

TEACHER'S GUIDE AND ANSWER KEY TO

\$7.95



Mastering Ohio's **AMERICAN HISTORY ASSESSMENT**



**Second
Edition**

Contains multiple
Evidence-Based
Sets

ZIMMER
KILLORAN
JARRETT

Mastering Ohio's American History Assessment provides the best preparation for students taking the Ohio Department of Education's new American history test. This booklet provides answers to the questions in the book. In many cases, there may be no single correct answer to the question. In evaluating student responses to open-ended questions, we suggest you focus on how well the student answers the question and whether the student supports his or her position with reasons, factual details, and data.

CHAPTER 1

There are no questions in this chapter.

CHAPTER 2

Page 6: Graphic Response Questions

- Spanish-American War → Blowing up the U.S.S. Maine
- World War I → Violation of freedom of the seas

Page 7: Short Constructed-Response Questions

- 2 • This quotation is from the First Amendment to the Bill of Rights.
- This amendment was included the Bill of Rights because the former American colonists wanted to be sure that the federal government would not use its power to abuse its citizens as had occurred under the King of England.

Page 8: Extended Constructed-Response Questions

- 3 Part A.** Foreign enemies would be less likely to attack the United States if they saw a united government instead of many different confederacies.
- Part B.** The republic was too large and extended over too vast an area and will be unable to know and understand the problems and local conditions faced by different areas.

Page 9: Evidence-Based Set

- | | |
|-----|--|
| 4 C | 5 C |
| 6 | <ul style="list-style-type: none">• enactment of the Truman Doctrine• creation of the special House Un-American Activities Committee• a “blacklist” for people identified as members of the Communist Party• the establishment of Loyalty Review Boards |

Page 12: Multiple-Choice Questions

- [illegible]

Page 14: Short-Answer Questions

- 10** One way that urbanization changed American life was that people were now concentrated in living in cities instead of rural areas.

CHAPTER 3

There are no questions in this chapter.

CHAPTER 4

Page 21: Assessment Questions

- 1 Part A.** The second document is a primary source.
- Part B.** The first document is a credible source since Thomas Bailey is a noted historian, and his extensive writings about the Federalist Papers are able to be verified.

- 2 • A person who delivers a lecture on slavery, and mentions a number of facts about slavery. After the lecture, you go to the library and find that all the points he mentioned in the lecture were factually correct. Agrees with other credible sources.
- A speaker who holds a Ph.D. is an expert on World War II. She has written twenty-five books on the event. She is also chairperson of the history department at a major university. Author's qualifications.
- A businessman who made a fortune due to his hard work and ingenuity. He has written a new book in which he argues against paying welfare to persons who are lazy, untalented, or lack a high school diploma. Displays bias.
- An author who has written a book that quotes a variety of sources. Each source cited has been carefully documented and represents a major source on the subject. Consistency of the source. Consistency of the source.
- A political leader who has written a book condemning feminism. The author goes on to describe all women as humorless, tedious people who are usually tiresome. Uses stereotypes.

3 C

5 A

7 B

4 A

6 A

CHAPTER 5

Page 26: Assessment Questions

- 1 This thesis statement is supported by the following pieces of data: The graph shows that after reaching a high in 1929, stock prices declined sharply through 1933. The quote by Albert Scardino states that the stock market crash wiped out billions of dollars in wealth, resulting in a sharp decrease in consumer buying.
- 2 **Part A.** A
Part B.
 - Anderson won a contract to sing with the New York Philharmonic Orchestra.
 - Anderson sang at the Lincoln Memorial with 75,000 people in attendance.
 - In 1978, Anderson was awarded the Congressional Medal of Honor.

3 C

CHAPTER 6

Page 31: Assessment Questions

- 1 A cause of the depression was the stock market crash or overproduction by farmers.
- 2 An effect of the depression was widespread unemployment, bank failures, many people lost their homes, and farmers lost their farms.
- 3 D
- 4 D
- 5
 - A cause of rising unemployment in this time period was the Great Depression.
 - An effect of this rising unemployment was that many banks failed as people were unable to repay bank loans, homes went into foreclosure, and many businesses failed.
- 6
 - (1) In October 1929, the price of stocks on the New York Stock Exchange plummeted in value. Cause of the Depression.
 - (2) Throughout the 1930s, there was a sharp decline in the amount of international trade among nations. Cause of the Depression.
 - (3) In 1932, Franklin D. Roosevelt was elected President on his promise to introduce legislation to fix the nation's economy. Effect of the Depression.
 - (4) The federal government greatly increased its spending in an attempt to get people back to work. Effect of the Depression.

UNIT 2: TESTING YOUR UNDERSTANDING (Page 34)

1 D
2 A

3 B
4 A

5 C
6 C

7 These two pieces of data support the thesis. The graph shows the sharp rise in U.S. casualties in the war. The second piece of data indicates the cost in dollars and in human life. Thus, these two items support the thesis that the involvement in Korea increased sharply between 1950 and 1953.

8 Primary source

9 D

10 C

11 C

12 First Passage: Effect of the Depression Second Passage: Cause of the Depression

13 D

14 C

CHAPTER 7

Page 41: Assessment Questions

- 1 Two grievances found in the Declaration of Independence are:
 - (1) The King refused to answer colonial petitions for the redress of grievances;
 - (2) The King asked citizens to give up their rights to representation.
- 2 The three unalienable rights are: the right to life, liberty, and the pursuit of happiness.
- 3
 - (1) Citizens have a right to revolt against their government if that government abuses its citizens' rights. Enlightenment Idea in the Declaration of Independence.
 - (2) Power should be divided between a central government and various state governments. Enlightenment Idea Not in the Declaration of Independence.
 - (3) People have certain rights that were given to them by their creator, and cannot be taken from them. Enlightenment Idea in the Declaration of Independence.
 - (4) Judges should be appointed for life terms so they're not subject to any form of political influence. Enlightenment Idea Not in the Declaration of Independence.
- 4 D
- 5 C

