

# Chapter Test Answer Keys

## ❖ CHAPTER 1 / TEST

**Completion** 1.b, 2.a, 3.d, 4.c, 5.e.

**Definition** 1.e, 2.d, 3.a, 4.c, 5.b.

**Multiple Choice** 1.b, 2.d, 3.d, 4.c, 5.a, 6.b, 7.a, 8.b, 9.c, 10.a, 11.d, 12.a, 13.b, 14.b, 15.c.

### Thinking about History

1. Answers will vary. Students should note the physical differences between the regions, especially in topography, climate, and vegetation.
2. Geological forces still shaping the land include earthquakes, volcanoes, and erosion.

## ❖ CHAPTER 2 / TEST

**Completion** 1.c, 2.d, 3.a, 4.e, 5.b.

**Definition** 1.e, 2.c, 3.b, 4.a, 5.d.

**Multiple Choice** 1.d, 2.a, 3.b, 4.b, 5.d, 6.d, 7.c, 8.a, 9.a, 10.c, 11.a, 12.b, 13.c, 14.d, 15.c.

### Thinking about History

1. Answers should include a discussion of the physical and tangible evidence and the scientific method that archaeologists use versus the traditions and beliefs of an oral historian, who learns about history from ancestral stories and ceremonies celebrating and explaining the past.
2. Answers might include the invention of the bow and arrow, which helped hunting; the increase in buffalo herds, which allowed population to flourish because of greater access to food; the increase in plant growth and diversity; and climate change, which allowed for increases in plant and animal life.

## ❖ CHAPTER 3 / TEST

**Completion** 1.e, 2.a, 3.c, 4.b, 5.d.

**Definition** 1.a, 2.e, 3.c, 4.d, 5.b.

**Multiple Choice** 1.c, 2.a, 3.b, 4.b, 5.d, 6.b, 7.a, 8.c, 9.c, 10.d, 11.a, 12.d, 13.b, 14.d, 15.a.

### Thinking about History

1. The appearance of horses and guns dramatically changed the lifestyle of the Plains Indians. Horses and guns brought power, greater mobility, and increased opportunity for trade.
2. Answers will vary.

## ❖ CHAPTER 4 / TEST

**Completion** 1.e, 2.c, 3.a, 4.d, 5.b.

**Definition** 1.b, 2.d, 3.c, 4.a, 5.e.

**Multiple Choice** 1.a, 2.d, 3.c, 4.d, 5.a, 6.d, 7.a, 8.c, 9.a, 10.c, 11.a, 12.b, 13.d, 14.b, 15.c.

### Thinking about History

1. Most explorers worked for various trade and fur companies trying to find good sources for trapping and hunting. The Corps of Discovery was a military expedition working for a government on a specific mission. In addition, many of the trappers we think of as explorers today (like Alexander Mackenzie and David Thompson) lived for long periods in the region, developing relationships with the Indians, whereas the Corps did not.
2. Answers will vary. Although the explorers themselves may not have had a significant direct impact on the life of the Indians, the information they gave to others did ultimately affect them greatly.

## ❖ CHAPTER 5 / TEST

**Completion** 1.e, 2.b, 3.a, 4.c, 5.d.

**Definition** 1.e, 2.a, 3.c, 4.d, 5.b.

**Multiple Choice** 1.b, 2.d, 3.b, 4.d, 5.c, 6.d, 7.a, 8.c, 9.a, 10.b, 11.d, 12.d, 13.d, 14.b, 15.a.

### Thinking about History

1. Most did it hoping to make a profit, but others did it for the adventure and challenge.
2. The slaughter of the bison changed the Plains Indians' way of life by taking away their ability to survive without trading—they traded before the arrival of Europeans; trade was an integral part of their lives.

## ❖ CHAPTER 6 / TEST

**Completion** 1.c, 2.b, 3.d, 4.a, 5.e.

**Matching** 1.d, 2.e, 3.c, 4.b, 5.a.

**Multiple Choice** 1.a, 2.c, 3.b, 4.a, 5.d, 6.c, 7.a, 8.c, 9.d, 10.c, 11.a, 12.d, 13.b, 14.d, 15.b.

### Thinking about History

1. Frequently, placer miners worked together, but basic placer mining could also be done by an individual. It required inexpensive equipment. Like quartz mining, it frequently had a strong negative impact on the environment (especially hydraulic mining). Quartz mining required many workers, large machinery, and outside capital.
2. People came in search of wealth, adventure, business, and new frontiers.

