

The American Journey

Activity Workbook **Student Edition**



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★ ★ American History in Your Community ★ ★

THE FIRST INHABITANTS

Part 1

DIRECTIONS: Before European settlers came to North America, Native Americans lived in groups throughout what would become the United States. Look in your local library or historical society to find out what Native American nations lived closest to your community before settlers arrived. Then answer the questions about them below.



1. What was the name of the Native American group or groups?

2. Describe their social organization. Who led the group? Who was the spiritual leader? What role did women and children play? _____

3. What did the Native Americans in your area eat? How did they get their food?

4. What happened to the Native Americans when European settlers came into the area? _____

5. On a separate sheet of paper, draw a picture of the typical home for these Native Americans.

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Part II

Different groups of non-native settlers came into different areas in North America. Find out who the earliest non-native settlers in or near your community were. Then answer the questions about them below.

6. From where did the largest number of settlers come? _____

7. What were the settlers seeking when they arrived? _____

8. What sort of community did they establish? What religion or religions did they practice? _____

9. How did the settlers get food and supplies? _____

10. Was this early community successful? Did it continue to grow? If not, why did it fail? _____

Part III

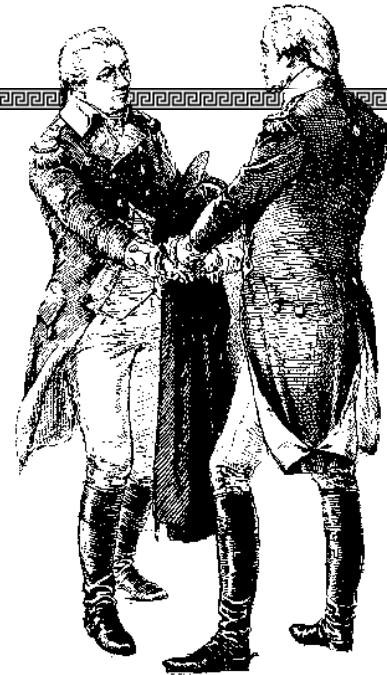
Visit the site of a local Native American settlement or museum, if possible, or use the media center to find out more about local Native Americans. Find a creative way to present what you learn to the class—in a play, a bulletin board, or a painting, for example.

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EARLY GOVERNMENT

DIRECTIONS: After the United States Constitution was ratified, each state sent senators and representatives to Congress. As states were admitted to the Union, they also sent representation to Congress. Research to find information about your state's senators and representatives; then answer the questions. (Some places to search for the information you need include your local library, the Internet, or the League of Women Voters.)



1. Who were the first senators and representatives sent to Congress from your state?

2. To what political party did each official belong? _____
3. Who was president of the United States at the time? _____
4. Describe one issue on which your state's first senators had to vote.

5. Who are your state representatives today? How are their backgrounds and experiences similar to or different from your state's first representatives?

6. On a separate sheet of paper, draw a picture of the flag of the United States at the time your state sent its first officials to Congress.

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Moving Across America

❑ **DIRECTIONS:** In the early 1800s people began moving across the country in covered wagons and on steamboats. Research an early method of transportation used in your state. Draw a labeled diagram of the vehicle on a separate sheet of paper. Then answer the questions about it that follow.



Method of Transportation: _____

1. When was this method of transportation used in your state?

2. How fast could the vehicle go? How many people could it carry?

3. What were the vehicle's limitations? Were there places it could not go or things it could not carry? _____

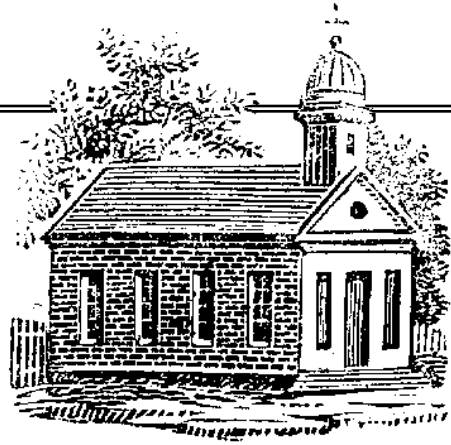
4. Imagine you are traveling on the vehicle you have drawn. Write a diary entry describing a typical day of travel. _____

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Early Schools

DIRECTIONS: Educational reform was an important issue in the mid-1800s. What were early schools like in your community? Research the earliest schools in your area at your local library or historical society. Then answer the questions below.



1. What grades were taught in the earliest schools in your community?

2. Were all the grades taught together, or were there separate rooms for different age groups? _____
3. What subjects did students study? _____

4. How were students disciplined? _____
5. How was the classroom designed? How was it heated? If you can find the information, draw an illustration on a separate sheet of paper.

6. What kind of training did teachers receive? _____

7. How long was the school year? What events or situations might have interrupted the school year? _____
8. How did students travel to school? _____
9. Compare your school to the earliest schools in your community. What aspects are similar? How have schools changed? _____

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An Immigrant's Experience

▣ DIRECTIONS: The United States is a nation of immigrants. Most people who live here came from another place. Interview someone in your community who immigrated to the United States from another country or research the life of an immigrant to your state. Answer the questions below.



1. From where did the person come? _____
2. What year did he or she come to the United States? _____
3. Why did the person leave his or her home country? _____

4. What was the person expecting to find in the United States? Did this country meet those expectations? _____
5. What surprised him or her about the United States? _____

6. What in your community is most like his or her home country? What is the most different from his or her home country? _____

7. Share your understanding of immigrants with classmates and learn about the people that they interviewed. How were their persons' experiences similar to yours? How were they different? _____

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The Great Depression

DIRECTIONS: The Great Depression affected every community in the United States. Research to learn more about the effects of the Great Depression on your community. If possible, interview older residents or family members who remember what life was like in your community during the Great Depression. Then answer the questions below.



1. What jobs were available in your community in 1928? Were people factory workers, farmers, or ranchers? _____

2. How did the Depression affect workers in your community? _____

3. Describe a New Deal project in your state. What did government workers create?

4. How was family life during the Great Depression different from family life today?

5. Find the statistics on the number of workers in your state from 1928 to 1933. Create a line graph on a separate sheet of paper showing the information.

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World War II ✈ ✈ ✈ ✈ ✈ ✈ ✈ ✈

DIRECTIONS: States made various contributions to the war effort during World War II. Find out how your state helped. Then answer the questions below.

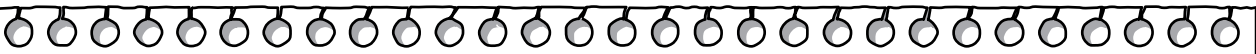
- 1. How many soldiers from your state fought in World War II? _____
- 2. How many soldiers from your state died in World War II? _____
- 3. How did your state or community contribute to the war effort at home?

- 4. At your local library, find a microfilm or microfiche edition of a local newspaper for August 15, 1945, V-J Day, or "Victory Over Japan" day. Copy the headline and first paragraph of a story about the armistice below. Then create a second paragraph for the story, detailing the war's effect on your area.



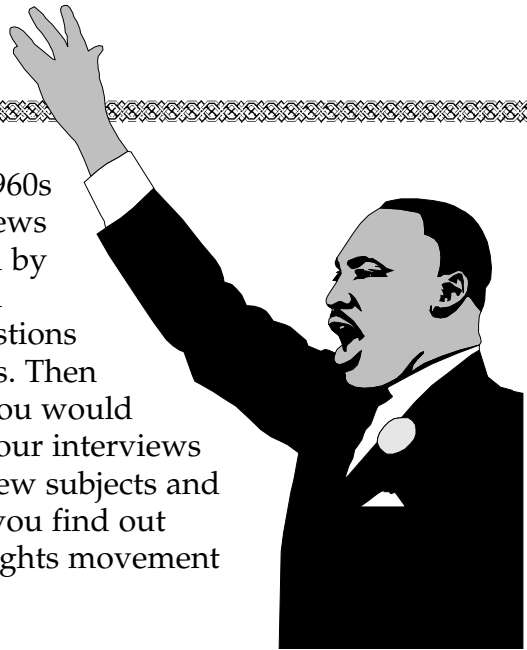
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The 1960s

DIRECTIONS: Political events in the 1960s affected many people. Conduct interviews with subjects whose lives were affected by the civil rights movement or the war in Vietnam during the 1960s. Use the questions below to help you plan your interviews. Then think carefully about other questions you would like to ask. Use the information from your interviews to write a profile of one of your interview subjects and share with your classmates. What did you find out about the war in Vietnam or the civil rights movement that surprised or shocked you?



Interview Subject: _____

- How did you first become aware of the civil rights movement?
- Were you in agreement with your friends and neighbors about civil rights? Why or why not?
- In what ways do you think the civil rights movement changed the lives of people in your community?

Interview Subject: _____

- How did the controversy about the Vietnam War affect your community?
- Were you involved in either the military or the protests against the war? What experiences did you have because of your involvement?
- Was your life changed in any way by the war or the reaction to it? In what way?



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Technology and You

DIRECTIONS: Technology touches every part of life. Think about the impact technological advances such as the personal computer, Internet, VCR, satellite dish, and advances in medicine and industry have had on you and your community. Then answer the questions below.



1. What technological advance has had the greatest impact on your life?

2. How has it changed your life? _____

3. What aspect of technology has most affected your community?

What was its effect? _____

4. How might technology have had a negative impact on your community? _____




5. Make a prediction about the future. What new technological advances do you see coming? How will it change your community and your life?



★ Workbook Activity 1

DIRECTIONS: Completing a Chart The chart below lists early civilizations of the Americas. Review the information about these peoples in your textbook and write the facts in the appropriate boxes on the chart.

 Early Civilizations of the Americas			
Civilization	Location	Dates	Major Achievements
The Olmec		flourished between and	
The Maya		height of civilization from about to	
The Aztec		found a permanent home in	
The Inca		established capital city in	

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★ Workbook Activity 2

Exploring the Americas

DIRECTIONS: Matching Match each name in Column A with an accomplishment in Column B. Write the correct letters in the blanks.

Column A

- _____ 1. Henry the Navigator
- _____ 2. Bartholomeu Dias
- _____ 3. Vasco da Gama
- _____ 4. Christopher Columbus
- _____ 5. Vasco Núñez de Balboa
- _____ 6. Ferdinand Magellan
- _____ 7. Hernán Cortés
- _____ 8. Francisco Pizarro
- _____ 9. Juan Ponce de León
- _____ 10. Hernando de Soto
- _____ 11. Francisco Vázquez de Coronado
- _____ 12. John Cabot
- _____ 13. Giovanni da Verrazano
- _____ 14. Henry Hudson

Column B

- A.** landed in Mexico in 1519, completed conquest of Aztec in 1521
- B.** discovered strait around southern tip of South America in 1520; some of crew completed first circumnavigation of globe
- C.** landed in Florida in 1513 hoping to find the legendary “fountain of youth”
- D.** discovered and sailed up the Hudson River in 1609
- E.** captured the Inca ruler, Atahualpa, in 1532, and gained control of most of the Inca Empire within a few years
- F.** brought astronomers, geographers, and mathematicians to share their knowledge with Portuguese sailors and shipbuilders
- G.** led three-year expedition through southeastern United States; crossed the Mississippi River in 1541
- H.** sailed around Africa and across the Indian Ocean, reaching India in 1498
- I.** rediscovered Newfoundland for England
- J.** sailed around southern tip of Africa (Cape of Good Hope) in 1487
- K.** led expedition through northern Mexico, Arizona, and New Mexico hoping to find the legendary “Seven Cities of Cibola”
- L.** reached the Bahamas in 1492; went ashore on a small island, named it San Salvador
- M.** crossed the mountains in Panama in 1513 and discovered the Pacific Ocean
- N.** explored coast of North America from present-day Nova Scotia to the Carolinas in 1524

★ **Workbook Activity 2**

DIRECTIONS: Completion In the space provided, write the word or words that best complete the sentence.

lines of latitude	conquistadors	magnetic compass
circumnavigate	stern rudder	mercantilism
immunity	astrolabe	caravel

1. An _____ is an instrument that measures the position of stars.
2. The _____ was invented by the Chinese and then passed on to the Europeans by the Arabs in the 1200s.
3. The _____ and the triangular sail enabled ships to sail into the wind.
4. Distance north and south of the Equator is indicated on a map by _____.
5. The _____ was a three-masted ship developed by the Portuguese in the late 1400s.
6. Because they had no _____, entire communities of Native Americans were wiped out by diseases brought to the Americas by the Europeans.
7. In order to _____ the world, you would have to sail completely around it.
8. Early Spanish explorers in the Americas were known as _____.
9. The economic theory of _____ describes how a nation's power was based on its wealth.

DIRECTIONS: Essay Answer the question below in the space provided.

10. What was the Columbian Exchange?

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★ Workbook Activity 3

Colonial America

The English defeat of the Spanish Armada marked the end of Spanish control of the seas and cleared the way for England and other European nations to establish colonies in North America.

DIRECTIONS: Using a Map Study the map and use the information to answer the questions.