CHAPTER 8

Page 46: Assessment Questions

- 1 Provisions in the Northwest Ordinance established a series of steps that would allow each territory in the Northwest to become new states.
- 2 One aspect of the Northwest Ordinance that provided an early form of government for the territory was that a group of leaders would be appointed by Congress to govern each territory. The group would consist of a governor, a secretary, and three judges. The five leaders would be the first stage in a territory becoming a state.
- 3
 - (1) Established the precedent for the admission of new states into the Union. Precedent set by the Northwest Ordinance.
 - (2) Established the practice for a President to serve for only two terms of office. Precedent set by something else.
 - (3) Established a mechanism for funding public education in the future. Precedent set by the Northwest Ordinance.
 - (4) Established the precedent by which a President would select advisors to head executive departments. Precedent set by something else.
- 4 C

- 5 • Congress would appoint a group of five leaders to govern the territory.
 • Slavery was to be banned in all parts of the Northwest territory.
 • Citizens living the territory were granted the right to a trial by a jury
- 6 First Passage: Northwest Ordinance Second Passage: Not Northwest Ordinance
- 7 C

CHAPTER 9

Page 52: Assessment Questions

- 1 (1) The real power in government lies with the people. The authority of government comes from its citizens. An Enlightenment Idea.
 (2) A government has the right to tax its citizen's personal income and wealth. Not an Enlightenment Idea.
 (3) Laws should provide for the most happiness for the greatest number of people. An Enlightenment Idea.
 (4) The President should be permitted to dissolve Congress if its fails to pass laws for the greater good of its citizens. Not an Enlightenment Idea.
- 2 The Preamble reflects Enlightenment thinking in its focus is on the people ("We the people...") and states the Enlightenment ideal that the people established the Constitution.
- 3 A provision is that there were no national courts to settle disputes between the states. In the Constitution, Article III, Section 1 establishes a Supreme Court to settle these disputes. (See page 49 of the book to see other provisions)
- 4 D 5 C 6 C 7 B

CHAPTER 10

Page 57: Assessment Questions

- 1 One argument used by the Anti-Federalists in opposing ratification was that the federal government has too much power and might use that power to abuse the people. The Federalists answered this by noting that the U.S. Constitution had a host of different checks to prevent the federal government from abusing its power.
- 2 The argument used by this Anti-Federalists is that the federal government would possess too much power and the most dangerous aspect is the elastic clause, which would allow Congress to pass all laws that they found "necessary and proper."
- 3 **Part A.** One argument in the *Federalist Papers* was that there were sufficient checks on the power of the federal government to prevent it from abusing its power.
Part B. One argument used by the Anti-Federalists to counter this was that despite the checks in the Constitution, it would use its powers to threaten the sovereignty of the state governments.
- 4 C 5 C
- 6 • A Bill of Rights was needed before the new Constitution could be approved. Anti-Federalists
 • Only a small republic is able to protect the rights of individuals. Anti-Federalists
 • The powers of the states must be limited in favor of a central government with greater powers. Federalists
 • The states will lose some influence with the growth of the national government's power. Anti-Federalists
 • A strong central government is needed to protect the nation against uprisings and foreign attacks. Federalists
- 7 B

- 11 D

CHAPTER 12

Page 79: Assessment Questions

- 1** One technological innovation that greatly effected agricultural production was the McCormick reaper. This invention sparked a revolution in agriculture. For example, at the end of the 1800s, it took 35 to 40 hours of planting and harvesting to produce 100 bushels of corn. A hundred years later, to produce the same amount of corn took only 2 hours and 45 minutes.
- 2** D **3** D **4** C **5** Corporations
- 6** (1) Large numbers of people moved from the rural countryside to cities in search of jobs. Positive result of industrialization
- (2) More Americans were operating machines in large and crowded factories. Negative result of industrialization
- (3) There was a marked increase in the number and size of large corporations. Positive result of industrialization
- (4) There was an increase in the number of heavy industries, such as steel and iron. Positive result of industrialization
- 7** C **8** A **9** C

CHAPTER 13

Page 86: Assessment Questions

- 1 **Part A.** Two working conditions that unions opposed was the use of child labor, low wages, no job security, and poor working conditions.
- 2 **Part B.** Unions sought to ban child labor and sought to have workers paid more.
- 3 According to this passage, miners wanted to go on strike to improve the unsafe and unhealthy conditions that existed in mines. In addition, the mines were very unsafe since smoke and poisonous gas existed in the mines.
- 4 C B A
- 5 Knights of Labor, American Railway Union, or the American Federation of Labor.
- 6 One way industrialization influenced the location of the workforce was that factories drew workers from the rural countryside to cities where the factories were located.
- 7 C B

CHAPTER 14

Page 94: Assessment Questions

- 1 Caused By:** (1) African Americans faced prejudice and bias in the South. (2) Mostly tenant farming and share cropping jobs existed in the South. (3) Many African Americans sought better paying jobs in Northern cities.
- Resulted In:** (1) There was a great awakening of African-American culture.
- 2** One way that urbanization changed American life was that large numbers of people live in crowded tenement in poor and unhealthy living conditions.
- 3 C 4 C 5 B 6 B**
- 7** One way immigration changed American life was that large numbers of people now competed for factory jobs, which had the effect of pushing wages lower. In addition, many immigrants lived in “ghetto” areas in cities among similar immigrant groups.

