin Roosevelt, Winston Churchill, and Joseph Stalin, leaders who coordinated Allied strategies during World War II to defeat first Germany and then Japan. It was an alliance of necessity between capitalist and the communist governments and would not last after World War II. The **Casablanca Conference** was the first wartime conference between Churchill and Roosevelt, and in it they planned the invasion of Italy and set the policy of unconditional surrender to win the war. The **Yalta Conference** of 1945 is important because it set most the boundaries of post-war Europe, planned the defeat of Japan, and set up the United Nations. Yalta conference was criticized after the war for “giving away” Eastern Europe to the communists, which the Russians had captured in their attack on Nazi Germany.

**Think As a Historian:** Selecting Relevant Evidence, p. 546

1, 2, 3

## PERIOD 7 REVIEW

### Long-Essay Questions, pp. 547–548

Good responses start with a relevant thesis supported by evidence such as below and/or from other sources:

1. NAT-2, NAT-3, Argumentation, Causation, Using Evidence, 7.1.III, 7.2.II–III, 7.3.I–III, pp. 412–416, 460, 464–465, 486–488, 498–499, 514, 538–539

Given the possible combinations in this questions, a good response needs to keep the focus on the how events shaped the national identity, which could include issues of national inclusiveness, democratic values, American exceptionalism, international involvement, and global leadership. Arguments for the **Spanish-American War** could follow the “splendid little war” thread of how it united the nation as nothing else since the Civil War, promoted nationalism to jingoistic levels, and promoted beliefs of the nation’s singular role in the Americas. However, the war also left the national identity unsettled in roles of new imperialist power and/or advocate of democratic values. The analysis of the impact of **World War I** on national identity could include the consequences of the Wilsonian call for “the world must be made for democracy” and Fourteen Points for the United States and the reluctance to assume an international role (rejection of Treaty of Versailles, impact of conservatism of the 1920s). Arguments from the **Great Depression** could include the apparent retreat into isolationism and the American First point of view. The analysis of the **New Deal** could include how it fostered a larger identity for the nation beyond its WASP roots to include a diversity of white ethnics and African Americans. **World War II** could be analyzed as a step-by-step development of a national identity that was less regional, ethnic and racial, and included world leadership and supporter of universal human rights.

2. NAT-3, Argumentation, Causation, Using Evidence, 7.1.II, 7.3.II–III, pp. 434, 437, 445, 462, 480–481, 502, 512, 534

A strong thesis needs to decide what influences produced what identity changes. Arguments to support the changes to the identity of women, as citizens, workers, wives, mothers, and homemakers, during this period may include a woman’s role in the Progressive movement (Ira Tarbell), the suffrage movement (Carrie Catt, Alice Paul), World War I and passage of the 19th amendment, effects of continued urbanization, changing social and moral values during the 1920s (great freedoms for women, education, divorce, fashions, etc.), influence of women in public roles on identity (Greta Garbo, Gertrude Ederle, Eleanor Roosevelt), effects of the Great Depression on women, and the increased role of women in World War II in armed service and in war plants (“Rosie the Riveter”), and as heads of wartime households.

3. WXT-2, Argumentation, Comparison, Using Evidence, pp. 436–440, 442–443, 475–478, 500–501, 503–507

A good response needs a clear thesis and provides some context for comparing the beliefs and strategies. Evidence to use in supporting arguments could include:

**Progressives** generally believed that monopolies, concentration of economic power and wealth, poor working conditions, and consumer fraud were the result of laissez-faire economic beliefs and practices. The solution was generally increased government regulation and break-up of large corporations that controlled markets. Progressive strategies included anti-trust laws and prosecutions, regulation of banks and railroads, reduced tariffs to help farmers and consumers, progressive income tax on the wealthy, consumer protection laws, regulations of working conditions especially for children and women, and environmental limits on the use of natural resources.

**Conservatives of the 1920s and 1930s** believed that government should be pro-business and used government agencies to promote business objectives. Conservative strategies included reduction of income and corporate taxes, increase of tariffs to protect American industries, open shop laws to discourage union organization, and the creation of the Bureau of the Budget to run the federal government more like a business. As the depression of 1929 developed, President Hoover and Congress did create an agency to provide government loans to struggling businesses.

The **New Deal** both in beliefs and strategies were similar to the Progressives, but also used Keynesian economic theory to provide government stimulus to the economy through deficit spending during the Great Depression. New strategies included direct relief to the unemployed, numerous public works programs to create jobs, encouraging organization of unions and a minimum wage law to increase income of workers, creation of a system of pensions for seniors, and stricter reforms of banks and Wall Street, including insurance of consumer bank deposits.

4. WXT-2, Argumentation, Comparison, 7.1.II–III, 7.3.II–III, pp. 460–462, 466–467, 498–499, 503–507, 510–511, 531–533

A good response will focus on the two parts of question, comparing effects on business and labor. Both **World War I** and **World War II** had similar effects on business, including increases in the direction of production by government agencies, the levels of demand and inflation, employment for workers, and the jobs available for women. During both wars restrictions were put on wages and strikes, which resulted in more post-war strikes in an attempt by workers to catch up with inflation. Differences could include that in World War II, the federal government, especially in the case of railroads, took less control of the business and worked more through contracts, which proved to mostly benefit large corporations. Comparisons of the **Great Depression** and the **New Deal** would suggest many differences based on the 1920s and 1930s hands-off and pro-business policies in contrast with the New Deal policies that emphasized active government intervention and regulation of both business and support for labor, and policies of balancing budgets versus Keynesian deficit spending (see above pages for specific evidence).

5. MIG-1, Argumentation, Causation, 7.2.II, pp. 422, 485, 513, 533

A well-written thesis should show awareness of the changes and consequences during the period. A good response could include explanation of the context at the beginning of the period (1900) and the high rate of “new” immigrants entering the nation from southern and Eastern Europe and the resulting rise of the nativist opposition. Evidence could include rise of the Ku Klux Klan in the 1910s and their campaign against foreigners, Catholics, and Jews, as well as the Sacco and Vanzetti case. An analysis of the Quota Acts of 1921 and 1924 are essential to explaining the change to immigrant patterns for the rest of the period, and the effects of the Great Depression should also be considered. Students could follow up on the changing patterns of immigration from the Americas (not limited by the Quota Acts), especially the changing affects of World Wars I and II (*braceros* policy) and the Great Depression on Latin American immigrants, and the granting of citizenship to Puerto Ricans in 1917.

6. MIG-2, Argumentation, Causation, 7.2.II, 426, 467, 512, 533–534

A good response would deal with the effects of World Wars I and II and the Great Depression on internal migration of the general population, and individual ethnic groups, such as, African Americans, Mexican Americans, and Japanese Americans. Evidence could include the effects of the wars on the migration to industrial centers, first to the North and Midwest, but expanded in World War II to the west, and to the Sunbelt after the war. The migration of African Americans from the South accelerated during World War I (Great Migration) to northern cities, but continued throughout this

period. Analysis could also include impact of the Great Depression on farmers and the Dust Bowl populations, and the internment and removal of Japanese to other parts of the nation during World War II.

7. POL-3, WXT-2, Argumentation, Using Evidence, 7.1.II–III, pp. 435–443, 460–461, 503–508, 531–533

A good response will include a thesis that supports, modifies or refutes the interpretation of the effects of the increased role of the federal government in the U.S. economy. Evidence to support the interpretation could include the legislation of the Progressive Era, the controls and spending during World Wars I and II, and the reliefs, recovery, and reform programs of the New Deal, with special emphasis on the creation of institutions with long-lasting impact, such as federal income tax, Federal Reserve, Anti-trust Department, consumer protection laws, Federal Trade Commission, FDIC, Securities and Exchange Commission, Social Security, Fair Labor Standards Act, and conservation legislation.

8. POL-3, NAT-2, Argumentation, Using Evidence, 7.2.II, 7.3.III, pp. 410–412, 456–457, 461, 467, 533–534

A good response will include a thesis that supports, modifies or refutes the “greatest threat” interpretation of the effects of the wartime events and policies on civil liberties, and what kind of civil liberties, e.g. freedom of speech, equal opportunity to jobs, etc. Evidence could include the impact of jingoism and imperialism, anti-German propaganda, the Espionage and Sedition Act, *Schenck v. United States*, the Eugene Debs Case, Red Scare, internment of Japanese Americans, and prosecutions related to the draft laws. Evidence to support a modified thesis may include ongoing racial and ethnic discrimination against African Americans and others during the period, of which the segregated armed forces is just part of the bigger picture.

9. WOR-2, Argumentation, Comparison, Using Evidence, 7.1.I–III, pp. 412–416, 455–460, 524–531

A good response would include both a comparison and contrast of the goals of all three wars. Evidence from the **Spanish American War** could include expansionist and humanitarian goals and need to satisfy public opinion, and how goals were refined after the war, particularly in relationship to Cuba, Puerto Rico and the Philippines. The context of the goals for **World War I** were defined by traditional U.S. policies of neutrality, freedom of the seas and open markets for non-belligerents. However, one can argue to what extent the goals were changed by Wilson’s idealistic foreign policy, the Fourteen Points and progressive motives to promote democracy. One could also contrast the imperialist goals of the Spanish-American war the non-territorial goals of World War I. A thoughtful analysis could attempt to contrast the apparent similar goals of Franklin Roosevelt in **World War II** to Woodrow Wilson, the role that economic goals played in each war, or the influence of more “realist” policy goals in the conduct of World War II (unconditional surrender, enlarged spheres of influence for the United States, overseas bases).

10. WOR-2, Argumentation, Comparison, Using Evidence, 7.3.I–III, pp. 416–423, 466–467, 486–488, 538–539, 563–569

A good response would include a comparison and contrast of effects of TWO wars on foreign policy. One could argue that while the causes of **Spanish American War** were humanitarian, but the results were imperialistic. Evidence may include annexation of Hawaii, building of the Panama Canal, the war in the Philippines, policies related to China and Japan, Roosevelt Corollary to the Monroe Doctrine, and the political debate over imperialism. Evidence for post-war effects of **World War I** on foreign policy may include U.S. debate and failure to ratify the Treaty of Versailles, impact of public



disillusionment concerning overseas involvement, and to what extent involvement without commitment characterized U.S. foreign policy in the 1920s (Kellogg-Briand Pact). While Chapter 25 does not provide background about all of the post-war effects of **World War II** much beyond the founding the United Nations and U.S. role as world leader, the wartime treaties and commitments explained in the chapter set the stage for the Cold War explained in Chapter 26.

**11. CUL-2, Argumentation, Causation, Using Evidence, 7.2.I, pp. 434, 479–483, 506, 533**

A good response will take into account how the rise of an urban, industrial society encouraged the development of a variety of cultural expressions from ethnic, immigrant, and regional artists, and how innovations contributed to the national culture by making shared experiences more possible through the cinema and mass media, such as radio. Evidence could include the role of popular magazines and newspapers, new national radio networks, films and movie palaces, professional and amateur sports, literature of the “lost generation,” artists with urban subject matter such as Edward Hopper, regional artists such as Grant Wood and Thomas Hart Benton, the musical theater enriched by Jewish immigrants and composers such as George Gershwin, the role of Harlem Renaissance in the arts and changing attitudes towards African Americans, the New Deal in sustaining the arts during the depression (WPA), and artists, such as Norman Rockwell, contributions to World War II.

**12. CUL-2, Argumentation, Causation, Using Evidence, 7.1.I, 7.2.I, pp. 433, 463, 478–480, 498, 532**

A good response could include how large corporations increasingly focused on the production of consumers’ goods during this period and through new manufacturing techniques and new technologies contributed to improved standards of living, greater personal mobility, and better communications. Evidence could include mass production, assembly line, scientific management, use of electric motors in factories, shift from coal to oil as an energy source, development and production of automobiles, commercial aircraft, electric consumer appliances, radio, movies, and for both military and peaceful uses, jet engines, rockets radar, sonar, penicillin, and atomic energy.

**Document-Based Question 1, pp. 549–551**

WOR-2, Argumentation, Analyzing Evidence, Using Evidence, 7.3.II, pp. 455–460, 463–465

A good response will use six or seven of the documents. A clear thesis will deal with the issue whether President Wilson “disguised” his ideals and “traditional values” for going to war. Students need to be able to use outside knowledge to identify the “traditional values” of U.S. foreign policy, relevant events and related issues leading up to the war, and Wilson’s policies, such as the Fourteen Points. All of the documents relate to the reasons for the policy of going to war. Documents 3, 5, and 7 support the position of going to war, while Documents 1, 4, and 6 present critical of the reasons for going to war, and Document 2 can be used either way. Judgments will vary whether the reasons in the documents are consistent with traditional values or violate them, so that opposition to the war can be defended as traditional (Document 6), or attacked as the work of an enemy of United States (Document 7).

**Document-Based Question 2, pp. 552–555**

WOR-2, Argumentation, Analyzing Evidence, Using Evidence, 7.3.III, pp. 525–531, 540

A good response will use six or seven of the documents. A strong thesis would deal with all three parts of the question. The documents refer to the major influences on foreign

policy from 1937 to 1941: a) economics, Documents 1, 3, 4, and 6, b) national security, Documents 1, 3, and 7, and c) democratic values, Documents 2, 3, and 5. Outside knowledge to support arguments could include The Great Depression, American isolationism, “quarantine” speech, increase of military budgets starting in late 1938, fall of France to Nazi Germany, “cash and carry” legislation, Selective Service Act, destroyed deal, “Arsenal of Democracy” speech, Four Freedoms, American First Committee, Lend-Lease Act, Atlantic Charter, U.S. Navy escort of British cargo ships, U.S. embargo of Japan, and Pearl Harbor.

