WORKBOOK

PACEMAKER®

United States History

Fourth Edition

GLOBE FEARON
Pearson Learning Group

Name _____ Date _____

CHAPTER 1

Words to Know

1

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** civilization	**a.** a settlement ruled by people from another land
_____	**2.** empire	**b.** a person who plans the direction of a ship
_____	**3.** glacier	**c.** a person who travels all the time in search of food
_____	**4.** colony	**d.** a huge sheet of moving ice
_____	**5.** nomad	**e.** the way of life of the people in one place and time
_____	**6.** navigator	**f.** the territories and people under the control of one ruler

B. Complete each sentence with a term from the box.

compass	astronomy	navigator	geography

7. Explorers studied _____ to learn about climates and landforms.

8. _____ is the study of stars and planets.

9. An instrument that shows direction is a _____.

10. The direction of the ship is planned by the _____.

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CHAPTER 1

Comprehension Check

2

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** Many scientists believe that nomads from Asia came to the Americas by crossing a land bridge.

_____ **2.** All the Native Americans in North America lived in the same way.

_____ **3.** Both the Olmecs and the Maya developed calendars.

_____ **4.** The Aztecs and the Incas ruled great empires.

_____ **5.** The Vikings settled the Vinland colony in Greenland.

_____ **6.** Marco Polo's tales of his adventures led Europeans to look for a shorter route to Asia.

B. Complete each sentence by writing the correct letter on the line.

_____ **7.** The European who sailed around Africa on his way to India was

(a) Prince Henry.

(b) Vasco da Gama.

(c) Marco Polo.

_____ **8.** The empires of Ghana, Mali, and Songhai were in

(a) Mexico.

(b) West Africa.

(c) China.

_____ **9.** Columbus called them Indians. They called themselves

(a) Aztecs.

(b) Arawaks.

(c) Incas.

_____ **10.** The Columbian Exchange of seeds, goods, and ideas took place

(a) across the land bridge.

(b) between Christopher Columbus and Marco Polo.

(c) among Europe, Africa, Asia, and the Americas.

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Section 1: The First Americans — Exercise 1

The Olmecs, Maya, Incas, and Aztecs were early Native American civilizations in the Americas. Over hundreds of years, each developed an important civilization.

Complete the chart below. Some facts are already included.

Four Native American Civilizations				
	Olmecs	**Maya**	**Incas**	**Aztecs**
When they lived	About 1200 B.C.			
Where they lived				Mexico
What they built		Large temples		
Other Achievements			Bathrooms with running water	

CRITICAL THINKING

Why is it important to know how people lived in the past? Write your answer on a separate sheet of paper.

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Section 3: Europeans Search for Wealth — Exercise 4

In the 1400s, European explorers looked for a shorter route to Asia. They hoped to find great wealth there. Christopher Columbus found a world that was unknown to Europeans.

Answer the questions below.

1. Who was the first explorer to sail around the southern tip of Africa?

_____

2. What were three kingdoms in West Africa?

_____

3. Who gave Christopher Columbus money to pay for his journey?

_____

4. What name did Columbus give to the island he landed on in 1492?

_____

5. What was the name of the Native Americans Columbus met?

_____

6. Where did Columbus believe he had landed?

_____

7. What was the Columbian Exchange?

_____

8. What were two crops that came from the Americas to Europe?

_____

CRITICAL THINKING

Think of items that might be in a time capsule from one of the first great kingdoms of Africa. List your ideas. Explain why you think each item was placed there. Write your answer on a separate sheet of paper.

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Using a Glossary — Exercise 5

A. Some terms from Chapter 1 are listed below. Find the terms in the Glossary in your textbook. Write the page number each term appears on in the Glossary.

1. nomad _____

2. glacier _____

3. civilization _____

4. empire _____

5. colony _____

6. navigator _____

B. Write the Glossary definition for each term.

7. compass _____

_____

8. geography _____

_____

9. astronomy _____

_____

10. colony _____

_____

C. Use the Glossary to answer the questions.

11. Which word is listed before **empire**? _____

12. Which word is listed after **astronomy**? _____

13. Which word is listed after **colony**? _____

14. Which word is listed after **navigator**? _____

15. Which Words to Know from Chapter 1 appear on page 661 of the Glossary? _____

_____

_____

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Section 1: Spain and France Begin Colonies — Exercise 6

During the 1500s, Spanish and French explorers hoped to find riches in the Americas. Both the Spaniards and the French claimed land in North America.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. A small group of Spaniards was able to defeat thousands of Aztecs.	**1.** The Spaniards had cannons, guns, and swords. The Aztecs only had spears and bows and arrows. **2.**
B. Spain's power grew in the Americas.	**3.** **4.**
C. The French settled North America.	**5.** **6.**

CRITICAL THINKING

Write about one of the explorers you read about. What did he find when he came to the Americas? On a separate sheet of paper, describe things he saw, heard, and touched.

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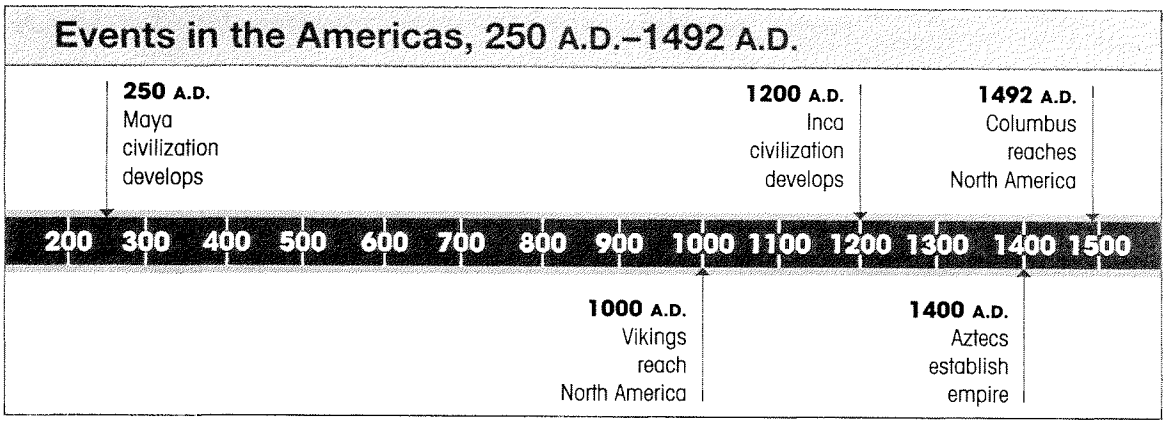
Name _____ Date _____

CHAPTER 1

Building Your Skills • Reading a Timeline

3

Practice



Use the timeline to answer the questions.

1. What is the title of this timeline?

_____

2. What are the intervals shown on the timeline?

_____

3. How many years does the timeline cover?

_____

4. When did the Inca civilization develop?

_____

5. Which civilization developed in 250 A.D.?

_____

6. Which empire in the Americas was established last?

_____

7. In what year was that empire established?

_____

8. Who reached the Americas first—the Vikings or Columbus?

_____

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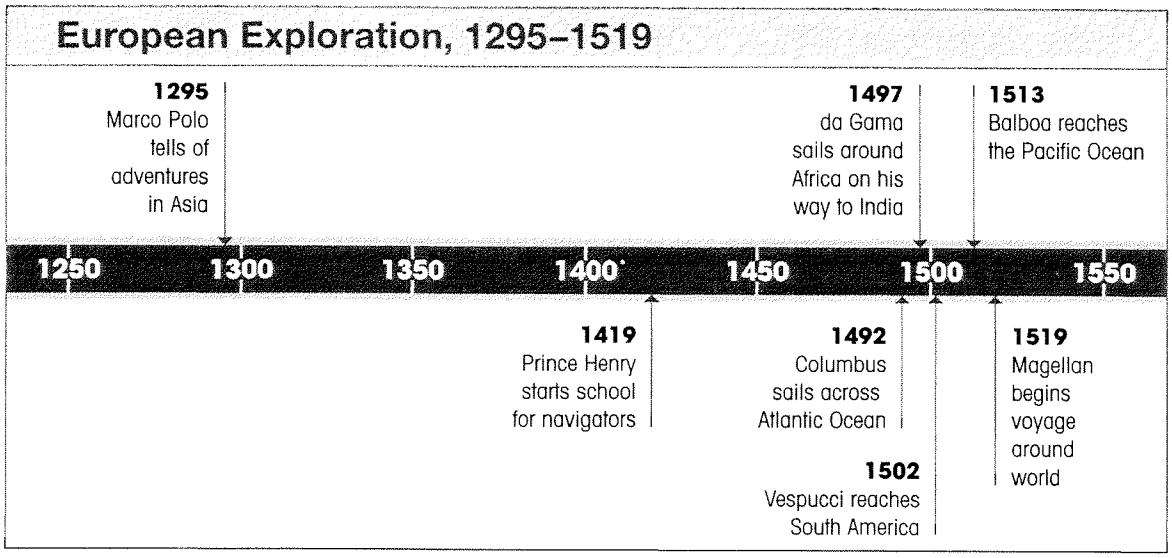
CHAPTER 1

Building Your Skills • Reading a Timeline

4

Extension



Use the timeline to answer the questions.

1. What is the subject of the timeline?

   _____

2. What period of time is covered by the timeline?

   _____

3. Which explorer sailed around Africa on his way to India?

   _____

4. In what year did Vespucci reach South America?

   _____

5. How many years were there between the start of Prince Henry's school and the beginning of Magellan's voyage around the world?

   _____

6. Which event on the timeline may have caused an interest in exploration? Why do you think so?

   _____

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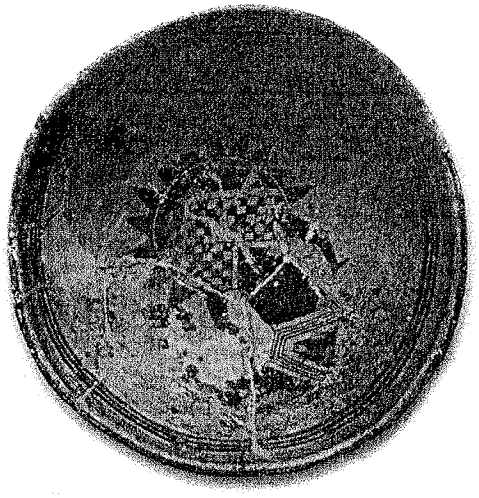
CHAPTER 1

5

Challenge

Since early history, Native American groups have created pottery. In recent history, Native American groups have sold their pottery. Native American baskets, blankets, clothing, and jewelry have also been created and sold.



A. Use the picture to answer the questions.

1. What material, do you think, was used to make this plate?

_____

2. What could the plate have been used for?

_____

3. Why do you think the person who made the plate decorated it?

_____

B. For Questions 4 and 5, find the information in the library or on the Internet. Write your answers on a separate sheet of paper.

4. Today Native Americans live in many states. Are there Native American groups in your state? If so, which ones?

5. How do these groups support themselves today?

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Section 2: The First English Colonies — Exercise 7

Beginning in the early 1600s, English colonists settled in North America. Many came for religious freedom. Some Africans were brought to North America as enslaved people.

A. Match each term below with its description. Write the correct letter on the line.

_____ **1.** John Smith

_____ **2.** Powhatan

_____ **3.** indentured servant

_____ **4.** Mayflower Compact

_____ **5.** meetinghouse

a. agreement that established the idea of self-government in America

b. chief of the Algonquins

c. leader of Jamestown

d. building at the center of a Puritan town

e. someone who worked off the cost of traveling from England

B. Answer the questions below.

6. Who settled the colony of Jamestown?

_____

7. What was the most important cash crop for Jamestown?

_____

8. Who did much of the work in the fields and on the farms in Jamestown?

_____

9. How did the Pilgrims learn to hunt turkey and deer?

_____

10. In which colony were settlements built around the chief town, Boston?

_____

CRITICAL THINKING

You are a Pilgrim on the *Mayflower*. Write a journal entry describing your trip across the Atlantic Ocean. Write your journal on a separate sheet of paper.

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Section 3: The Growth of the Thirteen Colonies

Exercise 8

Beginning in 1635, other English colonies were settled. The colonies were divided into the New England, Middle, and Southern colonies.

Complete the chart below. Some facts are already included.

Colony	Founders/First Settlers	Year Founded
Rhode Island		1635
Connecticut		
New Hampshire	Members of a fishing community	
New York		
New Jersey		1664
Pennsylvania		
Delaware	Settlers from areas south of Pennsylvania	
Maryland		
The Carolinas	Eight rich English lords	
Georgia		

CRITICAL THINKING

Do you think the Puritan leaders were right to force people who disagreed with them to leave the Massachusetts colony? Explain. Write your answer on a separate sheet of paper.

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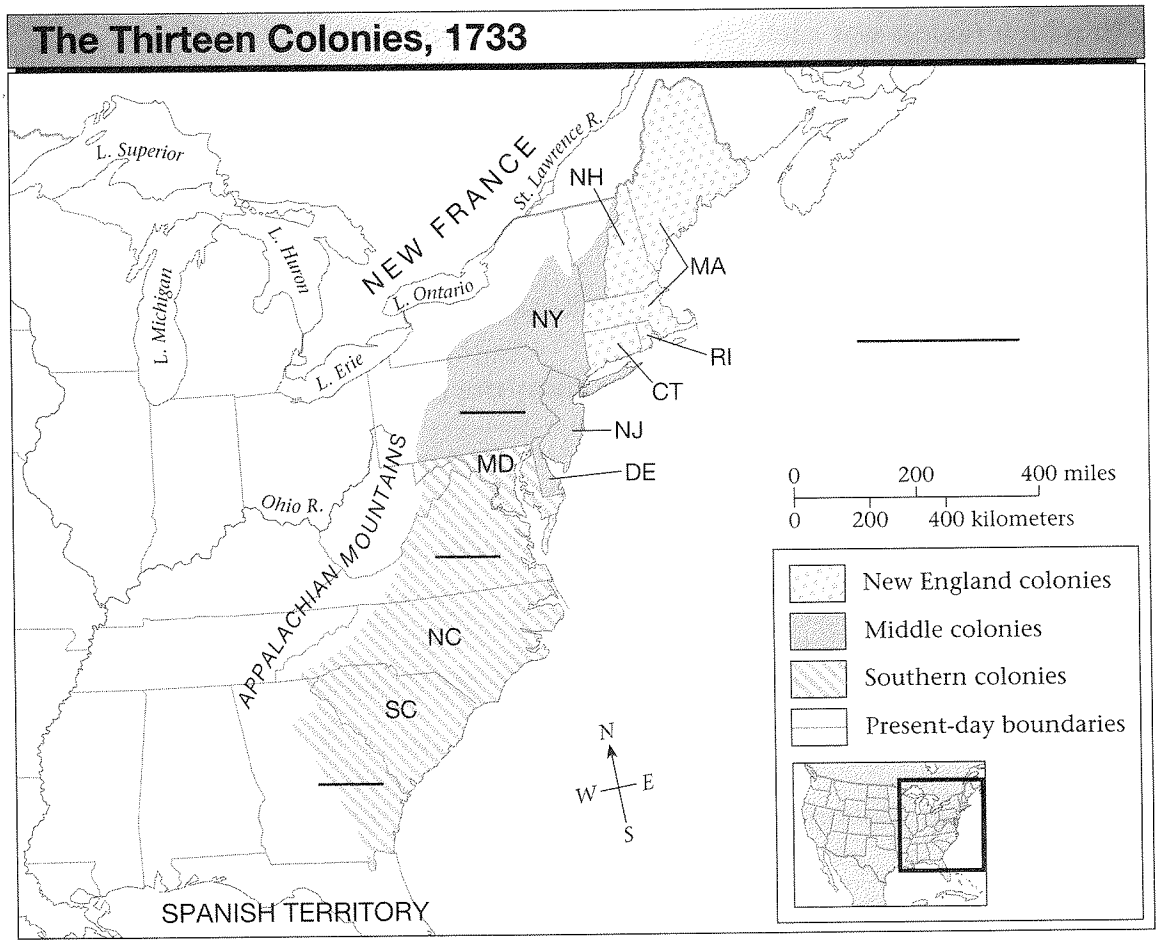
Using a Map: The Thirteen Colonies

Exercise 9

A. Fill in these place names on the lines on the map.

Pennsylvania (PA)	Georgia (GA)	Virginia (VA)	Atlantic Ocean



B. Use the map to answer the questions below.

1. Which colony was closer to the Appalachian Mountains, Connecticut (CT) or Pennsylvania (PA)? _____
2. Which colony was the farthest north? _____
3. Which group of colonies was Maryland (MD) a part of? _____
4. Which group of colonies was New Jersey (NJ) a part of? _____
5. Which three colonies shared a boundary with Connecticut (CT)?

_____

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Section 1: Economies of the Colonies — Exercise 10

There were differences in the economies of the regions. These were due to their different climates, soil, and location.

A. In which region was each product below a major cash crop? On the line write *NE* for New England, *M* for Middle, and *S* for Southern.

1. _____ indigo
2. _____ lumber
3. _____ whale oil
4. _____ tobacco
5. _____ animal hides
6. _____ breadbasket crops
7. _____ rice
8. _____ fish
9. _____ wheat

B. Complete each sentence with a term from the box.

enslaved workers	fishing	hunt	Philadelphia	Charleston

10. The soil in the New England colonies was poor, so many colonists turned to _____.

11. Some goods from the Middle colonies were shipped from the port city of _____.

12. On the large plantations in the South, most of the work was done by _____.

13. In the Southern colonies, an important port for shipping goods was _____.

14. Frontier women had to know how to _____.

CRITICAL THINKING

You are leaving Great Britain to settle in one of the colonies. What region do you want to settle in? Explain. Write your answer on a separate sheet of paper.

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Name _____ Date _____

Challenge

Colonial North America		
Colony	**Date of First Permanent Settlement**	**First Settled By People From**
Virginia	1607	England
Massachusetts	1620	England
New Hampshire	1623	England
New York	1624	The Netherlands
Maryland	1634	England
Rhode Island	1635	England
Connecticut	1636	England
Delaware	1638	Sweden
New Jersey	1660	The Netherlands
Carolina	1663	England
Pennsylvania	1681	England
Georgia	1733	England

Use the chart to answer the questions.

1. What is the subject of this chart?

   _____

2. Which was the first colony to be settled?

   _____

3. Which colonies were first settled by people from the Netherlands?

   _____

4. Which colonies were settled in the 1620s?

   _____

5. How many years were there between the settlement of the first colony and the last one?

   _____

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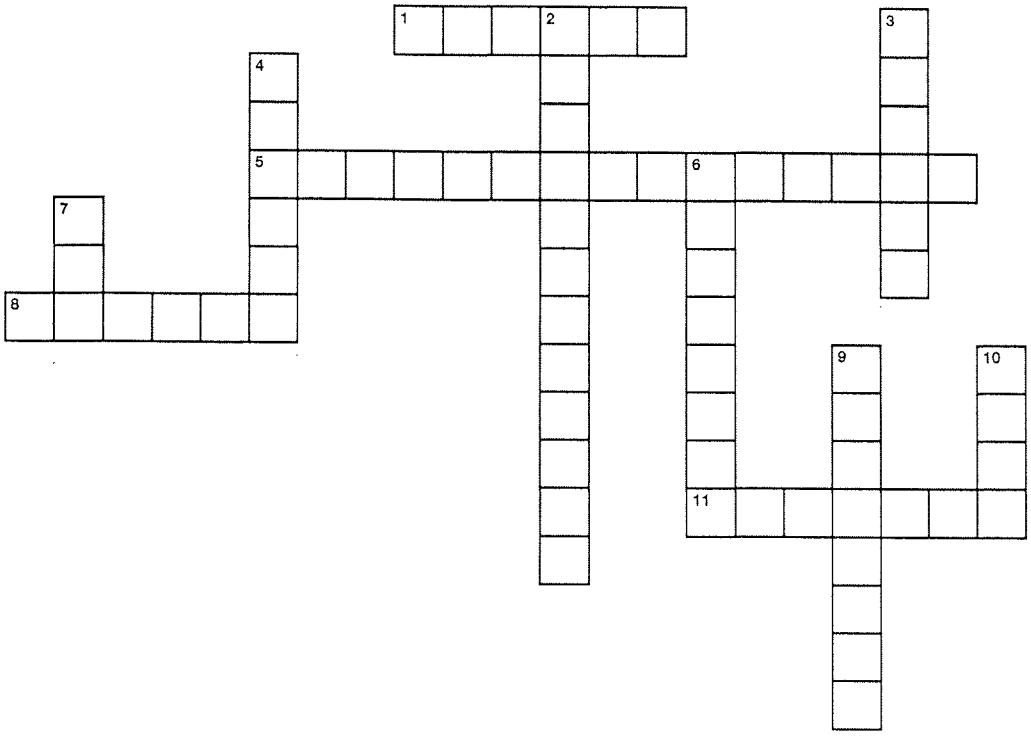
CHAPTER 3

14

Words to Know

Use these terms to complete the crossword puzzle.

economy	export	frontier	barter
import	common	political rights	jury
mercantilism	regulate	tax	



Across

1. an open area shared by all the villagers

5. rights given to people by the government

8. to send goods to another region or country

11. the way goods, wealth, and services are created and used

Down

2. the idea that a nation becomes stronger by building up its gold supply and increasing its trade

3. to trade a product or service for another product or service

4. an item brought into a country or region from another country or region

6. to control

7. money that must be paid to a government

9. a newly settled or lightly settled area just outside an area of older settlements

10. a group of people who decide whether a person on trial is guilty or innocent

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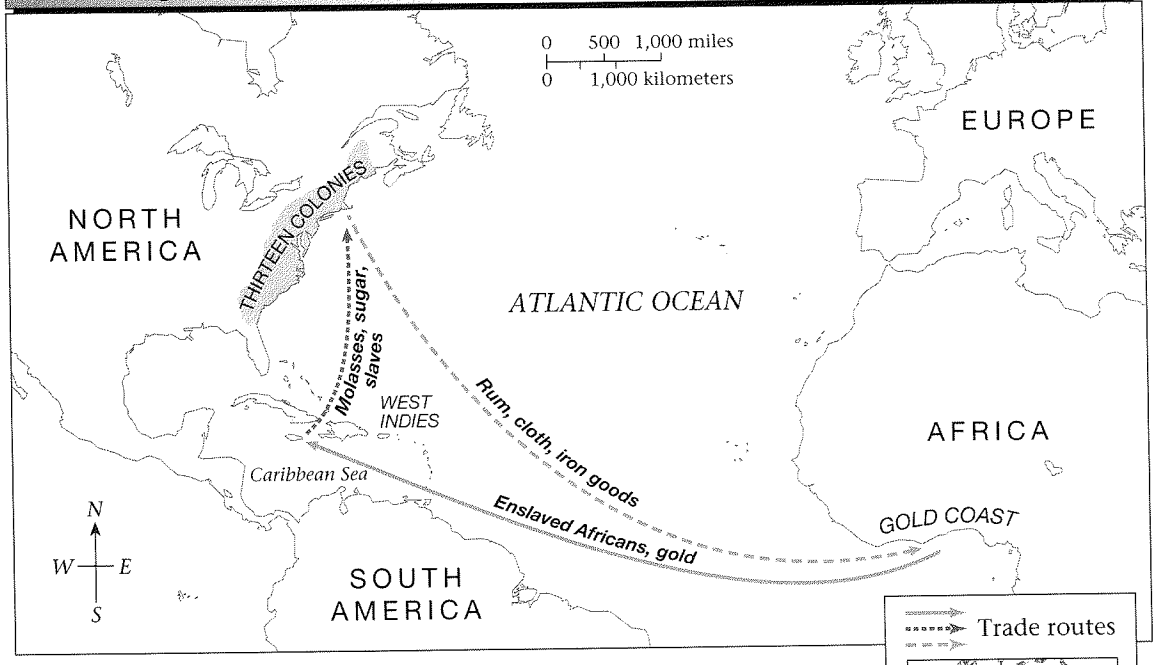
Name _____ Date _____

Using a Map: Triangular Trade Route

Exercise 11

A Triangular Trade Route, 1700s



Use the map to answer the questions below.

1. What ocean did the triangular trade route cross?

   _____

2. What three items were sent to the thirteen colonies from the West Indies?

   _____

3. What three items were sent to Africa from the thirteen colonies?

   _____

4. What two items were sent from Africa to the West Indies?

   _____

5. How do you think the Gold Coast in Africa got its name?

   _____

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Section 1: The French and Indian War — Exercise 14

British colonists began to settle in the Ohio River valley, which the French had already claimed as theirs. In 1754, France and Great Britain went to war over that area.

Answer the questions below.

1. What did the French settlers want in North America?

_____

2. Why did fur traders get along well with the Native Americans?

_____

3. Why was the war between Great Britain and France called the French and Indian War?

_____

4. Why did some Native Americans fight on the side of the French during the French and Indian War?

_____

5. What style of fighting did the French use?

_____

6. What style of fighting did the British use?

_____

7. At first, who seemed to be winning the war?

_____

8. How did France's power in North America change after the French and Indian War?

_____

CRITICAL THINKING

Create a timeline using the dates in Section 1. Label each date with an event that happened at that time. Draw your timeline on a separate sheet of paper.

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CHAPTER 3

Comprehension Check

15

A. Complete each sentence by writing the correct letter on the line.

_____ **1.** New England's resources of lumber and whale oil were shipped from

(a) New York.

(b) Boston.

(c) Charleston.

_____ **2.** The Middle colonies were called the Breadbasket Colonies because

(a) they exported so much flour.

(b) many bakers lived there.

(c) they imported bread from England.

_____ **3.** Cotton, rice, and indigo were raised

(a) on frontier farms.

(b) on plantations in the Southern colonies.

(c) in New England.

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **4.** Important colonial ports were located on the frontier.

_____ **5.** Colonial women had the same rights as colonial men.

_____ **6.** Benjamin Franklin was an important citizen of Philadelphia.

_____ **7.** The economy of the Southern colonies depended on enslaved people.

_____ **8.** The Navigation Acts were meant to control colonial trade.

_____ **9.** Mercantilism was better for the colonies than for England.

_____ **10.** The Great Awakening led to a growth of new religious groups.

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Voices From the Past • Sarah Kemble Knight

CHAPTER 3

16

Sarah Kemble Knight was a schoolteacher and businesswoman from Boston, where she had lived all her life. In 1704 she set out alone on a trip from Boston to New York City. The inns she stayed at were not too clean, and the food was usually poor.

Madame Knight, as she liked to be called, kept a journal of her travels. In her journal, she sometimes commented on the lifestyles of the people she visited. This is what she had to say about a short stay in Connecticut.

> They [the people of Connecticut] are Governed by the same laws as we in Boston ...many of them good, Sociable people. I have been told, [they] were formerly...very Rigid in [their attitude] towards Offenders [lawbreakers], even to a harmless Kiss or Innocent merriment among Young people. Whipping being a frequent and counted an easy Punishment.

Answer the questions.

1. Who was Sarah Kemble Knight?

_____

2. What journey did Madame Knight take?

_____

3. How do we know about her journey?

_____

4. What did Madame Knight think about the people she met in Connecticut?

_____

5. What do you think Madame Knight's attitude would be toward young people today?

_____

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Challenge

Trade between Great Britain and the American colonies grew in the years 1700 to 1750. The trade was measured in pounds. A pound is the unit of money in Great Britain, just as the dollar is the unit of money in the United States. The symbol for a pound is £.

The Value of Trade Between Great Britain and the Colonies		
Year	Exports From the Colonies (in pounds £)	Imports to the Colonies (in pounds £)
1700	£395	£344
1710	250	294
1720	468	320
1730	573	537
1740	718	813
1750	815	1,313

Use the chart to answer the questions.

1. What is the subject of the chart?

_____

2. What was the value of colonial exports in 1740?

_____

3. In what year was the value of imports and exports at its lowest?

_____

4. In what year did the colonies begin to import more than they exported?

_____

5. How do you think the colonists felt as they had to buy, and perhaps pay more for, imported goods? Explain.

_____

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CHAPTER 4

Words to Know

20

A. Complete each sentence with a term from the box.

ally	blockade	cede
Loyalist	militia	declaration

1. The French had to _____ land to the British.
2. _____ colonists supported the British.
3. France became an _____ of the Native Americans during the French and Indian War.
4. The British set up a _____ to keep supplies away from the colonists.
5. Each town depended on its _____ for protection.
6. The First Continental Congress made a _____ of its intentions.

B. Match each term with its meaning. Write the correct letter on the line.

_____ **7.** neutral	**a.** an official government announcement
_____ **8.** Patriot	**b.** to end
_____ **9.** proclamation	**c.** a person selected to act for others
_____ **10.** repeal	**d.** a sudden, complete change of government
_____ **11.** representative	**e.** not favoring either side in a quarrel or war
_____ **12.** revolution	**f.** a colonist who wanted independence from Great Britain

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Section 2: The Colonists Unite

Exercise 15

Beginning in 1763, King George III passed laws that the colonists thought were unfair. As a result, the colonists united against Great Britain.

Complete each sentence with a term from the box.

trade	west	Boston Tea Party
representation	revolution	Philadelphia
Sons of Liberty	Declaration	

1. One reason the Proclamation of 1763 was passed was to keep the colonists from moving too far _____.
2. Some colonists continued to settle and _____ in the Ohio River valley.
3. Colonists spoke out against the British laws by forming groups such as the _____.
4. The colonists demanded _____ in the British government.
5. The law saying that only a British company could supply the colonists with tea led to the _____.
6. In 1774, colonial leaders met in _____.
7. Members of the First Continental Congress sent a _____ of American Rights to Great Britain.
8. Many colonists began thinking about a _____.

CRITICAL THINKING

Write a news article about the events leading up to the First Continental Congress. Remember to include *who, what, when, where,* and *why.* Write your article on a separate sheet of paper.

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Using a Chart: British Acts Against the Colonies Exercise 16

A. Complete the chart with these items.

Sugar Act	Quartering Act	1765	1767

British Acts Against the Colonies		
Name of Act	**Year**	**What It Said**
Proclamation of 1763	1763	Colonists are not allowed to settle in the Ohio Valley.
	1764	Colonists are taxed on sugar and molasses.
Stamp Act		Colonists must buy stamps for all printed material.
	1765	Colonists must give quarters, or food and shelter, to British soldiers.
Townshend Acts		Colonists are taxed on paint, glass, paper, and tea.

B. Use the chart to answer the questions below.

1. Which act forbid colonists from settling in the Ohio Valley?

   _____

2. Which act placed a tax on molasses?

   _____

3. What four products did the Townshend Acts tax?

   _____

4. What did the Quartering Act expect colonists to do?

   _____

5. Which act made writing letters to Great Britain more expensive?

   _____

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CHAPTER 4

Comprehension Check

21

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** The French and the British argued over lands west of the Appalachian Mountains.

_____ **2.** Colonists obeyed the Proclamation of 1763.

_____ **3.** Britain passed acts and laws to tax the colonists after the French and Indian War.

_____ **4.** The Sons of Liberty protested British taxes.

_____ **5.** Many British soldiers were killed in the Boston Massacre.

_____ **6.** The colonists tried to get the British government to listen to their complaints.

B. Complete each sentence by writing the correct letter on the line.

_____ **7.** The first battle of the Revolutionary War took place at

(a) Lexington.

(b) Yorktown.

(c) Saratoga.

_____ **8.** The document that says "these united colonies are . . . free and independent states" is

(a) *Common Sense.*

(b) the Declaration of Independence.

(c) the Olive Branch Petition.

_____ **9.** Three nations that helped the colonists are

(a) France, Spain, and Holland.

(b) Italy, Russia, and Sweden.

(c) Canada, Mexico, and Cuba.

_____ **10.** A military hero of the War for Independence was

(a) Thomas Paine.

(b) Benedict Arnold.

(c) George Washington.

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Voices From the Past • "Revolutionary Tea"

CHAPTER 4 22

The Boston Tea Party showed how bad relations between Great Britain and the American colonies had become. The Americans celebrated the event in a song called "Revolutionary Tea."

The song begins by telling about a "mother." The "mother" had a "daughter." The "daughter" lived in a new country. The "mother" in the song stands for Great Britain. The "daughter" in the song stands for the American colonies.

The song continues. Great Britain was very rich. Still, she put a tax of "three pence" on a pound of tea on the colonies.

The tea arrived at the "daughter's door." She poured every pound of it into "the dark and boiling" water and sang out

> O mother, dear mother,...
> Your tea you may have when
> 'tis steeped [brewed] enough,
> But never a tax from me.

Answer the questions.

1. What word stands for Great Britain?

   _____

2. What does the word "daughter" stand for?

   _____

3. How much was the tax?

   _____

4. What happened to the tea?

   _____

5. Today we call a song like "Revolutionary Tea" a protest song. Are protest songs a good idea? Explain.

   _____

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Section 3: The War for Independence — Exercise 17

The American colonists had hoped to settle their differences with Great Britain peacefully. When that was no longer possible, war broke out in 1775.

A. Match each quote with its source. Write the correct letter on the line.

_____ **1.** "Give me liberty or give me death!"

_____ **2.** "The redcoats are coming!"

_____ **3.** "Stand your ground. Don't fire unless fired upon."

_____ **4.** "You can tell where the American army has been by the footprints of blood in the snow."

_____ **5.** "These United States are, and of right, ought to be, free and independent States."

a. The Declaration of Independence

b. Patrick Henry

c. George Washington

d. John Parker

e. Paul Revere

B. Choose one of the quotes above. Explain what was happening at the time it was said.

_____

_____

_____

_____

_____

_____

CRITICAL THINKING

Write an advertisement encouraging people to join the Minutemen. Describe the kind of work to be done and the kind of person needed. Write your advertisement on a separate sheet of paper.

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Section 1: The Articles of Confederation — Exercise 18

The new United States needed a government. Not everyone agreed on the kind of government that needed to be formed. The people who were planning the government faced several problems.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. The Articles of Confederation was America's first national constitution.	**1.** Under this plan, the government was run by a congress. **2.**
B. The United States faced many problems after the war.	**3.** **4.**
C. The new government had to decide what to do with the Northwest Territory.	**5.** **6.**

CRITICAL THINKING

Which do you think should have more power, state governments or the federal government? Explain your reasons on a separate sheet of paper.

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CHAPTER 5

Words to Know

28

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** legislative branch	**a.**	the part of government that carries out laws
_____	**2.** executive branch	**b.**	the part of government that makes laws
_____	**3.** judicial branch	**c.**	a change or addition to a document
_____	**4.** ratify	**d.**	to approve
_____	**5.** amendment	**e.**	the part of government that settles differences about the meanings of laws

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **6.** A constitution is made up of the laws and plan of a nation's government.

_____ **7.** The two houses of Congress were the result of a compromise.

_____ **8.** Congress chooses the members of the Cabinet.

_____ **9.** George Washington warned against any alliances with other countries.

_____ **10.** Delegates met at the Constitutional Convention.

_____ **11.** The Northwest Territory belonged to the national government but was not a state.

_____ **12.** A member of the judicial branch could make a law.

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CHAPTER 5

Comprehension Check

29

A. Complete each sentence with a term from the box.

Articles of Confederation	Bill of Rights	Northwest Ordinance
Federalists	checks and balances	Alien and Sedition Acts

1. Shays's Rebellion was one of the most violent revolts against the _____.
2. The _____ said that slavery was not allowed in the Northwest Territory.
3. The first ten amendments to the Constitution are known as the _____.
4. The _____ wanted a strong central government.
5. No one branch of the government can become too powerful because of the system of _____.
6. The _____ made John Adams an unpopular President because they made becoming a citizen and practicing free speech difficult.

B. Complete each sentence by writing the correct letter on the line.

_____ **7.** Power under the Articles of Confederation was with the
- **(a)** President.
- **(b)** states.
- **(c)** Cabinet.

_____ **8.** Changes in the U.S. Constitution can be made by
- **(a)** amendments.
- **(b)** alliances.
- **(c)** compromises.

_____ **9.** The leaders of the new political parties were
- **(a)** Madison and Adams.
- **(b)** Washington and Jay.
- **(c)** Hamilton and Jefferson.

_____ **10.** The delegates succeeded in writing a new constitution because they
- **(a)** were willing to compromise.
- **(b)** formed political parties.
- **(c)** had help from Great Britain.

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Section 2: The Constitution and the Bill of Rights

Exercise 19

A constitutional convention was held to form a new government. The representatives tried to find ways to make sure every state had a say in the government.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. James Madison is known as the Father of the Constitution.

_____

2. Most delegates agreed that Congress should have three houses.

_____

3. The Virginia Plan gave more power to the small states.

_____

4. The New Jersey Plan said each state should have one vote in Congress.

_____

5. The new government was divided into three branches to keep any one branch from making new laws.

_____

6. The system of checks and balances was a plan to raise money.

_____

7. Anti-Federalists wanted more power for states.

_____

8. There are five amendments in the Bill of Rights.

_____

CRITICAL THINKING

What do you think are some of the responsibilities of a U.S. citizen? Write your answer on a separate sheet of paper.

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Using a Chart: Checks and Balances

Exercise 20

Checks and Balances

Executive Branch–The President

- Approves or vetoes (refuses to sign) bills.
- May call special sessions of Congress.
- May recommend legislation.
- Sees that laws are enforced.
- Makes treaties.
- Appoints justices
- Grants pardons.

Legislative Branch–Congress

- Passes laws.
- May override vetoes.
- Confirms presidential appointments.
- Approves treaties.
- May impeach the President.
- Creates federal courts.
- Approves appointment of justices.
- May impeach justices.
- May propose constitutional amendments to override Supreme Court decisions.

Judicial Branch–The Supreme Court

- Decides whether laws are constitutional.
- Interprets laws.
- Decides whether executive actions are constitutional.

Use the chart to answer the questions below.

1. Which branch approves or vetoes bills?

_____

2. Which branch grants pardons?

_____

3. Which branch appoints justices?

_____

4. Which branch passes laws?

_____

5. Which branch may impeach the President?

_____

6. Which branch decides whether laws are constitutional?

_____

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CHAPTER 5

Building Your Skills • Reading a Chart

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Practice

U.S. Problems After War of Independence	
1. British ports were closed to trade with the new nation.	Supporting Details
2. There were war debts.	
3. There was no national system of money.	
4. There were no courts to settle arguments between the states.	
5. There was no army.	

Main Idea

Use the chart to answer the questions.

1. What is the main idea of the chart?

_____

2. How many details support the main idea?

_____

3. What problem did the United States have with money after the war?

_____

4. What problem did the nation have with Great Britain after the war?

_____

5. Why was it hard for states to settle arguments after the war?

_____

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CHAPTER 5

Building Your Skills • Reading a Chart

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Extension

George Washington's Presidency	
Problems in the United States	**Washington's Solutions**
There were war debts.	He raised enough money to pay the debts.
The economy was in trouble.	He set up a money system and established a national bank.
The country needed a national capital.	He established the District of Columbia.

Use the chart to answer the questions.

1. What is the main subject of the chart?

_____

2. What are the secondary subjects of the chart?

_____

3. What was one problem in the United States during George Washington's presidency?

_____

4. What was Washington's solution to that problem?

_____

5. What happened to the war debts?

_____

6. What kind of bank was established?

_____

7. What was improved by setting up a money system?

_____

8. Which city became the nation's capital?

_____

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Challenge

The States Ratify the Constitution		
State	**Date**	**Vote at the Convention**
Delaware	December 7, 1787	Unanimous
Pennsylvania	December 12, 1787	43 to 23
New Jersey	December 18, 1787	Unanimous
Georgia	January 2, 1788	Unanimous
Connecticut	January 9, 1788	128 to 40
Massachusetts	February 6, 1788	187 to 168
Maryland	April 28, 1788	63 to 11
South Carolina	May 23, 1788	149 to 73
New Hampshire	June 21, 1788	57 to 46
Virginia	June 25, 1788	89 to 79
New York	July 26, 1788	30 to 27
North Carolina	November 21, 1789	194 to 77
Rhode Island	May 29, 1790	34 to 32

Use the chart to answer the questions.

1. Which state was the first to ratify the Constitution?

   _____

2. Which was the last?

   _____

3. Which states cast unanimous votes?

   _____

4. On what date did New York ratify the Constitution?

   _____

5. In which state was the vote in favor of ratification the closest?

   _____

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Section 3: The New Government Begins — Exercise 21

George Washington was elected the first President of the United States. His most important job was building a strong nation. Not everyone agreed on how to do that.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. George Washington faced many problems as President.	**1.** The United States needed to pay its war debts. **2.**
B. Alexander Hamilton and Thomas Jefferson had different ideas about government.	**3.** **4.**
C. The Alien and Sedition Acts were unpopular.	**5.** **6.**

CRITICAL THINKING

Do you agree or disagree with George Washington's decision not to run for a third term as President? Explain. Use a separate sheet of paper for your answer.

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Section 1: Growth and Conflict — Exercise 22

In the early 1800s, the United States grew quickly. It added land to the thirteen states. It faced problems that led to war. These problems led to a big decision about the Americas.

Complete each sentence with a term from the box.

Louisiana Purchase	Sacajawea	Great Britain
Spain	Mississippi River	sailors
Monroe	Lewis and Clark	

1. In 1800 the western boundary of the United States was the _____.
2. The _____ doubled the size of the United States.
3. Thomas Jefferson sent _____ to explore the newly purchased land.
4. _____ guided Lewis and Clark on their journey.
5. The War of 1812 was fought between the United States and _____.
6. One cause of the War of 1812 was the impressment of American _____.
7. In 1819, a treaty with _____ gave Florida to the United States.
8. The _____ Doctrine said European countries should stay out of the Americas.

CRITICAL THINKING

You are an assistant to President Jefferson. He has asked you to write a letter to Lewis and Clark telling them what he expects them to look for on their trip. Write your letter on a separate sheet of paper.

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CHAPTER 6

Words to Know

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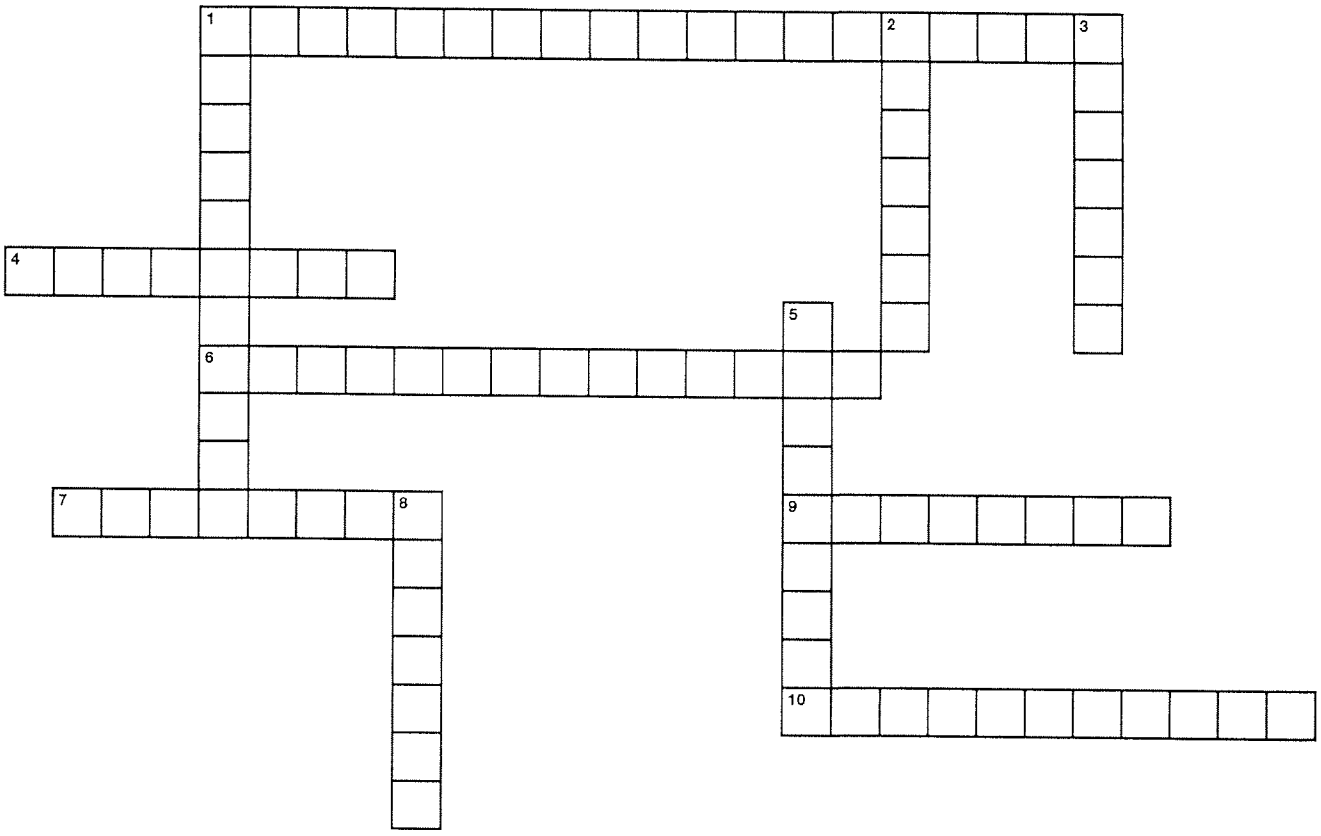
Use these terms to complete the crossword puzzle.

elector	impressment	embargo	nationalism
doctrine	industry	textile	cotton gin
overseer	interchangeable part	mass production	



Across

1. a part that can be used in place of another part in manufactured products
4. the making or producing of goods by businesses and factories
6. a method of making large numbers of goods quickly and cheaply
7. a set of beliefs
9. a person who watches over and directs the work of others
10. pride in one's country

Down

1. the act of forcing a person into public service, especially into a navy
2. a person selected to vote for the President and Vice President
3. woven cloth
5. a machine that separates cotton from its seeds
8. a government order that stops trade with other countries

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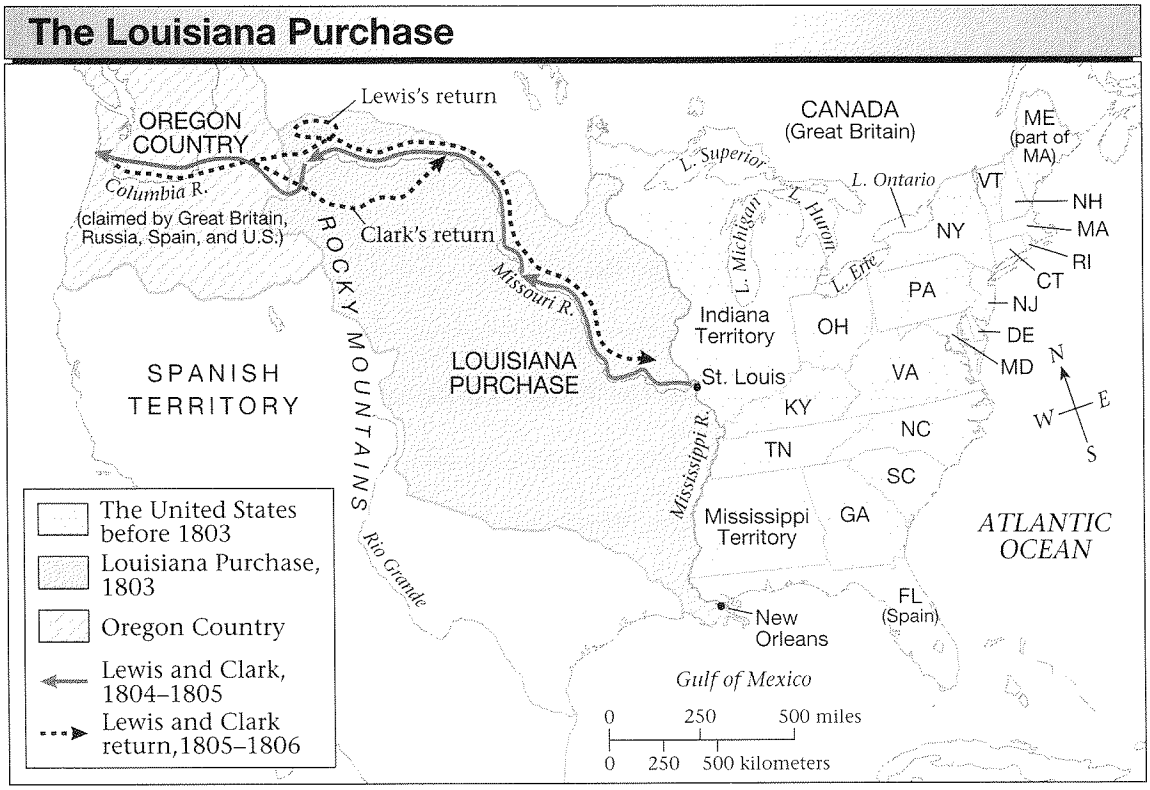
Using a Map: The Louisiana Purchase

Exercise 23



Use the map to answer the questions below.