CHAPTER 15

Page 100: Assessment Questions

- 1
 - Several Southern States passed “Jim Crow” laws.
 - The U.S. Supreme Court upheld the “separate but equal” doctrine in their *Plessy v. Ferguson* decision.
 - Many Southern states required a poll tax for some people to vote.
 - The rise of the Ku Klux Klan ensured that only certain people would register to vote.
- 2 Jim Crow laws made it illegal in Southern states for African Americans to hold office or travel freely.
- 3 C 4 C 5 B 6 C
- 7 Jim Crow laws made African Americans feel unsafe and fearful of being harmed.
- 8 C 9 C 10 C 11 C

CHAPTER 16

Page 109: Assessment Questions

- 1 One Progressive reform introduced to correct a problem associated with industrialized capitalism was the Clayton Anti-trust Act which increased the federal government’s power to prevent unfair business practices. The Pure Food and Drug Act regulated the preparation of food and the sale of medicines.
- 2 B 3 C
- 4 (1) Corruption existed in many state and local governments. Initiative, referendum, recall
(2) Voters were often subject to pressure and intimidation when they voted. Use of the secret ballot.
(3) Candidates were selected by political bosses who asked for favors when elected. Use of direct party primaries.
(4) Government jobs were used as a reward to people who contributed to politicians. Enactment of the Pendleton Act
- 5 D 6 B 7 C 8 A
- 9 Progressive reforms to remedy the abuses of government included the secret ballot, the initiative, referendum, recall, and the direct election of U.S. Senators.

UNIT 4: TESTING YOUR UNDERSTANDING (Page 113)

- 1 Two changes to the American economy brought about by industrialization were that goods were now mass-produced and this made many goods more affordable. In addition, As the nation began to industrialize, people flooded into cities from rural areas in search of jobs and a better life.
- 2 One way that immigration in the early 1900s changed life in America was that it brought in many workers who were willing to work for low wages. It also led to crowded cities. In addition immigrants were “melted” down and assimilated into the American society.
- 3 B 5 A 7 B 9 B
4 D 6 C 8 C 10 D
- 11 C 12 First Passage: Muckraker Second Passage: Not a Muckraker
- 13 Part A. C
Part B.
 - establishing Jim Crow laws throughout the South
 - creating separate but equal public facilities throughout the South
 - rise of the Ku Klux Klan

14 Two reforms by the Progressives that made government more democratic was the institution of direct election of U.S. Senators instead of selection by state legislatures. Another democratic reform was the use of a secret ballot which prevented voters from being intimidated when casting their ballot in an election.

15 D

16 B

17 A

18 C

CHAPTER 17

Page 125: Assessment Questions

1 One event that contributed to the nation's emergence as a world power in the early 1900s was the acquisition of colonies in the Caribbean and Pacific Ocean. Or, the building of the Panama Canal also contributed to its emergence as a world power.

2 B

3 Many Americans were divided over whether the United States should acquire overseas territories.

4 League of Nations

5 D

6 C

7 B

8 A

CHAPTER 18

Page 130: Assessment questions

1 By 1919, most Americans were disillusioned with world affairs. The small gains they made in World War I came at a terrible cost. America once again sought to avoid European entanglements, and returned to its traditional policy of isolationism.

- 2 • President Wilson proposes his Fourteen Points: Not a Policy of Isolationism
• U.S. Senate rejects the Treaty of Versailles: Policy of Isolationism
• U.S. refuses membership in the League of Nations: Policy of Isolationism
• U.S. emerges from W.W. I as an economic power: Not a Policy of Isolationism
• U.S. hosts the Washington Naval Conference: Not a Policy of Isolationism
• U.S. promotes the Kellogg-Briand Peace Pact: Not a Policy of Isolationism

3 D

5 C

7 D

4 C

6 B

8 B

UNIT 5: TESTING YOUR UNDERSTANDING (Page 132)

1 Two events that contributed to the emergence of the United States as a world power was the victories in the Spanish-American War and in World War I.

2 C

3 D

4 D

5 B

- 6 ☐ 1898: U.S. Naval Commander Dewey defeats Spanish fleet at Manila Bay.
☐ 1898: The United States defeats Spain in the Spanish-American War.
☐ 1898: U.S. acquires Spain's colonies after the Spanish-American War.

7 D

8 A

9 C

10 Two areas in which the U.S. fought wars during this period were Cuba and Europe.

11 D

12 B

13 C

14 A

UNIT 6: MIDTERM PRACTICE ASSESSMENT (Page 136)

- ## UNIT 6: MIDTERM PRACTICE ASSESSMENT (Page 136)
- 1** Two factors that would make someone believe the source of information was credible would be the qualifications and reputation of the author; the circumstances under which the source was created; the perspective or bias of the author; the accuracy and internal consistency of the information; and the source’s agreement with other credible sources.
 - 2** A **3** A **4** C **5** C
 - 6** One problem that the United States faced in the 1780s was that the central government was weak and in the U.S. Constitution the central government was given greater powers.
 - 7** B
 - 8** Precedents of the Bill of Rights: Magna Carta and parts of the Northwest Ordinance.
 - 9** A **10** D **11** D **12** D
 - 13** One idea found in the U.S. Constitution that was borrowed from an Enlightenment thinker was the idea of the Social Contract, in which the government is created to protect people’s rights – popular sovereignty.
 - 14** C **15** A **16** A **17** D
 - 18** (1) Many state legislatures were controlled by powerful “political bosses” that often dictated who was to be elected as the Senator for that state. Seventeenth Amendment
 - (2) American women were citizens of the United States, but they lacked the right to vote. Nineteenth Amendment
 - (3) The tax structure was such that people who earned a great deal more did not have to pay a larger portion of their income in taxes. Sixteenth Amendment
 - (4) Many families were being destroyed by people who drank too heavily and spent much of their earnings on alcoholic beverages. Eighteenth Amendment
 - 19** D **20** First Passage: Anti-Federalist Second Passage: Federalist
 - 21** A **24** C **27** D **30** A
 - 22** B **25** C **28** B **31** C
 - 23** D **26** C **29** C **32** Jim Crow laws
 - 33** (1) Writers and social scientists sought to expose the abuses of industrial society that arose in the early 1900s. Muck-raker writers
 - (2) Some reformers sought to help poor people living in over crowded neighbors in inner cities. Settlement houses
 - (3) Widespread corruption was rampant in city governments run by political machines and “bosses.” Public-minded mayors
 - (4) Some city and state governments were very unresponsive to the needs of the people they governed. Use of initiative and recall
 - 34** A **36** Freedom of the seas **38** A
 - 35** A **37** A