## PERIOD 8: 1945–1980

### Chapter 26 Truman and the Cold War, 1945–1952

Multiple-Choice Questions, pp. 574–576

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	C	WOR-2	Analyzing Evidence	8.1.I	563–564
2.	D	WOR-2	Causation	8.1.I	564
3.	A	WOR-2	Analyzing Evidence	8.1.I	565
4.	B	WXT-3	Comparison	8.3.I	558
5.	C	WXT-3	Causation	8.3.I	557–558
6.	B	POL-2	Interpretation, Comparison	8.2.III	561
7.	D	POL-1	Causation	8.2.III	560–561
8.	B	POL-2	Using Evidence	8.2.I	559

Short-Answer Questions, pp. 577–578

Good responses may include the following explanations and information and/or additional information from other resources:

1. NAT-3, Analyzing Evidence, Contextualization, Using Evidence, 8.1.II, p. 569–571
  - a) The rise to power of Senator Joseph McCarthy was related to the growing fear of the Soviet Union and the origins of the Cold War, often referred to as the Second Red Scare. Events to support the position include: revelations of American and British spies working for the Soviet Union, such as the Alger Hiss, Klaus Fuchs, and Rosenberg spy cases, and the shock that the Soviet Union acquired the atomic bomb. The **Alger Hiss** case involved Communist infiltration of the highest levels of government (Hiss attended the Yalta Conference). **Julius and Ethel Rosenberg** (husband and wife) were convicted and executed for passing on atomic bomb secrets to the Soviets.
  - b) “Witch hunt” and “McCarthyism” were labels given to a set of tactics to destroy reputations, primarily by unfounded accusations against a person for being a Communist or being “soft” on Communism. Among those attacked by McCarthy were George Marshall, the U.S. Army, and his political opponents. Tactics involved the use of untruths, loaded language (Pinks), highly personal attacks, and congressional hearings. McCarthy’s bullying tactics were watched by millions of Americans on television, which helped cause his rapid decline in popularity and power.

- c) Joseph McCarthy appealed to many working-class Americans because he came across as someone who “took the gloves off” to fight Communism. Further, he attacked the people who were “born with silver spoons in their mouths”—the educated elite who filled most high government jobs. In the context of this speech, the audience would think of Alger Hiss and other members of the establishment.
2. WOR-2, Causation, Using Evidence, 8.1.I, pp. 561–563, 564–565, 567–569
- a) From the point of view of United States, the proximate cause of the Cold War was the imposition of Communist governments on Eastern Europe nations, such as Poland, Hungary, and Czechoslovakia at the end of World War II. The remote causes included the U.S. opposition to the Communist government that took over Russia in 1917 and lack of trust between the two nations, except for the needed cooperation during World War II. Even during the war, the Soviets were critical of the Allies for not opening sooner a second front in France.
- b) The members of the **Security Council** of the United Nations had the responsibility for responding to aggression and approving peacekeeping missions. The five victorious nations of World War II (United States, Soviet Union, Great Britain, France, and China) had both permanent seats on the council and veto power over any action. The veto power would block any meaningful actions when the western nations and the Soviet Union could not agree, except when the Soviet Union walked out before the vote on protecting South Korea. The **Marshall Plan** was a successful economic aid program offered to the European nations in 1947 to help rebuild their economies and stabilize their governments, often threatened by Communist taken over. **NATO** (North Atlantic Treaty Organization) was a military alliance of the United States, Canada, and ten European nations that was organized in 1949 to defend all members against outside attacks, most likely from the Soviet Union. It proved the keystone in the success of the Truman’s containment policy in Europe.
- c) The **Berlin Airlift** of 1948 was a U.S. response to the Soviet closing of the roads through East Germany to the Allied sectors of the city of Berlin. Planes were used successfully to supply the residents of West Berlin. The airlift ultimately forced the Soviets to open access again to the Allies, and contributed to the creation of two separate German states. After a long civil war, the Communist rebels lead by Mao Zedong took over **China** in 1949, except for the island of Taiwan. As a result, Republicans blamed Democrats for the “fall” of China, and the United States refused to recognize the Communists as a legitimate government of China until 1979. The **Korean War** started in 1950, when the Communist North Korean forces invaded South Korean. The United States and members of the United Nations came to the aid of the South Koreans in a successful counterattack. To this day, Korea remains divided with the United States troops stationed along the South Korean border to counter a North Korean attack.
3. POL-2, Analyzing Evidence, Contextualization, Using Evidence, 8.2.I, pp. 559–561, 570
- a) The context of race relations in 1949 included the segregation of African Americans in the South by state and local laws, the growing opposition to segregation and discrimination (especially from African-American veterans returning from World War II), the efforts of northern liberal reformers, and the efforts of President Truman to integrate the federal government and armed forces by executive order in 1948.
- b) Supporters of segregation accused American writers and playwrights of musicals such as *South Pacific* of being un-American and tools of the worldwide Communist movement, saying their works were designed to start a race war. Desegregation was also attacked as a way the Communists were trying to de-stabilize American society before starting a Communist revolution in United States.

- c) Within the political reality of the times, President Truman used executive orders to establish the Committee on Civil Rights in 1946 and end the policy of segregation of the U.S. armed services in 1948, and strengthened the Civil Rights division of the Justice Department. His efforts to pass a Fair Employment Practices law and other civil rights legislation were blocked by southerners in Congress.
4. WXT-3, MIG-2, Causation, Using Evidence, 8.3.I, pp. 557–558
- a) The GI Bill of Rights paid for the continued education of returning veterans of World War II. Over two million veterans used the GI Bill to attend colleges, which started a postwar boom in higher education. The growth of the economy, technology, and military spending also created demand for a more highly educated workforce.
- b) The end of the Great Depression and World War II and a prosperous peacetime economy encouraged more and younger marriages and a subsequent baby boom. The relative high wages of middle and working class men encouraged women to return to the traditional role of homemakers and raise larger families.
- c) A warmer climate, wartime assignments to bases in the South and West, lower taxes, and economic opportunities in defense-related industries attracted many GIs and their families to the Sunbelt states from Florida to California. Many parts of the Sunbelt also had fewer regulations on business and had laws that limited the labor unions while providing little legal protection for workers and consumers. This pro-business environment encouraged companies to move to the Sunbelt.

**Think As a Historian:** Introducing an Interpretation, p. 578

1, 2

## Chapter 27 The Eisenhower Years, 1952–1960

**Multiple-Choice Questions,** pp. 595–597

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	D	NAT-2	Analyzing Evidence	8.2.I	588–589
2.	C	POL-2	Causation	8.2.I	588–589
3.	C	WOR-2	Analyzing Evidence	8.1.I	586
4.	A	WOR-2	Causation	8.1.I	586
5.	B	WOR-2	Using Evidence	8.1.I	593
6.	D	WOR-2	Interpretation	8.1.I	584–585, 593
7.	B	WOR-2	Interpretation	8.1.I	582
8.	C	POL-2	Using Evidence	8.2.I	589

**Short-Answer Questions,** pp. 598–599

Good responses may include the following explanations and information and/or additional information from other resources:

1. WOR-2, Using Evidence, Comparison, Causation, 8.1.I–II, pp. 583–587
- a) In the **Suez Crisis**, President Eisenhower did not support U.S. allies Britain, France, and Israel in their surprise invasion of Egypt to secure control of the Suez Canal. The opposition of Eisenhower and the United Nations forced the three nations to withdraw and the crisis signaled the decline of the former colonial powers, Britain

and France. In 1956, Eisenhower also decided not to support the **Hungarian revolt** against the Soviet Union, which in effect recognized the Soviet sphere of influence in Eastern Europe and the nuclear stalemate of the Cold War. For years the United States had been flying the high altitude **U-2 spy planes** over the Soviet Union. President Eisenhower took responsibility for the U-2 flights after a plane was shot down over Russia. This ended the improving relations with the Communist leadership.

- b) Eisenhower, in general, continued the containment policies of his predecessor, President Truman; examples could include the Eisenhower Doctrine in the Middle East, SEATO, the armistice in Korea, the isolation of Cuba, and even the recognition of the Soviet sphere of influence in Hungary. Differences include early “brinkmanship” by John Foster Dulles and the opportunity after the death of Stalin to follow up the Spirit of Geneva to reduce Cold War tensions. A case could be made that Eisenhower was more reluctant to use American troops overseas than his predecessor and that he would rather use the CIA and covert operations, as the United States did in Iran, to achieve American foreign policy objectives.
- c) In 1959, Fidel Castro looked like a liberator of Cuba from the Batista dictatorship, until Castro nationalized U.S. businesses in Cuba and declared himself a Communist. Eisenhower retaliated by cutting off trade to Cuba and directed the CIA to aid anticommunist Cuban exiles and to come up with plans to overthrow Castro.

2. WXT-3, CUL-3, Causation, Using Evidence, 8.3.I and III, pp. 591–592

- a) With one TV set for every 3.3 Americans and viewers who averaged five or more hours a day, television came to be the dominant source of entertainment and information of most Americans by 1960. Television programming was dominated by three large nationwide networks, which contributed to the growing homogeneity of American culture.
- b) Commercial television was criticized in the 1950s for creating mindless quiz shows, comedies, and variety shows of low quality. Later the FCC chairman, Newton Minnow, criticized television as a “vast wasteland,” with little or no educational or cultural value, especially for children.
- c) The primary roles of women during the 1950s were the traditional roles of wife, mother, and homemaker. The bestselling book, *Baby and Child Care*, by Dr. Spock became the most popular book for women in the 1950s. After raising a family, some women wished to return to the workforce, but they were held back in low wage, less challenging jobs, and the common male prejudices of the times.

3. POL-1, WXT-3, WOR-2, Causation, Using Evidence, 8.1.II, 8.3.I, pp. 580–581, 587

- a) The “Modern Republicanism” of the Eisenhower administration, while committed to balanced budgets, but accepted the continuation of New Deal programs such as Social Security, in fact extended its coverage to ten million more citizens. However, Eisenhower opposed federal aid to education and federal health care insurance. His middle-of-the-road approach did not satisfy the conservative Republicans, who wanted to repeal the New Deal legislation.
- b) The Highway Act of 1956 transformed the United States with 42,000 miles of high-speed interstate highways linking the nation’s major cities. The project sped up intercity travel and trade, created jobs, promoted long distance trucking, and accelerated the spread and the growth of suburbs. It contributed to the decline of railroads and towns and cities not on the interstate network. However, this transformational legislation is considered by many as President Eisenhower’s greatest legacy.

- c) As a military insider, President Eisenhower was concerned about the power and influence of the “military-industrial complex” in American politics. Both the military services and corporations supplying military hardware gained more influence and power in Washington from increased defense spending during the Cold War. They often overestimated foreign threats and pressured Congress members to buy more expensive weapons than were actually needed.

4. NAT-4, CUL-2, Interpretation, Using Evidence, 8.2.I, 8.3.II, pp. 590–592, 593

- a) During the 1950s young African Americans joined the civil right movement and Dr. King’s nonviolent protests, especially in the sit-in movement and efforts to integrate public facilities in the South. The Student Nonviolent Coordinating Committee (SNCC) grew out of these early efforts.
- b) Young middle and working class Americans of the 1950s gained the reputation as the “silent generation” in part in contrast to the radical and activist youth of the 1960s. The Cold War consensus over the threat of Communism, the Second Red Scare, and a homogeneous white culture produced a view that conformity was the road to success, especially in business and politics.
- c) Social criticism and rebellion during the 1950s included the work of social scientists such as David Reisman (*The Lonely Crowd*) and John K. Galbraith (*The Affluent Society*), writings of novelists such as J.D. Salinger (*The Catcher in the Rye*) and Joseph Heller (*Catch-22*) and the poetry and writings of Jack Kerouac (*On the Road*) and Allen Ginsberg (*Howl*), and the lifestyle of the “Beatniks.”

**Think As a Historian:** Stating a Conclusion Using Synthesis, p. 599

3

## Chapter 28 Promise and Turmoil, the 1960s

### Multiple-Choice Questions, pp. 619–621

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	C	WOR-2	Analyzing Evidence	8.1.II	583, 612–614
2.	A	WOR-2	Comparison	8.1.II	613
3.	B	WOR-2	Using Evidence	8.1.II	613–615
4.	B	POL-2	Causation	8.2.I	606–608
5.	C	NAT-4	Using Evidence	8.2.I	608
6.	C	CUL-3	Analyzing Evidence	8.2.II	612
7.	C	CUL-3	Using Evidence	8.2.II	612
8.	D	CUL-3	Analyzing Evidence	8.2.II	612

### Short-Answer Questions, pp. 622–623

Good responses may include the following explanations and information and/or additional information from other resources:

1. WOR-2, Using Evidence, Causation, 8.1.I-II, pp. 602–603, 613–615
- a) The placement by the Soviet Union of long-range missiles capable of carrying nuclear warheads in Cuba seriously escalated the Cold War in 1962. The U.S. naval blockade of Cuba created the danger of a direct armed confrontation between U.S. and Soviet

ships that could have triggered a nuclear war between the two rivals, until the Soviets agreed to remove the missiles.

- b) The significance of the failure of the CIA-backed operation in the **Bay of Pigs** included that it damaged the reputations of the Kennedy administration and the CIA, made Kennedy appear weak to the Soviet Union, and gave their leaders an excuse to build up the defense of the Communist dictatorship in Cuba. The building of the **Berlin Wall**, which stopped East Germans from escaping to the West Berlin, escalated Cold War tensions and caused a military alert, but it was also significant in that it revealed the weakness of the communist system that needed a wall to keep its citizens from escaping to the west. The creation by the Kennedy administration of **flexible response** forces within U.S. military reflected the reality that nuclear weapons were not an option or an effective deterrence in civil wars and small “brushfire” wars in former colonies in Africa and Asia. Flexible response also made it easier to get involved in smaller wars.
- c) The significance of the **Tonkin Gulf Resolution** is that Congress gave the Johnson administration all the necessary powers to escalate U.S. involvement in Vietnam. President Johnson used the resolution to order U.S. troops for the first time into combat against the enemy and escalated the number of U.S. military forces in Vietnam to nearly a half of a million. The **Vietcong** were the rebel forces in South Vietnam that were fighting to overthrow the pro-western government in Saigon. The Vietcong successes aided by communist North Vietnam were the primary reason for the U.S. coming to help the pro-western but weak regimes in Saigon. In the **Tet Offensive** of early 1968, the Vietcong launched a surprise attack on South Vietnam cities and U.S. targets. While the attacks failed in the long run and with heavy losses to the Vietcong, the offense was significant because the Tet Offensive turned the majority of the American public and the influential media against the war. It also forced Johnson to seek a negotiated end to the war and to not run for the presidency in 1968.

2. POL-3, Causation, Using Evidence, 8.2.III, pp. 604–606

- a) Explanations could include the Office on Economic Opportunity, the Job Corps, the Community Action Program, and the Food Stamp Act.
- b) Explanations could include Head Start, the Elementary and Secondary Education Act, the Higher Education Act, and the National Foundation on the Arts and Humanities.
- c) Explanations could include Medicare, Medicaid, and the Child Nutrition Act.