## ❖ CHAPTER 7 / TEST

**Completion** 1.c, 2.e, 3.b, 4.a, 5.d.

**Definition** 1.c, 2.a, 3.d, 4.e, 5.b.

**Multiple Choice** 1.b, 2.a, 3.d, 4.c, 5.a, 6.b, 7.a, 8.d, 9.b, 10.c, 11.c, 12.b, 13.d, 14.b, 15.a.

### Thinking about History

1. In most Plains Indians' traditions, the land was the supreme provider of all life but it was

not something that a person could own. They also often valued the land because it was where their ancestors had lived and were buried. Non-Indians thought of land as something that could be bought and sold. Settlers usually settled in one place, where they typically built houses, fences, and barns or staked mining claims. By doing so they made changes to the land that clearly marked the fact that they owned it and were using it. Indians moved their homes to follow the bison or other game or to gather plants. So, when Euro-American settlers looked at Indian land (especially when Indians had moved on for the season), they thought it was “empty” and that the Indians weren't using it. These differences led to misunderstandings and conflicts because neither side could appreciate the other's viewpoint toward the land.

2. Possible answers: Congress changed treaty deals after they had been negotiated; the U.S. government often did not live up to requirements of compensation; language led to misunderstandings about size and use of land that were not easily corrected; Indians did not stay on reservation land; U.S. government negotiators misunderstood the political structure of Indian society and beliefs by assuming that one person could speak for all tribal members.

## ❖ CHAPTER 8 / TEST

**Completion** 1.c, 2.b, 3.a, 4.e, 5.d.

**Definition** 1.c, 2.e, 3.d, 4.a, 5.b.

**Multiple Choice** 1.d, 2.b, 3.a, 4.b, 5.c, 6.d, 7.a, 8.b, 9.c, 10.a, 11.c, 12.d, 13.d, 14.c, 15.c.

### Thinking about History

1. Positives include access to free land and creation of a cowboy culture. Negatives include problems with climate, rustling, and overgrazing.
2. Although the land was free, it was soon realized that unchecked use led to abuse. Too many

animals, no law enforcement, and unpredictable weather brought an end to the open range.

## ◆ CHAPTER 9 / TEST

**Completion** 1.d, 2.c, 3.b, 4.e, 5.a.

**Definition** 1.d, 2.e, 3.c, 4.a, 5.b.

**Multiple Choice** 1.a, 2.b, 3.a, 4.d, 5.d, 6.c, 7.c, 8.b, 9.d, 10.a, 11.d, 12.b, 13.c, 14.a, 15.b.

### Thinking about History

1. Railroads changed everyday life by increasing Montanans' connection to the rest of the nation. They improved communication and made travel faster and easier. They gave people greater access to goods. They changed types of houses people lived in (because they made it easy to get mass-produced building supplies), the food they ate (because now stores carried more goods produced in other parts of the country), and the entertainment they saw. They also changed everyday life by bringing many more people to the state.

2. Railroads fueled the industrial boom. Railroads brought in the machinery and equipment that mining companies needed to develop on a large scale. The mining companies did not just need the railroads to bring in equipment; they needed them to ship out ore. After the railroads arrived, silver and copper mining expanded quickly.

## ◆ CHAPTER 10 / TEST

**Completion** 1.b, 2.c, 3.a, 4.e, 5.d.

**Definition** 1.d, 2.a, 3.c, 4.e, 5.b.

**Multiple Choice** 1.a, 2.c, 3.a, 4.b, 5.c, 6.a, 7.b, 8.a, 9.d, 10.d, 11.a, 12.c, 13.d, 14.b, 15.d.

### Thinking about History

1. Advantages include the industries that grew up to support mining as well as the jobs and revenue it produced. Disadvantages include the power that mining gave to the few as opposed

to the many. Answers should include specific examples from the text.

