

Preparing for Ohio's American History State Test



Student Review Guide

Test Blueprint

Test Blueprint

The following test blueprint displays the distribution of the content standards across the two parts of the test and categories for reporting test results.

American History			
Reporting Categories	Content Statements	Reporting Category Point Range	Total Test Point Range
Skills and Documents		17-19	63-66
Historical Thinking and Skills	2, 3, 4		
Historic Documents	5,6,7,8,9		
1877-1945		24-26	
Industrialization and Progressivism (1877-1920)	10, 11, 12, 13, 14		
Foreign Affairs from Imperialism to Post-World War I (1898-1930)	15, 16		
Prosperity, Depression and the New Deal (1919-1941)	17, 18, 19, 20		
From Isolation to World War (1930-1945)	21, 22		
1945-Present		20-22	
The Cold War (1945-1991)	23, 24, 25, 26, 27		
Social Transformations in the United States (1945- 1994)	28, 29, 30, 31		
United States and the Post-Cold War World (1991 to Present)	32, 33		

Description of Stimulus and Item Types

The information below explains the types of stimuli and items (questions and tasks) you will see on the test.

Stimulus types associated with items or tasks may include:

- Document excerpts and other texts
 - Photographs and illustrations
 - Graphs
 - Charts
 - Data tables
 - Maps
 - Timelines
-
- An **Evidence-Based Set** is a group of several questions associated to one or more common stimuli. Evidence-based sets allow students to work with primary source materials to show deep understanding of social studies topics. The questions in these sets will assess a range of skills and content in the content statements.

Item Types

Item types are divided into four categories: multiple-choice, enhanced selected response, machine-scored constructed response and human-scored.

A **multiple-choice** item consists of the following:

- a brief statement that orients the students to the context of the question (optional).
- a stimulus on which the question is based (optional).
- a question.
- a set of answer choices (most often four) that allows the student to select one option in response to the question.
- a multiple-choice item may be used in an evidence-based set.

Multiple-choice items may include such distractors as erroneous conclusions, inaccurate associations, inaccurate examples, inappropriate relationships, misinformation, and unrelated information.

An **enhanced selected-response** item consists of the following:

- a brief statement that orients the students to the context of the question (optional).
- a stimulus on which the question is based (optional).
- a question or prompt.
- a set of answer choices that allow the students to select multiple options in response to one question, matching options together to classify information,

selecting evidence supporting an initial answer choice, or a very structured graphic-response interface.

- Enhanced selected-response items allow students to demonstrate deeper understanding than multiple-choice items by having multiple parts or multiple correct answers.
- an enhanced selected-response item may be used in an evidence based set.

A **machine-scored constructed-response** item consists of the following:

- a brief statement that orients the students to the context of the question (optional).
- a stimulus on which the question is based (optional).
- a prompt.
- a graphic-response or text/numeric entry.
 - A graphic-response interface allows the students to manipulate objects to create a response to the question. The graphic-response interface may be a map, a chart or graph, a picture, or a diagram on which the students must draw or position objects correctly.
- Machine-scored constructed-response items offer the students a great degree of freedom to create their own response. These items allow students to demonstrate deeper understanding than multiple choice or enhanced selected-response items by requiring students to construct their own response instead of selecting their answer from a given set of choices. These items are scored based on an item-specific rubric.
- a machine-scored constructed-response item may be used in an evidence-based set.

A **human-scored constructed-response** item consists of the following:

- a brief statement that orients the students to the context of the questions (optional).
- one or more stimuli to which the questions refer (optional).
- a question or set of questions that require a detailed written response or responses. The responses are scored by trained scorers according to a rubric or set of rubrics that address multiple dimensions in the students' work.
- a human-scored constructed-response item may be used in an evidence-based set.

Unit 1. Historical Thinking and Historic Documents

Learning Target 1

- Analyze a historical decision and predict the possible consequences of alternative courses of action.



By examining alternative courses of action, you can consider the possible consequences and outcomes of moments in history. This also allows you to appreciate the decisions of some individuals and the actions of some groups without putting 21st century values and interpretations on historic events.

How might the history of the United States be different if the participants in historical events had taken different courses of action? These questions are called counterfactual—that is, they are contrary to fact.

As you study American history, consider some of these questions.

- What if Democratic Party office-holders had not been restored to power in the South after Reconstruction?
- What if the U.S. had not engaged in the Spanish-American War?
- What if the U.S. had joined the League of Nations?
- What if the federal government had not used deficit spending policies during the Great Depression?
- What if Truman had not ordered atomic bombs dropped on Japan?
- What if African Americans had not protested for civil rights in the 1950s and 1960s?



McCutcheon, *Chicago Tribune*, New York News Syndicate, Inc

A political cartoon illustrates the role of the Senate in preventing the U.S. from joining the League of Nations, as President Wilson had proposed. The failure of the U.S. to join weakened the League's ability to prevent future conflict. Could U.S. participation in the League have prevented World War II?

Note: This learning target will not be assessed on the test, but will help you understand American history.

Learning Target 2 **Analyze and evaluate the credibility of primary and secondary sources.**

Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event. Many primary sources were created at the time of the event. Other primary sources may include memoirs, oral interviews or accounts that were recorded later. Visual materials (e.g., photos, official documents, original artwork, posters, films) also are important primary sources.

Secondary sources offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who were not present at the events. They often attempt to describe or explain primary sources. Examples of secondary sources include encyclopedias, textbooks, books and articles that interpret or review research works.

The use of primary and secondary sources in the study of history includes an analysis of their **credibility**—that is, whether or not they are trustworthy and believable. Whether or not a written source is to be believed depends to a great extent on who wrote it and how it was written. Use the following steps to evaluate source credibility.

- **Check the qualifications and reputation of the author** – Determine if the author or the organization is an acknowledged expert on the topic that is addressed in the source. A recognized authority will typically be cited by other writers in the same field.
- **Determine the circumstances in which the author prepared the source** – Consider the author's purpose and motivation. An academic article will have a much different goal than a political tract.
- **Identify the perspective or bias of the author (including use of stereotypes)** – Biased sources contain more opinions than facts; present arguments in support of one position and ignore arguments that might support a different position. A stereotype is a generalization about an individual or group.
- **Examine the accuracy and internal consistency** – Credible sources present information that can be verified by checking other sources. Internal consistency means the sources should not present contradictory claims, information, or data within the source.
- **Check for agreement with other credible sources** – Check additional sources to see if other trustworthy sources agree on the main points and provide similar information and data.

