

Content Domain IV: Civil War, Reconstruction, and the Industrial Age

A LOOK AT CONTENT DOMAIN IV



Test questions in this content domain will measure your understanding of the major events and changes that took place in the United States from the Civil War through the Industrial Revolution. The time period covered by this domain includes events associated with the Civil War, Reconstruction, and the Industrial Revolution. Your answers to the questions will help show how well you can perform on the following standards:

- ◆ Describe the values and beliefs of important individuals from the Civil War
- ◆ Analyze the reasons why the Confederacy lost the Civil War
- ◆ Analyze the social, political, and economic results of Reconstruction
- ◆ Trace the progress of the Industrial Revolution
- ◆ Trace the progress of Westward Expansion between 1865 and 1900
- ◆ Explain the social changes and political reforms that took place between 1870 and 1910



Spotlight on the Standards

◆ *Describe the Values and Beliefs of Important Individuals from the Civil War* ◆

This standard will measure your knowledge of the different values and beliefs of individual Civil War leaders like Abraham Lincoln, Robert E. Lee, Jefferson Davis, Frederick Douglass, and Ulysses S. Grant.

Examining the beliefs and values of Abraham Lincoln and Robert E. Lee helps to provide insights into the ideas that separated the North and the South. For Lincoln, the preservation of the United States, the Union, was most important. He did not believe that the Southern states had the right to secede from the Union and thought that they were merely in rebellion against the government. He never considered the Confederacy a separate country. Although Lincoln had often stated that he only wished to restrict the

Review Suggestions

To prepare for questions on this standard, you may want to use your textbook to review the values and beliefs of the following individuals:

- Abraham Lincoln
- Robert E. Lee
- Frederick Douglass
- Jefferson Davis
- Ulysses S. Grant.

Review which side they were on and their role in the Civil War.

spread of slavery instead of abolishing the institution, over time he came to embrace the ideas of ending slavery in the United States. On the other hand, Lee put loyalty to his home state, Virginia, above everything else. He fought for the Confederacy to protect his home, even though he had misgivings about slavery and disagreed with secession.

STRATEGY BOX—The War Started for a Reason

The Civil War started because Northerners and Southerners had serious differences of opinion about states' rights, slavery, and economics. Northern leaders were more likely to believe in the supremacy of the national government and be against the expansion of slavery. Southern leaders were more likely to believe in states' rights and often thought of themselves as citizens of their state first and their country second. Most Southern leaders supported the continuation of slavery. Additionally, differences in how each section of the nation developed resulted in opposing viewpoints about economic policies such as tariffs. When trying to remember the values and beliefs of the important leaders of the Civil War era, remember which side each was on and the basic beliefs that separated the two sides.

Be prepared for questions incorporating quotes from the individuals mentioned in this standard.

◆ *Analyze the Reasons Why the Confederacy Lost the Civil War* ◆

When Southern forces in Charleston, South Carolina, opened fire on Union forces at Fort Sumter, they began a war in which the Confederacy was at a serious disadvantage. This standard measures your knowledge of the strengths and weaknesses of the North and the South and how the events and battles of the Civil War led to the defeat of the Confederacy.

The South had few factories capable of making weapons and ammunition, was more dependent on imported manufactured goods, had fewer miles of railroad than the North, and even grew less food than the North. This put them at a severe disadvantage in fighting a long, costly war.

Despite these problems, there were a few factors working in the South's advantage. *First*, because the North was fighting to force the South to rejoin the Union, the war was primarily fought in the South. This gave the South the home field advantage. It is important to recognize that two of the South's costliest defeats took place when Confederate forces invaded the North. *Second*, the South mobilized a higher percentage of its fighting-age men for service in the war. This allowed them to create armies roughly equivalent to those of the North. *Third*, the South placed its best generals into important commanding roles sooner than the North. Early in the war, the South had capable and sometimes brilliant generals like Robert E. Lee, Thomas "Stonewall" Jackson, James Longstreet, and J.E.B. Stuart in command of its armies.

These factors account for the South's early success in the Civil War including their victories at First and Second Bull Run, Fredericksburg, and Chancellorsville. In the end, the numerical and industrial superiority of the North proved too much for the South to overcome.

Review Suggestions

- Bull Run
- Chancellorsville
- Antietam
- Gettysburg
- Appomattox
- Total War
- Anaconda Plan

STRATEGY BOX—The Emanicipation Proclamation: a matter of manpower

The issuance of Abraham Lincoln's Emancipation Proclamation was one of the high points of the Civil War. The Emancipation Proclamation had a very practical effect on the outcome of the war.

The Emancipation Proclamation freed all slaves residing in territory in rebellion against the federal government. This encouraged slaves in the South to attempt escape. As the number of runaway slaves climbed, the South's ability to produce cotton and food declined. To counter this, the South devoted some of its manpower to keeping slaves from running away. In addition, following the proclamation, the North began to allow African Americans to join the Union Army. While few served in combat, more than 150,000 African Americans took the place of white soldiers by garrisoning forts and working behind the front lines. This was the equivalent of giving the North a new army larger than any of the South's.

When thinking about the Emancipation Proclamation, do not forget its impact on manpower and the outcome of the war.

◆ *Analyze the Social, Political, and Economic Results of Reconstruction* ◆

The purpose of Reconstruction was to bring the Southern states back into the Union. Under the plans created by President Lincoln and President Johnson, the Southern states were quickly readmitted. Republicans in Congress, however, were outraged by the fact that the new Southern governments were passing laws that deprived the newly freed slaves of their rights.

To remedy this, Congress forced the Southern states to reapply for admission to the Union and to take steps to secure the rights of the newly freed slaves. Congressional Reconstruction resulted in the creation of Southern state governments that included African Americans. The key feature of the effort to protect the rights of the newly freed slaves was the passage of three Constitutional Amendments, passed during and after the Civil War. Southern states were required to ratify these amendments before they could rejoin the Union.

Northerners who came to the South to help the former slaves and to make money were called **carpetbaggers**. Southerners who cooperated with the African Americans and carpetbaggers were called **scalawags**. These two groups also played a role in southern Reconstruction.

13th Amendment – abolished slavery and involuntary servitude

14th Amendment – defined citizenship to include African Americans and guaranteed that no citizen could be deprived of their rights without due process

15th Amendment – removed racial restrictions on voting. All male citizens over the age of twenty-one had the right to vote.

During the Reconstruction period, African Americans made progress in many areas. Some of these gains lasted, and others did not. Many African American children were able to attend free schools for the first time. African Americans started newspapers, served in public office, and attended new colleges and universities established for them.

Congress also passed various Civil Right Acts and created the Freedmen’s Bureau to help African Americans. However, Congress did not provide them with land or the absolute right to own land. This land would have provided African Americans with some level of economic independence. Without it and with few skills outside of farming, the newly freed slaves were left with few options other than entering the sharecropping, crop lien, or tenant farming system in which they often ended up working for former slave owners.

The readmission of states under Congressional Reconstruction was difficult. This led white Southerners to resist Congressional Reconstruction and to conclude that their Reconstruction governments were corrupt. Reconstruction came to an end when Union troops were withdrawn from the South as part of the Compromise of 1877. When the soldiers left and white Southerners regained control of their state governments, African Americans were left unprotected. The new Southern governments quickly passed laws that deprived African Americans of their rights and worked to strengthen the segregation of Southern society.

A question over this standard might look like this:

Reconstruction came to an end with the

- A creation of the Freedman’s Bureau.
- B ratification of the 14th Amendment.
- C implementation of the Compromise of 1877.
- D formation of the Ku Klux Klan.

The correct answer is C. Included in the Compromise of 1877 was an agreement on the part of the North to remove Union soldiers from the South. This action brought Reconstruction to its practical end.

Review Suggestions

To prepare for questions on this standard, you may want to use your textbook to review the following:

- Black codes
- Civil Rights Act of 1875
- Andrew Johnson
- Scalawags
- Ulysses S. Grant
- 13th, 14th, and 15th Amendments
- Carpetbaggers
- Compromise of 1877
- Ku Klux Klan
- Sharecropping
- Tenant farming
- Crop lien system
- Civil Rights Act of 1866
- Home Rule
- Political corruption
- Hiram Revels
- Freedmen's Bureau

Questions covering this standard may include maps and graphs.

◆ Trace the Progress of the Industrial Revolution ◆

The modern United States was created by technological advances associated with the Industrial Revolution. Almost every aspect of life in the United States, from where people lived to what kind of work they did, changed during the industrial period. Questions over this standard will measure your knowledge of these changes and the factors that brought about these changes.