CHAPTER 19

Page 152: Assessment Questions

- 1 There were several laws that were passed in the United States that reflected anti-immigration attitudes. These laws included the Chinese Exclusion Act of 1882, the Gentlemen’s Agreement of 1907, the Immigration Acts of 1921, 1924, and 1929.
- 2 A 3 C
- 4 The “Red Scare” refers to the fear that gripped the United States in the early 1900s concerning a threat to the nation by Communists, anarchists, and immigrants. Many Americans feared that the uprising in Russia by Communists would eventually reach this nation and threaten our government.

5 A

6 D

Page 154: Evidence-Based Set

7 First Passage: Not the Cartoonist's Viewpoint

Second Passage: Cartoonist's Viewpoint

8 D

9 D

10 A

CHAPTER 20

Page 161: Assessment Questions

1 Several technological advances in the United States led to changes in American society and lifestyles. One change had to do with the widespread use of automobiles. A second technological advance involved the emergence of new industries that produced household appliances such as vacuum cleaners, refrigerators, and toasters. Another technological advancement involved the electrical industry, which allowed many more Americans to enjoy indoor electric lighting and water heaters.

2 The automobile had both positive and negative effects on American society and lifestyles. For example, people could now live further away from city centers and still commute to work. People could take family vacations using the automobile. However, the automobile had negative effects on the environment, as more areas were paved over for roads. In addition, people were sometimes seriously injured or killed in automobile accidents.

3 Reasons for the Prosperity

- Demand for automobiles increased
- Installment buying and buying on credit

Changes in American Life During the 1920s

- Growth of radio and magazine advertising
- The increase in buying through catalogs

4 A

6 D

8 B

10 C

5 D

7 C

9 C

CHAPTER 21

Page 169: Assessment Questions

1 One social change resulting from the Great Migration was the flood of African Americans that left the South and moved to urban centers in the North and Midwest.

2 One social change in the United States that arose as an outcome of Prohibition was that more people challenged the law by continuing to consume alcoholic beverages. Also, there was a sharp rise in organized crime with Prohibition.

3 D

6 B

9 A

4 C

7 B

10 B

5 A

8 A

11 B

CHAPTER 22

Page 177: Assessment Questions

1 Two ways the New Deal addressed the Great Depression were with the Bank Holiday and the Public Works Act. When FDR came to office, he declared a bank holiday to put the nation's banks on a sound financial footing. He also pushed Congress to pass the Public Works Act which created jobs in public works projects.

2 A

3 A

4 B

5 C

- 6 The stock market speculation contributed to the Great Depression by attracting people to invest their life savings in stocks. When the market crashed, they had no savings left to fall back on.
- 7 (1) Despite rising unemployment, the federal government's role is not to aid people who are unemployed. Not part of the New Deal.
 (2) The federal government bears the chief responsibility for ensuring the smooth running of the American economy. Attributable to the New Deal.
 (3) It is the responsibility of private organizations to provide help to people who are unemployed or homeless. Not part of the New Deal.
 (4) The government's role is to increase its power in areas such as the social and economic life of its citizens. Attributable to the New Deal.
- 8 A

UNIT 7: TESTING YOUR UNDERSTANDING (Page 180)

- 1 An example of social unrest caused by racial intolerance was rebirth of the KKK and the establishment of the Jim Crow laws. One of the most extreme forms of violence waged against African Americans for violating these Jim Crow laws was lynchings.
- | | | | |
|-----|-----|------|------|
| 2 D | 5 C | 8 C | 11 B |
| 3 D | 6 A | 9 B | 12 B |
| 4 A | 7 B | 10 A | |
- 13 **Part A.** B
Part B. • reduce crime, corruption and reduce social problems
 • prohibit the sale of alcoholic beverages
 • reduce family poverty and promote the health of Americans
- 14 B 15 B 16 D
- 17 First Passage: President Roosevelt Second Passage: President Hoover
- 18 D 19 C 20 B 21 A

CHAPTER 23

Page 189: Assessment Questions

- 1 Two actions taken by the United States that were in keeping with its isolationist policy were the passing of the Neutrality Acts and Roosevelt's "Quarantine Speech" delivered to the nation in 1937.
- | | | |
|-----|-----|-----|
| 2 A | 4 C | 6 B |
| 3 A | 5 A | |
- 7 A. Reasons for Isolationism
 • Americans were disenchanted with problems in the world.
 • Americans were cut off by two oceans from Europe and Asia.
B. Changes in America's Traditional Policy of Isolationism
 • Entered into a Destroyer for Bases Agreement.
 • Congress passed the Lend-Lease Act.
- 8 A

CHAPTER 24

Page 198: Assessment Questions

- 1 Two ways in which wartime mobilization impacted the domestic lives of Americans was that they were forced to ration items, such as gasoline, paper, and metal. Americans were also called upon to buy War Bonds to pay for the cost of the war.
- 2 Two ways in which the federal government mobilized to assist the war effort was that U.S. industries went on a war-footing, producing war materials instead of consumer goods, and the Office of War Information was created to make citizens aware of how they could help the war effort.
- 3 The action by President Roosevelt was issuing this Executive Order **9066** which required Japanese Americans to relocate to interior internment camps.
- 4 A
- 5 ☐ planting of Victory Gardens
☐ use of internment camps for Japanese Americans
☐ rationing of goods needed for the war effort
☐ increase of women in the work force

6 D

8 A

10 C

7 D

9 C

UNIT 8: TESTING YOUR UNDERSTANDING (Page 200)

- 1 Two actions by Congress or the President that sought to keep the nation out of war in Europe were the Neutrality Acts and Quarantine Speech by President Roosevelt.
- 2 C
- 3 D
- 4 C
- 5 D
- 6 A
- 7 C
- 8 C
- 9 A
- 10 D
- 11 B
- 12 B
- 13 C
- 14 D
- 15 A
- 16 A
- 17 Good Neighbor Policy
- 18 C
- 19 B

Page 205: Evidence-Based Set

20 D

21 B

22 B

- 23 Two effects of World War II on American domestic society and lifestyles were the use of rationing cards to limit using of many resources; the confinement of Japanese Americans on the West Coast in internment camps; the wide use of women to replace male workers that had gone off to fight the war; and the wide use of Victory Gardens by patriotic Americans growing food products.