Learning Target 3
 Develop a thesis and use evidence to support or refute a position.


Historians are similar to detectives. They develop theses and use evidence to create explanations of past events.

Rather than a simple list of events, a thesis provides a meaningful interpretation of the past. The thesis tells the reader the way in which evidence is significant in a larger historical context. In a historical essay, the thesis is the main claim or position statement. A thesis provides the guiding idea for an essay and should be original and arguable (not obvious). The thesis statement identifies the argument and then explains how the argument will be supported with evidence. For example, a thesis on the causes of the Dust Bowl could read:

- A result of both human actions and natural factors, there were three main causes of the Dust Bowl: the loss of the shortgrass prairie, the heavy use of farm machinery, and insufficient rainfall.

A thesis requires solid evidence to support and develop it. Without evidence, a claim is merely an assertion or opinion. Historians can't observe the past directly. They must use evidence; much like a detective tries to solve a crime from the clues left behind. The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs and other sources.

As they engage in research and writing, historians cite the sources from which they gather evidence. They use the results of their research to support or refute arguments made by other historians. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.



The poster shows opposition to women's suffrage. What thesis could be supported by the poster?

Learning Target 4

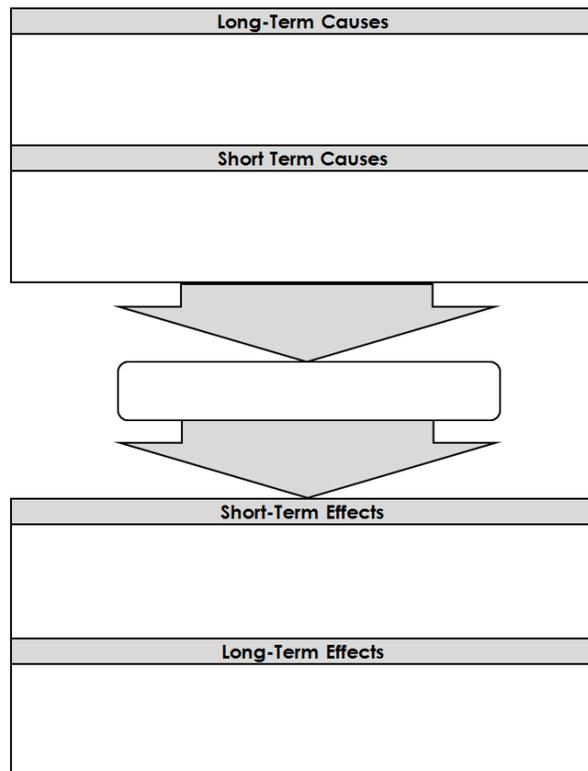
- Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.
- Analyze the relationship between historical events, taking into consideration cause, effect, sequence, and correlation.



When studying a historical event or person in history, historians analyze cause-and-effect relationships. Historical thinking involves the ability to identify, analyze, and evaluate multiple cause-and-effect relationships in a historical context. Historians distinguish between the immediate (short-term) and long-term causes and effects. Causes of events are often referred to as factors or developments that contributed to events.

For example, to understand the impact of the Great Depression, an analysis would include its immediate and long-term causes and effects. An examination of the Great Depression would include the Federal Reserve Board's monetary policies in the late 1920s as a short-term cause and the decline in demand for American farm goods after World War I as a long-term factor contributing to the economic downturn.

Causes and effects can be organized into categories. The most common distinction is to classify causes and effects as social, political, and economic. Social causes and effects involve family, religion, education, culture, and entertainment. Political causes and effects relate to government, laws, rights, and military conflicts. Economic causes and effects refer to economic systems, money, trade, resources, and taxes.



Use a graphic organizer like the one above to take notes on cause-and-effect relationships throughout American History.

Historical analysis also involves an examination of the sequence and correlation of events. How did one event lead to another, and how do they relate to one another? Keep in mind that correlation is different than causation. Two related events may be caused by other outside factors.

Learning Target 5

Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.



The ideas of Enlightenment thinkers and a series of actions and taxes by the British government following the French and Indian War (1754-1763) contributed to discontent in the American colonies. The American colonists wanted to govern themselves. They united in 1776 to issue the Declaration of Independence, announcing their decision to free themselves from Great Britain.

The Declaration of Independence opens with a statement that separating from Great Britain required a defense. That defense begins with an explanation of Enlightenment thinking, particularly natural rights and the social contract. Enlightenment thinkers argued that people create a society by establishing a social contract. The most important part of the social contract is a government's duty to protect the natural rights of the people. If a government did not protect natural rights, the people had a right to overthrow that government and create a new one. Natural rights are those that all people are born with, and therefore government must protect these rights, and cannot take them away.

IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America.

...We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government...

How did the Declaration of Independence reflect the ideas of the Enlightenment?

The Declaration links Enlightenment ideas directly to the events in the American colonies. The document includes a list of grievances (complaints) the colonists have with the King of Great Britain and Parliament as a justification for independence. The grievances refer to a series of events since the French and Indian War which the colonists considered acts of tyranny that took away their natural rights—life, liberty, and the pursuit of happiness.

The Declaration of Independence ends with a clear statement that the political ties between the colonies and Great Britain are ended. Independence is declared as an exercise of social contract thought.

Learning Target 6

Show how the Northwest Ordinance, in providing for government for the Northwest Territory, established a precedent for governing the United States.



In the Treaty of Paris (1783), which formally ended the American Revolution, Britain surrendered the Ohio Country to the United States. As Ohio country settlement advanced, the U.S. Congress recognized a need for governing the Ohio country. The Land Ordinance of 1785 set forth how the government would measure, divide and distribute the land. The Northwest Ordinance of 1787 provided the basis for temporary governance as a territory and eventual entry into the United States as states.