3. POL-1, Causation, Using Evidence, 8.2.III, pp. 609–610

- a) Warren Court rulings that expanded the rights of defendants included *Mapp v. Ohio* (1961)—denied use of illegally seized evidence; *Gideon v. Wainwright* (1963)—right to counsel; *Escobedo v. Illinois* (1964)—right to remain silent; and *Miranda v. Arizona* (1966)—right to a lawyer during questioning by the police.
- b) Warren Court rulings related to the first Amendment included *Yates v. United States* (1957)—1st amendment protected radical and revolutionary speech, even by Communists, unless it created a “clear and present danger,” and *Engel v. Vitale* (1962)—government required prayers in public schools violated separation of church and state.
- c) Warren Court rulings in *Baker v. Carr* (1962) established the principle of “one man, one vote” in the reapportionment of legislative districts to provide equal representation for all citizens.

4. CUL-2, Causation, Using Evidence, 8.3.II, pp. 610–611, 615

- a) The younger generation of the 1960s challenges to higher education included protesting against restrictive college and university rules, such as drinking and visiting the opposite sex, demanding a voice in the operation of the college or university, and demanding the right to form political action groups, such as conducting protests on campus against the draft laws and Vietnam War. The activists and intellectuals behind the movement, known as the New Left, increased their influence in higher education.
- b) The youth of the 1960s protested against the draft laws which required all young men at 18 years old to enroll in the Selective Service, and if selected to serve in the armed forces. The greatest opposition came from college students, who after graduation became eligible to be drafted in the military. Lasting impact of the anti-war protests included the voting age was lowered to 18 years old through a constitutional amendment in 1971, and the draft ended for practical purposes in 1973 and was replaced by an all volunteer force.
- c) The challenges of the youth generation to middle class standards during the 1960s included new styles of music, dress and hair, premarital sex, drug use, and less willingness to conform to the standards of the business world and corporations. The music of the counterculture included the Beatles, Rolling Stones, Jim Morrison, Janis Joplin, and in 1969 the Woodstock Music Festival in upstate New York, which proved the finale of the era.

**Think As a Historian:** Writing with Precise Words, p. 624

1–B, 2–B, 3–B

**Chapter 29** Limits of a Superpower, 1969–1980

**Multiple-Choice Questions,** pp. 642–644

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	D	WOR-2	Analyzing Evidence	8.1.I	627
2.	B	WOR-2	Contextualization	8.1.I	627
3.	C	WOR-2	Causation	8.1.I	627
4.	B	POL-1	Analyzing Evidence	8.2.III	630–632
5.	C	POL-1	Causation	8.2.III	632
6.	D	WOR-2	Analyzing Evidence	8.1.II	627, 633
7.	C	NAT-1	Analyzing Evidence	8.1.II	631–632
8.	B	POL-1	Causation	8.2.III	636

**Short-Answer Questions,** pp. 645–647

Good responses may include the following explanations and information and/or additional information from other resources:

1. WOR-2, Causation, Contextualization, 8.1.I–II, pp. 626–627, 631–632, 634–636, 640
  - a) Congress passed the **War Powers Act** in 1973 to limit President Nixon and future presidents by requiring them to report to Congress within 48 hours after taking military action and getting Congressional approval of any military action that lasts more than 60 days, which limited the powers of the president to use armed force. After years of debate, the Carter administration negotiated a new canal treaty with



Panama to address the inequities in the 1903 treaty. The **Panama Canal Treaty** of 1978 gradually turned over operation and control of the canal to Panama by the year 2000. Transfer proved successful in the long run, but the deal hurt Carter in the 1980 election. President Carter helped to negotiate the **Camp David Accords** between Israel and Egypt that returned lands taken from Egypt in the Six-Days War in exchange for recognition of the state of Israel, which was opposed by most in the Arab world. The peace agreement between Egypt and Israel has held to this day and Carter received a Nobel Peace Prize for his work.

- b) **Vietnamization** was President Nixon's plan to gradually withdraw American troops from Vietnam and turn over the fighting to the South Vietnamese as they were trained and armed to defend themselves. In a policy of **detente**, President Nixon and Henry Kissinger used the rivalry between the Soviet Union and China as an opportunity to reduce Cold War tensions with each nation, which resulted in the opening of relations with China and arms control agreements with the Soviet Union. The **imperial presidency** refers to the concentration of power in the White House as a result of World War II and the Cold War, much as the leaders of Rome became emperors with the growth of the Roman Empire. Nixon's abuse of powers in the Watergate case confirmed these concerns and produced efforts by Congress to check presidential powers.
- c) The **oil embargo** of 1973 against United States by OPEC for supporting Israel in the Six-Days War seriously damaged the U.S. economy (high inflation) and especially the fuel inefficient nation's auto industry. The embargo also revealed how vulnerable and dependant the U.S. was on Middle Eastern oil. The **Iranian Hostage crisis** grew out of the breakdown of relations after Iran, which was taken over by Islamic fundamentalists in 1979. After a failed attempt by President Carter to rescue the American hostages, the crisis continued through the remainder of his presidency and hurt his chances of re-election in 1980. The **Soviet invasion of Afghanistan** in late 1979 caused the end of detente with the Soviet Union and renewed the Cold War. President Carter responded with an embargo of grain and critical technologies, a boycott of the 1980 Olympics, and an U.S. arms buildup.

2. POL-2, CUL-3, NAT-4, Using Evidence, 8.2.II–III, pp. 612, 628–630, 637–639

- a) New Federalism was new effort of the Nixon administration to shift the responsibility of social programs back to the states by giving block grants of federal revenues to the states to spend with greater flexibility. Republicans hoped that this policy would stop the growth of the federal government under the New Deal and Great Society, but it was opposed by the Democrats and remains a contested issue. The **Southern Strategy** was a campaign to bring white conservatives in the South into the Republican Party. Nixon used the issues related to integration, court ordered busing, war protests, and Supreme Court appointments to win over southern voters, which proved very successful over time for the Republican Party. The **Watergate scandal** involved a complex series of crimes, including a break-in at the Democratic Party headquarters and the theft of records from a psychiatrist, to help win the 1972 election. The Watergate scandal ultimately forced the resignations and jailing of many of Nixon's inner circle and, finally, the resignation of President Nixon for his involvement in the cover-up of the illegal activities and his abuse of the powers of the presidency. The negative fallout on American politics continued through the Clinton impeachment.
- b) **Title X** was part of a 1972 federal statute to end gender discrimination in schools receiving federal funding. Title X required that schools provide girls with equal athletic opportunities, which affect women's identity, health, and leadership and complete skills for future generations. **Roe v. Wade** (1973) was the controversial

Supreme Court ruling that struck down state laws that prohibited abortions, as a violation of a women's right to privacy. The issue of abortion divided Americans over morality and religion, and polarized American politics for the next four decades. The Equal Rights Amendment, designed to promote gender equality, was passed by Congress in response to pressure from the women's movement, but it failed to get the needed approval of 38 states. While it never became part of the U.S. Constitution, the effort proved a turning point in the battle for equal treatment of women.

- c) The **United Farm Workers** was a labor movement led by Cesar Chavez to organize migrant farm workers, largely Mexican immigrants, to improve wages and working conditions. The movement used a national boycott of farm products to improve wages and working conditions, but it also helped to initiate a number of changes to benefit Hispanic Americans, such as mandate for bilingual education, and great participation of Hispanics in American politics. The **American Indian Movement** (AIM) was formed in 1968 to address the poor conditions of Native Americans both on the reservations and in American society. It used the tactics of the civil rights movement, such as the occupation Alcatraz Island and Wounded Knee, to gain recovery or compensation of lost tribal lands. It spark the passage of the Indian Self-Determination Act of 1975, which gave reservations and tribal lands greater control over internal affairs, education, law enforcement, and the use of casinos as a source of income. The **gay liberation movement** started as a result of persecution of homosexuals in employment and by the police, such as the raid on Stonewall Inn in New York City. Political action and national media attention on violence and discrimination against gays began to change public attitudes and government regulations, such as a ban on discrimination in the federal Civil Service and workforce.

3. MIG-1, Analyzing Evidence, Causation, 8.3.I, pp. 605, 636–637

- a) In the 1950s the majority of immigrants still came from Europe, which reflected more closely the ethnic composition of the United States and the Quota Laws of the 1920s. By the first decade of the 21st century, 87 percent of immigrants came from America, Asia/Oceania and Africa, and only 13 percent from Europe. This shift reflected the changes to U.S. immigration laws in the 1960s, but also the changes in the political and economic conditions in the world.
- b) The Immigration Act of 1965 passed during the Johnson administration abolished the quota system of the 1920s based on national origins that favored Europeans, and replaced it with a system that was open to immigration from all parts of the world, and made it easier for families and political refugees to be reunited in the United States.
- c) Among the additional causes for shifts in immigration patterns were refugees from Communist Cuba and Vietnam in the 1960s and 1970s, and the political and religious persecutions in Africa, America and the Asian and Middle Eastern nations. The underdeveloped economies of Latin America also encouraged residents to escape for a better life in the United States through legal and illegal means.

4. GEO-1, POL-2, Interpretation, Using Evidence, 8.2.II-III, pp. 628, 639

- a) The growing popular concerns over water and air pollution and the damage caused by oil spills and nuclear accidents cut across party lines during the 1960s and 1970s, before the realignment of the two major political parties after the 1980 (Chapter 30 and 31). The cooperation of northern and western Democrats and Republicans on civil rights and other legislation carried over into the environment legislation.

- b) In addition to the establishment of the EPA, Congress passed the Clean Air Act in 1970 to control air pollution, the Clean Water Act in 1972 to regulate water sources and drinking water, the Endangered Species Act in 1973 to protect wildlife from extinction and the Superfund Act in 1980 to clean up past dumping of toxic materials in waterways and industrial sites.
- c) President Nixon signed into law a variety of moderate or liberal legislation including increases in Social Security benefits based on rises in the cost of living, Title X, a surtax on imports to protect American jobs and businesses, the adoption of Keynesian economic policies in federal spending, the use of wage and price controls and taking the U.S. dollar completely off the gold standard. While not a popular evaluation, some historians have argued that Richard Nixon was the last “progressive” Republican to serve in the White House.

**Think As a Historian:** Writing Clear Sentences, p. 647

3

## PERIOD 8 Review

**Long-Essay Questions,** p. 648

Good responses start with a relevant thesis supported by evidence such as below and/or from other sources:

1. WOR-2, Argumentation, Causation, Using Evidence, 8.1.I, pp. 563–569, 581–687, 612–615, 625–627

Supporting arguments for the ways that the Cold War altered the role of the United States in the world could include: 1) The containment policy in essence turned the U.S. into a worldwide superpower or international police force to stop the spread of communism not only in Europe, but Asia, Africa, and the Americas. 2) The Cold War led the U.S. for the first time to make military peacetime alliances with nations around the world in such organizations as NATO and SEATO. 3) In the effort to contain Communism, the U.S. also developed extensive foreign aid programs of both economic and military help, often modeled on the successful Marshall Plan. 4) The nature of the Cold War also encouraged the U.S. to develop its capabilities for covert actions around the world, starting with the organization of the CIA and operations such as the overthrow of governments in Iran and Guatemala and the failed effort in Cuba. Other arguments could include the worldwide role as advocate for freedom and human rights and the development of a nuclear force (umbrella) to protect allies around the world.

2. WOR-1, Argumentation, Causation, Using Evidence, 8.1.II, pp. 569–71, 614–615, 626, 631

An analysis of the impact of the Cold War on domestic politics could include: 1) The impact of the anti-Communism hysteria of the Second Red Scare following World War II and culminating in the popularity of Joseph McCarthy. The fears of the era produced loyalty oaths, blacklists, destroyed reputations, and poisoned American politics for years to come. 2) The domestic conflicts over U.S. involvement in the Vietnam War produced a split in the nation between “Hawks and Doves,” numerous anti-war demonstrations, violation of draft laws, and the end of LBJ’s presidency. 3) The Cold War also helped to produce a lasting “credibility gap” between U.S. citizens and their government, evident in the resignation of LBJ, the reaction to Nixon’s secret attack on Cambodia, and the Watergate investigation. 4) The escalating involvement in the Cold War also produced a reaction to the concentration of powers in the executive branch, evident in the passage of the War Powers Act and the abuse of powers charges in the Nixon impeachment.

3. POL-2, Argumentation, Comparison, Using Evidence, 8.2.III, pp. 503–507, 511, 604–606

Both the New Deal and the Great Society had similarities, primarily in their progressive philosophy to use the powers and funding of the federal government to address problems of poverty and conditions in an urban and industrial society. LBJ's War of Poverty and Food Stamp program also served much the same function as New Deal relief programs, such as the Federal Emergency Relief and WPA. However, the New Deal took place during the Great Depression and had to address financial and market reforms, while the Great Society was created in an era of prosperity. Among the differences, the Great Society program went beyond the New Deal in attacking racial segregation through the Civil Rights Acts, creating the health insurance programs of Medicare and Medicaid, funding education from Head Start through the university levels, immigration reform, and funding of the arts and humanities.

4. MIG-1, Argumentation, Comparison, Using Evidence, 8.3.I, pp. 485, 605, 636–639

A strong thesis will compare and contrast both the policies and the effects of the changes on immigration to the United States. The Quota Acts of the 1920s supported the nativist movement to reduce and bar immigrants not from northern and eastern Europe. The Quota Act, along with the effects of the Great Depression and World War II significantly reduced immigration both in numbers and places of origin through the mid-1940s. The Immigration Reform Act of 1965 ended the quota system based on place of origin with a more open system that largely treated the eastern and western hemispheres equally. The result was a significant difference in the number and ethnic background of immigrants. Immigrants from the Americas and Asia replaced Europeans as the largest groups to coming to the U.S. A good response would show an awareness that not all differences in immigration patterns can be attributed to policies of the 1920s and 1960s. A variety of economic and global factors affected immigration in the late 20th century, including political refugees and the desire for low-wage workers by American farms and businesses.