STRATEGY BOX—Riding the Rails

The Industrial Revolution rolled into the United States on railroad cars. Railroad expansion during the late 19th century allowed resources and people to be moved quickly. It made cities the center of economic activity. It increased the demand for coal, steel, wood, and other products necessary for railroad construction. Increased demand for these products led to the expansion of the steel and mining industries, creating more jobs and more economic opportunity. Many wealthy individuals made their money in the railroad business and many of the first large U.S. corporations were railroad companies. Make sure you study the effects of the railroads during the Industrial Revolution and the contribution of railroad expansion to the Industrial Revolution in the United States.

Changes and Problems Created by Industrialization

1. The Population Shift from Rural Areas to Urban Areas

As railroads linked various cities and regions together, U.S. cities became the center of economic activity. Raw materials and manufactured goods came into cities on the railroad and were shipped out in the same fashion. Factories and businesses were constructed in or near cities to take advantage of the easy access to raw materials. The opening of these factories and businesses created jobs. People from rural regions, no longer necessary as agricultural laborers, and people from foreign countries in search of improved economic opportunities, moved to the cities to take jobs. The population totals of many cities began to swell during the late 19th and early 20th centuries.

2. Problems of Urbanization

The rapid increase in the size of cities created serious problems. Cities became overcrowded with the population of many cities growing faster than the construction of adequate housing. People were crammed into the inner cities and forced to live in one-room apartments that they sometimes shared with other families or even strangers. City sanitation systems were often either non-existent or inadequate to deal with the increasing population. Overcrowding and poor sanitation led to outbreaks of infectious diseases that killed thousands. Crime and violence were common in many neighborhoods.

3. Creation of Incredible Personal Fortunes

The inventions of men like Alexander Graham Bell, Thomas Edison, and Henry Ford sped up the pace of industrialization as entrepreneurs and businessmen used the new technology to expand their businesses and increase their personal wealth. Men like Andrew Carnegie, John D. Rockefeller, and J. P. Morgan made so much money through their businesses that they came to be known as robber barons. Their wealth, which seemed to some to have come at the expense of poor workers, offended many social reformers and the needy alike. While their fortunes allowed them to live a lifestyle far different from most people and were, in part, the result of unscrupulous business activities, Carnegie and Rockefeller donated large portions of their fortunes to help others.

Review Suggestions

To prepare for questions on this standard, you may want to use your textbook to review the following:

- Andrew Carnegie
- John D. Rockefeller
- J. P. Morgan
- Interstate Commerce Act
- The Sherman Antitrust Act
- The Knights of Labor
- The American Federation of Labor
- Collective bargaining
- Scabs
- Strikes
- Socialism

4. Creation of Monopolies

As the businesses of men like Carnegie and Rockefeller grew, they were able to systematically eliminate most of their competitors and establish monopolies, trusts, and holding companies. Monopolies were often detrimental to consumers because it limited the choice of products and allowed producers to increase prices. To counter these business practices, the government passed laws to break up monopolies and ensure competition.

5. Formation of Labor Unions

Industrialization changed the nature of work in the United States. Wages often fell as mass production techniques reduced the skills necessary to work in manufacturing jobs. In addition to low wages, manufacturing jobs could also force workers to toil in noisy, hot, and dangerous places. These conditions led workers to join labor unions to fight for better pay and better working conditions.

A question over this standard might look like this:

Abuses by businesses in which of the following industries led to the passage of the Interstate Commerce Act?

- A mining
- B steel
- C railroads
- D meatpacking

The correct answer is C. A quick review of the purpose of the Interstate Commerce Act reveals that it was designed to give government the power to regulate railroad prices and practices. Prepare yourself for questions that incorporate graphs, charts, and maps.

◆ *Trace the Progress of Westward Expansion between 1865 and 1900* ◆

This standard is designed to measure your knowledge of the events associated with westward expansion. To do well on questions over this standard you will need to understand the process by which the West, particularly the area of the Great Plains, was settled and the effects this settlement had on Native Americans of the region.

One of the most important factors in the settlement of the West was the completion of the Transcontinental Railroad. The railroad made it easier for people to move to the West and led to the growth of towns along the rail line. Technological advances in farm equipment made farming easier and more profitable, which encouraged people to move to the West to establish their own farms.

Other forms of economic activity also attracted people to the Great Plains. Cattle drives encouraged further expansion of the railroads and helped create the meatpacking

industry. The discovery of precious metals in the Rocky Mountains led to the establishment of mining towns on the fringes of the Great Plains.

As settlement of the Great Plains increased, so did tensions with Native Americans. The establishment of farms, towns, and ranches disrupted the migratory patterns of the buffalo. Buffalo hunters helped to deplete the buffalo herds. Miners broke treaties to search and mine for gold and silver on Native American land. These tensions erupted into war between the U.S. Army and Native Americans. Ultimately, the Native Americans were defeated and forced onto reservations.

Questions over this standard might incorporate maps, quotes, graphic organizers, and timelines. Use your textbook to review maps showing settlement of the Great Plains and the defeat of Native Americans.

Review Suggestions

To prepare for questions on this standard, you may want to use your textbook to review the following:

- Barbed wire
- Destruction of the buffalo
- Buffalo Soldiers
- Cowboys
- Cattle drives
- George Custer
- The Dawes Act
- Ghost Dance
- Helen Hunt Jackson
- Oklahoma Land Rush
- Reservations
- Sitting Bull
- Crazy Horse

◆ Explain the Social Changes and Political Reforms That Took Place Between 1870 and 1910 ◆

This standard deals with the social byproducts of Reconstruction and Industrialization and the early reform efforts aimed at solving some of the nation's problems. The Georgia **EOCT** will measure your knowledge and understanding of the African American and immigrant experience in the United States during the 19th century and the political efforts to institute reform.

For the African-American population, the end of Reconstruction resulted in the end of federal protection of their civil rights. Southern governments from the state level to the local level began passing laws that deprived African Americans of their civil rights and worked to maintain a segregated society. These laws, usually called Jim Crow laws, received the support of the United States government when, in the case of *Plessy v. Ferguson*, (1896) the Supreme Court ruled that segregation was constitutional as long as facilities were equal. Though everyone knew that segregated facilities were not equal, the “separate but equal doctrine” allowed segregation to exist in the United States until the 1950s. In addition to maintaining segregation, Southern governments created poll taxes and literacy tests to keep African Americans from voting. Groups like the Ku Klux Klan used lynching and other forms of violence and intimidation to prevent African Americans from voting or demanding their rights.

Booker T. Washington vs. W. E. B. Du Bois

The treatment of African Americans in the United States produced two different ideas about how African Americans could overcome racism and achieve equality. The advocates of the two different theories were Booker T. Washington and W. E. B. Du Bois.

Booker T. Washington

A self-educated man, Washington devoted himself to providing African Americans with educational opportunities. He raised money to open schools and colleges for African Americans because he believed that they should concentrate on education as a way of achieving economic equality. He believed that once African Americans achieved economic equality they would be indispensable to the economy and be granted political and social equality.

W. E. B. Du Bois

A college graduate and the first African American to earn a Ph.D. from Harvard, Du Bois worked as a college professor and writer. Du Bois argued that as citizens of the United States, African Americans had the same rights as white citizens and should demand that the government protect those rights. He believed that economic and social equality were impossible unless political equality was achieved first and that organization and protest were legitimate means of accomplishing this goal.

The immigrants who came to the United States during this time period also faced many challenges. Usually referred to as “New Immigrants,” these immigrants often came from the countries of Southern and Eastern Europe, such as Italy and Russia, and from China and other Asian nations. Unlike the “Old Immigrants,” who came from Western and Northern Europe, the New Immigrants were less likely to be Protestant, less likely to speak English, and, because poverty and political instability were common in their home countries, they were more likely to be poor. These immigrants faced serious anti-immigrant reactions.

STRATEGY BOX—Cartoonist of an Era

Thomas Nast was the most famous and influential political cartoonist of the late 19th century. He used his cartoons to protest the treatment of African Americans, to highlight corruption in government, and to protest the wealth and influence of the robber barons. Nast took on the Tammany Hall political machine that controlled New York City and Boss Tweed and the Tweed Ring. Look for examples of Thomas Nast’s work in your textbook and try to interpret them. You may have to read the caption to review the political context in which the cartoons were created, but doing this and looking carefully at the cartoon will help prepare you for questions from this standard.