The Northwest Ordinance also set some precedents that influenced how the United States would be governed in later years.

- The Northwest Ordinance established a three-step plan for admitting states from the Northwest Territory (like Ohio) to the United States. New states were to be admitted "into the Congress of the United States, on an equal footing with the original States." This provision was continued in later years and it meant that there would be no colonization of the lands as there had been under Great Britain.
- State governments were to be republican in structure. This provision was repeated in the U.S. Constitution.
- "Schools and the means of education" were to be encouraged. This wording reinforced the provision in the Land Ordinance of 1785 setting aside one section of each township for the support of schools and established a basis for national aid for education.
- Basic rights of citizenship (e.g., religious liberty, right to trial by jury, writ of habeas corpus) were assured. These assurances later included in the Bill of Rights to the U.S. Constitution. The First Amendment protects freedom of religion. Trial by jury is guaranteed in the Sixth Amendment. Habeas corpus, a legal action or writ by which a person can seek relief from unlawful imprisonment, is protected by Article I, Section 9 of the Constitution.
- Slavery was prohibited in the Northwest Territory. Although slavery was protected in many states until the end of the Civil War, this provision was later included in the Constitution as the Thirteenth Amendment.

Learning Target 7

Develop an argument that a particular provision of the Constitution of the United States would help in addressing a problem facing the United States in the 1780s.



Explain a provision of the Constitution in terms of how it reflects Enlightenment thinking.

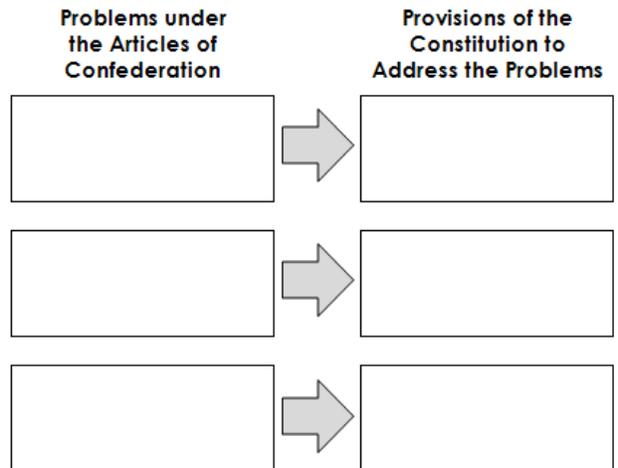
The Articles of Confederation were ratified as the first constitution of the United States. Under the Articles, the national government faced several serious problems. Some problems resulted from the structure of the government itself. These problems included weak provisions for management of national affairs. There was no separate executive branch of government. There was also no separate judicial branch. As a result, the national government had a limited ability to resolve disputes. There were also rigid requirements for passing legislation and amending the Articles.

National issues facing the government included paying the debt from the Revolutionary War, the British refusal to evacuate forts on U.S. soil, the Spanish closure of the Mississippi River to American navigation and state disputes over land and trade. Economic problems in the states led to Shays' Rebellion, protests by American farmers against state debt collections.

The Constitutional Convention of 1787 decided to replace the Articles altogether and create the United States Constitution. The Constitution strengthened the structure of the national government. Separate executive and judicial branches were established. More practical means of passing legislation and amending the Constitution were instituted. The new government would have the ability to

address the issues facing the nation. Powers to levy taxes, raise armies and regulate commerce were given to Congress. The principle of federalism allocated the distribution of powers between the national government and the states.

The Constitution of the United States was drafted using Enlightenment ideas to create a more effective form of government. The Preamble and the creation of a representative government reflect the idea of the social contract. Articles I – III provide for a separation of powers in government. Article I also provides some limited protection of rights.



Use the graphic organizer to show how the U.S. Constitution addressed problems under the Articles.

Learning Target 8

Compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution of the United States, and hypothesize about why the winning argument was more persuasive.



On September 17, 1787, the Constitutional Convention approved the new Constitution of the United States. The Constitution was different in many ways from the Articles of Confederation. The Constitution strengthened the power of the national government. In order for the Constitution to take effect, it had to be ratified by nine states.

Congress directed each state legislature to hold a ratification convention. Proponents and opponents of the Constitution had to persuade the ratifying conventions in the states. The proponents became known as Federalists and the opponents as Anti-Federalists.

The Federalists believed that that the problems of the country in the 1780s resulted from the weaknesses of the national government created by the Articles. For Federalists, a stronger national government was necessary to protect the liberty that the American Revolution had created.

New York was a key state in the ratification process. Federalists prepared a series of essays published in newspapers to convince New York to support the Constitution. These essays have become known as the Federalist Papers. *The Federalist Papers* argued for national

taxation and showed the benefits of a strong national defense through a standing army. Federalists did not think it was necessary to list the rights of citizens. They believed the distribution of powers in government protected citizens' rights.

The Antifederalists were a diverse group of people who opposed ratification of the Constitution. They feared that giving too much power to a national government could lead to tyranny. The Anti-Federalist Papers is a collection of essays against the Constitution. The Anti-Federalist Papers opposed national taxation and the use of a standing army. Thy argued that Constitution granted too power national power versus state power. They also believed the Constitution failed to protect citizens' rights because these rights were listed in a bill of rights.

Federalists	Antifederalists

Use the t-chart to summarize the arguments of the Federalists and Antifederalists on the question of ratification of the Constitution.

Learning Target 9

Cite evidence for historical precedents in the rights incorporated in the Bill of Rights.

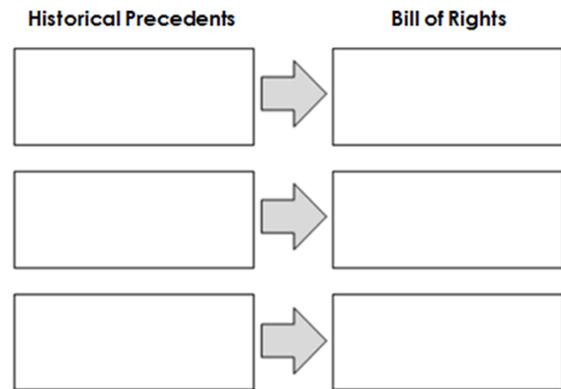


The Bill of Rights draws upon ideas from several sources. These range from the English heritage of the United States to the debates over the ratification of the Constitution.