5. GEO-1, Argumentation, Continuity and Change over Time, Using Evidence, 8.2.II, pp. 439–440, 606, 631, 639

Among the continuities in the environmental movement from 1900 to 1980, one could explain the ongoing conservation of public and private lands and wetlands in national forests, wildlife preserves, national parks, and monuments. However, among the changes evident over the period was that conservation and preservation movements went from largely a concern of a relatively small group of politicians and conservation professionals, such as Theodore Roosevelt and Gifford Pinchot, in the Progressive era to a popular movement involving millions of Americans by the 1970s. This was first evident in the millions who were involved in the first Earth Day in 1970. An effective response could also explain the changing focus of environmental policies, from the conservation of natural resources to the regulation of the many toxins produced by a complex modern economy and impact of the use of petroleum and nuclear energy. Support could include the impact of Rachel Carson's *Silent Spring*, oil spills and nuclear accidents on passage of EPA, clean air and water and protection of endangered species legislation.

6. CUL-3, Argumentation, Continuity and Change over Time, Using Evidence, 8.2.II, pp. 557–578, 592, 606, 611–612, 628

A good response would recognize that changes in the identity and roles of women could depend on location, education, religion, and other factors. An analysis of how the identity and roles of women remained constant and changed in the period of 1945 to 1980 could include the post-war baby boom, large families and role of mothers, as evident in the popularity of Dr. Spock's baby book and prejudices against women in

the workplace. The women's movement for greater equality accelerated in the 1960s and 1970s with the publication of the *Feminine Mystique* in 1963 and the passage of the Civil Rights Act of 1964, which added no discrimination in employment because of sex and Title X. While the defeat of the Equal Rights Amendment was a setback for the women's movement, the opening of higher education and professional positions for women contributed to a complicated new identity for women in marriage, the family, and the workplace.

7. CUL-2, Argumentation, Causation, Using Evidence, 8.3.II, pp. 558, 570, 580, 590, 611

Analysis of popular culture could include the pervasive impact of television on society during the period from 1945 to 1980, first as a novelty that the whole family gathered around to watch, and then as the primary means of entertainment and communication that kept movie goers at home and helped to decide presidential elections (Nixon vs. Kennedy in 1960). Other developments in popular culture could include the influence of rock and roll music not only on teenagers, but also on the anti-war protests, the counterculture movement, and drug use. Analysis could include suburban living in subdivisions of single-family houses, often built many miles away by interstate highways from life in the cities and traditional cultural institutions, but sustained by shopping malls, credit cards, and fast food chains. Suburban living as a cultural experience created its own often-homogeneous values and points of view. Other cultural events that could be considered were the counterculture of the hippies, flower children, and LSD, and the sexual revolution related to the studies of Alfred Kinsey and the birth control pill. However, a good response would also try to analyze the impact, if any, of these cultural developments on traditional religion, the American work ethic, and the values of the great majority of members of working and middle class, as Richard Nixon called the "silent majority."

8. CUL-4, Argumentation, Causation, Using Evidence, 8.2.I–II, pp. 559, 588–590, 606–609

A good response will analyze why the events had a significant impact on race relations, positive or negative. For example, one could make a case that hiring of Jackie Robinson by the Brooklyn Dodgers improved race relations among more people in the long run, than Truman's ban on discrimination by race in federal government and the military did, depending how the context of the argument is developed. Other events that had a bearing on race relations include the Supreme Court's Brown decision, Montgomery bus boycott, Martin Luther King's non-violent civil rights movement (1963 March on Washington), the killing and injury of non-violent civil rights workers in the South, and the impact of LBJ and the Civil Rights Acts of 1964 and 1965. One could also analyze events that were racially divisive such as attacks on civil rights activists, urban race riots, the Black Power movement, the assassination of Dr. King, George Wallace, and the white backlash.

9. WOR-2, Argumentation, Continuity and Change over Time, Using Evidence, 8.1.I–II, pp. 562, 564, 566–567, 584, 627, 631–633, 636–637

A good response will focus on the impact on workers' jobs, income, and lives because of U.S. interconnection or involvement in world. One line of argumentation is that the Cold War created a stable global economy of interdependent economies in Europe and east Asia (Japan Taiwan, Korea) within the framework created at the Breton Woods Conference and through the World Bank. In the first couple decades after World War II, the U.S. was a beneficiary of the Cold War alliances, as war-worn countries needed U.S. exports, in part stimulated by the Marshall Plan and other foreign aid policies. The Cold War arms race also created good-paying jobs for American workers, as the defense spending quadrupled to 20 percent of the U.S. GNP, and U.S. became the main supplier of weapons to allies and many emerging nations. After the world economies,

especially in Germany and Japan, recovered by the 1960s, American workers faced a more competitive market, and downward pressure on wages. In the 1970s, the oil embargo and high price of oil hurt U.S. economy, and workers suffered from the loss of industrial jobs, especially in the auto industry, and from high inflation, which produced the first decline in the standard of living for American workers since World War II.

- 10. WOR-2, WXT-2, Argumentation, Continuity and Change over Time, Using Evidence, 8.3.I, pp. 566, 580–581, 586, 601, 605–506, 614, 631, 633, 636**

A good response could analyze both the continuity and change during this period in the role of the federal government in the economy, such as defense and infrastructure spending; regulation of the economy and job creation; and the promotion of science, education, conservation, and health care. The use of evidence could include impact of defense spending during the Cold War; the Highway Act of 1956; the National Defense and Education Act of 1958; creation of NASA and the space program; Great Society legislation; such as war on poverty, education, and health care; the environmental laws passed during the 1970s; and the anti-inflation actions of the Federal Reserve.

**Document-Based Question, pp. 649–652**

POL-2, NAT-4, Analyzing Evidence, Comparison, Contextualization, Synthesis, 8.2.I, pp. 559–561, 586–590, 606–609, 616–617

A good response will use all seven or all but one of the documents and compare and contrast both the roles of federal government and civil rights activists in achieving the goals of the civil rights movement. Two documents, numbers 1 and 7, directly support the role of the government, while document 3 challenges students to understand the context of Wallace’s defiance of President Kennedy’s use of federal marshals to integrate the university. Three documents—2, 4, and 6—present the role of a range of civil rights activists, including Martin Luther King Jr., while document 5 introduces the controversial role of Malcolm X. The use of outside knowledge could provide the context for one’s interpretation of the documents, and additional evidence may include the contributions of the Truman, Eisenhower, Kennedy, and Johnson administrations, defiance in the southern states, Congress and the federal courts; and supporters of both the non-violent and black power movements.

## PERIOD 9: 1980–PRESENT

### Chapter 30 Conservative Resurgence, 1980–2000

**Multiple-Choice Questions, pp. 674–676**

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	D	POL-3	Analyzing Evidence	9.1.I	656–657
2.	D	POL-1	Analyzing Evidence, Comparison	9.1.I	656–658
3.	A	POL-3	Using Evidence	9.1.I	657
4.	B	WOR-2	Contextualization	9.3.I	664
5.	A	WOR-2	Analyzing Evidence, Comparison	9.3.I	664
6.	D	WOR-2	Causation	9.3.I	664
7.	D	POL-3	Analyzing Evidence	9.1.I	667
8.	B	WXT-3	Using Evidence	9.1.I	668

### Short-Answer Questions, pp. 677–678

Good responses may include the following explanations and information and/or additional information from other resources:

1. POL-2, POL-3, WOR-2, Causation, Using Evidence, 9.1.I, 9.2.II, 9.3.I, pp. 654–658, 659–661
  - a) **Proposition 13**, a successful California referendum to cut property taxes, contributed to a conservative Republican drive to cut federal taxes by 30 percent. **Religious fundamentalists**, including televangelists and Jerry Falwell’s Moral Majority, helped the conservative resurgence by energizing the faithful against abortion, against teaching evolution and secular humanism in the public schools, and by advocating for a return of prayers and moral standards in schools and public life. **Affirmative action** was attacked by conservatives in the courts as “reverse discrimination.” The elimination of this government regulation, or mandate, especially appealed to many white workers and students who felt that racial quotas hurt their chances of getting a job or into college.
  - b) The Reagan administration advocated **supply-side economic** policies to cut taxes and government spending to stimulate the growth of business and incomes. It was the answer to the Democrats’ Keynesian policy of increase government spending to boost demand by lower income consumers. President Reagan’s firing of the **PACTO** strikers and the replacement of strikers with non-union workers contributed to the growth of anti-union policies among businesses that, along with the loss of manufacturing jobs, contributed to the decline of union membership in the 1980s and 1990s. The **Iran-Contra affair** damaged the Reagan administration’s second term when illegal actions were taken by members of the administration to use monies from a secret arms deal with Iran to aid anti-communist contra rebels in Nicaragua.
  - c) While it is debated which of President Reagan’s actions most contributed to ending the Cold War, they include the military buildup of the U.S. armed forces and spending on an antimissile defense system (SDI) during his first term, and then his willingness during his second term to negotiate with the new Russian leader, Gorbachev, to reduce missiles in Europe and tensions in the Middle East.
2. WXT-1, WXT-2, Analyzing Evidence, Change over Time, Causation, 9.1.I, 9.2.I, pp. 658–659, 664–665, 666–668, 672
  - a) The causes of the changes in family income distribution could include 1) the decline in income caused by the loss of manufacturing and other blue-collar jobs because of foreign competition and technological innovations, 2) tax policies that favored upper-income earners and wealthy investors, 3) the inequality in the schools and reduced educational opportunities for lower-income families, 4) the decline of the traditional family structure with more children raised in poor households headed by a single parent, and 5) reduced wages caused by the large influx of immigrants and undocumented workers.
  - b) **Reagan** cut taxes, reduced federal regulations on businesses, increased military spending, and increased the deficit, which together contributed to economic growth and widened the income gap between high- and low-income Americans. Reagan tax policies promoted income growth among investors and the higher income groups by reducing the top tax rate to 28 percent and reduced capital gains, corporation, and estate taxes. Tax cuts and increased military spending produced a large increase in the federal budget deficits and for the first time since World War I, the U.S. became a debtor nation.

The **Bush** administration was hurt by a recession in 1990. The Bush administration accepted increased taxes on higher incomes and luxury spending to address the ongoing budget deficits from the Reagan administration. Budget deficits forced the administration to increase the top income tax rate to 31 percent and to increase taxes on “luxury” items, which negatively affected upper incomes.

The economy during the **Clinton** administration dramatically improved, even for lower wage earners, because of a technology boom. Ten million jobs were created and wages for lower income Americans increased for the first time in decades. During his first term, the Clinton administration passed a deficit-reduction budget, which reduced spending and increased taxes, and passed the North American Free Trade Agreement (NAFTA). During his second term, legislation was passed that both cut taxes on estates and capital gains and gave tax credits for families with children and for higher education expenses. The budget deals during the two Clinton terms produced the first balanced federal budget in decades.

c) See responses in b) above for examples of evidence.

3. WOR-2, POL-2, Causation, Using Evidence, 9.3.I, 9.1.I, 9.2.II, pp. 662–664, 666–667, 668–669

a) The prodemocracy student demonstrations in **Tiananmen Square** revealed the dissatisfaction with the Chinese communist government, but unlike the anti-Communist movement in Europe, it was crushed by the government. Hundreds were killed. The **fall of the Berlin Wall** to protestors in 1990 not only resulted in the fall of the Communist government in East Germany, but also ended the Cold War division of Germany and contributed to the swift collapse of Communism throughout Eastern Europe and in the Soviet Union. **Operation Desert Storm** forced the Iraq army out of Kuwait and showcased the successful use of collective security through the United Nations to protect member nations.

b) **H. Ross Perot** played a significant role in the defeat of President Bush in 1992 by gaining support of nearly 20 percent of votes with his anti-Washington and anti-deficit third party campaign, the best third party results since Teddy Roosevelt’s effort in 1912. The **National Rifle Association** (NRA) proved a very powerful gun rights lobby and conservative political action movement that defeated numerous gun control bills and their supporters during the 1990s and early 21st century. The **Contract with America** was a conservative and anti-government manifesto that helped Republicans, led by Newt Gingrich, win control of Congress in 1996.

c) The impeachment of President Clinton was unpopular with the majority of Americans because his crime seemed to be based on lying about his personal relations with women outside of his marriage. While it offended the traditional values of many Americans, most Americans saw it as primarily another partisan effort to damage the reputation of a popular and successful president.

4. WXT-3, Analyzing Evidence, Using Evidence, Comparison, 9.2.I, pp. 581, 591, 656, 658, 668, 672

a) The author used the phrase “living large” to capture the increases in consumption, especially in the increased size of houses (McMansions), vehicles (large SUVs), and even to the “supersized” meals and drinks sold in fast food restaurants.

b) Additional developments during the prosperity of the period to support the author’s point of view included the number of millionaires quadrupled to 1 out of every 14 American households; home ownership reached its highest levels in history at over 67 percent; and unemployment reached a 30-year low in 2000 of 3.9 percent. The downside to “living large” included the environmental impact of increased oil



and energy consumption and the toll on the health of Americans as their rich food consumption increased heart disease and diabetes.

- c) The consumer consumption of the periods 1945–1960 and 1980–2000 were both similarly based on an increase in the standard of living of Americans and the ability to buy more goods and services; however, the amount of wealth and kinds of goods and services changed. The earlier generation had the income to buy a ranch house in the suburbs, while the later generation purchased houses two to three times the size of the former and in gated communities. Television was still an important consumer item, but the tech boom in the late 20th century provided electronic innovations such as the personal computer, the Internet, and wireless communications. These decades also involved more conspicuous consumption by the upper middle class and wealthy because of changes in the distribution of incomes in their favor.

**Think As a Historian:** Writing Effective Paragraphs, p. 678

1, 3

## Chapter 31 Challenges of the 21st Century

**Multiple-Choice Questions,** pp. 695–697

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	C	WOR-2	Contextualization	9.3.II	683–684
2.	B	NAT-3	Comparison	9.3.II	681–682
3.	A	WXT-2	Analyzing Evidence	9.2.I	680–681
4.	D	WXT-2	Using Evidence	9.2.I	687
5.	B	WXT-2	Causation	9.2.I	687–688
6.	C	WOR-2	Contextualization	9.3.II	682–684
7.	D	WOR-2	Using Evidence	9.3.II	688–689, 691
8.	B	WOR-2	Comparison	9.3.II	688–689, 691

**Short-Answer Questions,** pp. 698–699

Good responses may include the following explanations and information and/or additional information from other resources:

1. POL-3, WXT-2, Using Evidence, Causation, 9.1.I, 9.2.I, pp. 679–680, 685–686, 691–692
  - a) The shift of **Southern white conservatives** from the Democratic to Republican Party after the 1960s helped to reshape the Republican Party into a much more conservative party both in economic and social policies. The overall significance was that it contributed to the polarization of American party politics along strong ideological beliefs. The significance of “**safe seats**” is that once congressional districts were redistricted or gerrymandered along party lines, the opposition had little or no chance of winning the district in future elections. This also contributed to the polarization of American politics, because representatives of “safe seats” had little or no interest in compromising or working with the opposition. The Supreme Court decision in *Bush v. Gore* decided the 2000 presidential election by ruling that the Florida 537-vote count in favor of George W. Bush would stand without a recount, thereby giving George W. Bush the needed Florida electoral votes to win.