CHAPTER 25

Page 211: Assessment Questions

- 1 The introduction of nuclear weapons increased the tension between the United States and Soviet Union who were now capable of destroying each other with nuclear weapons.
- 2 A
- 3 D
- 4 C
- 5 A

CHAPTER 26

Page 218: Assessment Questions

- 1 One goal of the Marshall Plan was to build up a countries economy so that it would not fall under Communist control. It sought to aid countries in Western Europe recover economically from the war and to create good will towards the United States.
- 2 The two contested areas would be Korea and Vietnam
- 3 B
- 4 C
- 5 B
- 6 C
- 7 D

CHAPTER 27

Page 223: Assessment Questions

- 1 Two groups that were suspected of Communist activity were artists, business leaders, writers, union leaders, government workers and Hollywood actors.
- 2 D
- 3 B
- 4 Part A. B Part B. B
- 5 A
- 6 D
- 7 A
- 8 C
- 9 C
- 10 C
- 11 D
- 12 A

CHAPTER 28

Page 232: Assessment Questions

- 1 One way in which the Cold War impacted domestic policies is that there was increased spending on defense programs and the space program.
- 2 D
- 3 A
- 4 A
- 5 B
- 6 A
- 7 A
- 8 C
- 9 B
- 10 B

CHAPTER 29

Page 239: Assessment Questions

- 1 A
- 2 C
- 3 C
- 4 C
- 5 A
- 6 B
- 7 C
- 8 C
- 9 B
- 10 B

UNIT 9: TESTING YOUR UNDERSTANDING (Page 242)

- 1 C
- 2 C
- 3 A
- 4 Containment
- 5 B
- 6 D
- 7 C
- 8 B
- 9 C
- 10 D
- 11 B
- 12 Marshall Plan
- 13 B
- 14 B
- 15 A

- 16 • Start of the Truman Doctrine
 - Formation of NATO and the Warsaw Pact
 - Construction of the Berlin Wall

- | | | | |
|------|------|------|------|
| 17 B | 20 D | 23 D | 26 A |
| 18 B | 21 C | 24 D | 27 C |
| 19 A | 22 C | 25 C | 28 D |

CHAPTER 30

Page 256: Assessment Questions

1 Two groups that impacted the expansion of civil rights in the United States were NAACP and NOW.

- | | | | |
|-----|-----|-----|-----|
| 2 D | 4 C | 6 B | 8 D |
| 3 B | 5 B | 7 B | 9 B |

10 *Brown v. Board of Education*

- | | | |
|------|------|------|
| 11 A | 12 B | 13 B |
|------|------|------|

CHAPTER 31

Page 264: Assessment Questions

1 Two examples of how American life changed as a result of the post-war economic boom was the “baby boom,” the rise of suburbs, the introduction of the polio vaccine, and the rise in use of many new consumer products.

- | | | | |
|-----|-----|-----|-----|
| 2 B | 3 D | 4 A | 5 D |
|-----|-----|-----|-----|

CHAPTER 32

Page 269: Assessment Questions

1 Two social or political effects on the nation as a result of the passage of the Immigration Act of 1965 were that more immigrants were allowed in. It also allowed more individuals from third world countries in Asia, Africa and Latin America.

- 2 **Reasons:** (1) Sensitivity due the Civil Rights Movement, and
 (2) the need to show the world that the U.S. was truly a democracy.
Changes: (1) Increased third world immigrants to the U.S., and
 (2) altered the balance between the two political parties.

CHAPTER 33

Page 275: Assessment Questions

1 Two topics that became the focus of intense political debated following the end of World War II involved (1) the role of the government in social welfare programs and (2) the government’s role in national security measures.

2 C

- 3 ☐ amount of spending on social welfare programs
☐ enacting new environmental laws
☐ expanding government regulations

- 4 Two arguments used by people who oppose government involvement are:
 (1) The economy functions best without government involvement and
 (2) the American economy is prevented from growing when there are excessive regulations that tend to hold back growth.

5 B

UNIT 10: TESTING YOUR UNDERSTANDING (Page 277)

- 1 One step taken by marginalized groups was conduct massive demonstrations demanding recognition of their plight.

2 D

4 C

6 D

3 D

5 B

- 7 Two examples of advances in science or technology were:

(1) the discovery the polio and measles vaccine, and (2) the first heart transplant.

8 A

10 Title IX

12 D

9 C

11 C

- 13 One debate is the role of the government in regulating the environment.

14 A

16 C

18 B

15 B

17 A

- 19 **Causes:** (1) The emergence of new forms of business and
 (2) The use of the automobiles by a greater number of Americans

Results: (1) Population shift from Rust Belt states to Sun Belt states and
 (2) the rise of the suburbs as major population centers.

20 C

CHAPTER 34

Page 286: Assessment Questions

- 1 Two communication technologies that contributed to the change in the United States economy since the end of the Cold War were: (1) the advances made in information technology, and (2) advent of the smartphones. Both greatly increased productivity and advanced communication technology greatly in the United States.