The political corruption and massive wealth often associated with the growth of industry, combined with economic depressions in the late 19th century, led to calls for reform. The first of these reform efforts was led by farmers who were having a difficult time paying back loans and who felt that they were being taken advantage of by railroad companies. The Greenback Party gained the support of many farmers and agricultural groups by calling on the government to issue “greenbacks,” money not backed by any precious metal. At the time the United States was on the gold standard, which required the government to have a certain amount of gold for each dollar it issued. Although this made the value of the dollar very stable, it limited the amount of money in circulation. Farmers liked the idea of “greenbacks” because it would increase the amount of money in circulation, making it easier for them to pay their debts.

While the Greenback Party experienced some success, the later Populist Party, was much more influential. The Populist Movement and Party combined the farmers’ desire to increase the amount of money in circulation with their desire to increase regulation of the railroads. To increase the amount of money in circulation, the Populists called on the government to issue money backed by silver. Since silver was more common than gold, the government could mint more money, and it would become easier for farmers to pay back their loans. The Populists also wanted the government to regulate railroad prices and practices and proposed that the government use the Interstate Commerce Act to standardize rail fares and other associated costs. Though the Populist Party never elected one of its members to the presidency, it did win control of state legislatures and elected some state governors.

Review Suggestions

To prepare for questions on this standard, you may want to use your textbook to review the following:

- Booker T. Washington
- W. E. B. Du Bois
- George Washington Carver
- The NAACP
- Nativism
- The Chinese Exclusion Act
- Ellis Island
- Ethnic communities
- Melting pot
- Tenements
- Jim Crow Era
- The New Immigrants
- The Populist Movement
- Bimetallism
- William Jennings Bryan
- “Cross of Gold” speech
- Granger Movements
- Interstate Commerce Act
- William McKinley
- Railroad abuses
- The Pendleton Civil Service Act

Questions over this standard may include maps, graphs, charts, and political cartoons.

Sample Questions for Content Domain IV

This section has some sample questions for you to try. After you have answered all the questions check your answers in the “Answers to the Content Domain IV Sample Questions” section that follows. This section will give you the correct answer to each question and explain why the other choices are incorrect.

1 African-American leader Booker T. Washington would have been MOST supportive of

- A the formation of an organization to demand political rights for African Americans.
- B a massive march by African Americans to protest segregation.
- C a lawsuit to force the military to allow African Americans to serve in integrated units.
- D the creation of a technical college for African Americans.

2 Which individual was an outspoken supporter of ending slavery in the United States?

- A Jefferson Davis
- B Robert E. Lee
- C Frederick Douglass
- D John C. Calhoun

3 Which statement accurately describes one result of the ending of Reconstruction?

- A African Americans were often forced into sharecropping.
- B African Americans retained control of most state governments.
- C African American migration northward caused shortages of agricultural workers.
- D African Americans gained large amounts of land from the federal government.

4 Which of the following had the greatest impact on the movement of people to cities during the last half of the 19th century?

- A the invention of the telegraph
- B the expansion of the railroads
- C the availability of new housing
- D the creation of labor unions

5 One reason for the defeat of the South during the Civil War was the

- A alliance made between the Union and Great Britain.
- B Confederacy having to fight the war on Southern soil.
- C Union’s greater industrial capacity.
- D Confederacy’s emancipation of its slaves.

Answers to the Content Domain IV Sample Questions

1. Answer: **D** Standard: *Explain the social changes and political reforms that took place between 1870 and 1910*

The subject of this question is the dispute between Booker T. Washington and W. E. B. Du Bois about the proper way for African Americans to achieve equality. Choices **A**, **B**, and **C** are examples of actions that Du Bois would have supported and are, therefore, incorrect. Washington believed that education and economic equality were the first steps toward social and political equality, and he supported the creation of schools and colleges for African Americans. Therefore, the correct answer is **D**.

2. Answer: **C** Standard: *Describe the values and beliefs of important individuals from the Civil War*

Jefferson Davis was the President of the Confederate States of America and a slave owner, so **A** cannot be the answer. Robert E. Lee was the commander of the Confederate Army and a slave owner, so **B** is incorrect. John C. Calhoun was a Southern politician and a supporter of slavery. Therefore, **D** is incorrect. The correct answer is **C**. Only Frederick Douglass, a former slave himself, was an active spokesman for the abolition of slavery.

3. Answer: **A** Standard: *Analyze the social, political, and economic results of Reconstruction*

Reconstruction failed to provide newly freed slaves with land or economic alternatives outside of agriculture. When Reconstruction came to an end, African Americans were left with little choice but to work the land of white landowners as sharecroppers. Therefore, the correct answer is **A**. Choice **B** is just the opposite of what happened with the ending of Reconstruction. Many African Americans were excluded from politics. Choice **C** did not occur as a result of Reconstruction but rather because industrialization created jobs in the cities of the North and the West. Choice **D** is also incorrect. Although it was rumored that newly-freed slaves would gain land from the federal government, this did not happen on any large-scale basis.

4. Answer: **B** Standard: *Trace the progress of the Industrial Revolution*
Though the developments described in choices **A**, **C**, and **D** all occurred during the Industrial Revolution, only the expansion of the railroads led to the growth of cities. Therefore, the correct answer is **B**.

5. Answer: **C** Standard: *Analyze the reasons why the Confederacy lost the Civil War*

The North's superior industrial ability allowed it to better supply and equip its army. This gave the North the advantage in the Civil War and is part of the reason that the South lost the Civil War. The correct answer is **C**. Choice **A** is incorrect because there was no alliance between the North and Great Britain. Choice **B** is incorrect because it was actually to the South's advantage to fight the war within its borders. Choice **D** is incorrect because the South never voluntarily emancipated its slaves.

Content Domain V: World Power and Domestic Reform (1896–1940)



A LOOK AT CONTENT DOMAIN V

Test questions in this content domain will measure your understanding of U.S. History in the 20th Century, how the United States became a world power, and its struggle to overcome social problems and economic disaster. The topics covered in this domain include U.S. Imperialism, the Progressive Era, the First World War, the 1920s, and the Great Depression. Your answers to the questions will help show how well you can perform on the following standards:

- * Trace and explain the development of the United States into a world power
- * Identify the Progressive Era reforms of the Roosevelt and Wilson administrations
- * Evaluate the foreign policy of Roosevelt, Taft, and Wilson
- * Explain the reasons for U.S. entry into World War I and its impact on the United States
- * Analyze the social unrest of the 1920s and 1930s
- * Analyze the causes and effects of the Great Depression and the impact of Roosevelt’s “New Deal”



Spotlight on the Standards

*** Trace and Explain the Development of the United States into a World Power ***

Just as a belief in “Manifest Destiny” contributed to the United States expanding its territory from the Mississippi River to the Pacific Ocean, a belief that the United States was destined to become a major player in the world led to the nation’s participation in foreign events during the 20th century. This standard requires you to understand the steps the United States took to become a world power and the reasons why the United States took those steps.

The United States had always been able to turn to the frontier as a source of new land and economic growth. With the close of the western frontier, this option no longer existed. Many looked to the acquisition of overseas colonies to provide the economic boost the frontier had once provided. This led the United States into a period of imperialism, expanding territories, and influencing the economic and political policies of other

countries for the benefit of the United States. Here is a time line of acquisitions during this time.

Time Line of U.S. Acquisitions

1867 – Alaska, Midway Island

1898 – Hawaiian Islands, the Philippines, Guam

1899 – Wake Island, American Samoa

Industrialization had already led to increased U.S. participation in international trade and in efforts to open foreign markets to U.S. products. The United States proposal of an Open Door Policy in Asia and Africa was an effort to gain access to markets in those regions that were dominated by European powers. Colonies would provide captive markets for U.S. manufactured goods and access to available natural resources. With U.S. merchant ships traveling the world's oceans, overseas colonies would provide important refueling stations and centers for conducting trade. Finally, some Americans supported the drive to acquire colonies because they believed the United States should bring democracy, Christianity, and civilization to what they perceived to be uncivilized people. All of these factors, plus the belief that it was the United States' destiny to become a world power, contributed to an increased involvement in international affairs and the acquisition of colonies.

A major event contributing to the United States' rise to the level of a world power was the Spanish-American War. The United States fought Spain in an effort to liberate Cuba from Spanish control. While the Spanish were guilty of mistreating the Cuban people, the U.S. involvement in Cuba was not purely humanitarian. U.S. businesses had substantial amounts of money invested in Cuba and supported the war as a means of protecting their investments. U.S. newspapers exaggerated stories of Spanish abuse and Spanish aggression toward the United States in order to sell newspapers and generate support for the war. The war was short. U.S. victories in Cuba and the Philippines led to a quick Spanish surrender and the U.S. acquisition of the Philippines and Puerto Rico. The victory and the possessions gained as a result of the war helped to make the United States a world power.