- b) The failure of FEMA and the Bush Administration to effectively anticipate and respond to **Hurricane Katrina** in 2005, in which over 1,000 died, along with public opposition to the Iraq War, helped the Democrats win control of both houses in 2006 and set up their win in the 2008 presidential election. A significant cause of the Great Recession was the collapse of the **housing bubble** after 2007, which exposed reckless borrowing practices and caused the failure and near-failure of banks and major financial institutions. The **liquidity crisis** contributed to the Great Recession because banks and other financial institutions either could not or would not, out of fear, loan money to businesses and consumers for the day-to-day functioning of the economy, which in turn resulted in more bankruptcies and the decline of the economy.
- c) The Roberts Court in the *Citizens United* decision overruled federal restrictions on spending by corporations in **elections**. The Roberts Court also struck down key parts of the Voting Rights Act of 1965 that had protected minority voters, and upheld state laws that limited voting to persons with a photo identification card. In the *Heller* case, the Robert Court ruled that the Second Amendment right to possess firearms was unconnected with service in a militia. This ruling invalidated many **gun control** laws, which were based on a more limited view of gun rights. The Roberts Court upheld the constitutionality of the Affordable **Health Care** Act on the grounds that penalties in law were a form of the federal power to levy taxes.

2. WXT-2, Analyzing Evidence, Using Evidence, 9.2.I, pp. 680–681, 685–687, 693

Note: Students must read the statistics in this chart with some understanding of the unfolding events of the Great Recession and that January 2009 is just one statistical snapshot. For example, unemployment is often a lagging indicator that later peaked at over 10 percent.

- a) **Stock prices** mainly reflect future growth and profits of corporations, and the stock averages reflect the overall economy in six or more months. **Corporate profits** reflect performance over the past quarter or year and are not necessarily an indicator of future profits. The **unemployment rate** reflects the percentage of people out of work that are still looking for work. It is often considered a lagging indicator because businesses usually lay off workers after declining sales and profits. The number of people receiving **food stamps** is one useful indicator of the rise or decline of the number of people living in or near poverty.
- b) The primary support for the statement is that the stock market fully recovered before the unemployment rate was significantly reduced. Long after corporate profits surpassed former levels, many millions of Americans were still without jobs and living in or near poverty levels, demonstrated by the growing number of people on food stamps. Challenges might include questioning the statistics as not reflective of the economy, the failure of people to return to the labor force, or the misuse of the food stamp program.
- c) Similarities to the Great Depression could include: Similar root causes in the failures of financial institutions, the crash in the stock market, widespread unemployment and underemployment, the impact on the next election, the use of government legislation and spending to address the causes and effects after the economic collapse. Differences could include that during the 1929 Depression there was no safety net in place to help consumers and the unemployed, such as FDIC and unemployment insurance. Also, based on statistical data, such as in the graph, the Great Recession did not last as long or run as deep as the 1929 collapse (recession vs. depression). The 2007 recession produced different political reactions, such as a stronger Tea Party reaction on the right and a weaker response on the left, such as Occupy Wall Street.

3. WOR-2, NAT-3, Using Evidence, Causation, 9.3.II, pp. 681–684, 688–689, 691
- Al-Qaeda** was the Islamic extremist group led by Osama bin Laden that planned and carried out the attacks on 9/11/11 and remained objects of U.S. counter-terrorism efforts during the Bush and Obama administrations. **Asymmetric warfare** refers to the use by terrorists of low-cost but deadly weapons such as captured commercial airliners, car bombs, and small boats, loaded with explosives, to attack U.S. and western targets. The religious conflict in Islam, dating back to the 8th century between **Sunnis and Shiites**, complicated U.S. policies in the Iraq War and the Middle East. Examples included the conflict between Hussein’s Sunni loyalists and the Shiite majority in Iraq and the tensions between the nations of Saudi Arabia and Iran.
  - The **Bush Doctrine** refers to the administration’s controversial policy that justified pre-emptive attacks on nations supporting or harboring terrorists, such as Al-Qaeda terrorists in Afghanistan. President Bush also used the policy to attack Saddam Hussein’s Iraq to remove “weapons of mass destruction” (WMDs) that could be used in terrorist attacks on the U.S. and its allies. The **Patriot Act** gave the U.S. government unparalleled powers to expand surveillance techniques to gather information, to arrest and hold without charges suspected terrorists, and to use “enhanced” methods of interrogation. Many Americans opposed the use of torture and the unlimited collection of cell phone and email records as violations of the laws and constitution of the U.S. The **Homeland Security Department** was created after 9/11 to bring together over 20 federal agencies, such as the Coast Guard and border security, to better protect the U.S. against future terrorist attacks.
  - The significance of the **Arab Spring** of 2010 involved the effects of a wave of popular protests across the Middle East against their undemocratic governments, as in Tunisia, Libya, Egypt, and Syria. The protests toppled governments and removed dictators, such as Libya’s Muammar Gaddafi and Egypt’s Hosni Mubarak, and forced other Arab nations to make concessions to the protesters to keep peace. The growth of the economy and military power of **China** presented another challenge for the foreign policy United States in the early 21st century. Issues such as China’s claims to extended territorial waters threatened the peaceful economic cooperation developed over four decades. President Bush’s war in **Iraq** dominated U.S. foreign policy debates from early 2003 until the last of the U.S. troops were withdrawn in 2011. Controversies included the poor or doctored intelligence over WMDs that led to the war, the failure of the United States to stabilize the nation after the removal of the dictator Hussein, and the comparison of the objectives achieved versus the cost in American lives and military spending.
4. MIG-1, NAT-4, Analyzing Evidence, Causation, Comparison, 9.2.II, pp. 671, 685, 690, 692
- The excerpt suggested that the majority of Latinos perceive discrimination and have strong ethnic attachments. Politically, the large majority of Latinos seem to have a pragmatic view of the role of government. Government should focus common economic issues and not get confused with the role of religion in issues such as abortion and same-sex marriage.
  - Politicians became more interested in the Latino population once they emerged as the largest minority group in the United States, and the 2010 census revealed that 1 in 6 Americans had a Latino or Hispanic background. The 2012 election proved the importance of the Hispanic vote in future elections, as 71 percent of the Hispanic vote helped to re-elect President Obama.
  - The experience of Hispanic immigrants has been similar to earlier immigrant groups in that many new immigrants were first met with hostility and discrimination,

and then gradually achieved acceptance, improved economic status, and full participation in the political process. However, the undocumented status of millions of Hispanic immigrants, the ease of travel to Latin America, and the diversity of modern communications may change some of the dynamics of the Hispanic immigrant experience, such as whether they achieve United States citizenship and identity.

**Think As a Historian:** Writing a Coherent Essay, p. 700

1, 3, 5

## PERIOD 9 REVIEW

**Long-Essay Questions,** p. 701

Good responses start with a relevant thesis supported by evidence such as below and/or from other sources:

1. POL-1, -2, -3, Argumentation, Continuity and Change over Time, Using Evidence, 9.1.I, pp. 654–655, 656–659, 667, 680–681, 685, 690, 691–692

A good response to this “to what extent” question demands a well-worded thesis that takes into account both continuity and changes in both U.S. economic and social policies. Among the evidence to support the continuity and the failure of the conservative resurgence to change economic policies included the continued increases in the federal budgets and the national debt, maintenance of New Deal and Great Society programs such as Social Security and Medicare, and the increases in regulation and consumer protection after the Great Recession. However, the Reagan and Bush administrations made significant cuts in federal taxes on income, capital gains, and estates taxes and business regulations, which benefited investors and upper incomes. The increases in the powers and protections of corporations and the reduction of the power and influence of labor unions could prove lasting conservative economic changes. In the area of social policies, conservatives have been successful in expanding gun rights and eliminating gun control laws, overturning or rushing back on affirmative action laws, and while conservatives have not overturned *Roe v. Wade*, conservative state governments with the support of conservative courts have chipped away on access to abortion. An analysis of the conservative achievements could also take into account the actions and successes of specific phases of the resurgence, such as the Reagan Revolution, the Contract with America (welfare reform), the Tea Party movement, and the role of the Supreme Court under Chief Justices Rehnquist and Roberts.

2. WOR-2, NAT-2, Argumentation, Continuity and Change over Time, Using Evidence, 9.3.I–II, pp. 664, 669–671, 681–684, 688–689

A good response would deal with the changes from the bipolar world of the Cold War to a world in which the United States was the lone “superpower.” A strong thesis could deal with “to what extent” the war on terrorism changed U.S. foreign policy during this period, and debates between advocates of collective security and supporters of unilateral actions. Arguments to support continuity after the Cold War era could include the high level of defense spending and the worldwide network of military bases and naval power of the United States. Evidence to support the role of the U.S. as “world policeman” could include the invasion of Panama in 1989, leadership in the Persian Gulf War in 1991, and involvement in Somalia in 1993, Haiti in 1994, and Bosnia and Kosovo in 1995 and 1998. The analysis of the impact of war on terrorism could include the Bush Doctrine and the wars in Afghanistan and Iraq, and changes in policies under the Obama administration. Shifts in U.S. foreign policies after the Cold War could include relations with China and other emerging economic powers, relations with

the Middle East and energy dependence, the U.S. role in Europe and NATO, and the conflicted relationship with Russia.

3. POL-2, WXT-2, Argumentation, Comparison, Using Evidence, 9.1.I, pp. 501–507, 510–511, 655–659

A good response will address all parts of the question, comparing both Roosevelt’s and Reagan’s leadership and economic policies. Comparisons of leadership could include their abilities as public speakers to inspire followers, to clearly and powerfully communicate their policies, and their long-term influence on the development of the Democratic and Republican parties in their perspective eras of dominance on the political scene. The differences in their economic policies are as dissimilar as the economic conditions that they faced, for Roosevelt a deep and long Great Depression that halved the GNP and for Reagan a recession caused by efforts to control inflation. Roosevelt’s New Deal used Keynesian economic theory in its increased government spending and intervention in the economy, evident in relief programs such as FERA, WPA, and CCC, and new financial legislation such as the Glass-Steagall Act and SEC, and passage of pro-labor legislation and Social Security. Reagan followed the conservative policies of “supply-side” economics or “Reaganomics” that promoted the interests of businesses and investors by cutting taxes, reducing government regulations, and taking anti-union actions such as crushing the PACTO strike. However, Reagan did work with Democrats to help keep Social Security solvent, and like Roosevelt, Reagan ran a large federal deficit to fund his goals, such as cutting taxes and increasing military spending.

4. POL-3, WXT-2, WOR-2, Argumentation, Comparison, Using Evidence, 9.1.I, 9.2.I, 9.3.I-II, pp. 662–665, 666–670, 680–685, 686–691

This question gives students many options for comparisons and offers possible diverse interpretations of events, such as the controversial Affordable Health Care Act of the Obama administration: a chief success or a failure? Evidence to consider for the **George H. W. Bush** administration includes policies during the transition after fall of Communism, START agreement, invasion of Panama, Persian Gulf War, his support for the Americans with Disabilities Act, and his compromise on tax policy. For the **Bill Clinton** administration, evidence could include failure of health reform, the “Don’t Ask, Don’t Tell” policy for gays in the military, the Anti-Crime Bill, the ban on assault rifles, tax increases to balance the budget, welfare reform, his role in the government, passage of NAFTA, peace efforts in Northern Ireland, Haiti, Bosnia, Kosovo, and Israel, efforts to stop nuclear proliferation in North Korea, and his impeachment. For the **George W. Bush** administration, evidence to consider could include the Bush tax cuts, the increase of federal deficits, No Child Left Behind educational legislation, drug insurance coverage for seniors, response to the terrorist attacks of 9/11, implementation of the Patriot Act, conduct of the wars in Afghanistan and Iraq, responses to Hurricane Katrina, and policies related to the Great Recession. Evidence to consider for evaluation of the **Barack Obama** administration could include leadership and policies to deal with the Great Recession, such as the Recovery Act, Cash for Clunkers, and the Dodd-Frank Reform Act, Lilly Ledbetter Fair Pay Act, passage and implementation of the Affordable Health Care Act, handling of debate over federal deficits, the political gridlock in Washington, use executive orders to end of the use of torture and discrimination against gays, killing of Osama bin Laden, negotiated end of the Afghanistan and the Iraq wars, diplomacy in the Middle East and during the Arab Spring, and diplomacy with Europe and emerging nations in Asia.