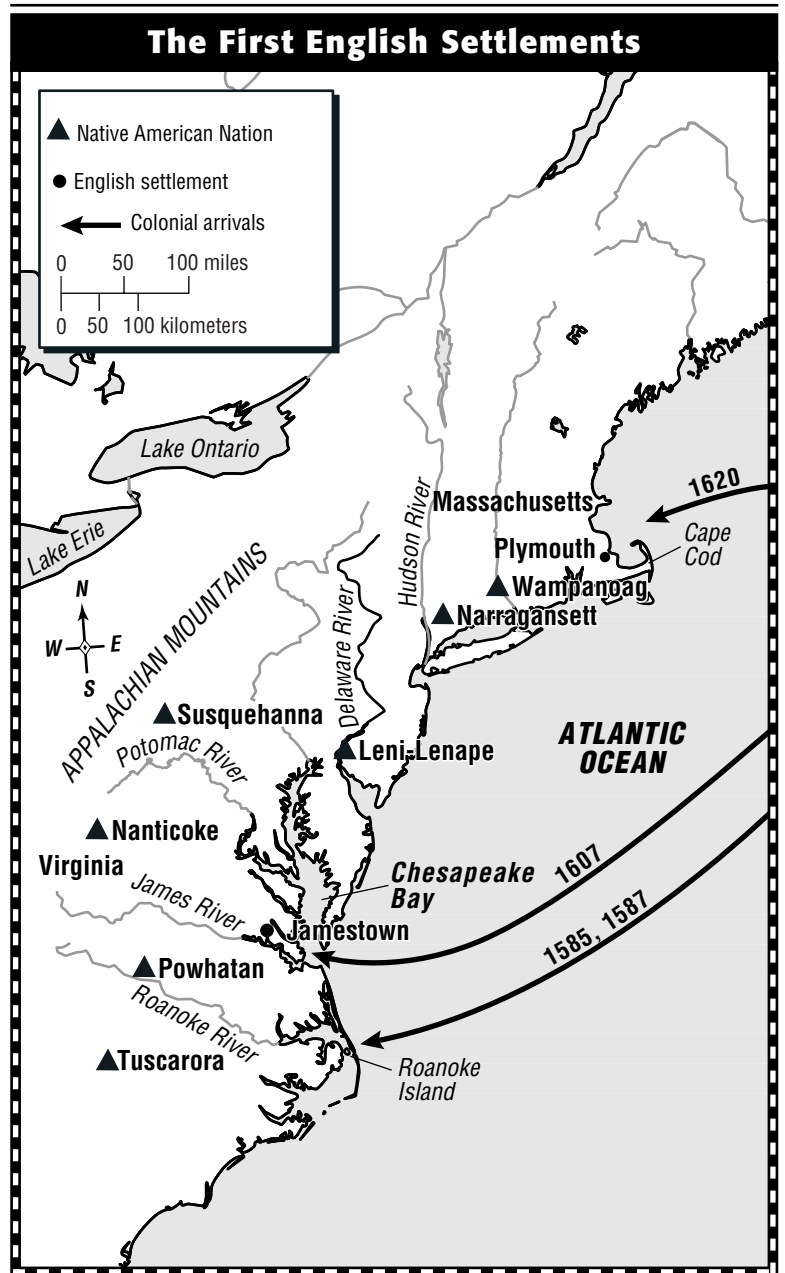
1. In what year did the English first attempt to settle on Roanoke Island? _____
Roanoke Island? _____
2. Approximately how many miles from Roanoke Island was the colony of Jamestown?

3. Jamestown was built along the banks of which river?

4. What piece of land extends into the Atlantic Ocean near Plymouth, Massachusetts?

5. How many Native American nations are shown on this map?

6. If you were a member of the Susquehanna Nation and you wished to visit the Powhatans, in which direction would you travel? _____
7. In which direction would you travel if you left Roanoke Island for Plymouth? _____



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(continued)

★ **Workbook Activity 3**

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement.

- _____ 1. The colony of Jamestown survived because the settlers
- A. discovered gold and silver.
 - B. always had plenty of food.
 - C. began to grow tobacco.
 - D. lived under strict military rule.
- _____ 2. Squanto and Samoset helped the Pilgrims at Plymouth make a treaty with
- A. the Dutch.
 - B. the Wampanoag people.
 - C. the French.
 - D. the Massachusetts Bay Colony.
- _____ 3. Roger Williams, who founded the colony of Rhode Island, believed that
- A. people should be free to follow any religion.
 - B. the church and the government should be completely separate.
 - C. it was wrong for settlers to take land away from Native Americans.
 - D. all of the above
- _____ 4. Conflicts often arose between settlers and Native Americans because
- A. settlers refused to learn Native American languages.
 - B. settlers moved onto Native American lands without payment or permission.
 - C. settlers traded with the Native Americans.
 - D. settlers refused to plant corn.
- _____ 5. The Dutch West India Company gave large estates to landowners called
- A. patroons.
 - B. patrons.
 - C. platoons.
 - D. dragoons.
- _____ 6. In 1682 William Penn sailed to America to supervise the building of
- A. Baltimore.
 - B. Pittsburgh.
 - C. Boston.
 - D. Philadelphia.
- _____ 7. Southern Carolina was settled mainly by
- A. poor farmers from Virginia.
 - B. tobacco growers.
 - C. English colonists from Barbados.
 - D. Dutch colonists.
- _____ 8. The French had good relations with the Native Americans because
- A. Native Americans spoke French.
 - B. they rarely left Quebec.
 - C. they respected local customs.
 - D. they paid high prices for furs.

★ Workbook Activity 4**The Colonies Grow**

DIRECTIONS: Drawing Conclusions Read each paragraph and write a *V* in the blank at the left of each of the statements that you believe to be a valid conclusion.

A. New England's long winters and thin, rocky soil made large-scale farming difficult. Farmers in New England practiced subsistence farming, producing just enough to meet the needs of their families. Everyone in the family worked. Important farm jobs included spinning yarn, preserving fruit, milking cows, fencing in fields, and sowing and harvesting grain.

- _____ 1. New England farmers had little food left over to sell or exchange.
- _____ 2. New England farm families bought most of what they needed in town.
- _____ 3. Most farms in New England were very large.
- _____ 4. Children of New England farm families had to work.
- _____ 5. New England farmers were able to provide jobs for many of the people in town.
- _____ 6. Many jobs were done by New England farm families.

B. The warm climate and rich soil of the Southern Colonies enabled Southern farmers to cultivate large areas of land and produce abundant harvests of cash crops—mainly tobacco in Maryland and Virginia, and rice in South Carolina and Georgia. Southern plantation owners relied on enslaved Africans to work in the fields. During the 1700s the population of African Americans in the colonies grew from 28,000 to more than 500,000. Many plantation owners became extremely wealthy during this period.

- _____ 1. Southern farmers grew wealthy because every member of the family worked.
- _____ 2. Because of their profitable lifestyle based on agriculture, the Southern Colonies had little need to develop other industries.
- _____ 3. During the 1700s Africans were eager to come to America.
- _____ 4. Most Southern farmers practiced subsistence farming.
- _____ 5. Southern farmers specialized in growing crops that they could sell at a profit.
- _____ 6. Slavery was legal in America during the 1700s.

★ Workbook Activity 4

DIRECTIONS: Matching Match each item in Column A with its description in Column B. Write the correct letters in the blanks.

Column A

- _____ 1. Tidewater
- _____ 2. Edward Braddock
- _____ 3. Royal colonies
- _____ 4. Iroquois Confederacy
- _____ 5. Middle Passage
- _____ 6. Treaty of Paris
- _____ 7. Fort Necessity
- _____ 8. Proclamation of 1763
- _____ 9. Albany Plan of Union
- _____ 10. Pontiac
- _____ 11. Plains of Abraham
- _____ 12. William Pitt
- _____ 13. Great Awakening
- _____ 14. Charter colonies
- _____ 15. Navigation Acts
- _____ 16. Proprietary colonies

Column B

- A.** British secretary of state and then prime minister during French and Indian War
- B.** Benjamin Franklin’s plan for a single elected legislature that would govern all the American colonies
- C.** a small post established in 1754 by George Washington near the site of present-day Pittsburgh
- D.** a series of laws regulating the flow of goods between England and the colonies, passed by Parliament between 1651 and 1673
- E.** commander in chief of British forces in America in 1754
- F.** field outside Quebec where the British army defeated the French
- G.** the shipping of enslaved Africans to the West Indies
- H.** location of most of the large Southern plantations
- I.** Connecticut and Rhode Island
- J.** Delaware, Maryland, and Pennsylvania
- K.** Georgia, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, South Carolina, and Virginia
- L.** a religious revival that swept through the colonies from the 1720s through the 1740s
- M.** a group of five Native American nations
- N.** a treaty signed in 1763, marking the end of the French and Indian War
- O.** King George III’s declaration that the Appalachians were the western boundary for all the colonies
- P.** chief of an Ottawa village near Detroit who put together an alliance of Native American peoples to fight the British

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★ Workbook Activity 5

Road to Independence

DIRECTIONS: Completion In the space provided, write the word or words from the box that best complete the sentence.

boycott	Sugar Act	Tea Act
Townshend Acts	Declaratory Act	nonimportation
writs of assistance	Coercive Acts	Stamp Act

1. The _____ of 1765 placed a tax on almost all printed material.
2. The _____ of 1767 placed taxes on imported goods such as glass, tea, paper, and lead.
3. An effective method used by the colonists to protest the Stamp Act was to _____ British and European goods.
4. The purpose of the _____ of 1774 was to make colonists in Massachusetts pay for their resistance to British control.
5. The purpose of the _____ of 1764 was to stop smuggling between the colonies and the French West Indies.
6. Legal documents that allowed customs officers to search homes and warehouses for smuggled goods were known as _____.
7. The _____ of 1766 stated that Parliament had the right to tax and make decisions for the colonies “in all cases whatsoever.”
8. In 1765 merchants, artisans, and farmers signed _____ agreements, pledging not to buy or use goods imported from Great Britain.
9. The _____ of 1773 gave the British East India Company the right to ship tea to the colonies without paying the taxes colonial tea merchants had to pay.

DIRECTIONS: Essay Answer the question below in the space provided.

10. Why did the colonists refer to the Coercive Acts as the “Intolerable Acts”?

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(continued)

★ **Workbook Activity 5**

DIRECTIONS: Distinguishing Fact From Opinion Decide whether the statements below are facts or opinions. Write *F* for fact or *O* for opinion in the blank next to each statement.

- _____ 1. James Otis, a young lawyer in Boston, argued that colonists should not be taxed by Parliament because they could not vote for members of Parliament.

- _____ 2. The Sons of Liberty acted courageously when they protested against the Stamp Act.

- _____ 3. When Patrick Henry's political opponents accused him of treason because of his opposition to the Stamp Act, he replied, "If this be treason, make the most of it!"

- _____ 4. When Parliament repealed all of the Townshend Acts taxes except the one on tea, the colonists should not have ended their boycott.

- _____ 5. Britain should have granted the colonies independence when the colonists first asked to be free.

- _____ 6. On December 16, 1773, a group of colonists disguised as Mohawks boarded three tea ships in Boston Harbor and threw 342 chests of tea overboard.

- _____ 7. It would have been more appropriate for Patrick Henry to say "I am not a Virginian, but an American" after the American Revolution rather than before.

- _____ 8. By stating that "blows must decide" who would control the colonies, King George III showed that he was a powerful leader.

- _____ 9. With his forces at Bunker Hill low on ammunition, Colonel William Prescott reportedly shouted the order, "Don't fire until you see the whites of their eyes."

- _____ 10. The Declaration of Independence lists the many grievances Americans held against King George III and Parliament.

★ Workbook Activity 6**The American Revolution**

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question.

- _____ 1. Loyalist strength was the greatest in which regions?
A. New England and New York C. the Carolinas and Georgia
B. Pennsylvania and New Jersey D. Virginia and Maryland
- _____ 2. Which one of the following women did *not* fight in the American Revolution?
A. Deborah Sampson C. Molly Pitcher
B. Dolley Madison D. Margaret Corbin
- _____ 3. The Quakers would not participate in the war because they
A. supported the Loyalists. C. were allies of the Hessians.
B. sympathized with Great Britain. D. opposed all armed conflict.
- _____ 4. At first, soldiers who enlisted in the Continental Army usually signed up for
A. one year. C. five years.
B. three years. D. the length of the war.
- _____ 5. "I only regret that I have but one life to lose for my country" were the immortal last words of
A. Thomas Paine. C. Benedict Arnold.
B. John Burgoyne. D. Nathan Hale.
- _____ 6. African Americans joined the Patriots for all of these reasons *except*
A. belief in the Patriot cause. C. to earn their freedom.
B. need for money. D. preserving the right to own slaves.
- _____ 7. Several European nations helped the American cause, mostly because they
A. believed in the ideals set forth in the Declaration of Independence.
B. hated the British.
C. were afraid the Americans might declare war on them.
D. needed an excuse to declare war on Great Britain.
- _____ 8. British General Charles Cornwallis surrendered at
A. Charleston, South Carolina. C. Yorktown, Virginia.
B. Philadelphia, Pennsylvania. D. Wilmington, North Carolina.

(continued)

★ Workbook Activity 6

DIRECTIONS: Using a Map Study the map and use the information to answer the questions.

1. Which battle occurred first, Saratoga or Trenton?

2. General William Howe was a commander in which army?

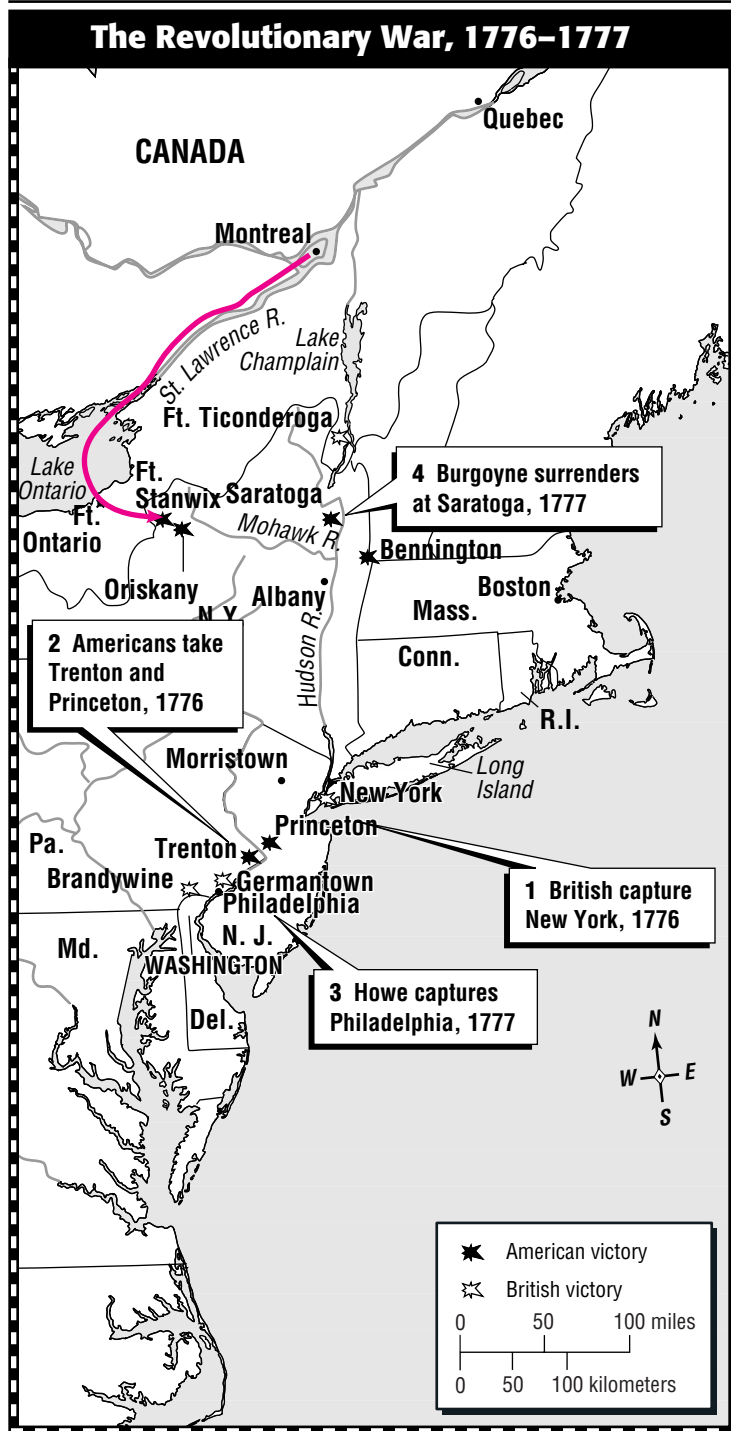
3. In which state did the battle at Brandywine take place?