Review Suggestions

To prepare for questions on this standard, you may want to use your textbook to review the following people and ideas:

- Alfred T. Mahan
- Theodore Roosevelt
- Rough Riders
- Frederick Jackson Turner
- Open Door Policy
- Protectorate
- “White man’s burden”
- Yellow Journalism

Be prepared for questions that include maps and quotes.

*** Identify the Progressive Era Reforms of the
Roosevelt and Wilson Administrations ***

Progressives supported new ideas and policies they believed would improve the country and people's lives. Progressives could be found in both the Republican and Democratic parties. This explains why the two most important progressive presidents, Theodore Roosevelt and Woodrow Wilson, came from different parties. This standard measures your knowledge of the progressive reforms instituted by these Presidents.

Both men supported increased government regulation of business and industry as well as efforts to end child labor and protect consumers and workers. Roosevelt was also interested in the conservation of natural resources and the American wilderness. Roosevelt called his progressive program the "Square Deal." Wilson called his progressive program the "New Freedom." Use your textbook to review the key components of the "Square Deal" and the "New Freedom."

A question about this standard might look like this:

Theodore Roosevelt's belief in the necessity of government regulation of business and industry was demonstrated by his support of the

- A 17th Amendment.
- B Meat Inspection Act.
- C Newlands Act.
- D 19th Amendment.

The correct answer is **B**. Following the publication of Upton Sinclair's novel, *The Jungle*, which exposed the dangerous and unhealthy conditions in the meatpacking industry, Roosevelt sponsored the Meat Inspection Act that regulated the industry.

Review Suggestions

To prepare for questions over this standard, you may want to use your textbook to review the following:

- Square Deal
- New Freedom
- The 16th, 17th, 18th, and 19th Amendments
- The Federal Reserve Act
- The Federal Trade Commission
- The Meat Inspection Act
- The Pure Food and Drug Act
- Muckrakers
- Upton Sinclair

*** Evaluate the Foreign Policy of Roosevelt, Taft, and Wilson ***

U.S. imperialism in the late 19th and early 20th centuries led to the U.S. dominance of the Western Hemisphere. During the administrations of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson, the United States became increasingly involved in affairs in Central America, South America, and the Caribbean. This standard measures your understanding of the foreign policy of Roosevelt, Taft, and Wilson.

One good way to remember the different foreign policies practiced by the three presidents covered in this standard is to think of them as characters related to their policy style.

Theodore Roosevelt “the Rough Rider”

Theodore Roosevelt had led the Rough Riders up San Juan Hill during the Spanish-American War and the image of a man on horseback fits well with Roosevelt’s “Big Stick” diplomacy. Roosevelt often ignored the territorial integrity and sovereignty of other nations. One example of his foreign policy is his support of a local revolt against Colombia in order to gain U.S. control over the future Panama Canal.

William Howard Taft “the Businessman”

Taft represented the part of the Republican Party that was supported by American business interests. His “Dollar Diplomacy” involved using money to support governments friendly to the United States in an effort to protect U.S. business investments and avoid military involvement. Unfortunately, this actually increased U.S. military action in the Western Hemisphere.

Woodrow Wilson “the Preacher”

Wilson was the son of a preacher and followed a strict personal moral code. His foreign policy is usually referred to as “Missionary Diplomacy.” Wilson often assumed that the U.S. actions and values were morally superior to those of the peoples of other countries. This belief often led the United States to adopt a superior attitude toward other nations and to involvement in situations where Wilson believed a wrong had to be righted.

When reviewing the foreign policy of these three men it helps to think of them as the Rough Rider, the Businessman, and the Preacher as a way of remembering the basic features of their foreign policy.

Use your textbook to review the specific information about each man’s foreign policy.

Review Suggestions

To prepare for questions on this standard, you may want to use your textbook to review the following:

- The Panama Canal
- Pancho Villa
- Big Stick Diplomacy (T. Roosevelt)
- United States involvement in Hawaii and Mexico
- The Roosevelt Corollary
- Dollar Diplomacy (W.H. Taft)

Be prepared for questions incorporating quotes from the three presidents and maps showing U.S. involvement in foreign affairs.

*** Explain the Reasons for U.S. Entry Into World War I and Its Impact on Life in the United States ***

Though reluctant to get involved in the conflict, a series of events forced the United States to enter World War I. This standard will measure your knowledge of the events that brought the United States into the war and the effects the war had on life in the United States.

When World War I began in Europe in 1914, President Woodrow Wilson was determined to keep the United States out of it. But in 1915 the luxury liner *Lusitania* was sunk by a German submarine killing most of the people on board, including more than one hundred U.S. citizens. This led to a crisis between the United States and Germany that was only resolved when Germany agreed to abandon unrestricted submarine warfare that endangered U.S. trade and the lives of Americans.

Tensions between the two countries rose again when the British turned over a German message they had intercepted. The message, called the Zimmerman Telegram, described a plan to convince Mexico to attack the United States for the return of the territory they had lost to the United States in the Mexican-American War. The Germans hoped that such an attack would keep the United States from getting involved in the war and helping Great Britain and France. The Zimmerman Telegram pushed the United States to the brink of war with Germany, further heightening tensions. In 1917, Germany resumed unrestricted submarine warfare, leading to the United States' decision to enter the war.

Economic Changes

During the War, the War Industries Board took control of the United States economy. The Board decided what could be produced, how products could be produced, and how to use the nation's resources to win the war. A similar committee was created to conserve the nation's food resources for the war effort.

Changes in Civil Rights

To prevent criticism of the war, laws were passed prohibiting people from speaking out against the war. These laws were used to silence critics and pacifists. Though many people supported these efforts, the laws violated the spirit of the First Amendment.

Gathering Support for the War

To make sure that the U.S. public supported the war, the government tried to control the information the public received about the war through censorship and the creation of a committee to generate pro-war propaganda. At the same time, the government launched an aggressive campaign to raise money by convincing the American people that it was a patriotic duty to buy war bonds.

The Effect of the War on Women

With millions of men volunteering and being drafted into military service, women filled jobs that the war created in factories and defense production. The economic contributions by women to war production helped to secure the ratification of the 19th Amendment that gave them the right to vote.

The Effect of the War on African Americans

The war created jobs in the cities of the Northeast and the Midwest. African Americans, tired of living under the repression that was common in the South, moved to the North by the thousands and established themselves in ethnically distinct and culturally rich neighborhoods. This movement of African Americans was called the Great Migration.

President Wilson played a key role in the creation of the Treaty of Versailles at the end of World War I. Before the United States entered the war, Wilson had given a speech in which he described Fourteen Points that he felt were key to avoiding future wars.

One of those fourteen points called for the creation of an international peacekeeping organization called the League of Nations. During the treaty negotiations Wilson worked hard to get as many as possible of his Fourteen Points included and succeeded in securing the creation of the League of Nations. It was, however, the inclusion of the League of Nations that ultimately led to the Senate's refusal to ratify the Treaty of Versailles. Isolationists in the Senate believed that by joining the League, the United States would be getting itself involved in future conflicts in Europe and elsewhere. Though Wilson traveled around the country in an effort to create public support for the ratification of the Treaty of Versailles, the Senate eventually rejected it. The United States never joined the League of Nations.

A question testing this standard might look like this:

The United States became involved in World War I to defend the

- A freedom of the seas.
- B principle of self-determination.
- C future of secret alliances.
- D rights of minority peoples.

The correct answer is **A**. The decision to declare war came after German submarine warfare threatened the United States' ability to trade freely with all nations by destroying U.S. ships at sea.

Questions covering this standard are likely to use quotes from the individuals and documents mentioned in this standard as well as maps and graphs.

*** Analyze the Social Unrest of the 1920s and 1930s ***

The 1920s and 1930s were turbulent times in the United States. The postwar generation challenged traditional values and authority on social matters while conservative elements in the country tried to impose their image of America on the nation. This standard will measure your understanding of these clashes and the social unrest they produced.

Feelings of nativism, favoring the interests of people born in this country over immigrants and wanting to keep existing cultural traits intact, grew stronger during the 1920s. Anti-immigrant, anti-Jewish, and anti-Catholic sentiments contributed to the popularity of a revived Ku Klux Klan, not just in the South, but throughout the nation. Fear of a communist takeover also led to suppression of immigrants and a Red Scare in the early 1920s. Ultimately the conservative reaction against immigrants resulted in the passage of legislation that limited immigration by setting limits on the number of immigrants who could come from each country.