# U.S. HISTORY PRACTICE EXAMINATION

Multiple-Choice Questions, pp. 702–720

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
1.	B	WOR-1	Using Evidence	1.2.III	11–12
2.	A	WOR-1	Using Evidence	1.2.III	11–12
3.	C	GEO-1	Using Evidence	1.2.II	11–12
4.	C	WOR-1	Interpretation	1.2.III	11–12
5.	B	NAT-2, POL-3	Contextualization	5.3.II	298
6.	C	NAT-2, POL-2	Contextualization	6.3.II	350
7.	A	NAT-2, POL-3	Contextualization	5.3.II	303
8.	D	MIG-1	Contextualization	1.2.II	8–11
9.	B	MIG-1, WXT-1	Comparison	1.2.II	8–11
10.	C	MIG-1, WXT-1	Analyzing Evidence	1.2.II	8–11
11.	B	WOR-1	Causation	2.1.I	24–25
12.	A	WOR-1	Contextualization	2.1.I	24–25
13.	D	WOR-1	Analyzing Evidence	2.1.I	24–25
14.	D	NAT-3, WOR-2	Analyzing Evidence	8.1.II	612, 625
15.	A	NAT-3, WOR-2	Interpretation	8.1.II	612, 625
16.	C	NAT-3, WOR-2	Comparison	8.1.II	612, 625
17.	A	WXT-2	Interpretation	9.1.I	665–670
18.	C	WXT-2	Contextualization	9.2.II	665–670
19.	B	POL-3	Analyzing Evidence	9.1.I	665–670
20.	A	NAT-2	Analyzing Evidence	5.3.II	298–303
21.	B	POL-3	Contextualization	5.3.II	298–303
22.	D	NAT-2	Analyzing Evidence	5.3.II	298–303
23.	D	POL-3	Contextualization	6.2.II	343–345
24.	C	NAT-1	Analyzing Evidence	6.2.II	343–345
25.	B	GEO-1	Analyzing Evidence	6.2.II	343–345
26.	D	NAT-4, WOR-2	Contextualization	7.3.III	531–534
27.	A	WOR-2	Contextualization	7.3.III	531–534
28.	D	WOR-2	Contextualization	7.3.III	531–534
29.	D	CUL-3	Analyzing Evidence	4.1.III	214
30.	B	CUL-3, POL-2	Contextualization	4.1.III	214
31.	A	CUL-3	Contextualization	4.1.III	214
32.	C	WOR-2	Causation	6.1.I	360–362
33.	D	MIG-1	Using Evidence	6.2.II	360–362
34.	C	WOR-2, MIG-3	Causation	7.2.III, 8.3.I	533, 558
35.	D	WXT-2, 3	Continuity & Change	9.2.I	666–672
36.	A	POL-1	Analyzing Evidence	9.1.I	666–672
37.	D	WXT-1	Analyzing Evidence	9.2.I	666–672

Question Number	Answer	Learning Objective	Historical Thinking Skill	Key Concept	Text Pages
38.	D	MIG-2	Analyzing Evidence	4.3.I	195–196
39.	C	NAT-1	Comparison	6.2.II	345–346
40.	A	POL-3	Causation	6.2.II	345–346
41.	C	CUL-3	Analyzing Evidence	8.3.II	558
42.	D	CUL-3	Comparison	8.3.II	558
43.	D	POL-2	Contextualization	8.3.II	557–558
44.	A	POL-1	Analyzing Evidence	3.2.II	137
45.	A	CUL-2	Analyzing Evidence	3.2.II	133
46.	B	CUL-2	Comparison	3.2.II	131, 367
47.	D	WOR-2	Comparison	9.3.I	661
48.	D	WOR-2	Analyzing Evidence	9.3.I	658–660
49.	A	POL-3	Contextualization	9.3.I	667
50.	B	POL-3	Comparison	4.2.III	152–153
51.	C	POL-2	Analyzing Evidence	6.1.III	385, 442
52.	D	POL-3	Analyzing Evidence	4.2.III	152–153
53.	C	WXT-1	Comparison	2.2.II	34
54.	B	WXT-2	Contextualization	2.2.I	35
55.	D	NAT-1, MIG-1	Analyzing Evidence	2.1.II	34

## SECTION 1

### Part B: Short-Answer Questions, pp. 721–723

Good responses may include the following explanations and information and/or additional information from other resources:

1. 1. NAT-3, WOR-1, WOR-2, Contextualization, Analyzing Evidence, 3.3.II, 3.2.I, pp. 90–93, 103, 111–112, 136–138
  - a) Americans realized that while Britain recognized the United States in the Treaty of Paris, the two countries faced difficulties ahead. The new U.S. government would have to honor treaty terms, including the payment of debts owed to British merchants and Loyalist claims for property confiscated during the war.
  - b) Along with their reluctant recognition of the United States, the British realized that they would have continued close interaction with their former colonies based on many factors including trade, the new nation’s borders with Canada in the north, and relations with the Indians living west of the Mississippi River.
  - c) In 1785, the American government reacted in varying ways to the continuing resentment by the British. One reaction was recognizing the need for a stronger form of government, which resulted in the Constitution. Later actions to avoid foreign confrontation would include Washington’s Proclamation of Neutrality in 1793, the Jay Treaty of 1794, Jefferson’s Embargo Act of 1807, Madison’s Nonintercourse Act of 1809, and Macon’s Bill No. 2 of 1810.

2. NAT-3, POL-1, Interpretation, Using Evidence, 8.1.II, 8.2.III, pp. 600–604
- Murrin refers to specific areas that President Kennedy had worked on, such as Soviet weapons in Cuba, legislative initiatives on civil rights, and economic opportunity. David Kennedy, on the other hand, focuses on President Kennedy’s ideals and spirit, suggesting that achievement of any concrete goals was limited.
  - In foreign affairs, the Kennedy administration adopted a policy of flexible response. They moved away from the idea of massive retaliation and reliance on nuclear weapons, and increased spending on conventional nonnuclear arms and on mobile military forces.
  - President Kennedy failed to persuade Congress to enact any of the promises of the New Frontier: aid to education, federal support of health care, urban renewal, and civil rights. He is most famously remembered for his inspirational words in his inaugural message, “Ask not what your country can do for you—ask what you can do for your country.”
3. WOR-1, WOR-2, NAT-3, Continuity & Change, Contextualization, 3.3.II, 4.3.I, 7.3.II–III, pp. 115, 158, 466, 539
- The pronouncement of the Monroe Doctrine in 1823 included a rejection of the British suggestion of a joint Anglo-American effort in Latin America.
  - Among the possible responses the value of Washington’s warning is found in the rejection of the League of Nations, 1919–1920, while the acceptance of the United Nations in 1945 signifies a turning away from Washington’s words.
  - Continuity with Washington’s warning can be found in the rejection of the League of Nations which was, in part, the result of fears that membership would result in interference with U.S. sovereignty. Change from Washington’s warning can be demonstrated by membership in the United Nations as a result of the devastation of World War II and the desire for peace.
4. MIG-1, MIG-2, WXT-3, Continuity and Change, Comparison, 4.2.III, 6.1.I, 6.2.II, pp. 174–176, 343, 485
- Frontier theory** presented by Frederick Turner stated that with the closing of the frontier, the experience that had shaped American culture by promoting independence and individualism had ended. The frontier had been a powerful social leveler, breaking down class distinctions and fostering social and political democracy. Thus, this opportunity that had been available to immigrants was ended, and they had no way of readily escaping the unfriendly forces that so often greeted their arrival. **Immigration quotas** were set by laws in 1921 and 1924. These acts demonstrated the ill feelings toward immigrants by ending the traditional U.S. policy of unlimited immigration. **Industrial Revolution** created a demand for low-wage labor that was often supplied by immigrants. Anger often arose as many Americans viewed the immigrants as job competitors and at times as strikebreakers. **Nativism** became a recognized movement against immigration in the 1840s with riots and the organization of a secret society and the Know-Nothing Party. The movement was revitalized following World War I, leading to quota laws and the resurgence of the Ku Klux Klan. The KKK expanded its violence to immigrants.



- b) **Frontier theory's** impact on most immigrants was limited, as they never ventured to the frontier and therefore were not directly influenced by its opportunities and had to deal with any enmity in the cities where they settled.

**Immigration quotas** were not absolute, since Canadians and Latin Americans were exempt and almost 500,000 Mexicans migrated legally to the Southwest during the 1920s. **Industrial Revolution** provided jobs for all, with immigrants often the last hired and the first fired due to their lack of language and other skills. **Nativism** usually weakened whenever the economy prospered, providing jobs, or when a great national crisis arose such as with the Civil or World Wars.

- c) **Frontier theory** by itself had a limited impact on hostile views, as census figures show that by the start of the 20th century, not only was the era of the frontier was ending, but the dominance of rural America was being replaced by the city. Urban areas were home to a majority of America's immigrants. **Immigration quotas** were for all European and Asian nationalities but the law chiefly restricted those groups considered "undesirable" by the nativists including all Japanese immigrants being barred. **Industrial Revolution** saw companies use new immigrants, who were in need of jobs, as strikebreakers, and this increased hostility. **Nativism's** limited appeal is reflected in the fact that its efforts to create influential organizations, while visible, were also short-lived. For example the Know-Nothing Party was a force in national elections only briefly in the 1850s, and the Ku Klux Klan, which grew nationally after World War I, saw its influence and membership decline rapidly after 1925.

## SECTION 2

### Document-Based Question, pp. 724–727

POL-2, POL-3, CUL-3, Argumentation, Analyzing Evidence, 7.1.II, pp. 431–447

Interpretations of the Progressive Era may range from viewing it as a conservative effort to maintain the existing society, an attempt at reforming the political system, or a radical movement for fundamental change. Some may interpret Progressives as conservatives attempting to maintain society using new scientific methods to control the labor strife, the agrarian discontent of the Populists, and the revolutionary ferment among the urban masses. Others may present a thesis that the Progressives were truly seeking to move society in new directions as genuine reformers with a strong sense of social conscience. They had a sense of responsibility and justice to assist the poor along with outrage with dishonest politics. A good response will use six or seven of the documents. The documents support the range of views, with a conservative interpretation supported by Documents 3 and 4, reform ideas expressed in Documents 1 and 2, and a more radical approach suggested by Documents 5, 6, and 7.

## SECTION 2

### Part B: Long-Essay Questions, pp. 728

Good responses start with a relevant thesis supported by evidence such as below and/or from other sources:

1. WOR-1, 2, NAT-3, Comparison, Periodization, 4.3.I, 7.3.I, pp. 136–142, 412–416

A good response needs a clear thesis and provides some context for comparing the attitudes of the people. Evidence related to viewpoints leading up to the War of 1812 could include strongly divided opinions on going to war. Many, particularly in the West, called for war because of anger with the British for their violation of U.S. neutral rights at sea; their aid to Tecumseh, fomenting war on the western frontier; memories of their actions during the Revolutionary War; and a desire to acquire Canada. Others, particularly in the Northeast, opposed war as it would harm trade; they were more sympathetic to the Protestant British than to the Catholic French; it would expand federal power; and peace was more important than gaining land in Canada.

Evidence related to opinions leading up to the Spanish-American War could include divided opinions on going to war, although opposition was relatively small. In the 1890s, there was a growing wave of *jingoism*,

an intense form of nationalism calling for an aggressive foreign policy. Expansionists demanded that the United States take its place as a world power. Opposition to war was based on the belief that military action abroad was both morally wrong and economically unsound. Nevertheless, the Cuban revolt, the yellow press, the De Lôme Letter, and the sinking of the *Maine* combined into an overwhelming popular demand for war against Spain.

2. WOR-2, NAT-3, MIG-2, Comparison, Periodization, 7.3.II, 8.3.I, pp. 466–467, 557–559

A good response needs a clear thesis and provides some context for comparing the attitudes of the people. Evidence related to viewpoints following World War I could include lack of jobs for returning soldiers, an economic downturn, fears of communism based on the Communist takeover in Russia, concerns over labor unrest, and increased racial tensions as whites resented the increased competition for jobs and housing resulting from the migration of African Americans to northern cities during the war.

Evidence related to opinions following World War II could include that most Americans wished to return to a normal domestic life and enjoy the revitalized national economy. Income savings were high due to wartime shortages and, therefore, combined with government road-building projects, the economic uncertainty was quickly overcome after the war, and an era of unprecedented prosperity and economic growth was introduced. Additional support came from the G.I. bill for returning servicemen and public confidence was evident in the baby boom and the growth of suburbs and the Sunbelt areas.

## Correlation to the AP<sup>®</sup> United States History Curriculum Framework

The following correlations are for instructional text. The listing is not meant to be all-inclusive. Rather, it is representative of the text’s correlation with the Curriculum Framework as revised in July 2015. The correlation for each question is included with its answer.

### Correlation to the Historical Thinking Skills

Historical Thinking Skills	Text Pages
<b>I. Analyzing Historical Sources and Evidence</b>	
(Primary Sources) Analyzing Evidence: Content and Sourcing	xiv, 45, 131, 230, 276, 521, 607
(Secondary Sources) Interpretation	xiv, 13, 77, 142, 172, 239, 332, 379, 424, 572, 578, 672
<b>II. Making Historical Connections</b>	
Comparison	xv, 33, 84, 95, 116, 183, 251, 267, 474
Contextualization	xv, 95, 102, 290, 338, 495, 572, 659
Synthesis	xv, 1, 64, 127, 190, 226, 312, 404, 599
<b>III. Chronological Reasoning</b>	
Causation	xvi, 20, 138–139, 206, 233–239, 380–381, 397, 446, 478, 496–499, 693
Patterns of Continuity and Change over Time	xvi, 44, 93–94, 212–216, 223, 430,
Periodization	xvi, 1, 23, 62, 246, 318, 453, 556
<b>IV. Historical Interpretation and Synthesis</b>	
Argumentation	xvi, 13, 38, 55, 95, 125, 165–166, 199–200, 310, 520
Argumentation: Using Evidence to Support an Argument	xvii, 149, 224, 311, 359, 400, 546, 547, 648, 728

### Correlation to the Thematic Learning Objectives

Learning Objectives Students are able to . . .	Text Pages
<b>American and National Identity (NAT)</b> This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy assimilation, and American exceptionalism.	
<b>NAT-1.0</b> Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.	7–8, 9–10, 11–12, 25, 28, 34, 45–46, 91, 105, 110–111, 115–117, 155–157, 164, 174, 176, 232–234, 247, 294–295, 296, 298, 300, 302–303, 322–323, 324–325, 326–327, 329–330, 347, 360–362, 384–386, 502, 504–507, 508–509, 512–513, 665–670, 680–681, 687–688
<b>NAT-2.0</b> Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.	110, 115–117, 131, 132–135, 136, 137, 138–140, 192–198, 199, 209, 232–234, 247, 248–249, 252, 255–258, 281, 294–296, 298–303, 324–325, 331, 348–349, 350, 363, 364, 365, 366–367, 380–383, 384–388, 390, 480–481, 559, 588–589, 606–608, 681–682, 683–684, 688–689, 691
<b>NAT-3.0</b> Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.	115, 138–139, 232–234, 411–413, 414–416, 418–420, 422, 423, 455–457, 459–460, 461, 486–487, 521–529, 531–534, 583, 612–614, 625, 627, 631–632, 633, 681–684, 688–689, 691