English sources for the Bill of Rights include the Magna Carta (1215) and the Bill of Rights of 1689. The Magna Carta provided some constitutional protection of rights and granted trial by jury. The English Bill of Rights recognized many rights including the right to habeas corpus and protection against cruel punishments and excessive bail.

Enlightenment ideas about natural rights of life, liberty and property were becoming well-known around the time of the American Revolution. In the 1760s and 1770s, American colonists believed new British policies violated their rights. The Quartering Act of 1765 was seen as taking away property rights. The Massachusetts Government Act limited the colonists' ability to assemble in their town meetings. The Enlightenment ideas and British policies became central points of the Declaration of Independence.

As the American people began to govern themselves, they included individual rights in governing documents. The Virginia Declaration of Rights (1776) included protections for the press, religion and rights of the accused. Other colonies also included individual rights as part of their constitutions. Under the Articles of Confederation, the national government passed the Northwest Ordinance of 1787, which provided for religious liberty, due process, protections for the accused, and property rights.



Use the graphic organizer to match the historical precedents with the provisions of the Bill of Rights.

Individual rights were one of the key issues in the debate over the ratification of the Constitution. Anti-Federalists argued that the original Constitution did not contain sufficient protections for individual rights. As a result, the First Congress added 9 amendments the Constitution to protect individual rights.

Note: You will not be expected to identify specific precedent documents (e.g., Magna Carta). Instead, you will be asked to provide information concerning the precedents set by the documents (e.g., right to life, trial by jury, property, etc.).

For video tutorials, interactive review games, and additional assessment practice for this unit, go to: www.ohiotestprep.com/ah1



Unit 1. Checking for Understanding

1. Historians evaluate the credibility of sources using a number of criteria.

What is one of the criteria that historians consider?

- A. the ease of availability of the source
 - B. the race and gender of the source's author
 - C. the accuracy and internal consistency of the source
 - D. the payment made by the publisher to the source's author
2. Which source would provide the most credible information about the daily life of factory workers during the 1880s?
 - A. a collection of letters written by a farmer
 - B. a journal written by an employee at a factory
 - C. a novel written to encourage factory regulation
 - D. a pamphlet written by a group opposing unions

3. In 1816, Thomas Jefferson wrote:

I am certainly not an advocate for frequent and untried changes in laws and constitutions... But I know also that laws and institutions...must advance...and keep pace with the times.

- *Letter to Samuel Kercheval, July 12, 1816*

Which thesis about Jefferson's beliefs does the statement above support?

1. Laws must change as society changes.
2. Laws and constitutions have little permanent value.
3. People have limited ability to govern themselves wisely.
4. The right of individuals must be balanced against the common good.

4. Federalists and Anti-Federalists debated issues and concerns related to the proposed Constitution. Select the boxes to identify each argument as a Federalist position or Anti-Federalist position.

Select the boxes to identify each argument as a Federalist position or Anti-Federalist position.

	Federalist	Anti-Federalist
The rights of citizens should be listed in the Constitution.		
The use of a standing army threatens the liberty of citizens.		
The protection of national interests requires a standing army.		
The rights of citizens are inherent and do not need to be defined.		
The national government holds too much power compared to individual states.		

5. The U.S. Bill of Rights was influenced by several historic precedents. Two of these precedents directly contributed to the rights of the accused.

Move these two precedents into the chart.

- You do not need to use all the precedents shown.

Rights of the Accused

Due process of law (from the Northwest Ordinance)	Freedom of the press (from the Virginia Declaration of Rights)
Protection from excessive bail (from the English Bill of Rights of 1689)	Social contract (from Enlightenment writings)

Unit 2. Industrialization and Progressivism (1877-1920)

Learning Target 10

Analyze how the rise of corporations, heavy industry, mechanized farming, and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.



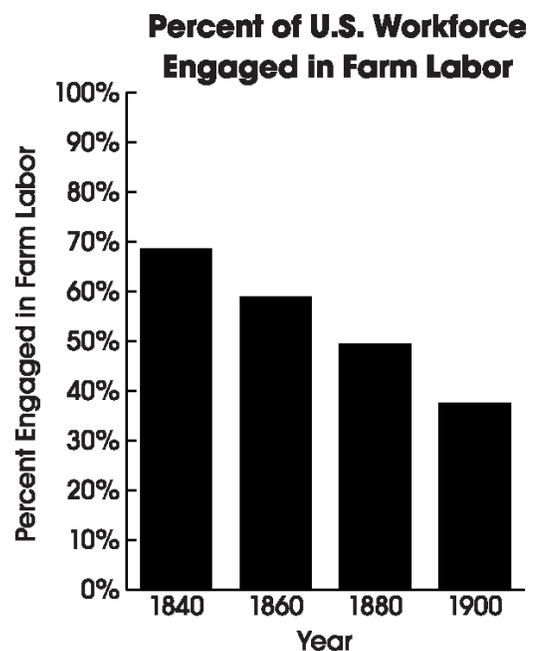
The Industrial Revolution refers to the shift from hand-made to machine-made products. The first Industrial Revolution in the United States took place in the early to mid-1800s. It changed the means of production through improvements in technology, use of new power resources, and the use of interchangeable parts.

The Industrial Revolution was interrupted by the Civil War in the 1860s, but reemerged with new strength in the decades that followed. Ignited by post-Civil War demand and fueled by technological advancements, the second Industrial Revolution began in the United States during the late 1800s.

Industrialization in the United States in the late 19th and early 20th centuries was characterized by the rise of corporations and heavy industry, which transformed the American economy. It marked a shift from a predominance of agricultural workers to a predominance of factory workers. It also marked a shift from rural living to urban living. As more people moved from farms to cities to find jobs in factories, working and living conditions worsened.

Technological improvements also helped modernize agriculture. The McCormick reaper, the thresher, and the steel plow allowed farmers to increase crop production. Mechanized farming transformed the American economy. Production was made more efficient as machines reduced the amount of human labor needed on farms.