Conservative forces were also at work in the ratification and attempted enforcement of Prohibition. While many supported the effort to eliminate the sale and manufacture of alcohol in the United States, many average citizens broke prohibition laws by making their own alcohol and frequenting secret bars called speakeasies. This willingness to break the law created an economic opportunity for organized crime. Gangsters like Al Capone fought one another for control of liquor sales in cities and neighborhoods and made enough money to corrupt policemen and judges.

During the 1920s, popular entertainment like sports, vaudeville, and the movies attracted millions of loyal fans and helped create the first media stars. Conservatives often disapproved of what they viewed as the immoral influence of these forms of entertainment but were unable to reduce their popularity.

STRATEGY BOX—Dad, Can I Borrow the Car?

Mass production of the car made them affordable and widely available during the 1920s. The car allowed people to move to suburbs even further removed from the cities, increased construction of highways and bridges, and created the family vacation. But its most powerful impact was on the relationship between young people and their parents. For the first time young people could easily get away from their parents and experience a level of independence never before available. This provided the young people of the 1920s with different experiences than their parents and created a generation gap between them. When thinking of the social changes of the 1920s remember the impact of the car on young people as an example of the clash between the forces of conservatism and the forces for change that exemplified the time period.

The Harlem Renaissance

The Great Migration greatly increased the African-American population of cities in the Northeast and the Midwest. Crowded into segregated neighborhoods near city centers, African Americans and their culture gained the acceptance of mainstream America. African-American writers and artists began to receive the attention of major publishing houses and critics, but it was the music emerging from these neighborhoods that was most appreciated. Jazz combined themes and note patterns developed by enslaved African-Americans with the syncopated rhythms worked out by musicians in New Orleans and elsewhere in the South. It was an original American art form and became very popular in the 1920s.

Review Suggestions

To prepare for questions on this standard, you may want to use your textbook to review the following people and terms:

- Louis Armstrong
- Duke Ellington
- Charles Lindbergh
- Postwar strikes
- Babe Ruth
- Bonus Army
- Flappers
- Lost Generation
- Radio
- Sacco and Vanzetti
- Consumer culture
- Marcus Garvey
- Movies
- Spectator sports
- Vaudeville

You can expect questions that incorporate quotes, graphic organizers, and charts and graphs.

*** Analyze the Causes and Effects of the Great Depression and the Impact of Roosevelt's "New Deal" ***

Though the economy of the United States was prosperous during the 1920s, the conditions that led to the Great Depression were created during the decade. This standard will measure your understanding of the factors that led to the Great Depression, how the Great Depression affected the people of the United States, and how Franklin D. Roosevelt's "New Deal" affected the lives of the American people.

Weaknesses in the Economy that Led to the Great Depression

Agriculture

New machinery and improved farming techniques made U.S. farmers very productive. The production of more food each year helped drive down the price of their products and made it harder for them to make a profit. In response, farmers took out more loans to buy more land and farming equipment, so they could produce more. As a result, most farmers were very vulnerable to economic and environmental disasters.

International Trade

World War I severely affected the economies of the nations of Europe. In the 1920s, this hurt the sales of U.S. products overseas. U.S. tariff policy made things worse by raising the prices of products produced in Europe. This reduced their sales in the United States, weakening European economies even more, which meant they could buy fewer products from the United States.

Growing Gap Between Rich and Poor

During the 1920s, the wealthy grew wealthier thanks to government fiscal policies that allowed them to keep more of their money and reduced business regulations. These reduced regulations and low corporate taxes increased the profits of corporations and made their stocks more valuable. At the same time, the poor and working classes lost the ability to buy products as their wages stayed the same while prices rose. This reduction in consumption eventually caused business profits to decline.

Easy Credit

New methods of buying products, including the installment plan and buying on credit, became popular during the 1920s. These methods encouraged consumers to buy more than they could afford and to go into debt. Worst of all, banks loaned people money to buy stock with very little money down. The stocks themselves became the collateral for the loan. This was called buying on margin. Rising stock prices and the ability of ordinary people to buy stock on credit increased investment in the stock market and inflated the price of stocks above their actual value.

The Stock Market Crash

The United States economy follows the business cycle or the regular fluctuation of the economy between periods of prosperity and recession. By October of 1929 the U.S.

economy was beginning to show signs of slowing down. This caused some investors to panic and sell their stocks. As more people sold, more people panicked and sold their stock, driving the prices of stocks down. This triggered other economic weaknesses and plunged the United States into the Great Depression.

Effects of the Great Depression

Bank Failures

As the value of stocks declined, banks began calling in their loans. When people who owed the banks money were unable to pay, banks were unable to return the money their customers had deposited in the bank. This forced many banks to go out of business and millions of people lost their savings.

Farmers

When farmers were unable to pay their loans, banks began to foreclose on their farms. To make matters worse, the Plains states were experiencing Dust Bowl conditions brought on by drought and poor farming practices. The dry conditions and high winds made farming impossible. Tenant farmers and sharecroppers were among the hardest hit as their landlords evicted them and sold the land. Many farmers from the Dust Bowl migrated to California in search of work.

Workers

As business profits fell and it became clear that consumers would be forced to reduce their spending, workers began to lose their jobs. By 1932 the unemployment rate in the United States had reached twenty-five percent. Workers, who were unable to find work and had no savings, could not pay their debts, and many lost their homes.

The Great Depression was the worst economic disaster in the nation's history and many Americans became desperate for a solution. They voted in overwhelming numbers for Franklin Roosevelt, who claimed that he had a "New Deal" that would solve the nation's problems.

STRATEGY BOX—The Three R's of the New Deal

The New Deal created numerous government programs, almost all of which were known by a series of letters. While this can be confusing, if you keep the three R's of the New Deal in mind it will help you understand what each program was designed to do.

Relief

Programs like the Civilian Conservation Corps (CCC), the Public Works Administration (PWA), and the Works Progress Administration were designed to give people jobs and an income to relieve their suffering.

Recovery

Programs like the Agricultural Adjustment Act (AAA) and the Tennessee Valley Authority (TVA) were designed to help different segments of the economy recover from the devastation of the Depression by addressing specific needs and weaknesses.

Reform

Programs like the Securities and Exchange Commission (SEC) and banking policies were designed to eliminate the practices and abuses that had created the conditions that led to the Great Depression and restore peoples' confidence in the economy.

When asked to evaluate a specific New Deal program, remember to try to classify them by the three R's. Determining which R the program belongs to will help you find the answer to the questions.

Review Suggestions

To prepare for questions on this standard, you may want to use your textbook to review the following:

- AAA
- Black Cabinet
- CCC
- WPA
- TVA
- Agricultural policy
- Brain trust
- Deficit spending
- SEC
- Wagner Act
- Banking policy
- Court packing
- PWA
- Social Security

Remember that many New Deal programs like the SEC and Social Security are still working today.

Be prepared for questions based on quotes, graphs, charts and maps.

Sample Questions for Content Domain V

This section has some sample questions for you to try. After you have answered all the questions, check your answers in the “Answers to the Content Domain V Sample Questions” section that follows. This section will give you the correct answer to each question and explain why the other choices are incorrect.

1 The United States advocated the Open Door Policy to

- A** protect the people of Cuba and the Philippines.
- B** end the secret alliance between France and Russia.
- C** gain access to the markets for trade in China and Africa.
- D** establish dominance over the Caribbean and Central America.

2 The collapse of the stock market in 1929 was in part the result of

- A** bank failures.
- B** easy credit.
- C** increasing regulations.
- D** rising consumption.

3 Which group of people in the United States was most strongly opposed to the Treaty of Versailles?

- A** progressives.
- B** populists.
- C** economists.
- D** isolationists.

4 The acquisition of the Panama Canal is an example of

- A** Dollar Diplomacy.
- B** Missionary Diplomacy.
- C** Big Stick Diplomacy.
- D** Isolationist Diplomacy.

Answers to Sample Questions from Domain V

1. Answer: **C** Standard: *Trace and explain the development of the United States into a world power*

Choices **A**, **B**, and **D** are all events associated with the United States rise to a position of world power, but only choice **C** is related to the Open Door Policy. Choice **A** could be more accurately applied to the Spanish-American War. Choice **B** describes a real alliance between France and Russia but it could be more accurately applied to World War I. Choice **D** is more a description of the Roosevelt Corollary than the Open Door Policy.