2 D

3 D

4 B

5 C

CHAPTER 35

Page 293: Assessment Questions

- 1 The U.S. faces many challenges following the attacks of September 11, 2001. Two examples are: (1) the rise of ISIS and (2) the threat of a nuclear North Korea.

2 A

5 Afghanistan and Iraq

8 D

11 A

3 A

6 B

9 C

4 C

7 B

10 D

UNIT 11: TESTING YOUR UNDERSTANDING (Page 295)

- 1 Examples of two technologies that improved global communications are: (1) smartphones and (2) the Internet
- 2 D 5 A 8 C 11 September 11, 2001
- 3 D 6 C 9 C
- 4 D 7 C 10 A
- 12 • Department of Homeland Security created
 • Afghanistan invaded to destroy the Taliban
 • Passage of the USA PATRIOT Act
 • Creation of the Transportation Security Agency
- 13 B 14 A 15 D 16 A

UNIT 12: Part I (Page 300)

- 1 Two ways in which urbanization transformed American life show that that many city governments were ill prepared to deal with the problems created by an increased population. Many cities faced polluted air, sewage in the streets, contaminated drinking water, and the spread of disease. Cities also failed to deliver essential services such as education and garbage collection.
- 2 Two factors that would lead someone to believe a source of information is credible and accurate would be (1) the qualification and reputation of the author and (2) and the accuracy and internal consistency of the facts and arguments.
- 3 Problems that lead to the Constitutional Convention: (1) a lack of power to tax; (2) no national court system; (3) inability to regulate interstate or foreign trade.
Resulted in: Approval of the U.S. Constitution
- 4 One issue the Federalists and Anti-Federalists disagreed about was the issue of a tyrannical government.
 (1) Anti-Federalists feared there was a lack of adequate safeguards against a tyrannical government.
 (2) The Federalists felt there were adequate checks that limited the power of government to prevent a tyrannical government from developing.

5

Creation of NATO and the Warsaw Pact	<input checked="" type="checkbox"/>	<input type="checkbox"/>
War in Vietnam	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Passage of the New Deal	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Marshall Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creation of the United Nations	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Truman Doctrine	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- 6 The Declaration of Independence played an important role in the structure of the United States government by establishing the ideals on which the U.S. Constitution was created. The Northwest Ordinance also played in role in establishing the procedure for new territories to enter the Union as a state.
- 7 One problem that resulted from industrialization was the conditions that workers were exposed to in working in factories. They were often paid low wages, worked long hours, and worked under unsafe conditions. Factories were under intense pressure to produce as many goods for the least amount of cost.
 An attempt by a group to address this problem was the attempt by workers to organize into labor unions.

- 8 Economic changes to the American economy: (1) growth of heavy industry, such as steel; (2) the emergence of large corporations; (3) rise of organized labor.
Affect on American lifestyles: Large and crowded American lifestyles.
- 9 **Part A. C**
Part B. (1) a rise in the birth rate; (2) a rise in the availability of home loans; and (3) an increase in the number of men in the labor force

Part B. (1) a rise in the birth rate; (2) a rise in the availability of home loans; and (3) an increase in the number of men in the labor force

UNIT 12: Part 2 (Page 305)

2 Progressive Era

4 C

6 Great Migration

8 D

- 9 ☐ the national government lacked the power to enforce its laws
☐ the national government depended on the states to provide soldiers

11 B

12 New Inventions and Technologies: (1) The introduction of the Bessemer Process; (2) Rise in the use of heavy machinery and steam power; (3) The growing use of electricity in homes.
Affect on American lifestyles: A rise in the standard of living for most Americans

- 14 ☐ the use of child labor ☐ a lack of job security

- (1) Popular Sovereignty in which the people are the ultimate source of government power;
- (2) Separation of Powers whereby each branch of government was separate and exercised independent powers.

17 Treaty rejected by the U.S. Senate: (1) Treaty of Versailles

18 The “Red Scare” or nativist anti-immigration attitudes

20 A

22 D

21 A

23 C

24 Part A. A

25 B

27 Containment

- 28 (1) This law banned discrimination based on race, religion or ethnic origin in hotels and companies doing business with the federal government. Civil Rights Act of 1965
- (2) This law outlawed the use of poll taxes in an election in an attempt to protect African-American rights. Voting Rights Act of 1965
- (3) This law banned gender discrimination in sports as well as other types of activities by educational institutions. Title IX of the Educational Amendments Act
- (4) This law allowed more individuals from third world countries in Asia, Africa and Latin America to enter the United States. Immigration Act of 1965

Page 316: Evidence-Based Set

29 B

30 C

31 Furthered Institutionalized Racism

- The Supreme Court’s decision in *Plessy v. Ferguson*
 - The passage of “Jim Crow” laws throughout the South
- Attacked Institutionalized Racism
- The Supreme Court’s decision in *Brown v. Board of Education*
 - Montgomery, Alabama bus boycott led by Dr. Martin Luther King, Jr.
 - The passage of Affirmative Action Programs
 - The rise of the Chicano movement led by Cesar Chavez

32 C

33 D

34 D

35 Part A. C

- Part B. ☐ Kim Jong-un came to power in North Korea as the Supreme Leader.
- ☐ Enacting the PATRIOT Act
- ☐ Rise of ISIS in Syria

EVIDENCED-BASED SETS

The Ohio Department of Education has decided that in the Spring of 2017, a new type of question will be used — the EBS. EBS stands for Evidence-Based Set. It is a type of question that provides you with some documents to serve as a source of information for the questions that follow.

Usually an EBS will begin with a paragraph or a few sentences to serve as an introduction. The purpose of this introduction is to provide you with some background information about the topic of the question. Evidenced-based questions will most often ask you to examine one piece of data with several sections or two pieces that are linked or related in some way. One of the pieces of data will appear as some type of graphic — a map, picture, diagram, table or chart. The other piece of data will usually be a reading passage.