New technologies such as the mechanized assembly line and electric motors made factory production more efficient and allowed for larger industrial plants. Some of the technological innovations that transformed the American economy in the late 19th and early 20th centuries include: the telephone, phonograph, incandescent light bulb, washing machine, skyscraper, automobile, and airplane.



What effect of industrialization is shown on the bar graph above?

Learning Target 11

Explain the major social and economic effects of industrialization and the influence of the growth of organized labor following Reconstruction in the United States.



The rise of industrialization in the United States in the late 19th and early 20th centuries increased the demand for workers. With this demand, immigrants came from other countries and Americans migrated from other parts of the United States to take jobs in industrial centers in cities.

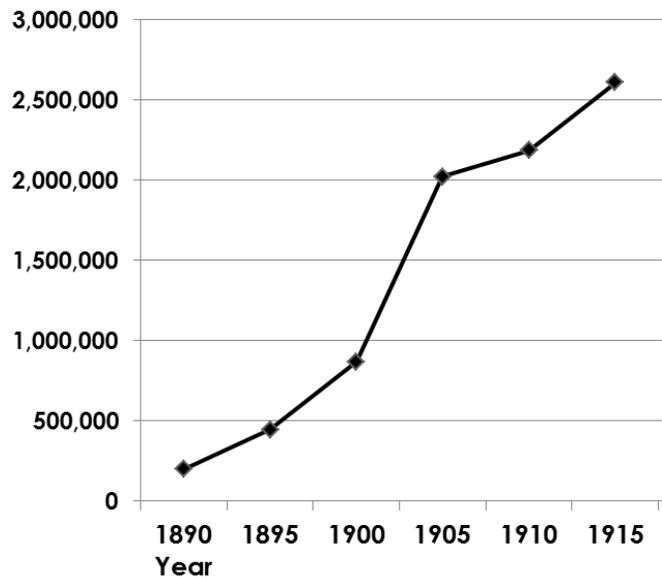
In the late 1800s, the U.S. government followed a laissez-faire (hand-off) approach to economics. Wages and working conditions were not regulated. Men, women, and children worked long hours for low pay in dangerous conditions.

As a result of the changing nature of work, some members of the working class formed labor organizations to protect their rights. They sought to address issues such as working conditions, wages and terms of employment. They demanded increased workplace safety, shorter hours, higher wages, and child labor laws. Labor organizations used collective bargaining and strikes as means of achieving their goals.

The American Federation of Labor was founded in 1886 as an association of trade unions. The United Mine Workers of America was established in 1890, calling for mine workers to receive a fair share of the wealth they created. The American Railway Union was founded in 1893 with the goal of uniting all railway workers, regardless of the type of job.

Labor organizations also grew due to the violence toward supporters of organized labor. These events included the Great Railroad Strike (1877), the Haymarket Riot (1886), Homestead Strike (1892), and the Pullman Strike (1894).

Union Membership in the U.S.



What factors contributed to the trend shown on the line graph above?

Learning Target 12

Analyze and evaluate how immigration, internal migration and urbanization transformed American life.



As the United States became an industrial leader around the turn of the 20th century, it needed workers to fill jobs in factories. Mass immigration at this time filled the demand for labor. This new wave of immigration also made the U.S. more diverse and transformed American life by diffusing new traits into the American culture and impacting the growth of cities.

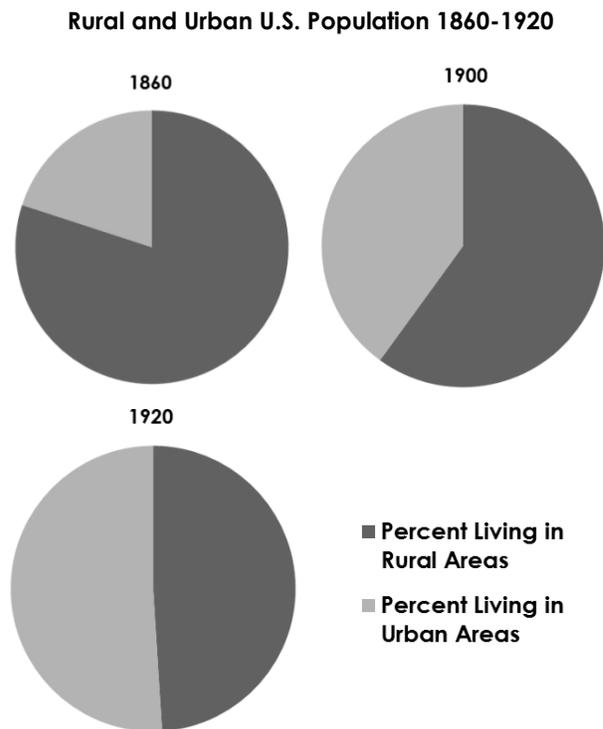
Many people left small towns and rural areas for the cities seeking greater job opportunities. A large number of people moving to cities around the turn of the 20th century were African Americans. The Great Migration marked the mass movement of African Americans who fled the rural South for the urban North. They sought to escape prejudice and discrimination and secure better paying jobs. They helped transform northern cities economically (e.g. as workers and consumers) and culturally (e.g., art, music, literature).

Urbanization dramatically changed the physical nature of cities. Central cities focused on industry and business. Buildings became taller and tenement buildings provided housing for working families. Cities obtained additional land as they expanded outward.

Most cities were not prepared for rapid growth and quickly became overcrowded. In addition to poor living conditions, overcrowding of cities led to increased crime with the development of gangs.

Improvements in transportation (e.g., trolleys, automobiles) aided the development of suburbs. A growing middle class could easily commute between residential areas and the central cities for business and recreation.

The demand for resources and land in the West changed the life of the American Indians. Through a series of treaties and government actions, they continued to be displaced from their ancestral lands.



What were the causes and effects of the pattern shown in the circle graphs above?