Learning Objectives Students are able to . . .	Text Pages
<b>NAT-4.0</b> Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.	115, 131, 132–135, 136, 138–140, 192–198, 199, 209, 213, 214–215, 330, 361, 362, 529–530, 531–534, 559, 588–589, 606–608, 612, 665–670
<b>Politics and Power (POL)</b> This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.	
<b>POL-1.0</b> Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	27, 29, 51, 49, 52, 53, 110, 115–117, 131, 133, 115, 131, 132–135, 136, 137, 138–140, 192–198, 199, 209, 232–234, 247, 248–249, 252, 255–258, 324–325, 331, 348–349, 350, 363, 364, 365, 366–367, 380–383, 502, 504–507, 508–509, 511–513, 560–561, 630–632, 636, 656–658
<b>POL-2.0</b> Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	29, 71, 72–75, 76–77, 86–87, 89, 209, 213, 214–215, 324–325, 331, 348–349, 350, 351–353, 363, 364, 365, 366–367, 385, 431–433, 435, 438–439, 442, 476, 557–558, 559, 560–561, 612, 630–632, 636, 656–658
<b>POL-3.0</b> Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.	110, 115–117, 131, 133, 137, 152, 160, 161, 175–176, 177–178, 294–296, 298–303, 343–345, 351–353, 360–362, 385, 442, 431–433, 435, 438–439, 476, 502, 504–507, 508–509, 511–513, 560–561, 630–632, 636, 656–658
<b>Work, Exchange, and Technology (WXT)</b> This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.	
<b>WXT-1.0</b> Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.	7–8, 11–12, 34, 110, 115–117, 174, 294–296, 298–303, 324–325, 329–330, 347, 360–362, 384–386, 504–507, 508–509, 511–513, 666–672, 680–681, 687–688
<b>WXT-2.0</b> Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.	7–8, 11–12, 25, 27, 28, 29, 34, 51, 49, 52, 53, 115, 131, 132–135, 137, 138–140, 152–153, 160, 161, 175–176, 177–178, 192–198, 323–325, 326–327, 329–330, 347, 360–362, 367, 384–386, 478, 498–499, 501, 504–507, 508–509, 511–513, 656–658, 666–672, 680–681, 687–688
<b>WXT-3.0</b> Analyze how technological innovation has affected economic development and society.	7–8, 11–12, 175–176, 177–178, 323–324, 326–327, 351–353, 360–362, 384–386, 442, 478, 480–481, 498–499, 501, 533, 557–558, 666–672, 680–681, 687–688
<b>Culture and Society (CUL)</b> This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.	
<b>CUL-1.0</b> Explain how religious groups and ideas have affected American society and political life.	11–12, 27, 29, 51, 49, 52, 53, 91, 209, 213, 324–325, 480–481, 557–558
<b>CUL-2.0</b> Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.	27, 29, 51, 49, 52, 53, 86–88, 110, 115–117, 209, 213, 324–325, 480–481, 557–558
<b>CUL-3.0</b> Explain how ideas about women's rights and gender roles have affected society and politics.	11–12, 34, 86–88, 91, 174, 209, 213, 214–215, 295–297, 298–303, 324–325, 331, 363, 364, 365, 366–367, 431–433, 435, 438–439, 476, 529–534, 557–558, 612
<b>CUL-4.0</b> Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.	11–12, 28, 34, 174, 209, 213, 279, 324–325, 329–330, 347, 461, 480–481, 612, 665–670

Learning Objectives Students are able to . . .	Text Pages
<b>Migration and Settlement (MIG)</b> This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.	
<b>MIG-1.0</b> Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization)	3, 4, 5, 11, 12, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35
<b>MIG-2.0</b> Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population	152, 163–164, 173–182, 247–257, 350, 365, 366, 415–417, 419, 461, 462, 466–467, 485–488, 605–606, 637–639
<b>Geography and the Environment (GEO)</b> This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.	
<b>GEO-1.0</b> Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	7–8, 11–12, 25, 28, 34, 232–234, 343–345, 360–362, 431–433, 435, 438–439, 476, 583, 612–614, 625, 627, 633, 681–682, 683–684, 688–689, 691
<b>America in the World (WOR)</b> This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.	
<b>WOR-1.0</b> Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	7–8, 11–12, 24–25, 28, 29, 34, 71, 72–75, 76–77, 86–87, 89, 115, 132–139, 158–159, 195–196, 232–234, 343–345, 360–362
<b>WOR-2.0</b> Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.	115, 132–139, 158–159, 195–196, 232–234, 268–272, 275–276, 323–324, 326–327, 360–362, 384–386, 411–413, 414–416, 418–419, 422, 423, 455–457, 459–460, 461, 486–487, 525–526, 529–534, 583, 612–614, 625, 627, 633, 681–682, 683–684, 688–689, 691

## Correlation to the Concept Outline

Concept Correlation	Text Pages
<b>PERIOD 1: 1491–1607</b>	
<b>Key Concept 1.1:</b> As native populations migrated and settled across the vast expanse of North America over time they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.	
I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure. <b>(MIG-2.0, GEO-1.0)</b>	2, 3, 4, 5
A. The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.	2, 3, 4
B. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.	3, 4
C. In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.	4, 5
D. Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.	4
<b>Key Concept 1.2:</b> Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.	
I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies. <b>(WXT-2.0, WXT-3.0, WOR-1.0)</b>	5, 6, 7–8, 9, 10, 11–12
A. European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.	5, 6, 7, 8, 9, 10, 11, 12
B. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.	7–8
C. Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.	5, 6, 7, 8, 9, 10, 25
II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes. <b>(MIG-1.0, WXT-1.0, GEO-1.0)</b>	6, 7–8, 8–11, 11–12
A. Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.	8, 10, 11, 12
B. In the <i>encomienda</i> system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.	8, 11
C. European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.	6, 8
D. The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.	11

Concept Correlation	Text Pages
III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power. <b>(CUL-1.0, CUL-3.0, CUL-4.0, WOR-1.0)</b>	11–12
A. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.	11–12
B. As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.	11–12
C. Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.	11–12
<b>PERIOD 2: 1607–1754</b>	
<b>Key Concept 2.1:</b> Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.	
I. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations. <b>(MIG-1.0, WOR-1.0)</b>	8, 9, 10, 11, 12, 24–25
A. Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.	8, 11
B. French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.	10, 12
C. English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.	9, 12
II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors. <b>(NAT-1.0, WXT-2.0, MIG-1.0, MIG-2.0, GEO-1.0)</b>	25, 27, 28, 29, 30, 31, 32, 33, 34
A. The Chesapeake and North Carolina colonies grew prosperous exporting tobacco — a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.	27, 28, 29
B. The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.	29, 30, 31
C. The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.	33
D. The colonies of the southernmost Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.	33, 37, 38

Concept Correlation	Text Pages
E. Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised local authority and also dominated the elected assemblies.	35, 36
III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas. <b>(WXT-2.0, CUL-4.0, WOR-1.0)</b>	6, 7, 8, 9, 10, 11, 12, 26, 27, 31, 33, 34
A. An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.	6, 9, 10, 33
B. Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.	7, 8, 10, 11, 12, 33
C. Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other Indian groups.	10, 11, 12, 26
D. The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.	27, 29, 31, 33
E. British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.	31
F. American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.	10
<b>Key Concept 2.2:</b> The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.	
I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another. <b>(NAT-1.0, POL-1.0, WXT-2.0, CUL-1.0, CUL-2.0)</b>	27, 29, 31, 33, 34, 35, 37, 49, 50, 51, 52, 53, 54
A. The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.	27, 29, 31, 33, 34, 49, 50, 51, 52, 53
B. The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a trans-Atlantic print culture, and the spread of Protestant evangelicalism.	35, 36, 37, 52, 53, 54
C. The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.	35, 36, 37, 45, 47, 48, 50, 54, 55
D. Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.	47, 49, 50, 51, 52, 53, 54, 69



Concept Correlation	Text Pages
II. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies. <b>(WXT-1.0, CUL-3.0, CUL-4.0, WOR-1.0)</b>	6, 27, 28, 33, 35, 37, 38
A. All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southernmost Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.	27, 28, 33, 35, 37, 38
B. As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.	37
C. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.	6
<b>PERIOD 3: 1754–1800</b>	
<b>Key Concept 3.1:</b> British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.	
I. The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven years' War (the French and Indian War), in which Britain defeated France and allied American Indians. <b>(MIG-2.0, WOR-1.0)</b>	69–73, 76–77, 85–89
A. Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.	69–70
B. Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.	69–71
C. After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.	69–72
II. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain. <b>(NAT-1.0, POL-2.0, WOR-1.0)</b>	29, 71, 72–73, 76–77, 85–89
A. The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.	27–38, 40–44, 63–68 71–77, 79–84, 88–90, 90–95, 97–102, 274–275, 546–555
B. Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.	27–38, 40–44
C. The effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.	68, 77, 79–84
D. In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.	274–275, 546–555

Concept Correlation	Text Pages
E. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.	88–90, 94–95, 97–102
<b>Key Concept 3.2:</b> The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.	
I. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century. <b>(NAT-1.0, CUL-1.0, CUL-3.0)</b>	53, 57–62, 68, 77, 85–88, 91, 114–116, 214–215
A. Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.	53, 57–62
B. The colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's <i>Common Sense</i> and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.	68, 77, 85, 87–88, 129
C. During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.	214–215
D. In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of "republican motherhood" gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.	210, 213–214
E. The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.	111, 114
II. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence. <b>(NAT-2.0, POL-1.0, POL-3.0, WXT-2.0)</b>	103–105, 107, 109, 117, 131, 134, 192, 367
A. Many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.	109, 117, 118, 134, 192
B. The Articles of Confederation unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.	103, 104, 105
C. Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.	103, 107, 109
D. The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.	105
E. In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the <i>Federalist Papers</i> (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.	106, 107

Concept Correlation	Text Pages
III. New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues. <b>(NAT-2.0, POL-1.0, POL-3.0, WXT-1.0, CUL-2.0)</b>	105, 106–107, 110, 113–115, 115–117, 130, 131, 150, 155–156
A. During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.	110, 115–117
B. Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. This led to the formation of political parties — most significantly the Federalists, led by Alexander Hamilton, and the Democratic–Republican Party, led by Thomas Jefferson and James Madison.	106–107, 113–115, 116
C. The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution.	105, 131, 150, 155–156
D. Ideas about national identity increasingly found expression in works of art, literature, and architecture.	130, 211
<b>Key Concept 3.3:</b> Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.	
I. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending. <b>(MIG-1.0, MIG-2.0, CUL-4.0, GEO-1.0, WOR-1.0)</b>	112, 113, 130, 131, 134, 138, 139, 142, 175–176, 181, 232
A. Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the U.S. and Britain.	130, 131, 134, 138, 139, 142
B. As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.	130, 132, 138, 139, 175–176, 181
C. As settlers moved westward during the 1780s, Congress enacted the Northwest ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.	175
D. An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.	113, 181
E. The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.	112, 232
II. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests. <b>(NAT-3.0, POL-1.0, WOR-1.0, WOR-2.0)</b>	115, 116, 132, 134, 136, 137, 138, 141, 225
A. The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.	132, 134, 138, 141
B. War between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.	116, 136, 137, 225
C. George Washington’s Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.	115

Concept Correlation	Text Pages
<b>PERIOD 4: 1800–1848</b>	
<b>Key Concept 4.1:</b> The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.	
I. The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties. <b>(NAT-2.0, NAT-4.0, POL-1.0, WXT-2.0)</b>	115, 131, 132–135, 136, 138–140, 192–198, 199
A. In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.	115, 116, 117, 118, 131, 132, 133, 134, 136, 138–140
B. Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.	134, 135
C. By the 1820s and 1830s, new political parties arose — the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay — that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.	192, 193, 194, 197, 198, 199
D. Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.	197, 199
II. While Americans embraced a new national culture, various groups developed distinctive cultures of their own. <b>(NAT-4.0, CUL-1.0, CUL-2.0, CUL-4.0)</b>	207, 208, 209, 210, 211, 212, 213, 214, 214, 215, 216
A. The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.	207, 208, 209, 210, 211, 212, 213, 214, 214, 215, 216
B. A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.	207, 208, 209, 210, 211, 212, 213, 214, 215, 216
C. Liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.	208–210, 211, 216
D. Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.	214–215, 216
III. Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals. <b>(NAT-1.0, POL-2.0, CUL-3.0)</b>	209, 212, 213, 214–215, 216
A. Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.	212–213
B. Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights. Antislavery efforts in the South were largely limited to unsuccessful slave rebellions.	214–215, 216
C. A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.	213, 214

Concept Correlation	Text Pages
<b>Key Concept 4.2:</b> Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.	
I. New transportation systems and technologies dramatically expanded manufacturing and agricultural production. <b>(POL-3.0, WXT-2.0, WXT-3.0)</b>	173–175, 175–176, 177–178, 238, 239
A. Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.	173–175, 178
B. Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.	174, 177, 178, 238, 239
C. Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than either was linked to the South.	238
II. The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations. <b>(WXT-1.0, CUL-3.0, CUL-4.0)</b>	164, 173, 174, 175–176, 195, 208
A. Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets.	173, 174, 175
B. The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite but also to a large and growing population of laboring poor.	164, 173, 174, 175–176, 195, 208
C. Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.	164
III. Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions. <b>(POL-3.0, WXT-2.0, MIG-1.0, MIG-2.0)</b>	152–153, 155, 160, 161, 163, 164, 176
A. Large numbers of international migrants moved to industrializing northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.	155, 160, 161, 163
B. Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.	163
C. Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.	163, 164
D. Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.	152, 155, 163, 164

Concept Correlation	Text Pages
<b>Key Concept 4.3:</b> The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.	
I. Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade. <b>(MIG-2.0, WOR-1.0, WOR-2.0)</b>	132–139, 158–159, 178–179, 180–181, 183, 195–196, 248, 252, 256
A. Following the Louisiana Purchase, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.	132–134, 151, 158–159, 195–196
B. Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.	154–155
II. The United States's acquisition of lands in the West gave rise to contests over the extension of slavery into new territories. <b>(POL-2.0, WXT-1.0, CUL-4.0, GEO-1.0)</b>	178–179, 180–181, 183, 248, 252, 256
A. As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.	178
B. Antislavery efforts increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.	178–179, 180–181, 183, 248, 252
C. Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.	248, 252, 256
<b>PERIOD 5: 1848–1877</b>	
<b>Key Concept 5.1:</b> The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.	
I. Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives. <b>(NAT-3.0, MIG-2.0, GEO-1.0, WOR-1.0, WOR-2.0)</b>	230–232, 232–234, 235, 236–238, 239–240, 339–343, 343–346, 416–417
A. The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.	230–232, 232–234, 236–238
B. Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific ocean.	235–236, 239–240, 339–343
C. The U.S. added large territories in the West through victory in the Mexican–American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.	233–235, 343–346
D. Westward migration was boosted during and after the Civil War by the passage of new legislation promoting Western transportation and economic development.	236, 238–239
E. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.	416–417