1. Where did Lewis and Clark set out from on their expedition?

   _____

2. Which rivers did Lewis and Clark travel along? _____

   _____

3. Part of which mountain range was included in the Louisiana Purchase?

   _____

4. What does one inch equal on the map? _____

5. About how many miles did Lewis and Clark travel on their journey?

   _____

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Section 2: Northern Manufacturing — Exercise 24

The Industrial Revolution changed the northern part of the United States from a farm economy to an industrial economy. It also brought about the growth of cities.

Answer the questions below.

1. Before 1800, where were most goods made?

_____

2. How did inventors bring about the Industrial Revolution?

_____

3. Why did business owners in the North begin to build factories?

_____

4. How did the invention of the steam engine change where factories could be built?

_____

5. How did the War of 1812 help American industry grow?

_____

6. What did Francis Lowell believe about factories?

_____

7. Who were most of the workers in Lowell's factory?

_____

8. What was Eli Whitney's timesaving idea?

_____

CRITICAL THINKING

You are a worker in Francis Lowell's factory. Write a journal entry about a typical day in the factory. Write your journal entry on a separate sheet of paper.

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CHAPTER 6

Comprehension Check

36

A. Complete each sentence by writing the correct letter on the line.

_____ **1.** The Louisiana Purchase became part of the United States in 1803. The land

(a) was east of the Mississippi River.

(b) doubled the size of the United States.

(c) did not add much land to the United States.

_____ **2.** The War of 1812 took place during the presidency of

(a) James Madison.

(b) James Monroe.

(c) Thomas Jefferson.

_____ **3.** The President who declared a doctrine against more European colonies in the Americas was

(a) James Madison.

(b) James Monroe.

(c) Thomas Jefferson.

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **4.** Sacajawea was a guide for Lewis and Clark.

_____ **5.** The Monroe Doctrine encouraged European colonization in the Americas.

_____ **6.** The United States won the War of 1812.

_____ **7.** Steam power made it possible to build factories anywhere.

_____ **8.** The idea of interchangeable parts led to mass production.

_____ **9.** The cotton gin changed the economy of the South.

_____ **10.** There were fewer enslaved people in the United States in 1830 than in 1800.

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Connecting History and Economics • City Populations Grow

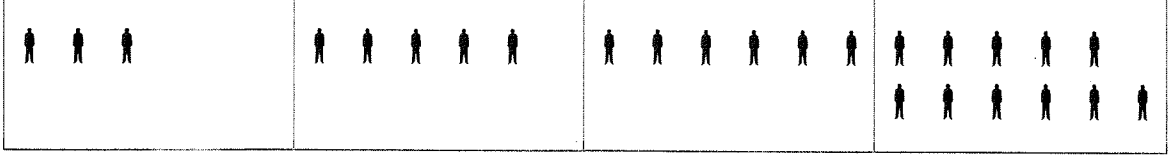
CHAPTER 6

37

Early in our history, people lived on farms or in small country villages. The Industrial Revolution changed that. People moved from rural, or country areas, to urban, or city areas. The graph shows how the urban population grew between 1800 and 1830.

Urban Population Growth, 1800–1830

= 100,000 people
10 = 1,000,000 (one million) people



Use the chart to answer the questions.

1. What does each figure in the chart stand for?

_____

2. About how many people lived in large towns and cities in 1800?

_____

3. In what year did the urban population double from 1800?

_____

4. In what year did the urban population grow to more than one million people?

_____

5. According to the 1990 census, nearly 250 million people lived in the United States. How many figures would you have to draw to show that number on the graph on this page?

_____

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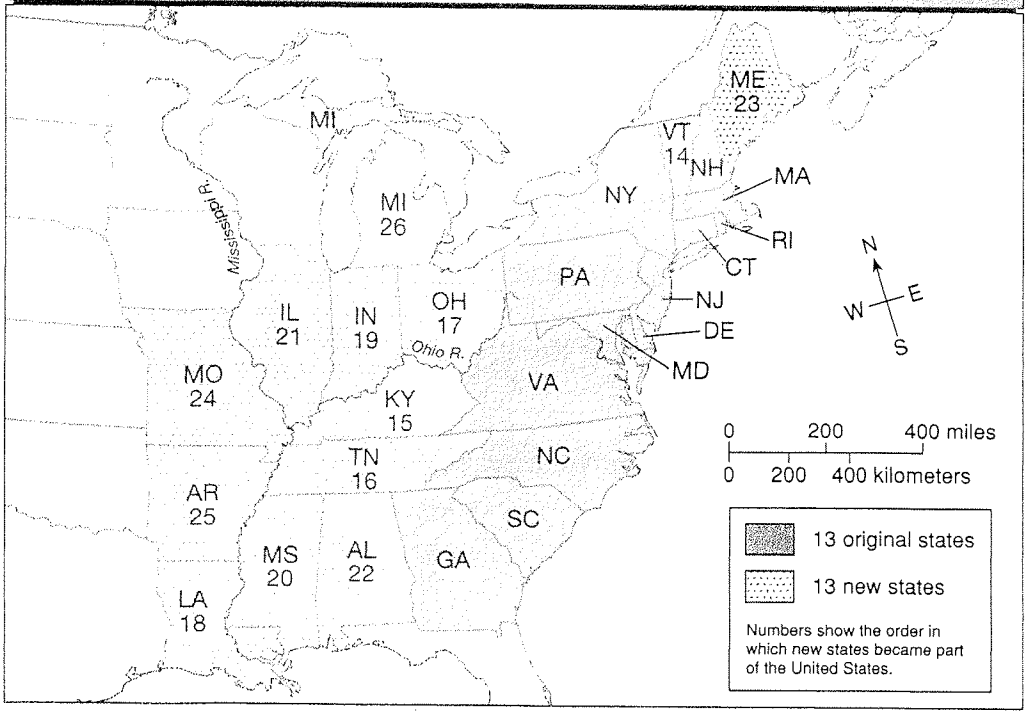
CHAPTER 6

Challenge

38

The Nation Grows, 1791–1837



Use the map to answer the questions.

1. Which was the first "new" state?

   _____

2. In 1837 there were 26 states. Which state was number 26?

   _____

3. Which new states were north of the Ohio River?

   _____

4. Which new states were west of the Mississippi River?

   _____

5. As the map shows, by 1837, the number of states had doubled from the original 13. Based on information from Chapter 6, what land purchase was the main reason for the nation's increase in size?

   _____

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Section 3: Southern Agriculture — Exercise 25

As the demand for cotton grew, cotton growers in the South depended more and more on enslaved workers. Many people began to fight against the injustice of slavery.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. The cotton gin made cotton the main cash crop in the South.

   _____

2. With the invention of the cotton gin, fewer workers were needed on southern plantations.

   _____

3. All families in the South had enslaved workers.

   _____

4. Some enslaved African Americans became carpenters and painters.

   _____

5. The most important workers in the South were the overseers.

   _____

6. Enslaved workers did not protest.

   _____

7. Gabriel Prosser led a slave revolt in Virginia.

   _____

CRITICAL THINKING

Create an advertisement for Eli Whitney's cotton gin. Your advertisement should list reasons why plantation owners should buy a cotton gin. Create your advertisement on a separate sheet of paper.

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Section 1: The Policies of Adams and Jackson Exercise 26

In 1824, John Quincy Adams was elected President. Adams was an unpopular President. People were pleased when Andrew Jackson became President in 1828.

Answer the questions below.

1. Who were the candidates in the 1824 presidential election?

_____

2. How did Henry Clay help John Quincy Adams win the 1824 election?

_____

3. What was the Tariff of 1828?

_____

4. Who won the presidential election of 1828?

_____

5. What did Jackson believe about leading the country?

_____

6. What was one of Jackson's goals as President?

_____

7. How did some Native Americans speak out against the Indian Removal Act?

_____

8. What was the Trail of Tears?

_____

CRITICAL THINKING

Write a one-minute speech in favor of or opposed to the spoils system. Write the speech on a separate sheet of paper. Give your speech in class

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Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____ **1.** canal	**a.** a person who went to California in 1849 to find gold
_____ **2.** ranch	**b.** a human-made waterway
_____ **3.** mountain man	**c.** a large farm with grazing land for raising horses, cattle, or sheep
_____ **4.** forty-niner	**d.** a fur trapper and trader who lived in the mountains and knew the wilderness
_____ **5.** spoils system	**e.** a tax on goods brought into a country
_____ **6.** tariff	**f.** the system of giving government jobs to people who had helped to get the winner elected

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **7.** Mountain men followed trails that earlier settlers had mapped out, such as the Oregon Trail.

_____ **8.** Canals helped goods get to market.

_____ **9.** People throughout the country supported the tariff.

_____ **10.** Andrew Jackson thought his supporters should get government jobs.

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Section 2: Moving West

Exercise 27

By 1848, the United States stretched from the Atlantic to the Pacific Ocean. Thousands of people moved west in search of new opportunities.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. In 1825, the Erie Canal was the best way to move products from the Midwest to eastern cities.

   _____

2. Canal boats took people to more places faster than railroads.

   _____

3. The Oregon Trail and the Los Angeles Trail carried travelers west.

   _____

4. Manifest Destiny was the belief that Americans could live on any land east of the Mississippi River.

   _____

5. Sam Houston led American settlers into Texas to establish a colony.

   _____

6. The Battle of the Alamo was a victory for the American settlers in Texas.

   _____

7. The Treaty of Guadalupe Hidalgo made the Rio Grande the southern boundary of Texas.

   _____

CRITICAL THINKING

Compare a trip on the Oregon Trail in 1850 with a trip to Oregon you might take today. What would you take, how would you travel, and what would you hope to see? Write your answer on a separate sheet of paper.

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Using a Map: Expansion of the United States

Exercise 28

Use the map to answer the questions below.

1. Which country formed the southern boundary of the Gadsden Purchase?

   _____

2. When was Texas annexed? _____

3. What area was added to the United States in 1846?

   _____

4. What area was added to the United States in 1848?

   _____

5. Which country formed the northern boundary of the Oregon Country?

   _____

6. How many years passed between the annexation of Texas and the purchase of Alaska?

   _____

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CHAPTER 7

Comprehension Check

42

A. Complete each sentence with a term from the box.

Indian Removal Act	Erie Canal	Alamo	mountain men
war with Mexico	forty-niners	Santa Fe Trail	

1. The Cherokees resisted the _____.
2. _____ were people who helped open the West to settlement.
3. The battle at the _____ resulted in a loss for the Texans but helped them soon win their independence from Mexico.
4. _____ went to California to find gold.
5. The United States gained new territory between Texas and California after the _____.
6. Goods shipped on the _____ could go from the Great Lakes to the Hudson River.
7. People who wanted to travel to the Southwest used the _____.

B. Complete each sentence by writing the correct letter on the line.

_____ **8.** The President who represented the common man was

(a) John Quincy Adams.

(b) James Monroe.

(c) Andrew Jackson.

_____ **9.** Americans who settled in Texas wanted independence from

(a) Canada.

(b) Spain.

(c) Mexico.

_____ **10.** The idea that the United States had the right to the land between the Atlantic and Pacific oceans was

(a) the spoils system.

(b) Manifest Destiny.

(c) the Treaty of Guadalupe Hildalgo.

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Voices From the Past • Washington Irving

Washington Irving was an American writer. In 1832, he took a trip out West. For six months he studied the land, the people, and the wildlife of the prairie. He wrote about it in his book called *A Tour on the Prairies*. This is how the book begins.

> ... several hundred miles beyond the Mississippi, [there is] a vast tract [area]... where there is neither to be seen the house of the white man nor the wigwam of the Indian. It consists of great grassy plains, interspersed [mixed] with forests and groves and clumps of trees, and watered by [great rivers]. [Here] still roam the elk, the buffalo, and the wild horse, in all their native freedom. These, in fact, are the hunting-grounds of the various tribes of the far West.

Answer the questions.

1. Who was Washington Irving?

_____

2. What did he study on his trip?

_____

3. What kinds of animals live on the prairie?

_____

4. What are some words and phrases that Irving uses to describe the prairie?

_____

5. You read about what happened to the Cherokee and the Choctaw in Chapter 7. What do you think the future will be like for the Native Americans that lived on the prairie?

_____

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CHAPTER 7

Challenge

44

A shoe manufacturer in Massachusetts in the 1820s sold a pair of shoes for $2.00. A British manufacturer sold the same shoes for $1.75. Which pair of shoes would you buy? Most people in the 1820s and today would buy the shoes that cost less.

That is why, in 1828, some people in the United States wanted tariffs to protect their goods. A tariff raises the price of goods imported from other countries. These people thought there should be a tariff of 45 percent on British goods.

A. Answer the questions.

1. What was the price of the American-made shoes?

_____

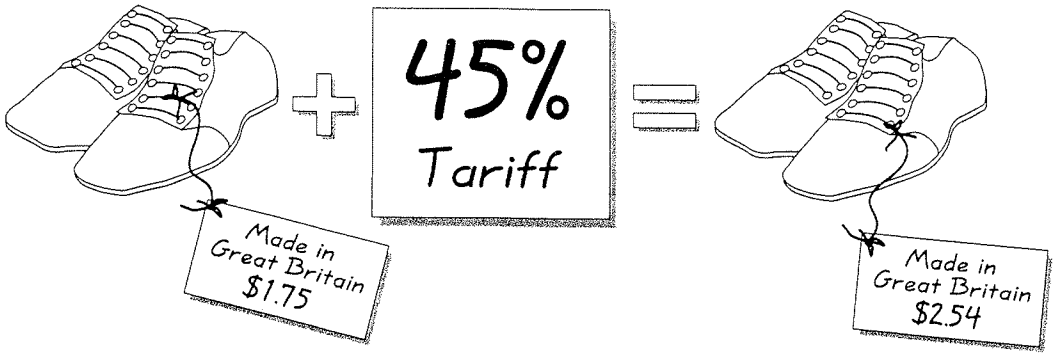
2. What was the price of the British-made shoes?

_____

3. How much was the tariff that some people believed should be put on British goods like shoes?

_____

B. Use the diagram to answer Questions 4 and 5.



4. What is the price of the British shoes after the tariff was applied?

_____

5. What costs less after the tariff was applied—the British-made shoes or the $2.00 American-made shoes?

_____

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Section 3: Gold and California — Exercise 29

In 1848, gold was discovered in California. Soon, thousands of people rushed to California. The population of California increased quickly.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. Gold was discovered at Sutter's Mill.	**1.** News of the discovery spread quickly. **2.**
B. Not all forty-niners continued to search for gold.	**3.** **4.**
C. The discovery of gold changed the population of California.	**5.** **6.**

CRITICAL THINKING

You are a worker on James Marshall's work crew. Write a journal entry about the day you learn that there is gold at Sutter's Mill. Write your journal entry on a separate sheet of paper.

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Section 1: New Ways and New People — Exercise 30

By the mid-1800s, many immigrants had come to the United States. They wanted to escape problems in their home countries and to make a better life in the United States.

Answer the questions below.

1. How did the reaper and steel plow change the way work was done on farms?

_____

2. Where did most immigrants in the mid-1800s come from?

_____

3. Why did German immigrants come to the United States?

_____

4. Where did many German immigrants settle?

_____

5. What happened in Ireland in 1845?

_____

6. What types of jobs did Irish immigrants get?

_____

7. Why did Chinese immigrants come to the United States?

_____

8. What types of jobs did Chinese immigrants get?

_____

CRITICAL THINKING

You have been asked to work on a magazine to help immigrants feel more at home in the United States. Create a table of contents for the magazine. List the names of articles and special features in the magazine. Write your table of contents on a separate sheet of paper.

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Words to Know

A. Complete each sentence by writing the correct letter on the line.

_____ **1.** A person who comes to a country for the purpose of living there is
(a) an immigrant.
(b) a reformer.
(c) a farmer.

_____ **2.** The right to vote is called
(a) the Declaration of Sentiments.
(b) poverty.
(c) suffrage.

_____ **3.** The temperance movement wanted
(a) public schools.
(b) hospitals for mentally ill people.
(c) to end the use of alcohol.

_____ **4.** Equal rights are rights all people in a _____ should have.
(a) rural area
(b) society
(c) city

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **5.** People moved to rural areas to find work.

_____ **6.** Famine drove many Irish people to the United States.

_____ **7.** Susan B. Anthony believed in women's rights.

_____ **8.** Many immigrants came to the United States from China, Germany, and Ireland.

_____ **9.** Horace Mann was a reformer who wanted to improve education.

_____ **10.** Farms are in urban areas.

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CHAPTER 8

Comprehension Check

48

A. Match each person with a reform movement. Write the correct letter on the line.

_____	**1.** Dorothea Dix	**a.**	anti-slavery movement and women's rights movement
_____	**2.** Horace Mann	**b.**	opened a school for girls
_____	**3.** Sojourner Truth	**c.**	public education movement
_____	**4.** Emma Willard	**d.**	an organzier for the Seneca Falls Convention
_____	**5.** Elizabeth Cady Stanton	**e.**	better treatment of the mentally ill

B. The main ideas are underlined. Add a detail under each main idea.

6. Cities grew between 1820 and 1850.

a. The need for farm workers declined.

b. _____

7. Inventions improved the work of farmers.

a. John Deere created the steel plow.

b. _____

8. Immigrants settled in different sections of the United States.

a. Many Chinese settled in California.

b. _____

9. Many women wanted equal rights for all people.

a. Many women were against slavery.

b. _____

10. In the early 1800s, people worked for reform in many areas.

a. Dorothea Dix helped mentally ill people.

b. _____

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Voices From the Past • Elizabeth Blackwell

CHAPTER 8

49

Elizabeth Blackwell wanted to study medicine in the mid-1800s. However, women were not allowed in medical schools in the United States. She did not give up hope. She saw her desire to be a doctor as a "moral crusade [fight]...course of justice and common sense."

In 1849, Blackwell became the first woman in the United States to graduate as a certified doctor. Blackwell once said the following.

> ...[it is] a fatal error [to judge human beings according] to sex instead of character...I do not wish to give [women] a first place, still less a second one—but the most complete freedom, to take their true place whatever it may be....

A. Answer the questions.

1. Why did Elizabeth Blackwell apply to study medicine?

_____

2. In what year did Blackwell receive a medical degree?

_____

3. How did Blackwell feel about the way people should be judged?

_____

4. What words in Blackwell's letter show that she believed in equal rights?

_____

5. Do you think women today have achieved "complete freedom"? Explain.

_____

B. Learn more about Elizabeth Blackwell in the library or on the Internet. On a separate sheet of paper, write a paragraph describing her career as a doctor.

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Section 2: Women and Political Rights — Exercise 31

In the 1800s, women could not vote, run for public office, or own property. Some women struggled to gain equal rights for all women.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. In the early 1800s, women were expected first to be good daughters and sisters.

   _____

2. In the 1820s and 1830s, women had equal rights.

   _____

3. The first American women's rights convention was held in New York City.

   _____

4. The Declaration of Sentiments was based on the Declaration of Independence.

   _____

5. Most women in the women's rights movement supported the anti-slavery movement.

   _____

6. In 1860, women won the right to vote.

   _____

7. Elizabeth Cady Stanton and Susan B. Anthony worked together for women's rights.

   _____

CRITICAL THINKING

Why do you think many supporters of the women's rights movement also supported the anti-slavery movement? Write your answer on a separate sheet of paper.

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Using a Chart: Women Who Worked for Equal Rights

Exercise 32

Women Who Worked For Equal Rights	
Susan B. Anthony	She was a leader in the women's rights movement.
Angelina Grimké	In 1838, she became the first woman to speak to a lawmaking group about equal rights.
Sarah Grimké	She wrote for newspapers on the equality of all men and women.
Lucretia Mott	She was president of the Philadelphia Female Anti-Slavery Society. She helped organize the Seneca Falls Convention.
Elizabeth Cady Stanton	In 1854, she became the first woman to speak before the state legislature of New York. She organized the Seneca Falls Convention.
Lucy Stone	She helped to strengthen the anti-slavery movement and women's rights movement.
Sojourner Truth	She was once an enslaved person. She later traveled to the North and spoke out against slavery. She also was a supporter of women's rights.

Use the chart to answer the questions below.

1. Which woman was once an enslaved person? _____

2. Who was president of the Philadelphia Female Anti-Slavery Society?

   _____

3. Who was the first woman to speak before the New York state legislature?

   _____

4. What did Angelina Grimké do in 1838? _____

   _____

5. Who wrote for newspapers on the equality of men and women?

   _____

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CHAPTER 8

Challenge

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The most popular schoolbooks in the 1800s were the *McGuffey's Readers*. Stories and poems in these books taught moral and social lessons. Henry Idle, the main character in one story, learns the value of hard work. The *Readers* also taught some history and simple science lessons. The following paragraph comes from a two-page lesson on the elephant.

> Elephants often assemble in large troops; and, as they march in search of food, the forests seem to tremble under them. They eat the branches of trees, together with roots, herbs, leaves, grain, and fruit, but will not touch fish nor flesh....they are peaceable, mild, and brave; exerting [using] their power only for their own protection or in defense of their own species.

A. Answer the questions.

1. What was the name of the most popular schoolbooks in the 1800s?

   _____

2. Who is Henry Idle?

   _____

3. What subjects are included in the *McGuffey's Readers*?

   _____

4. What information is given about the elephant?

   _____

5. Would you like to have most of your "book learning" come from a single book like a *McGuffey's Reader*? Explain why or why not.

   _____

   _____

B. You are a writer for the *McGuffey's Reader*. Write a short story in which Henry Idle learns the value of helping people in his community.

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Section 3: Working for Reform — Exercise 33

During the mid-1800s, some leaders tried to improve the lives of Americans. Some leaders worked to improve education. Others cared for people who were mentally ill.

A. Match each person below with his or her description. Write the correct letter on the line.

_____ **1.** Horace Mann	**a.** helped people with mental illness
_____ **2.** Emma Willard	**b.** was a leader in public education
_____ **3.** Dorothea Dix	**c.** opened a school for girls

B. Complete each sentence with a term from the box.

crime	prisons	poor health	citizens	temperance	reformers

4. People who wanted changes were called _____.

5. In the mid-1800s, many people believed that education made students good _____.

6. Many people believed that education was the best way to prevent _____.

7. Some reformers believed that drinking alcohol caused _____, crime, and other social problems.

8. The belief that the sale of alcohol should be outlawed completely led to the _____ movement.

9. At one time, people who suffered mental illness were placed in _____.

CRITICAL THINKING

Design a postage stamp honoring one of the people listed above. Explain why you chose to honor that person. Use a separate sheet of paper.

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Section 1: Expansion and Compromise — Exercise 34

As territories in the West wanted to become states, lawmakers faced decisions about free states and slave states. Two important compromises were made.

A. Complete the chart below for two important compromises. Some information is already included.

Two Important Compromises	
The Missouri Compromise	The Compromise of 1850
1. Missouri was admitted as a slave state.	**4.**
2.	**5.**
3.	**6.** The slave trade was banned in Washington, D.C.

B. Answer the questions below.

7. What kind of government did the North want?

_____

8. What kind of government did the South want?

_____

9. What did the Fugitive Slave law say?

_____

CRITICAL THINKING

Some lawmakers wanted a compromise over slavery while others did not. When do you think it is good to compromise? When is it not good to compromise? Write your answer on a separate sheet of paper.

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CHAPTER 9

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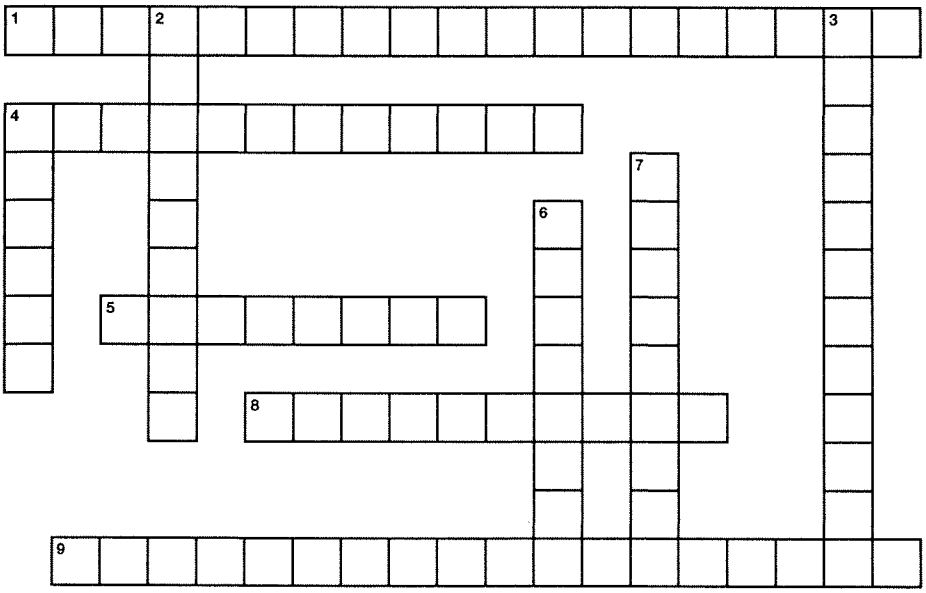
Words to Know

Use these terms to complete the crossword puzzle.

popular sovereignty	slave state	sectionalism	fugitive	abolitionist
Underground Railroad	extremist	secede	civil war	free state



Across

1. a network of secret escape routes enslaved African Americans followed to reach freedom in the North
4. loyalty to one region of a country instead of to the whole country
5. a war between regions or groups of people in the same country
8. a state in which slavery was allowed
9. a system that allowed people in a territory to make their own decisions

Down

2. a person whose opinions are very different from those of most people
3. a person who wanted to end slavery
4. to break away from, as a state leaving the Union
6. a person who runs away or escapes
7. a state in which slavery was not allowed

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CHAPTER 9

Comprehension Check

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A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** The Missouri Compromise allowed slavery throughout the Louisiana Territory.

_____ **2.** Popular sovereignty let the people in a territory make their own decisions about slavery.

_____ **3.** "Bleeding Kansas" was a result of the Kansas-Nebraska Act.

_____ **4.** The raid to take army weapons stored in Harpers Ferry was a success.

_____ **5.** The Civil War began in 1861.

B. Match each person with his or her description. Write the correct letter on the line.

_____ **6.** Henry Clay	**a.** *Uncle Tom's Cabin*
_____ **7.** Frederick Douglass	**b.** the Great Compromiser
_____ **8.** Harriet Beecher Stowe	**c.** a slave in Missouri who went to court to try to get his freedom
_____ **9.** Dred Scott	**d.** an abolitionist who wrote about his experiences as a slave
_____ **10.** Harriet Tubman	**e.** the Underground Railroad

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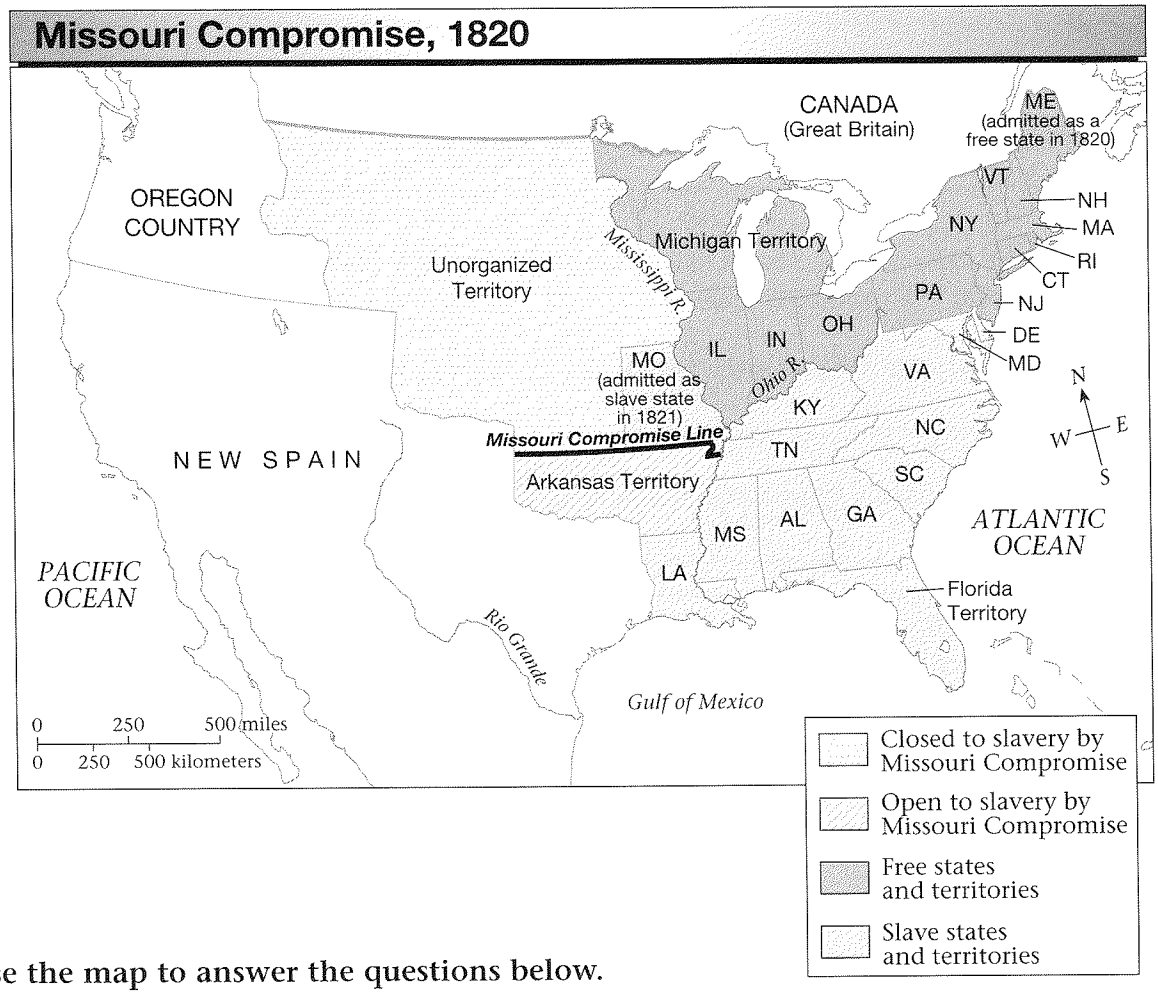
Using a Map: Missouri Compromise

Exercise 35



Use the map to answer the questions below.

1. How many states were free states in 1820? _____

2. How many states were slave states in 1820? _____

3. Would the Arkansas Territory be open or closed to slavery? _____

4. Which state was admitted first, Maine (ME) or Missouri (MO)?

   _____

5. How many slave states are above the line drawn by the Missouri Compromise?

   _____

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Section 2: Northerners Change Their Thinking

Exercise 36

By the late 1850s, the North and the South had grown far apart on the question of slavery. Abolitionists in the North wanted to help African Americans escape from slavery.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. Sarah and Angelina Grimké spoke out in favor of slavery.

   _____

2. Enslaved African Americans escaped on the Underground Railroad.

   _____

3. William Lloyd Garrison used his newspaper, the *Liberator*, to share his views on slavery.

   _____

4. Harriet Tubman was a famous conductor on the Underground Railroad.

   _____

5. The book *Uncle Tom's Cabin* was a pro-slavery book.

   _____

6. Frederick Douglass wrote a book about how well he was treated as a young boy in the South.

   _____

7. Solomon Northup wrote *Uncle Tom's Cabin*.

   _____

CRITICAL THINKING

You are a conductor on the Underground Railroad. What is your plan to help people escape to freedom? Write your plan on a separate sheet of paper.

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CHAPTER 9

Building Your Skills • Reading a Map

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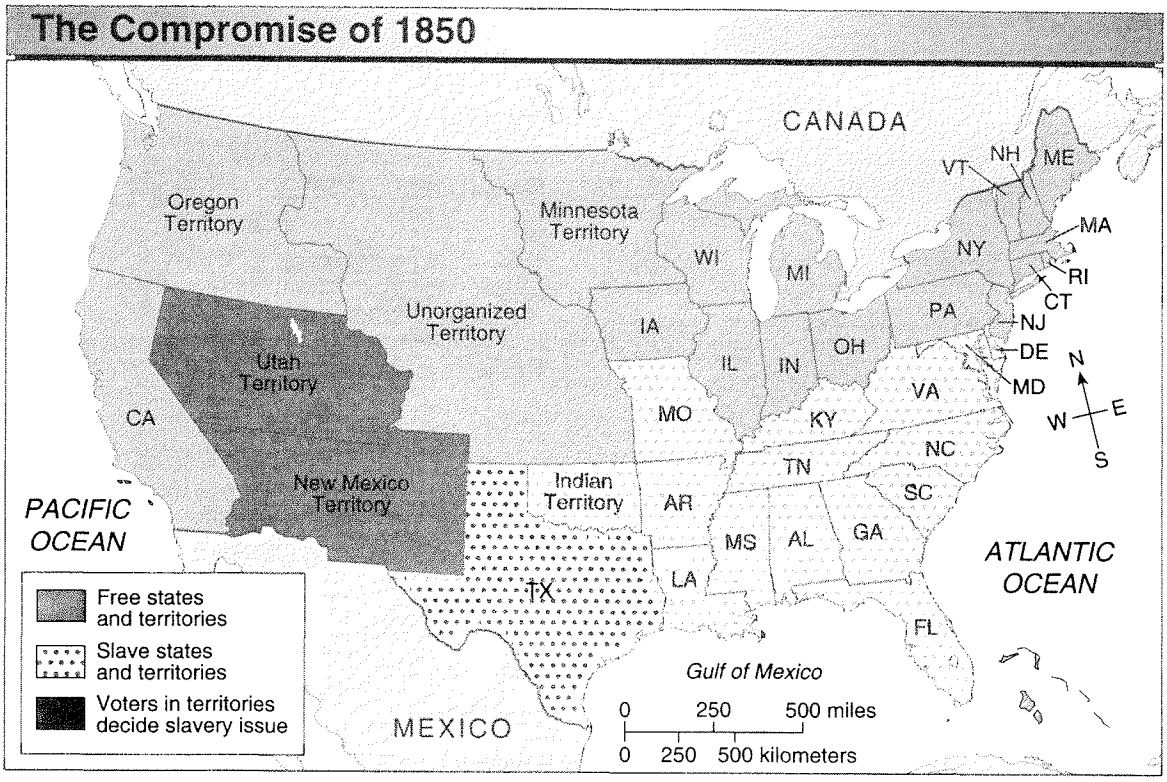
Practice



Use the map to answer the questions.

1. What does this map show? _____

_____

2. What does the first box in the key stand for? _____

_____

3. Which states and territories allowed slavery? _____

_____

4. Which three territories were free? _____

_____

5. Which territories could vote to decide whether or not they allowed slavery?

_____

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CHAPTER 9

Building Your Skills • Reading a Map

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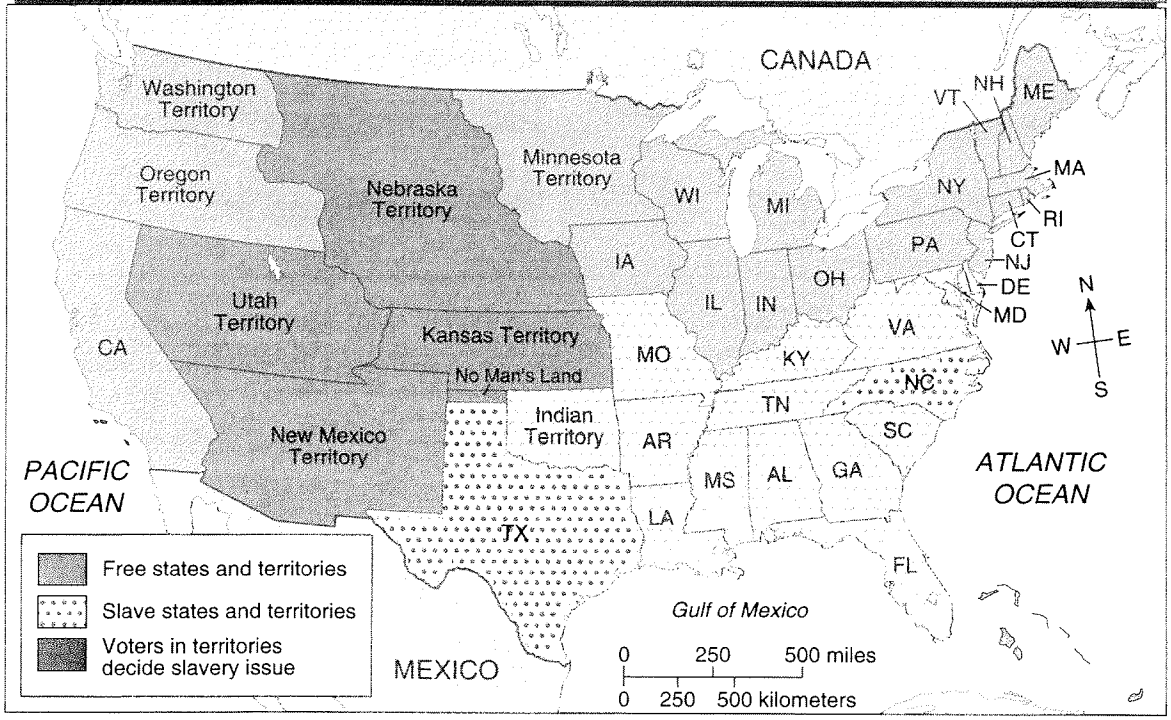
Extension

The Kansas-Nebraska Act, 1854



Use the map to answer the questions.

1. What is the subject of this map? _____

_____

2. Which territory had more land, Kansas or Nebraska?

_____

3. Which territory allowed slaves? _____

_____

4. Compare this map with the one on page 57. Which two territories changed their boundaries between 1850 and 1854? _____

5. Compare this map with the one on page 57. How many more territories could vote to decide where they stood on slavery in 1854 than in 1850?

_____

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Section 3: Troubles Build

Exercise 37

In 1854, Congress passed the Kansas-Nebraska Act. The Supreme Court tried the Dred Scott case in 1857. The nation was headed toward a civil war.

A. Match each person below with his description. Write the correct letter on the line.

_____	**1.** Dred Scott	**a.**	attacker of a building in Harpers Ferry, Virginia
_____	**2.** Stephen A. Douglas	**b.**	President of the Confederacy
_____	**3.** Abraham Lincoln	**c.**	slave in Missouri who asked for his freedom
_____	**4.** John Brown	**d.**	winner of the 1860 election for President
_____	**5.** Jefferson Davis	**e.**	candidate who debated that new territories could decide the slavery question

B. Complete each sentence with a term from the box.

Fort Sumter	Kansas	new territories	plantations	civil war

6. Nebraska was too far north to have _____.

7. Pro-slavery voters went to _____ to vote for a pro-slavery government.

8. Abraham Lincoln was against slavery in _____.

9. President Lincoln wanted to avoid a _____.

10. The first shot of the Civil War was fired on _____.

CRITICAL THINKING

Do you think states should be allowed to secede from the Union? Explain your answer. Write your answer on a separate sheet of paper.

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Section 1: Preparing for War — Exercise 38

Once the Civil War began, the United States was divided. Neither the North nor the South was ready to fight a long war.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. President Lincoln asked for volunteers to fight.	**1.** Virginia, North Carolina, Tennessee, and Arkansas seceded from the Union. **2.**
B. Union soldiers lost the Battle of Bull Run.	**3.** **4.**
C. The Union developed a plan called the Anaconda Plan.	**5.** **6.**

CRITICAL THINKING

If you could have interviewed Abraham Lincoln after the Battle of Bull Run, what three questions would you have asked him? What answers might he have given? Write your interview on a separate sheet of paper.

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CHAPTER 9

Challenge

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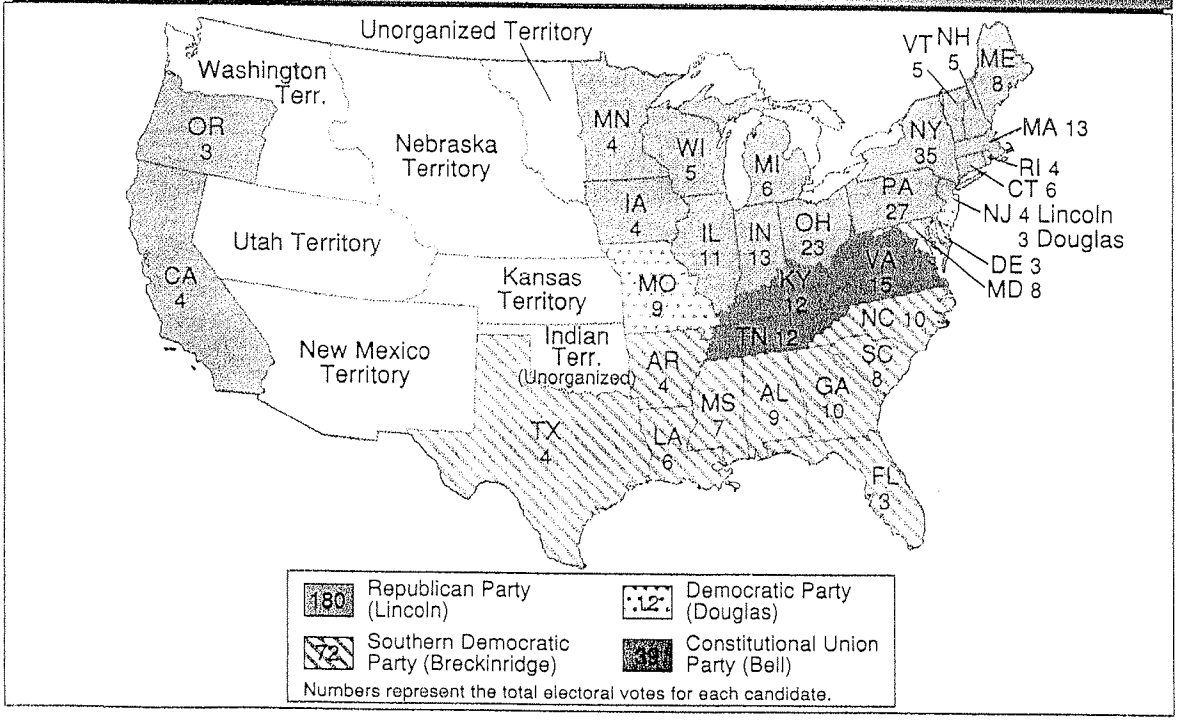
The Electoral Votes in 1860



Use the map to answer the questions.

1. How many states voted for Abraham Lincoln?

_____

2. Which states did Stephen Douglas carry?

_____

3. Which states' electoral votes went to John Bell?

_____

4. Which state split its votes between Lincoln and Douglas?

_____

5. Would the Democrats have won the presidency if they had only one candidate? Explain.

_____

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Words to Know

A. Choose the phrase that best defines each term. Write the correct letter on the line.

_____ **1.** conscription

(a) gathering supplies for a battle

(b) paying to avoid military service

(c) drafting of people for military service

_____ **2.** civilian

(a) a person who is not a soldier

(b) a person who lives in a city

(c) a person who is wounded in battle

_____ **3.** total war

(a) the destruction of food, equipment, and anything else of use to soldiers and civilians

(b) the cost of war

(c) using every soldier

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **4.** Maine was a border state.

_____ **5.** Maryland was put under martial law by President Lincoln.

_____ **6.** A casualty is someone who is killed, captured, or injured in war.

_____ **7.** The government made promises to each veteran.

_____ **8.** John Wilkes Booth was unable to assassinate President Lincoln.

_____ **9.** Some people suffered discrimination during the war.

_____ **10.** A veteran had not served in the army.

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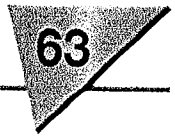
Comprehension Check



A. Complete each sentence with a term from the box.

Appomattox Court House	Anaconda Plan	Vicksburg	*Virginia*
Emancipation Proclamation	Bull Run	Gettysburg	

1. Because of ships like the _____, wooden ships would no longer be used in war.
2. After the battle of _____, the North knew it would be a long war.
3. President Lincoln issued the _____.
4. The victory at _____ opened the Mississippi River to Union forces.
5. Blockading southern ports was one part of the _____.
6. The battle of _____ lasted for three days and was the bloodiest battle in the war.
7. The Civil War ended at _____.

B. Complete each sentence by writing the correct letter on the line.

_____ **8.** A strength of the North in the war was

(a) better military leaders.

(b) fighting to protect a way of life.

(c) a strong central government.

_____ **9.** The soldiers of the 54th Massachusetts Volunteers

(a) were treated like all other soldiers.

(b) had African American officers.

(c) won fame at Fort Wagner.

_____ **10.** Sherman's march across Georgia was an example of

(a) conscription.