4. Which city was captured by General Howe in 1777?

5. British Colonel Barry St. Leger led his troops from Montreal, down the St. Lawrence River, through Lake Ontario, to Fort Stanwix in New York. Mark his route on the map and estimate how many miles his troops traveled.

6. If the British had been able to capture Albany, they would have gained control of which river?

7. Which event shown on the map occurred first?



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★ Workbook Activity 7**A More Perfect Union**

While fighting for their independence, the Americans drew up plans for creating governments at the state and national levels. Under the Articles of Confederation, the states gave up little of their power to the central government. As the weaknesses of the new central government became clear, delegates drafted a new Constitution providing for a strong central government.

DIRECTIONS: Comparing and Contrasting Write an *A* in the blank next to each statement that refers to the Articles of Confederation, a *C* next to each statement that refers to the United States Constitution, and a *B* if the statement refers to both.

- _____ 1. The federal government is divided into three branches: legislative, executive, and judicial.
- _____ 2. The Congress is the one and only branch of the federal government.
- _____ 3. The Supreme Court decides if laws are constitutional.
- _____ 4. A president is elected to head the executive branch of the government.
- _____ 5. The federal government has the power to declare war or make peace.
- _____ 6. The federal government does not have the right to collect taxes.
- _____ 7. The Congress is made up of two houses, a Senate and a House of Representatives.
- _____ 8. The federal government has the power to coin money.
- _____ 9. The federal government does not have the power to organize a court system.
- _____ 10. The Bill of Rights guarantees basic human freedoms.
- _____ 11. The president and vice president are indirectly elected by the Electoral College.
- _____ 12. The federal government cannot regulate trade.

★ **Workbook Activity 7**

DIRECTIONS: Writing Essays Answer the questions below in the space provided.

1. Who were the Federalists? _____

2. Who wrote a book called *The Federalist* and what is it about? _____

3. Why did the Antifederalists oppose the Constitution? _____

4. Why were the Federalists in favor of a strong central government? _____

5. What helped the state of New York to overcome its reluctance and ratify the Constitution? _____

6. What famous Virginian gave fiery speeches against ratification of the Constitution? _____

7. What is the most distinctive feature of the United States government, as set forth in the Constitution? _____

8. What important powers did the Constitution leave in the hands of the states? _____

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★ Workbook Activity 8**A New Nation**

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question.

- _____ 1. Some states had supported the Constitution on the condition that
A. no amendments be added. **C.** a bill of rights be added.
B. a bill of goods be added. **D.** states could nullify amendments.
- _____ 2. As a Democratic-Republican, Thomas Jefferson favored
A. a strong federal government, a national bank, and protective tariffs.
B. strong state governments, state banks, and free trade.
C. strong state governments, state banks, and protective tariffs.
D. a weak federal government, a national bank, and no tariffs.
- _____ 3. Who did George Washington nominate as chief justice of the United States?
A. Henry Knox **C.** James Madison
B. John Jay **D.** Edmund Randolph
- _____ 4. Alexander Hamilton proposed a tariff to encourage United States citizens to
A. trade with other nations. **C.** buy British products.
B. consume less. **D.** buy American products.
- _____ 5. Jefferson favored the French in the 1793 British-French War because
A. he thought a French victory would drive the British out of North America.
B. he was an admirer of the French Revolution.
C. he hoped France and the United States would become strong allies.
D. he wanted France to establish new colonies in North America.
- _____ 6. The Whiskey Rebellion of July 1794 was an armed protest by farmers in western Pennsylvania against
A. the use of whiskey. **C.** whiskey made from corn.
B. the sale of imported whiskey. **D.** a special tax on whiskey.
- _____ 7. What did the Native Americans agree to do in the Treaty of Greenville?
A. surrender land in present-day Ohio **C.** fight at the Battle of Fallen Timbers
B. combine forces with the French **D.** move north of the Ohio River

★ **Workbook Activity 8**

DIRECTIONS: Matching Match each item in Column A with its description in Column B. Write the correct letters in the blanks.

Column A

- _____ 1. Judiciary Act of 1789
- _____ 2. Treaty of Greenville
- _____ 3. Proclamation of Neutrality
- _____ 4. Jay’s Treaty
- _____ 5. Pinckney’s Treaty
- _____ 6. Federalists
- _____ 7. Democratic-Republicans
- _____ 8. XYZ Affair
- _____ 9. Virginia and Kentucky Resolutions
- _____ 10. Aliens
- _____ 11. Sedition
- _____ 12. Naturalization Act
- _____ 13. Edmund Randolph
- _____ 14. Henry Knox
- _____ 15. Report on the Public Credit

Column B

- A.** Political party in favor of a strong federal government and a loose interpretation of the Constitution
- B.** French foreign minister Charles de Talleyrand sends agents to demand a bribe and a loan from the United States government (1797)
- C.** George Washington discourages United States involvement in war between Great Britain and France (1793)
- D.** Alexander Hamilton’s proposal to pay off the national debt (1790)
- E.** Congress passes a law making it difficult for foreigners to become citizens
- F.** James Madison and Thomas Jefferson write two resolutions on the rights of states (1798, 1799)
- G.** British agree to withdraw from American soil (1794)
- H.** General Anthony Wayne forces 12 Native American nations to sign treaty opening most of Ohio to white settlement (1795)
- I.** Secretary of war appointed by President George Washington
- J.** Attorney general appointed by President George Washington
- K.** Immigrants living in a country who are not citizens
- L.** Activities aimed at weakening established government
- M.** Political party favoring strong state governments and a strict interpretation of the Constitution
- N.** Law passed by Congress establishing a federal court system
- O.** Spain gives the United States unrestricted access to the Mississippi River and promises to dismantle all forts on United States territory (1795)

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★ Workbook Activity 9

The Jefferson Era

DIRECTIONS: Completion In the space provided, write the word or words that best complete the sentence.

Charles de Talleyrand	Missouri River	Zebulon Pike	St. Louis
Napoleon Bonaparte	Mississippi River	New Orleans	William Clark
Meriwether Lewis	Toussaint-Louverture		

1. In 1800 the Louisiana Territory extended west from the _____ to the Rocky Mountains.
2. The Spanish allowed the Americans to sail on the lower Mississippi River and to trade in _____.
3. _____ was forced to abandon plans for an American empire because of a revolt in Santo Domingo in 1802.
4. _____ was an ex-slave who led a revolt in Santo Domingo.
5. French Foreign Minister _____ informed the American diplomats that the whole Louisiana Territory was for sale.
6. Thomas Jefferson chose _____ and _____ to lead the exploration of the Louisiana Territory.
7. The expedition left _____ in the spring of 1804.
8. The expedition traveled along the _____ and kept a journal of their voyage.
9. Lieutenant _____ led two expeditions through the upper Mississippi River valley and into the region now known as Colorado.

DIRECTIONS: Essay Answer the question below in the space provided.

10. Why were Lewis and Clark, Pike, and others sent to explore the wilderness?

(continued)

★ Workbook Activity 9

DIRECTIONS: Using a Map Study the map and use the information to answer the questions.

1. What area was blockaded by the British in 1812?

2. Why do you think the British navy set up and maintained their blockade?

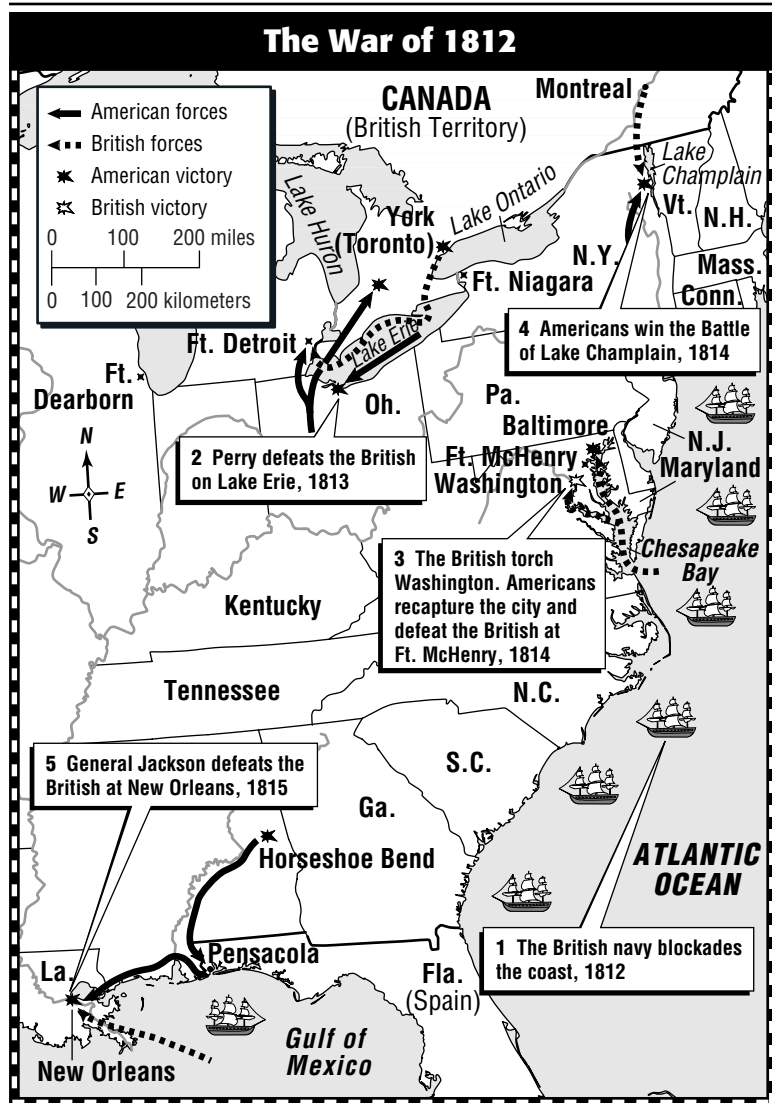
3. Who was commander of the Lake Erie naval forces in 1813?

4. Which American city was burned by the British?

5. Through which body of water did the British sail in order to reach Washington, D.C.?

6. What happened at New Orleans in 1815?

7. To which country did Florida belong in 1812?



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★ Workbook Activity 10**Growth and Expansion**

DIRECTIONS: Drawing Conclusions Read the paragraphs and write a V in the blank at the left of each of the statements that you believe to be valid conclusions.

A. The Industrial Revolution began in the United States in New England around 1800. Although New England's soil was poor and farming was difficult, New England's rushing rivers provided water power to run machinery. New England was close to resources, such as coal and iron in Pennsylvania, and had many seaports that allowed goods to be shipped. Most important, New England's population included wealthy merchants eager to provide the money necessary to build industries.

- _____ 1. Because farming was difficult, people were willing to leave their farms and work in the new factories.
- _____ 2. Machinery in New England's factories ran on water power.
- _____ 3. Industry developed in New England because all New Englanders were wealthy.
- _____ 4. The Industrial Revolution in the United States occurred first in New England because of a combination of several important factors.
- _____ 5. Industry in the United States developed wherever there were wealthy people interested in progress.

B. In 1814 Francis Cabot Lowell opened a textile plant in Waltham, Massachusetts. Lowell's mill was based on the factory system, which for the first time brought manufacturing steps together in one place to increase efficiency. About 80 percent of Lowell's workers were young unmarried women who left their farms to work in the factories in towns. The "Lowell girls" endured difficult working conditions—long hours of monotonous work—for low pay. Most of them worked in the mills for a few years.

- _____ 1. Keeping all of the manufacturing steps of textile production together in one place was a more efficient method of production.
- _____ 2. The Lowell girls left their farms because factory work was more interesting than farm work.
- _____ 3. The Lowell girls left their farms because at the textile mill they had an opportunity to earn a wage.
- _____ 4. At least 20 percent of Lowell's workers were not young unmarried women.
- _____ 5. Lowell girls often left the mill to return to work on the farms.

(continued)

★ **Workbook Activity 10**

DIRECTIONS: Analyzing Information Read the paragraphs and then answer the questions in the space provided.

A. In 1790 the United States undertook the first official count of its population. The census takers counted a population of nearly 4 million. In the next few decades land and water transportation improved, and the number of settlers heading west increased dramatically. Thirty years later, in 1820, the population of the United States had more than doubled to about 10 million, with nearly 2 million people living west of the Appalachians.

1. In 1820 approximately what percentage of the United States population lived west of the Appalachians? _____
2. How many more people lived in the United States in 1820 than in 1790? _____
3. About how many people in 1820 lived east of the Appalachians? _____
4. Why did the number of settlers west of the Appalachians increase? _____

B. The 363-mile-long Erie Canal across New York State, which connected Albany on the Hudson River with Buffalo on Lake Erie, was completed in 1825. People could now travel on water all the way from Buffalo to New York City. In the early years, a two-horse team pulled a 100-ton barge about 24 miles in one day.