2. Answers should include joining unions and supporting the Populist Party.

## ◆ CHAPTER 11 / TEST

**Completion** 1.b, 2.a, 3.c, 4.d, 5.e.

**Definition** 1.a, 2.b, 3.d, 4.c, 5.e.

**Multiple Choice** 1.b, 2.c, 3.b, 4.a, 5.d, 6.c, 7.d, 8.a, 9.d, 10.a., 11.a, 12.b, 13.b, 14.c, 15.d.

### Thinking about History

1. Answers will vary. Students might consider such factors as changing lifestyles, traditional values, and family and tribal bonds. Answers should be supported by details and facts from the chapter.

2. Possible answers: The policy of allotment had the intention of helping Indians become individual landowners but was flawed due to lack of sufficient land and resources and a lack of respect for tribal authority. Boarding schools had the intention of educating and improving lifestyles of Indian children but were flawed because of actual practices and the disruption of traditional values and teachings. Indian agents were meant to help tribes assimilate and learn new ways, but the system was flawed due to many ignorant and dishonest agents, who lacked respect for tribal traditions.

## ◆ CHAPTER 12 / TEST

**Completion** 1.b, 2.a, 3.e, 4.d, 5.c.

**Definition** 1.d, 2.b, 3.a, 4.e, 5.c.

**Multiple Choice** 1.d, 2.d, 3.a, 4.b, 5.c, 6.a, 7.b, 8.b, 9.c, 10.d, 11.b, 12.a, 13.b, 14.c, 15.a.

### Thinking about History

1. Indians used fire as a means of controlling their environment for both forest management and clearing underbrush as well as for ritual. Euro-Americans rarely used fire as part

of environmental or cultural practice and saw it primarily as a destructive force since uncontrolled fire often destroyed natural resources and human-made structures.

**2** Euro-American views about forests have changed from managing timberlands solely for profit to recognizing the benefits of maintaining forests for recreation and wildlife habitat. The idea of conservation and preservation grew increasingly popular, and “managing for multiple use” became the catchword of the Forest Service, replacing the idea that forests were for logging. Forest fire management has probably undergone the greatest amount of change. After the Great Fire of 1910, the Forest Service became focused on suppressing fires. More recently, the Forest Service has increasingly acknowledged the role of fires in keeping forests healthy.

#### ❖ CHAPTER 13 / TEST

**Completion** 1.b, 2.a, 3.d, 4.e, 5.c.

**Definition** 1.b, 2.c, 3.e, 4.a, 5.d.

**Multiple Choice** 1.a, 2.d, 3.c, 4.a, 5.b, 6.b, 7.d, 8.d, 9.a, 10.d, 11.c, 12.a, 13.c, 14.b, 15.d.

#### **Thinking about History**

**1.** Daily life was full of chores all year. The children helped with chores they were able to do and continued to help as they grew older. Although men did most of the plowing and women took care of the homes, they both planted and harvested. Neighbors frequently helped one another and worked together to build schools and community halls. Homesteaders often gathered at one another’s houses or in town for dances, fairs, and ice-cream socials. They organized multi-family picnics. A school pageant was the highlight of the season.

**2.** When drought hit Montana and demand for agricultural products decreased at the end of World War I, many Montana farmers could not afford to keep their land. With no prospects for

an increase in either rain or the ability to sell their products at a fair price, many farmers had no choice but to take a loss on their property and search for work elsewhere.

#### ❖ CHAPTER 14 / TEST

**Completion** 1.e, 2.b, 3.a, 4.c, 5.d.

**Definition** 1.a, 2.d, 3.b, 4.e, 5.c.

**Multiple Choice** 1.c, 2.b, 3.a, 4.a, 5.c, 6.b, 7.c, 8.d, 9.a, 10.b, 11.d, 12.d, 13.b, 14.c, 15.a.

#### **Thinking about History**

**1.** The businesses of many small towns that were bypassed by the interstate began to fail as people used the new, faster transportation network to access the more diverse commercial centers in the large towns served by the interstate.

**2.** Answers will vary. Students should choose from natural resource, transportation, special purpose, reservation, and agricultural towns. Analysis should include the nature of the town and its ability to survive change based on its location and/or purpose.