(b) total war.

(c) the Anaconda Plan.

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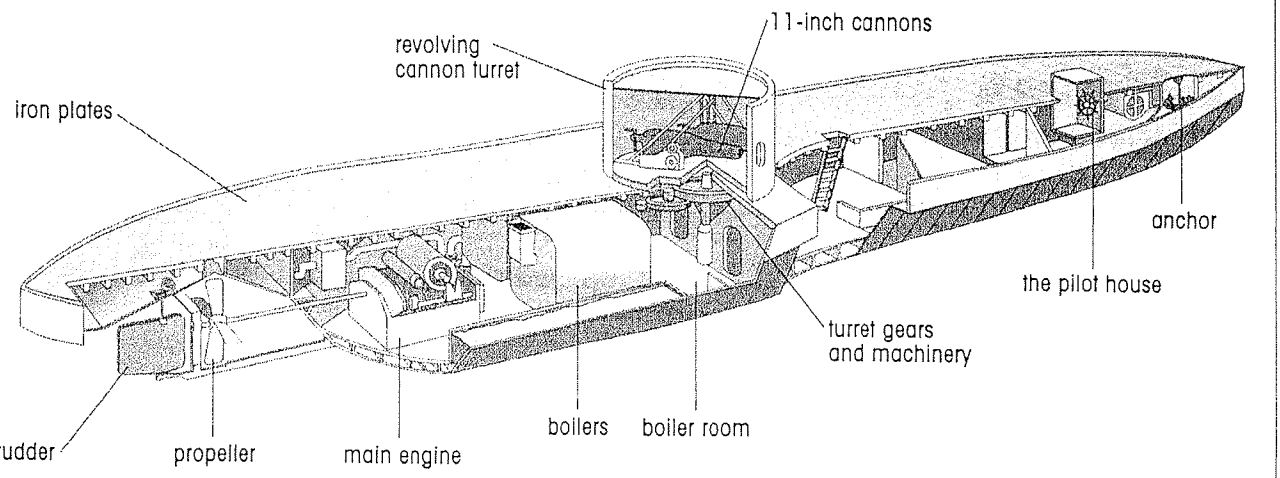
Connecting History and Technology • The Ironclad Ship

CHAPTER 10

64

The first Union ironclad ship was called the *Monitor*. It was designed and built by John Ericsson between 1861 and 1862. The *Monitor* was a warship. It had two heavy, revolving guns and iron plates on its sides. Ironclad ships changed the way war was fought. Bullets and cannons could not harm their iron plates.

The *Monitor*



Use the paragraph and diagram to answer the questions.

1. Who designed and built the first Union ironclad ship?

_____

2. What are two important features that an ironclad ship has?

_____

3. What is attached to the engine that makes the ironclad ship run?

_____

4. From where does the pilot direct the ship?

_____

5. How did ironclad ships change the way war was fought?

_____

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Section 2: The Early Years of War — Exercise 39

The early battles of the Civil War were fought in the Southeast, on the Atlantic coast, and along the Mississippi River.

A. Match each person below with his description. Write the letter on the line.

_____ **1.** George B. McClellan	**a.** led Union victory at Antietam
_____ **2.** Robert E. Lee	**b.** led Union victory at Gettysburg
_____ **3.** David Farragut	**c.** led Union victory at Shiloh
_____ **4.** Ulysses S. Grant	**d.** led Confederate victory at Richmond
_____ **5.** George Meade	**e.** led Union victory at New Orleans

B. Answer the questions below.

6. What was one problem the Union blockade caused for the South?

_____

7. Why is the battle between the *Virginia* and the *Monitor* remembered?

_____

8. Why did the Union need to capture Vicksburg, Mississippi?

_____

9. What was the Gettysburg Address?

_____

CRITICAL THINKING

What did President Lincoln mean when he said that the Civil War had to be fought to make sure that "government of the people, by the people, for the people, shall not perish [die] from the earth"? Write your answer on a separate sheet of paper.

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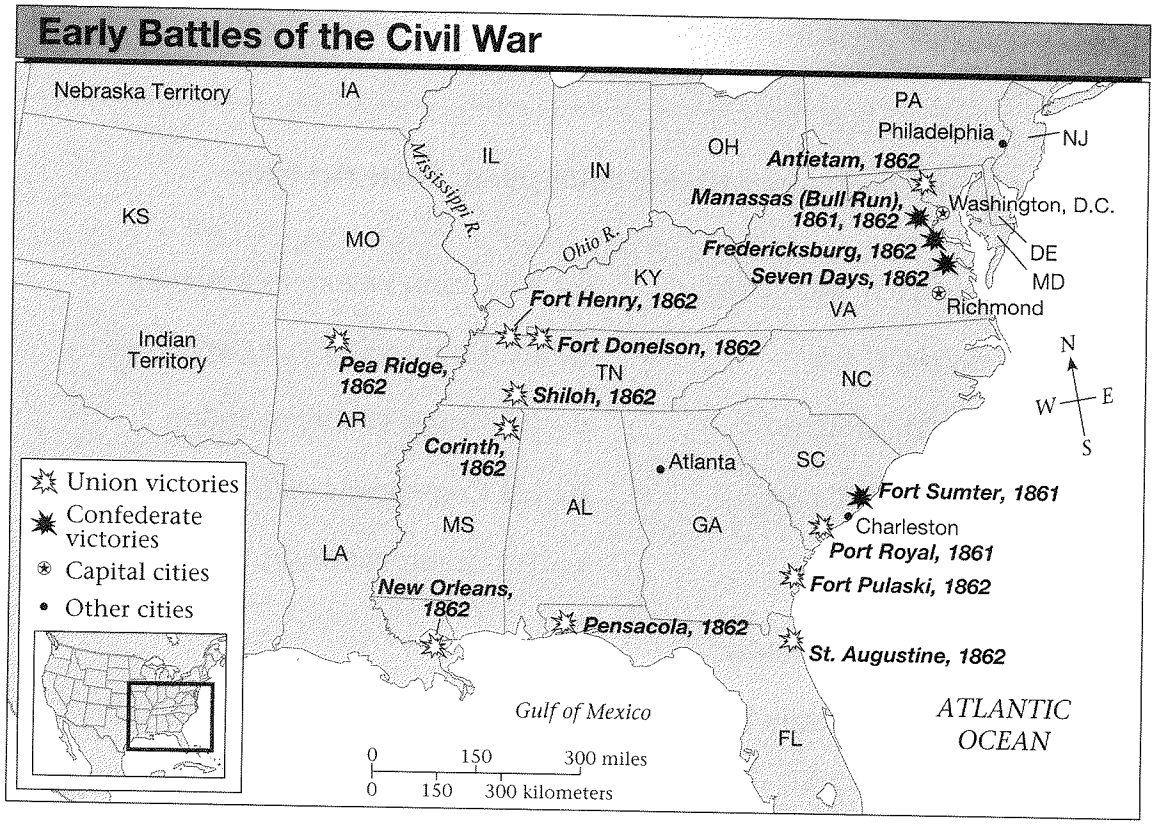
Using a Map: Early Battles of the Civil War

Exercise 40



Use the map to answer the questions below.

1. Which battle was fought first, the battle at Fort Henry or the battle at Port Royal?

   _____

2. Which battle was a Confederate victory, the battle of Antietam or the Seven Days' battle?

   _____

3. Which battle took place farthest west? _____

4. What battle took place in Georgia (GA)? _____

5. Why do you think so many battles took place in Maryland and Virginia?

   _____

   _____

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Section 3: Life at Home — Exercise 41

For many people in the North and the South, the Civil War meant the loss of family members and friends. Some people turned against the war. Despite the problems, soldiers fought on bravely.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. Some Copperheads sneaked poison into the South.

_____

2. Only men worked as nurses on the Civil War battlefields.

_____

3. At the beginning of the Civil War, volunteers did most of the fighting.

_____

4. In the South, plantation owners with more than 20 slaves did not have to fight in the war.

_____

5. All slaves were freed by the Emancipation Proclamation.

_____

6. At first, African American and white soldiers received the same pay to fight in the Civil War.

_____

7. By the end of the Civil War, African American soldiers were allowed to become officers in the army.

_____

CRITICAL THINKING

Do you think it was fair that wealthy men in the North and South did not have to fight in the Civil War? Explain your answer on a separate sheet of paper.

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Section 4: The End of the War

Exercise 42

To end the Civil War, the North decided on a plan of total war. Sherman's march through Georgia was part of that plan. General Lee's surrender ended the Civil War.

Complete each sentence with a term from the box.

Confederacy	factories	capital	Charleston	total war
Georgia	horses	rebuild	assassinated	Appomattox

1. General Ulysses S. Grant believed that the North needed to use _____.
2. One example of total war was the march on _____.
3. Atlanta, Georgia, was important to the South for its _____.
4. Richmond, Virginia, was the Confederate _____.
5. At the end of the Civil War, southern officers could keep their _____.
6. General Lee surrendered to General Grant at a village in Virginia called _____.
7. John Wilkes Booth was on the side of the _____.
8. President Lincoln was _____ by John Wilkes Booth.
9. During the Civil War, a city in South Carolina that was ruined was _____.
10. The reunited country had to _____ the South.

CRITICAL THINKING

Do you think total war is acceptable? Explain. Write a speech in which you give your opinion. Give your speech in class.

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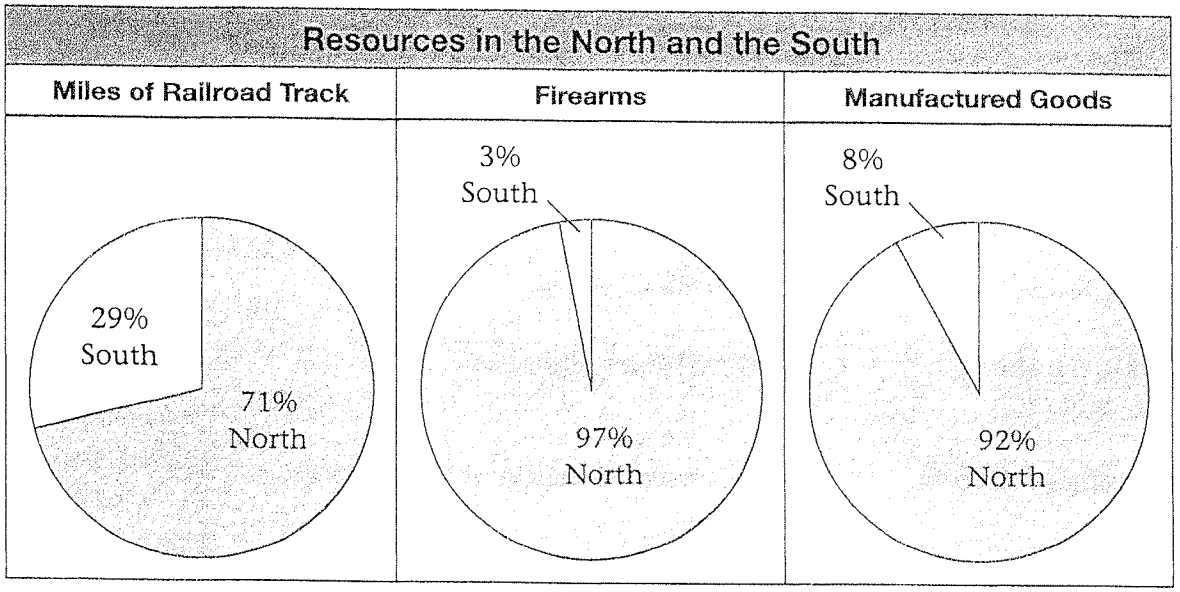
Challenge



Use the graphs and information from the chapter to answer the questions.

1. Which side—the North or the South—had more miles of railroad track?

_____

2. Why was this an important strength?

_____

3. Which side had more factories turning out manufactured goods?

_____

4. Some of the manufactured goods were firearms such as guns and weapons. Which side manufactured more firearms?

_____

5. What would this mean to the army on that side in the war?

_____

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Name _____ Date _____

Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____ **1.** black codes	**a.** a tax paid before someone can vote
_____ **2.** civil rights	**b.** a person freed from slavery
_____ **3.** impeach	**c.** a series of southern laws to limit the freedom of African Americans
_____ **4.** freedman	**d.** to accuse a high public official (such as the President of the United States) of a crime
_____ **5.** poll tax	**e.** rights belonging to all citizens
_____ **6.** Reconstruction	**f.** the time period after the Civil War when the United States began to rebuild the South

B. Complete each sentence with a term from the box.

carpetbagger	scalawag	sharecropping	segregation

7. A Northerner who went to the South after the Civil War was called a _____ because of the cloth-covered suitcases he or she carried.

8. African Americans and white students could not attend school together because of _____.

9. The white landowner relied on a system of _____, in which work on his farm was done in exchange for the right to live on his land.

10. A _____ helped African Americans and Northerners hold political office.

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Comprehension Check

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** President Lincoln was assassinated.

_____ **2.** All members of Congress agreed with Johnson's Reconstruction plan.

_____ **3.** The Freedmen's Bureau was a federal office set up to help people.

_____ **4.** Segregation let African Americans and white students go to one school.

_____ **5.** Andrew Johnson was the first President to be impeached.

_____ **6.** Many white Southerners hated carpetbaggers.

B. Write the correct letter on the line.

_____ **7.** President Lincoln went to war to save the

(a) North.

(b) South.

(c) Union.

_____ **8.** The Freedmen's Bureau established more

(a) schools.

(b) farms.

(c) churches.

_____ **9.** The Thirteenth Amendment did not allow

(a) the right to private property.

(b) freedom of speech.

(c) slavery.

_____ **10.** Congress impeached President Johnson because he

(a) made the Radical Republicans angry.

(b) did not pay his taxes.

(c) started a war without the approval of Congress.

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CHAPTER 11

Voices From the Past • Harriet Jacobs

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Harriet Jacobs was an enslaved woman in the 1800s. When she was freed, she returned to her home in Edenton, North Carolina. There she helped those she once knew.

Harriet Jacobs wrote to Ednah Dow Cheney, a Boston abolitionist. An abolitionist does not believe in slavery. Harriet wrote about recently freed slaves. Here is a part of Harriet's letter.

> Many of the large plantations of the once wealthy planters are worked under the control of colored [African American] men. The owners [rent] their plantations to the freedmen they believe [they are] determined to make money, and they will get the largest portion of it. Last year's experience I think will be a profitable lesson. Many [freedmen] will learn to act for themselves. Negro suffrage [right to vote] is making a stir in this place.

Answer the questions.

1. Who was Harriet Jacobs? _____

2. Who was Ednah Dow Cheney? _____

3. What was Harriet Jacob's letter mainly about? _____

4. Why did the plantation owners rent their land to African Americans?

5. Based on the letter above, how do you think life changed for African Americans in the South after the Civil War? _____

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Section 1: Reconstruction Begins

Exercise 43

After the Civil War, the nation faced the task of rebuilding the South. This period was called Reconstruction. It was a difficult time for many people.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. President Andrew Johnson's plan was not exactly like President Abraham Lincoln's plan.	**1.** Johnson's plan did not make southern states give African Americans the right to vote. **2.**
B. Radical Republicans did not like Johnson's plan.	**3.** **4.**
C. The Fourteenth Amendment gave certain civil rights to Americans.	**5.** **6.**

CRITICAL THINKING

You are a news reporter writing during Reconstruction. What are five questions you would ask a former enslaved person? Write your questions on a separate sheet of paper.

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Making a Chart: Comparing Reconstruction Plans

Exercise 44

Complete the chart below. Give information about the Reconstruction plans of President Lincoln, President Johnson, and the Radical Republicans.

Whose Plan Was It?	What Did the Plan Say?
President Lincoln	**1.**
President Johnson	**2.**
Radical Republicans	**3.**

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Challenge

Confederate States Readmitted to the Union		
Confederate State	**Readmission to Union**	**Government Returned to White Southerners**
Tennessee	July 24, 1866	1869
Arkansas	June 22, 1868	1874
Florida	June 25, 1868	1870
North Carolina	July 4, 1868	1874
Louisiana	July 9, 1868	1877
South Carolina	July 9, 1868	1877
Alabama	July 13, 1868	1876
Virginia	January 26, 1870	1869
Mississippi	February 23, 1870	1876
Texas	March 30, 1870	1873
Georgia	July 15, 1870	1871

Use the chart to answer the questions.

1. Which was the first Confederate state readmitted to the Union?

   _____

2. Which was the last Confederate state to be readmitted?

   _____

3. In what year was Virginia allowed to set up a white southern government? _____

4. Which government was returned to white Southerners in 1873?

   _____

5. How many years did it take for all the Confederate states to be readmitted to the Union? _____

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Section 2: Congress Takes Charge — Exercise 45

President Andrew Johnson and the Radical Republicans disagreed about how to treat the South after the Civil War. Congress impeached Johnson, but he was acquitted in a Senate trial.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. The Reconstruction Act gave Confederate troops control of the South.

_____

2. Southern states had to approve the Fourteenth Amendment before they were allowed back into the Union.

_____

3. President Johnson did not want to punish plantation owners.

_____

4. Impeachment of a President takes place in the House of Representatives.

_____

5. The Republican state governments passed laws against impeachment.

_____

6. Southerners liked the carpetbaggers who came to the South.

_____

7. Scalawags disliked the Reconstruction governments.

_____

8. By 1865, all former Confederate states had been readmitted into the Union.

_____

CRITICAL THINKING

Do you think it is right for Congress to impeach a President? Explain. Write your answer on a separate sheet of paper.

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Section 3: African Americans Work to Build New Lives

Exercise 46

After the Civil War, African Americans in the South were freed. Most African Americans had little education and no money. They had to learn how to start a new life.

Answer the questions below.

1. What was the Freedmen's Bureau?

_____

_____

2. What difficulties did sharecroppers face?

_____

_____

3. Why did Congress pass the Fifteenth Amendment?

_____

_____

4. What happened in the presidential election of 1876?

_____

_____

5. What happened to state governments after Reconstruction ended?

_____

_____

6. How did southern lawmakers take away the rights of African Americans?

_____

_____

CRITICAL THINKING

Write a letter to a newspaper in 1865 in which you express your opinion of the Freedmen's Bureau. Write your letter on a separate sheet of paper.

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Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** homesteader	**a.** a camp that grows into a town almost overnight
_____	**2.** tradition	**b.** a person who received land under the Homestead Act of 1862
_____	**3.** boom town	**c.** a person who searches for gold, silver, or other valuable minerals
_____	**4.** prairie	**d.** the handing down of information, beliefs, and customs from one generation to another
_____	**5.** prospector	**e.** a large area of level or slightly rolling land

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **6.** Native Americans settled willingly on every government reservation.

_____ **7.** The Homestead Act opened the West to any prospector from Kansas.

_____ **8.** The land a homesteader found on the prairie was level or slightly rolling.

_____ **9.** The transcontinental railroad was completed after the Civil War.

_____ **10.** Holding on to their traditions was important to Native Americans.

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CHAPTER 12

Comprehension Check

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A. Complete each sentence by writing the correct letter on the line.

_____ **1.** In 1869 the east and west coasts of the United States were joined by a

(a) national road.

(b) canal system.

(c) transcontinental railroad.

_____ **2.** An important industry in Texas was the

(a) cattle industry.

(b) textile industry.

(c) mining industry.

_____ **3.** The U.S. government forced Native Americans to live on

(a) homesteads.

(b) plantations.

(c) reservations.

_____ **4.** Farming on the Great Plains was difficult because of the

(a) many buffalo herds.

(b) extremes of weather.

(c) lack of farm equipment.

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **5.** The Grange was formed to help prospectors.

_____ **6.** Vigilante committees often took the law into their own hands.

_____ **7.** The Homestead Act encouraged farmers to move west.

_____ **8.** The U.S. government's relations with Native Americans consisted mainly of broken promises.

_____ **9.** A cowhand's work was safe and easy.

_____ **10.** Boom towns often disappeared when mining industries died out.

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Name _____ Date _____

Section 1: Joining the Nation Together

Exercise 47

By 1869, a railroad connected the East and the West. It opened the land between the Mississippi River and the Rocky Mountains. Homesteaders settled the Great Plains.

Answer the questions below.

1. Why did Americans want to build a transcontinental railroad?

_____

2. Who did most of the work building the Union Pacific Railroad?

_____

3. Who did most of the work building the Central Pacific Railroad?

_____

4. Why was building the railroad tracks a dangerous job?

_____

5. Where did the Union Pacific and Central Pacific railroads meet?

_____

6. What was the area between the Mississippi River and the Rocky Mountains called?

_____

7. Why did Congress pass the Homestead Act?

_____

8. What were two things a homesteader had to do to keep the land the government gave him?

_____

CRITICAL THINKING

You are a homesteader. Write a journal entry about your new life on the Great Plains. Write your journal entry on a separate sheet of paper.

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Section 2: Problems on the Great Plains — Exercise 48

In the late 1860s, railroads made it easier for settlers to move westward. The settlers created new trouble for Native Americans who lived on the Great Plains.

Complete the chart below. Give two facts for each opinion. The first one has been done for you.

Opinion	Facts
A. Native Americans on the Great Plains were not treated fairly.	**1.** Gold miners moved onto Native American land near Sand Creek, Colorado. **2.**
B. Native Americans on the Great Plains were very brave.	**3.** **4.**
C. The Dawes Act was unfair to Native Americans.	**5.** **6.**

CRITICAL THINKING

Write a letter to President Ulysses S. Grant. Tell him your opinion of the treatment of Native Americans on the Great Plains. Give at least two facts to support your opinion. Write your letter on a separate sheet of paper.

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Section 3: Life on the Great Plains

Exercise 49

During the mid-1800s, many homesteaders on the Great Plains made their living by ranching, mining, and farming. The Grange was formed to help farming families through the hard times.

Answer the questions below.

1. Why was raising cattle a good business?

_____

2. What did cowhands do?

_____

3. What were some of the dangers cowhands faced?

_____

4. Why was mining a dangerous job?

_____

5. What are boom towns?

_____

6. Why were vigilante committees formed in boom towns?

_____

7. What were two problems farmers faced?

_____

8. Why was the Grange formed?

_____

CRITICAL THINKING

Create a brochure inviting farmers to join the Grange. Fold a sheet of drawing paper in thirds. On each side, write a sentence describing how the Grange can help farm families. Draw pictures to illustrate your ideas.

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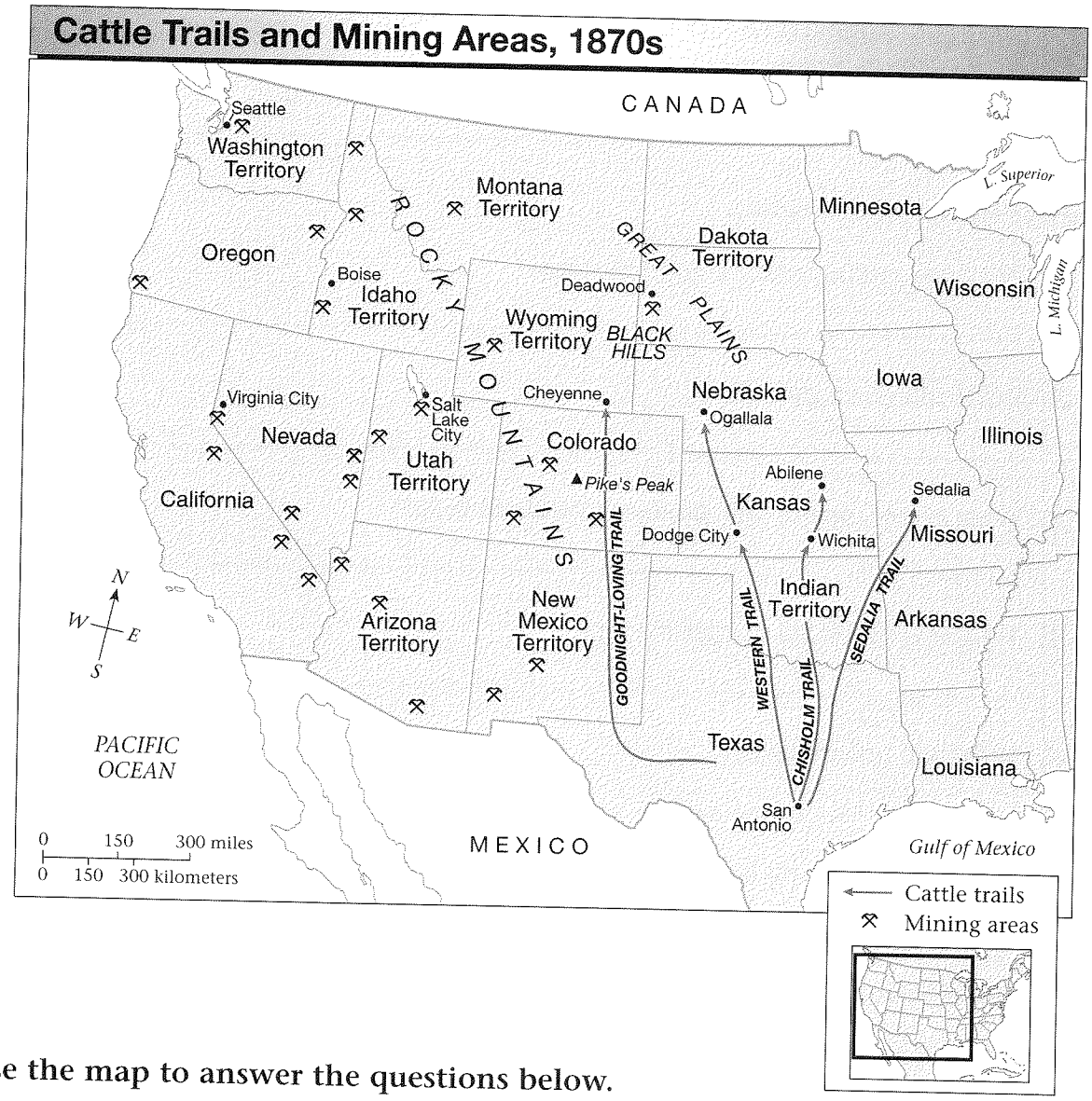
Name _____ Date _____

Using A Map: Cattle Trails and Mining Areas

Exercise 50



Use the map to answer the questions below.

1. In which two territories are the Black Hills located?

   _____

2. What is the name of the mountain peak shown in Colorado? _____

3. In which state is Dodge City located? _____

4. How many territories are shown on the map? _____

5. Which state has more mining areas, California or Oregon? _____

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Building Your Skills • Distinguishing Fact From Opinion

CHAPTER 12

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Practice

A. Look at page 221 in your textbook. Answer these questions.

1. When is a statement a fact?

_____

2. When is a statement an opinion?

_____

B. Read each statement. If it is a fact, write *fact*. If it is an opinion, write *opinion*.

3. _____ **a.** The Great Plains was mostly flat grassland.

   _____ **b.** The homesteaders' lives were boring.

4. _____ **a.** The transcontinental railroad was completed after the Civil War.

   _____ **b.** Native American life suffered because of the railroads.

5. _____ **a.** Vigilantes did more harm than good when they tried to enforce their own laws.

   _____ **b.** Vigilantes joined together to punish criminals.

6. _____ **a.** Sarah Winnemucca spoke to President Rutherford B. Hayes about the treatment of Native Americans.

   _____ **b.** Sarah Winnemucca was an outstanding spokesperson for Native Americans.

7. _____ **a.** Cowhands lived hard lives.

   _____ **b.** The cowhand's way of life disappeared by the end of the 1880s.

8. _____ **a.** A male settler could buy 160 acres of land.

   _____ **b.** The Homestead Act ruined the Great Plains.

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Building Your Skills • Distinguishing Fact From Opinion

Extension

Read each set of facts. Then write an opinion based on the facts. Write your answers in complete sentences.

1. **a.** Before the Civil War most railroads were east of the Mississippi River.

   b. People lived on both the east coast and the west coast of the United States.

   _____

   _____

2. **a.** The Great Plains were good for farming.

   b. Congress passed the Homestead Act in 1862.

   _____

   _____

3. **a.** Miners moved onto the Lakota reservation after gold was discovered there.

   b. Chiefs Sitting Bull and Crazy Horse defeated General Custer and his soldiers.

   _____

   _____

4. **a.** Native Americans depended on the buffalo for food, clothing, and shelter.

   b. Hunters killed hundreds of thousands of buffalo.

   _____

   _____

5. **a.** Boom towns grew quickly where gold was discovered.

   b. Most new boom towns did not have regular law officers.

   _____

   _____

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CHAPTER 12

Challenge

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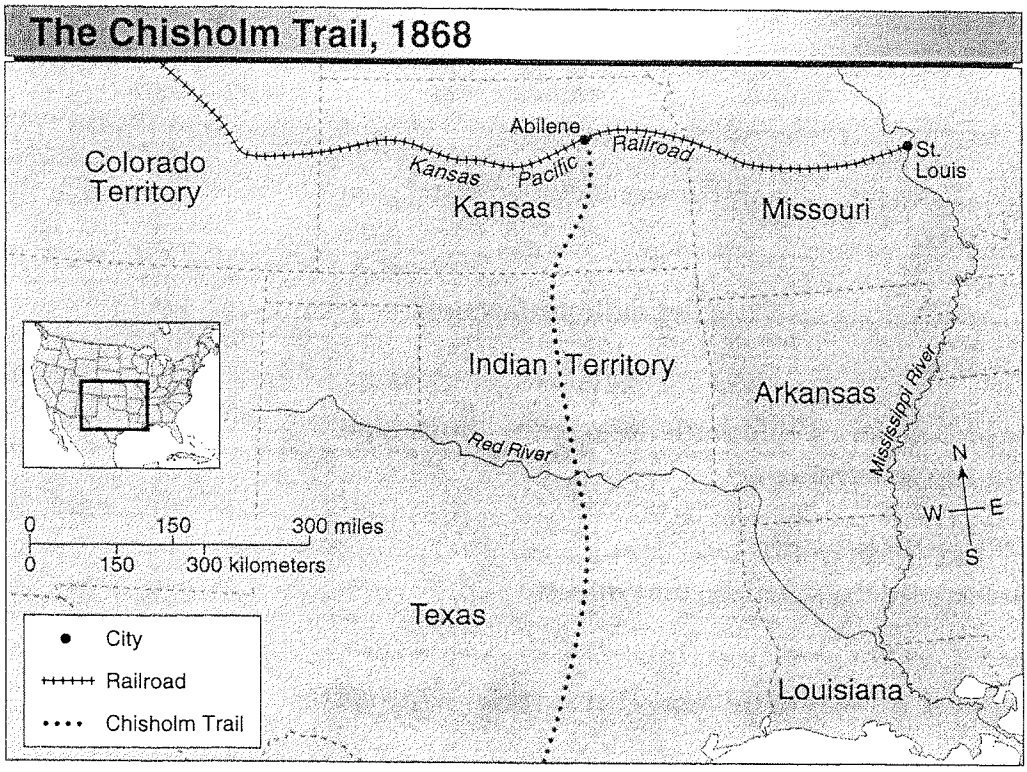

A. Use the map to answer the questions.

1. What railroad was at the end of the Chisholm Trail?

_____

2. Look at the map of the United States on page 616 of your textbook. Indian Territory is now which state?

_____

3. Why do you think Abilene was an important center of the cattle industry?

_____

4. What do you think happened to Abilene when the cattle industry failed?

_____

B. Stories about the West are an important part of American folklore. Folklore is the stories and legends that people like to tell. On a separate sheet of paper, write a short story or legend about the life of a cowhand on the Chisholm Trail.

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CHAPTER 13

Words to Know

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A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** A monopoly is the lack of control of an industry by one company or person.

_____ **2.** The government helps protect an inventor by granting him or her a patent.

_____ **3.** Early industries protected air and water from pollution.

_____ **4.** Workers often had to buy from company-owned stores in a company town.

_____ **5.** A corporation is a large company formed by a group of investors.

B. Complete each sentence with a term from the box.

strike	labor union	corporation
monopoly	patent	

6. Railroad workers formed a _____ in order to improve working conditions.

7. Thomas Edison received a _____ for the electric light bulb.

8. Workers in the steel industry went on _____ to protest lower wages.

9. A group of investors helped a small company grow into a _____.

10. Andrew Carnegie had a _____ on the steel industry.

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Using an Atlas

Exercise 51

Use the physical map of the United States on page 617 of your textbook to answer the questions below.

1. What are two mountain ranges in the United States?

_____

2. In which mountain range is Mount Rainier located?

_____

3. Which is farther north, the Columbia Plateau or the Great Basin?

_____

4. What is the distance in miles between the Ozark Plateau and the Quachita Mountains?

_____

5. What body of water does the Gulf Coastal Plain border?

_____

6. What country borders the United States to the north?

_____

7. Are the Everglades closer to Cuba or Mexico?

_____

8. What body of water does Cape Cod border?

_____

9. Are the Great Plains east or west of the Central Plains?

_____

10. What information does this map show?

_____

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Section 1: The Machine Age

Exercise 52

By the late 1800s, machines had changed how many Americans lived and worked. The oil and steel industries began to grow.

Complete each sentence with a term from the box.

steel	shapes	pollution	Alexander Graham Bell
oil	patent	Thomas Edison	George Pullman

1. A government grant that allows only the inventor to make, use, and sell an invention is called a _____.
2. The inventor who made travel by train more comfortable was _____.
3. The inventor of the telephone was _____.
4. The "Wizard of Menlo Park" was the name given to _____.
5. A thick, dark liquid that helped machines run smoothly was _____.
6. Iron was not good for building because it was hard to bend into _____.
7. The Bessemer process was a way of taking iron and making it into _____.
8. One problem with the oil and steel industries was that they caused _____.

CRITICAL THINKING

What do you think the most important American invention of the late 1800s was? Give at least two reasons for your answer. Write your answer on a separate sheet of paper.

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Using a Chart: Some American Inventions

Exercise 53

A. Complete the chart with these terms.

George Pullman	Telephone	Ballpoint pen	James Duryea

Invention	Year	Inventors
Railroad sleeping car	1865	
Typewriter (patented)	1868	Christopher Sholes, Carlos Glidden, Samuel Soulé
Air brake	1868	George Westinghouse
Device that oils engines	1872	Elijah McCoy
	1876	Alexander Graham Bell
Phonograph	1877	Thomas Alva Edison
Electric light bulb	1879	Thomas Alva Edison
Cash register	1879	James J. Ritty
Easy-to-use camera	1888	George Eastman
	1888	John Loud
Gasoline-powered automobile	1893	

B. Use the chart to answer the questions below.

1. What did George Eastman invent? _____
2. Which was invented first, the phonograph or the cash register?

   _____
3. Whose invention made long-distance travel more comfortable?

   _____
4. How many years after the invention of the electric light bulb was the gasoline-powered automobile invented? _____

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Section 2: The Rise of Big Business

Exercise 54

Some companies became giant businesses as a result of new inventions. The leaders of these giant businesses became wealthy and powerful men.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. People who liked the owners of big corporations called them "robber barons."

   _____

2. Andrew Carnegie controlled the cotton industry.

   _____

3. John D. Rockefeller named his business the Standard Oil Company.

   _____

4. Many business leaders believed that the success of industry meant more jobs for more people.

   _____

5. Andrew Carnegie and John D. Rockefeller could control prices because they had contracts.

   _____

6. In the late 1800s, many Americans wanted government to control big business.

   _____

7. Railroad workers were the first group to ask the U.S. government to control big business.

   _____

CRITICAL THINKING

Today many large companies buy smaller companies. Do you think this is a good idea? On a separate sheet of paper, make a chart showing the good points and the bad points.

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Comprehension Check

A. Complete each sentence by writing the correct letter on the line.

_____ **1.** The oil and steel industries helped to create

(a) unemployment.

(b) the growth of big business.

(c) a return to small business.

_____ **2.** Labor unions were formed because of

(a) poor working conditions.

(b) reaction to inventions like the light bulb.

(c) an order from Andrew Carnegie.

_____ **3.** The government attempted to control big business by

(a) supporting strikes.

(b) outlawing company towns.

(c) passing laws to protect farmers and smaller businesses.

B. Read each statement. If it is a fact, write *fact*. If it is an opinion, write *opinion*.

_____ **4.** The U.S. government granted thousands of patents after the Civil War.

_____ **5.** Thomas Edison was the greatest American inventor.

_____ **6.** Everyone felt that John D. Rockefeller and Andrew Carnegie were "robber barons."

_____ **7.** Farmers asked the government to control big business.

_____ **8.** Working conditions in factories were often unsafe.

_____ **9.** The U.S. government sent troops to break up a strike against the Pullman Company.

_____ **10.** The rise of big business made some business owners very rich.

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Voices From the Past • Child Labor

CHAPTER 13

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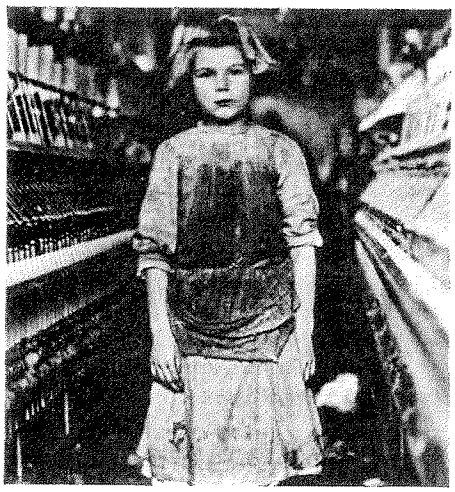
Lewis W. Hine was an American photographer. From 1908 to 1921, he took photographs for the National Child Labor Committee. These photographs were of young children working in mines, mills, farms, and factories across the United States. He knew it was against the law and often dangerous for these children to work.

Here is what Lewis Hine had to say about a child working in a mill.

> When asked how old she was, she hesitated, then said, "I don't remember," then added confidentially, 'I'm not old enough to work, but do just the same."



Lewis Hine's photograph of a mill girl

Answer the questions.

1. Who was Lewis Hine?

_____

2. What did Lewis Hine take photographs of?

_____

3. Why do you think the girl hesitated in telling Hine how old she was?

_____

4. Today young children around the world work full-time in unsafe workplaces, even though it is against the law. Do you think this is right? Explain.

_____

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Name _____ Date _____

Challenge

Nineteenth Century Events and Inventions	
Date	**Event or Invention**
1868	Typewriter patented
1870	Standard Oil Company formed
1876	Telephone invented
1877	Phonograph invented
1879	Electric light bulb invented
1882	Electricity lights New York City streets
1883	First skyscraper built
1885	Gasoline auto engine developed
1886	The American Federation of Labor formed
1892	Homestead workers strike
1895	Radio invented

A. Use the chart and information from the chapter to answer the questions.

1. How many years does the chart cover?

_____

2. How many inventions are listed?

_____

3. Which inventions were made by Edison?

_____

4. When was the telephone invented?

_____

5. In what year was a labor union formed?

_____

B. Which one of the events on the chart do you think is the most important? Support your answer in a paragraph on a separate sheet of paper.

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Name _____ Date _____

Section 3: The Work Force

Exercise 55

Big businesses did not help all Americans. Many people worked in unsafe workplaces every day. Some formed labor unions. Strikes were a way to gain rights.

Complete each sentence with a term from the box.

company	shift	workers	strike	breaker boys
scrip	wages	labor unions	operators	unsafe

1. By the late 1800s, many workers worked a 12-hour _____.
2. Working conditions in most workplaces were _____.
3. In some places, workers were forced to live in _____ towns.
4. Some workers had to take part of their pay in _____.
5. Growing industry meant a growing need for _____.
6. Women and children were paid far less in _____ than men.
7. The telephone created jobs for women as _____.
8. The coal industry often employed young boys called _____.
9. Some workers decided that the best way to get company leaders to listen to them was to form _____.
10. Labor union workers did not get any pay if they went out on _____.

CRITICAL THINKING

Write a speech that a member of a labor union might give to encourage others to join a labor union. Your speech should be about one minute long. Give your speech in class.

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Name _____ Date _____

Section 1: Immigrants from Southern and Eastern Europe

Exercise 56

In the late 1800s, new immigrants arrived in the United States. They settled mostly in cities. Their lives were both similar to and different from the lives of earlier immigrants.

A. Complete the chart below with the correct information.

Immigrants in the United States	
Where did they come from?	1.
Why did they come?	2.
What problems did they face?	3.

B. Answer the questions below.

4. Why did most immigrants settle in cities?

_____

5. What were two problems of life in tenements?

_____

6. What happened at the Triangle Shirtwaist Company?

_____

7. What were two good things about living in a city?

_____

CRITICAL THINKING

You are an immigrant from Europe in the 1880s. Write a letter to your family back home describing life in a city. Include what you like and dislike about the city. Write your letter on a separate sheet of paper.

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Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** skyscraper	**a.** a feeling of citizens who are against immigrants
_____	**2.** ghetto	**b.** a neighborhood where people of the same race, religion, or country live
_____	**3.** nativism	**c.** a very tall building with many floors, elevators, and a steel frame
_____	**4.** exclusion	**d.** feelings against people because of their skin color
_____	**5.** racism	**e.** keeping a person or group from coming in

B. Complete each sentence with a term from the box.

skyscraper	migration	racism
tenement	ghetto	

6. Elevators and steel frames made it possible to build a _____.

7. During the late 1800s, a _____ usually had little air, lots of noise, and rotting garbage.

8. An African American _____ to cities in the North took place after Reconstruction.

9. African Americans faced _____ in the North as well as in the South.

10. People of similar backgrounds sometimes live in a _____.

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Name _____ Date _____

Section 2: Immigrants from Asia and Latin America

Exercise 57

By the late 1800s, many immigrants from Asia and Latin America were coming to the United States. Like immigrants before them, they faced many problems.

A. Match each group below with its description. Write the correct letter on the line.

_____ **1.** Japanese immigrants	**a.** finished school in the United States
_____ **2.** Mexican immigrants	**b.** helped build the transcontinental railroad
_____ **3.** Filipino immigrants	**c.** worked in sugarcane fields in Hawaii
_____ **4.** Chinese immigrants	**d.** worked on farms

B. Complete each sentence below with a term from the box.

Exclusion Southwest nativism farm workers

5. Many immigrants from Mexico settled in the _____.

6. A feeling of citizens who are against immigrants is called _____.

7. Feelings against immigrants led to the _____ Act of 1882.

8. Many immigrants from Mexico became _____.

CRITICAL THINKING

Write an essay expressing your opinion about the Exclusion Act of 1882. Use a separate sheet of paper.

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Name _____ Date _____

Section 3: African Americans Move North

Exercise 58

Reconstruction did not give African Americans the rights they had hoped for. As a result, many African Americans moved from farms in the South to cities in the North.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. After Reconstruction, many African Americans left the South.	**1.** There were few jobs for African Americans in the South. **2.**
B. African Americans faced racism in the North.	**3.** **4.**
C. African Americans fought for their rights.	**5.** **6.**

CRITICAL THINKING

Create a poster that the NAACP might have used to try to end racism. If you wish, illustrate your poster. Create your poster on a large sheet of drawing paper.

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Name _____ Date _____

Comprehension Check

A. Complete each sentence by writing the correct letter on the line.

_____ **1.** People who came to the United States from the 1880s on were called

(a) nativists.

(b) new immigrants.

(c) old immigrants.

_____ **2.** Most immigrants in the 1880s

(a) went West to become cowhands.

(b) bought houses right away.

(c) settled in cities.

_____ **3.** The Exclusion Act of 1882 kept out

(a) people from China.

(b) people from South America.

(c) people from Europe.

_____ **4.** Some of the pleasures of city life included

(a) tenements.

(b) factories.

(c) sports fields.

B. Read each statement. If it is a fact, write *fact*. If it is an opinion, write *opinion*.

_____ **5.** The immigrants who came to the United States before the 1880s came mostly from northern and western Europe.

_____ **6.** Being able to settle in ghettos made people feel comfortable in the United States.

_____ **7.** Fire, crime, and garbage were some of the problems in the growing cities.

_____ **8.** The laws that excluded many immigrants were fair.

_____ **9.** All African Americans faced more discrimination in the North.

_____ **10.** The NAACP was founded to fight for equal rights for African Americans.

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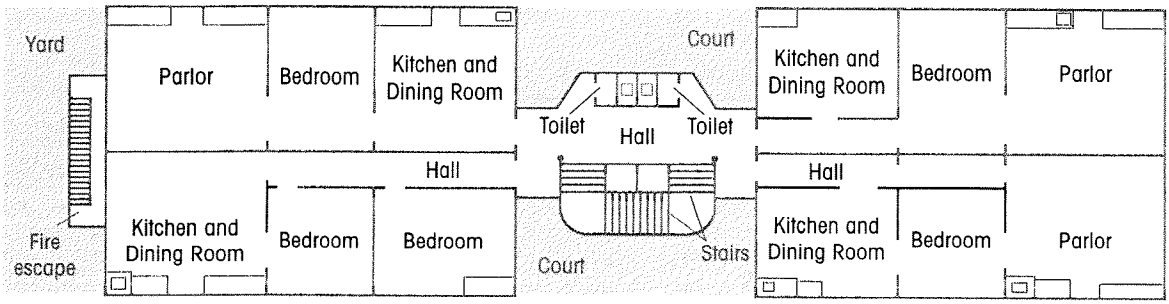
Name _____ Date _____

Connecting History and Technology • The Dumbbell Tenement

CHAPTER 14

91

In the late 1880s, New York architects, or building designers, came up with a plan for dumbbell tenements. The buildings were six to eight stories high because city land was expensive. There were no elevators, grass, or playgrounds. But there were fire escapes, toilets, and sinks on each floor, and windows in all the apartments. This is a floor plan showing a dumbbell tenement.



Use the floor plan to answer the questions.

1. Why do you think these apartments were called dumbbell tenements?

_____

2. Which two rooms were combined?

_____

3. If the stairs were blocked, how could people reach safety in an emergency?

_____

4. These tenements were considered a great improvement in housing for city families. Why do you think this was so?

_____

5. What disadvantages do you see in living in a building like this?

_____

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Challenge

There is a symbol in New York Harbor that has welcomed immigrants to the United States for over 100 years. It is the Statue of Liberty. The statue was a gift to the people of the United States from France. It was completed in 1886. To celebrate the 100th anniversary of the statue, American school children donated nickels, dimes, and pennies to pay for the base on which the statue stands.

There is a poem on the base of the statue. It was written by Emma Lazarus, an American woman. These are the poem's best-known lines.

> Give me your tired, your poor,
> Your huddled masses yearning [wanting] to breathe free,
> The wretched refuse [unhappy, needy people] of your teeming shore.
> Send these, the homeless, tempest-tossed, to me:
> I lift my lamp beside the golden door.

Answer the questions.