Learning Target 13

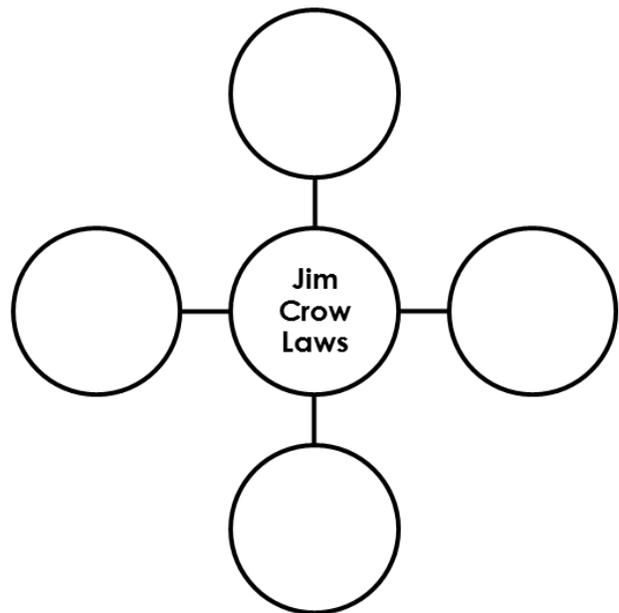
Describe institutionalized racist practices in post-Reconstruction America.



Following the Civil War, Reconstruction took place in part with the passage of the 13th, 14th and 15th Amendments to the U.S. Constitution. These amendments ended slavery and attempted to protect the rights of freedmen. Reconstruction had a particular impact on the Southern states, as they were required to implement a series of actions before being readmitted to the Union. Federal authority was affirmed, as most Southern states had to complete these actions under Military Reconstruction.

The removal of federal troops from the South came with the end of Reconstruction in 1877. Southern Democrats resented the Republican governments imposed on the South and restored Democrats to power as Military Reconstruction came to an end. With the "redemption" of the South, many reforms enacted by Reconstruction governments were repealed.

Racial discrimination was institutionalized with the passage of Jim Crow laws. Under Jim Crow, African Americans were treated second-class citizens. These state laws and local ordinances included provisions to require racial segregation in schools, buses, trains, restaurants, etc. "Whites Only" and "Colored" signs were reminders of the enforced racial segregation. Laws also prohibited interracial relationships.



Use the graphic organizer to identify institutionalized racist policies under Jim Crow.

The Fifteenth Amendment to the U.S. Constitution provided the right to vote to all men, including freed slaves, in every state. However, many Southern states wrote constitutions to disenfranchise, or take the voting rights away from, African Americans. Poll taxes, literacy tests, and grandfather clauses were all used to limit ballot access for African Americans.

Those who were against racial discrimination challenged institutionalized racism through the courts. However, the U.S. Supreme Court affirmed segregation in the *Plessy v. Ferguson* decision, ruling the separate but equal facilities were constitutional.

The rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans. The Klan burned churches and schools, drove people out of their homes, and were responsible for thousands of deaths.

Learning Target 14

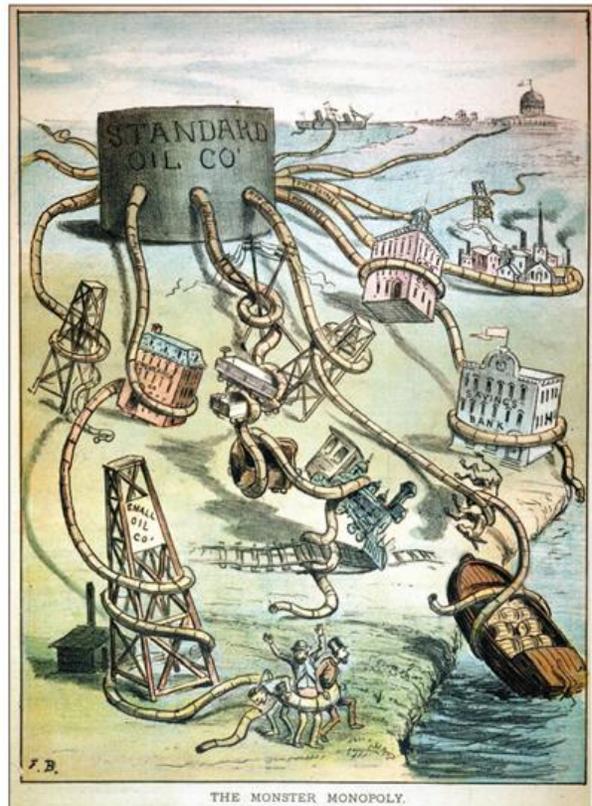
- Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization and political corruption.**



Industrial capitalism, urbanization and political corruption contributed to many of the problems in American society in the late 19th and early 20th centuries. Organized movements, such as the Farmers' Alliances and the Populist Party were reactions to the effects of industrialization and created a reform agenda which contributed to the rise of Progressivism.

Journalists, called muckrakers, exposed political corruption, corporate and industrial practices, social injustice and life in urban America. Ida Tarbell wrote about corrupt business practices of the Standard Oil Company. In his book *The Jungle*, Upton Sinclair exposed unsanitary conditions in the meatpacking industry.

Progressives introduced reforms to address the ills of industrial capitalism. Their efforts led to anti-trust law suits (e.g., Northern Securities Company), antitrust legislation (Clayton Antitrust Act), railroad regulation (Hepburn Act), and consumer protection legislation (e.g., Pure Food and Drug Act, Meat Inspection Act). Conservation reforms included the creation of the U.S. Forest Service, the National Park Service and the passage of the Newlands Act. The Federal Reserve Act was passed to control the nation's money supply and regulate the banking system.



The Granger Collection, New York

What problem of industrial capitalism is reflected in the cartoon above? How did Progressives work to change this problem?

Large cities were also sites for progressive reform. Some city administrations introduced public ownership of utilities such as gas and electrical utilities. Public transit systems were established. Tax codes and zoning codes were updated and standards for housing and sanitation were instituted in several cities.

Progressives fought political corruption and introduced reforms to make the political process more democratic. These reforms included initiative, referendum, recall, secret ballot, new types of municipal government, civil service reform, and primary elections.

For video tutorials, interactive review games, and additional assessment practice for this unit, go to: www.ohiotestprep.com/ah2



Unit 2. Checking for Understanding

1. In the late 1800s and early 1900s, many changes occurred in U.S. agriculture as a result of industrialization.

Which is one way industrialization affected agriculture?