1. About how long would it have taken to travel the length of the Erie Canal in 1825? _____
2. What two regions of the United States were connected by the Erie Canal? _____
3. What is the distance from Albany to Buffalo? _____
4. A two-horse team was capable of pulling how much weight? _____

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★ Workbook Activity 11**The Jackson Era**

Democracy in the United States expanded during Andrew Jackson's two terms as president. For the first time poor white males were allowed to vote, and by 1828 most states allowed the people, rather than state legislatures, to choose presidential electors.

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement.

- _____ 1. From 1816 to 1824, the United States had
- A. two political parties, the Democrats and the Republicans.
 - B. only one political party, the Whigs.
 - C. two political parties, the National Republicans and the Democratic-Republicans.
 - D. only one political party, the Jeffersonian Republicans.
- _____ 2. According to the Twelfth Amendment to the Constitution, when no presidential candidate receives a majority of electoral votes, the president is selected by the
- A. Supreme Court.
 - B. House of Representatives.
 - C. attorney general.
 - D. secretary of state.
- _____ 3. In the election of 1828, Jackson received many votes in the South because he
- A. supported slavery.
 - B. supported states' rights.
 - C. supported a strong federal bureaucracy.
 - D. all of the above
- _____ 4. In 1832 South Carolina's state legislature passed the Nullification Act, declaring it would
- A. nullify the Constitution.
 - B. nullify the Bill of Rights.
 - C. not pay the "illegal" tariffs.
 - D. not pay any of its debts.
- _____ 5. The Force Bill of 1833 allowed the president to
- A. use the United States military to enforce acts of Congress.
 - B. force Congress to pass legislation the president supported.
 - C. use military force against his political opponents.
 - D. force the Supreme Court to support his executive decisions.
- _____ 6. Who took William Henry Harrison's place as president after his death in 1841?
- A. Martin Van Buren
 - B. Henry Clay
 - C. John Tyler
 - D. James Polk

★ Workbook Activity 11

DIRECTIONS: Matching Match each name in Column A with its description in Column B. Write the correct letters in the blanks.

Column A

- _____ 1. Daniel Webster
- _____ 2. Robert Hayne
- _____ 3. John C. Calhoun
- _____ 4. Baltimore, Maryland
- _____ 5. Nicholas Biddle
- _____ 6. Old Hickory
- _____ 7. Florida
- _____ 8. Indian Removal Act
- _____ 9. Indian Territory
- _____ 10. Winfield Scott
- _____ 11. Trail of Tears
- _____ 12. Osceola
- _____ 13. Black Hawk
- _____ 14. John Marshall

Column B

- A.** Seminole chief who led his people to war against the United States in 1835
- B.** President of the Bank of the United States
- C.** United States army general who removed the Cherokee from their homes and led them west
- D.** United States senator who defended the Constitution and the Union in a debate in 1830
- E.** Chief justice who ruled that Georgia had no right to interfere with the Cherokee in 1832
- F.** Vice president during Jackson’s first term; a Southerner who supported states’ rights
- G.** Forced march of the Cherokee into the Indian Territory
- H.** United States senator from South Carolina who debated Daniel Webster in the Senate
- I.** Sauk chieftain who led a force of Sauk and Fox people back to their homeland in Illinois
- J.** Area in present-day Oklahoma created by Congress in 1834 for Native Americans
- K.** Site of the Democrats’ first national party convention in 1832
- L.** 1830 congressional act allowing the government to pay Native Americans to move west
- M.** Nickname given to Andrew Jackson
- N.** Site of the Seminole rebellion

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★ Workbook Activity 12

Manifest Destiny

From the early through mid-1800s, the United States pursued various policies that expanded United States borders from coast to coast.

DIRECTIONS: Completing a Chart The chart below lists various territories acquired by the United States in the 1800s. Review the information about these territories in your textbook and write the facts in the appropriate boxes in the chart.



Territories Added to the United States

Territory	Year Acquired	How Territory Was Acquired	Today's States and Parts of States Included in the Territory
Oregon Country	_____	_____ _____ _____	_____ _____ _____
Mexican Cession	_____	_____ _____ _____	_____ _____ _____
Louisiana Purchase	_____	_____ _____ _____	_____ _____ _____
Texas Annexation	_____	_____ _____ _____	_____ _____ _____
Gadsden Purchase	_____	_____ _____ _____	_____ _____ _____

★ **Workbook Activity 12**

DIRECTIONS: Essay Answer the questions below in the space provided.

1. Who were the first Americans to reach the Oregon Country, and why did they go there?

2. In 1843 a thousand American pioneers traveled along the Oregon Trail to Oregon.

Why were so many people willing to embark on such a difficult journey? _____

3. Since colonial times Americans had believed that their nation's mission was to serve as a model of freedom and democracy. How did that vision change in the 1800s?

4. What did the Mexican government do to attract new settlers to Texas? _____

5. What did the Mexican government expect from the settlers in return for the land?

6. Why did the United States government wait for nine years after Texas had declared its independence from Mexico until agreeing to annex Texas as a state? _____

7. Why were many Americans, particularly Northerners, opposed to the Mexican War?

8. Thousands of people came to California during the Gold Rush of 1848 and 1849. What was the result of their frantic search for gold? _____

★ Workbook Activity 13

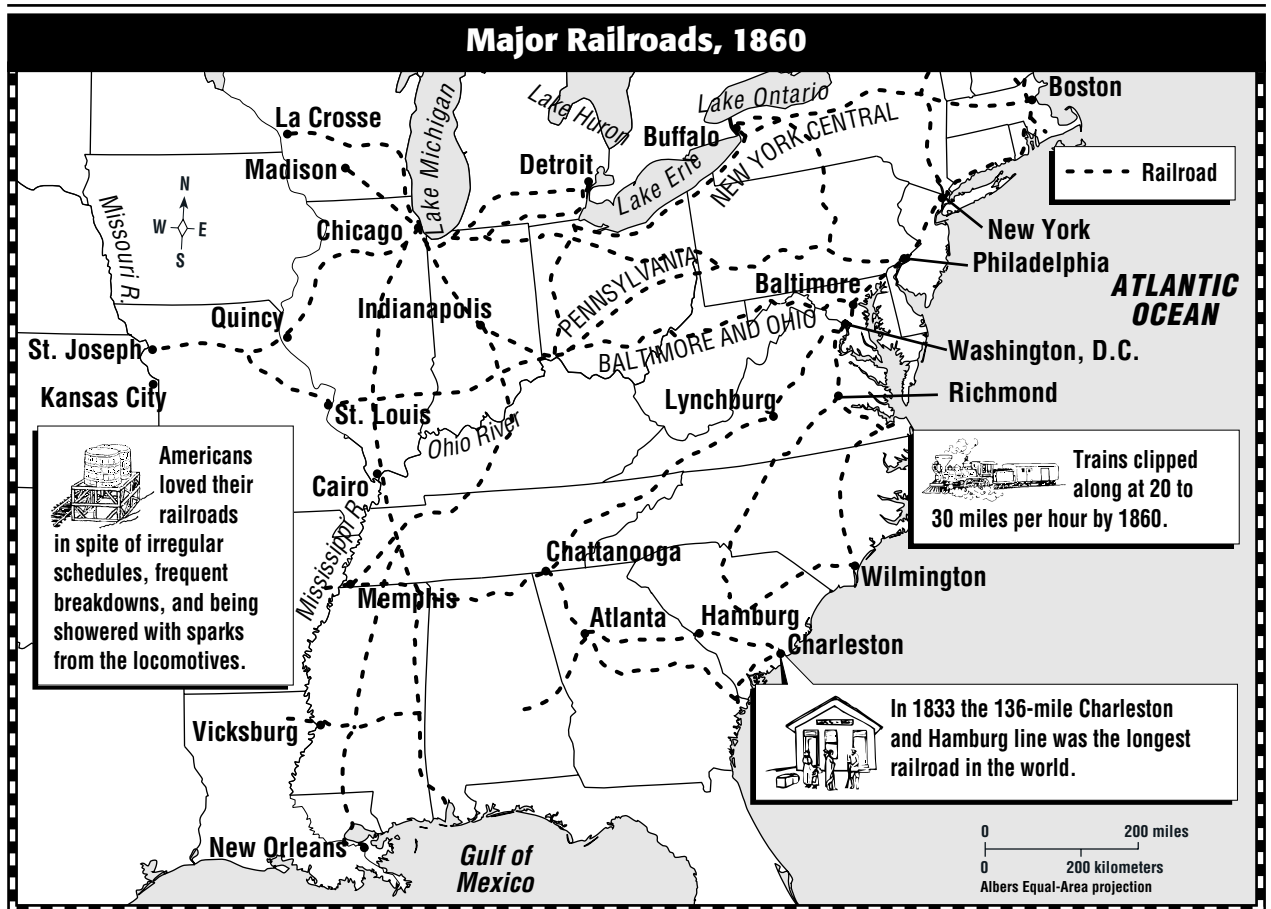
North and South

DIRECTIONS: Using a Map Use the map to answer the questions.

1. Which Missouri River city has a rail connection to a Mississippi River city? _____
2. Which Great Lakes are near the New York Central Railroad lines? _____
3. Which railroads could Midwestern shippers use to send goods to the East Coast?

4. Which direction does a train from Chattanooga to Lynchburg travel? _____
5. What is the fastest speed at which trains could travel in 1860? _____
6. How long would it take a train to go from Charleston to Hamburg? _____
7. If you wanted to travel from Buffalo to Boston, which rail line would you take?

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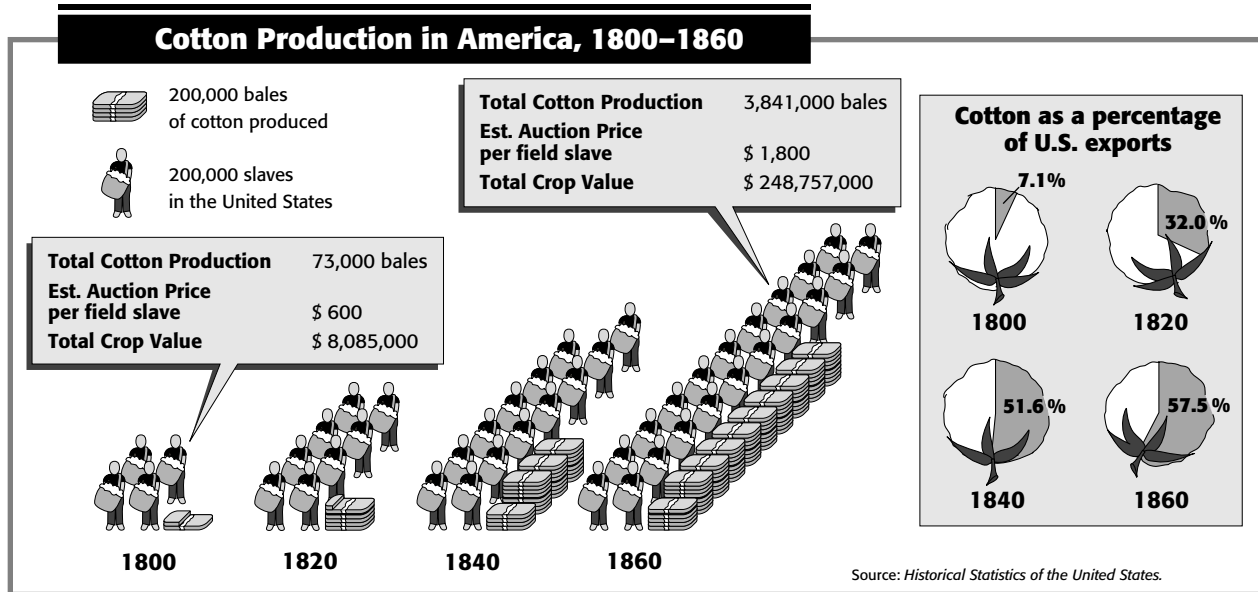
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★ Workbook Activity 13

DIRECTIONS: Analyzing Information Study the graph and then answer the questions in the space provided.

1. Cotton was what percentage of United States exports in 1800? _____
In 1860? _____
2. Between which two of the four dates listed on the graph was there the greatest increase in cotton as a percentage of United States exports? _____
What was the increase? _____
3. How many more bales of cotton were produced in 1860 than in 1800? _____
4. How does the size of the enslaved population of the United States in 1860 compare to that in 1800? _____
5. What might you infer about the relationship between the increase in production of cotton and the increase in the numbers of enslaved Americans? _____

6. What information on the graph points to the increasing importance of slave labor over the years in the growing of cotton? _____



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★ **Workbook Activity 14****The Age of Reform**

During the early and mid-1800s, idealistic men and women in the United States wanted to improve society. They worked hard to bring about changes in politics, religion, and education. These reformers wanted the United States to live up to the ideals and goals stated in the Declaration of Independence and the Constitution.

DIRECTIONS: Completion In the space provided, write the word or words that best complete the sentence.

Ashmun Institute	Underground Railroad	Horace Mann
Transcendentalists	utopian	Mount Holyoke
abolitionist	temperance movement	Thomas Gallaudet

- In 1825 Robert Owen established New Harmony, Indiana, a _____ community in which people cooperated instead of competed with one another.
- The _____ opposed the use of alcohol.
- In 1839 _____, a Massachusetts educator, founded the nation's first state-supported teacher-training school.
- _____, the first college for African Americans, opened in Pennsylvania in 1854.
- In 1837 in Massachusetts, Mary Lyon opened _____, the first permanent women's college in America.
- _____ stressed the relationship between humans and nature as well as the importance of the individual conscience.
- The Hartford School for the Deaf was opened in Connecticut in 1817 by _____ .
- Frederick Douglass was an African American _____ who devoted his life to speaking out against slavery.
- Harriet Tubman escaped from slavery and became a conductor on the _____ .

★ **Workbook Activity 14**

DIRECTIONS: Distinguishing Fact From Opinion Decide whether the statements below are facts or opinions. Write *F* for fact or *O* for opinion in the blank next to each statement.

- _____ 1. If he was truly serious about improving education, Horace Mann should have lengthened the school year to ten months instead of six months.

- _____ 2. American artists explored American themes beginning in the 1820s.

- _____ 3. Henry David Thoreau went to jail rather than obey laws he thought were unjust.

- _____ 4. Emily Dickinson's greatest poem is titled *Hope*.