1. When was the Statue of Liberty completed?

   _____

2. Who does the speaker of the poem say should come to the United States?

   _____

3. What do you think is "the golden door"?

   _____

4. Do you think Emma Lazarus's words were true in the 1880s?

   _____

5. Do you think Emma Lazarus's words are true today?

   _____

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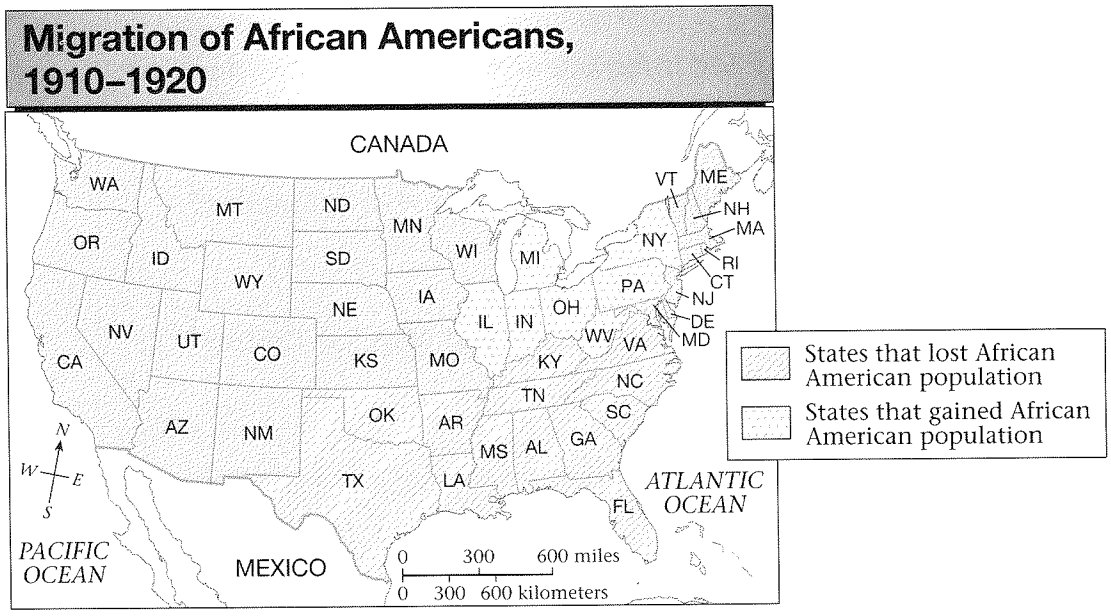
Using a Map: Migration of African Americans

Exercise 59



Use the map to answer the questions below.

1. Did Georgia (GA) gain or lose African American population?

   _____

2. Did New York (NY) gain or lose in African American population?

   _____

3. What four states bordering Kentucky (KY) gained in African American population?

   _____

4. How many states bordering West Virginia (WV) lost African American population?

   _____

5. In what area of the country did the greatest numbers of African Americans settle?

   _____

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Name _____ Date _____

Using the Index

Exercise 60

Use the Index on page 670 of your textbook to answer the questions below.

1. On what pages can you find information about George Washington?

   _____

2. On what pages can you find information about Harriet Tubman?

   _____

3. On what page can you find information about Manifest Destiny?

   _____

4. Who is listed first in the index, Abraham Lincoln or Theodore Roosevelt?

   _____

5. Which is listed first in the index, the Civil War or the War of 1812?

   _____

6. Which is listed first in the index, Manifest Destiny or Gettysburg?

   _____

7. Why do you think using an index is helpful for studying?

   _____

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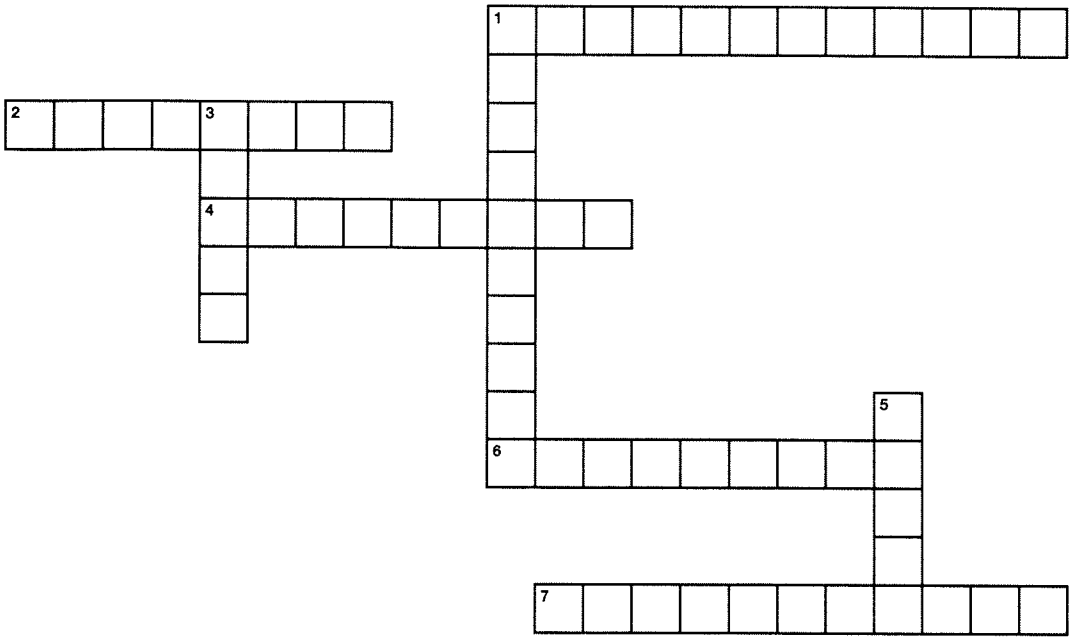
Words to Know

Use these terms to complete the crossword puzzle.

bribe	kickback	civil service	capitalism
muckraker	trust	income tax	Prohibition



Across

1. system that includes most government workers who are appointed rather than elected
2. an illegal payment of money made in return for a favor or service
4. a tax paid on the money a person earns
6. a writer who brings attention to corruption
7. a time period when making, selling, and transporting alcohol was unlawful in the United States

Down

1. a system in which private businesses, farms, and factories compete with one another to make a profit
3. money paid to get someone to do something against the law
5. a giant corporation, or group of companies

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Name _____ Date _____

CHAPTER 15

Comprehension Check

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A. Complete each sentence with a term from the box.

corruption	Gilded Age	income tax
Seventeenth Amendment	Prohibition	

1. The Sixteenth Amendment authorized an _____, which would provide the government with money.
2. Some people spent a lot of money and lived well in the _____.
3. The _____ made it possible for people to vote directly for their senators.
4. A major problem during this time in both business and politics was _____.
5. _____ was a time when it was unlawful to make or sell alcohol in the United States.

B. Complete the chart with the terms from the box.

Ida Tarbell	Theodore Roosevelt	political cartoonist	*The Jungle* author
fought corruption in local government			

Name of Person	Accomplishment
Thomas Nast	**6.**
7.	exposed Standard Oil
Upton Sinclair	**8.**
Lincoln Steffens	**9.**
10.	trust buster

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Name _____ Date _____

Section 1: Early Reforms — Exercise 61

During the Gilded Age, some businessmen gave bribes to government leaders. Some government leaders accepted kickbacks. In 1883, a law was passed to stop government corruption.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. During the Gilded Age, some wealthy business owners tried to use the government for their own gain.

_____

2. Cornelius Vanderbilt tried to control the steel industry.

_____

3. Leaders known as bosses controlled big cities.

_____

4. William Tweed was a police officer in New York City.

_____

5. Boss Tweed paid police officers to keep quiet about his corrupt practices.

_____

6. The Civil Service Act was passed to help the spoils system.

_____

7. The Civil Service Act said that people had to take a test to get a kickback.

_____

8. James Garfield was killed by a man to whom he gave a job.

_____

CRITICAL THINKING

Write a short scene in which a group of people accuses Cornelius Vanderbilt of bribing lawmakers. What might the people say? What might Vanderbilt answer? Write the scene on a separate sheet of paper.

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Section 2: The Progressives — Exercise 62

The Progressives wanted to improve life in the United States. They tried to solve problems by working with the government.

Complete the chart below. Give two facts that support each opinion. The first one is done for you.

Opinion	Facts
A. The Progressives were the greatest reformers in the United States.	**1.** Progressives wanted laws to control business and to improve working conditions. **2.**
B. Ida Tarbell was a very good muckraker.	**3.** **4.**
C. Theodore Roosevelt was concerned with keeping people safe.	**5.** **6.**

CRITICAL THINKING

What is one reform you think is needed today? Explain why you think so. Write your answer on a separate sheet of paper.

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Section 3: Reform Continues — Exercise 63

Like President Theodore Roosevelt, Presidents William Taft and Woodrow Wilson wanted to bring about reforms. Some women helped in the struggle to bring about reforms.

Match each item with its description. Write the correct letter on the line.

_____ **1.** William Taft

_____ **2.** Woodrow Wilson

_____ **3.** Theodore Roosevelt

_____ **4.** Carrie Chapman Catt

_____ **5.** Sixteenth Amendment

_____ **6.** Seventeenth Amendment

_____ **7.** Eighteenth Amendment

_____ **8.** Nineteenth Amendment

_____ **9.** suffrage

_____ **10.** Prohibition

a. Progressive party candidate for President in 1912

b. amendment that authorized a federal income tax

c. the right to vote

d. Republican party candidate for President in 1912

e. amendment that gave all women the right to vote

f. amendment that made selling alcohol illegal

g. Democratic party candidate for President in 1912

h. period of time when it was illegal to sell alcohol

i. leader in the suffrage movement

j. amendment that said voters must elect their U.S. Senators

CRITICAL THINKING

When women gained the right to vote in 1920, they reached an important goal. What are some important political goals that women want to reach today? Write your answer on a separate sheet of paper.

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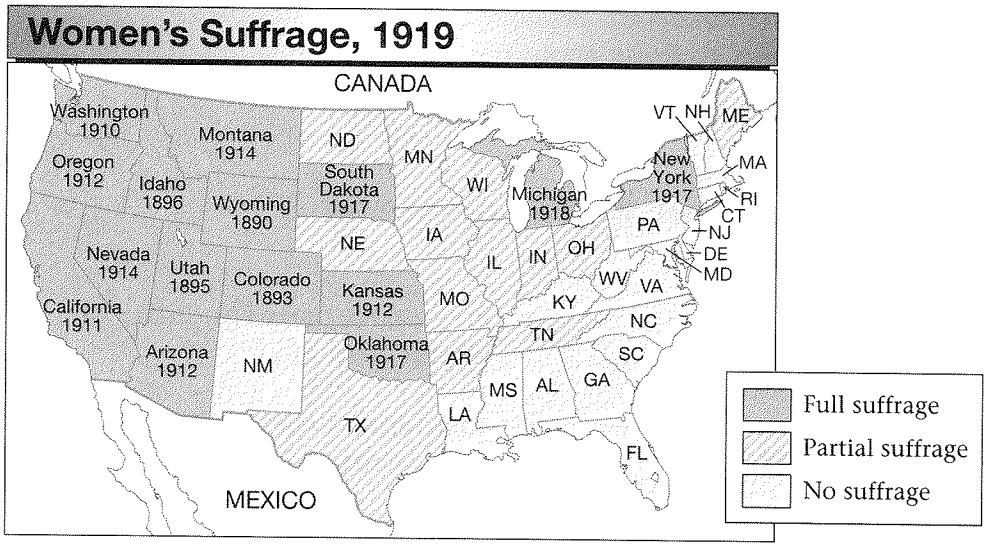
Name _____ Date _____

Using a Map: Women's Suffrage

Exercise 64



Use the map to answer the questions below.

1. What year did women in New York (NY) get full suffrage?

   _____

2. Did North Dakota (ND) or Georgia (GA) have partial suffrage?

   _____

3. How many states did women have full suffrage in?

   _____

4. In what part of the country did most of the states deny women suffrage?

   _____

5. In what part of the country did most of the states have full suffrage?

   _____

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Building Your Skills • Identifying Cause and Effect

CHAPTER 15

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Practice

Read each pair of sentences. If the sentence gives the cause, write *cause*. If the sentence gives the effect, write *effect*.

1. _____ **a.** William Tweed cheated New York City of $200 million.
   _____ **b.** William Tweed controlled elections in New York City.

2. _____ **a.** A disappointed office seeker assassinated James Garfield.
   _____ **b.** Chester Arthur signed the Civil Service Act.

3. _____ **a.** People were angered by the unclean practices in the meatpacking industry.
   _____ **b.** Upton Sinclair wrote *The Jungle*.

4. _____ **a.** The President threatened to send troops to control the coal mines.
   _____ **b.** Mine owners refused to meet with the United Mine Workers.

5. _____ **a.** Woodrow Wilson was elected President in 1912.
   _____ **b.** Theodore Roosevelt ran for President on the Bull Moose ticket.

6. _____ **a.** Business leaders built museums and other public places.
   _____ **b.** Leaders of big business became very rich and powerful during the Gilded Age.

7. _____ **a.** Leaders of big business created trusts.
   _____ **b.** Small companies were often forced out of business.

8. _____ **a.** The Nineteenth Amendment was passed.
   _____ **b.** Women's groups staged protests in front of the White House.

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Building Your Skills • Identifying Cause and Effect

CHAPTER 15

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Extension

Identify the cause and the effect in each pair of sentences. Write the sentences in the correct columns in the chart.

A. Theodore Roosevelt becomes President. William McKinley is assassinated.

B. Corruption exists in business. Progressives want laws to control business.

C. Ida Tarbell becomes a muckraker. John D. Rockefeller creates an oil monopoly.

D. The National Neighborhood Coalition works with neighborhood groups to get help. Neighborhoods have problems.

E. Lincoln Steffens points out local government corruption. Bosses in local government take bribes.

Cause	Effect
1.	
2.	
3.	
4.	
5.	

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Name _____ Date _____

Challenge

Amendments to the Constitution, 1865–1920		
Amendment	**Date**	**Subject**
Thirteenth	1865	Abolition of slavery
Fourteenth	1868	Guarantee of civil rights
Fifteenth	1870	Voting rights for African Americans
Sixteenth	1913	Income tax
Seventeenth	1913	Direct election of senators
Eighteenth	1919	Prohibition of alcohol
Nineteenth	1920	Voting rights for women

Use the chart to answer the questions.

1. Which amendments were direct results of the Civil War?

_____

2. In what year were two amendments added to the Constitution?

_____

3. Which amendment changed the way senators were elected?

_____

4. Delegates to the Seneca Falls Convention in 1848 wanted women to have the vote. How many years passed before an amendment gave women the right to vote?

_____

5. Which of the amendments in the chart do you think was most important? Explain.

_____

_____

_____

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Name _____ Date _____

Words to Know

A. Complete each sentence with a term from the box.

imperialism	isolationist	protectorate
corollary	foreign policy	

1. Theodore Roosevelt thought a "big stick" should be part of U.S. _____.

2. An American who wanted the United States to stay out of the political affairs of foreign countries was an _____.

3. Hawaii became a _____ of the United States.

4. Americans who favored _____ wanted the United States to have territories overseas.

5. In 1904, Theodore Roosevelt added a _____ to the Monroe Doctrine.

B. Read each statement. If it is a fact, write *fact*. If it is an opinion, write *opinion*.

_____ **6.** Isolationists were correct; other countries should solve their own problems.

_____ **7.** It would have made more sense for the United States to annex Panama than to make an agreement.

_____ **8.** Engineers had to cut through the Isthmus of Panama to build a canal.

_____ **9.** Yellow journalism influenced readers' opinions with exaggerated or made-up stories.

_____ **10.** The Great White Fleet showed the power of the U.S. Navy.

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Name _____ Date _____

Section 1: Looking Toward Asia — Exercise 65

By 1848, the boundaries of the United States stretched from the Atlantic Ocean to the Pacific Ocean. The United States now hoped to grow and to expand around the world.

Answer the questions below.

1. What is an isolationist?

_____

2. Why did some Americans favor expansion?

_____

3. Why did the United States buy from Japan?

_____

4. Why did American planters move to Hawaii?

_____

5. How did the United States take control of Hawaii?

_____

6. What was the Open Door Policy?

_____

7. Why was China a weak country in the 1800s?

_____

8. What was the Boxer Rebellion?

_____

CRITICAL THINKING

Do you think the United States has the right to control other countries? Explain. Write your answer on a separate sheet of paper.

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Section 2: The Spanish-American War — Exercise 66

Newspapers used yellow journalism to get Americans to take the side of Cuba in its revolt against Spain. In 1898, the United States fought and won a war with Spain.

A. Number the events below in the order they happened.

_____ The *Maine* explodes in Havana Harbor.

_____ The Spanish fleet is destroyed.

_____ The United States declares war on Spain.

_____ José Martí returns to Cuba to fight for freedom.

B. Match each person with his description. Write the correct letter on the line.

_____ **1.** George Dewey

_____ **2.** Emilio Aquinaldo

_____ **3.** Theodore Roosevelt

_____ **4.** William McKinley

_____ **5.** José Martí

a. led the Rough Riders up San Juan Hill

b. was President during the Spanish-American War

c. destroyed the Spanish fleet at Manila Bay

d. fought for Cuban freedom

e. fought in the Philippines along with U.S. forces

CRITICAL THINKING

During the Spanish-American War, newspaper editors printed stories to get Americans to support the war. Do you think limits should be placed on what newspaper editors can print? Explain your answer on a separate sheet of paper.

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Section 3: The "Big Stick" and the Panama Canal

Exercise 67

Theodore Roosevelt wanted the United States to be a world leader. He decided to build the Panama Canal to increase U.S. power around the world.

Complete each sentence with a term from the box.

Isthmus of Panama	Pacific Ocean	diseases	nine years
Western Hemisphere	Central America	world	

1. At first, President Theodore Roosevelt wanted to build a canal across _____.
2. Later, President Roosevelt agreed to build a canal across the _____.
3. Before building could be started, the United States first had to get rid of mosquitoes that carried _____.
4. Thousands of men worked on the Panama Canal for _____.
5. When the Panama Canal was finished, it joined the Atlantic Ocean and the _____.
6. The Panama Canal helped make the United States one of the most powerful countries in the _____.
7. The Roosevelt Corollary warned Europe about acting in the _____.

CRITICAL THINKING

You find a time capsule left by workers who labored on the Panama Canal. Describe three items inside the capsule. Tell what they were used for. Write your answer on a separate sheet of paper.

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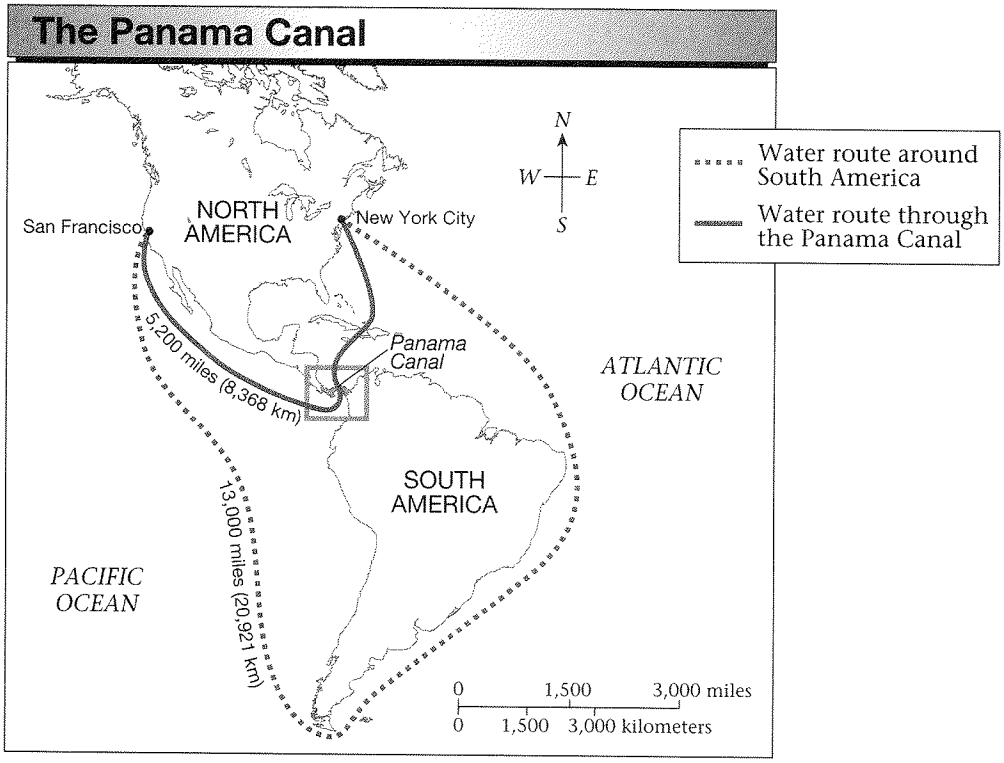
Name _____ Date _____

Using a Map: The Panama Canal

Exercise 68



Use the map to answer the questions below.

1. From what eastern city shown on the map did ships leave?

   _____

2. In what western city shown on the map did ships arrive?

   _____

3. How many miles is it between New York City and San Francisco if you sail around South America?

   _____

4. How many miles shorter is it to travel through the Panama Canal than to sail around South America?

   _____

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Name _____ Date _____

Comprehension Check

A. Match each term. Write the correct letter on the line.

_____ **1.** Hawaii	**a.** has a non-voting representative in Congress
_____ **2.** Cuba	**b.** Seward's Folly
_____ **3.** Alaska	**c.** said that only the United States had the right to act in countries in the Western Hemisphere
_____ **4.** Open Door Policy	**d.** Pearl Harbor
_____ **5.** Puerto Rico	**e.** U.S. naval base at Guantanamo Bay
_____ **6.** Roosevelt Corollary	**f.** "Remember the *Maine!*"
_____ **7.** Spanish-American War	**g.** all countries would have the same chance to trade with China

B. Complete each sentence by writing the correct letter on the line.

_____ **8.** President Theodore Roosevelt sent out the Great White Fleet to

(a) test the Panama Canal.

(b) show the power of the U.S. Navy.

(c) conquer Spain.

_____ **9.** In the 1850s, the United States became a trading partner with

(a) China.

(b) Spain.

(c) Japan.

_____ **10.** The Roosevelt Corollary said

(a) that only the United States could interfere in the affairs of a Latin American country.

(b) that the United States should annex Hawaii.

(c) that the United States should establish trade with China.

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Name _____ Date _____

Voices From the Past • Theodore Roosevelt

CHAPTER 16

106

You read about Theodore Roosevelt and the Rough Riders in Chapter 16. Roosevelt had great respect for the troop that he helped put together. In later years he wrote that "nine-tenths of the men were better horsemen than I was and probably two-thirds were better shots...." The Rough Riders also had a lot of respect for Roosevelt. They thought he was a great leader.

When the war ended, the Rough Riders disbanded, or went their separate ways. Roosevelt met with his men and shook the hand of each one. He made a farewell speech that included these lines.

> I know what you were in the field. You were brave and strong. I ask now of you that every man shall go back and serve his country as well in peace as he did in war. I can trust you to do it.

Answer the questions.

1. What words did Roosevelt use to describe the Rough Riders?

_____

2. How did the Rough Riders feel about Roosevelt?

_____

3. What did Roosevelt do before the troop disbanded?

_____

4. What did Roosevelt ask his men to do after they left the Rough Riders?

_____

5. Do you think Roosevelt felt that the men would do what he asked of them? Explain.

_____

_____

_____

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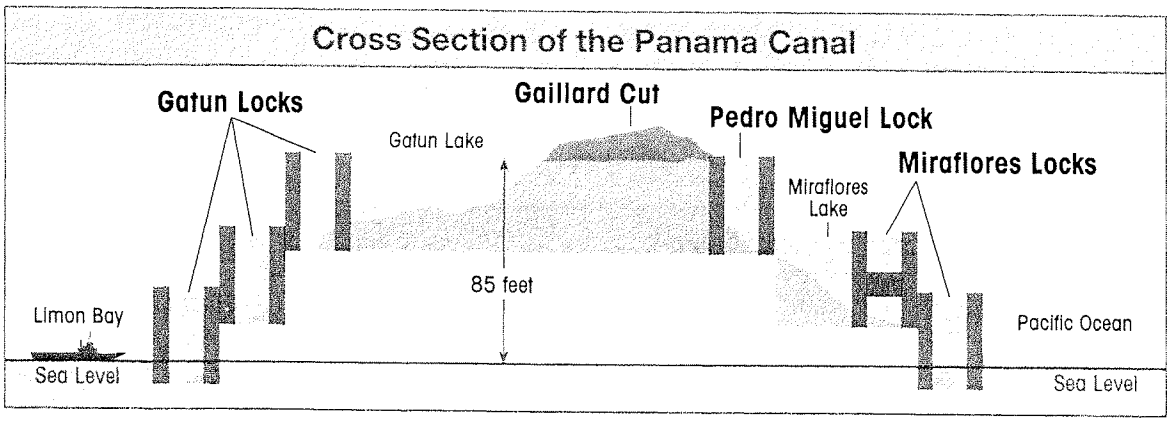
Name _____ Date _____

Challenge

Building a canal across Panama was not an easy job. Steam shovels and ditchdiggers could not work their way across the landscape. The isthmus was not level land. It was necessary to dig a deep channel, or ditch, between two hills.



Use the diagram to answer the questions.

1. How many feet above sea level is Gatun Lake?

_____

2. What is the name of the lake on the Pacific Ocean side of the canal?

_____

3. How many locks are on the Pacific side of the canal?

_____

4. How many locks are on the Limon Bay side?

_____

5. Use information found in the library or on the Internet to answer this question. What is the purpose of the locks?

_____

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Words to Know

A. Complete each sentence with a term from the box.

machine	work	effort force
resistance force	load	mechanical advantage

1. An object to be moved is a _____.
2. When a force moves something through a distance, _____ happens.
3. A measure of how helpful a machine is its _____.
4. The force that is applied when doing work is the _____.
5. A tool or device that makes work easier to do is a _____.
6. A force that must be overcome when doing work is a _____.

B. Match each term below with its definition. Write the correct letter on the line.

_____ **7.** lever

_____ **8.** fulcrum

_____ **9.** pulley

_____ **10.** wheel and axle

_____ **11.** inclined plane

_____ **12.** wedge

_____ **13.** screw

a. a slanted surface used for raising objects from one level to another

b. a simple machine made of two inclined planes, back to back

c. a simple machine made of a bar or rod that turns on a support

d. a wheel attached to a rod called an axle; as the axle turns, the wheel also turns

e. the support on which a lever turns

f. an inclined plane that is wrapped around a nail

g. a wheel with a groove in its rim that a rope or chain can run through

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Name _____ Date _____

Practice • All Kinds of Work

Lesson 17.1

A. Complete the paragraph below with terms from the box.

simple machines	force	direction	speed	work

Machines make it easier to do **(1)** _____. They do this by changing the **(2)** _____, **(3)** _____, or amount of **(4)** _____. All machines are really made from one or more of the six different **(5)** _____.

B. Choose the best ending for each sentence. Circle the letter.

6. When you pick up a heavy sack of books, the sack is the
(a) machine. (b) force. (c) load. (d) work.

7. Gravity pulling the heavy sack down is the
(a) resistance force. (b) effort force.
(c) mechanical advantage. (d) machine force.

8. Pulling or lifting the heavy sack are both examples of
(a) resistance force. (b) effort force.
(c) mechanical advantage. (d) machine force.

9. Friction is a type of
(a) resistance force. (b) effort force.
(c) mechanical advantage. (d) machine force.

10. In order for a machine to be helpful, its mechanical advantage should
(a) always be less than zero. (b) increase the effort force.
(c) increase the resistance force. (d) decrease the effort force.

WRITE ABOUT SCIENCE

Write a paragraph describing a bicycle ride on hilly roads. Use the terms *effort force*, *resistance force*, and *load*. Write your paragraph on a separate sheet of paper.

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Name _____ Date _____

Section 1: A World War Begins — Exercise 69

An arms race in Europe led to World War I. This war brought more nations into battle than any war before it. New weapons changed the way wars were fought.

A. Decide whether each country in the box was an Allied nation or a Central Power. Write the country's name in the correct box.

Austria-Hungary	Germany	Great Britain
France	Russia	The Ottoman Empire

Allied Nations:
Central Powers:

B. Number the events below in the order that they happened.

_____ Archduke Franz Ferdinand is assassinated.

_____ World War I begins.

_____ European countries want to start an arms race.

_____ Archduke Franz Ferdinand visits Sarajevo in Bosnia.

CRITICAL THINKING

Do you think it is good for countries to form alliances like the Allied nations or the Central Powers? Explain. Write your answer on a separate sheet of paper.

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Name _____ Date _____

Section 2: From Neutral to Declaration of War

Exercise 70

At first, the United States did not take sides in World War I. However, Germany's actions made Americans angry. In 1917, the United States entered the war.

Answer the questions below.

1. Why did some Americans want the United States to get involved in the war?

_____

2. What is propaganda?

_____

3. How did the Allies and Central Powers use propaganda to influence Americans?

_____

4. How did Great Britain's blockade hurt Germany?

_____

5. What did Germany use submarines for?

_____

6. Why did the sinking of the *Lusitania* turn many Americans against Germany?

_____

7. What was the Zimmermann Telegram?

_____

CRITICAL THINKING

Create a poster encouraging Americans to remain neutral during World War I. Include reasons why the United States should stay out of the war. Draw your poster on a large sheet of drawing paper.

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Section 3: The Home Front — Exercise 71

In 1917, the United States began to raise a large army to fight in World War I. The government asked all Americans to support the armed forces.

Complete the chart below. Give two effects for each cause. The first one is done for you.

Cause	Effects
A. In 1917, the United States needed a strong army.	**1.** In 1917, the Selective Service Act was passed. **2.**
B. As men went to fight, there was a shortage of workers.	**3.** **4.**
C. Men, women, and children supported the war effort.	**5.** **6.**

CRITICAL THINKING

Create a booklet encouraging people to start a victory garden. Explain how a victory garden can help the armed forces. Include advice on what to grow. Add a picture. Make the booklet on a separate sheet of drawing paper folded into thirds.

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Section 4: The War to End All Wars — Exercise 72

American soldiers fought bravely in Europe. They helped the Allied nations win the war. President Woodrow Wilson hoped that World War I would be the "war to end all wars."

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. In 1917, Russia entered the war on the side of the Central Powers.

   _____

2. German submarines made crossing the Atlantic Ocean very dangerous for American troops.

   _____

3. During World War I, American soldiers fought in France.

   _____

4. President Wilson made a plan for peace called the Big Four.

   _____

5. President Wilson agreed that Germany should take all the blame for World War I.

   _____

6. The United States became a member of the League of Nations.

   _____

7. Some U.S. senators were afraid that the League of Nations would drag the United States into another war.

   _____

CRITICAL THINKING

Write a journal entry that a high school student during World War I might have written about the possibility of having to fight in World War I. Write your entry on a separate sheet of paper.

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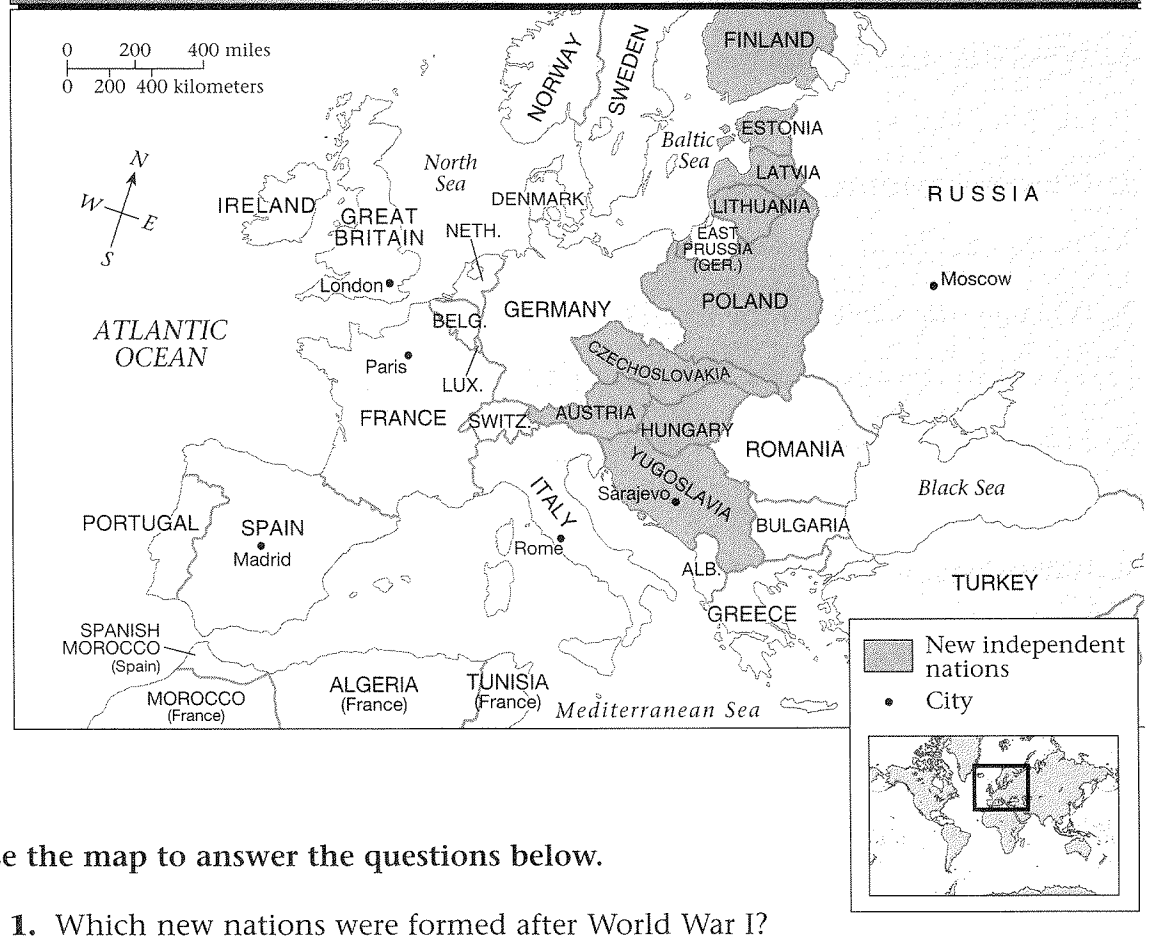
Name _____ Date _____

Using a Map: Europe After World War I

Exercise 73

Europe After World War I, 1919



Use the map to answer the questions below.

1. Which new nations were formed after World War I?

   _____

2. What new nations does the Baltic Sea border?

   _____

3. What country was Sarajevo located in?

   _____

4. What two new nations border Italy?

   _____

5. In what part of Europe were the new nations located?

   _____

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Using an Atlas

Exercise 74

Use the map on pages 614–615 of your textbook to answer the questions below.

1. What U.S. state borders the Arctic Ocean?

   _____

2. What two countries border the United States?

   _____

3. What are the names of the four oceans?

   _____

4. Is Australia north or south of the Equator?

   _____

5. Is Russia north or south of the Equator?

   _____

6. Which country is larger, China or India?

   _____

7. Is Japan closer to Russia or Ethiopia?

   _____

8. What two countries border Ecuador?

   _____

9. Is Venezuela north or south of Argentina?

   _____

10. What countries border India?

    _____

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Practice
Simple and Compound Machines

Lesson 17.2

A. Match each item below with the type of simple machine it represents. Write the correct letter on the line. Some answers may be used more than once.

_____	**1.** elevator	**a.** wheel and axle
_____	**2.** mountain roads	**b.** lever
_____	**3.** doorknob	**c.** wedge
_____	**4.** baseball bat	**d.** inclined plane
_____	**5.** broom	**e.** pulley
_____	**6.** needle	
_____	**7.** flagpole	
_____	**8.** nutcracker	

B. Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

9. A pulley changes the direction of the effort force. _____

_____

10. An inclined plane is two wedges back to back. _____

_____

11. A simple machine is made up of compound machines. _____

_____

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WRITE ABOUT SCIENCE

Describe two of the simple machines that make up a can opener or a bicycle. Explain how each simple machine makes the can opener or bicycle do work. Write a paragraph on a separate sheet of paper.

Name _____ Date _____

Challenge

You know that work is the result of a force moving an object through a distance. The more distance an object is moved, the more work is done. Use this equation to answer the questions below.

Work = force × distance

1. Tracy and Shawna helped their teacher stack boxes of books on the shelves. When they were finished, each girl had moved ten boxes to the shelves. Shawna said she had worked much harder than Tracy. Figure out the amount of work done by each girl to see if Shawna really did work harder than Tracy did.

a. Shawna exerted a force of 29.
She moved her ten boxes a total of 21 meters.

Therefore:
Shawna's Work = 29 × 21 meters = _____

b. Tracy exerted a force of 29.
She moved her ten boxes a total of 20 meters.

Therefore:
Tracy's Work = 29 × 20 meters = _____

c. Which of the girls performed more work? _____

2. Suppose a force of 3 was needed to move each box, and the distance between the boxes and the shelves is 2 meters.

a. What would happen if the work was done by moving one box 2 meters?

Work = 3 × 2 meters = _____

b. What would happen if the work was done by moving two boxes at a time?

Work = 6 × 2 meters = _____

c. How would this change the amount of work done per trip to the shelves?

_____

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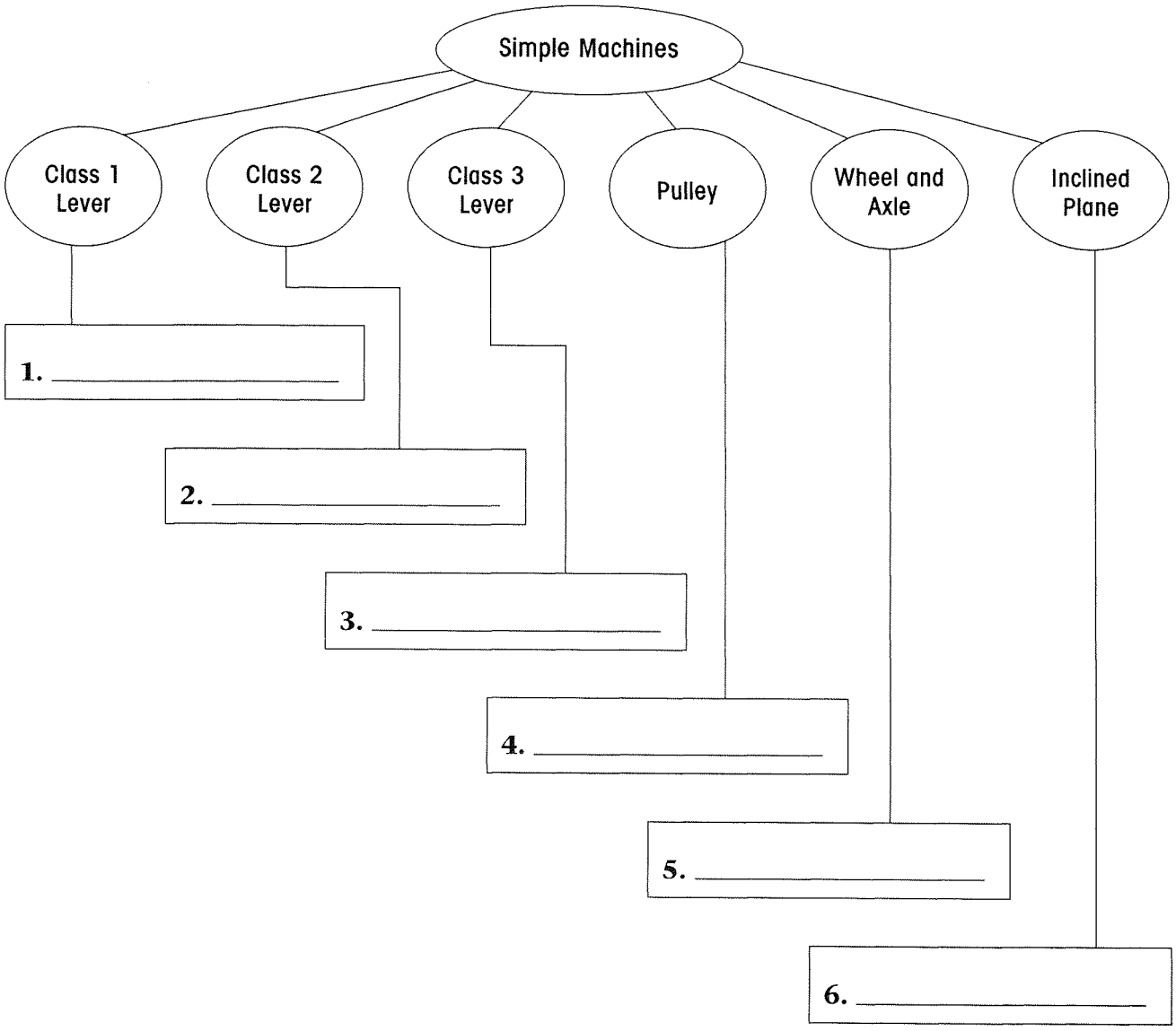
Another Way

The concept map below shows the different kinds of simple machines. Use the terms in the box to complete the concept map. Each term is an example of a simple machine. Write your answers on the lines.

seesaw	nutcracker	baseball bat
flagpole	screw	doorknob



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Lab Activity • Why Is the Screw a Simple Machine?

CHAPTER 17
160

BACKGROUND

Most historians believe that the ancient Greeks invented the screw about 400 B.C. Today, the screw has many uses. The most common use of screws is to fasten things together. Screws are also used to open and close machines that grip, to drill holes in materials, and to lift heavy objects, as in a jack used to lift a car to change a car tire. Boat and airplane propellers are also screws.

PURPOSE

You will see how a screw and an inclined plane are similar.

MATERIALS

ruler, pencil, paper, highlighter, scissors, clear tape

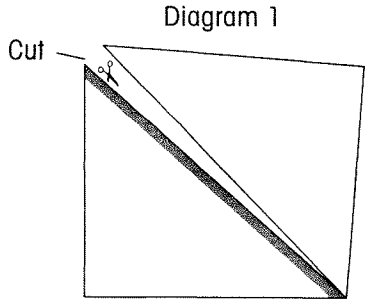
WHAT TO DO

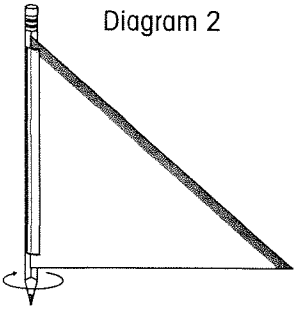
1. Use the ruler and pencil to draw a diagonal line on the sheet of paper from one corner across to the opposite corner, as shown in Diagram 1. Use the highlighter to color a wide stripe along the diagonal line.
2. Cut the paper along the diagonal line as shown in Diagram 1.
3. Look at the two paper shapes. What kind of simple machine do they look like?

_____

4. Use the sheet of paper with the highlight color on it. Tape the paper to the pencil, with the stripe facing you, as shown in Diagram 2.
5. Wrap the paper around the pencil by turning the pencil clockwise, as shown in Diagram 2. What simple machine have you made?

_____





Turn pencil clockwise.

DRAW CONCLUSIONS

How is a screw a type of inclined plane? Write your answer on a separate sheet of paper.

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Science in Your Life • Machines as Tools

Many yard tools are simple machines. They help park employees perform tasks needed to care for plants and the grounds. Below is a table of some of these tasks. Complete the middle column with the yard tool that would help with each task. Choose from the terms listed in the box. Then complete the column on the right with the kind of simple machine each tool is. Some tools are made up of more than one kind of simple machine.

wheelbarrow	flagpole	clippers	faucet	shovel

Task	Yard Tool	Type of Simple Machine
Digging holes	**1.** _____	**2.** _____ **3.** _____
Turning on the sprinkler	**4.** _____	**5.** _____
Raising the flag	**6.** _____	**7.** _____
Moving loads of soil	**8.** _____	**9.** _____ **10.** _____
Trimming bushes	**11.** _____	**12.** _____ **13.** _____

CRITICAL THINKING

Which yard tool in the table above makes work easier by changing the direction of the force? Explain on a separate sheet of paper how the tool does this.

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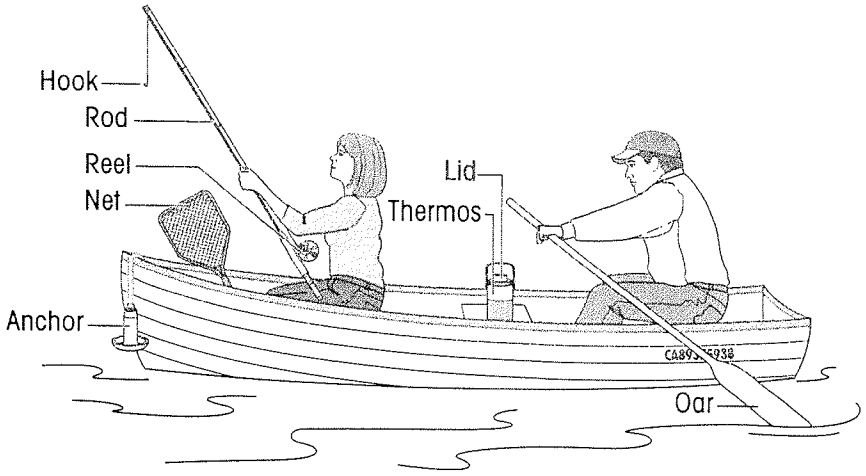
Extra Credit: Fishing Machines

There are several examples of simple machines in the picture below. Study the picture and read the paragraph. Then answer the questions that follow.



Ollie and Sylvia are out for a day of fishing. In the picture, Sylvia holds her fishing rod by the handle and throws out the line. At the end of the line is a sharp hook to catch fish. When she hooks a fish, Sylvia reels in her line by turning a crank on the reel. She uses a net to lift the fish into the boat. Then she lets the fish go. If Ollie and Sylvia want to stay in one spot for a while, Ollie drops the anchor. When they want to move to another spot, Sylvia turns a crank to bring up the anchor. Then Ollie rows the boat to the spot. The front of the boat, or bow, slices through the water smoothly. When they are thirsty, they unscrew the lid on their thermos and pour themselves a cup of lemonade.

1. What simple machine helps Sylvia pull up the anchor? _____

2. What kind of machines are the oars examples of? _____

3. What simple machine tightens the lid on the thermos? _____

4. What kind of simple machine is the bow of the boat? _____

5. What are two examples of Class 3 levers? _____

   and _____

6. Which two devices include a wheel and axle? _____

   and _____

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Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** installment plan	**a.** the payment of money over time toward the total cost of an item
_____	**2.** mass media	**b.** a time of new interest and activity in the arts
_____	**3.** jazz	**c.** a sharp rise in the price of goods
_____	**4.** renaissance	**d.** the communications that reach large numbers of people
_____	**5.** inflation	**e.** a kind of music created by African Americans in the South in the early 1900s
_____	**6.** deport	**f.** to force a person who is not a citizen to leave the country by government order

B. Complete each sentence with a term from the box.

inflation	deport	mass media	assembly line

7. Henry Ford's workers built cars on an _____.

8. People pay more for goods when there is _____.

9. Radio, newspapers, and magazines are _____.

10. The government wanted to _____ Communists and keep them out of the country.

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Comprehension Check

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** The growing automobile industry provided more jobs for Americans.