- A. It delayed the transportation of crops to market.
 - B. It decreased opportunities to grow a variety of crops.
 - C. It reduced the amount of labor needed to grow crops.
 - D. It decreased the amount of land available for cultivation.
2. Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.
 - Identify two working conditions that labor unions opposed.
 - Then, for each working condition, identify a demand made by labor unions to change the working condition.

3. As a result of the changing nature of work during the time period following the Civil War, some members of the working class formed unions to address work-related issues.
 - A. Identify the problems that represent the common labor movement demands during this period by moving them into the blank boxes below.
 - B. Then, identify the solutions that unions advocated to address each problem by moving the correct solutions into the blank boxes. Be sure to move the solution next the problem that it addresses.
 - You do not need to use all the problems and solutions.

Problems:	Solutions to Problems:
<div style="border: 1px dashed black; width: 150px; height: 60px; margin: 0 auto;"></div>	<div style="border: 1px dashed black; width: 150px; height: 60px; margin: 0 auto;"></div>
<div style="border: 1px dashed black; width: 150px; height: 60px; margin: 0 auto;"></div>	<div style="border: 1px dashed black; width: 150px; height: 60px; margin: 0 auto;"></div>
<div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin: 0 auto;"> Food is dangerous to eat and makes people sick </div>	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin: 0 auto;"> Pass legislation to require food inspection </div>
<div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin: 0 auto;"> Wages are too low to make a living </div>	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin: 0 auto;"> Limit work day to 8 hours </div>
<div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin: 0 auto;"> Working long hours causes exhaustion and accidents </div>	<div style="border: 1px solid black; padding: 5px; width: 150px; height: 60px; margin: 0 auto;"> Set a minimum wage </div>

4. Rapid industrialization in the United States in the late 1800s led to significant changes in business organizations. Justice Barrett of the Supreme Court of New York described the impact of one of these powerful new companies in the sugar industry.

It can close every refinery at will,...artificially limit the production of refined sugar, (and) enhance the price....at the public expense...

How did reformers propose that Congress respond to this type of powerful new business?

- A. by regulating child labor
 - B. by organizing labor unions
 - C. by passing antitrust laws
 - D. by adopting free market policies
5. Identify one reform that Progressives introduced to combat the problems associated with industrialized capitalism.

6. During the 1800s, the U.S. government forced American Indians to live on reservations.

Identify two specific ways that this discrimination affected American Indians.

7. How did the removal of federal troops after Reconstruction change the South?
- A. It permitted Radical Republicans to gain increased influence in state governments.
 - B. It allowed racial discrimination to be institutionalized with the passage of Jim Crow Laws.
 - C. It had little effect on southern states because Reconstruction had been generally successful.
 - D. It ensured that African Americans would continue to vote and have a say in local and state governments.
8. Select all of the factors that enabled racism to become institutionalized in the United States following the end of the Reconstruction period.
- Federal troops were removed from southern states.
 - The Republican Party regained control of state governments in the South.
 - The Federal government banned the application of grandfather clauses to new laws.
 - The Supreme Court affirmed the principle of "separate but equal" in *Plessy v. Ferguson*.
 - Southern state governments repealed laws that limited African-Americans' ability to vote.

Unit 3. Foreign Affairs: Imperialism to Post-World War I (1898-1930)

Learning Target 15

- Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.



The 1890 U.S. Census led many Americans to conclude that there was no longer a frontier line in the West. With the closing of the western frontier, Americans developed positive attitudes toward foreign expansion.

The primary factors that led to American imperial expansion were global competition for markets and prestige, an expanded navy, and a sense of cultural superiority. The growth of industrialization demanded more natural resources (raw materials) and new markets for products. An expanded naval fleet and overseas ports were also believed to be essential to economic prosperity and security of the nation. The belief in "manifest destiny," first used to defend westward expansion, was now used to argue that the U.S. had a right and duty to extend its influence and civilization in the Western Hemisphere and across the Pacific.



What factors contributed to the development shown in the cartoon above?

The United States engaged in a series of overseas actions which contributed to its increasing status as a global power. In 1898, the U.S. annexed Hawaii. American sugar planters wanted to annex Hawaii to eliminate tariffs. Control of Hawaii was also important strategically to serve as a mid-Pacific naval base.

U.S. support for Cuban independence and protection of U.S. commerce and trade led to war with Spain in 1898. The Spanish-American War ended Spain's empire in the Western Hemisphere. U.S. victory in the war produced a peace treaty that required the Spanish to give up claims on Cuba, and to hand over control of Guam, Puerto Rico, and the Philippines to the U.S.

In 1917, the U.S. entered World War I on the side of the Allies. With its entry into war, the United States mobilized a large army and navy to help the Allies achieve victory. After the war, European countries were forced to concentrate their resources on rebuilding their countries. However, the United States enjoyed a brief period of economic prosperity and was able to assert authority as a world power.

Learning Target 16

Explain why and how the United States moved to a policy of isolationism following World War I.



After World War I, the United States emerged as a world leader and pursued efforts to maintain peace in the world.

President Wilson's efforts partially helped shape the Treaty of Versailles. As part of his Fourteen Points, Wilson proposed the League of Nations as a means of ensuring world peace. However, many who opposed joining the League argued that the United States would lose its independence. Debate over the League and the desire to avoid foreign entanglements led to its defeat in the Senate. The United States did not to join the League of Nations.

Desires to avoid another major war led to treaties addressing arms limitation and territorial expansion. In the Four-Power Treaty, the United States, France, Britain, and Japan agreed to consult with each other in the event of a crisis in East Asia before taking action. Great Britain, the United States, Japan, France, and Italy signed the Five Powers Treaty, agreeing to limits on naval tonnage and restrictions on building ships and bases. The Nine-Power Treaty promised that each of the parties—the United States, Britain, Japan, France, Italy, Belgium, the Netherlands, Portugal and China—would respect the territorial integrity of China.



THEY WON'T DOVETAIL
—Bronstrup in *San Francisco Chronicle*.