2. Answer: **B** Standard: *Analyze the causes and effects of the Great Depression and the impact of Roosevelt’s “New Deal”*

Bank failures were more a result of the stock market crash than a cause of it, so the answer is not **A**. The increasing number of regulations did not occur during the 1920s, so **C** is incorrect. Choice **D** is also incorrect. Easy credit, however, allowed ordinary people to borrow money to buy stock which inflated stock prices and contributed to its collapse. Therefore, the correct answer is **B**.

3. Answer: **D** Standard: *Explain the reasons for U.S. entry into World War I and its impact on the United States*

Choices **A**, **B**, and **C** are all incorrect. None of the groups mentioned in these answer options made any specific objection to the Treaty of Versailles. Only the isolationists, choice **D**, were strongly opposed to the Treaty of Versailles and the League of Nations.

4. Answer: **C** Standard: *Evaluate the foreign policy of Roosevelt, Taft, and Wilson*

The Panama Canal was acquired during the administration of Theodore Roosevelt and is the best example of Roosevelt's use of "Big Stick" diplomacy. Therefore, the correct answer is **C**. Dollar Diplomacy was practiced by President Taft, so choice **A** is incorrect. Missionary Diplomacy was practiced by Wilson so the correct answer cannot be **B**. Isolationists wanted the United States to separate itself from foreign affairs and would not have supported an effort to take the Canal Zone from Colombia, so choice **D** is incorrect.

Content Domain VI: The Modern Era 1940 to the Present

A LOOK AT CONTENT DOMAIN VI



Test questions in this content domain will measure your understanding of the events of World War II, the Cold War, and domestic developments since the end of World War II. Your answers to the questions will help show how well you can perform on the following standards:

- ◆ Analyze the causes and effects of U.S. participation in World War II
- ◆ Trace the causes and effects of the Cold War
- ◆ Analyze U.S. foreign relations from 1961 to the present
- ◆ Evaluate various social protest movements
- ◆ Trace the major events and identify the influential figures of the Civil Rights Movement
- ◆ Analyze how differing political philosophies affect domestic policy and evaluate the impact of technology on society



Spotlight on the Standards

◆ *Analyze the Causes and Effects of U.S. Participation in World War II* ◆

World War II was the culminating event in the United States' rise to the level of a superpower. Though initially reluctant to become involved in the fighting, once attacked, the United States responded with military and economic contributions that led to an Allied victory. This standard measures your knowledge of the reasons for U.S. involvement in World War II and U.S. contributions to the Allied victory.

World War I and the worldwide economic depression of the 1920s and 1930s weakened or destroyed the governments of many nations. Desperate for some relief from poverty, hunger, and political instability, people began to embrace new ideas about government and to support politicians who promised them easy solutions. Dictators and militarists like Adolf Hitler, Benito Mussolini, and Hideki Tojo were able to gain control of Germany, Italy, and Japan at this time. Once in power, these dictators began aggressive programs of land acquisition that led to the start of World War II. These countries were referred to as the Axis Powers.

Axis Powers

Germany
Italy
Japan

Allied Powers

Great Britain
France
China
The Soviet Union
The United States

Understanding the basic facts about Germany, Italy, and Japan during this time period will help you answer questions about this part of history.

Axis Powers Facts

Country	Leader	Government	Goals	Acts of Aggression
Germany	Adolf Hitler	Fascist Dictatorship	Restore Germany to past glory, acquire new territory, unite all Germans under German rule, eliminate all “undesirables” from Germany, and establish dominant position in the world	Invaded the Rhineland, unified with Austria, demanded the Sudetenland, conquered Czechoslovakia, signed non-aggression pact with Soviet Union, and provoked war with France and Great Britain by invading Poland
Italy	Benito Mussolini	Fascist Dictatorship	Make Italy a world power and acquire new territory	Invaded Ethiopia, Libya, and Albania
Japan	Emperor Hirohito, Premier Hideki Tojo	Constitutional Monarchy controlled by militaristic leaders	Establish Japanese Empire in Asia and the Pacific	Invaded Manchuria, attacked China, and the European colonies of Burma, Indonesia, and Indochina (Vietnam), and attacked U.S. fleet at Pearl Harbor

Following the German invasion of Poland in September of 1939, France and Great Britain declared war on Germany and World War II began. Very little happened until 1940 when Germany attacked France through Belgium. New German military tactics allowed them to move through Belgium in one week and attack the French and British armies in northern France before the French were completely ready. The German attack combined the use of tanks and aircraft to break through French and British lines and drive them apart. The British and French armies, who were expecting the battles to be like those of World War I, were surprised by the new tactics. The British army narrowly escaped complete destruction thanks to an evacuation at Dunkirk. The French Army, divided and quickly encircled, was forced to surrender.

In a matter of weeks Germany defeated and occupied France. With France out of the war, Germany was able to concentrate all of its resources on defeating Great Britain. Rather than invading the island nation, the Germans decided to force the British to

surrender by using submarines to cut off supplies from the United States and airplanes to bomb them into submission. The Battle of Britain was fought in the skies over England where the British Air Force, aided by newly invented radar, battled successfully against superior numbers of German aircraft. Despite the German plans, Great Britain held on throughout 1940.

In 1941 two of the Axis powers took actions that brought other countries into the war. First, Germany violated the Non-Aggression Pact and attacked the Soviet Union. Second, the Japanese attacked the United States at Pearl Harbor, Hawaii.

The United States helped win the war for the Allied powers. Refer to the time line below.

Time Line of U.S. Contributions to Victory in World War II

- 1942** – United States prevents Japanese from being able to invade Australia by stopping them at the Battle of the Coral Sea
- United States stops Japanese advance toward Hawaii and changes the balance of naval power in the Pacific at the Battle of Midway
 - U.S. troops land in North Africa and open a second front against Germany and Italy
- 1943** – Allied invasion of Sicily and the Italian mainland leads to the fall of the fascist government and forces Germany to divert resources to protect its southern flank.
- 1944** – D-Day (June 6) invasion begins the liberation of France and Europe. Germany was attacked from the Soviet Union, Italy, and France
- U.S. troops retake the Philippines from the Japanese
- 1945** – United States takes important step toward preparing for the invasion of Japan by winning a victory at Iwo Jima
- Invasion of Okinawa brings United States one step closer to Japan and gives military an idea of how costly an invasion of Japan would be
 - May 8 - Germany surrenders
 - United States drops atomic bombs on Japanese cities of Hiroshima (August 6) and Nagasaki (August 9)
 - September 2 - Japan surrenders

In addition to its substantial military contributions, the United States made massive material contributions to the Allied victory. After a brief period of transition, the United States economy was able to produce enough planes, tanks, guns, ships, food, shoes, clothing, etc. to supply its troops fighting on two fronts and to supply the other Allies as well. In many ways, it was the industrial power of the United States that won World War II.

When World War II came to an end, the Allies created the United Nations to give the nations of the world a place where they could come and discuss their differences peacefully. The U.N. Security Council was given the power to make most of the decisions involving the use of combined force to solve threats to world peace and

security. Each of the Allies—the United States, the Soviet Union, Great Britain, France, and China—was given a permanent seat on this council so that they could have the most influence over the United Nations.

Review Suggestions

To prepare for questions on this standard, you may want to use your textbook to review the following:

- Nuremberg Trials
- Battle of Britain
- Internment camps
- Neutrality Acts
- Concentration camps
- Holocaust
- Appeasement
- Isolationism
- Yalta
- Atomic bomb
- United Nations
- Lend-lease
- Churchill
- Roosevelt
- Stalin
- Munich Agreement

Questions over this standard may include maps, graphs, and charts.

◆ Trace the Causes and Effects of the Cold War ◆

Following World War II, the United States and the other Allies divided Germany into four occupation zones. The Cold War began when the Soviet Union refused to join its zone with the French, British, and United States zones and allow the German people to assume control of their government. This standard measures your knowledge of the causes and effects of the Cold War.

The Cold War is the name given to the competition between the United States and the Soviet Union for influence in the world after World War II. Though the United States and the Soviet Union had been allies during the war, both countries became increasingly suspicious of one another afterwards. Initially, the Soviet Union, still reeling from the damage it absorbed during the war, wanted to create a buffer zone of allied countries around it to prevent any future attacks.