_____ **2.** Americans spent a lot of money during the 1920s.

_____ **3.** The *Saturday Evening Post* was a famous newspaper.

_____ **4.** Charles Lindbergh was the first person to fly alone across the Atlantic to Europe.

_____ **5.** Many African Americans lived in Harlem, in New York City.

_____ **6.** Women did not work outside the home during World War I.

B. Complete each sentence by writing the correct letter on the line.

_____ **7.** Sacco and Vanzetti were accused of

(a) publishing false stories.

(b) murder.

(c) causing a riot.

_____ **8.** After World War I, many soldiers could not find

(a) jobs.

(b) schools.

(c) weapons.

_____ **9.** In 1917, Communists took control of

(a) the United States.

(b) Great Britain.

(c) Russia.

_____ **10.** The Great Migration was the movement of African Americans to

(a) the South.

(b) the North.

(c) France.

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Section 1: A Time of Prosperity

Exercise 75

During the 1920s, the U.S. economy grew. Many factories used assembly lines to make products. The mass media made people want to buy many of these products.

Answer the questions below.

1. What is an assembly line?

_____

2. How did Henry Ford change the way cars were made in his factories?

_____

3. How did the growth of the automobile industry affect the steel industry?

_____

4. What was one effect of building new roads?

_____

5. What were three new jobs created because of the growth of the automobile industry?

_____

6. During the 1920s, how did many people pay for the things they bought?

_____

7. During the 1920s, what were three forms of mass media that advertisers used to sell their products?

_____

CRITICAL THINKING

It is 1923. Your family has just bought a Model T Ford. Write a letter to a friend, telling him or her why it would be a good idea to buy a car. Include reasons why you like your Model T Ford. Write your letter on a separate sheet of paper.

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Section 2: Good Times for Many

Exercise 76

During the 1920s, many Americans listened to the radio for the first time. They heard a new kind of music. They also went to the movies. They had time to read and to enjoy sports.

Complete the chart below with names from the box. The first one is done for you.

Louis Armstrong	Nellie Tayloe Ross	Jack Dempsey
Jelly Roll Morton	F. Scott Fitzgerald	Babe Ruth
Miriam A. Ferguson	Gertrude Ederle	Zora Neale Hurston
Langston Hughes	Red Grange	Ernest Hemingway

Career	Famous People
Musician	Louis Armstrong
Writer	
Sports Hero	
Governor	

CRITICAL THINKING

Write a radio news bulletin about Charles Lindbergh's flight across the Atlantic Ocean. Remember to answer the five *w's*: *who, what, where, when,* and *why*. Write your bulletin on a separate sheet of paper.

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Section 3: A Time of Change — Exercise 77

The good times of the 1920s did not last. There were fewer jobs for Americans. Immigrants were often accused of taking jobs from Americans. Many African Americans were treated unfairly.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. There were economic problems after World War I.	**1.** Factories no longer made as many weapons or other military supplies. **2.**
B. Many Americans were afraid of immigrants.	**3.** **4.**
C. Many African Americans moved from the South to the North.	**5.** **6.**

CRITICAL THINKING

You are a factory worker during the 1920s. Give a speech telling your fellow workers why they should go on strike. Write your speech on a separate sheet of paper.

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Making a Chart: Economic Problems

Exercise 78

Complete the chart below. List three problems the economy faced after World War I. The first one is done for you.

Problems In the Economy
1. People who had jobs were eager to spend the money they earned. Business had trouble keeping up with the demand for new goods.
2.
3.

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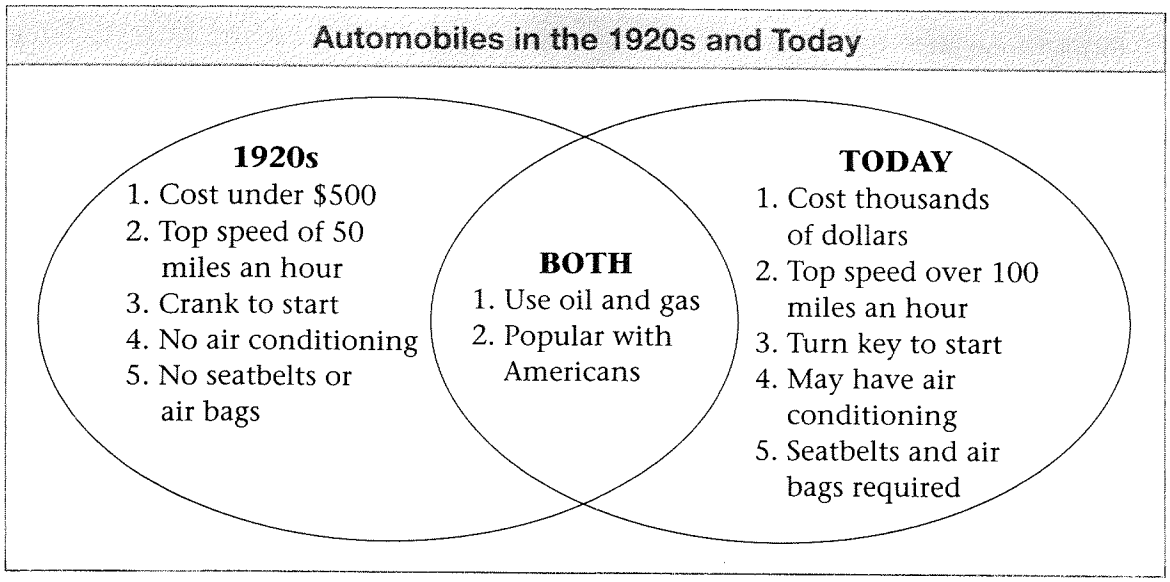
Building Your Skills • Comparing and Contrasting

Practice



Use the Venn diagram to answer the questions.

1. What is the title of the diagram?

_____

2. How was starting a car in the 1920s different from starting a car today?

_____

3. What were the top speeds of cars in the 1920s and today?

_____

4. What things are required in cars today that were not required in 1920?

_____

5. How were cars in the 1920s like cars today?

_____

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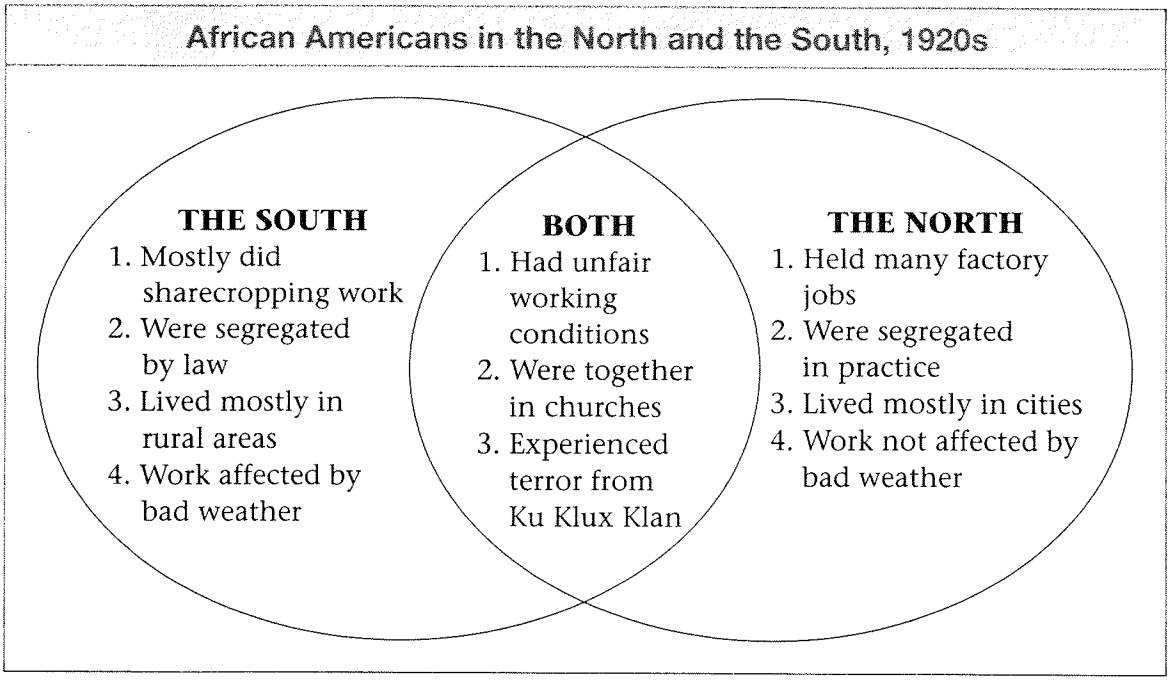
Building Your Skills • Comparing and Contrasting

Extension



Use the Venn diagram to answer the questions.

1. What is the title of the diagram?

_____

2. Where did people experience terror from the Ku Klux Klan?

_____

3. Did either the North or the South have many factory jobs?

_____

4. How was work in the North and the South alike?

_____

5. How did segregation differ in the North and the South?

_____

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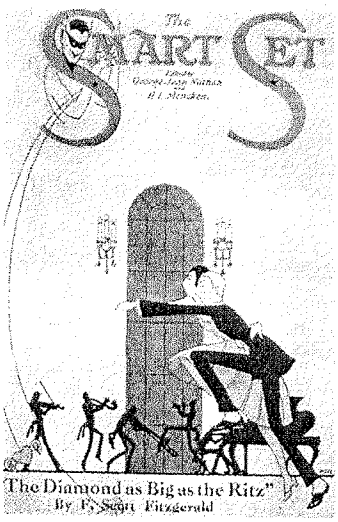
Challenge

A. This magazine cover shows how some people lived in the 1920s. Write a short paragraph that describes life in the 1920s, based on what you learn from the cover.



_____

_____

_____

_____

_____

_____

_____

B. Plan your own cover for a magazine about the 1920s. The cover should show something about life in the 1920s. For example, the cover might show sports, music, cars, or famous people in the 1920s. Draw your cover on a separate sheet of paper.

Title of My Magazine:

_____

Description of Artwork for Cover:

_____

_____

_____

Title of Article Inside:

_____

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Name _____ Date _____

Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** bonus	**a.**	a worker who travels from place to place to harvest crops
_____	**2.** relief	**b.**	a place where stocks, or shares in businesses, are bought and sold
_____	**3.** depression	**c.**	to take the property of someone who has failed to pay back a loan
_____	**4.** migrant worker	**d.**	money given in addition to what is owed
_____	**5.** foreclose	**e.**	a time when the economy of a nation falls sharply
_____	**6.** stock market	**f.**	help given to poor people
_____	**7.** public works	**g.**	construction projects paid for by public funds

B. Use each term in a sentence.

8. drought: _____

_____

_____

9. default: _____

_____

_____

10. relief: _____

_____

_____

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Section 1: The Nation's Troubled Economy — Exercise 79

By 1929, the United States faced hard times. Millions of Americans were without jobs. This period of U.S. history became known as the Great Depression.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. In the 1920s, only a small group of Americans were wealthy.

   _____

2. When people bought stock in a business, they became the managers of the business.

   _____

3. The stock market crash in 1929 made stock prices go up.

   _____

4. Many farmers defaulted on the loans on their farm machines.

   _____

5. Many factory workers kept their jobs during the Great Depression.

   _____

6. Many Americans lost their homes as well as their jobs.

   _____

7. President Herbert Hoover did not believe the government should help Americans during the Great Depression.

   _____

CRITICAL THINKING

You are a teenager during the Great Depression. Write a journal entry about how the Great Depression has changed your life. Write your journal entry on a separate sheet of paper.

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Section 2: Hard Times for Americans — Exercise 80

The Great Depression changed the lives of most people in the United States. A drought on the Great Plains made life even harder for many people.

Complete the chart below. Give two effects for each cause. The first one is done for you.

Cause	Effects
A. The Great Depression changed family life.	**1.** Many men who felt hopeless left their wives and children. **2.**
B. By 1934, the Great Plains had become a Dust Bowl.	**3.** **4.**
C. The price of cotton fell in the early 1930s.	**5.** **6.**

CRITICAL THINKING

Your family has arrived in California to escape the Dust Bowl. You see a sign that says, "If you are looking for work—Keep Out!" Write a short scene about your family's reactions to the sign. How do you feel? What do you say? Write your scene on a separate sheet of paper.

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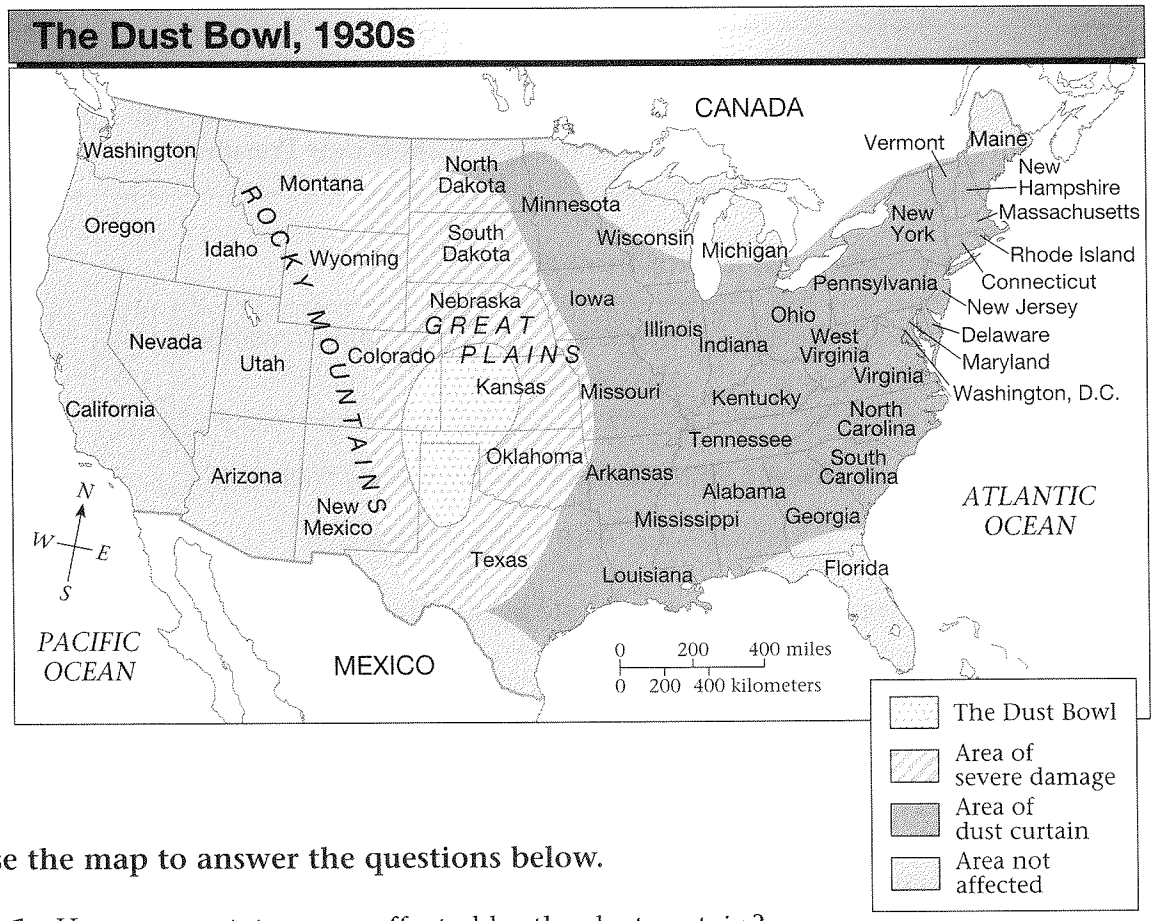
Using a Map: The Dust Bowl

Exercise 81



Use the map to answer the questions below.

1. How many states were affected by the dust curtain?

   _____

2. What were three states that were not affected by the Dust Bowl?

   _____

3. What were four states that suffered severe damage?

   _____

4. Which state was affected by the dust curtain, California or Ohio?

   _____

5. Which state suffered more damage, Texas or New York?

   _____

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Section 3: The U.S. Government and the Great Depression

Exercise 82

By 1932, most Americans saw no way out of the Great Depression. They felt that what they needed was a new leader who would fix the economy. They chose Franklin D. Roosevelt as their new President.

Complete each sentence with a term from the box.

government	programs	taxes	public works
economy	trade	Great Depression	

1. President Herbert Hoover asked Congress to pass a law that hurt American _____ with foreign countries.
2. President Hoover created jobs for people by starting construction projects called _____.
3. President Hoover tried to improve the economy by cutting _____.
4. President Hoover did not want people to depend on the federal _____.
5. President Hoover said it was not the job of the government to fix the _____.
6. Roosevelt called for strong government _____ to help care for suffering families.
7. Franklin Roosevelt said that government had to end the _____.

CRITICAL THINKING

What do you think the government should do to fix the economy? Explain. Write your answer on a separate sheet of paper.

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Comprehension Check

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** In the 1920s, most people were wealthy.

_____ **2.** Only farmers and factory workers were affected by the Great Depression.

_____ **3.** Congress promised World War I veterans a bonus, or extra money.

_____ **4.** On October 29, 1929, many people lost their life savings in the stock market.

_____ **5.** After World War I, a drought turned the Great Plains into a dust bowl.

_____ **6.** Some workers said Mexican immigrants and Mexican Americans were taking jobs away from other Americans.

_____ **7.** President Herbert Hoover and President Franklin Roosevelt agreed about ways to help Americans.

B. The main ideas are underlined. Add a detail under each main idea.

8. A troubled economy caused the Great Depression.

a. Americans borrowed money they could not pay back.

b. Many Americans bought stocks.

c. _____

9. Americans had hard times during the Great Depression.

a. Many Americans lost their land and their homes.

b. Many Americans were hungry.

c. _____

10. Presidents Hoover and Roosevelt had different ideas about helping people.

a. Hoover felt that helping people would destroy their freedom.

b. Roosevelt felt that it was the government's job to end the Great Depression.

c. _____

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Connecting History and the Environment • Floods

During the Great Depression, there were many floods in the eastern half of the United States. Americans had cut trees and plowed the soil to plant their crops. Part of the year, the soil was bare. When the rains came, the water had no plants to hold it. The water flooded streams and rivers. The floods caused loss of property. Many people died.

United States: Effects of Floods, 1929–1939

Year	Lives Lost	Value of Property Lost
1929	89	$ 68,098,000
1930	14	$ 15,850,000
1931	0	$ 2,808,000
1932	11	$ 10,295,000
1933	33	$ 36,679,000
1934	88	$ 10,362,000
1935	236	$127,127,000
1936	142	$282,549,000
1937	385	$440,738,000
1938	180	$101,098,000
1939	83	$ 13,834,000

Use the paragraph and the chart to answer the questions.

1. What part of the country had the most floods?

_____

2. Why did water run off the soil to rivers and streams?

_____

3. How many lives and how much property were lost in 1931?

_____

4. In which year were the most lives and property lost?

_____

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CHAPTER 19

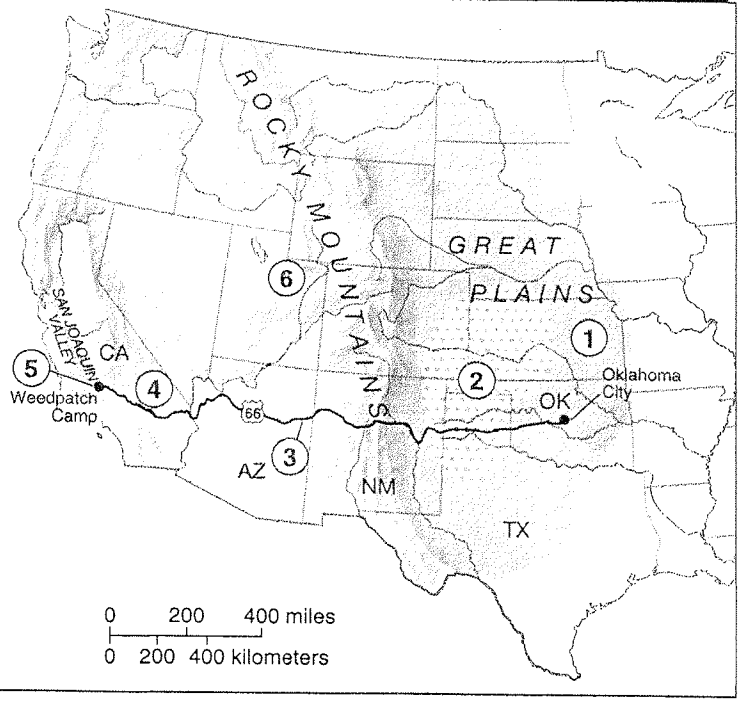
Challenge

128

Route 66 is a famous road. It is often called "the Mother Road" or "the road to opportunity." During the dust storms of the Great Depression, thousands of farm families left the Dust Bowl. Many piled their belongings into an old car or truck and headed for California on Route 66. Today, many Americans are working to restore Route 66 as a historic highway. On August 10, 1999, President Bill Clinton signed the National Route 66 Preservation Bill into law.

The Dust Bowl, 1930s

- City
- Area of greatest damage by dust storms
- Area also affected by dust storms
- Major highway
- (1) Great Plains: Drought forcing farmers off the land
- (2) Dust Bowl: Area of greatest damage from dust storms
- (3) Route 66: Main highway to California
- (4) Mojave Desert: Daytime temperatures of 120 degrees, need to drive at night
- (5) Weedpatch Camp: A federal camp for migrant workers, providing meals, health care, and schooling
- (6) Rocky Mountains: Steep hills, quick turns, and tricky driving



Suppose you and your family have left the Dust Bowl. You are on your way to California. Write a paragraph describing your travels along Route 66. Use information from the paragraph and the map.

_____

_____

_____

_____

_____

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Chapter 19 • Test B

A. Match each person or group of people with the event. Write the correct letter on the line.

_____ **1.** Bonus Army	**a.** camped out in the nation's capital
_____ **2.** Franklin Roosevelt	**b.** travel from place to place to harvest crops
_____ **3.** Herbert Hoover	**c.** called for relief payments
_____ **4.** migrant workers	**d.** signed a law that hurt foreign trade

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **5.** In the stock market crash of 1929, many people lost their money.

_____ **6.** Farm prices fell after World War I.

_____ **7.** Children were well fed during the Great Depression.

_____ **8.** Mexican immigrants and Mexican Americans faced many problems during the Great Depression.

_____ **9.** President Hoover began helping people at the start of the Great Depression.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. a. Explain how the Great Depression affected family life in the United States.

b. Discuss the hardships suffered by African Americans during the Great Depression.

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Comprehension Check

A. Match each term with its description. Write the correct letter on the line.

_____ **1.** The Three R's	**a.** Roosevelt's plan for giving help to people and businesses and making long-term changes in the economy
_____ **2.** The Brain Trust	**b.** created jobs for and returned lands to Native Americans
_____ **3.** Civilian Conservation Corps	**c.** provided jobs for young men from needy families
_____ **4.** Indian Reorganization Act	**d.** an agency to regulate radio, telephone, and telegraph systems
_____ **5.** Federal Communications Commission	**e.** a radio speech in which President Roosevelt explained his goals to Americans
_____ **6.** fireside chat	**f.** a group of experts that included Frances Perkins

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **7.** Congress passed few new laws during the Hundred Days.

_____ **8.** Eleanor Roosevelt spoke out in favor of civil rights.

_____ **9.** Liberals and conservatives agreed about the New Deal.

_____ **10.** Mildred "Babe" Didrikson and Jesse Owens were famous Olympic athletes.

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Voices From the Past • Mary McLeod Bethune

Mary McLeod Bethune (1875–1955) was an educator, an adviser to Presidents, and a civil rights activist. She was the daughter of former slaves in South Carolina.

Bethune held several top positions in national government. She was a friend of Eleanor Roosevelt and served in the Roosevelt administration. She was president of the National Association of Colored Women. She founded the National Council of Negro Women.

Bethune wanted to pass her ideas on to all African Americans. For that reason, she wrote "My Last Will and Testament." The last section has these words.

> I LEAVE YOU FINALLY A RESPONSIBILITY FOR OUR YOUNG PEOPLE. The world around us really belongs to youth for youth will take over its future.... Faith, courage, brotherhood, dignity, ambition, responsibility—these are needed today as never before. We must cultivate them [make them grow] and use them as tools for our task of completing the establishment of equality for the Negro.... The Freedom Gates are half-ajar. We must pry them fully open....

Answer the questions in complete sentences.

1. Who was Mary McLeod Bethune?

   _____

2. Why did Bethune write "My Last Will and Testament"?

   _____

3. What was the topic of Bethune's last section?

   _____

4. What does Bethune think children should work toward?

   _____

5. What is the meaning of "The Freedom Gates are half-ajar. We must pry them fully open. . . ."?

   _____

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Section 1: The New Deal Begins — Exercise 83

President Franklin Roosevelt believed that the government should help people who were hurt by the Great Depression. He started programs to help all Americans.

Match each term below with its definition. Write the correct letter on the line.

_____ **1.** New Deal

_____ **2.** The Three R's

_____ **3.** The Brain Trust

_____ **4.** Frances Perkins

_____ **5.** Fireside chats

_____ **6.** Civilian Conservation Corps

_____ **7.** Agricultural Adjustment Act

_____ **8.** Federal Emergency Relief Act

_____ **9.** Tennessee Valley Authority

_____ **10.** National Industrial Recovery Act

a. President Roosevelt's radio speeches

b. act that paid farmers not to grow crops

c. program of relief, recovery, and reform

d. organization that helped produce hydroelectric power

e. President Roosevelt's plan to help the U.S. economy

f. act that enforced codes for business

g. people who helped President Roosevelt during the Depression

h. act that relieved hardships caused by drought

i. program that provided jobs for young men

j. President Roosevelt's Secretary of Labor

CRITICAL THINKING

What do you think President Roosevelt meant when he said, "The only thing we have to fear is fear itself"? Do you agree or disagree? Write your answer on a separate sheet of paper.

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Using a Chart: Early New Deal Programs

Exercise 84

Early New Deal Programs		
Program	**Date**	**Purpose**
Civilian Conservation Corps (CCC)	March 1933	Provided jobs, such as planting trees and building small dams, for young men from needy families
Agricultural Adjustment Administration (AAA)	May 1933	Paid farmers not to grow crops so that farm prices would rise
Federal Emergency Relief Administration (FERA)	May 1933	Helped families needing food, housing, clothes
Tennessee Valley Authority (TVA)	May 1933	Built dams on the Tennessee River to control flooding and to help produce hydroelectricity, or electricity produced by the power of quickly moving water
National Industrial Recovery Act (NIRA)	June 1933	Made sure all businesses worked together

Use the chart to answer the questions below.

1. What program paid farmers not to grow crops?

_____

2. Which program was enacted first, the CCC or the NIRA?

_____

3. What three programs were enacted in May 1933?

_____

4. What did the Federal Emergency Relief Administration provide?

_____

5. Who benefited from the Civilian Conservation Corps?

_____

6. What do the letters TVA stand for?

_____

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Section 2: Social Reform and the New Deal — Exercise 85

Many Americans agreed with President Franklin Roosevelt's early plans to end the Great Depression. Other people felt he was asking the government to do too much.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. New Deal programs lowered taxes.

_____

2. Conservatives felt that New Deal programs did not do enough.

_____

3. The National Labor Relations Board gave workers the right to strike.

_____

4. The Social Security Act cared for older Americans who needed help.

_____

5. President Roosevelt asked that the Supreme Court have fewer justices.

_____

6. Women had a larger part in political decisions during the Depression.

_____

7. Native Americans were hurt by the Indian Reorganization Act of 1934.

_____

8. Eleanor Roosevelt spoke out in favor of segregation.

_____

CRITICAL THINKING

It is 1936. Write a letter to the editor of a newspaper stating your opinion on whether President Roosevelt should be reelected. Give facts to support your opinion. Write your letter on a separate sheet of paper.

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Section 3: Americans at Leisure — Exercise 86

The Great Depression caused serious problems for most Americans. Many turned to movies, the radio, sports, and books to escape their problems.

Match the people below with their descriptions. Write the correct letter on the line.

_____ **1.** Cary Grant

_____ **2.** Katharine Hepburn

_____ **3.** Margaret Mitchell

_____ **4.** Fred Astaire

_____ **5.** Jesse Owens

_____ **6.** "Satchel" Paige

_____ **7.** Pearl S. Buck

_____ **8.** John Steinbeck

_____ **9.** Stan Laurel and Oliver Hardy

_____ **10.** Joe DiMaggio

a. baseball player in a "Negro" league

b. winner of four gold medals in the 1936 Summer Olympic Games

c. author of *The Good Earth*

d. popular movie actor

e. author of *Gone With the Wind*

f. author of a book about Dust Bowlers

g. popular actor and dancer

h. popular movie actress

i. popular baseball player

j. popular comedy team

CRITICAL THINKING

Entertainment is a way for people to forget their problems. Make a chart comparing the things Americans do today to entertain themselves and what they did in the 1930s. Create your chart on a separate sheet of paper.

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Challenge

The Works Progress Administration (WPA) was a government agency that created jobs in construction and in the arts.

Works Progress Administration (WPA), 1935–1943
Employed: About 8.5 million people
Pay: Ranged from $15 to $90 per month
Construction projects: 650,000 miles of roads, 125,000 public buildings, 800 airports
Federal Theatre Project: Writers, directors, actors produced plays for children and adults.
Federal Writers' Project: Writers wrote state guides, local histories, and folklore collections.
Federal Arts Project: Artists and photographers created over 2,500 murals, 100,000 easel paintings, 17,700 sculptures, and 300,000 prints.

A. Use the chart to answer these questions.

1. In what years was the WPA a government agency?

   _____

2. What kinds of construction projects were completed by the WPA?

   _____

3. What did the Federal Theatre Project do?

   _____

B. You are an interviewer for the Federal Writers' Project. Interview an older person about his or her life and work. Write a story about the person's life on a separate sheet of paper.

Here are some methods WPA interviewers used.

- Make the person you are interviewing feel important.
- Tell a story about your life. Then ask the person to tell you one about his or her life.
- Pay attention to the way the person talks. Take notes. Then try to write the story the way the person talks.

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Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** dictator	**a.** a member of a political party who supports the rule of a dictator
_____	**2.** puppet state	**b.** a member of a political party in Germany that supported Adolf Hitler
_____	**3.** Nazi	**c.** a government that is under the control of another, stronger power
_____	**4.** Fascist	**d.** to lend or lease supplies to a country whose defense is needed to protect the United States
_____	**5.** lend-lease plan	**e.** a ruler with complete power in a country

B. Complete each sentence with a term from the box.

Fascist	Nazi	militarism
cash-and-carry policy	appeasement	

6. A plan for leaders to use the armed forces to take strong actions is called _____.

7. Giving in to another country's demands in order to keep peace is called _____.

8. A plan that lets nations at war buy goods that they could pay for in cash and then carry home is called _____.

9. Benito Mussolini was a _____ who glorified war.

10. Adolf Hitler was a _____ who blamed Jews and others for Germany's problems.

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Comprehension Check

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** During the 1920s, some European countries turned to strong leaders.

_____ **2.** Adolf Hitler said Germans were better than other people.

_____ **3.** In the 1930s, Japan became allies of Manchuria and China.

_____ **4.** Japan wanted to become a world power.

_____ **5.** Franklin Roosevelt wanted the lend-lease plan to help Great Britain fight France.

_____ **6.** After the Japanese attacked Pearl Harbor, Congress declared war on Japan.

B. Complete each sentence by writing the correct letter on the line.

_____ **7.** Joseph Stalin was

(a) a Fascist prime minister in Italy.

(b) a Nazi chancellor in Germany.

(c) a cruel leader of the Soviet Union.

_____ **8.** After Germany invaded Poland,

(a) France and Great Britain did nothing.

(b) France and Great Britain declared war on Germany.

(c) France and Great Britain declared war on Poland.

_____ **9.** Japan had few

(a) natural resources.

(b) people.

(c) industries.

_____ **10.** President Roosevelt believed

(a) the United States should stand up to dictators in Europe.

(b) Europe should solve its own problems, without help.

(c) his only job was to solve the problems of the economy.

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Using a Glossary

Exercise 87

A. Some terms from Chapter 20 are listed below. Find the terms in the Glossary in your textbook. Write the page number each term appears on in the Glossary.

1. New Deal _____

2. fireside chat _____

3. conservative _____

4. liberal _____

5. soap opera _____

6. anti-Semitism _____

B. Write the Glossary definition for each term.

7. fireside chat _____

_____

8. conservative _____

_____

9. liberal _____

_____

10. anti-Semitism _____

_____

C. Use the Glossary to answer the questions.

11. Which word is listed before **New Deal**? _____

12. Which word is listed after **soap opera**? _____

13. Which word is listed after **fireside chat**? _____

14. Which Word to Know from Chapter 20 appears on page 662 of the Glossary?

_____

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Section 1: Dictators in Europe

Exercise 88

After World War I, many Europeans struggled to rebuild their countries. Some turned to powerful dictators for help. This happened in Germany, the Soviet Union, and Italy.

A. Complete the chart below with the names of leaders and political parties.

Country	Leader	Political Party
Germany		
Soviet Union		
Italy		

B. Number the events below in the order that they happened.

_____ German forces enter the Rhineland.

_____ German forces take control of Czechoslovakia.

_____ German forces attack France.

_____ German forces take control of Austria.

CRITICAL THINKING

Many people followed leaders who were dictators, such as Adolf Hitler and Benito Mussolini. Why do you think people sometimes follow dictators? Write your answer on a separate sheet of paper.

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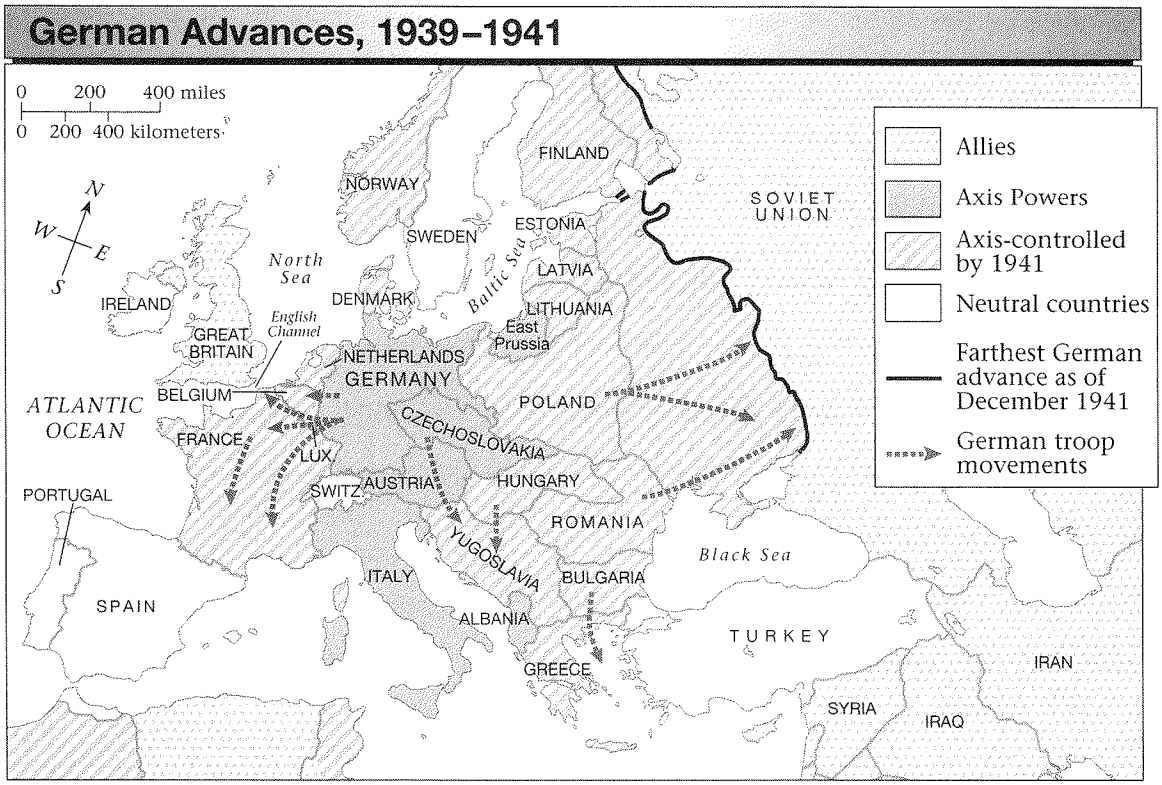
Using a Map: German Advances

Exercise 89



Use the map to answer the questions below.

1. From what two countries did Germany invade the Soviet Union?

   _____

2. What countries were neutral between 1939–1941?

   _____

3. What were three countries that German troops moved through?

   _____

4. Is Romania north or south of Lithuania?

   _____

5. How many countries did the Axis Powers control by 1941?

   _____

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Section 2: Japan Rises to Power

Exercise 90

During the 1930s, Japan wanted more land and resources. In 1931, Japan attacked Manchuria. Six years later, Japan attacked China. Japan was gaining military strength.

Answer the questions below.

1. Why did Japan need natural resources?

_____

2. What natural resources did Manchuria have that Japan wanted?

_____

3. What is a puppet state?

_____

4. What did Japanese military leaders plan to do after taking control of China?

_____

5. What happened in 1937?

_____

6. What two countries did Japan become allies with?

_____

7. What did Japan want to become?

_____

CRITICAL THINKING

Why do you think the United States was worried about Japan's plan of militarism in the 1930s? Write your answer on a separate sheet of paper.

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Building Your Skills • Recognizing Point of View

Practice

Before the United States entered World War II, people had different points of view about it. Here are two of them. The first is an isolationist's point of view. The second is the point of view of a person who wants the United States to enter World War II.

A. Should we not appreciate that we cannot right every wrong in this man-made world? We cannot police this world. To do so would require.... millions of soldiers.
—Representative James F. O'Connor, U.S. Congress, 1941

B. This is not a European war. Hitler has not confined [kept] his ambitions to Europe.... In the present state of the world only people who...fight and sacrifice for their freedom and rights can survive. We propose to survive.
—Major General John F. O'Ryan, World War I veteran, 1941

Answer the questions.

1. What is O'Connor's point of view about the war?

_____

2. What is O'Ryan's point of view about the war?

_____

3. How are O'Connor's and O'Ryan's points of view different?

_____

4. Why might O'Ryan be more likely to support the United States entering the war?

_____

5. Isolationists were against U.S. involvement in war. Which speaker is an isolationist?

_____

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Building Your Skills • Recognizing Point of View

Extension

The Japanese attack on Pearl Harbor ended most isolationism in Congress. On December 8, 1941, President Franklin Roosevelt asked Congress to declare war against Japan. All senators voted in favor of the declaration. One representative, however, voted against it. Her name was Jeannette Rankin. Franklin D. Roosevelt and Jeannette Rankin had very different ideas about winning a war.

A. No matter how long it may take us to overcome this premeditated [planned] invasion, the American people in their righteous might will win through to absolute victory.
—Franklin D. Roosevelt, Pearl Harbor Speech to Congress asking for a declaration of war against Japan, 1941

B. You can no more win a war than you can win an earthquake.
—Jeannette Rankin, ca. 1941

Answer the questions.

1. What point of view does Roosevelt have?

_____

2. What point of view does Rankin have?

_____

3. How might Roosevelt's position as President of the United States affect his point of view?

_____

4. Why do you think Rankin compares war to an earthquake?

_____

5. Rankin's point of view was so unpopular that she never held office again. Do you think she should have sided with the President? Explain.

_____

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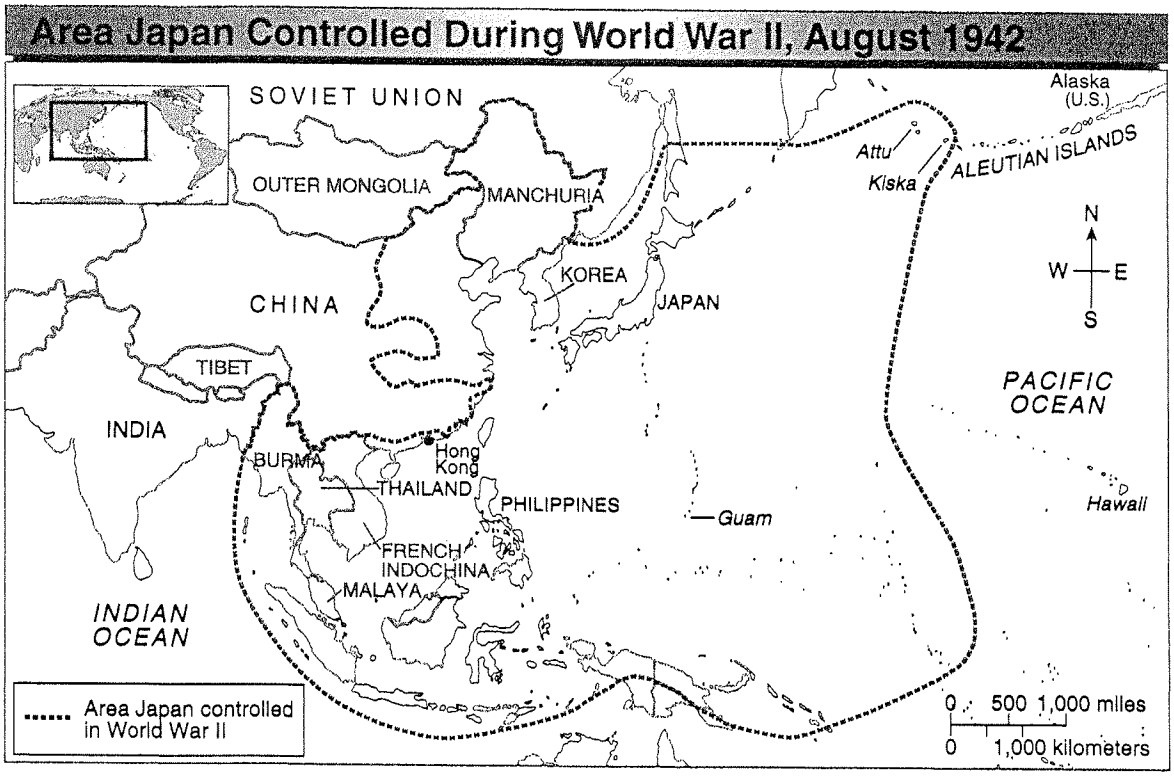
Challenge



Before and during World War II, Japan wanted to grow larger. Japan had few natural resources. Japanese leaders decided to get resources by taking over nearby countries.

A. Follow the directions.

1. Circle the islands of the nation of Japan on the map.
2. Color or shade the areas Japan controlled.
3. Draw a box around Hawaii.

B. Use the map and key to answer the questions.

4. What are two Aleutian Islands that Japan controlled?

_____

5. What U.S. possession in the mid-Pacific was outside the area of Japanese control?

_____

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Section 3: From Isolation to Pearl Harbor — Exercise 91

Americans did not want to fight in another war. However, when the United States saw how dangerous Hitler was, it began to help the Allies. Soon the United States was drawn into the war.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. In the 1930s, many members of Congress wanted the United States to go to war.

   _____

2. Franklin Roosevelt believed that the United States should stay out of the problems of other nations.

   _____

3. Franklin Roosevelt was the first President elected more than twice.

   _____

4. President Roosevelt asked for the first peacetime draft in U.S. history.

   _____

5. To help Germany, President Roosevelt asked Congress to pass a lend-lease plan.

   _____

6. Japan bombed Pearl Harbor on December 7, 1941.

   _____

7. President Roosevelt asked Congress to declare war on Japan after the attack on Pearl Harbor.

   _____

CRITICAL THINKING

Write a news report announcing the attack on Pearl Harbor. Remember to answer the five *w*'s: *who*, *what*, *when*, *where*, and *why*. Use a separate sheet of paper for your report.

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Section 1: A World at War Again

Exercise 92

In 1941, the United States declared war on Japan. It joined the Allied forces against Germany, Italy, and Japan. The Allies made a plan for war.

Complete the chart below. Give two effects for each cause. The first one is done for you.

Cause	Effects
A. As soon as war was declared, the United States needed to mobilize its forces.	**1.** More than 10 million men were drafted. **2.**
B. American troops were trapped at Bataan.	**3.** **4.**
C. The Allies needed a plan for winning World War II.	**5.** **6.**

CRITICAL THINKING

President Roosevelt, Winston Churchill, and Joseph Stalin agreed on a plan to defeat the Axis powers. Why was this so important? Write your answer on a separate sheet of paper.

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CHAPTER 22

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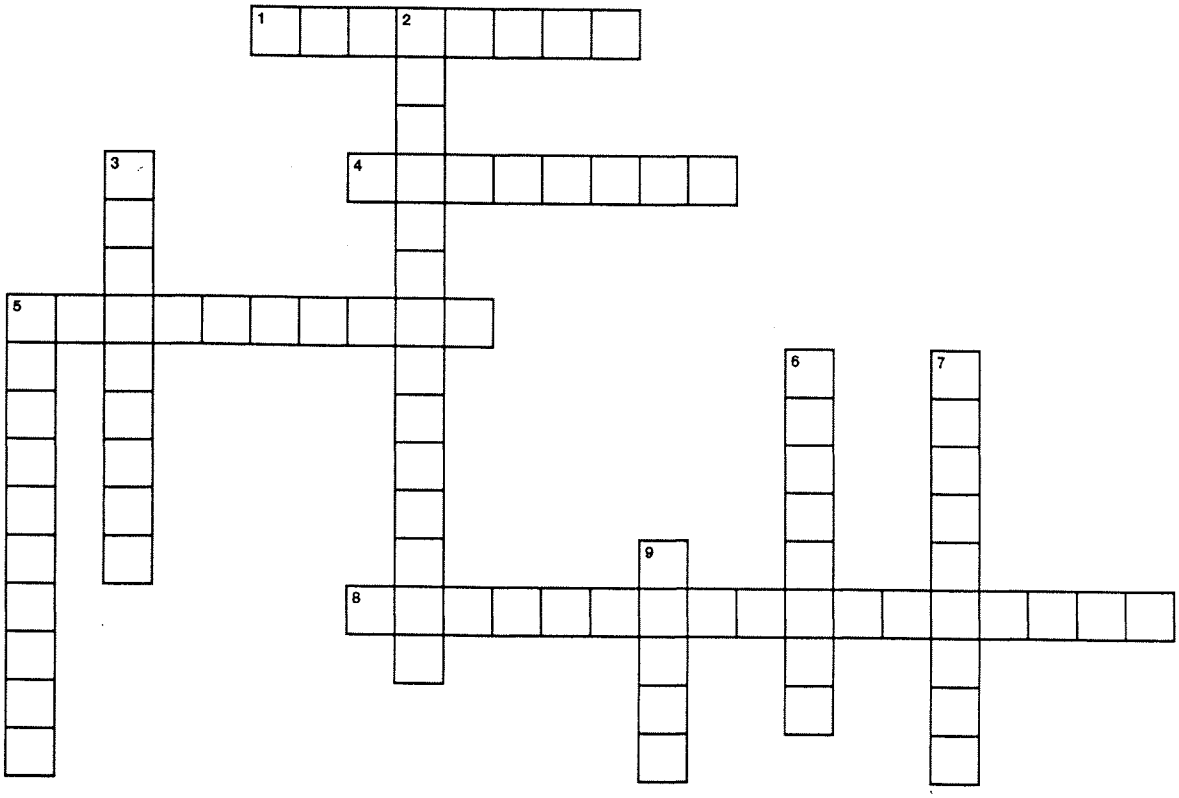
Words to Know

Use these terms to complete the crossword puzzle.