- _____ 5. Harriet Beecher Stowe wrote *Uncle Tom's Cabin*, the most successful best-seller of the mid-1800s.

- _____ 6. Isabella Baumfree changed her name to Sojourner Truth in 1843 and began to work for women's rights and the abolition of slavery.

- _____ 7. Southerners who did not hold enslaved people should not have opposed abolitionism.

- _____ 8. The abolitionist sisters Angelina and Sarah Grimké engaged in unfeminine activities, and men in the movement were right to criticize them.

- _____ 9. In July 1848 Elizabeth Cady Stanton, Lucretia Mott, and a few other women organized the first women's rights convention.

- _____ 10. Although the women's rights convention issued a declaration calling for an end to discrimination against women, the declaration did not go far enough.

★ Workbook Activity 15

Road to Civil War

As new Western territories were added to the United States, the tension between the North and the South over slavery reached a dangerous level.

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement or answers the question.

- _____ 1. The Missouri Compromise admitted Missouri to the Union
- A. as a slave state, provided that all enslaved people in Missouri be given their freedom within 10 years.
 - B. as a free state but allowed current slaveholders to keep their slaves.
 - C. as a slave state and Maine as a free state.
 - D. as a free state if all territories acquired in the Louisiana Purchase were admitted as slave states.
- _____ 2. Which political party nominated Martin Van Buren for president in 1848?
- A. Democrats
 - B. Whigs
 - C. Republicans
 - D. Free-Soilers
- _____ 3. According to the Compromise of 1850,
- A. California would be admitted to the Union as a free state.
 - B. the New Mexico Territory would have no restrictions on slavery.
 - C. the slave trade would be abolished in the District of Columbia.
 - D. all of the above
- _____ 4. _____ argued that the only way to save the Union was to protect slavery.
- A. Daniel Webster
 - B. John C. Calhoun
 - C. Henry Clay
 - D. David Wilmot
- _____ 5. The Fugitive Slave Act of 1850
- A. was supported in the North.
 - B. required citizens to catch runaways.
 - C. protected enslaved people.
 - D. punished slaveholders.
- _____ 6. The Kansas-Nebraska Act allowed _____ to decide whether to allow slavery in those states.
- A. citizens of Kansas and Nebraska
 - B. Congress
 - C. the president
 - D. the Underground Railroad
- _____ 7. In his speech entitled _____, Charles Sumner lashed out against proslavery forces in Kansas.
- A. "Bleeding Kansas"
 - B. "Marching to Kansas"
 - C. "The Crime Against Kansas"
 - D. "The Civil War in Kansas"

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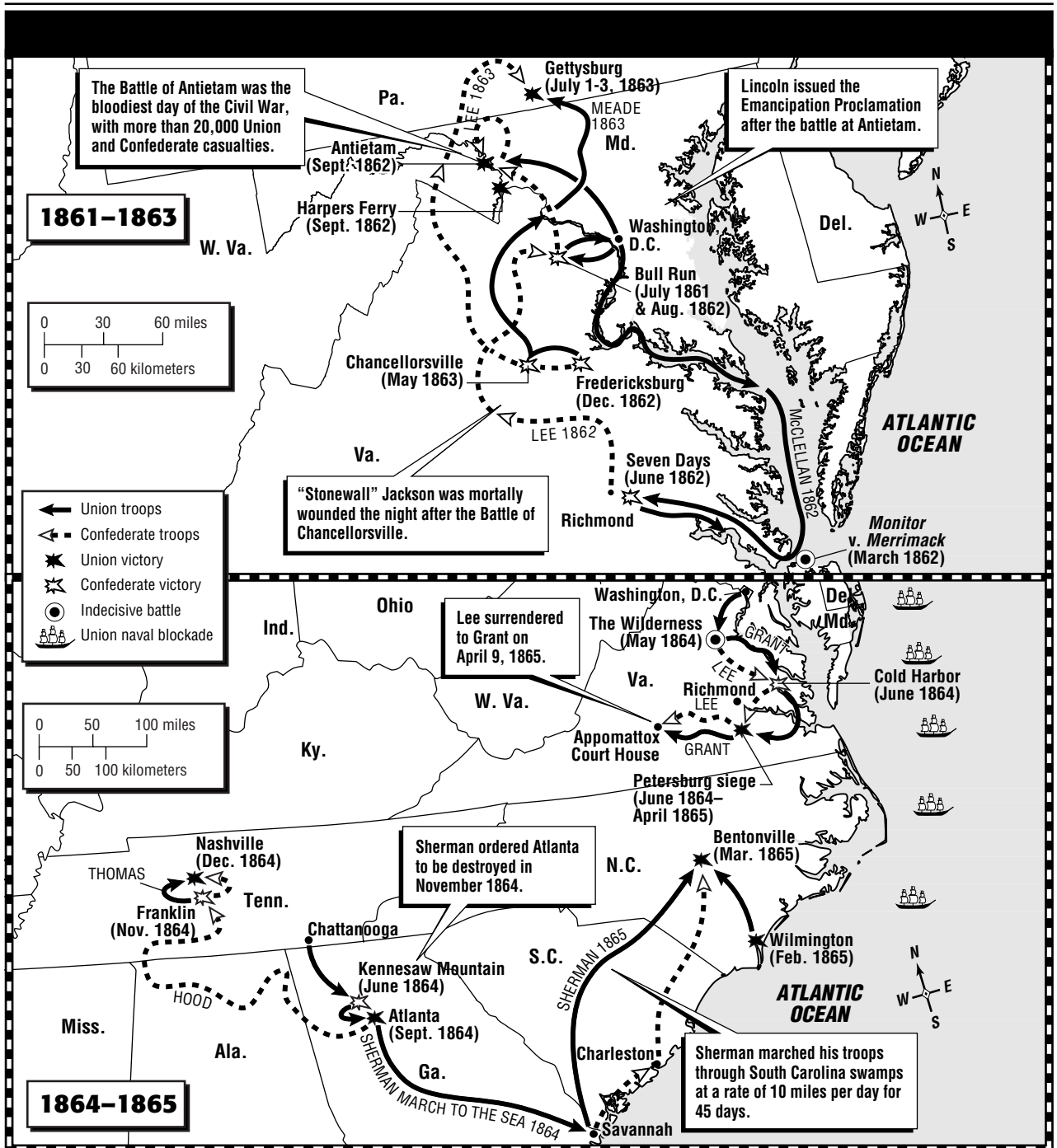
★ **Workbook Activity 15**

- _____ 8. Afraid that a Republican government would not protect Southern rights, South Carolina voted to
- A.** disobey unpopular federal laws. **C.** recall its representatives in Congress.
B. organize an armed civilian militia. **D.** secede from the Union.
- _____ 9. The Wilmot Proviso specified that slavery should be
- A.** prohibited in Missouri. **C.** banned in former Mexican lands.
B. allowed in Missouri. **D.** allowed in former Mexican lands.
- _____ 10. The Know-Nothing Party took its name from an organization that opposed
- A.** immigration. **C.** slavery.
B. public education. **D.** democracy.
- _____ 11. In the *Dred Scott* case, Chief Justice Roger B. Taney ruled that
- A.** an enslaved person was not a citizen, and had no right to bring a lawsuit.
B. an enslaved person was property.
C. living on free soil did not make an enslaved person free.
D. all of the above
- _____ 12. This act, in effect, repealed the Missouri Compromise.
- A.** Kansas-Nebraska Act **C.** Fugitive Slave Act
B. Compromise of 1850 **D.** *Dred Scott* Act
- _____ 13. In their debates in 1858, _____ and Abraham Lincoln argued mostly about the issue of slavery.
- A.** John C. Calhoun **C.** Frederick Douglass
B. Daniel Webster **D.** Stephen A. Douglas
- _____ 14. Where did John Brown lead a raid on an arsenal to spark an uprising of enslaved people?
- A.** Fort Sumter, South Carolina **C.** Freeport, Illinois
B. Harpers Ferry, Virginia **D.** Richmond, Virginia
- _____ 15. Mississippi Senator _____ became president of the Confederacy.
- A.** John C. Calhoun **C.** Jefferson Davis
B. Robert E. Lee **D.** Francis Pickens
- _____ 16. _____ attacked Fort Sumter, South Carolina, to start the Civil War.
- A.** Union forces **C.** Confederate forces
B. National Guard troops **D.** the South Carolina militia

★ Workbook Activity 16

The Civil War

DIRECTIONS: Using a Map Study the maps and use the information to answer the questions. (For questions 1–7, refer to the map for 1861–1863; for questions 8–14, refer to the map for 1864–1865.)



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(continued)

★ **Workbook Activity 16**

1. The *Monitor* and the *Merrimack* fought a battle in March 1862 off the coast of which state? _____
2. What were the dates for the two battles at Bull Run? _____
3. In which state was “Stonewall” Jackson mortally wounded? _____
4. According to the map, how many soldiers died at Antietam? _____
5. Which battle on the map was fought in the state of Pennsylvania? _____
6. In which direction did Union General George McClellan lead his troops on the way to the Seven Days battles? _____
7. The Confederacy chose the city of Richmond, Virginia, as its capital. About how far is this city from Washington, D.C., the Union capital? _____
8. Which side won a victory at Atlanta? _____
9. How many miles did William Tecumseh Sherman and his troops travel on their march from Atlanta to Bentonville? _____
10. Why do you think the Union organized a blockade off the Atlantic coast?

11. The siege of the city of Petersburg, Virginia, by General Ulysses S. Grant’s forces, began in June 1864. When did the siege end? _____
12. Before General Sherman’s historic “March to the Sea,” what happened to Atlanta?

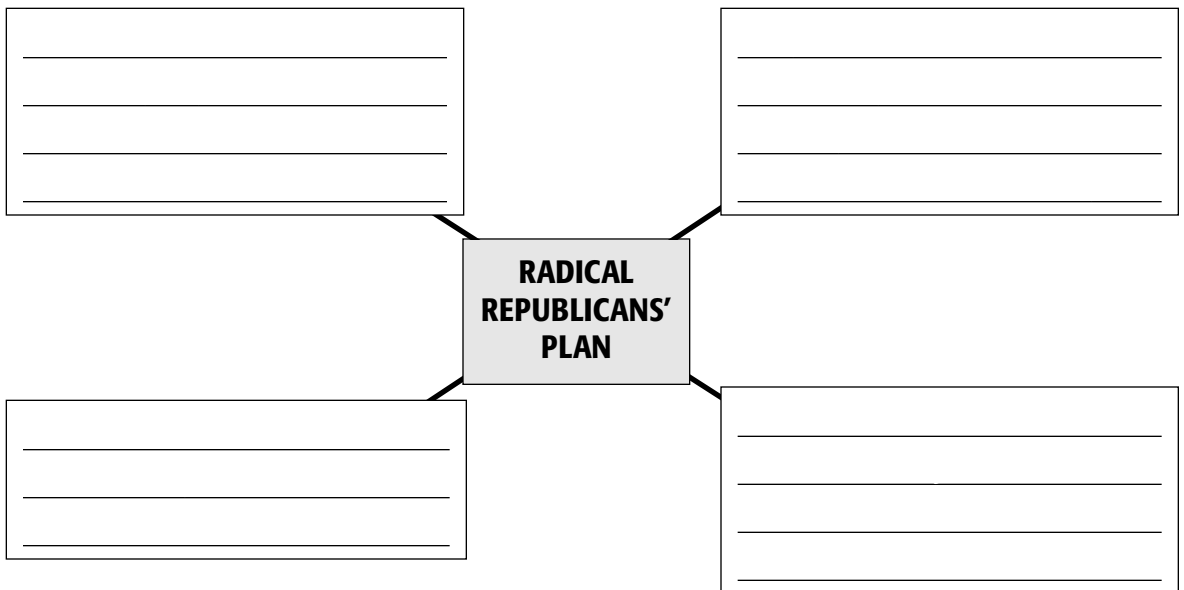
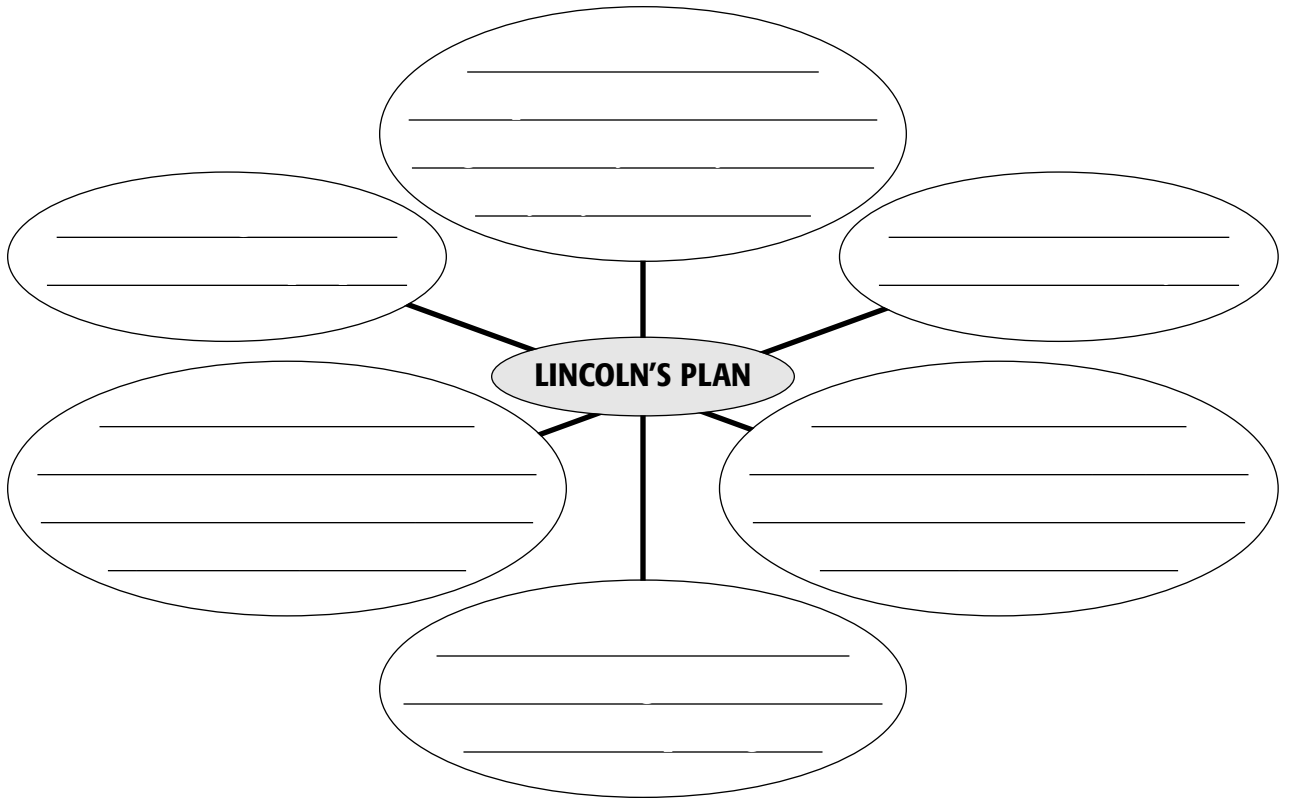
13. In which state did the Battle of the Wilderness and the Battle of Cold Harbor take place? _____
14. What happened at Appomattox Court House? _____

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★ **Workbook Activity 17**

Reconstruction and Its Aftermath

DIRECTIONS: Using **Graphic Organizers** Write the features of each Reconstruction plan in the spaces provided. Then answer the questions that follow.