#### ❖ CHAPTER 15 / TEST

**Completion** 1.e, 2.c, 3.a, 4.b, 5.d.

**Definition** 1.b, 2.c, 3.d, 4.e, 5.a.

**Multiple Choice** 1.d, 2.a, 3.d, 4.b, 5.c, 6.b, 7.a, 8.a, 9.c, 10.b, 11.c, 12.c, 13.b, 14.a, 15.b.

#### **Thinking about History**

**1.** Answers will vary. Some of the reform movements students might consider include child labor (including education requirements), Prohibition, allotment, and health and safety and political reforms (initiatives, referendum, direct election of senators, or public primaries). Students should recognize both the positive and the negative (if applicable) aspects of the reform movements.

**2.** Answers will vary. Students might mention such factors as political leaders who promoted

and supported Progressive ideas (e.g., Governor Dixon) and the general character of the average Montanan, who had a legacy both of independence and fighting for rights. They may mention the fact that the Anaconda Company's power unified Progressives by giving them a common enemy. Montana's economic base also contributed to a need for reform movements to ensure equitable treatment of people and control of working conditions in dangerous industries. Montana's geographic location might also have played a role because the state stayed somewhat apart from mainstream American thought.

#### ◆ CHAPTER 16 / TEST

**Completion** 1.a, 2.d, 3.e, 4.b, 5.c.

**Definition** 1.d, 2.e, 3.a, 4.c, 5.b.

**Multiple Choice** 1.c, 2.a, 3.c, 4.b, 5.d, 6.a, 7.a, 8.c, 9.c, 10.b, 11.b, 12.c, 13.d, 14.d, 15.a.

#### **Thinking about History**

1. Industries needed more workers to keep pace with the increased demand for their products during the war. However, new workers had less training and, in order to increase production, had to work longer hours. Lack of training was particularly burdensome due to industrialization, which meant that machinery actually required more, rather than less, training to be safe.

2. Differing opinions about the war caused deep fractures in a community's fabric. The Montana Sedition Law increased tension among neighbors and within communities. People were encouraged by their government to watch and report people who might be committing treasonous acts. Lack of education, uncertainty as to what entailed a seditious act, and general propaganda to increase people's fearfulness all led to a reduction in community bonds.

#### ◆ CHAPTER 17 / TEST

**Completion** 1.d, 2.e, 3.b, 4.c, 5.a.

**Definition** 1.e, 2.c, 3.b, 4.d, 5.a.

**Multiple Choice** 1.d, 2.c, 3.d, 4.a, 5.c, 6.b, 7.c, 8.a, 9.d, 10.b, 11.a, 12.d, 13.b, 14.c, 15.a.

#### **Thinking about History**

1. Shipping by rail can be more expensive because railroad companies have to build and maintain their own cars and rails, whereas roads are maintained and built by government agencies, local and national. Trucks can get closer to pick-up and drop-off points for easier distribution.

2. Tourism brought many people to and through the state. They came to visit national parks and to see nature. They needed places to stay and things to do. Without the automobile, Montana might have been too expensive for most people to visit.

#### ◆ CHAPTER 18 / TEST

**Completion** 1.a, 2.d, 3.b, 4.e, 5.c.

**Definition** 1.b, 2.a, 3.e, 4.c, 5.d.

**Multiple Choice** 1.c, 2.b, 3.a, 4.a, 5.d, 6.d, 7.c, 8.b, 9.b, 10.a, 11.c, 12.d, 13.a, 14.d, 15.a.

#### **Thinking about History**

1. After World War I, prices and the demand for Montana products dropped dramatically. Many farmers were in debt from the war, when they had bought more land to produce more crops to meet war demand. Now they had no way of paying off their debts. In addition, drought hit the land, causing a drop in crops produced. Finally, the Anaconda Company reduced its production, laying off thousands of workers.

2. Answers will vary. In support of the New Deal, students should consider the jobs that were created and the improvement to the infrastructure as well as relief to farmers. Students against the New Deal should note that it cre-

ated a reliance on government rather than private businesses. They might also note that the increase in bureaucracy made government less personal and harder to navigate.