Axis Powers	mobilize	siege	partisan
amphibious landing	rationing	internment camp	Holocaust
genocide	atomic bomb		



Across

1. to get ready for war
4. the planned murder of an entire people
5. a nuclear bomb with enormous power to harm
8. a planned movement of troops from the sea

Down

2. a prisonlike place in which people are held during a war
3. the mass murder of millions of Jews by the Nazis
5. the countries that fought the Allies in World War II
6. a person who strongly believes in a cause
7. limiting the amount of something that each person can buy
9. a military blocking of a city to force its surrender

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Section 2: The Allies Strike Back — Exercise 93

For nearly three years, the Allied forces struggled to control North Africa. In 1942, the Allies moved across the Pacific to try to defeat the Japanese troops there.

Complete each sentence with a term from the box.

Tokyo	Erwin Rommel	Dwight D. Eisenhower	Italy
desert	island-hopping	Midway Island	code talkers

1. Fighting in North Africa was difficult because troops had to fight in a _____.
2. The leader of the German forces in North Africa was _____.
3. The leader of the American forces in North Africa was _____.
4. From North Africa, the Allied forces moved across the Mediterranean Sea to attack _____.
5. American bombers dropped bombs on factories and railroad yards in _____.
6. The first major defeat for the Japanese took place on _____.
7. To defeat the Japanese, the Americans used a plan they called _____.
8. More than 400 Navajos served in the U.S. Marines as _____.

CRITICAL THINKING

You are a member of the armed forces under General Dwight D. Eisenhower. Write a journal entry about fighting in the war in North Africa. Describe how the climate affected you. Write your journal entry on a separate sheet of paper.

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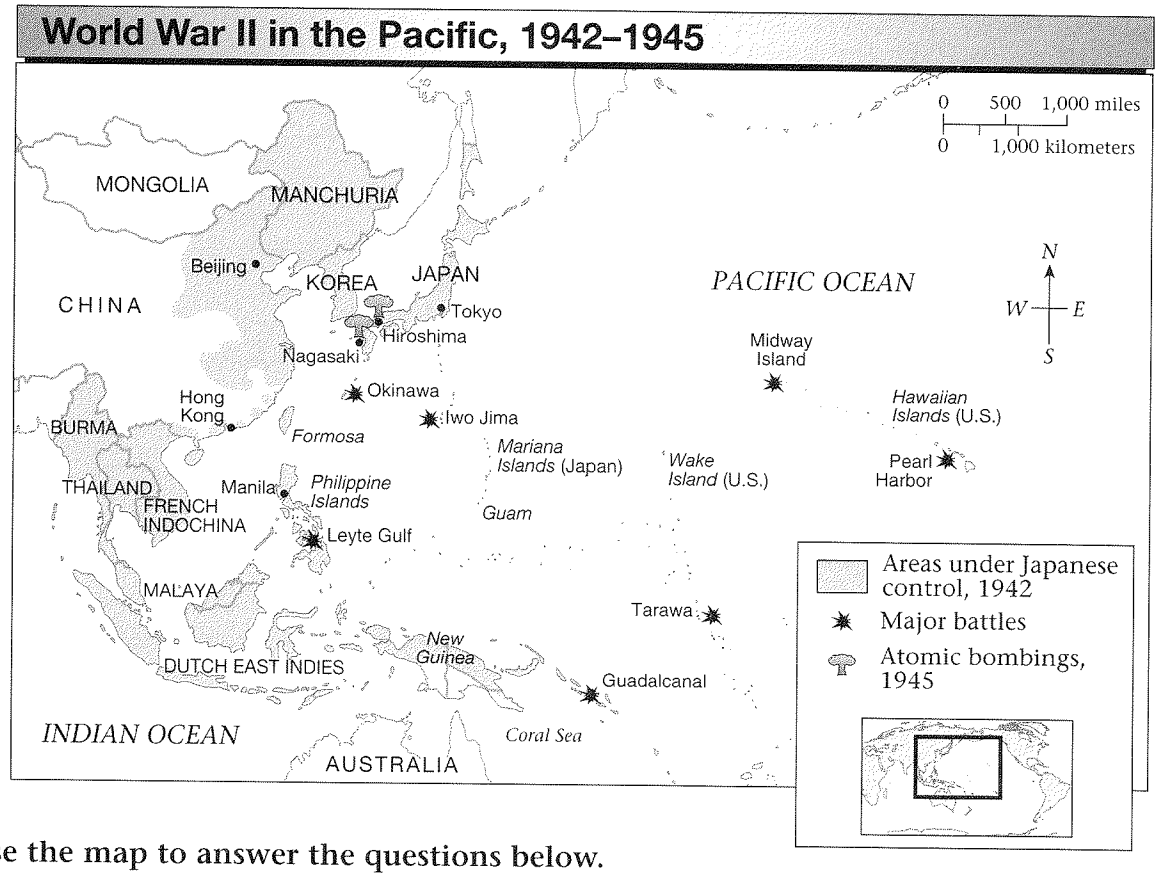
Using a Map: World War II in the Pacific

Exercise 94



Use the map to answer the questions below.

1. What battle took place the farthest south?

_____

2. What country controlled Indochina?

_____

3. How many battles are shown on this map?

_____

4. In which country is Hong Kong located?

_____

5. What battle took place closest to the Philippine Islands?

_____

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Section 3: The War at Home

Exercise 95

Americans on the home front helped the war effort. Many Americans worked in factories to make war supplies. African Americans and Latinos faced discrimination. Loyal Japanese Americans were treated unfairly.

Answer the questions below.

1. What were two ways that older Americans helped the war effort?

_____

2. How did children help the war effort?

_____

3. What was the job of the fuel agency?

_____

4. What were two ways that women helped the war effort?

_____

5. What was one way that African Americans were discriminated against in the armed forces?

_____

6. What jobs did Latinos on the home front take on?

_____

7. Why were many Japanese Americans placed in internment camps?

_____

8. How did many Japanese American men show their loyalty to the United States?

_____

CRITICAL THINKING

Create a poster encouraging teenagers in the 1940s to help the war effort at home. Choose ways of helping that you think would interest teenagers. Make your poster on a separate sheet of paper.

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Section 4: Winning the War

Exercise 96

The D-day invasion brought the Allies closer to victory in Europe.
The Allies learned about the Holocaust after Germany surrendered.
Dropping the atomic bomb ended World War II.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. The D-day invasion led to the Allied victory in Europe.	**1.** On June 6, 1944, Allied troops landed in Normandy, in Northern France. **2.**
B. Allied troops were shocked by evidence of the Holocaust.	**3.** **4.**
C. President Harry Truman ordered that two atomic bombs be dropped on Japan.	**5.** **6.**

CRITICAL THINKING

Write a letter to President Truman. Explain why you agree or disagree with his decision to use the atomic bomb. Write your letter on a separate sheet of paper.

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Comprehension Check

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** Germany, France, and Japan led the Axis Powers.

_____ **2.** Franklin Roosevelt, Joseph Stalin, and Winston Churchill were called the Big Three.

_____ **3.** Midway was the first big victory for the Japanese.

_____ **4.** On D-day, the Allies crossed the English Channel from Britain to France.

_____ **5.** In death camps, the Nazis murdered millions of Jews and other people.

_____ **6.** The United States dropped two atomic bombs on Japan.

_____ **7.** Women in the military did not live under the same dangerous conditions as male soldiers.

B. The main ideas are underlined. Add a detail under each main idea.

8. African Americans helped win the war.

a. Many African Americans joined the armed forces.

b. African Americans formed the 332nd Fighter Group.

c. _____

9. Latinos helped win the war.

a. Many Latinos joined the armed forces.

b. About one in four men on the Bataan Death March was Mexican American.

c. _____

10. Japanese Americans were treated unfairly.

a. Roosevelt ordered many Japanese Americans from their homes.

b. Japanese Americans were forced to move to internment camps.

c. _____

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Voices From the Past • Ernie Pyle

Ernie Pyle was a reporter during World War II. His column appeared in 400 daily and 300 weekly newspapers around the world. To millions of Americans, Pyle was the voice of the soldier. Pyle liked to write about the infantryman, or "common foot soldier."

In one column he wrote,

> I love the infantry because they are the underdogs. They are the mud-rain-frost-and-wind boys. They have no comforts, and they even learn to live without the necessities. And in the end they are the guys that wars can't be won without.

To sum up the war, he wrote,

> There was nothing macho about the war at all. We were a bunch of scared kids who had a job to do.

Answer the questions in complete sentences.

1. Who was Ernie Pyle?

_____

2. Who did Pyle write about?

_____

3. What did Pyle think of the infantryman, or foot soldier?

_____

4. What was Pyle's idea about war?

_____

5. In 1945, Ernie Pyle was killed by Japanese machine-gun fire on a small island in the Pacific. Why do you think some journalists are willing to risk their lives to tell a story?

_____

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Name _____ Date _____

Challenge

A. Use information from the chapter to complete the chart.

World War II: Some Key Events		
Who	**What**	**When**
Japan		December 7, 1941
Germany and Italy		December 11, 1941
Franklin Roosevelt	ordered Japanese Americans to internment camps	
	attacked Rommel in North Africa	1942
	defeated the Japanese at the Battle of Midway	June 4, 1942
Allies		June 6, 1944
Roosevelt		April 12, 1945
	surrendered	May 7, 1945
	droppped the atomic bomb on Hiroshima	
Japan		August 14, 1945

B. Choose one event from the chart. Write a paragraph explaining why that event is important.

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Name _____ Date _____

Words to Know

A. Choose the best ending for each sentence. Write the correct letter on the line.

_____ **1.** A satellite is a

(a) powerful country.

(b) country with a space program.

(c) country controlled by a more powerful country.

_____ **2.** Containment is a policy of

(a) preventing a country from expanding its power and threatening other countries.

(b) surrounding a nation.

(c) arming a nation.

_____ **3.** A superpower is

(a) a high energy producer.

(b) a country that is a top world power.

(c) a nuclear plant.

_____ **4.** A blacklist

(a) helped people on the list.

(b) is a list of people who are not approved for employment.

(c) got jobs for people on the list.

B. Complete each sentence with a term from the box.

iron curtain	cold war	space race
McCarthyism	demilitarized zone	fallout

5. The imaginary wall between Communist nations and other parts of Europe was called an _____.

6. The _____ was an area in Korea where no military forces were allowed after the Korean War.

7. A _____ is a war without fighting between armed forces.

8. An atomic bomb produces radioactive waste called _____.

9. *Sputnik* started a contest between the Soviet Union and the United States called the _____.

10. The hunt for Communists in the United States was called _____.

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Name _____ Date _____

Section 1: The Cold War Begins — Exercise 97

After World War II, a cold war broke out between the United States and the Soviet Union. The United States worked to stop the spread of communism.

Match each term below with its description. Write the correct letter on the line.

_____ **1.** Soviet satellites

_____ **2.** iron curtain

_____ **3.** cold war

_____ **4.** containment

_____ **5.** Truman Doctrine

_____ **6.** Marshall Plan

_____ **7.** Berlin airlift

_____ **8.** NATO

_____ **9.** Warsaw Pact

a. United States plan to contain communism

b. pact including the Soviet Union and its satellites

c. plan to rebuild factories and schools in Europe

d. countries controlled by the Soviet Union

e. imaginary wall that separated free European countries from Communist countries

f. conflict between countries without military action

g. program to send supplies to West Berlin

h. North Atlantic Treaty Organization

i. policy of preventing the expansion of the power of one country by another country

CRITICAL THINKING

Why do you think the United States was against the spread of communism after World War II? What dangers concerned Americans? Write your answer on a separate sheet of paper.

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Name _____ Date _____

Section 3: The Cold War at Home — Exercise 100

Many Americans were afraid of communism. The House Un-American Activities Committee was formed. In 1957, the United States entered a space race with the Soviet Union.

A. Match each name with a description. Write the correct letter on the line.

_____ **1.** the Rosenbergs

_____ **2.** Joseph McCarthy

_____ **3.** *Sputnik*

_____ **4.** *Explorer I*

a. first U.S. satellite

b. Americans accused of giving atomic secrets to the Soviets

c. first satellite launched into space

d. senator who claimed to have a list of Communists

B. Answer the questions below.

5. What did the House Un-American Activities Committee do?

_____

6. Why were many people in the movie industry blacklisted?

_____

7. What secret knowledge did Senator McCarthy claim to have?

_____

8. What was one thing the National Defense Education Act did?

_____

CRITICAL THINKING

You are a member of Congress in the 1950s. Write a short speech explaining why you have voted for or against the National Defense Education Act. Write your speech on a separate sheet of paper. Give your speech in class.

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Name _____ Date _____

Comprehension Check

A. Match each term with its description. Write the correct letter on the line.

_____ **1.** Marshall Plan	**a.** the American space agency
_____ **2.** Berlin Airlift	**b.** the plan to help countries fight against communism
_____ **3.** NATO	**c.** a plan to help Europeans rebuild after World War II
_____ **4.** Warsaw Pact	**d.** a military group that included the Soviet Union and its satellites
_____ **5.** Truman Doctrine	**e.** the American response to Soviet actions in Germany in 1948
_____ **6.** NASA	**f.** a military group that includes the United States, Canada, and some European countries

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **7.** After World War II, the Soviet Union set up Communist governments in countries freed by Soviet troops.

_____ **8.** President Harry Truman sent U.S. troops to help South Korea fight North Korea.

_____ **9.** The United States favored Chiang Kai-shek and the Nationalists in China.

_____ **10.** The Rosenbergs were found not guilty of giving atomic secrets to the Soviets.

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Name _____ Date _____

Connecting History and World Government • UNICEF

UNICEF is the United Nations Children's Fund. It is a United Nations (UN) agency that works to help young people around the world. The agency helps young people who are victims of war, natural disaster, poverty, violence, and abuse. It also protects people with disabilities.

Important Dates in UNICEF History	
1945	The United Nations is formed.
1953	UNICEF becomes a permanent agency of the UN.
1965	UNICEF receives the Nobel Peace Prize.
1979	International Year of the Child. UNICEF sponsors activities and deals with problems such as child labor.
1990	World Summit for Children. Many leaders around the world agree to goals to help the world's children for the year 2000.
1999	UNICEF helps children in Kosovo and other Balkan lands after the air war.

Use the paragraph and the chart to answer the questions.

1. What is UNICEF?

_____

2. When did UNICEF become a permanent agency of the UN?

_____

3. What prize did UNICEF receive?

_____

4. What did UNICEF do for the International Year of the Child?

_____

5. If you could attend a World Summit for Children, what topic would you want to discuss?

_____

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CHAPTER 23

Challenge

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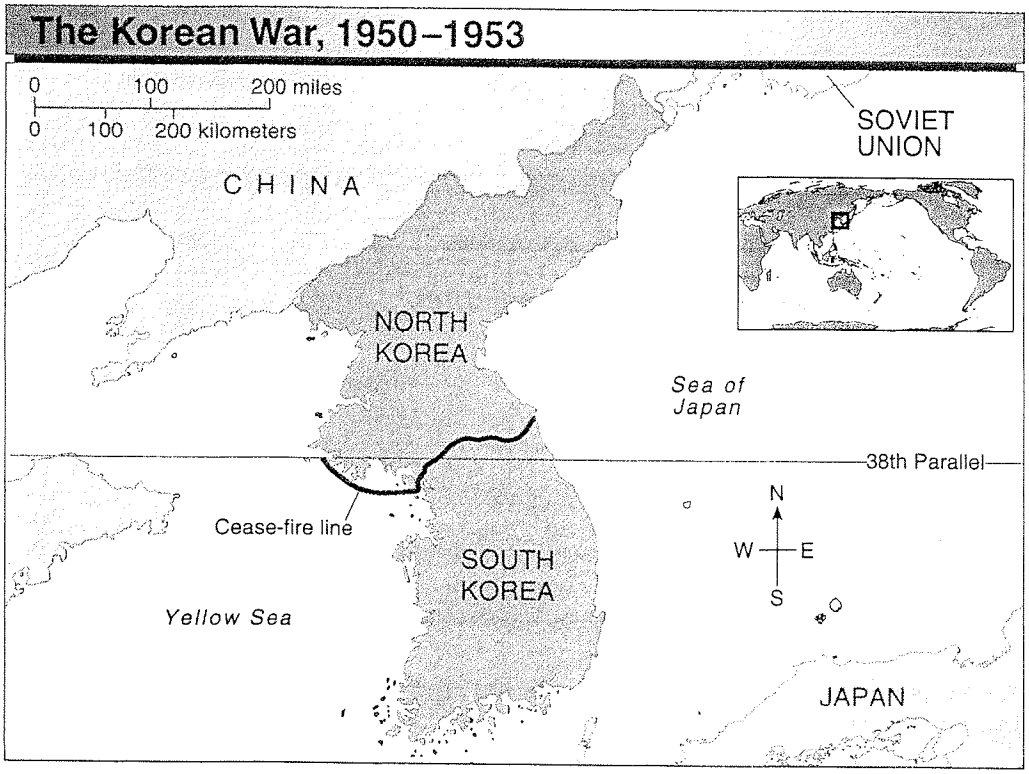

A. Use the map to answer the questions.

1. Which two countries border North Korea to the north?

   _____

2. Which country is southeast of South Korea?

   _____

3. The cease-fire line was located near which parallel?

   _____

4. What is the sea west of South Korea?

   _____

B. More than five million American men and women served in the Korean War. More than 140,000 were injured or killed. A Korean War Veterans Memorial was dedicated in 1995. In what other ways can we remember and honor war veterans? Write your answer in a paragraph on a separate sheet of paper.

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Name _____ Date _____

Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** automation	**a.** a business that provides a service for others
_____	**2.** service industry	**b.** a person who buys and uses products
_____	**3.** consumer	**c.** a period when the economy slows down
_____	**4.** generation gap	**d.** a large difference in taste and values between young people and their parents
_____	**5.** recession	**e.** the use of machines to do jobs once done by people

B. Complete each sentence with a term from the box.

baby boom	suburb	generation gap
consumer	interstate highway system	

6. Anyone who shops in a mall is a _____.

7. Many people work in a city and live in a nearby place called a _____.

8. The U.S. government built a network of roads called the _____.

9. When teenagers and parents strongly disagree about music, movies, and clothes, there is a _____.

10. The increase in births after World War II was a _____.

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CHAPTER 24

Comprehension Check

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A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** The GI Bill helped World War II veterans adjust to life during peacetime.

_____ **2.** The American economy grew after World War II.

_____ **3.** Television had little effect on American life during the 1950s.

_____ **4.** Rock 'n' roll music started in the South.

_____ **5.** Dwight Eisenhower was unknown before he ran for President.

_____ **6.** Eisenhower wanted to build an interstate highway system.

_____ **7.** Automation did not help farmers.

B. The main ideas are underlined. Add a detail under each main idea.

8. The GI Bill provided help for veterans after the war.

a. The bill provided unemployment pay.

b. The bill provided special loans.

c. _____

9. After World War II, family life changed.

a. Many people got married and had children.

b. Many people bought homes.

c. _____

10. The interstate highway system changed the American economy and way of life.

a. The trucking industry grew.

b. More people drove to work.

c. _____

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Section 1: Progress and Change — Exercise 101

The G.I. Bill of Rights helped veterans who returned from World War II. In the 1950s, changes took place in workplaces, in family life, and in health care.

Answer the questions below.

1. What were two ways that the G.I. Bill of Rights helped veterans?

_____

2. Why did many American businesses spend money on factories and machines after the war?

_____

3. How did automation help factories?

_____

4. What were some kinds of white-collar jobs in the 1950s?

_____

5. What was the baby boom?

_____

6. What were two changes that improved health care in the 1950s?

_____

7. What contributions did Jonas Salk and Albert Sabin make to medicine?

_____

CRITICAL THINKING

After World War II, the huge increase in births was called the baby boom. How did the baby boom help the American economy? Write your answer on a separate sheet of paper.

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Making a Chart: U.S. Highway System

Exercise 104

Complete the chart below. List the good points and bad points about the interstate highway system. The first one is done for you.

Good Points	Bad Points
1. The interstate highway system created better roads.	**1.**
2.	**2.**
3.	**3.**
4.	**4.**

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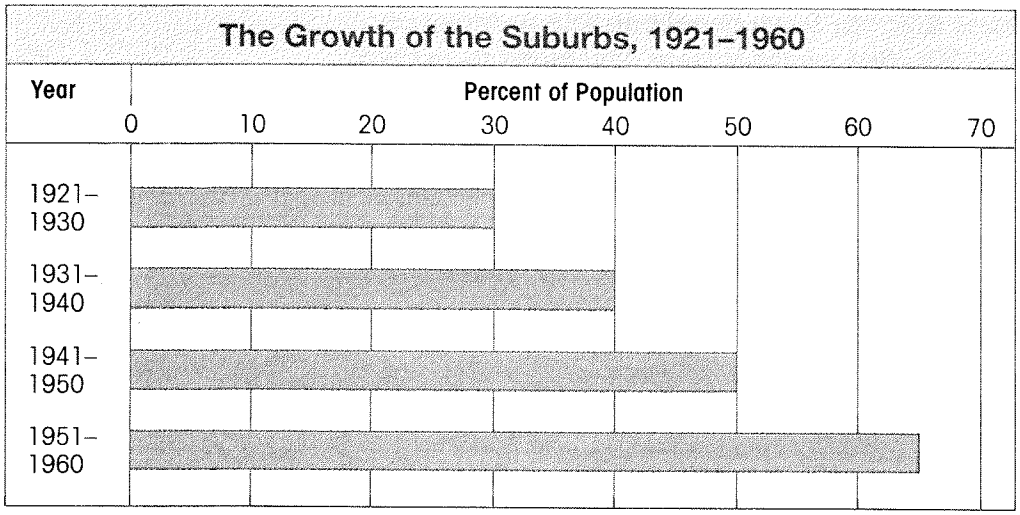
Building Your Skills • Reading A Graph

Practice



Use the graph to answer the questions.

1. What is the subject of this graph?

_____

2. What years does this graph cover?

_____

3. What do the numbers at the top of the graph show?

_____

4. What do the numbers at the left side of the graph show?

_____

5. According to the graph, when did suburbs grow the most?

_____

6. What was the percent of the population in the suburbs between 1931 and 1940?

_____

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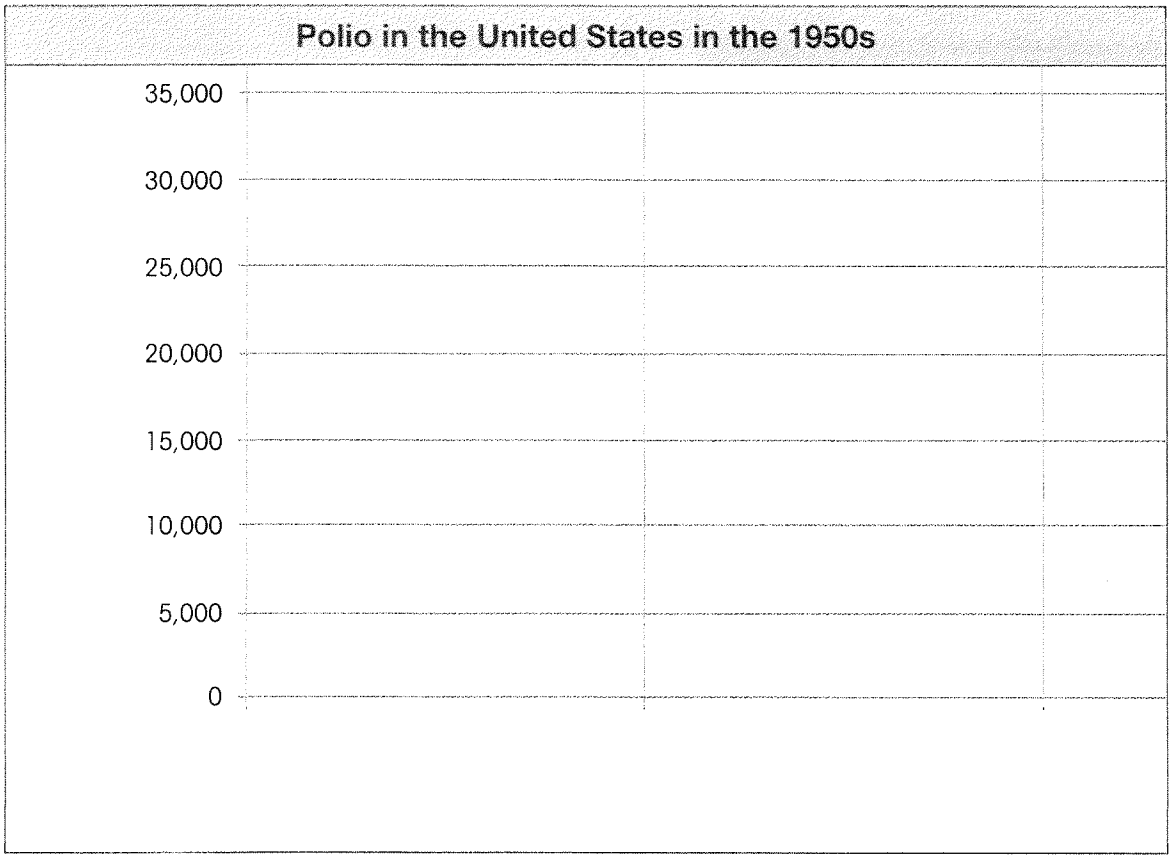
Building Your Skills • Reading A Graph

Extension

Polio is a serious illness that can leave people unable to move on their own. During the 1950s, two vaccines were developed to prevent polio. These vaccines made the number of polio cases in the United States go down. A line graph can show this information in an easy, organized way.



Follow the directions to make a line graph above.

1. Label the left side of the graph "Approximate number of polio cases." Label the bottom of the graph "Years."

2. Write these years at the bottom of the graph, from left to right: 1950, 1955, 1960.

3. Put these points on the graph: 33,300 cases in 1950, 29,000 cases in 1955, 3,190 cases in 1960.

4. Connect the points to make a line.

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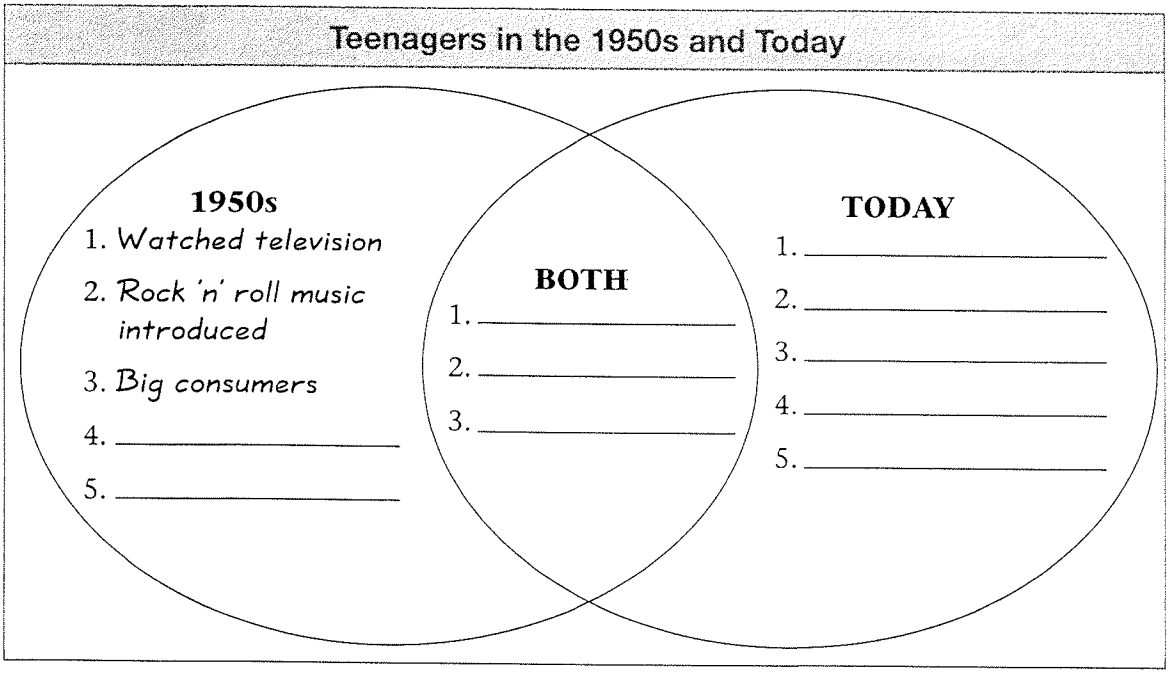
Challenge

You have learned about teenagers during the 1950s. In some ways, they were like teenagers today. In other ways, they were different.

A. Use information from the chapter and your own life to complete the diagram.



B. How are you most like a teenager of the 1950s? Write your answer in a paragraph.

_____

_____

_____

_____

_____

_____

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Name _____ Date _____

Words to Know

A. Choose the best ending for each sentence. Write the correct letter on the line.

_____ **1.** To integrate is to

(a) have police protection.

(b) open to people of all backgrounds; to bring together.

(c) force certain people to attend.

_____ **2.** A sit-in is a non-violent protest in which people

(a) refuse to work on holidays.

(b) sit down while working.

(c) sit down and refuse to get up.

_____ **3.** Civil disobedience is a

(a) non-violent refusal to obey laws or demands in order to cause change.

(b) violation of local laws but not federal laws.

(c) plan to break laws.

_____ **4.** A boycott is a

(a) way to sit on a bus.

(b) refusal to spend any money.

(c) non-violent protest in which people refuse to buy products or use services.

B. Complete each sentence with a term from the box.

appeal	boycott	sit-ins
desegregate	civil disobedience	executive order

5. A rule made by the President of the United States is an _____.

6. In *Brown* v. *Board of Education of Topeka,* Brown and the NAACP decided to _____ to the Supreme Court.

7. Nine African American students were chosen to _____ Central High School, in Little Rock.

8. During the Montgomery bus _____, African Americans refused to ride the buses to protest unfair treatment.

9. Many students took part in _____ to desegregate lunch counters in the South.

10. When African American and white Freedom Riders sat together on interstate buses, they were practicing _____.

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Name _____ Date _____

Section 1: Early Gains for Equal Rights — Exercise 105

After World War II, African Americans struggled for equal rights. They worked to integrate sports, entertainment, and the military.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. Jim Crow laws segregated African Americans and white Americans.

   _____

2. In *Plessy* v. *Ferguson*, the Supreme Court said that "separate but equal" laws were legal.

   _____

3. There were many Jim Crow laws in the North.

   _____

4. President Truman signed an executive order that segregated the armed forces.

   _____

5. In 1954, the Defense Department said that there would no longer be any African American units in the armed forces.

   _____

6. Jackie Robinson was the first African American to play professional football.

   _____

7. In the early 1950s, many laws that allowed discrimination against African Americans were changed.

   _____

CRITICAL THINKING

The idea of "separate but equal" usually turns out to be "separate but unequal." In what ways are people who are forced to be "separate" really not "equal"? Write your answer on a separate sheet of paper.

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Section 2: Fighting for an Equal Education — Exercise 106

In the early 1950s, many public schools in the United States were still segregated. In 1954, a Supreme Court decision ended segregation in public schools throughout the United States.

Answer the questions below.

1. How were schools in the South different for African American children and white children?

_____

2. Why did Oliver Brown want his daughter to go to an all-white school?

_____

3. How did the NAACP help Oliver Brown?

_____

4. Who was Thurgood Marshall?

_____

5. What did Chief Justice Earl Warren write in the *Brown* decision?

_____

6. Why did Governor Orval Faubus send the Arkansas National Guard to Central High School in 1957?

_____

7. What did President Eisenhower do to protect the Little Rock Nine?

_____

CRITICAL THINKING

Why do you think the Little Rock Nine deserve to be admired? Give two reasons for your opinion. Write your answer on a separate sheet of paper.

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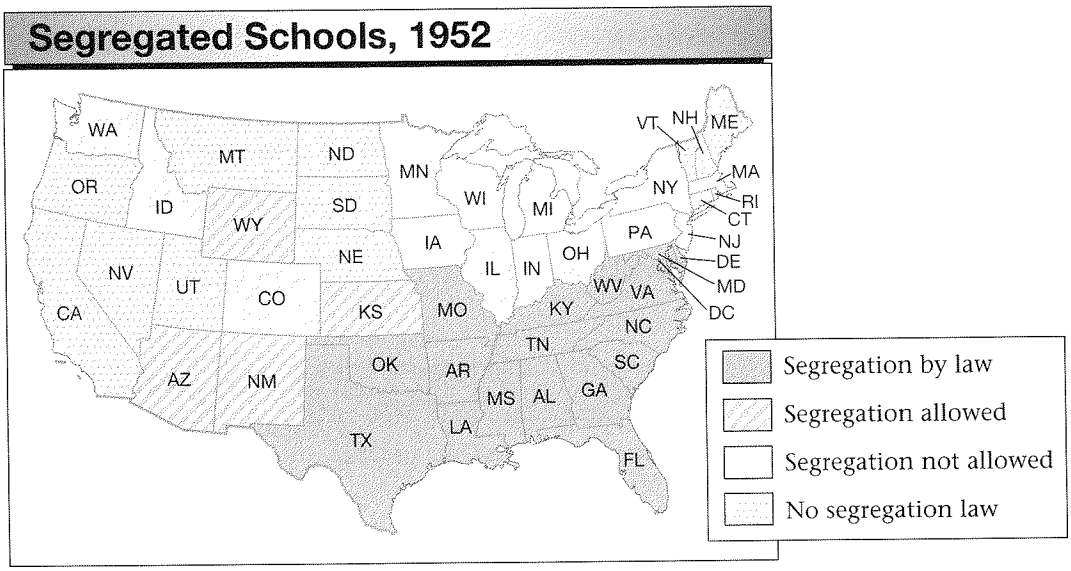
Using a Map: Segregated Schools

Exercise 107



Use the map to answer the questions below.

1. What were three western states that allowed segregation?

   _____

2. What were three southern states that allowed segregation?

   _____

3. What were three states that did not have segregation laws?

   _____

4. Which region had the most states with segregated schools?

   _____

5. Which state had no segregation law, Maine (ME) or Georgia (GA)?

   _____

6. Which state allowed segregation, Texas (TX) or Idaho (ID)?

   _____

7. Which region had the most states where segregation was not allowed?

   _____

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Section 3: Protests and Marches for Equality

Exercise 108

Beginning in the 1950s, African Americans used bus boycotts and sit-ins to fight segregation. White Americans joined them in freedom rides and marches. Finally, the Civil Rights Act of 1964 was passed.

Complete the chart below. Give two effects for each cause. The first one is done for you.

Cause	Effects
A. Rosa Parks refused to give her seat on a bus to a white passenger.	**1.** The bus driver called the police. **2.**
B. In 1960, four African American students went to a Greensboro, North Carolina, lunch counter and sat down.	**3.** **4.**
C. The Civil Rights Act of 1964 was passed.	**5.** **6.**

CRITICAL THINKING

It is 1955. You are a newspaper reporter interviewing Dr. Martin Luther King, Jr. On a separate sheet of paper write five questions you would like to ask Dr. King.

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Comprehension Check

A. Use the events in the box to complete the chart.

- Jackie Robinson integrates professional baseball.
- The Voting Rights Act is passed.
- Central High School is ordered to desegregate.
- Sit-ins integrate lunch counters.
- Dr. Martin Luther King, Jr., writes "Letter from Birmingham Jail."
- Dr. King gives his "I Have a Dream" speech in Washington, D.C.

Major Events in the Fight for Equal Rights, 1947–1965

Date	Place	Event
1947	Brooklyn, NY	
1948	Washington, D.C.	Harry Truman issues executive order to integrate military.
1954	Washington, D.C.	Supreme Court decides *Brown* v. *Board of Education of Topeka*. Schools must desegregate.
1955	Montgomery, AL	Rosa Parks refuses to give up her seat. Bus boycott begins.
1957	Little Rock, AR	
1960	Greensboro, NC	
1961	Throughout the South	Freedom Riders integrate interstate buses, stations.
1963	Birmingham, AL	
1963	Washington, D.C.	
1964	Throughout the South	Freedom Summer, disappearance of three civil rights volunteers, voter registration.
1965	Washington, D.C.	

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B. Choose the event that interests you most. Write a paragraph describing it on a separate sheet of paper.

Name _____ Date _____

Voices From the Past • Rosa Parks

Rosa Parks is often called "the mother of the civil rights movement." On December 1, 1955, she refused to stand up and give up her seat on a bus. Her refusal led to a bus boycott. This boycott led to other non-violent protests for equal rights.

In an interview in 1995, Rosa Parks talked about her early life. She said her mother was a teacher in a little school who "believed in freedom and equality for people." Parks said her mother showed her what she believed by "her attitude and the way she talked."

Parks said this is what happened in 1955, after she refused to give up her seat.

> Two policemen came on the bus and one asked me if the driver had told me to stand and I said, yes. And he wanted to know why I didn't stand, and I told him I didn't think I should have to stand up. And then I asked him, why did they push us around? And he said and I quote him, "I don't know, but the law is the law and you are under arrest."

Answer the questions.

1. Why is Rosa Parks often called "the mother of the civil rights movement"?

_____

2. What did Parks's mother say to affect her thinking?

_____

3. What did Parks ask the policeman?

_____

4. Why did refusing to give up a seat on the bus take courage?

_____

5. What is the meaning of "the law is the law"?

_____

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Words to Know

A. Complete each sentence with a term from the box.

tungsten	yurt	loot
satellite	strategic	

1. A _____ is a movable round tent covered in felt or animal skins.
2. Mongolia exports _____, a metal used to make light bulbs.
3. During the Mongol empire, warriors would _____ conquered cities.
4. Mongolia is no longer a _____ of the former Soviet Union.
5. Mongolia has an important _____ location between Russia and China.

B. Write *true* or *false* next to each sentence below.

_____ 6. Cities that surrendered without a fight to the Mongol warriors were looted.

_____ 7. Most Mongolians are still nomadic and live in yurts that can easily be moved.

_____ 8. The Soviet government was very interested in having Mongolia as a satellite country because it gave the Soviets protection against the British.

_____ 9. The Communist government began to change Mongolia when it mined Mongolia's natural resources of coal, copper, gold, tin, and tungsten.

_____ 10. The Soviet Union was not interested in Mongolia for strategic reasons.

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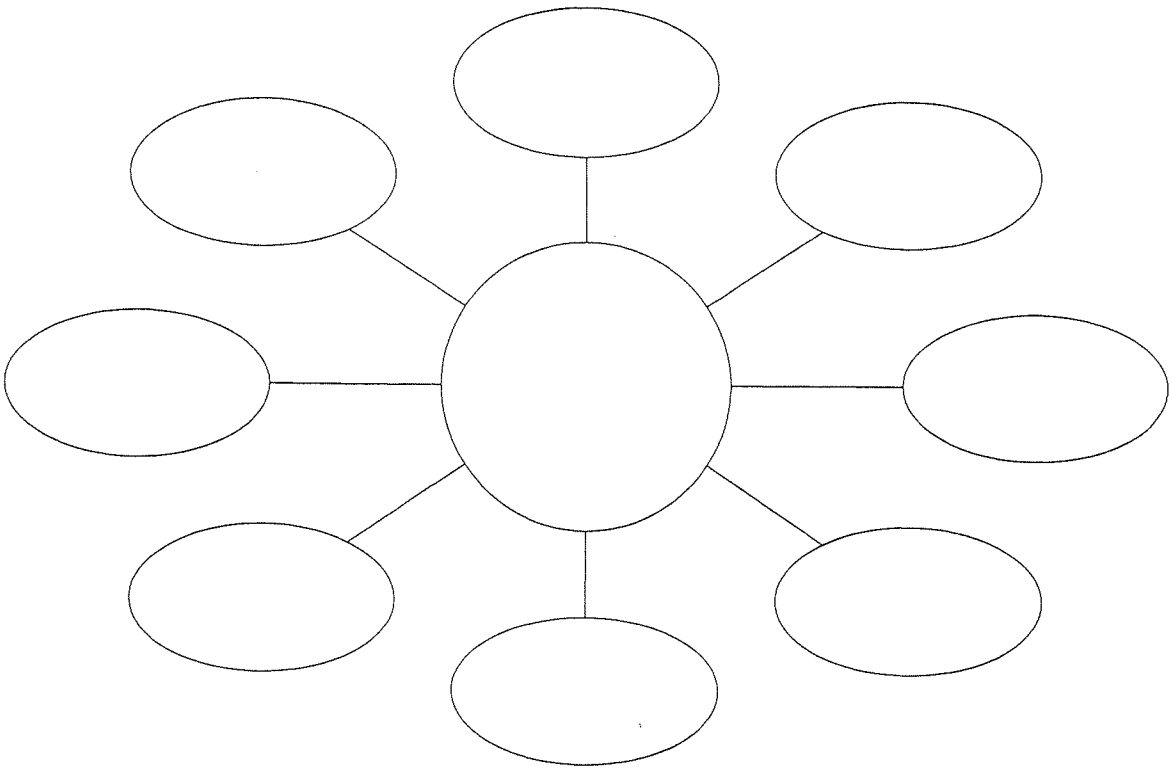
Challenge

A. This list shows some people and groups of people who made a difference in the struggle for equal rights.

They Made a Difference		
Jackie Robinson	Andrew Goodman	Negro Leagues
Rosa Parks	Michael Schwerner	James Chaney
Little Rock Nine	Dr. Martin Luther King, Jr.	
Thurgood Marshall	The Freedom Riders	

B. Choose a person or group you want to know more about. Do research in the library. Use encyclopedias, other books, and websites on the Internet. Use the graphic organizer to take notes. Share what you learned with a partner.



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Name _____ Date _____

Comprehension Check

Circle the letter of the best answer to complete each statement.

1. The dry, windswept steppes of Central Asia are well suited for
   a. small-scale farming.
   b. nomadic herding.
   c. growing rice.

2. In one way or another, all of the countries of Central Asia were once
   a. controlled by the Soviet Union.
   b. part of China.
   c. democracies.

3. Genghis Khan created the Mongol empire by
   a. making peace among the clans.
   b. conquering China, Russia, Persia, and the Arabic empire.
   c. adopting the Chinese form of government.

4. The Silk Road made it possible for
   a. Islam and Buddhism to spread to the East.
   b. gunpowder and the printing press to be introduced in the West.
   c. both a and b

5. The Soviet Union wanted to control Mongolia because
   a. it could block an invasion from China.
   b. its people spoke Russian.
   c. it had warm-water ports.

6. Which was not a change introduced into Mongolia by the Soviet Union?
   a. herding collectives
   b. small family farms
   c. mines and factories

7. The leaders of Mongolia today are
   a. setting up a monarchy.
   b. starting a new Soviet Union.
   c. privatizing the economy.

8. The Soviet Union turned the five Central Asian republics into cotton-growing regions by
   a. setting up private plantations.
   b. using irrigation and pesticides.
   c. calling cotton "white gold."

9. A major environmental problem in Central Asia is
   a. air pollution.
   b. what to do with factory wastes.
   c. the shrinking Aral Sea.

10. A major change in the former republics of the Soviet Union has been the
    a. rising force of Islam.
    b. new democratic governments.
    c. introduction of electricity.

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Building Skills

Use the information from Chapter 25 of your textbook to make a timeline of the events listed below. Find the dates of each event. Write them in the order they occurred on the timeline that follows. Remember to give your timeline a title.

- All Mongol groups are united under rule of Genghis Khan
- Genghis Khan dies
- Genghis Khan is born
- The Khan dynasty only rules Mongolia
- Mongolia becomes province of China
- Mongols are driven out of China
- Mongolia gains independence from China

Title:

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Name _____ Date _____

Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** exile	**a.**	President John Kennedy's ideas, goals, and programs for America's future
_____	**2.** Medicaid	**b.**	medical insurance for low-income people and people with disabilities
_____	**3.** urban renewal	**c.**	medical insurance and hospital care for older Americans
_____	**4.** Great Society	**d.**	President Lyndon Johnson's ideas, goals, and programs for America's future
_____	**5.** New Frontier	**e.**	a person who lives away from his or her home country
_____	**6.** Medicare	**f.**	a program to rebuild run-down areas of cities
_____	**7.** quarantine	**g.**	to isolate, or cut off, from other countries

B. Complete each sentence with a term from the box.

urban renewal	exile	quarantine

8. Some old buildings are torn down or restored when _____ takes place in a city.

9. A country under _____ is isolated from all other countries.

10. An _____ may want to return to his or her own country when something changes there.

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Name _____ Date _____

Section 1: The New Frontier

Exercise 109

In 1960, the first televised debate between presidential candidates took place. John F. Kennedy won the debate and the election. He called his plan for America the "New Frontier."

A. Match each name with a description. Write the correct letter on the line.

_____ **1.** Richard M. Nixon

_____ **2.** John F. Kennedy

_____ **3.** Lyndon Johnson

_____ **4.** New Frontier

_____ **5.** Peace Corps

a. volunteer group started by President Kennedy

b. Republican candidate for President in 1960

c. name for President Kennedy's ideas and goals for America's future

d. Democratic candidate for President in 1960

e. vice-presidential candidate in 1960

B. Answer the questions below.

6. How did the television debates help John F. Kennedy win the 1960 presidential election?

_____

_____

7. What were two goals that President Kennedy set in the New Frontier?

_____

_____

8. What did Peace Corps volunteers do to help people in other countries?

_____

_____

CRITICAL THINKING

John F. Kennedy said, "And so, my fellow Americans, ask not what your country can do for you—ask what you can do for your country." What did he mean? Write your answer on a separate sheet of paper.