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(continued)

★ **Workbook Activity 17**

DIRECTIONS: Essay Answer the questions below in the space provided.

1. At the end of the Civil War, why was it only the South that faced the enormous problems of Reconstruction? _____

2. What was the Ten Percent Plan? _____

3. What was the main difference between the way Abraham Lincoln and Congress felt about rebuilding the South? _____

4. When Congress passed the Wade-Davis Bill in July 1864, why did Lincoln refuse to sign it into law? _____

5. President Andrew Johnson’s plan for Reconstruction, which he called “Restoration,” required that a state ratify the Thirteenth Amendment before it could be readmitted to the Union. Why was this important? _____

6. What were the black codes? _____

7. When Congress passed the Fourteenth Amendment to the Constitution in June 1866, why did 10 of the 11 Southern states hesitate to ratify it, so that its adoption was delayed until 1868? _____

8. What major piece of Reconstruction legislation did Congress pass in February 1869 that the Republicans believed would enable African Americans to protect themselves? _____

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★ Workbook Activity 18

The Western Frontier

During the mid- to late 1800s, the frontier kept being pushed westward by waves of settlers. By 1890 the frontier had ceased to exist. Railroads crossed the country from coast to coast, and hundreds of new towns, many of them boomtowns, seemed to have sprung up almost overnight.

DIRECTIONS: In the space provided, write the word or words that best complete the sentence.

Exodusters	George A. Custer	Geronimo
stampede	reservations	sodbusters
William Cody	vaqueros	Sitting Bull

- Hispanic ranch hands in the Spanish Southwest were called _____.
- One of the greatest dangers faced by cowhands was the _____, when thousands of cattle ran in panic.
- _____ were African Americans who migrated from the Southern states into Kansas in the late 1870s.
- Plains farmers, known as _____, needed new tools, such as lightweight steel plows, to penetrate the tough, dry soil.
- _____, hired by the Kansas Pacific Railroad to kill buffalo, became known as Buffalo Bill.
- In 1867 the federal government’s Indian Peace Commission recommended moving the Native Americans to a few large _____.
- _____, a leader of the Lakota Sioux, refused to sell land in the Black Hills to the federal government.
- General _____ and all of his troops were killed in the battle at the Little Bighorn River.
- The Apache leader _____ led raids against settlers and the army in Arizona in the 1880s.

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(continued)

★ **Workbook Activity 18**

DIRECTIONS: *Essay* Answer the questions below in the space provided.

1. The pioneers who settled the Great Plains were faced with numerous challenges to their survival as they attempted to build new lives in the vast open spaces of the prairie. What were the main problems the settlers were up against?

2. Why was the disappearance of the buffalo a catastrophe for the Plains Native Americans?

3. Why did boomtowns develop in the West, and what eventually happened to them?

4. How did the government help expand the nation's railroad network?

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★ **Workbook Activity 19**

The Growth of Industry

DIRECTIONS: Essay Answer the questions below in the space provided.

1. Why did many businesses that were looking to expand form corporations?

2. How did John D. Rockefeller create a monopoly in the oil industry through his Standard Oil Company? _____

3. What method did Andrew Carnegie use to build the nation's largest steel company?

4. How did the government respond to public pressure to prohibit trusts and monopolies?

5. Describe typical working conditions for industrial workers in the late 1800s.

6. How did the Knights of Labor, founded in 1869, differ from other labor organizations?

7. What did the American Federation of Labor (AFL), under the leadership of Samuel Gompers, hope to accomplish? _____

★ Workbook Activity 19

8. What event at the Triangle Shirtwaist Company factory led the International Ladies' Garment Workers Union (ILGWU) to organize the women there?

9. Why did antilabor feelings in the United States grow stronger after the strike by workers from the McCormick Harvester Company in 1886? _____

10. Why did the 1892 steelworkers' strike at Andrew Carnegie's steel plant in Homestead, Pennsylvania, fail? _____

11. How did George Pullman end the strike by the employees at his railway-car plant?

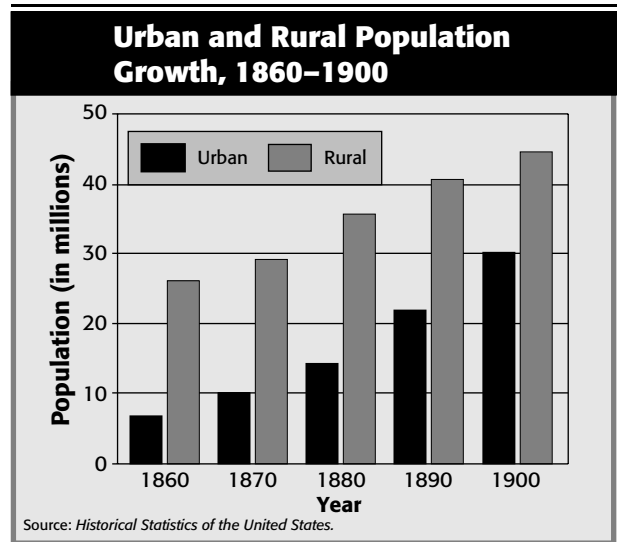
12. How did Henry Ford's manufacturing method revolutionize the automobile industry?

13. How did George Westinghouse improve upon Thomas Edison's electric power plant?

★ **Workbook Activity 20**

Toward an Urban America

Between 1860 and 1910, America’s urban population grew from a little over 6 million people to more than 40 million. By 1914, the number of Americans living in the cities was the same as those living in rural areas. People left the farms and flocked to the cities to find new manufacturing and industrial jobs. Also fueling the explosive growth in urban population were waves of immigrants.



DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement. To answer questions 9–14, refer to the graph.

- _____ 1. In the mid-1880s large groups of “new” immigrants arrived from
- A. eastern and southern Europe. C. northern Europe.
 B. southeast Asia. D. Mexico.
- _____ 2. Among the immigrants from eastern and southern Europe were
- A. Jews, Germans, and Dutch. C. Greeks, Russians, and Italians.
 B. Italians, Poles, and Scotch. D. Greeks, Italians, and Germans.
- _____ 3. Many Jews who came to the United States in the 1880s
- A. planned to homestead on the Great Plains.
 B. planned to return to Russia at a later date.
 C. fled persecution in Russia.
 D. intended to eventually settle in Israel.
- _____ 4. The voyage across the Atlantic Ocean to the United States usually took
- A. 60 days. C. 12 weeks.
 B. 6 months. D. 12 days.
- _____ 5. After 1892, immigrants in the East were processed at
- A. Castle Garden. C. Angel Island.
 B. Ellis Island. D. Staten Island.
- _____ 6. Many immigrants spent long hours in sweatshops, which were
- A. health clubs. C. crowded garment workshops.
 B. sauna rooms. D. steam baths.

(continued)

★ **Workbook Activity 20**

- _____ 7. The Chinese Exclusion Act, passed by Congress in 1882,
- A. prohibited Chinese workers from ever entering the United States.
 - B. prohibited Chinese workers from entering the United States for 10 years.
 - C. prohibited Chinese immigrants from leaving the United States.
 - D. ordered Chinese immigrants to return to China.
- _____ 8. The new immigrants enriched communities with their
- A. customs and culture.
 - B. expensive jewelry.
 - C. knowledge of farming.
 - D. quick assimilation into American culture.
- _____ 9. There were three times as many urban dwellers in _____ than in 1870.
- | | |
|---------|---------|
| A. 1860 | C. 1890 |
| B. 1880 | D. 1900 |
- _____ 10. About _____ people lived in rural areas in 1860.
- | | |
|---------------|---------------|
| A. 7 million | C. 26 million |
| B. 20 million | D. 30 million |
- _____ 11. About _____ more people lived in rural areas in 1900 than in 1860.
- | | |
|---------------|---------------|
| A. 18 million | C. 26 million |
| B. 23 million | D. 44 million |
- _____ 12. The year with the biggest numerical difference between urban and rural dwellers was
- | | |
|----------|----------|
| A. 1860. | C. 1880. |
| B. 1870. | D. 1890. |
- _____ 13. In 1900 there were about _____ more rural dwellers than urban dwellers in America.
- | | |
|---------------|---------------|
| A. 6 million | C. 30 million |
| B. 14 million | D. 44 million |
- _____ 14. According to the graph, urban population was growing _____ rural population.
- | | |
|------------------------------|----------------------------|
| A. at about the same rate as | C. more slowly than |
| B. faster than | D. three times slower than |

★ **Workbook Activity 21**

Progressive Reforms

During the late 1800s and early 1900s, the United States experienced a period of rapid growth that resulted in major economic and social changes.

DIRECTIONS: Completion In the space provided, write the word or words that best complete the sentence.

1. Journalists who wrote about corruption in society were called _____.
2. _____ brought about significant reforms—raising taxes for corporations and improving civil service—while governor of Wisconsin.
3. _____, writing for *McClure's Magazine*, warned about the unfair practices of the oil trust.
4. One of the most successful civic reformers was _____, mayor of Cleveland, Ohio, from 1901 to 1909.
5. _____ helped found the American Socialist Party in 1898.
6. _____ and a ring of corrupt city officials controlled the police, the courts, and some newspapers in New York City in the 1860s and 1870s.
7. In 1912 _____ formed the Progressive Party.
8. People who fought for women's right to vote were called _____.
9. Elizabeth Cady Stanton and _____ founded the National Woman Suffrage Association.

DIRECTIONS: Essay Answer the questions below in the space provided.

10. What did Upton Sinclair write about in his 1906 novel *The Jungle*, and how did Americans react to the book? _____

★ Workbook Activity 21

11. What was La Follette’s great accomplishment that led to other states’ reformers copying this “Wisconsin idea”? _____

12. How did the state of Oregon reform its political process? _____

13. What progressive actions did Theodore Roosevelt take during his presidency to earn the nickname “trustbuster”? _____

14. Why did progressives support the Sixteenth Amendment, which gave Congress the power to tax people’s income? _____



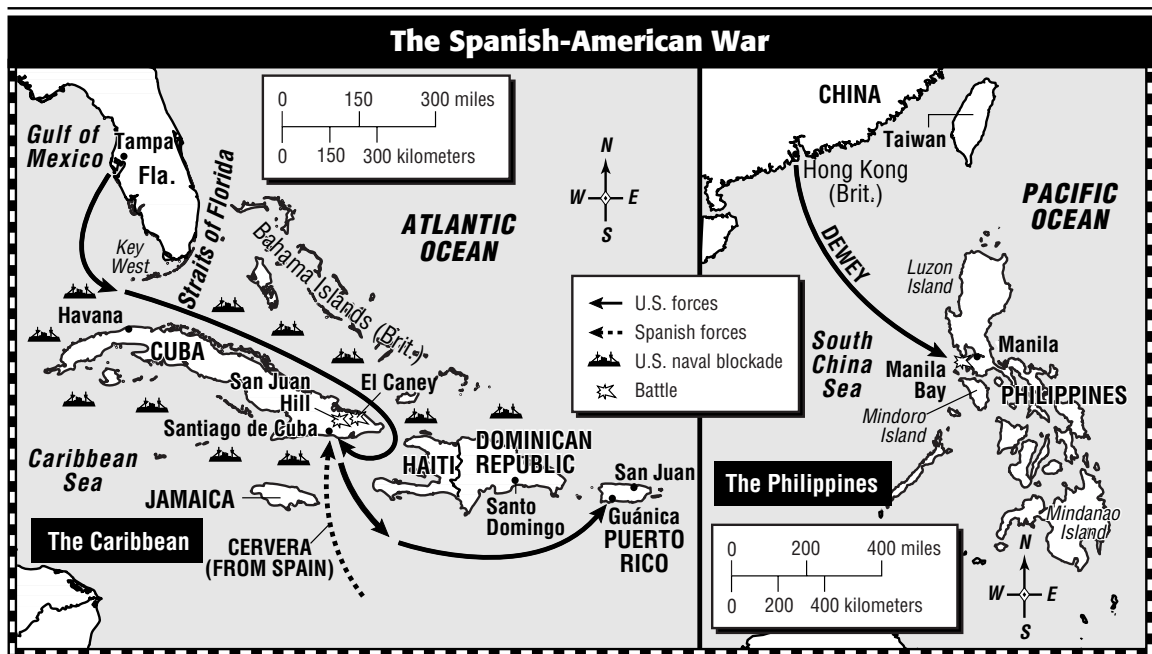
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★ **Workbook Activity 22**

Overseas Expansion

By 1890 the United States stretched from the Atlantic Ocean to the Pacific Ocean, and the frontier was gone. Americans, for whom the frontier had always symbolized growth and opportunity, were eager to find new frontiers to replace the one that was lost.

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement. To answer questions 6–11, refer to the map.



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- _____ 1. In 1867 United States Secretary of State William H. Seward purchased Alaska from Russia for
- A. \$700,000. C. \$72 million.
 B. \$7.2 million. D. \$720 million.
- _____ 2. In 1889 United States Secretary of State _____ invited Latin American nations to attend a Pan-American Conference in Washington, D.C.
- A. James G. Blaine C. William H. Seward
 B. Alfred Thayer Mahan D. Theodore Roosevelt
- _____ 3. In 1893 American planters overthrew the Hawaiian ruler
- A. King Kamehameha I. C. King Kalakaua.
 B. King Kamehameha II. D. Queen Liliuokalani.