#### ◆ CHAPTER 19 / TEST

**Completion** 1.d, 2.e, 3.a, 4.b, 5.c.

**Definition** 1.b, 2.a, 3.d, 4.c, 5.e.

**Multiple Choice** 1.d, 2.a, 3.c, 4.b, 5.d, 6.b, 7.c, 8.a, 9.d, 10.c, 11.a, 12.c, 13.a, 14.c, 15.b.

#### **Thinking about History**

1. Although Montana's industries employed many people during the war, there were many more jobs available outside of the state. Shipyards, airplane factories, and ammunition plants were in full production throughout the nation. These jobs paid much more, and were less dangerous, than working in Montana mines and logging camps.

2. Civilians could buy war bonds, plant victory gardens, and hold scrap drives to recycle materials that the military could use. Montanans also helped by increasing production of their natural resource industries and by growing crops and raising cattle to feed the troops.

#### ◆ CHAPTER 20 / TEST

**Completion** 1.a, 2.d, 3.c, 4.e, 5.b.

**Definition** 1.a, 2.d, 3.b, 4.e, 5.c.

**Multiple Choice** 1.c, 2.a, 3.d, 4.b, 5.a, 6.b, 7.c, 8.d, 9.d, 10.c, 11.b, 12.c, 13.a, 14.b, 15.d.

#### **Thinking about History**

1. Possible answers: Many soldiers did not return home to work; most of the people who had moved away during the war stayed away. Population declined, which led to smaller economic/labor force pools. Major industries did not build in Montana because of its distance from major markets. Montana's economy was largely limited to agriculture and natural resource industries, and it was difficult to diver-

sify, which would have led to greater economic prosperity and, perhaps, the ability to invest in other industries.

2. Answers will vary. Students may note that people were still recovering from the shock of the devastation that an atomic bomb could cause and were, therefore, extremely worried about nations that possessed that power. In addition, many communities were wary of government involvement in their businesses, particularly considering the economic prosperity that many were enjoying, and they believed that communism would take away their profits. Students might also note that many beliefs were based on ignorance and misinformation. They may also note that calling ideas of organizations "communist" (whether they were or not) was a way to rally opposition and undermine the power of those ideas or organizations.

#### ◆ CHAPTER 21 / TEST

**Completion** 1.e, 2.b, 3.a, 4.d, 5.c.

**Definition** 1.a, 2.d, 3.e, 4.b, 5.c.

**Multiple Choice** 1.c, 2.b, 3.a, 4.b, 5.b, 6.c, 7.c, 8.a, 9.d, 10.b, 11.a, 12.d, 13.b, 14.c, 15.d.

#### **Thinking about History**

1. Answers will vary. Students may point to the creation of a stronger executive branch or to differences in one of the following areas: the right to know or right to privacy provision; the rights of children and women; respect for Indian culture; or the right to a clean and healthful environment.

2. It guaranteed that every Montanan has the right to a quality education and stated that education is essential to a person's development. It further stated that education is responsible for creating students who would contribute to society.

## ◆ CHAPTER 22 / TEST

**Completion** 1.a, 2.d, 3.e, 4.b, 5.c.

**Definition** 1.d, 2.c, 3.e, 4.a, 5.b.

**Multiple Choice** 1.a, 2.c, 3.c, 4.b, 5.d, 6.b, 7.a, 8.d, 9.d, 10.c, 11.a, 12.c, 13.d, 14.d, 15.a.

### **Thinking about History**

1. Answers might include hunting and gathering, fur trapping, mining, logging, ranching, farming, and tourism. Students should briefly describe these activities. Commonalities might include that all but tourism involve harvesting natural resources. Fur trapping and mining both involved harvesting very valuable commodities that were worth transporting over long distances. Profits from fur trapping, mining, and logging often benefited large corporations based outside of Montana. Mining, logging, farming, and, to a lesser extent, ranching have all been transformed by technology. All involve managing the land by humans.

2. Problems might include poverty, unemployment, drop-out rates, high child mortality rates, higher risk of some diseases (e.g., diabetes), violence, and the legacy of the Dawes Act. The way the tribes are dealing with them include preserving cultural heritage and traditions, emphasizing education, building stronger tribal governments, establishing economic development programs, and improving health care. In addition, Eloise Cobell has filed a lawsuit against the federal government, which alleges mismanagement of trust funds.