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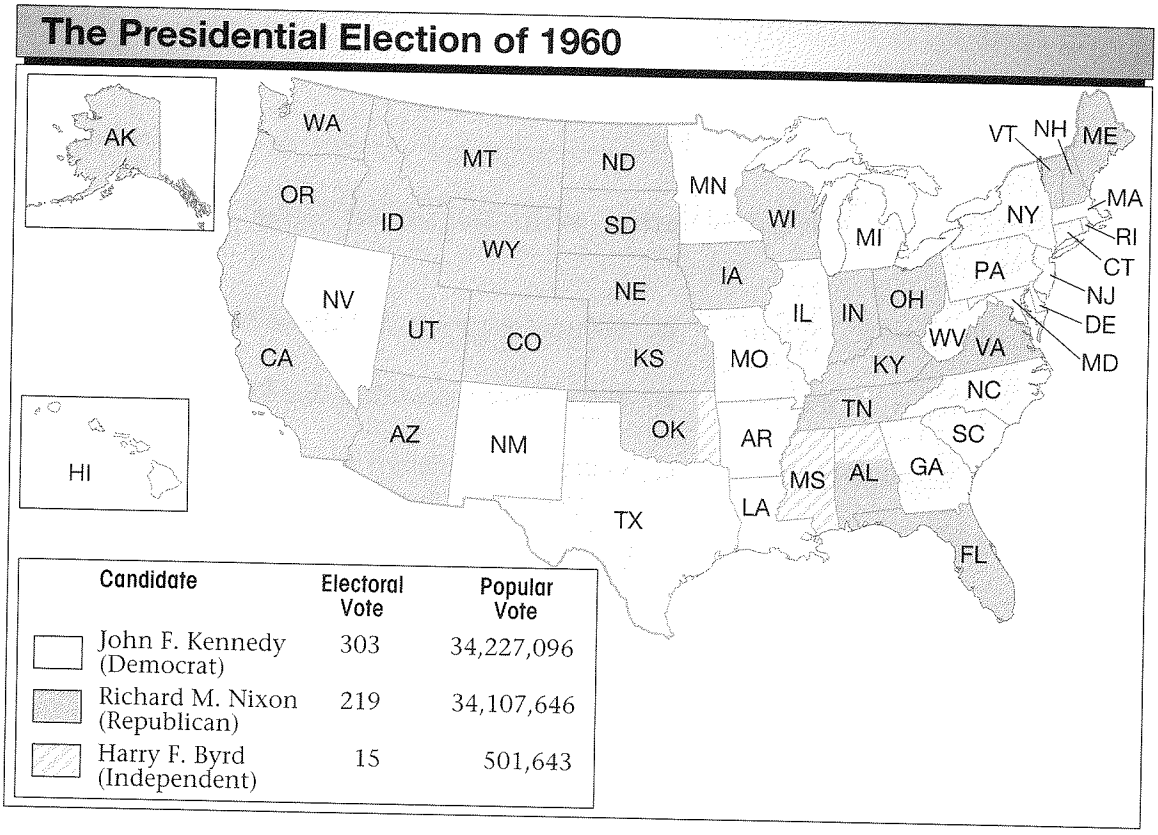
Name _____ Date _____

Using a Map: The Presidential Election of 1960 Exercise 110



Use the map to answer the questions below.

1. Who won the electoral votes in California (CA)?

   _____

2. In how many states did John F. Kennedy win the electoral votes?

   _____

3. How many electoral votes did Richard M. Nixon receive?

   _____

4. How many electoral votes did Harry F. Byrd receive?

   _____

5. Find your state on the map. Which candidate received the electoral votes from your state?

   _____

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Section 2: Kennedy's Foreign Policy — Exercise 111

In 1961, President John Kennedy tried to stop the spread of communism. His plan to overthrow communism in Cuba failed. Later, he refused to let the Soviets control all of Berlin.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. President Kennedy believed there were two ways to fight communism.	**1.** The United States should make the U.S. military stronger than the Soviet military. **2.**
B. In 1961, President Kennedy decided to invade Cuba.	**3.** **4.**
C. President Kennedy met with Nikita Khrushchev to talk about Berlin.	**5.** **6.**

CRITICAL THINKING

Write a news report about the Cuban missile crisis. Be sure to include the five *w*'s: *who, what, when, where,* and *why*. Write your article on a separate sheet of paper.

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Name _____ Date _____

Section 3: President Johnson and the Great Society

Exercise 112

Lyndon Johnson became President in 1963. He hoped to make the United States a Great Society. He worked hard for civil rights, to fight poverty, and to help people pay for health care.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. President Johnson did not support the Civil Rights Act of 1964.

   _____

2. Johnson's Economic Opportunity Act was to fight segregation.

   _____

3. VISTA was a program in which young people worked in cities and on Indian reservations.

   _____

4. In 1964, Barry Goldwater was elected President.

   _____

5. One goal of the Great Society was to help rich people in the United States.

   _____

6. In 1968, a new immigration law allowed more people from Asia, Latin American, and Eastern Europe to come to the United States.

   _____

7. The two Great Society programs that help people pay for health care are Medicare and Medicaid.

   _____

CRITICAL THINKING

Write a speech supporting President Johnson's Great Society. Give two reasons why Great Society programs are good for all Americans. Write your speech on a separate sheet of paper.

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Comprehension Check

A. Complete the chart with programs from each President's administration.

President	Programs
John F. Kennedy	**1.**
	2.
	3.
Lyndon B. Johnson	**4.**
	5.
	6.

B. Complete each sentence by writing the correct letter on the line.

_____ **7.** The televised presidential debates helped

(a) Richard Nixon.

(b) John Kennedy.

(c) both candidates.

_____ **8.** Kennedy promised to

(a) put a man on the moon before 1970.

(b) put a man on Mars before 1970.

(c) defeat the Soviet Union by controlling space.

_____ **9.** The reason for the Bay of Pigs invasion of Cuba was

(a) to set up a U.S. government.

(b) to overthrow Fidel Castro.

(c) to take down missiles.

_____ **10.** The Berlin Wall divided

(a) the Soviet Union and Germany.

(b) East Germany and Great Britain.

(c) East Berlin and West Berlin.

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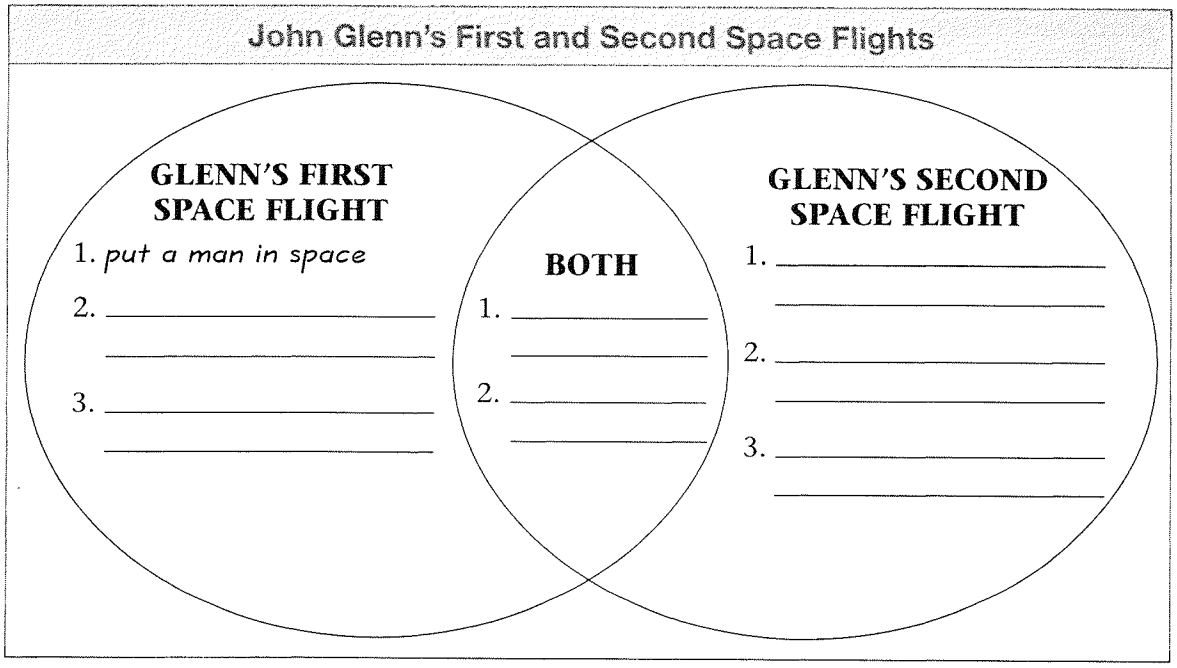
Connecting History and Science • John Glenn, Space Pioneer

John Glenn was the first American to orbit in space. In 1962, Glenn orbited the earth alone in the spacecraft *Friendship 7*. In 1998, Senator John Glenn orbited the earth again aboard the space shuttle *Discovery*. This time, he was part of a crew of seven.

The mission of John Glenn's first space flight was to put a man in space and then to return him to Earth. While in space, Glenn was to study his reactions to space. The mission of his second flight was to do many scientific experiments. One experiment was to study how space affects the way a person ages.

During both flights, John Glenn was excited about the view from his spacecraft. During both flights, the people in the city of Perth, Australia, switched on all their lights in the middle of the night. Glenn could see their lights from space.

A. Use the information from the paragraphs to complete the diagram.



B. Why do you think John Glenn wanted to go back to space at the age of 77? Write your answer in a paragraph on a separate sheet of paper.

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Challenge

During President Lyndon Johnson's administration, many Supreme Court decisions supported the Great Society. The Court, led by Chief Justice Earl Warren, brought about a number of social changes. In 1967, President Johnson appointed the first African American Supreme Court Justice to the Warren Court. His name was Thurgood Marshall.

Supreme Court decisions change the way Americans live. Many Americans felt strongly about some of the Warren Court's decisions. Some cars had bumper stickers that said "Impeach Earl Warren." Even today, people debate the decisions of the Warren Court.

Warren Court Case	Warren Court Decision
Gideon v. *Wainwright* (1963)	A person accused of a crime has the right to a lawyer. If a person cannot pay, then the state must supply a lawyer for free.
Escobedo v. *Illinois* (1964)	A person who is taken in custody has the right to a lawyer.
Miranda v. *Arizona* (1966)	The police must tell suspects they have the right to remain silent, and that anything they say can be used against them.

A. Use the chart to answer the questions.

1. What must states do if a person cannot pay for a lawyer?

_____

2. What was the *Miranda* v. *Arizona* decision?

_____

3. Whom did all three decisions protect?

_____

4. Why do you think the Court felt these decisions were needed?

_____

5. Why might some police officers dislike the "Miranda rule"? Write your answer in a paragraph on a separate sheet of paper. Mention any recent cases you have read about in the newspaper or on the Internet.

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Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** bilingual	**a.** to try to make lawmakers pass certain laws
_____	**2.** black power	**b.** a movement among African Americans to gain political and economic power
_____	**3.** lobby	**c.** the number of years a person can expect to live
_____	**4.** life expectancy	**d.** second-generation Japanese Americans
_____	**5.** nisei	**e.** able to speak two languages very well

B. Complete each sentence with a term from the box.

gender	bilingual	feminism
Black Panther party	nisei	

6. In 1966, some African Americans formed a political party called the _____.

7. The JACL was formed by _____ and supported civil rights for Japanese Americans.

8. A person's _____ is either male or female.

9. Equal rights for women is a goal of _____.

10. A person who speaks both English and Spanish is _____.

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Comprehension Check

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** After Malcolm X traveled to Ghana, he became a separatist.

_____ **2.** Stokely Carmichael was one of the first people to use the term *black power*.

_____ **3.** The Black Panther party started day-care programs.

_____ **4.** By the mid-1960s, most African Americans lived in the suburbs where there were plenty of businesses, industries, and health services.

_____ **5.** The JACL wanted the U.S. government to pay Japanese Americans for the unfair way they were treated during World War II.

_____ **6.** The ERA became a part of the U.S. Constitution in 1982.

_____ **7.** AIM worked to improve life for Native Americans.

B. The main ideas are underlined. Add a detail under each main idea.

8. Mexican Americans worked for equal rights.

a. *Chicano* became a word to describe Mexican American pride.

b. Chicano leaders demonstrated against police brutality.

c. _____

9. Puerto Ricans worked for equal rights.

a. Puerto Ricans started clubs for newcomers.

b. Puerto Ricans formed bilingual programs in the schools.

c. _____

10. Cubans came to the United States.

a. Cubans left Cuba to get away from communism.

b. Cubans brought new businesses to Florida.

c. _____

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Section 1: African American Protests — Exercise 113

In the 1960s, many African Americans grew tired of waiting for change. They said that nonviolent protests were not working. Some turned to the Black Panther party to work for equality.

Answer the questions below.

1. Why were many African Americans in the North upset with white landlords?

_____

2. Who was Malcolm X?

_____

3. What was one goal of black power?

_____

4. How did the idea of black power help build self-respect among African Americans?

_____

5. What were two demands of the Black Panther party?

_____

6. What were two programs the Black Panther party started in order to help the communities it worked in?

_____

7. Why was the NAACP against the black power movement?

_____

CRITICAL THINKING

Why do you think James Meredith continued his march, even after he was shot? Write your answer on a separate sheet of paper.

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Name _____ Date _____

Section 2: Women Demand Equality

Exercise 114

During the 1960s and 1970s, many women wanted more choices in jobs and in their own lives. The National Organization for Women helped to gain equality for women.

Match each term below with its description. Write the correct letter on the line.

_____ **1.** Equal Pay Act of 1963

_____ **2.** Civil Rights Act of 1964

_____ **3.** National Organization for Women

_____ **4.** Educational Amendments Act

_____ **5.** Equal Credit Opportunity Act

_____ **6.** feminism

_____ **7.** Equal Rights Amendment

a. an act that bans discrimination in educational programs

b. a political and social movement that favors equal rights for women

c. an act that says women and men doing the same job must be paid the same

d. a group that was formed in 1966 for equal rights for women

e. an act that says women can get loans and credit cards in their own names

f. an amendment that declared women and men have to be treated equally by law

g. an act that forbids job discrimination based on gender

CRITICAL THINKING

Create a booklet that the National Organization for Women might use to gain new members. Include some ideas that NOW stands for. Create your booklet on a separate sheet of drawing paper folded into thirds.

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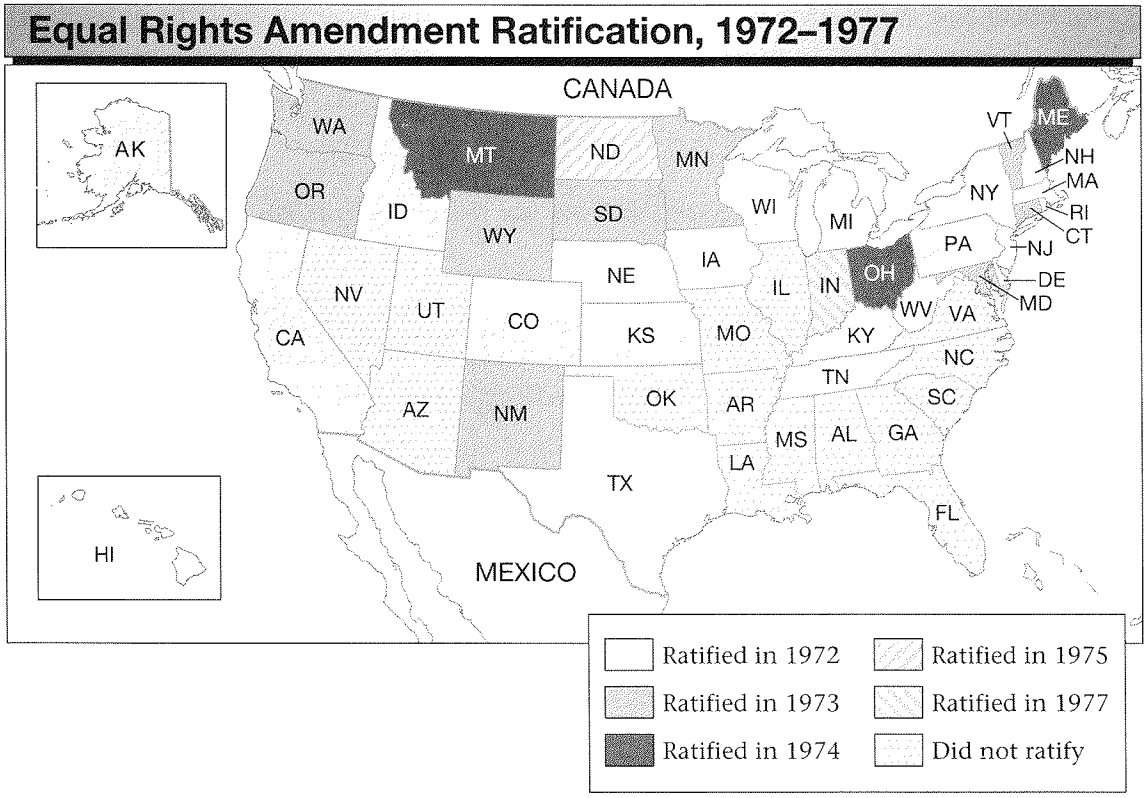
Using a Map: ERA Ratification

Exercise 115



Use the map to answer the questions below.

1. What were three states that ratified the Equal Rights Amendment in 1973?

   _____

2. What were three states that ratified the Equal Rights Amendment in 1974?

   _____

3. Which was the only state to ratify the Equal Rights Amendment in 1977?

   _____

4. What are two states that did not ratify the Equal Rights Amendment?

   _____

5. Did your state ratify the Equal Rights Amendment? If so, in what year did it ratify the ERA?

   _____

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Section 3: Rights for All Americans — Exercise 116

During the 1960s and 1970s, many Latinos, Native Americans, and Asian Americans worked to gain the same rights and opportunities that white Americans enjoyed.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Cause	Effects
A. Latinos wanted a better life for their children.	**1.** They fought for bilingual schools. **2.**
B. The American Indian Movement wanted to improve conditions for Native Americans.	**3.** **4.**
C. The Japanese American Citizens League wanted rights for Japanese and non-Japanese people.	**5.** **6.**

CRITICAL THINKING

Make a chart comparing the civil rights movements of Mexican Americans, Puerto Ricans, Native Americans, and Asian Americans. What did each group want? What organizations did each group form? Create your chart on a separate sheet of paper.

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Name _____ Date _____

Building Your Skills • Writing an Essay

Practice

Use information from the chapter and the box to help you complete the outline.

- Develop African American political parties
- NAACP was against black power
- Increase African American economic power
- Stokely Carmichael used term *black power*
- Rally in Jackson, Mississippi
- Civil rights leaders felt it would hurt the cause of equality for African Americans.

Topic: Black Power

Main Idea: The black power movement began in 1966. It was about economic and political power for African Americans.

I. Introduction

II. How did it begin?

A. James Meredith's march

B. _____

C. _____

III. What were the goals of the black power movement?

A. _____

B. _____

IV. How did other civil rights leaders feel about black power?

A. _____

B. _____

V. Conclusion

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Building Your Skills • Writing an Essay

Extension

Your essay needs an introduction and a conclusion. The introduction should develop the main idea. It should capture the interest of your readers.

The conclusion should restate the main idea. It should help your readers remember what they have read.

A. **Write an introduction for the essay you outlined in Exercise 183. Start your introduction with the sentence below. It is the main idea. Then add information based on your outline.**

The black power movement began in 1966. It was about economic and political power for African Americans.

B. **Write a conclusion for the essay. Summarize the main points of your outline. End with a restatement of the main idea.**

C. **Use the outline in Exercise 183. Write an essay about black power on a separate sheet of paper. Then add the introduction and conclusion that you wrote on this page.**

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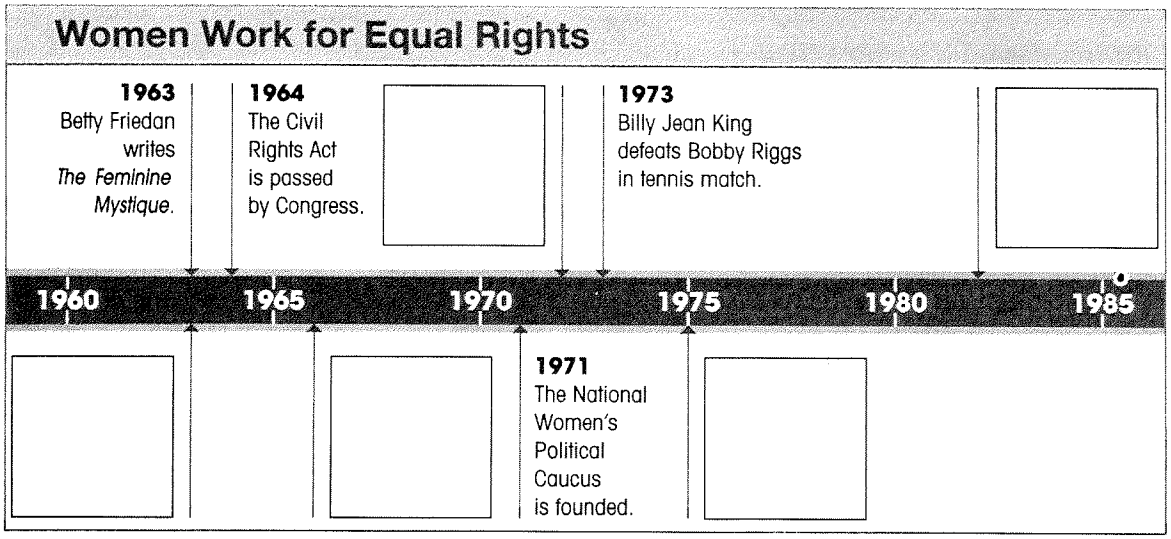
Name _____ Date _____

Challenge

During the 1960s and 1970s, women worked for equal rights. In 1963, Betty Friedan wrote a book called *The Feminine Mystique*. She said that women wanted more opportunities outside the home. Many women agreed. Soon, women began to work together for equal rights and opportunities. Some important events in the struggle are listed in the box.

- **1963** The Equal Pay Act is passed by Congress.
- **1966** The National Organization for Women is founded.
- **1972** The Equal Rights Amendment (ERA) is passed by Congress.
- **1975** The Equal Credit Opportunity Act is passed by Congress.
- **1982** The ERA fails to become law.

A. Add the events in the box to the timeline.



B. Feminists want men and women to share the work equally at home. How can the government and businesses make it easier for husbands and wives to share the work at home today? Write your ideas on a separate sheet of paper.

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Chapter 27 • Test A

A. Complete each sentence with a term from the box.

Black Muslims	Dr. Martin Luther King, Jr.	job opportunities
César Chávez	ASPIRA	

1. A group called the _____ believed that African Americans should live separately from white people.
2. In Memphis, civil rights leader _____ spoke about the future. He said, "I may not get there with you."
3. The National Organization for Women, or NOW, called for more _____ for women.
4. In 1962, a civil rights leader named _____ started the National Farm Workers Association.
5. Puerto Ricans started a group called _____ to improve education among Latinos.

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ 6. James Meredith marched in support of civil rights.

_____ 7. Black power included the idea of helping African Americans become business owners.

_____ 8. The Black Panthers said black violence was not the answer to white violence.

_____ 9. Nisei formed the Japanese American Citizens League (JACL) to fight for equal rights.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. **a.** Identify three causes and three effects of riots in cities during the 1960s.

    b. Discuss three goals of feminism.

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Name _____ Date _____

Chapter 27 • Test B

A. Match each term with its description. Write the correct letter on the line.

_____	**1.** Watts	**a.** a part of Los Angeles where a riot broke out in 1965
_____	**2.** NOW	**b.** a failed amendment that said men and women must be treated equally by law
_____	**3.** ERA	**c.** a group founded to improve Native American life
_____	**4.** grape boycott	**d.** a city where many Cubans settled after fleeing Castro's Communist government
_____	**5.** Miami	**e.** a feminist organization
_____	**6.** AIM	**f.** organized by César Chávez and the NFWA

B. Read each statement. If it is a fact, write *fact*. If it is an opinion, write *opinion*.

_____ **7.** The NAACP should not have taken a stand against black power.

_____ **8.** The ERA should have had more time for approval by the states.

_____ **9.** Many Puerto Ricans faced prejudice when they came to mainland United States.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. a. Discuss three goals of the black power movement.

b. Identify three methods Chicanos used to gain equal rights during the 1960s and 1970s.

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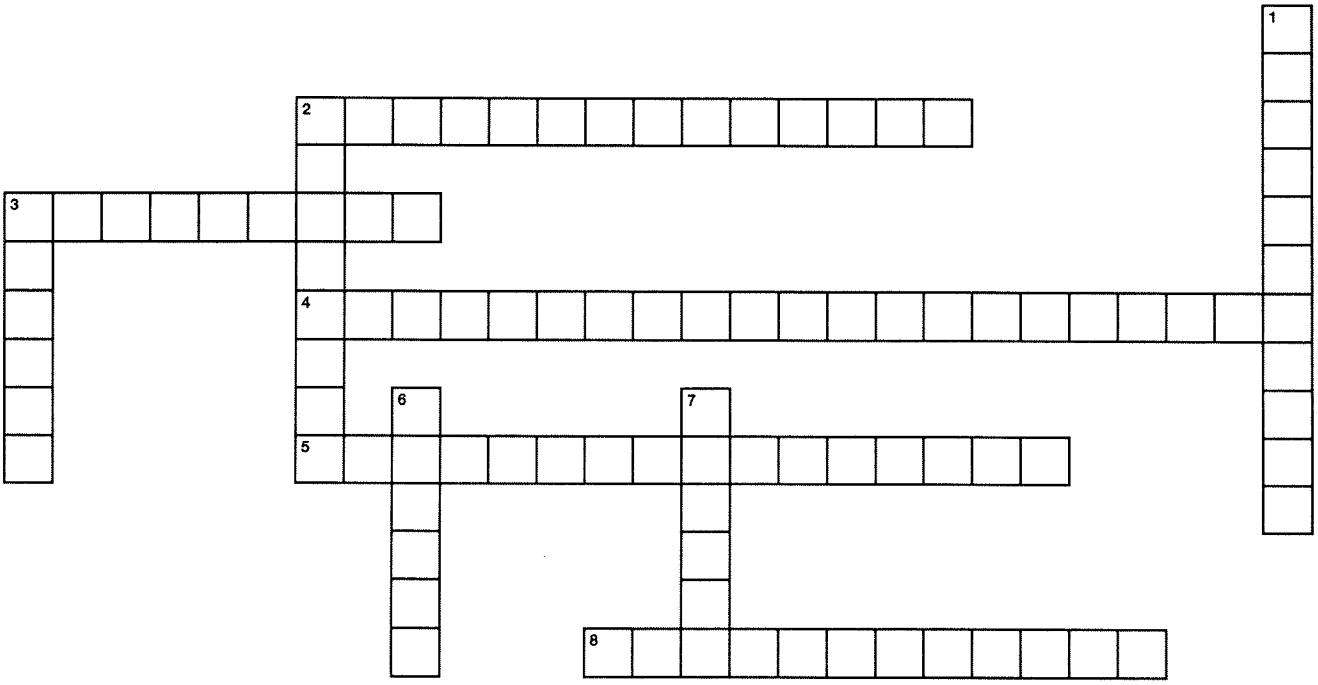
Words to Know

Use these terms to complete the crossword puzzle.

domino theory	Viet Cong	guerrilla warfare	depose
napalm	Agent Orange	conscientious objector	deferment
Vietnamization	censor		



Across

2. President Nixon's plan for turning over the fighting of the Vietnam War to the South Vietnamese
3. putting off, or delaying, having to serve in the armed services
4. a person whose beliefs do not let him or her take an active part in war
5. fighting by troops who are not members of a regular army, using surprise attacks
8. belief that if one country falls to communism, others nearby will fall one after the other

Down

1. a powerful chemical that kills all plant life where it is sprayed
2. Communist Vietnamese in South Vietnam
3. to remove from office
6. to make changes in or to take parts out
7. a sticky gasoline jelly used in bombs

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Name _____ Date _____

Comprehension Check

A. Choose the best ending for each sentence. Write the correct letter on the line.

_____ **1.** The United States sent troops into Vietnam to stop the spread of

(a) communism.

(b) unity.

(c) colonialism.

_____ **2.** The United States fought on the side of

(a) North Vietnam.

(b) South Vietnam.

(c) Cambodia.

_____ **3.** The United States used napalm and Agent Orange to

(a) find the Viet Cong.

(b) kill the enemy in the trenches.

(c) find Ho Chi Minh.

_____ **4.** Americans learned about the Vietnam War mostly from

(a) letters from soldiers.

(b) newspapers.

(c) television.

B. Complete each sentence with a term from the box.

Pentagon Papers	Ho Chi Minh Trail	anti-war protest
domino theory	Vietnam Veterans Memorial	Saigon

5. People who feared that Ho Chi Minh's Communist government would influence neighboring countries believed in the _____.

6. At Kent State University, students were killed during an _____.

7. In early 1969, U.S. planes began bombing a supply route called the _____.

8. The U.S. government tried to censor newspapers to stop the printing of the _____.

9. In 1975, the North Vietnamese took over _____, the capital of South Vietnam.

10. Maya Ying Lin designed the _____ to honor soldiers who fought in Vietnam.

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Voices From the Past • Women in Vietnam

In 1985, Keith Walker interviewed women who had served in Vietnam. In his book, *A Piece of My Heart,* 26 women tell why they went to Vietnam. They also describe their memories of Vietnam and explain what it was like to return home to the United States. Here is what three women said.

A. I was twenty-one years old when I went over there [to Vietnam].... My mom had been a Navy nurse during World War II, and I think that had a lot of impact on my decision. Then when you come out of school, you kind of feel you want to do something to save or help the world.
—Christine McGinley Schneider, nurse, 95th Evac. Hospital, Da Nang, June 1970–June 1971

B. I used to wonder if the families of the kids [soldiers] who died there knew that there were people who really cared about their kids and were doing all the extra special things that they would have done if they were there.
—Pat Johnson, nurse, Qui Nhon, Pleiku hospitals, June 1966–March 1968

C. When I came home, I was more afraid than when I was over there.... I had all of these people cutting me down because I felt that I should serve my country. It was painful, and I've never gotten over that, never.
—Maureen "Mo" Nerli, USO, Tan Son Nhut, June 1969–December 1970

Answer the questions.

1. Why did Schneider go to Vietnam?

   _____

2. What kind of care did Johnson and her coworkers give?

   _____

3. How did people treat Nerli when she returned home?

   _____

4. Besides the reasons Schneider gave, why do you think women went to Vietnam?

   _____

5. The USO provides recreation for soldiers. Why is this service important?

   _____

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Section 1: A Distant War Divides a Nation — Exercise 117

In the 1960s, the United States feared a Communist takeover in Vietnam. At first, U.S. advisers helped South Vietnam. Later, American troops were sent to fight in Vietnam.

A. Number the events in the order that they happened.

_____ Ho Chi Minh takes over North Vietnam.

_____ The Vietnam War begins.

_____ Vietnam is divided into North Vietnam and South Vietnam.

_____ President Eisenhower promises to help South Vietnam.

B. Complete each sentence with a term from the box.

guerrilla warfare	Ho Chi Minh Trail
President Johnson	Communists

1. The Viet Cong were South Vietnamese who supported the _____.

2. Fighting the Viet Cong was not easy because the Viet Cong used _____.

3. The North Vietnamese sent supplies to the Viet Cong along the _____.

4. U.S. forces were sent to Vietnam at the request of _____.

CRITICAL THINKING

Create a timeline of at least four events leading up to and during the Vietnam War from Section I. Start with 1954, and end with 1964. Draw your timeline on a separate sheet of paper.

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Section 3: The War Ends

Exercise 120

President Richard Nixon announced a plan to end U. S. involvement in the Vietnam War. In 1973, American troops pulled out of South Vietnam. Two years later, all of Vietnam was united under Communist rule.

Answer the questions below.

1. What countries did the Ho Chi Minh Trail run through?

_____

2. What was President Nixon's plan to turn over fighting to the South Vietnamese called?

_____

3. What were the Pentagon Papers?

_____

4. What did the Court rule about the Pentagon Papers?

_____

5. What happened in Paris in 1973?

_____

6. What happened in Vietnam after U.S. troops left?

_____

7. What did many veterans feel about protesters during the Vietnam War?

_____

8. Why was the Vietnam War Memorial built?

_____

CRITICAL THINKING

During the Vietnam War, people felt that the government kept secrets from the American people. Do you think the government has the right to keep secrets from people? Explain your answer on a separate sheet of paper.

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Challenge

The United States has a large population of war veterans. This chart lists the number of veterans who were alive in 1998. It lists the number of veterans from all the major wars in which Americans fought, including the Vietnam War.

Twentieth Century Wars: U.S. Soldiers and Veterans (Approximate)		
Name of War (Years of U.S. Involvement)	**Number Serving in War**	**Veterans in U.S., 1998**
World War I (1917–1918)	4,743,826	5,000
World War II (1941–1945)	16,353,659	6,319,000
Korean War (1950–1953)	5,764,143	4,179,000
Vietnam War (1964–1973)	8,752,000	8,166,000
Persian Gulf War (1991)	500,000	300

A. Use the chart to answer the questions.

1. Which wars are listed on the chart?

   _____

2. During which war did the most Americans serve?

   _____

3. Which war had the most living veterans in 1998?

   _____

4. What was the total population of veterans in 1998?

   _____

5. How long was the United States involved in the Vietnam War?

   _____

B. Find information about veterans in the newspaper, in a news magazine, or on the Internet. Write an essay about an issue that concerns veterans, such as Gulf War Syndrome, on a separate sheet of paper.

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Name _____ Date _____

Chapter 28 • Test A

A. Match each term with its description. Write the correct letter on the line.

_____ **1.** domino theory	**a.** a secret report on the Vietnam War that newspapers printed in spite of the U.S. government's objections
_____ **2.** Viet Cong	**b.** the idea that if one country becomes Communist, other nearby countries will follow
_____ **3.** Gulf of Tonkin incident	**c.** a place where an anti-war protest turned violent
_____ **4.** Tet offensive	**d.** the report that a U.S. warship had been attacked by North Vietnamese gunboats
_____ **5.** Kent State	**e.** the surprise attack on a major Vietnamese holiday
_____ **6.** the Pentagon Papers	**f.** Communist Vietnamese fighting in South Vietnam

B. Read each statement. If it is a fact, write *fact*. If it is an opinion, write *opinion*.

_____ **7.** The United States should have never become involved in Vietnam.

_____ **8.** The United States and the Viet Cong had different styles of fighting.

_____ **9.** Many Vietnam veterans had difficult times when they returned home from the war.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. a. Discuss how the United States became involved in Vietnam.

b. Explain three reasons why many people in the United States turned against the Vietnam War.

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Name _____ Date _____

Chapter 28 • Test B

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** The Viet Cong's use of guerrilla warfare did not work very well.

_____ **2.** President Johnson started the bombing of North Vietnam in 1965.

_____ **3.** Conscientious objectors favored the war in Vietnam.

_____ **4.** Presidents Eisenhower, Kennedy, Johnson, and Nixon all had some involvement in Vietnam.

_____ **5.** During the Vietnam War, many Americans began to lose faith in what their leaders told them.

_____ **6.** South Vietnam took over North Vietnam at the end of the war.

B. Match the cause to each effect. Write the correct letter on the line.

CAUSE	EFFECT
_____ **7.** Many people in South Vietnam were against their leader, Ngo Dinh Diem.	**a.** The United States used napalm and Agent Orange.
_____ **8.** Bob Dylan and others wrote anti-war songs.	**b.** Military leaders decided to depose him.
_____ **9.** U.S. forces could not find Viet Cong hiding places.	**c.** The anti-war movement became stronger.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. a. Discuss what President Nixon did to end the Vietnam War.

b. Describe how Vietnam War veterans were treated when they returned home to the United States.

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Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** affirmative action	**a.** to continue normal dealings with a country, or begin again
_____	**2.** détente	**b.** a program in which the federal government shares its income from taxes with state and local governments
_____	**3.** revenue sharing	**c.** an easing of tensions between nations
_____	**4.** normalize	**d.** a rise in prices together with a drop in business activity and more unemployment
_____	**5.** stagflation	**e.** a program for correcting the effects of discrimination

B. Complete each sentence with a term from the box.

executive privilege	perjury	détente
affirmative action	normalize	

6. Before President Richard Nixon visited China, he told Americans he wanted to _____ relations with China.

7. When President Nixon visited the Soviet Union, he helped bring about an easing of tensions called _____.

8. The right of _____ gives the President the right to withhold information from the other branches of the government.

9. Under the programs of _____, businesses, schools, and government agencies began to open their doors to all groups.

10. The crime of _____ is lying in court while under oath.

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Comprehension Check

Use information from Chapter 29 and the events in the box to complete the chart.

- The Supreme Court said schools must desegregate at once.
- Arab states cut off oil supplies to the United States.
- President Richard Nixon supported affirmative action.
- The Supreme Court ordered busing.
- Inflation grew.
- President Nixon said the Watergate break-in had been investigated.
- President Nixon met with Brezhnev.
- John Dean told the Senate about the cover-up.
- The Supreme Court ordered President Nixon to give up the office tapes.
- The United States supported dictators in Chile.

Events During the Nixon Administration	
Foreign Policy	President Nixon went to China.
	1.
	2.
	The United States backed Israel.
	3.
	Cambodians come to the United States.
Programs at Home	President Nixon developed revenue sharing.
	4.
	5.
	6.
	7.
Watergate and Resignation	The media reported a break-in at the Watergate.
	8.
	9.
	10.
	President Nixon resigned.

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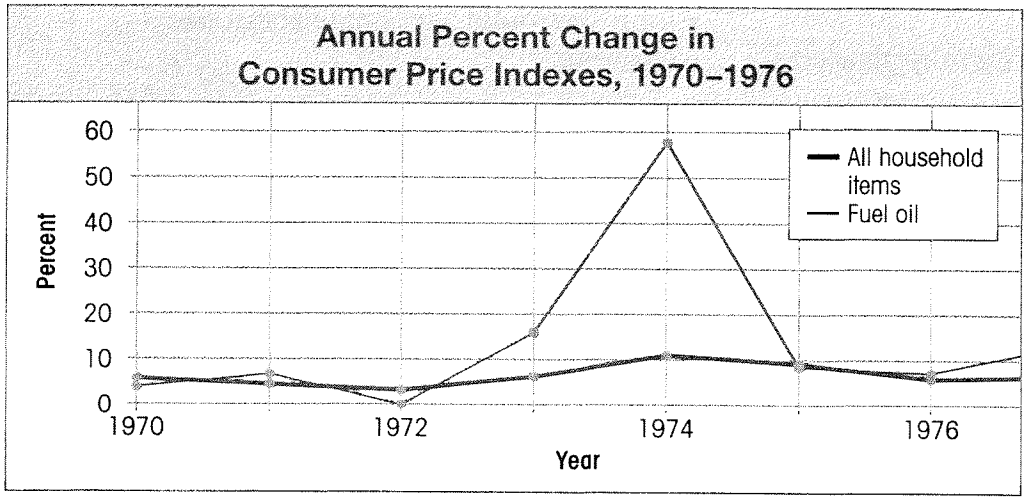
Name _____ Date _____

Connecting History and Economics • Consumer Price Index

To keep track of inflation, the U.S. government measures how much Americans spend. The Consumer Price Index (CPI) tells what people spend on items during one month. This includes itmes such as food, housing, clothes, medical care, and fuel oil. The CPI tells whether costs go up or down from month to month.



Source: *Statistical Abstract of the United States*

A. Use the paragraph and the graph to answer the questions.

1. What is the CPI?

_____

2. What does the heavy black line show?

_____

3. What does the thin gray line show?

_____

4. During which year did the price of fuel oil rise the most?

_____

B. Compare the change in the price of all items with the change in the price of oil. Write your comparison on a separate sheet of paper.

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Section 1: Ending the Cold War — Exercise 121

President Richard Nixon improved relations between the United States and China. He also improved relations with the Soviet Union. However, problems with other countries remained.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. President Nixon wanted to normalize relations with China.	**1.** China could be a good trading partner with the United States. **2.**
B. President Nixon met with Leonid Brezhnev of the Soviet Union.	**3.** **4.**
C. The Communists gained control of South Vietnam and Cambodia.	**5.** **6.**

CRITICAL THINKING

Write a news story that might have appeared in a Chinese newspaper after President Nixon's visit. Be sure to answer the five *w*'s: *who*, *what*, *when*, *where*, and *why*. Write your news story on a separate sheet of paper.

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Name _____ Date _____

Section 2: Changes at Home

Exercise 122

President Richard Nixon wanted to limit the power of the federal government. He supported affirmative action. Inflation was a problem while Richard Nixon was President.

Complete each sentence with a term from the box.

busing	Supreme Court	affirmative action	federal
inflation	economy	state	

1. President Nixon believed that the problems of the nation should be handled by the _____ government.
2. Nixon believed that problems not handled by the government in Washington, D.C., should be handled by the _____ and local governments.
3. The goal of _____ programs was to correct the effects of discrimination.
4. In 1969, the _____ ruled that segregated schools had to be desegregated "at once."
5. In 1971, the Supreme Court ruled that a plan for _____ students must be put into effect.
6. In the early 1970s, prices of goods rose sharply, causing a decline in purchasing power. This is called _____.
7. The ban on Arab oil shipments had a serious effect on the United States _____.

CRITICAL THINKING

How did inflation and high unemployment in the early 1970s make it harder for many Americans to buy goods? Write your answer on a separate sheet of paper.

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Name _____ Date _____

Section 3: Watergate — Exercise 123

President Nixon wanted to be reelected in 1972. People close to him used illegal means to help him win the election. This led to an investigation. In 1974, President Nixon resigned.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. In 1972, five men broke into the White House.

   _____

2. The American people learned that one reason for the Watergate break-in was to steal important papers.

   _____

3. In 1973, the Republican party began to investigate the Watergate break-in.

   _____

4. President Nixon had a tape-recording system put into the Oval Office to tape conversations.

   _____

5. President Nixon said he did not have to hand over the tapes because he had powers of perjury.

   _____

6. Charges of impeachment were brought against President Nixon.

   _____

7. President Nixon was not impeached because he told the Supreme Court all about the break-in.

   _____

CRITICAL THINKING

Create a timeline showing at least four events leading up to President Nixon's resignation. Start with 1972, and end with 1974. Draw your timeline on a separate sheet of paper.

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Making a Chart: Watergate

Exercise 124

Complete the chart below with information about the Watergate scandal.

Watergate	
Person	**The Role He Played in the Scandal**
Bob Woodward	**1.**
Carl Bernstein	**2.**
John Dean	**3.**
President Richard Nixon	**4.**
Gerald Ford	**5.**

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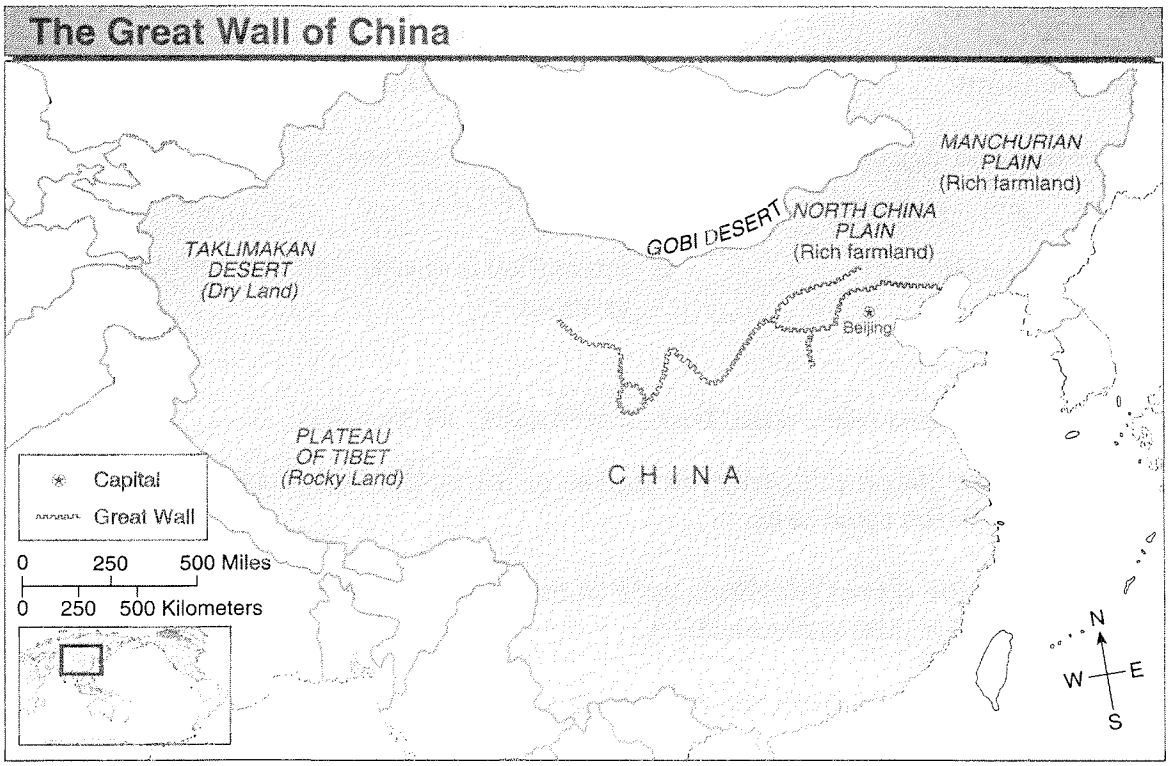
Challenge

When President Nixon traveled to China, he visited the Great Wall of China. The Great Wall is the longest structure ever built. It is about 4,000 miles long. In the 1400s, early Chinese rulers built walls to keep out invaders. The wall no longer keeps invaders out, but it has become an important tourist attraction.



Use the paragraph and map to answer the questions.

1. Why did Chinese rulers build the Great Wall?

_____

2. What kind of land does the Great Wall pass through?

_____

3. What is the name of the capital of China?

_____

B. Find out more about the Great Wall in an encyclopedia, in another book, or on the Internet. Write five new facts about the Great Wall on a separate sheet of paper.

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Name _____ Date _____

Chapter 29 • Test A

A. Match each person or group with an action. Write the correct letter on the line.

_____ **1.** Henry Kissinger	**a.** pardoned President Nixon so Nixon would not be punished
_____ **2.** Leonid Brezhnev	**b.** helped Nixon improve relations with China
_____ **3.** Supreme Court	**c.** met with Nixon in the Soviet Union
_____ **4.** Woodward and Bernstein	**d.** declared that school busing for racial balance would start
_____ **5.** President Gerald Ford	**e.** researched and wrote about the Watergate break-in

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **6.** President Nixon met with the leaders of the Soviet Union and China in the same year.