(continued)

★ **Workbook Activity 22**

- _____ 4. United States Secretary of State John Hay proposed an Open Door policy regarding China so that
- A. Americans could settle in China.
 - B. the United States could trade with China.
 - C. Chinese could immigrate to the United States.
 - D. none of the above
- _____ 5. The Panama Canal reduced shipping costs by cutting more than _____ off the voyage from New York to San Francisco.
- A. 700 miles
 - B. 1,700 miles
 - C. 7,000 miles
 - D. 70,000 miles
- _____ 6. American troops bound for the south coast of Cuba set sail from the city of
- A. Havana.
 - B. Tampa.
 - C. Santo Domingo.
 - D. San Juan.
- _____ 7. In order to reach Santiago de Cuba, the Americans had to sail
- A. south of Haiti.
 - B. around the western tip of Cuba.
 - C. north of the Bahama Islands.
 - D. around the eastern tip of Cuba.
- _____ 8. Spanish forces approached Santiago de Cuba from the
- A. north.
 - B. east.
 - C. south.
 - D. west.
- _____ 9. The United States maintained a naval blockade of Cuba to
- A. help the United States fleet navigate in the Caribbean.
 - B. prevent supplies from reaching the Spanish forces.
 - C. force Cubans to buy products made in Cuba.
 - D. help American companies supply American forces.
- _____ 10. Commodore George Dewey sailed in a _____ direction across the South China Sea to reach Manila Bay.
- A. southeasterly
 - B. northeasterly
 - C. northwesterly
 - D. southwesterly
- _____ 11. Manila is located on the island of
- A. Mindanao.
 - B. Mindoro.
 - C. Luzon.
 - D. none of the above

★ Workbook Activity 23

World War I

During the early 1900s European powers competed with one another for colonies and markets around the world. To protect their interests, they established a complicated system of alliances. By 1914 Europe had become a powder keg.

DIRECTIONS: Completing a Chart The chart below lists the major participants in World War I. Use your textbook and write the facts in the appropriate boxes. Then answer the questions that follow.



World War I

Country	Date of Entry Into War	Reason for Entering War
Austria-Hungary		
Russia		
Germany		
Great Britain		
France		
Turkey (Ottoman Empire)		
United States		

DIRECTIONS: Essay Answer the questions below in the space provided.

- World War I involved a struggle between two great alliances—the Allied Powers and the Central Powers. Identify the countries in each alliance. _____

(continued)

★ Workbook Activity 23

- 2. Why did Italy refuse to honor its alliance with Germany and Austria-Hungary?

- 3. What happened at the Battle of the Marne? _____

- 4. What new weapons were used in World War I that helped contribute to the extremely high numbers of casualties on both sides? _____

- 5. Although the United States was neutral at first and traded with both sides in the war, why did it end up trading exclusively with Great Britain? _____

- 6. What was the Zimmermann telegram, and why did Americans react angrily to it?

- 7. How much did World War I cost the United States, and how did the United States pay for the war? _____

- 8. What terms did Germany agree to under the Treaty of Versailles?

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★ **Workbook Activity 24**

The Jazz Age

The 1920s was an exciting time of change—in lifestyles, fashion, and music and the other arts. But the decade also showed intolerance of immigrants, minorities, and radical or foreign political ideas.

DIRECTIONS: Cause and Effect Answer the questions below in the space provided.

1. What caused Americans' growing fear of radical political ideas? _____

2. What were the effects of the Red Scare of 1919 and 1920? _____

3. What was the cause of Nicola Sacco and Bartolomeo Vanzetti's arrest, trial, conviction, and eventual execution? _____

4. When 350,000 steelworkers went on strike in September 1919, the steel companies accused the strikers of being communists. What effect did this have on the strikers?

5. What caused a sharp drop in union membership during the 1920s? _____

★ Workbook Activity 24

6. What led to rising racial tensions and outbreaks of racial violence in the North in 1919?

7. What caused Warren G. Harding to promise Americans a return to “normalcy” during his campaign for the presidency? _____

8. What kind of foreign policy was responsible for the United States’s refusal to join the League of Nations? _____

9. What effects were caused by the increasing availability of electricity in the 1920s?


10. What effect did the automobile have on other industries? _____

11. Why did writers during the 1920s leave the United States? _____

12. The prohibition of alcohol ended in failure. What were some of the negative effects of Prohibition? _____

★ Workbook Activity 25

The Depression and FDR

 The New Deal			
Program	Initials	Begun	Purpose
Civilian Conservation Corps	CCC	1933	Provided jobs for young men to plant trees, build bridges and parks, and set up flood control projects
Tennessee Valley Authority	TVA	1933	Built dams to provide cheap electric power to seven Southern states; set up schools and health centers
Federal Emergency Relief Administration	FERA	1933	Gave relief to unemployed and needy
Agricultural Adjustment Administration	AAA	1933	Paid farmers not to grow certain crops
National Recovery Administration	NRA	1933	Helped devise standards for production, prices, and wages
Public Works Administration	PWA	1933	Built ports, schools, and aircraft carriers
Federal Deposit Insurance Corporation	FDIC	1933	Insured savings accounts in banks approved by the government
Rural Electrification Administration	REA	1935	Loaned money to extend electricity to rural areas
Works Progress Administration	WPA	1935	Employed men and women to build hospitals, schools, parks, and airports; employed artists, writers, and musicians
Social Security Act	SSA	1935	Set up a system of pensions for the elderly, unemployed, and people with disabilities
Farm Security Administration	FSA	1937	Lent money to sharecroppers; set up camps for migrant workers
Fair Labor Standards Act	FLSA	1938	Established minimum wages and maximum hours for all businesses engaged in interstate commerce

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement. To answer questions 8–13, refer to the chart.

- _____ 1. Before the 1929 stock market crash, many investors bought stocks on margin, or they paid only a fraction of the stock price and
- A.** never had to pay the rest. **C.** paid the rest if stock prices rose.
B. borrowed the rest from banks. **D.** borrowed the rest from brokers.
- _____ 2. The Great Depression was caused by
- A.** the stock market crash of 1929. **C.** widespread unhappiness.
B. a combination of economic problems. **D.** people’s refusal to work hard.
- _____ 3. When 9,000 banks closed between 1930 and 1933, millions of depositors
- A.** continued to collect interest. **C.** lost their money.
B. got their deposits back. **D.** shifted deposits to other banks.
- _____ 4. By 1932, _____ of American workers were out of work.
- A.** 5 percent **B.** 15 percent **C.** 25 percent **D.** 35 percent

(continued)

★ Workbook Activity 25

- _____ 5. In June 1932 the Bonus Army marched on Washington, D.C., to demand the
 - A.** annual bonuses promised by their bosses.
 - B.** early payment of the bonuses that Congress had agreed to give them in 1945.
 - C.** bonuses promised for their community volunteer work.
 - D.** bonuses promised by President Herbert Hoover.

- _____ 6. In the 1930s the southern Great Plains suffered an environmental disaster. The area, known as the Dust Bowl, included parts of Kansas, Oklahoma,
 - A.** Texas, Colorado, and Nebraska. **C.** Missouri, Nebraska, and Iowa.
 - B.** Texas, Missouri, and Nebraska. **D.** Texas, Colorado, and New Mexico.

- _____ 7. Thousands of Dust Bowl farmers went bankrupt and had to
 - A.** give up their farms. **C.** get jobs on neighboring farms.
 - B.** take out more bank loans. **D.** get jobs in town.

- _____ 8. The Civilian Conservation Corps, set up in 1933, provided jobs for young men to
 - A.** plant trees. **C.** set up flood control projects.
 - B.** build bridges and parks. **D.** all of the above

- _____ 9. Most of the New Deal programs on the chart on page 59 were begun in
 - A.** 1933. **B.** 1935. **C.** 1937. **D.** 1938.

- _____ 10. The _____ set up pensions for the elderly, unemployed, and disabled.
 - A.** Federal Emergency Relief Administration
 - B.** Federal Deposit Insurance Corporation
 - C.** Social Security Act
 - D.** Fair Labor Standards Act

- _____ 11. The _____ employed artists, writers, and musicians.
 - A.** Public Works Administration **C.** Works Progress Administration
 - B.** Fair Labor Standards Act **D.** Civilian Conservation Corps

- _____ 12. The Agricultural Adjustment Administration paid farmers
 - A.** for their work. **C.** to grow certain crops.
 - B.** not to grow certain crops. **D.** for the use of their land.

- _____ 13. The _____ built dams to provide cheap electric power to seven Southern states.
 - A.** Rural Electrification Administration
 - B.** Civilian Conservation Corps
 - C.** Public Works Administration
 - D.** Tennessee Valley Authority

★ Workbook Activity 26

World War II

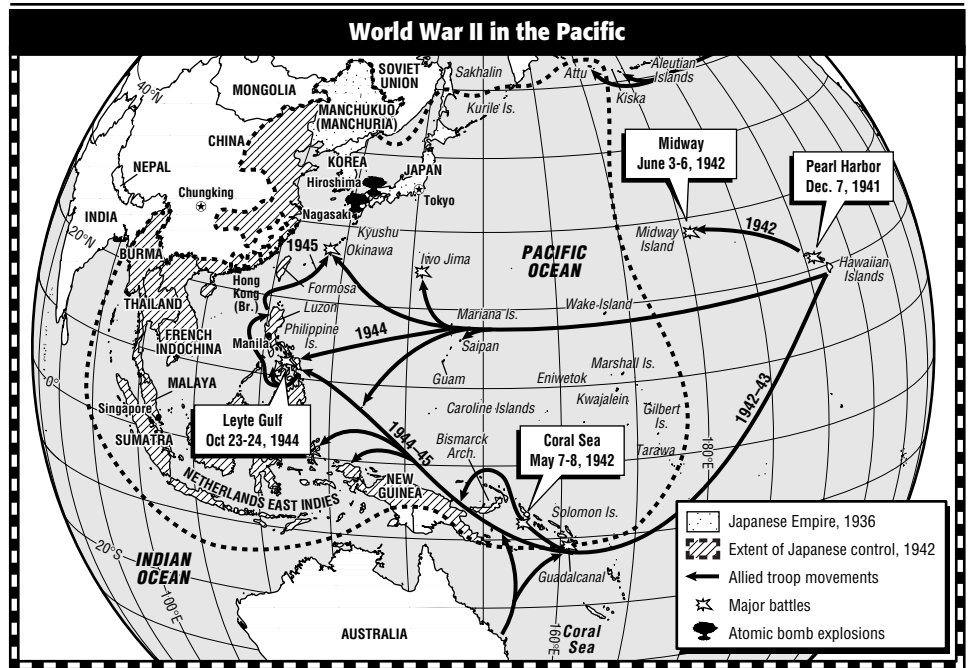
DIRECTIONS: Using a Map Study the maps and use the information to answer the questions.

1. The British beat the German tank division at El Alamein. In which country did this battle take place?

2. On July 10, 1943, Allied forces left Tunisia, crossed the _____

_____ and landed on the shores of _____

3. Supply ships from the United States reached the northern coast of the Soviet Union after sailing around the northern tips of which Scandinavian countries?



(continued)

★ Workbook Activity 26

- 4. In the summer of 1944, Allied forces converged on Berlin from which directions?

- 5. After crossing the English Channel, Allied forces taking part in the D-Day invasion of June 6, 1944, landed on the French coast at _____ .

- 6. Which Soviet city on this map is closest to the Caspian Sea? _____

- 7. On their final drive of July–August 1944, Soviet forces had to cross the countries of _____ in order to reach Germany.

- 8. What event occurred on December 7, 1941? _____

- 9. Where did the battle of the Coral Sea take place? _____

- 10. When the Japanese took over the northern part of China known as Manchuria, they changed its name to _____ .

- 11. The battle of Leyte Gulf took place in which country? _____

- 12. Allied forces sailing from Australia to Guadalcanal traveled in which direction?

- 13. What is the closest island to Hawaii on which a major battle took place?

- 14. What happened to the Japanese cities of Hiroshima and Nagasaki? _____



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SOURCE: Culver Pictures

★ **Workbook Activity 27****The Cold War Era**

As soon as World War II ended, the wartime cooperation between the United States and the Soviet Union turned to mutual distrust. The two former allies became enemies almost overnight, with each nation viewing the other as an evil force striving for world domination. As a climate of fear and intolerance took hold in the United States, certain politicians took advantage of the situation by persecuting those who held different political ideas, in this way ruining the lives of many innocent Americans.

DIRECTIONS: Completion In the space provided, write the word or words that best complete the sentence.

Warsaw Pact	United Nations	Fair Deal	Winston Churchill
Taft-Hartley	Chiang Kai-shek	George F. Kennan	Douglas MacArthur
Berlin	Yalta	Marshall Plan	Mao Zedong
Joseph McCarthy	Truman Doctrine	demilitarized zone	NATO

- The _____ contributed nearly \$13 billion to the rebuilding of the countries of Western Europe after World War II.
- In 1949 _____ led Communist forces to victory in a long civil war in China.
- The agreement of July 27, 1953, ending the Korean War, created a _____ between North and South Korea.
- In 1946 _____ declared that an "iron curtain" had descended on Europe.
- _____ was established in April 1949 by the United States, Canada, and 10 Western European nations to defend against a possible Soviet invasion of Western Europe.
- On April 11, 1951, President Harry Truman relieved General _____ of his command because the general was opposed to negotiating an end to the Korean War.

(continued)

★ **Workbook Activity 27**

7. From June 1948 until May 1949, the Soviets maintained a blockade of _____.
8. _____ believed that the United States should follow a policy of containment regarding the Soviet Union.
9. President Harry S Truman's _____ legislation raised the minimum wage, expanded Social Security benefits for senior citizens, and provided funds for housing for low-income families.
10. In February 1945, Franklin D. Roosevelt, Winston Churchill, and Joseph Stalin met at _____, a Soviet port on the Black Sea.
11. The _____ was a commitment to help nations threatened by communism and Soviet expansion.
12. On June 26, 1945, in San Francisco, 50 nations signed the charter creating the _____.
13. The Soviet Union and the Communist governments of Eastern Europe established a military alliance in 1955, known as the _____.
14. Republican Senator _____ of Wisconsin publicly attacked many people alleged to be Communists.
15. In 1949 _____ retreated with his forces to the island of Taiwan after being defeated in the civil war in China.
16. In 1947 Congress introduced the _____ bill, which limited the actions workers could take against their employers.