Concept Correlation	Text Pages
II. In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants. <b>(NAT-4.0, CUL-4.0, MIG-1.0)</b>	175–176, 181, 343–346
A. Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.	175–176
B. A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants’ political power and cultural influence.	176
C. U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups’ economic self-sufficiency and cultures.	181, 343–346
<b>Key Concept 5.2:</b> Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.	
I. Ideological and economic differences over slavery produced an array of diverging responses from Americans in the North and the South. <b>(NAT-1.0, POL-2.0, WXT-1.0, CUL-2.0)</b>	173–176, 177–181, 215, 247–248
A. The North’s expanding manufacturing economy relied on free labor in contrast to the Southern economy’s dependence on slave labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.	173–176, 247–248
B. African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves’ escapes, and sometimes expressing a willingness to use violence to achieve their goals.	215
C. Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states’ rights were protected by the Constitution.	178–179, 180–181, 247–248
II. Debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states. <b>(NAT-2.0, POL-1.0)</b>	235, 247, 248–249, 252, 255–258, 259, 260–261
A. The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.	247–248, 249
B. The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.	248–249, 252, 255–256
C. The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.	254–255
D. Abraham Lincoln’s victory on the Republicans’ free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.	255, 257, 258, 259, 260–261

Concept Correlation	Text Pages
<b>Key Concept 5.3:</b> The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.	
I. The North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate slaves eventually led to the Union military victory over the Confederacy in the devastating Civil War. <b>(NAT-1.0, WOR-2.0)</b>	247–250, 256–257, 260, 268–272, 275–276, 281–283, 288
A. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.	288
B. Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.	227, 250–260, 270
C. Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.	236, 278–279, 281–283
D. Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.	269–275
II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities. <b>(NAT-2.0, POL-3.0, WXT-1.0, CUL-3.0)</b>	191–192, 206–207, 213–214, 75–276, 294–304, 348–350, 366
A. The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.	275–276
B. The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.	191–192, 206–207, 213–214, 295–296, 366
C. Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.	291–294, 295–296, 298–300, 302, 303–304
D. Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South.	291, 298–300
E. Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.	291, 295–296, 297, 299–300, 302, 303, 348–350



Concept Correlation	Text Pages
<b>PERIOD 6: 1877–1898</b>	
<b>Key Concept 6.1:</b> Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.	
I. Large-scale industrial production — accompanied by massive technological change, expanding international communication networks, and pro-growth government policies — generated rapid economic development and business consolidation. <b>(WXT-1.0, WXT-2.0, WXT-3.0, WOR-2.0)</b>	320–322, 323–324, 325–326, 326–327, 329–331, 332, 384–386, 411–412, 420
A. Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America.	320–322, 322–324, 325–326, 332
B. Businesses made use of technological innovations, greater access to natural resources, redesigned financial and management structures, advances in marketing, and a growing labor force to dramatically increase the production of goods.	325–326, 326–328, 332, 384–386
C. As the price of many goods decreased, workers’ real wages increased, providing new access to a variety of goods and services; many Americans’ standards of living improved, while the gap between rich and poor grew.	326–328, 329–331, 332, 384–386
D. Many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth.	322–325, 326–327, 332, 384–386
E. Businesses and foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America.	411–412, 420
II. A variety of perspectives on the economy and labor developed during a time of financial panics and downturns. <b>(WXT-1.0, WXT-2.0, CUL-4.0)</b>	324–325, 326–328, 329–331, 332, 347–348
A. Some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns.	324–325, 332
B. The industrial workforce expanded and became more diverse through internal and international migration; child labor also increased.	326–328, 329–331
C. Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.	329–331, 332
D. Despite the industrialization of some segments of the Southern economy — a change promoted by Southern leaders who called for a “New South” — agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.	347–348
III. New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers. <b>(POL-2.0, POL-3.0, WXT-3.0)</b>	350–353, 385, 386–387, 442
A. Improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.	350–351
B. Many farmers responded to the increasing consolidation in agricultural markets and their dependence on the evolving railroad system by creating local and regional cooperative organizations.	351–353
C. Economic instability inspired agrarian activists to create the People’s (Populist) Party, which called for a stronger governmental role in regulating the American economic system.	353, 385, 386–387, 442

Concept Correlation	Text Pages
<b>Key Concept 6.2:</b> The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.	
I. International and internal migration increased urban populations and fostered the growth of a new urban culture. <b>(NAT-4.0, MIG-1.0, MIG-2.0)</b>	45, 318, 324–325, 330, 361, 362–364, 408, 431, 444, 466, 484–485, 534, 545–547, 590, 605, 637, 646
A. As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.	45, 408, 431, 444, 466, 484–485, 534, 545–547, 590, 605, 637, 646
B. Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.	318, 324–325, 353, 360, 362–364
C. Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.	345, 373
D. In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.	364
E. Corporations' need for managers and for male and female clerical workers as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.	327, 338, 349, 363, 365–366, 432
II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict. <b>(NAT-1.0, POL-3.0, MIG-2.0, GEO-1.0, WOR-1.0)</b>	341, 349, 360–362, 281
A. The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.	300, 303, 321, 322
B. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.	341, 346
C. As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.	253, 339, 345–346, 715
D. The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.	113, 638
E. Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.	343–345

Concept Correlation	Text Pages
<b>Key Concept 6.3:</b> The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.	
I. New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. <b>(CUL-1.0, CUL-2.0)</b>	318, 324–325, 331, 440, 367
A. Social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable.	324–325
B. Some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments.	325
C. A number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society.	365, 366–368, 440
II. Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government. <b>(NAT-2.0, POL-1.0, POL-2.0, CUL-3.0)</b>	209, 258, 281, 295–297, 324–325, 331, 348–349, 350, 363, 364, 365, 366–367, 380–383, 384, 385–388, 390, 437, 444
A. The major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government.	384–385, 385–390, 391
B. Many women sought greater equality with men, often joining voluntary organizations, going to college, promoting social and political reform, and, like Jane Addams, working in settlement houses to help immigrants adapt to U.S. language and customs.	365, 366–367, 437, 444
C. The Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.	349, 443–444
<b>PERIOD 7: 1898–1945</b>	
<b>Key Concept 7.1:</b> Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.	
I. The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies. <b>(WXT-2.0, WXT-3.0, MIG-2.0)</b>	478, 498–499, 501
A. New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.	477, 478–479
B. By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.	480–481, 482, 483
C. Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.	497–499, 500
II. In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures. <b>(POL-2.0, POL-3.0, GEO-1.0, CUL-3.0)</b>	431–433, 434, 435, 436–437, 438–439, 442, 443–444, 476
A. Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.	434, 435, 436, 437, 438, 439

Concept Correlation	Text Pages
B. On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and woman suffrage.	435–439, 441, 442, 445
C. Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.	346–347, 439
D. The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.	440–441, 443–444, 476
III. During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism. <b>(POL-1.0, POL-3.0, WXT-1.0, WXT-2.0)</b>	502, 504–507, 508–509, 511–513
A. Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.	502–506, 506–508
B. Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope.	508–510
C. Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.	507, 510, 511–512, 513
<b>Key Concept 7.2:</b> Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.	
I. Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity. <b>(NAT-2.0, WXT-3.0, CUL-1.0, CUL-2.0, CUL-4.0)</b>	467, 479, 480–481, 482–483
A. New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.	480
B. Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such the Harlem Renaissance movement.	480, 481, 482–483
C. Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.	467
D. In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.	479–481
II. Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants. <b>(CUL-2.0, MIG-1.0, MIG-2.0)</b>	362, 461
A. Immigration from Europe reached its peak in the years before World War I. During and after World War I, Nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.	362, 461

Concept Correlation	Text Pages
B. The increased demand for war production and labor during World War I and World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.	460–461, 462
C. In a Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.	444, 462
D. Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.	462
<b>Key Concept 7.3:</b> Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world.	
I. In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world. <b>(NAT-3.0, WOR-2.0)</b>	412–413, 415, 414–416, 418–419, 422, 423, 424
A. Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the Western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe.	410–412, 413–414, 423, 424
B. Anti-imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the U.S. should not extend its territory overseas.	415, 421–422
C. The American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.	412–416, 422
II. World War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests. <b>(NAT-1.0, NAT-3.0, WOR-2.0)</b>	455–457, 459–460, 461, 468, 486–487, 521–529, 530–537, 545–546, 553, 558–559
A. After initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles.	455–457, 521–529, 531, 545–546
B. Although the American Expeditionary Forces played a relatively limited role in combat, the U.S.’s entry helped to tip the balance of the conflict in favor of the Allies.	530–537
C. Despite Wilson’s deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.	537–539
D. In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.	520–529
E. In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.	468, 512, 521, 524, 528, 531, 534

Concept Correlation	Text Pages
III. U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership. <b>(NAT-3.0, NAT-4.0, CUL-3.0, WOR-2.0)</b>	281, 456–458, 460, 462, 465–466, 472, 474, 529–530, 531–534, 544, 536, 558–559
A. Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.	457, 472, 474
B. The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.	281, 456, 458, 460, 462, 466, 534, 544
C. Mobilization and military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.	528, 557, 553, 558–559
D. The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island-hopping" and the D-Day invasion. The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.	531, 533–534, 536
E. The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on earth.	465, 536, 562
<b>PERIOD 8: 1945–1980</b>	
<b>Key Concept 8.1:</b> The United States responded to an uncertain and unstable post-war world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.	
I. United States policymakers engaged in a Cold War with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system. <b>(WXT-2.0, WOR-2.0)</b>	411–412, 562, 563–567, 582, 584–585, 586, 593, 612–614, 625, 627, 631–632
A. As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.	562–565, 567–570, 572
B. Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea and Vietnam.	556, 566–568, 572
C. The Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or <i>détente</i> ).	428, 473, 556–559, 561, 563–567, 569, 572
D. Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.	582, 619
E. Cold War competition extended to Latin America, where the U.S. supported non-Communist regimes that had varying levels of commitment to democracy.	411–412, 424

Concept Correlation	Text Pages
II. Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties. <b>(NAT-3.0, GEO-1.0, WOR-2.0)</b>	556, 561–562, 566, 572, 581–582, 583, 612–614, 625, 627, 631–632, 630–635
A. Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.	570–571, 577, 579, 610
B. Although anticommunist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate antiwar protests that became more numerous as the war escalated, and sometimes led to violence.	610–611, 616, 626, 628
C. Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.	556, 561–562, 566, 572, 578, 581–582, 585–587, 597
D. Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.	630, 635
<b>Key Concept 8.2:</b> New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.	
I. Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. <b>(NAT-1.0, NAT-2.0, NAT-4.0, POL-2.0)</b>	559–560, 588–590, 606–608
A. During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combatted racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.	559–560, 588–590
B. The three branches of the federal government used measures including desegregation of the armed services, <i>Brown v. Board of Education</i> , and the Civil Rights Act of 1964 to promote greater racial equality.	559, 588, 589, 590, 606–608
C. Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.	588–589
II. Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment. <b>(NAT-4.0, POL-2.0, CUL-3.0, CUL-4.0, GEO-1.0)</b>	365–367, 611, 612, 637–639
A. Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.	366–367, 612, 639
B. Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.	637–639
C. Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.	611, 638
D. Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.	639

Concept Correlation	Text Pages
III. Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement. <b>(POL-1.0, POL-2.0, POL-3.0)</b>	560–561, 604–606, 610–612, 617, 628–629, 630–632, 636
A. Liberalism reached its zenith with Lyndon Johnson’s Great Society efforts to use federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad.	610–612
B. Liberal ideas found expression in Lyndon Johnson’s Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues. A series of Supreme Court decisions expanded civil rights and individual liberties.	604–606
C. In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.	612, 617, 628–629
D. Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.	610–611
E. Public confidence and trust in government’s ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.	628–632, 633–636
F. The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.	636–640
<b>Key Concept 8.3:</b> Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	
I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years. <b>(WXT-3.0, MIG-1.0, MIG-2.0)</b>	533, 557–558, 610–611, 611–612, 620, 637–639, 654–655, 658
A. A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.	557, 558–559
B. As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.	558–559
C. Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.	637–639
II. New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation. <b>(POL-2.0, CUL-1.0, CUL-2.0, CUL-3.0)</b>	557–558
A. Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.	610–611
B. Feminists and young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents’ generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.	611–612
C. The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.	620, 654–655, 658



Concept Correlation	Text Pages
<b>PERIOD 9: 1980–Present</b>	
<b>Key Concept 9.1:</b> A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.	
I. Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980. <b>(POL-1.0, POL-2.0, POL-3.0, WXT-2.0)</b>	656–658, 665–671
A. Ronald Reagan’s victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.	655–659
B. Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.	654, 655–670
C. Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.	667, 670–671
<b>Key Concept 9.2:</b> Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.	
I. New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased. <b>(WXT-1.0, WXT-2.0, WXT-3.0)</b>	657, 665, 666–672, 680–681, 685, 687–688, 691
A. Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.	668
B. Technological innovations in computing, digital mobile technology, and the Internet transformed daily life, increased access to information, and led to new social behaviors and networks.	668, 691
C. Employment increased in service sectors and decreased in manufacturing, and union membership declined.	657
D. Real wages stagnated for the working and middle class amid growing economic inequality.	665, 685, 687
II. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences. <b>(NAT-4.0, CUL-3.0, MIG-1.0, MIG-2.0)</b>	665–670, 671, 672
A. After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.	666, 671
B. International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.	637, 639, 671, 690, 692
C. Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.	671, 672
<b>Key Concept 9.3:</b> The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.	
I. The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War. <b>(WOR-2.0)</b>	659–660, 661, 664, 667
A. Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.	660–662

Concept Correlation	Text Pages
B. Increased U.S. military spending, Reagan’s diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.	662–665
C. The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.	664–667
II. Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world. <b>(NAT-2.0, NAT-3.0, GEO-1.0, WOR-2.0)</b>	681–682, 683–684, 688–689, 691
A. In the wake of attacks on the World Trade Center and the Pentagon, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.	681–684
B. The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.	686–687, 690
C. Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.	664, 687, 692
D. Despite economic and foreign policy challenges, the United States continued as the world’s leading superpower in the 21st century.	679, 691



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