The United States became convinced that this was an attempt to establish Soviet influence throughout the world and viewed the actions as a threat to the nation's security. When the Soviets set up puppet communist governments in the countries of Eastern Europe, the United States became convinced that it had to stop the spread of communism to Western Europe and to the rest of the world. This determination to stop the spread of communism is known as the **policy of containment** and it helps to explain many of the foreign policy decisions made by the United States during the Cold War.

STRATEGY BOX—Building Walls

The Cold War involved the building of physical and figurative walls. The Soviets built real walls to keep the people of communist nations in and democratic influence out. The Berlin Wall is a good example of the type of wall the Soviets built. The United States built figurative walls surrounding the communist nations to keep their influence from spreading. An example of this kind of wall the United States supported is the 38th parallel dividing North and South Korea. The conflicts that arose between communist and democratic nations were usually the result of attempts to break through these walls.

Major Cold War Topics

To better understand the Cold War, consider the topics below:

Berlin Airlift

In an attempt to gain control of West Berlin, which was located inside East Germany, the Soviet Union cut the city off from re-supply by United States and other democratic powers. The United States responded by supplying the city by air for more than a year.

Formation of NATO and the Warsaw Pact

To halt the spread of communism in Western Europe, the United States and other non-communist nations created a military alliance called the North Atlantic Treaty Organization (NATO). In response, the Soviet Union created the Warsaw Pact, an alliance of European communist nations, many of which were under its control.

Nuclear Arms Race

Stunned by the Soviet Union's development of atomic weapons shortly after World War II, the United States rushed to create larger and more deadly atomic and nuclear weapons. New weapons created by the United States were copied by the Soviet Union. Eventually the two countries were competing, not to develop better bombs, but to build more bombs than one another.

Space Race

Like the nuclear arms race, the space race was sparked by a desire for technological superiority and a fear of falling behind in terms of technology.

Korean War

The war began when military forces from communist North Korea crossed the 38th parallel and invaded democratic South Korea. The United States sent troops to support South Korea and force the North Koreans out. U.S. forces drove the North Koreans back to the 38th parallel and then continued the war in an effort to eliminate communism from Korea. When U.S. troops reached the border between North Korea and China, the

Chinese attacked, forcing the U.S. back to the 38th parallel where the border between North and South Korea remains today.

McCarthyism

The desire to stop the spread of communism also involved preventing it from spreading to the United States. A series of “Red Scares,” highlighted by Senator Joseph McCarthy’s statements about alleged communist infiltration of the government and the army, led to the civil rights violations of those who were communists, were suspected of being communists, or were suspected of knowing someone who might be a communist.

Be prepared for questions on the EOCT that use maps, time lines, and quotes.

Review Suggestions

To prepare for questions over this standard, you may want to use your textbook to review the following:

- Baby Boom
- Domino Theory
- Iron Curtain
- Marshall Plan
- Douglas MacArthur
- Sputnik
- Truman Doctrine

◆ Analyze U.S. Foreign Relations from 1961 to the Present ◆

Beginning in the 1960s, American foreign policy became more complicated. While Cold War tensions continued to play a major role in foreign policy decision-making, U.S. foreign policy decisions increasingly involved economic and human rights issues. This standard measures your knowledge of these factors and their impact on the United States.

American foreign policy decisions since 1960 have been based on three major factors: the continuation of the Cold War, the country’s increasing dependence on foreign oil and foreign trade, and a growing concern about human rights around the world.

Use your textbook to review the lists of events within the context of the category under which they appear. Please note that because some events involve more than one category they may be listed more than once.

The Cold War

- The Bay of Pigs
- The Cuban Missile Crisis
- Vietnam
- Nixon’s China policy
- Nicaragua and the Contras
- Soviet Invasion of Afghanistan

Economic Issues

- Oil embargoes
- The Iranian Hostage Crisis
- European Economic Community
- NAFTA and trade relations with Canada and Mexico

Human Rights Concerns

- Immigration from Mexico
- Helsinki Accords
- Apartheid in South Africa
- Jimmy Carter’s foreign policy

A question addressing this standard might look like this:

Most of the major crises since the late 1950s between the United States and Cuba involved

- A** communist activities
- B** free trade issues
- C** oil embargoes
- D** cultural conflicts

The correct answer is **A**. Beginning with Fidel Castro’s takeover of Cuba and his establishment of a communist government there, U.S. foreign policy crises involving Cuba have involved communist activities, whether it was the U.S. sponsorship of the Bay of Pigs Invasion or the Cuban Missile Crisis.

Review the foreign policy significance of détente, Lyndon B. Johnson, John F. Kennedy, and Nikita Khrushchev as well as other people and events central to this standard. Expect questions that incorporate quotes, maps, graphs, and charts.

◆ Evaluate Various Social Protest Movements ◆

The post-World War II generations fostered several very important protest movements that changed U.S. society. This standard will measure your knowledge of those movements and their impact on the United States.

STRATEGY BOX—It’s Only Rock and Roll

Rock music was an important agent of social change and reform. Based on jazz and the blues, rock music popularized many of the themes of African-American music. Though many African-American musicians missed out on the money and the fame that went along with the rock and roll phenomenon, performers like Elvis Presley introduced largely white audiences to the heritage of African-American music. This had a profound effect on the attitude of young Americans toward civil rights issues. In addition, rock and roll music was an expression of young people’s disenchantment with the traditional values of their parents and a way of challenging the rules of society. During the 1960s, rock and folk music were a major part of the anti-war movement and the subculture of the decade. The rock music of the 1960s carried messages of peace and alternative ways of living. Rock music during the 1950s and 1960s had many of the same culture-changing effects as jazz music of the 1920s.

Use your textbook to review the beginning of the environmental, feminist, and counterculture movements. Be prepared for questions incorporating quotes, graphic organizers, and charts.

◆ Trace the Major Events and Identify the Influential Figures of the Civil Rights Movement ◆

One of the most significant changes to occur in the United States since World War II has been the elimination of legal, government-sponsored discrimination as a result of the Civil Rights Movement. This standard focuses on the important events and the activities of the major individuals of the Civil Rights Movement. The time line below gives an overview of the Civil Rights Movement.

Time Line of Major African-American Civil Rights Events

- 1948** – President Truman issues an executive order desegregating the military.
- 1954** – Supreme Court rules that segregation in public schools is unconstitutional in the case of *Brown versus the Board of Education of Topeka*.
- 1955** – Rosa Parks launches the Montgomery Bus Boycott by refusing to give up her seat on a city bus to a white man.
- 1957** – President Eisenhower uses the 101st Airborne Division to force the Governor of Arkansas to allow African-American students to attend Central High School in Little Rock.
- 1961** – Freedom Riders begin riding through the South on buses to integrate segregated bus stops and lunch counters.
- 1963** – People of all races converge on Washington D.C. to participate in the March on Washington. Dr. Martin Luther King, Jr. delivers his “I Have a Dream” speech.
- 1964** – President Johnson signs the Civil Rights Act of 1964 outlawing most forms of discrimination in the United States.
- 1965** – President Johnson signs the Voting Rights Act of 1965 eliminating most barriers designed to limit African-American voting.
 - Protest march beginning in Selma, Alabama, and ending in Birmingham draws hundreds of participants.
- 1968** – Dr. Martin Luther King, Jr. assassinated

STRATEGY BOX—The Good Doctor

Dr. Martin Luther King, Jr. was one of the most important leaders of the Civil Rights movement. He played a role in most of the important events of the movement including helping to organize the Montgomery Bus Boycott, leading the Southern Christian Leadership Conference (SCLC), delivering the most memorable speech given during the March on Washington, and organizing a protest march from Selma to Birmingham. Knowing and understanding his contributions will help you to remember and understand the major events of the Civil Rights Movement.

Use your textbook to review the contributions of Rosa Parks, Malcolm X, and Jesse Jackson. Be prepared for questions that include quotations, particularly quotations from the Civil Rights leaders mentioned in this standard.

◆ **Analyze How Differing Political Philosophies Affect Domestic Policy and Evaluate the Impact of Technology on Society** ◆

The contest between two different political philosophies for control of the government has at times resulted in confused and unwise policy and at times created policy that fundamentally changed life in the United States. Technology has also been a major agent of change in the United States. This standard will measure your knowledge of disputes over domestic policy and the impact of technology on the United States.

STRATEGY BOX—Political Philosophies

Most disputes over domestic policy involve the differences in the beliefs of liberals (known as the Left), and conservatives (known as the Right). Understanding the different beliefs of these groups is key to understanding these disputes. Consider the beliefs of liberals and conservatives to determine how they have differed on issues like welfare policy, environmental policy, fiscal and monetary policy.