★ Workbook Activity 28**America in the 1950s**

Although the 1950s was a period of international cold war tensions, it was also a time of prosperity for many Americans. Economic growth meant more jobs, higher salaries, and greater educational opportunities.

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement.

- _____ 1. In November 1952, Americans elected Dwight D. Eisenhower to the presidency, the first Republican to win the White House since
A. 1918. **B.** 1928. **C.** 1938. **D.** 1948.
- _____ 2. _____ ran against Eisenhower in 1952 on the Democratic ticket.
A. Adlai Stevenson **C.** Richard M. Nixon
B. John J. Sparkman **D.** none of the above
- _____ 3. The Federal Highway Act of 1956 funded the construction of more than _____ miles of highway.
A. 4,000 **B.** 14,000 **C.** 40,000 **D.** 400,000
- _____ 4. In 1953 President Dwight D. Eisenhower named Oveta Culp Hobby as the first secretary of the _____ of the United States.
A. Treasury **C.** Department of Health, Education, and Welfare
B. Department of Energy **D.** Women's Air Corps
- _____ 5. Alaska and Hawaii, which entered the Union in 1959, were the only states
A. without highway systems. **C.** with rainforests.
B. with volcanoes. **D.** not bordering on other states.
- _____ 6. When the first American space satellite was launched in December 1957, it
A. orbited the earth. **C.** crashed into the Atlantic Ocean.
B. exploded. **D.** linked up with the Soviet *Sputnik*.
- _____ 7. Secretary of State John Foster Dulles believed that the best foreign policy for the United States regarding the Soviet Union was a policy of
A. brinkmanship. **C.** isolationism.
B. peaceful coexistence. **D.** massive nuclear attack.
- _____ 8. When fighting broke out in the Middle East in 1956, the United States sponsored a United Nations resolution calling for
A. Israeli control of the Suez Canal.
B. British and French control of Egypt.
C. British and French withdrawal from Egypt.
D. none of the above

★ **Workbook Activity 28**

- _____ 9. When Soviet troops crushed the Hungarian revolt in 1956, Dwight Eisenhower
- A. called for a military intervention by NATO forces.
 - B. advised the Hungarians to cooperate with the Soviets.
 - C. condemned the Soviet crackdown.
 - D. threatened an American nuclear attack on the Soviets.
- _____ 10. When 13,000 French troops were trapped by Vietminh forces in Vietnam, Eisenhower refused to send American military aid because he believed that
- A. every nation should fight its own battles.
 - B. it would be tragic if the United States became involved in a war in Indochina.
 - C. the French had no business being there in the first place.
 - D. it was always wrong to try to solve political problems with military force.
- _____ 11. When Fidel Castro overthrew Cuban dictator Fulgencio Batista and formed a new government in January 1959, the United States
- A. cut diplomatic ties with Cuba.
 - B. supported Castro at first.
 - C. set up a naval blockade of Cuba.
 - D. planned an invasion of Cuba.
- _____ 12. American and Soviet hopes for peaceful coexistence ended in 1960 when
- A. the Soviets invaded Hungary.
 - B. Fidel Castro invited Soviet officials to Cuba.
 - C. President Eisenhower insulted Soviet leader Nikita Khrushchev.
 - D. the Soviets shot down an American U-2 spy plane over the Soviet Union.
- _____ 13. In the mid-1950s, Dr. Jonas Salk developed an effective vaccine against
- A. diphtheria.
 - B. influenza.
 - C. polio.
 - D. typhoid fever.
- _____ 14. The suburbs appealed to many Americans because they offered
- A. affordable homes.
 - B. privacy.
 - C. isolation from urban problems.
 - D. all of the above
- _____ 15. Developers of the United States' postwar suburbs
- A. often refused to sell homes to minorities.
 - B. were eager to sell homes to minorities.
 - C. reduced the prices of their homes for minorities.
 - D. refused to use precut and preassembled building materials.
- _____ 16. Between 1940 and 1960, more than three million African Americans moved from the rural South to cities in the North and the Midwest because
- A. they liked city life.
 - B. they liked snowy winters.
 - C. they were looking for work.
 - D. all of the above

★ **Workbook Activity 29**

The Civil Rights Era

Minority groups who did not share in the general prosperity of the 1950s organized mass protest movements. African Americans, women, Hispanics, and Native Americans were among those who took part in the struggle for civil rights.

DIRECTIONS: Essay Answer the questions below in the space provided.

1. Why did the Supreme Court rule in favor of Brown in the case of *Brown v. Board of Education of Topeka, Kansas*? _____

2. What happened in 1957 when a federal judge ordered all-white Central High School in Little Rock, Arkansas, to admit African American students? _____

3. What event led to the bus boycott by African Americans in Montgomery, Alabama, and what was the result of the boycott? _____

4. Why did Martin Luther King, Jr., admire Mohandas Gandhi? _____

5. How did the Southern Christian Leadership Conference (SCLC) prepare African Americans for the struggle for equal rights? _____

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(continued)

★ Workbook Activity 29

6. Who were the Freedom Riders, and why did they travel through the South?

7. What did President Lyndon B. Johnson do to bring about progress in civil rights?

8. What did Malcolm X believe was the best way for African Americans to achieve justice, and how did his ideas change in the early 1960s? _____

9. What was the meaning of “Black Power,” as advocated by Stokely Carmichael?

10. How did President John F. Kennedy help women in the United States in their struggle to achieve equal rights? _____

11. What did César Chávez do to try to improve the lives of Mexican American migrant farmworkers? _____

12. How did the federal government respond to the demand by Native Americans for greater political power? _____

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★ Workbook Activity 30

The Vietnam Era

Throughout the 1960s and early 1970s, the continuing rivalry between the United States and the Soviet Union led to confrontations in Berlin, Cuba, and Vietnam. The Vietnam War caused many Americans to question the foreign policy goals of the United States. As casualties mounted, opposition to the war led to antiwar protests.

DIRECTIONS: Cause and Effect Answer the questions below in the space provided.

1. What were the results of the failed invasion of Cuba by CIA-backed Cuban exiles at the Bay of Pigs in 1961? _____

2. What caused the Soviets and East Germans, in August 1961, to build a wall along the border between East and West Berlin? _____

3. What discovery caused President John F. Kennedy to become alarmed about Soviet activities in Cuba? _____

4. What effect did coming close to nuclear war have on relations between the United States and the Soviet Union? _____

5. What effect did Soviet achievements in space have on the United States? _____

6. According to the domino theory, what would happen to the rest of Southeast Asia if the Communists took South Vietnam? _____

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(continued)

★ Workbook Activity 30

- 7. What caused a group of South Vietnamese army officers to overthrow the government of South Vietnam and assassinate its leader, Ngo Dinh Diem? _____

- 8. What caused Congress to pass the Gulf of Tonkin Resolution, which gave President Lyndon B. Johnson broad authority to use American forces in Vietnam? _____

- 9. What effect did the Vietnam War have on Americans at home, as the fighting continued in Vietnam? _____

- 10. What was the effect of draft boards giving military deferments to full-time college students, who were mainly from the middle class? _____

- 11. What effect did the Vietnam War have on President Lyndon B. Johnson’s popularity? _____

- 12. In May 1970 what caused a wave of antiwar protests on college campuses that resulted in 4 students being shot to death and at least 9 others wounded by the National Guard at Kent State University in Kent, Ohio, and 2 students being killed by the police at Jackson State in Mississippi? _____

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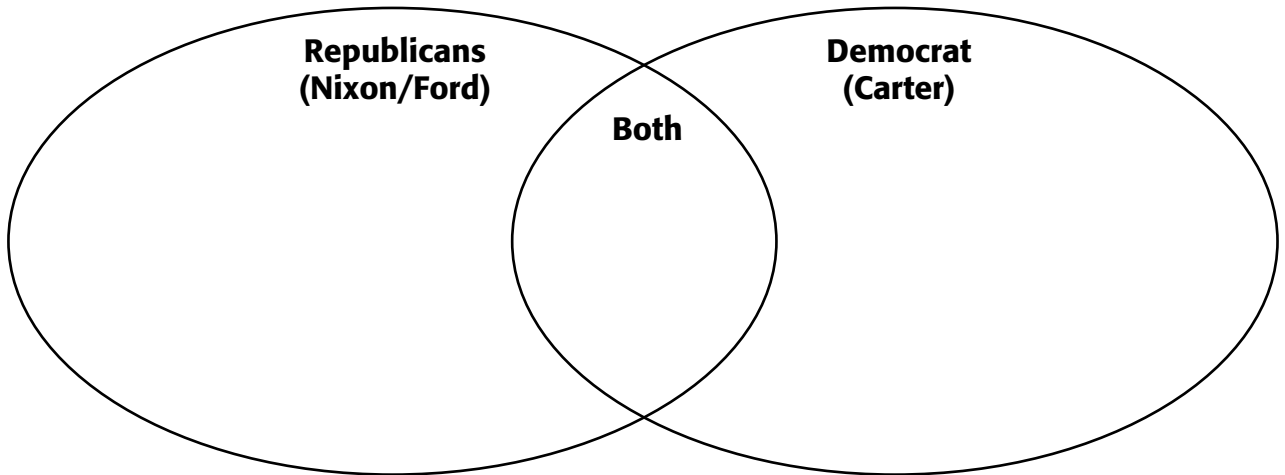
★ Workbook Activity 31

Search for Stability

Two Republicans and a Democrat served as president between 1968 and 1980. Certain issues challenged all three presidents; other issues arose only during the period that one party or the other controlled the White House. The three presidents sometimes pursued similar policies; at other times, the approach taken by the president differed depending on which party was in office.

DIRECTIONS: Completing and Analyzing a Venn Diagram The Venn diagram below includes the Republican and Democratic presidents who held office between 1968 and 1980. Examine the setup of the diagram and study the list of issues/policies beneath the diagram. Review this period in your textbook and write the numbers of the correct information in the appropriate spaces in the diagram. Use what you learn to answer the essay questions that follow.

SEARCH FOR STABILITY



★FACT BANK

- | | |
|-----------------------------------|--------------------------------------|
| 1. shuttle diplomacy | 9. arms reduction talks |
| 2. the National Energy Plan | 10. New Federalism |
| 3. a presidential pardon | 11. energy problems and conservation |
| 4. Middle East peace negotiations | 12. resignation of a president |
| 5. Iran hostage crisis | 13. Panama Canal agreement |
| 6. progress on détente | 14. Soviet invasion of Afghanistan |
| 7. the Watergate scandal | 15. inflation |
| 8. emphasis on human rights | |

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(continued)

★ Workbook Activity 31

1. Why did Richard Nixon believe that reestablishing trade and diplomatic relations with China was important to détente? _____

2. How did New Federalism fulfill one of Nixon’s campaign promises? _____

3. What revelation on secret White House tapes led directly to Nixon’s resignation? _____

4. How was the effect of Gerald Ford’s presidential pardon different from what he intended? _____

5. Why did Jimmy Carter’s approach to dealing with the recession make him seem indecisive? _____

6. In what ways did Carter demonstrate his belief in human rights as the basis for foreign policy? _____

7. Which two domestic concerns plagued all three administrations between 1968 and 1980? _____

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★ Workbook Activity 32

New Challenges

New challenges, both foreign and domestic, faced the United States in the years between 1981 and the present.

DIRECTIONS: Completing and Interpreting a Chart Study the chart and the list of events that follow, and review the period 1981–present in your textbook to write the information in the appropriate boxes on the chart. Use what you have learned to answer the questions on the next page.



Toward a New Century

Terms of Office	President	Party Affiliation	Major Issues/Events
1981–1985			
1985–1989			
1989–1993			
1993–1997			
1997–2001			
2001–			

★ FACT BANK

- taxes lowered
- Middle East Peace Accords
- perestroika begins
- Persian Gulf War
- attempts at health-care reform
- Contract With America
- Americans with Disabilities Act
- first African-American U.S. Secretary of State
- Iran-Contra scandal
- NATO bombing of Serbia
- defense spending increased
- inauguration of 43rd president
- end of the Soviet Union
- North American Free Trade Agreement
- Intermediate-Range Nuclear Forces Treaty
- Articles of Impeachment go to Senate

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(continued)

★ **Workbook Activity 32**

DIRECTIONS: Multiple Choice In the blank at the left, write the letter of the choice that best completes the statement.

- _____ 1. During Ronald Reagan’s first term,
A. taxes were lowered and the government shut down.
B. taxes were lowered and perestroika began.
C. taxes were raised and defense spending increased.
D. taxes were lowered, but defense spending increased.
- _____ 2. Ronald Reagan’s second term was marred by a secret arms deal known as
A. the Strategic Arms Reduction Treaty. **C.** the Iran-Contra scandal.
B. perestroika. **D.** the Intermediate-Range Nuclear Forces Treaty.
- _____ 3. One domestic high point of George Bush’s administration was the
A. Persian Gulf War. **C.** end of the Soviet Union.
B. banking crisis. **D.** Americans with Disabilities Act.
- _____ 4. George Bush’s popularity soared after the 1990
A. banking crisis. **C.** Persian Gulf War.
B. Iran-Contra scandal. **D.** Contract With America.
- _____ 5. Bill Clinton achieved domestic successes, but support was lacking for the
A. Brady Bill (gun control). **C.** Family Medical Leave Act.
B. health-care reform plan. **D.** North American Free Trade Agreement.
- _____ 6. Bill Clinton sounded a hopeful note in his
A. second Inaugural Address. **C.** Contract With America.
B. Middle East Peace Accords. **D.** government shutdown.
- _____ 7. The North American Free Trade Agreement (NAFTA), was ratified during the presidential term of
A. George Bush. **C.** Ronald Reagan.
B. Bill Clinton. **D.** none of the above
- _____ 8. Bush and Gore needed _____ electoral votes in order to win the 2000 presidential election.
A. California’s **C.** New York’s
B. Florida’s **D.** Texas’s