_____ **7.** Affirmative action programs gave women and minorities fewer chances for jobs and education.

_____ **8.** The gas shortage from the ban on oil shipments had little effect on the economy.

_____ **9.** Nixon's office tapes showed that he knew about and helped plan the cover-up of the break-in at the Watergate building.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. a. Describe the results of the meeting between Nixon and Brezhnev.

b. Explain how Americans learned about Nixon's involvement in the Watergate scandal.

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Name _____ Date _____

Chapter 29 • Test B

A. Complete each sentence with a term from the box.

oil shortage	pardon	Israel	China and the Soviet Union
perjury	Oval Office		

1. President Richard Nixon's visits to _____ made him popular with many Americans.
2. The Arabs banned the sale of oil to the United States because the United States supported _____.
3. The _____ increased inflation.
4. President Nixon tape-recorded conversations in the _____.
5. Many of Nixon's advisers were charged with crimes such as _____.
6. Although many of President Nixon's advisers went on trial, Nixon received a _____ from President Ford.

B. Read each pair of sentences. If the sentence gives the cause, write *cause*. If the sentence gives the effect, write *effect*.

7. _____ **a.** Communists gained control of Cambodia.
   _____ **b.** Many Cambodians fled to the United States.
8. _____ **a.** The United States had a gas shortage.
   _____ **b.** Arab countries banned oil shipments to the United States.
9. _____ **a.** President Nixon claimed he had executive privilege to keep his office tapes.
   _____ **b.** The Supreme Court ordered President Nixon to give up his office tapes.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. **a.** Describe the gains of African Americans, women, and other groups while Nixon was President.
    b. Discuss problems in the economy while Nixon was President.

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Name _____ Date _____

Unit 9 • Test

Part I

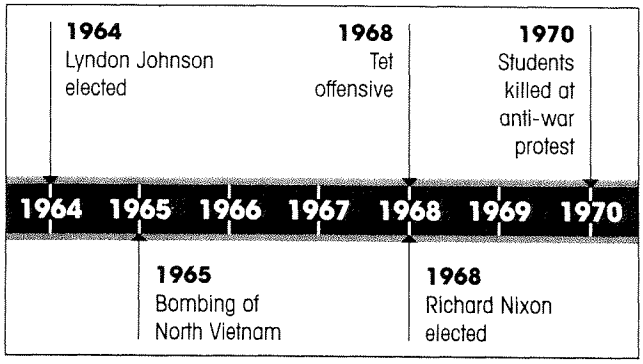
A. Choose the best ending for each sentence. Circle the letter.

1. During the middle and late 1960s, many African Americans felt
   (a) they needed to find a new way to gain equality.
   (b) progress toward equality was moving too slowly.
   (c) peaceful methods of gaining equality were not working.
   (d) all of the above.

2. The Equal Rights Amendment (ERA)
   (a) was dropped after failing to be approved by 1982.
   (b) became a part of the Constitution in 1982.
   (c) was not approved by any states.
   (d) was approved by all the states.

3. During the 1960s and 1970s, Latinos, Native Americans, and Asian Americans
   (a) lost rights they had won earlier.
   (b) gave up trying to get help from the federal government.
   (c) refused to deal with European Americans.
   (d) fought to gain equal rights.

B. Base your answers to Questions 4, 5, and 6 on the timeline.



4. The timeline shows that the bombing of North Vietnam began a year after
   (a) the Tet offensive.
   (b) Richard Nixon was elected.
   (c) Lyndon Johnson was elected.
   (d) the Tet holiday.

5. The timeline shows that in 1968
   (a) Johnson was elected.
   (b) Nixon was elected.
   (c) Nixon was impeached.
   (d) the bombing of North Vietnam began.

6. The timeline shows that in 1970
   (a) Johnson was President.
   (b) students closed Kent State.
   (c) some students were killed at an anti-war protest.
   (d) the Tet offensive started.

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Name _____ Date _____

Unit 9 • Test

Part II

C. Choose the best ending for each sentence. Circle the letter.

7. After U.S. forces left Vietnam, the country was united under

(a) Communist rule.

(b) French rule.

(c) democratic rule.

(d) U.S. protection.

8. Many veterans of the Vietnam War

(a) were treated better than veterans of other wars.

(b) did not feel respected until the Vietnam Veterans Memorial was built.

(c) marched in victory parades.

(d) forgot about the war right away.

9. President Nixon changed foreign policy when he

(a) visited China and the Soviet Union.

(b) refused to meet with Soviet and Chinese leaders.

(c) had little interest in foreign policy.

(d) banned trade with China.

10. Affirmative action is a program that

(a) corrects the effects of discrimination.

(b) decreases opportunities in employment.

(c) decreases opportunities in education.

(d) corrects the effects of inflation.

11. While Nixon was President, the U.S. economy

(a) caused little concern.

(b) was affected by inflation and stagflation.

(c) was worse than the Soviet economy.

(d) fell apart.

12. President Nixon was almost impeached because

(a) he was involved in the Watergate scandal.

(b) he could not fix the economy.

(c) he was poor at foreign policy.

(d) it is a crime to tape conversations in the Oval Office.

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Teacher's Notes

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Name _____ Date _____

Words to Know

A. Choose the best ending for each sentence. Write the correct letter on the line.

_____ **1.** A dissident is

(a) a person who strongly agrees with government policies or its rule.

(b) a person who strongly disagrees with government policies or its rule.

(c) a person who is not interested in government.

_____ **2.** A hostage is a person who is

(a) free to leave at any time.

(b) from another country.

(c) held captive until certain demands are met.

_____ **3.** A federal deficit is

(a) when the government takes in too much money.

(b) the difference between the amount of money the government spends and what it collects.

(c) when Americans borrow money to buy stock.

_____ **4.** A special prosecutor is an investigator who looks into the actions of

(a) wealthy business owners.

(b) local officials.

(c) the President and other high officials.

B. Complete each sentence with a term from the box.

hostages	contras	special prosecutor
human rights	national debt	glasnost

5. A _____ found that President Reagan's advisers had broken the law in the Iran-Contra affair.

6. The amount of money the federal government owes is the _____.

7. The rebels in Nicaragua were called _____.

8. Gorbachev wanted an open discussion called _____.

9. President Carter felt that all countries should give _____ to their citizens.

10. President Carter tried to rescue American _____ held captive in Iran.

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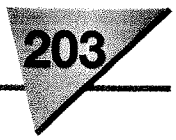
CHAPTER 30

Comprehension Check



A. Complete each sentence by writing the correct letter on the line.

_____ **1.** The Camp David Accords was an agreement between

(a) the United States and Israel.

(b) the United States and Egypt.

(c) Israel and Egypt.

_____ **2.** President Reagan believed that

(a) cutting taxes would make the economy grow.

(b) raising taxes would make the economy grow.

(c) the government could not change the economy.

_____ **3.** In Nicaragua, President Reagan supported

(a) the Sandinistas.

(b) the contras.

(c) neither side.

_____ **4.** Many Americans protested U.S. actions in

(a) Libya.

(b) Egypt.

(c) Central America.

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **5.** The economy was President Carter's main problem at home.

_____ **6.** During Carter's administration, relations with the Soviet Union improved.

_____ **7.** In 1979, American hostages were held in Iraq.

_____ **8.** During Reagan's administration, the federal deficits increased.

_____ **9.** The Iran-Contra affair angered many Americans.

_____ **10.** President Reagan refused to meet with Mikhail Gorbachev, the Soviet leader.

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Name _____ Date _____

Section 1: A New Kind of Leader — Exercise 125

President Jimmy Carter strongly believed in human rights. He tried to fix the economy. President Carter helped bring peace to the Middle East. He could not improve U.S.–Soviet relations.

Complete each sentence below with a term from the box.

hostage	human rights	freedoms	landslide
oil	dissidents	Egypt	draft

1. Jimmy Carter was known for his business success and his concern for _____.
2. One of Carter's first acts as President was to pardon young men who had avoided the _____ during the Vietnam War.
3. Carter tried to get Americans to use less _____.
4. Human rights are the basic _____ all people should have.
5. Carter supported _____ in the Soviet Union.
6. The Camp David Accords was an agreement between Israel and _____.
7. Followers of the Ayatollah in Iran held about 50 Americans _____ beginning in 1979.
8. Carter lost the 1980 election in a _____ for Ronald Reagan.

CRITICAL THINKING

Do you think President Carter was right to stop trade with nations that did not have good human rights records? Explain. Write your answer on a separate sheet of paper.

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Section 2: Turning Toward Conservatism — Exercise 126

Conservative groups helped to get Ronald Reagan elected President in 1980. President Reagan asked Congress to cut taxes, increase defense spending, and limit social programs.

Answer the questions below.

1. Why did President Reagan want a smaller federal government?

_____

2. What was the name given to conservative groups that supported President Reagan?

_____

3. Why did President Reagan want to cut taxes?

_____

4. How did President Reagan's programs help the economy?

_____

5. What happens to the national debt when there is a federal deficit?

_____

6. Why did women and African Americans disagree with President Reagan's plan of government?

_____

7. Why did President Reagan and Congress agree to raise taxes in 1987?

_____

8. What did Geraldine Ferraro do in 1984?

_____

CRITICAL THINKING

What do you want to see your tax money spent on today? On a separate sheet of paper, write a letter to your representative in Congress explaining why your choice is important for the country.

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Name _____ Date _____

Section 3: Acting in a Changing World — Exercise 127

President Reagan worked to prevent Communist takeovers in Central America. He wanted to keep peace in the Middle East. He tried to weaken communism in the Soviet Union.

Complete each sentence below with a term from the box.

glasnost	terrorism	Central America	contras
cold war	Persian Gulf	Mikhail Gorbachev	

1. People who were fighting the Sandinista government in Nicaragua were known as _____.
2. El Salvador is a country in _____.
3. Libya, a country in northern Africa, was a training center for _____.
4. In 1987, U.S. ships went to the Middle East to protect shipping in the _____.
5. The policy to allow more open discussion in the Soviet Union was known as _____.
6. The Soviet leader who wanted to change the government in the Soviet Union was _____.
7. In the late 1980s, the world was beginning to see the end of the _____.

CRITICAL THINKING

President Reagan decided to send U.S. troops to other countries in order to keep peace. Do you think U.S. troops should be sent to keep peace in other countries? Explain. Write your answer on a separate sheet of paper.

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Using a Chart: Trouble Spots Around The World

Exercise 128

Trouble Spots Around the World, 1982–1987			
Country	**Location**	**Problem**	**U.S. Action**
Lebanon	Middle East	Fighting broke out between groups in Lebanon. Earlier, Israel and Palestinians in Lebanon had fought.	In 1982, U.S. Marines were sent as part of a UN peacekeeping force.
Grenada	Caribbean	The Prime Minister died. Reagan feared Communists might take over the country.	In 1983, U.S. troops helped the non-Communist government control the country.
Libya	Africa	Terrorists killed an American soldier in Germany. Libya was a training center for terrorism.	In 1986, U.S. planes bombed Libya.
Persian Gulf	Middle East	Iran and Iraq were at war. Iran tried to stop shipping in the Persian Gulf.	In 1987, U.S. ships were sent to protect trade in the Persian Gulf. They were ordered to fire when fired upon.

Use the chart to answer the questions below.

1. What was the problem in the Persian Gulf?

   _____

2. In what year were U.S. Marines sent to Lebanon?

   _____

3. What happened in Grenada?

   _____

4. What action did U.S. troops take in Libya?

   _____

5. How many years before U.S. troops were sent to the Persian Gulf were U.S. troops sent to Lebanon?

   _____

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Building Your Skills • Taking a Test

Practice

To do well on a test, you need to understand the directions. Look for key words in an essay topic. They will tell you how to write the answer.

Key Words in an Essay Topic	How to Write Your Answer
Compare	Show how things are alike.
Contrast	Show how things are different.
Define	Tell what it means.
Describe	Give facts and details to show what something is like.
Evaluate	Make a judgment.
Explain or tell why	Give causes or reasons.
Review	Write a summary.
Discuss	Give your own ideas.

Circle the key word in each essay question. Then match the key word to the direction line that explains how to answer the question. Write the correct letter on the line.

ESSAY TOPICS

_____ **1.** Contrast the ideas of President Reagan and President Carter about the economy.

_____ **2.** Describe the ideas of the New Right.

_____ **3.** Define glasnost.

_____ **4.** Review the accomplishments of the Reagan Administration.

_____ **5.** Evaluate the effect of protests against U.S. policies in Latin America.

DIRECTION LINES

a. Give facts and details.

b. Show differences.

c. Summarize.

d. Tell what it means.

e. Make a judgment.

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Building Your Skills • Taking a Test

Extension

You will take many tests that require short answers. Here are some hints to help you do well on those tests.

- Be sure you know how and where to mark your answers.
- Answer the easy questions first. Then go back and answer the harder questions.
- Check your answers, but do not change them unless you are sure you made a mistake.

True-false tests

If you are not sure of an answer, look for qualifying words like *all, always, no,* and *never*. Statements with these words are often false.

If you are not sure of an answer, look for qualifying words like *often, many, some, most,* and *sometimes*. If you can think of one example, the statement is probably true.

Multiple-choice tests

Think of the answer before you read the choices. That answer is probably right.

Find the answers that are clearly wrong. Then take a guess between the answers that might be right.

A. Circle the qualifying word in each sentence. If the sentence is true, write *true*. If the sentence is false, write *false*.

_____ **1.** All Americans felt Reagan did a good job as President.

_____ **2.** Many people in the New Right were new to politics.

_____ **3.** President Reagan always tried to get along with the Soviet Union.

B. Circle the answers that are clearly wrong. Then decide the correct answer and write the letter on the line.

_____ **4.** Ronald Reagan was

(a) the "Great Communicator."

(b) a running mate of Walter Mondale.

(c) a shy and uncertain leader.

_____ **5.** Nicaragua is a country in

(a) Europe.

(b) Central America.

(c) South America.

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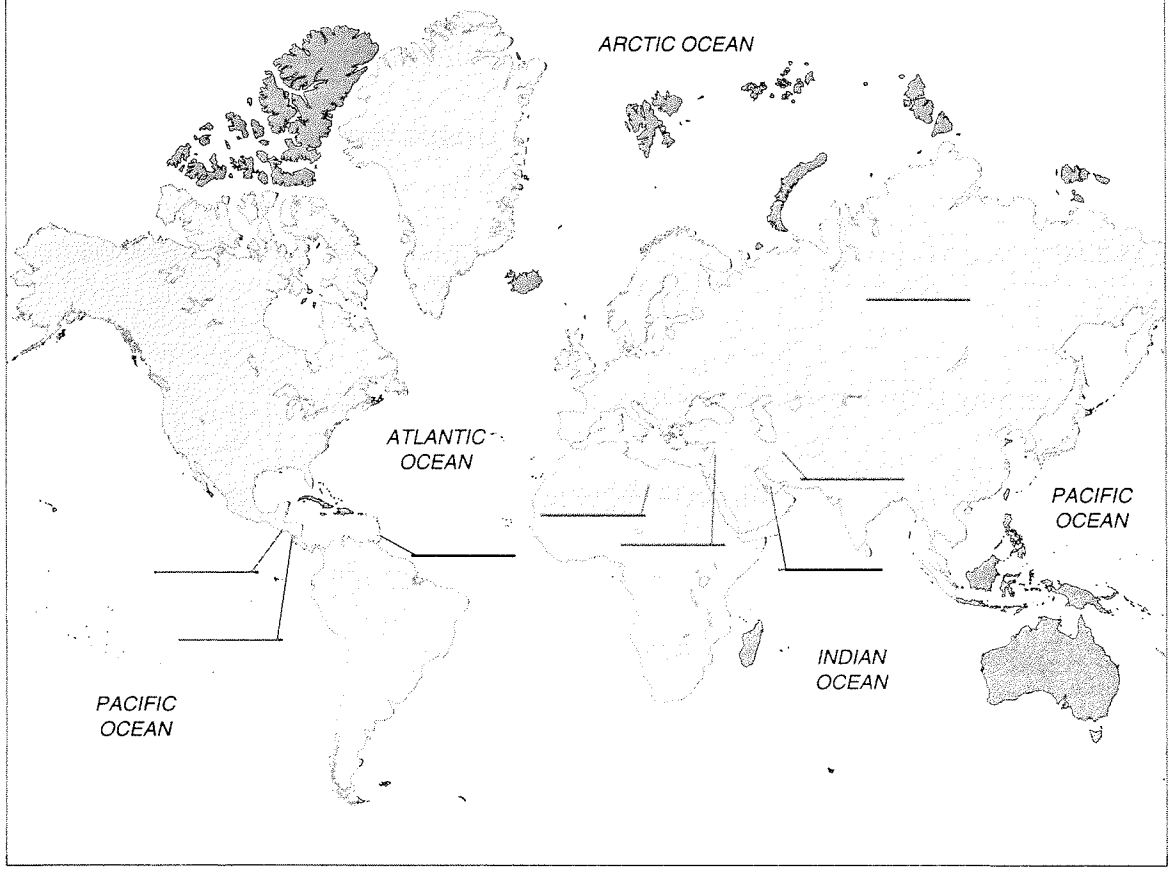
Challenge

During Ronald Reagan's presidency, the United States was involved in many parts of the world. Some of them are listed in the box.

1. Lebanon	**2.** Grenada	**3.** Libya	**4.** Persian Gulf
5. Nicaragua	**6.** El Salvador	**7.** Iran	**8.** Soviet Union

Hot Spots in the World



A. Use a map in your textbook to find the location of each place listed in the box. Then mark each place on the map with the correct number from the box.

B. Describe an event that happened in a place you marked on the map. Make your description as exciting as possible. Write your description on a separate sheet of paper.

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Name _____ Date _____

Chapter 30 • Test A

A. Match each term with its description. Write the correct letter on the line.

_____ **1.** Camp David Accords	**a.** country where the United States helped the government fight communism
_____ **2.** Iran hostage crisis	**b.** the link between U.S. weapons sales to Iran and buying weapons for the contras in Nicaragua
_____ **3.** New Right	**c.** an agreement between Israel and Egypt
_____ **4.** El Salvador	**d.** the reaction to President Jimmy Carter's helping the shah
_____ **5.** Iran-Contra affair	**e.** conservative groups that helped elect President Ronald Reagan
_____ **6.** glasnost	**f.** a policy allowing open political discussions in the Soviet Union

B. Read each statement. If it is a fact, write *fact*. If it is an opinion, write *opinion*.

_____ **7.** President Carter should have solved the nation's economic problems.

_____ **8.** Human rights should not be a part of U.S. foreign policy.

_____ **9.** President Reagan increased defense spending.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. a. Contrast the economic policies of Presidents Carter and Reagan.

b. Describe two important points of President Reagan's foreign policy in Central America.

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Name _____ Date _____

Chapter 30 • Test B

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** High oil and gas prices added to inflation during President Jimmy Carter's administration.

_____ **2.** President Carter's policies on human rights helped U.S.–Soviet relations.

_____ **3.** The Ayatollah Khomeini took over the government of Iran in 1979.

_____ **4.** President Carter rescued the hostages in Iran.

_____ **5.** A disturbed man tried to assassinate President Reagan two months after he took office.

_____ **6.** President Reagan felt the United States should not get involved in the affairs of other countries.

B. Read each pair of sentences. If the sentence gives the cause, write *cause*. If the sentence gives the effect, write *effect*.

7. _____ **a.** President Carter allowed the shah to come to the United States for cancer treatment.

_____ **b.** Iranian revolutionaries captured about 50 American hostages.

8. _____ **a.** Cuts were made in spending on social programs.

_____ **b.** Reagan felt people needed to help themselves.

9. _____ **a.** Mikhail Gorbachev called for glasnost.

_____ **b.** The Soviet economy could not meet people's everyday needs.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. a. Describe two important points of the Camp David Accords.

b. Describe two ways that relations between the United States and the Soviet Union changed while Ronald Reagan was President.

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Words to Know

A. Match each term with its meaning. Write the correct letter on the line.

_____	**1.** budget surplus	**a.** to make smaller; to reduce the size of the workforce
_____	**2.** primary	**b.** the amount of money that is left over after spending
_____	**3.** workfare	**c.** a government program in which people have to work to receive aid
_____	**4.** coalition	**d.** an early election that helps a political party choose its candidate
_____	**5.** underclass	**e.** a temporary alliance of nations for a special action
_____	**6.** downsize	**f.** a group of people with few job skills and little education

B. Complete each sentence with a term from the box.

grand jury	workfare	ethnic cleansing	underclass

7. A group of citizens who decide if charges against a person are strong enough to go to trial is called a _____.

8. People who are part of the _____ can have a hard time finding work because they do not have needed skills.

9. To replace welfare, many states developed programs called _____.

10. In Bosnia and Kosovo, Serbs tried to remove other groups by _____.

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Comprehension Check

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** George H. W. Bush won the 1988 election.

_____ **2.** President Bush never raised taxes because he had promised not to.

_____ **3.** President Clinton was the second President to be impeached.

_____ **4.** Mikhail Gorbachev resigned as leader of the Soviet Union in 1991.

_____ **5.** The United States fought the Gulf War on its own.

_____ **6.** Fewer minorities gained political office in the 1980s and 1990s.

_____ **7.** By the 1990s, there were two women justices on the Supreme Court.

B. Complete each sentence by writing the correct letter on the line.

_____ **8.** Bill Clinton and Al Gore won the 1992 election by saying they would

(a) cut taxes of the rich.

(b) improve the economy.

(c) cut welfare benefits.

_____ **9.** After the cold war ended,

(a) peace broke out everywhere.

(b) Russia became a wealthy capitalist state.

(c) conflicts broke out in many parts of the world.

_____ **10.** In 1990, the South African government

(a) started the policy of apartheid.

(b) put Nelson Mandela in jail.

(c) freed Nelson Mandela from jail.

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Voices From the Past • Making Predictions

Many people like to predict, or guess, what will happen in the future. Here are some predictions by experts in their fields.

A. I think there is a world market for about five computers.
—probably Thomas Watson, founder of International Business Machines (IBM), 1943

B. No matter what we do now, the Russians will beat us to the moon.... I would not be surprised if the Russians reached the moon within a week.
—John Rinehart, Smithsonian Astrophysical Observatory, October 1957 after Sputnik

C. If anything remains more or less unchanged, it will be the role of women.
—David Riesman, Harvard professor, 1967 (discussing the year 2000)

A. Answer the questions.

1. How are these three predictions alike?

_____

2. What does the prediction about getting to the moon tell you about the mood of Americans in 1957?

_____

3. Why do you think Riesman predicted that the role of women would not change?

_____

4. Based on the prediction about computers, do you think people can tell easily whether an invention will be useful? Explain.

_____

B. Make an expert prediction. What do you think teenagers will be doing 50 years from now? Describe a day in the life of one of those teenagers. Write your description on a separate sheet of paper.

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Section 1: Politics and Presidents — Exercise 129

In 1988, George Bush was elected President. He raised taxes to try to save the economy. In 1992, Americans elected Bill Clinton President. He promised to improve the economy.

Answer the questions below.

1. What did George Bush promise during the 1988 election?

_____

2. What were the two ways that President Bush wanted to spend government money?

_____

3. How did the economy worsen while President Bush was in office?

_____

4. Who was the third-party candidate in 1992?

_____

5. What did Ross Perot say?

_____

6. How did the economy improve under President Clinton?

_____

7. What did President Clinton and Congress agree to do in 1997?

_____

8. Who is Kenneth Starr?

_____

CRITICAL THINKING

George Bush, Bill Clinton, and Ross Perot each wanted to become President in 1992. Create a campaign poster for one of the candidates. Include reasons that people should vote for the candidate. Make your poster on a separate sheet of paper.

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Section 2: A New Role in the World — Exercise 130

The cold war ended when the Soviet Union broke apart in 1991. There still were trouble spots around the world. The United States tried to solve conflicts overseas.

A. Number the events in the order that they happened.

_____ The Soviet Union breaks apart.

_____ President Bill Clinton tries to bring peace to the Middle East.

_____ The United States and other NATO countries help Kosovo.

_____ East and West Berliners break down the Berlin Wall.

B. Complete each sentence below with a term from the box.

illegal drugs	Colin Powell	South Africa	oil fields	Iraq

1. Saddam Hussein wanted to take over Kuwait and make it part of _____.
2. Hussein wanted to control Kuwait's _____.
3. The Chairman of the Joint Chiefs of Staff during the Persian Gulf War was _____.
4. In 1990, trouble with Panama broke out over _____.
5. For many years, the United States protested against apartheid in _____.

CRITICAL THINKING

Thousands of young people celebrated when the Berlin Wall was torn down. Why do you think young people were joyful when they saw this? Write your answer on a separate sheet of paper.

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Using a Chart: Conflict and Change Around the World

Exercise 131

Conflict and Change Around the World, 1983–1994		
Country	**Problem**	**U.S. Action**
Panama (1983)	In 1983, General Noriega took over Panama. He helped get illegal drugs into the United States.	In 1990, President Bush sent U.S. troops to capture Noriega. He was tried in the United States and sent to jail.
China (1989)	In 1989, Chinese students and workers protested against the Communist government. The government crushed the protest.	Relations between China and the United States got worse. Later, President Clinton visited China.
Haiti (1990)	In 1990, the military overthrew the elected leader, Jean-Bertrand Aristide.	In 1990, U.S. troops forced military leaders to accept Aristide as Haiti's leader.
Somalia (1991)	In 1991, fighting broke out between two armies. Somalian people were caught in the middle. Many starved or were murdered.	U.S. troops joined a peacekeeping force. In 1993, Somalia fighters killed several U.S. soldiers. President Clinton withdrew U.S. soldiers in 1994.
Israel (1993)	Fighting between Israelis and Palestinians continued.	In 1993, President Clinton helped arrange a meeting between Prime Minister Rabin of Israel and Yasir Arafat of the PLO. They signed an agreement.

Use the chart to answer the questions below.

1. In which country did students protest against a Communist government?

   _____

2. Where were U.S. soldiers killed in 1991?

   _____

3. What two groups signed a peace agreement in 1993?

   _____

4. What happened in Haiti?

   _____

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Section 3: New Rights and Opportunities

Exercise 132

During the 1980s and 1990s, several minority groups gained political power. New programs and laws helped millions of Americans. Many people worried about violence and terrorism.

Write *true* or *false* next to each sentence below. If the sentence is false, rewrite it to make it true.

1. In the 1990s, women made few gains.

_____

2. The Rainbow Coalition created fewer opportunities for minorities.

_____

3. The Americans with Disabilities Act helped many people with disabilities find jobs.

_____

4. The 1996 welfare reform plan encouraged welfare instead of workfare.

_____

5. President Clinton won passage of a law that provided a national health care program.

_____

6. During the 1990s, Americans saw the first major acts of terrorism inside the United States.

_____

7. The Brady Bill did not require a waiting period for gun buyers.

_____

CRITICAL THINKING

Do you think the government should play a role in health care? Explain your answer. Write your answer on a separate sheet of paper.

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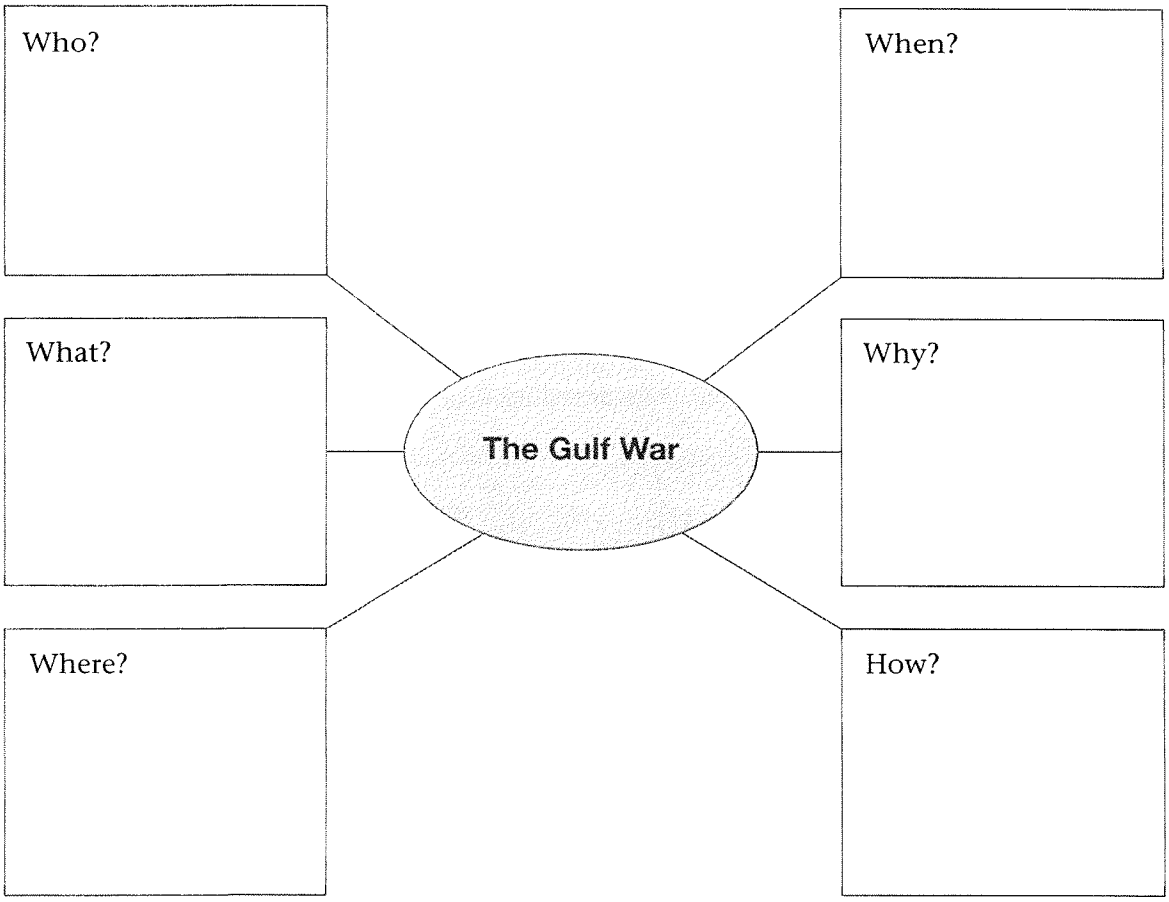
CHAPTER 31

Challenge

212

Many nations took part in the Gulf War. The war showed that the United Nations could bring countries together to get a job done.

A. Use the graphic organizer to review information about the Gulf War.



B. Interview someone who was in the Gulf War. Write your interview on a separate sheet of paper. If you do not know any Gulf War veterans, find a story about a Gulf War veteran in a newspaper, magazine, or on the Internet. Share the interview or article with the class.

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Name _____ Date _____

Chapter 31 • Test A

A. Complete each sentence with a term from the box.

Democratic	economy	acquitted	Yugoslavia

1. In 1988, Jesse Jackson won several _____ primaries.
2. In 1991, the U.S. _____ began to get worse.
3. President Clinton was _____, or found not guilty, of lying to a grand jury.
4. The United States and other NATO countries acted against ethnic cleansing in the former nation of _____.

B. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ 5. The cold war ended in the late 1980s and early 1990s.

_____ 6. Women took part in the Gulf War, doing jobs they had never done before.

_____ 7. Under President Clinton, a health insurance plan for all Americans was passed.

_____ 8. The bombing of the Federal Building in Oklahoma City was a terrorist act.

_____ 9. The Brady Bill outlawed cigarette sales to young people.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. **a.** Explain why the Gulf War was an important world event.
    b. Discuss two possible problems with workfare and welfare.

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Chapter 31 • Test B

A. Match each person with his or her description. Write the correct letter on the line.

_____	**1.** Jesse Jackson	**a.**	the leader of Iraq who invaded Kuwait
_____	**2.** President Bill Clinton	**b.**	formed a coalition to fight Iraq
_____	**3.** Saddam Hussein	**c.**	a top military adviser to President Bush during the Gulf War
_____	**4.** President George Bush	**d.**	the civil rights leader who won several Democratic primaries in 1988
_____	**5.** Colin Powell	**e.**	investigated by Kenneth Starr
_____	**6.** Sandra Day O'Connor	**f.**	a Supreme Court justice

B. Read each statement. If it is a fact, write *fact*. If it is an opinion, write *opinion*.

_____ **7.** Workfare is unfair to people with few skills and little education.

_____ **8.** President Clinton won passage of a law giving many workers the right to stay home to care for a baby or sick family member.

_____ **9.** Terrorism is certain to increase in the United States.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. a. Give two reasons why the end of the cold war was important. Explain.

b. Give two reasons why the economy affects a President's popularity. Explain.

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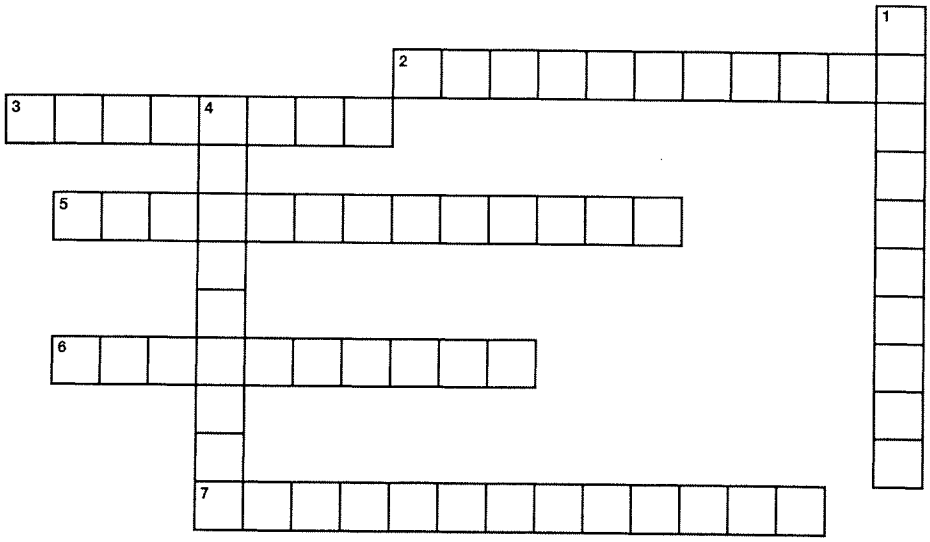
Words to Know

Use these terms to complete the crossword puzzle.

popular vote	electoral vote	acid rain	recycling
global warming	resolution	millennium	



Across

2. a vote cast by a citizen in a presidential election

3. rain that is polluted by harmful chemicals

5. a vote cast by a chosen elector in a presidential election

6. a period of 1,000 years

7. the theory, or idea, that Earth's temperature is slowly rising

Down

1. an official statement of opinion

4. using a product more than once

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Comprehension Check

A. Read each sentence. If it is true, write *true*. If it is false, write *false*.

_____ **1.** George W. Bush won the majority of both the popular votes and electoral votes in the presidential election of 2000.

_____ **2.** Computers have changed the way doctors check the human body.

_____ **3.** U.S. troops defeated the Taliban in Operation Enduring Freedom.

_____ **4.** The United States worked with 14 other countries to develop an International Space Station.

_____ **5.** The problems of acid rain, holes in the ozone layer, and global warming have been solved.

_____ **6.** Americans use less energy today than people in any other country.

_____ **7.** The UN fully supported sending U.S. troops to Iraq.

B. The main ideas are underlined. Add a detail under each main idea.

8. <u>The presidential election of 2000 made history</u>.

a. The electoral votes were very close.

b. The winner of Florida's electoral votes would win the election.

c. _____

9. <u>After September 11, 2001, President Bush worked to prevent future terrorist attacks against the United States</u>.

a. President Bush created the new Cabinet position of Director of Homeland Security.

b. The war on terrorism started in Afghanistan with Operation Enduring Freedom.

c. _____

10. <u>NASA has had both success and tragedy as it moved forward with U.S. space technology</u>.

a. The first space shuttle was launched into space in April 1981.

b. The Hubble Space Telescope was launched into space in 1990.

c. _____

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Challenge

Today, many people worry that technology invades people's privacy, or right to keep things to themselves. For example, it is easy for businesses to use cameras and computers to watch workers and customers.

By the 1990s, large car manufacturers had started to put black boxes into many of their cars. Black boxes keep records of what a driver does a few seconds before an accident. The boxes record speed, braking, and other actions. Here are some ideas for and against black boxes in cars.

In Favor of Black Boxes in Cars	Against Black Boxes in Cars
They can save lives by showing what driving actions cause accidents.	Whatever a driver does is recorded without his or her permission.
They can help car manufacturers by showing needed design changes for safety.	Unknown information may be recorded by black boxes.
They can be studied to make safer air bags that open at the right time and with the right force.	People could get hold of black boxes and use the information for unlawful purposes.

A. Use the paragraph and the information in the chart to answer the questions.

1. What are black boxes?

_____

2. How can black boxes help car manufacturers?

_____

3. Can drivers control the information recorded by black boxes? Explain.

_____

4. Besides driving actions, what might a black box in a car record?

_____

B. Do you think it is a good idea to have black boxes in cars? Write your answer on a separate sheet of paper.

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Section 1: Challenges for a New President — Exercise 133

George W. Bush took office on January 20, 2001. Eight months later, foreign terrorists attacked the United States. The new President now had to plan a response to these attacks.

Complete the chart below. Give two details for each main idea. The first one is done for you.

Main Idea	Details
A. After the September 11, 2001, terrorist attacks, President Bush increased security in the United States.	**1.** Passenger planes could not be flown and important buildings were closed. **2.**
B. The war on terrorism started in Afghanistan.	**3.** **4.**
C. The war on terrorism continued after the defeat of the Taliban government.	**5.** **6.**

CRITICAL THINKING

You are the Director of Homeland Security. Write a brief speech describing how you will increase security in the United States. Write your speech on a separate sheet of paper.

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Section 2: Challenges for All Americans — Exercise 134

Americans faced new challenges as they entered a new millennium. These challenges included protecting the environment, making advances in space technology, and improving health care.

Complete each sentence with a term from the box.

environment	ISS	nonrenewable	lasers
recycling	superpower	renewable	global warming

1. The Environmental Protection Agency made laws to care for the _____.
2. Using a product more than once is called _____.
3. The idea that Earth's temperature is slowly rising is called _____.
4. Coal and oil are _____ resources.
5. Water, wind, and the sun are examples of _____ resources.
6. The United States worked with 14 other countries to build an _____.
7. _____ have made surgery safer and more comfortable.
8. The United States entered the twenty-first century as the only _____ in the world.

CRITICAL THINKING

What do you think was the most important event in the late twentieth century or early twenty-first century? Explain why. Write your answer on a separate sheet of paper.

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Making a Chart: The Environment

Exercise 135

Complete the chart below with the correct information about environmental problems and their solutions.

Problem	Solutions
Acid Rain	**1.**
Not Enough Places to Put Garbage	**2.**
Holes in the Ozone Layer	**3.**

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Using the Presidents Chart

Exercise 136

Use the Presidents of the United States chart on page 655 of your textbook to answer the questions below.

1. Who was the seventh President of the United States?

   _____

2. Who was the twenty-fourth President of the United States?

   _____

3. Which President resigned while in office?

   _____

4. Which two Presidents served one year in office?

   _____

5. Who was Woodrow Wilson's Vice President?

   _____

6. Who was James K. Polk's Vice President?

   _____

7. Which four Presidents did not have a Vice President?

   _____

8. Which President served the longest term in office?

   _____

9. Who was President first, William Henry Harrison or Andrew Jackson?

   _____

10. Which Vice President later became President, Richard M. Johnson or George H. W. Bush?

    _____

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Using the Fifty States Chart

Exercise 137

Use the Fifty States chart on page 658 in your textbook to answer the questions below.

1. In what year did North Dakota enter the Union?

   _____

2. What is the state nickname of Wyoming?

   _____

3. What state is called the "Prairie State"?

   _____

4. How many commonwealths and territories does the United States have?

   _____

5. What is the capital of the commonwealth of Puerto Rico?

   _____

6. What is the capital of Minnesota?

   _____

7. What state is Helena the capital of?

   _____

8. Which state does the abbreviation VA stand for?

   _____

9. Which state was admitted into the Union first, New York or New Jersey?

   _____

10. Which state has a greater population, California or Texas?

    _____

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Challenge

The present and future of the United States is in the hands of young people. A democracy such as the United States can work only if people take an active part in their communities and their government. The chart lists the percentage of Americans who voted since 1992.

Voting Patterns in Recent National Elections

Age Range	Presidential Election Years			Congressional Election Years	
	1992	1996	2000	1994	1998
18 to 20	38.5%	31.2%	28.5%	16.5%	13.6%
21 to 24	45.7%	33.4%	35.4%	22.3%	19.2%
25 to 34	53.2%	43.1%	43.7%	32.2%	28.0%
35 to 44	63.6%	54.9%	55.0%	46.0%	40.7%
45 to 64	70.0%	N/A (not available)	64.5%	56.0%	54.3%
65 and over	70.1%	N/A	67.4%	60.7%	59.0%

A. Use the chart to match the terms.

_____ **1.** Age group that voted most in 2000

_____ **2.** Age group that voted least overall

_____ **3.** Year the most 18 to 20 year olds voted

_____ **4.** Type of election when 18 to 20 year olds vote least

_____ **5.** Range of percent voting, all years

a. 18 to 20 years old

b. 13.6 to 70.1

c. 65 years old and over

d. congressional election

e. 1992

B. Make a poster showing reasons why young people should vote. Include issues such as education, social security, health care, and war.

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Chapter 32 • Test A

A. Complete each sentence with a term from the box.

millennium	popular votes	resolution
acid rain	electoral votes	

1. In 2002, the UN passed a _____ demanding that Iraq destroy its weapons.
2. George W. Bush was elected President because he had more _____ than Albert Gore, Jr., did.
3. Reducing _____ around the world is important for the environment.
4. Albert Gore, Jr., had more _____ in the 2000 presidential election than George W. Bush did.
5. During the next _____, or 1,000 years, there will be many changes in the world.

B. Put the events in order. Write *1, 2, 3,* or *4* on the line.

_____ **6.** The environmental movement begins.

_____ **7.** The Environmental Protection Agency is formed.

_____ **8.** A new millennium begins.

_____ **9.** Scientists find holes in the ozone layer.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. a. Discuss the successes and tragedies of the U.S. space program.

b. Discuss two U.S. military operations that were part of the war on terrorism.

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Chapter 32 • Test B

A. Match each term. Write the correct letter on the line.

_____	**1.** resolution	**a.** using a product more than once
_____	**2.** recycling	**b.** a vote cast by a chosen elector in a presidential election
_____	**3.** electoral vote	**c.** an official statement of opinion
_____	**4.** AIDS	**d.** something that protects Earth from dangerous sun rays
_____	**5.** ISS	**e.** a disease that destroys the body's ability to fight disease
_____	**6.** ozone layer	**f.** a research laboratory in space that conducts experiments and develops technologies for the future

B. Read each statement. If it is a fact, write *fact*. If it is an opinion, write *opinion*.

_____ **7.** Laser technology makes people happier.

_____ **8.** Computers help doctors find and treat diseases.

_____ **9.** The United States should not depend on other countries so much.

C. Choose one of the essay topics. Write your essay on a separate sheet of paper.

10. a. Discuss two reasons why the International Space Station is important.

b. Predict two political concerns of the new millennium.

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Unit 10 • Test

Part I

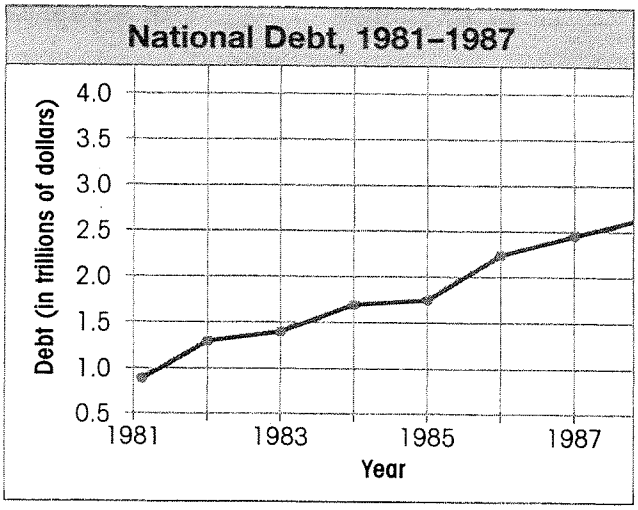
A. Choose the best ending for each sentence. Circle the letter.

1. President Jimmy Carter would not give in to the demands of
   (a) college students.
   (b) Soviet citizens.
   (c) Israelis.
   (d) Iranian revolutionaries.

2. President Ronald Reagan wanted
   (a) a smaller federal government.
   (b) a larger federal government.
   (c) no change in the size of the federal government.
   (d) no government at the federal level.

3. The New Right questioned the value of
   (a) special programs for minorities and women.
   (b) defense spending.
   (c) European trips by members of Congress.
   (d) tax cuts for the wealthy.

B. Base your answers to Questions 4 and 5 on the graph.



Source: *Statistical Abstract of the United States*

4. The line graph shows that from 1981 to 1987, the national debt
   (a) went up.
   (b) went down.
   (c) stayed the same.
   (d) disappeared.

5. The line graph shows that in 1987, the national debt was about
   (a) 1.0 trillion dollars.
   (b) 1.75 trillion dollars.
   (c) 2.5 trillion dollars.
   (d) more than 4.0 trillion dollars.

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Unit 10 • Test

Part II

C. Choose the best ending for the sentence. Circle the letter.

6. In El Salvador, the United States supported

(a) the rebels.

(b) the Catholic Church.

(c) the government.

(d) the farmers.

7. As the cold war ended, the Soviet Union

(a) took over Yugoslavia.

(b) became Communist.

(c) grew stronger.

(d) broke apart.

8. Before becoming President, Bill Clinton had

(a) been a Supreme Court justice.

(b) never served in Washington, D.C.

(c) been a farmer.

(d) never served in Arkansas.

9. The 1991 Gulf War was started by

(a) Iran and Iraq.

(b) Israeli fears of Iraqi bombs.

(c) Iraq's invasion of Kuwait.

(d) Iraq's invasion of Saudi Arabia.

10. Advances in science have changed

(a) where people live.

(b) how doctors treat patients.

(c) U.S. relations with Iraq.

(d) the way people vote.

11. Pollution, acid rain, and global warming are modern problems that have to do with

(a) where people live.

(b) how many people communicate.

(c) the environment.

(d) space technology.

12. In the twenty-first century, President George W. Bush's biggest concern was

(a) paying for his campaign.

(b) winning public support.

(c) finding a cure for cancer.

(d) fighting the war on terrorism.

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Teacher's Notes

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