Evidence-based questions test your knowledge in two ways. First, they test your ability to read information found in the data. Secondly, they test your ability to draw conclusions or make inferences from your analysis of the data.

Accompanying the two pieces of data, there will usually be three questions that you will need to answer. The first two questions will usually focus on your comprehension of the data, while the third question will generally ask you to explain how the two pieces of data are related. These style questions can appear on Part 1 or Part 2 of the assessment. In addition, they can appear in any format of a question, such as multiple choice, graphic-response, short-answer, or short extended-response.

SUGGESTIONS

As you read the data, you should keep in mind the following points:

What is the main idea in each piece of data?

What ideas do the data have in common?
How do the ideas in the data differ?

How are they related to each other?
i.e. Are there cause-and-effect relationships?

Are both pieces of data parts of a similar problem?

Following are some examples of Evidence-Based Sets (EBS).

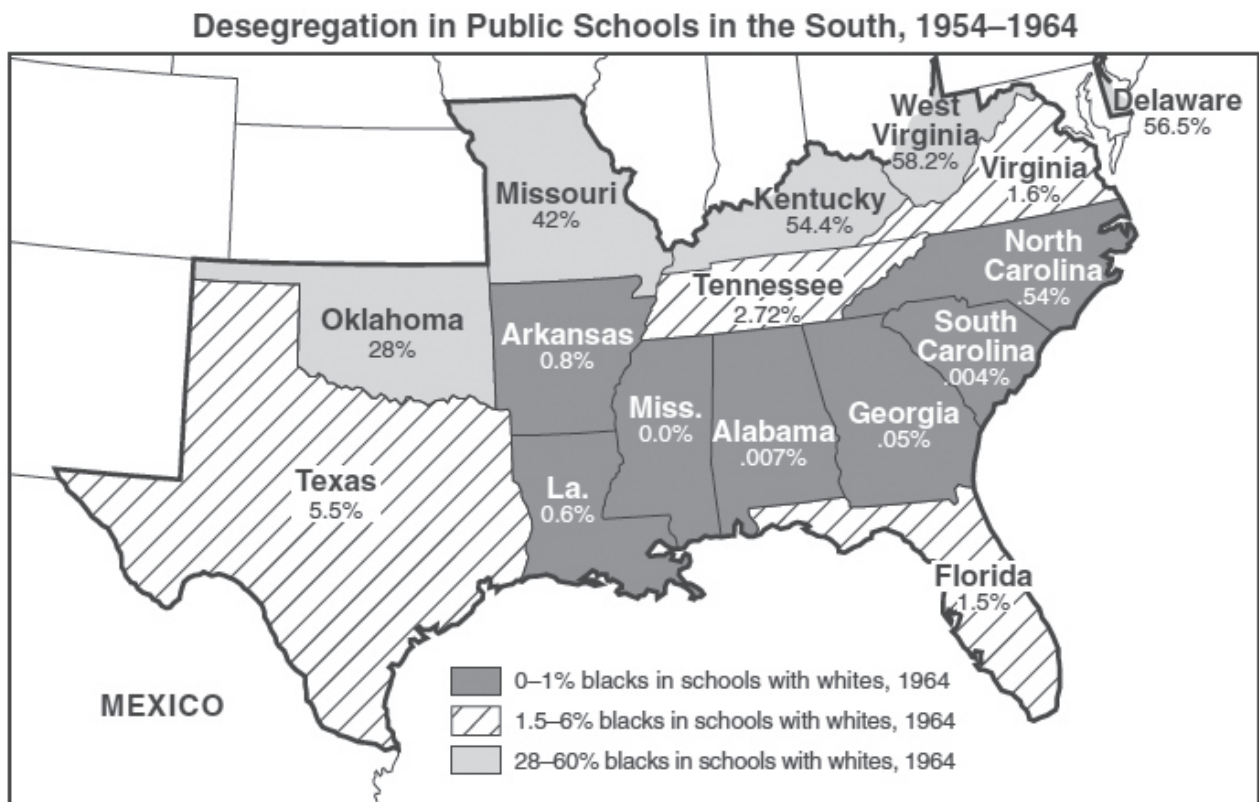
Name _____ Teacher _____

Class _____ Date _____

AH.HI.H.28: *Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.*

Although the Declaration of Independence stated that “All men are created equal,” this did not become reality for many years thereafter. The Thirteenth Amendment (1865) put an end to slavery, while the Fourteenth Amendment (1868) provided that no state could deprive anyone of either “due process of law” or of the “equal protection of the law.” Finally, the Fifteenth Amendment (1870) prohibited states from denying anyone the right to vote due to race. Despite these amendments, African Americans were often treated differently than whites in many parts of the nation, especially in the South.

MAP OF THE SOUTH’S DESEGREGATED PUBLIC SCHOOLS



Source: Mary Beth Norton et al., *A People and a Nation*, Houghton Mifflin, 1986 (adapted)

BROWN v. BOARD OF EDUCATION DECISION BY THE U.S. SUPREME COURT

“We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe it does.

Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racially integrated school system.

We conclude that, in public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the Due Process Clause of the Fourteenth Amendment.”