A question over this standard might look like this:

Which of the following have traditionally been most supported by conservatives?

- A laws protecting endangered species
- B government welfare programs
- C reduced corporate taxes
- D regulations on waste disposal

The correct answer is C. Conservatives believe that by reducing taxes for corporations and businesses they will give them more money to use to expand business and create jobs. The other answer choices are all things that fit more within the liberal philosophy.

Technology has exploded in our country over the past 100 years. During the course of the 20th century, we went from horse-drawn wagons to space shuttles. Our society moved from the Industrial Age to the Information Age.

Consider the impact the following inventions have had on U.S. society: television, computers, jet aircraft, the Internet, satellites, and cellular phones. How have these inventions changed the way we live, learn, and work?

Be prepared for questions that incorporate graphic organizers, charts and graphs.

Sample Questions for Domain VI

This section has some sample questions for you to try. After you have answered all the questions check your answers in the “Answers to the Content Domain VI Sample Questions” section that follows. This section will give you the correct answer and explain why the other choices are wrong.

- 1 U.S. participation in World War II was the direct result of**
 - A** the Soviet Union’s invasion of Finland.
 - B** the Italian invasion of Albania.
 - C** the Japanese acts of aggression in the Pacific.
 - D** the German acts of aggression in Europe.

- 2 To prevent the spread of communism in Western Europe, the United States helped create the**
 - A** North American Free Trade Agreement.
 - B** Warsaw Pact.
 - C** Common Market.
 - D** North Atlantic Treaty Organization.

- 3 Which of the following was a result of détente?**
 - A** the Cuban Missile Crisis
 - B** President Nixon’s trip to China
 - C** the end of Apartheid in South Africa
 - D** the Camp David Accords

- 4 The Feminist Movement benefited the most from**
 - A** the signing of Civil Rights Act of 1964.
 - B** the ratification of the Equal Rights Amendment.
 - C** the signing of the Voting Rights Act of 1965.
 - D** the ratification of the Platt Amendment.

- 5 Which technological advance has had the biggest impact on education in the United States?**
 - A** jet aircraft
 - B** computers
 - C** microwaves
 - D** cellular phones

Answers to Content Domain VI Sample Questions

1. Answer: **C** Standard: *Analyze the causes and effects of U.S. participation in World War II*

While choices **A**, **B**, and **D** all contributed to the increase in tension that led to World War II, it was Japanese aggression in Asia and the Pacific that led to the attack on Pearl Harbor and brought the United States into World War II. Therefore, the correct answer is **C**.

2. Answer: **D** Standard: *Trace the causes and effects of the Cold War*
NAFTA was not a response to communism; therefore, choice **A** is incorrect. The Warsaw Pact was not created by the United States. The Soviet Union created the Warsaw Pact, so **B** is incorrect. Choice **C**, the Common Market, was the original name of the European Union that was formed for economic reasons. The United States played no role in the formation of the Common Market. The North Atlantic Treaty Organization was created by the United States to form a military alliance to stop communism from spreading to Western Europe. Therefore, the answer is **D**.

3. Answer: **B** Standard: *Analyze U.S. foreign relations from 1961 to the present*
Détente was the relaxation of tensions between the United State and communist nations. President Nixon's recognition of the legitimacy of China's communist government and his trip to China were two of the first major actions reflecting détente. Therefore, **B** is the correct answer. Choice **A** almost brought the United States and the Soviet Union into a war with one another. Choice **C**, dealt with the end of racial discrimination in South Africa. Choice **D** was the result of peace negotiations between Israel and Egypt conducted by the United States.

4. Answer: **A** Standard: *Evaluate various social protest movements*
The Civil Rights Act of 1964 not only eliminated most forms of racial discrimination, it also ended most forms of gender discrimination. Therefore, the correct answer is **A**. The Equal Rights Amendment was written to help women achieve even greater equality, but it was never ratified. The Voting Rights Act of 1965 had little impact on women; there were no laws designed to limit their right to vote. The Platt Amendment dealt with the United States relationship with Cuba and had nothing to do with the Feminist Movement.

5. Answer: **B** Standard: *Analyze how differing political philosophies affect domestic policy and evaluate the impact of technology on society*

The computer has had the most impact on education in America. It has increased student access to information, introduced a whole new group of skills, and increased the speed with which students can do their work. Therefore, the correct answer is **B**. Choices **A**, **C**, and **D** all had a significant impact on society, but did not make significant contributions to education.

Appendix A**EOCT Sample Overall Study Plan Sheet**

Here is a sample of what an OVERALL study plan might look like. You can use the Blank Overall Study Plan sheet in Appendix B or create your own.

Materials/Resources I May Need When I Study:

(You can look back at page 2 for ideas.)

1. *This study guide*
2. *Pens*
3. *Highlighter*
4. *Notebook*
5. *Dictionary*
6. *U.S. History textbook*

Possible Study Locations:

- First Choice: *The library*
- Second Choice: *My room*
- Third Choice: *My mom's office*

Overall Study Goals:

1. *Read and work through the entire study guide*
2. *Answer the sample questions and study the answers*
3. *Do additional reading in a U.S. History textbook*

Number of Weeks I Will Study: *6 weeks*

Number of Days a Week I Will Study: *5 days a week*

Best Study Times for Me:

- Week Days: *7:00 p.m. – 9:00 p.m.*
- Saturday: *9:00 a.m. – 11:00 a.m.*
- Sunday: *2:00 p.m. – 4:00 p.m.*

Appendix B

Blank Overall Study Plan Sheet

Materials/Resources I May Need When I Study:
(You can look back at page 2 for ideas.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Possible Study Locations:

- First Choice: _____
- Second Choice: _____
- Third Choice: _____

Overall Study Goals:

1. _____
2. _____
3. _____
4. _____
5. _____

Number of Weeks I Will Study: _____

Number of Days a Week I Will Study: _____

Best Study Times for Me: _____

- Week Days: _____
- Saturday: _____
- Sunday: _____

Appendix C

EOCT Sample Daily Study Plan Sheet

Here is a sample of what a DAILY study plan might look like. You can use the Blank Overall Study Plan sheet in Appendix D or create your own.

Materials I May Need Today:

1. *Study Guide*
2. *Pen*
3. *Notebook*

Today's Study Location: *the desk in my room*

Study Time Today: *From 7:00 p.m. to 8:00 p.m. with a short break at 7:30 p.m.*

(Be sure to consider how long you can actively study in one sitting. Can you sit for 20 minutes? 30 minutes? An hour? If you say you will study for three hours, but get restless after 40 minutes, anything beyond 40 minutes may not be productive – you will most likely fidget and daydream your time away. “Doing time” at your desk doesn’t count for real studying.)

If I start to get tired or lose focus today, I will *do some sit-ups.*

Today's Study Goals and Accomplishments: (Be specific. Include things like number of pages, sections, or standards. The more specific you are, the better able you will be to tell if you reached your goals. Keep it REALISTIC. You will retain more if you study small “chunks” or blocks of material at a time.)

<i>Study Task</i>	<i>Completed</i>	<i>Needs more work</i>	<i>Need more information</i>
<i>1. Review what I learned last time</i>	X		
<i>2. Study the first standard in Content Domain I</i>	X		
<i>3. Study the second standard in Content Domain I</i>		X	

What I learned today:

1. *The importance of maps, charts, graphs, time lines, and flowcharts*
2. *The definition of some important terms*
3. *The names of some important speeches and why each was important*

Today's reward for meeting my study goals: *Eating some popcorn*

Appendix D

Blank Overall Study Plan Sheet

Materials I May Need Today:

1. _____
2. _____
3. _____
4. _____
5. _____

Today’s Study Location: _____

Study Time Today: _____

(Be sure to consider how long you can actively study in one sitting. Can you sit for 20 minutes? 30 minutes? An hour? If you say you will study for three hours, but get restless after 40 minutes, anything beyond 40 minutes may not be productive – you will most likely fidget and daydream your time away. “Doing time” at your desk doesn’t count for real studying.)

If I start to get tired or lose focus today, I will _____

Today’s Study Goals and Accomplishments: (Be specific. Include things like number of pages, sections, or standards. The more specific you are, the better able you will be to tell if you reached your goals. Keep it REALISTIC. You will retain more if you study small “chunks” or blocks of material at a time.)

<i>Study Task</i>	<i>Completed</i>	<i>Needs more work</i>	<i>Need more information</i>
1.			
2.			
3.			
4.			
5.			

What I learned today:

1. _____
2. _____
3. _____

Today’s reward for meeting my study goals: _____