— *Brown v. Board of Education of Topeka, Kansas* (1954)

-
-
- 1 Information provided by the map most clearly supports the conclusion that by 1964 racial desegregation of Southern schools was
 - A. failing in Oklahoma, Missouri, Kentucky, and West Virginia
 - B. supported by most voters in the South
 - C. occurring at different rates in Southern states
 - D. completed by the mid-1960s
 - 2 The decision of the U.S. Supreme Court in the *Brown v. Board of Education* was a reversal by the Court in overturning
 - A. parts of the Fourteenth Amendment
 - B. poll taxes imposed in the South
 - C. all of the Jim Crow laws
 - D. the decision in *Plessy v. Ferguson*
 - 3 Which statement best describes an impact on American society based on the information shown in the map and the U.S. Supreme Court decision?
 - A. It marked the end of the Civil Rights Movement in the nation.
 - B. Public trust in the branches of the federal government declined.
 - C. It stimulated increased African-American participation in future elections.
 - D. An economic recession began for most African Americans.
 - 4 Place a check mark in each box that identifies a result referenced in these two documents.
 - ☐ rebirth of the Ku Klux Klan
 - ☐ passage of the Equal Rights Amendment
 - ☐ expansion of voting rights for African Americans
 - ☐ the start of the Great Migration
 - ☐ rise of the Black Power Movement

Name _____ Teacher _____

Class _____ Date _____

AH.HI.G.24: *The United States followed a policy of containment during the Cold War in response to the spread of communism.*

Following World War II, the United States and the Union of Soviet Socialist Republics (USSR) emerged as the two strongest powers in world affairs. Both powers were ideologically different, and they challenged each other in a series of confrontations that became known as the Cold War.

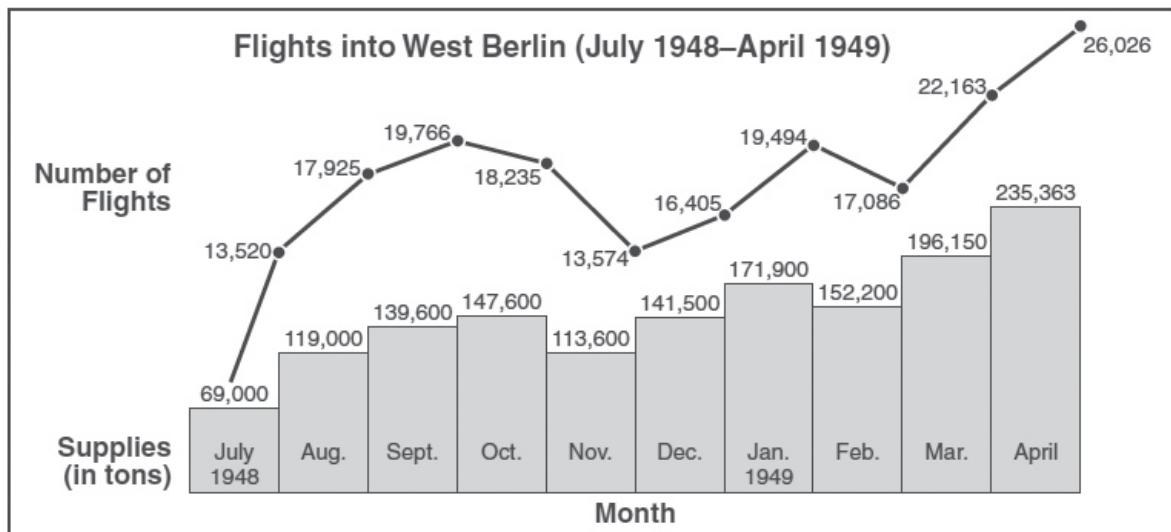
TELEGRAM SENT TO THE SOVIET AMBASSADOR TO THE UNITED STATES

This passage is from a telegram sent to the Soviet Ambassador to the United States from the Acting Secretary of State in September 1948. A copy of this telegram was also sent to President Harry Truman.

“The governments of the United States, France and the United Kingdom, conscious of their obligations under the charter of the United Nations to settle disputes by peaceful means, took the initiative on July 30, 1948, in approaching the Soviet government for informal discussions in Moscow in order to explore every possibility of adjusting a dangerous situation which had arisen by reason of measures taken by the Soviet government directly challenging the rights of the other occupying powers in Berlin.

These measures, persistently pursued, amounted to a blockade of land and water transport and communication between the Western Zones of Germany and Berlin which not only endangered the maintenance of the forces of occupation of the United States, France and the United Kingdom in that city but also jeopardized the discharge by those governments of their duties as occupying powers through the threat of starvation, disease and economic ruin for the population of Berlin....”

GRAPH OF FLIGHTS INTO WEST BERLIN



Source: Eric Morris, *Blockade*, Stein & Day (adapted)

- 1 According to the passage from the telegram, what action taken by the Soviet Union created tensions between the Soviet government and the governments of the United States and its Allies?
- A. threats by the Soviet Union to bring their dispute to the United Nations
 - B. actions by the Soviet Union to blockade the German city of Berlin
 - C. attempts by the Soviet Union to privatize government programs in Berlin
 - D. actions by the Soviet Union to deliver humanitarian aid to the city of Berlin
- 2 According to the graph, what action was taken by the United States and its Allies in response to the events described in Document 1?
- A. All federal employees were required to take a loyalty oath.
 - B. Foreign aid was offered to both the Soviet Union and Allied powers.
 - C. The Allies began a massive airlift to feed and supply the city of Berlin.
 - D. The United States moved to divide the city of Berlin into four sectors.
- 3 Based on an examination of both of these documents, what conclusion could be drawn about the actions taken by the United States?
- A. The United States sought to bring back Nazi fascism in Germany.
 - B. The United States favored an expansion of Communism in Germany.
 - C. The United States wished to halt further Soviet involvement in Germany.
 - D. The United States sought to prevent further Soviet expansion in Germany.
- 4 Select the boxes that identify whether each statement was a cause or an effect of the implementation of the action taken by the Soviet Union.

	Cause	Effect
Soviet troops occupied Eastern Europe	<input type="checkbox"/>	<input type="checkbox"/>
Stalin refused to permit free elections in Poland	<input type="checkbox"/>	<input type="checkbox"/>
Formation of NATO and the Warsaw Pact	<input type="checkbox"/>	<input type="checkbox"/>
U.S. attempts to halt the further spread of Communism	<input type="checkbox"/>	<input type="checkbox"/>
Construction of the Berlin Wall	<input type="checkbox"/>	<input type="checkbox"/>



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