Why did the U.S. Senate reject the League of Nations? How did this reflect a movement toward isolationism?

In 1928, the United States signed the Kellogg-Briand Pact. The pact outlawed war as "an instrument of national policy." In taking a leading role in these later treaties, the United States sought to limit its involvement in international affairs.

Note: you will not be asked to provide specific treaty names and/or details. You are expected to understand the concept of a treaty if presented with a name and specific details.

For video tutorials, interactive review games, and additional assessment practice for this unit, go to: www.ohiotestprep.com/ah3



Unit 3. Checking for Understanding

1. In the late 1800s, the United States began to assert itself politically and militarily beyond North America. For example, the United States took over the independent kingdom of Hawaii and fought a war against Spain in the Caribbean and Pacific Ocean.

Identify two reasons the United States participated in the expansionist policies such as these.

2. What foreign policy did the United States pursue after its involvement in World War I?
 - A. The United States limited its involvement in international affairs.
 - B. The United States led the League of Nations to promote peace.
 - C. The United States paid for the rebuilding of Great Britain and France.
 - D. The United States seized territories from its European rivals to build its empire.

3. After World War I, the United States signed treaties with other nations in an attempt to prevent future wars.
- A. Move the phrases that describe how these actions attempted to prevent future wars into the blank boxes in part A.
 - B. Move the policy of the United States that was reflected by these actions into the blank box in part B.
- You do not need to use all the phrase or policies.

Post-World War I Treaties

A. Ways these actions attempted to prevent war:

[] []

B. U.S. policy that these actions reflect:

[]

Limit of naval arms	Limit territorial expansion
Stop the spread of Nazism	Bick Stick Diplomacy
Containment Policy	Isolationist Policy

Unit 4. Prosperity, Depression and the New Deal (1919-1941)

Learning Target 17

Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

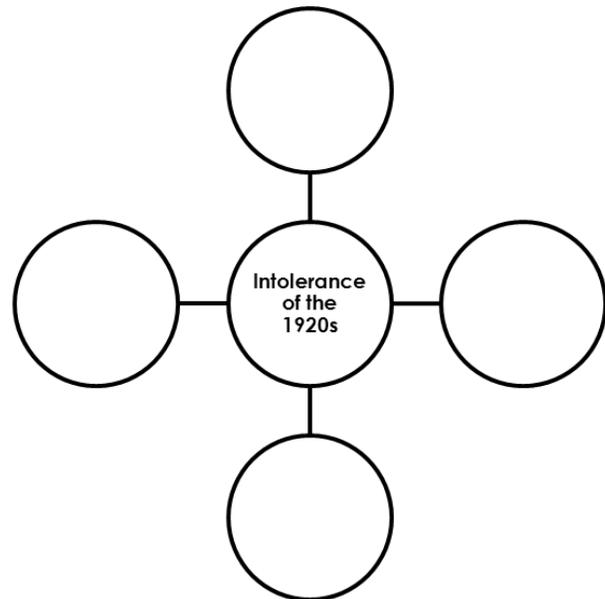


Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

The Great Migration refers to the mass movement of African Americans from the South to the North in the first half of the 20th century. They sought to escape prejudice and discrimination and secure better paying jobs. The Great Migration to northern cities increased racial tensions there and led to a series of urban race riots in about 25 cities in 1919. The riots became known as "Red Summer" (meaning "bloody"). In Chicago, 15 whites and 23 African Americans died, hundreds more were injured, and about 1,000 black families were left homeless from arson.

Lynchings and the enforcement of Jim Crow legislation continued in the South during the post-war era. Lynching refers to the practice of executing people by mob action. Lynching was an act of terror meant to spread fear among African Americans.

Racial intolerance was also seen in the revival of the Ku Klux Klan across the United States. The Second Ku Klux Klan use terror tactics to intimidate many groups including African Americans, Roman Catholics, Jews, and immigrants.



Use the graphic organizer to give examples of how intolerance led to social unrest.

An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas.

The success of the communist Bolshevik Revolution in Russia, labor strikes in the U.S., and a series of bombs sent to public and business officials in the U.S. stirred fears of revolution among Americans. The Red Scare of 1919-1920 was a reaction to these perceived threats. The Palmer Raids led to the imprisonment and deportation of many foreign-born residents perceived as radicals.

Learning Target 18

Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry resulted in social and cultural changes and tensions.



Following World War I, the United States experienced a period of successful advances in industry and an economic boom that improved the standard of living for many Americans. Standard of living refers to the level of wealth, comfort, material goods and necessities available.

Technological innovations in communication in this period included the first commercial radio broadcasts in 1922 and talking motion pictures in 1926. As printing became less expensive, newspaper and magazine prices were lowered. This led to wider circulation of newspapers and magazines. These innovations influenced the development of a popular culture and mass advertising.

Advances in transportation during this era include the Model A Ford and the airplane. The Model A replaced Ford's long-running Model T in 1927. The first airplane took flight in 1903, but flying was not commonplace until after 1925. In that year, Congress passed the Air Mail Act and the Air Commerce Act which facilitated the growth of airlines.

In industry, mass production techniques continued to make factory production more efficient. These developments also contributed to an improved standard of living.

These innovations brought change. But some changes challenged traditional social customs and created tensions. Automobile ownership contributed to the growth of suburbs, as people could now live outside of central cities and commute to work. Automobiles also led the creation of new businesses, such as motels and gas stations, and led to the expansion of related production factories such as rubber, plate glass, petroleum, and steel. New surfaced roads were constructed to accommodate increased traffic.

But use of the automobile also challenged traditional family values and tried the patience of travelers. Young people used the car to exercise freedom from parental rules. Increased numbers of commuters had to face the problems of traffic congestion.



A Ford Motor Company ad from 1930. What changes resulting from widespread automobile ownership are shown above?

Learning Target 19

Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.



During the 1920s, Harlem became the center of African-American culture, attracting African-American intellectuals and artists from across the U.S. and the Caribbean. The Harlem Renaissance was a celebration of African American culture and contributed to social change. The term *renaissance* means "rebirth." The themes of African-American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz music flourished during the Harlem Renaissance and became an established American music genre.

During the 1910s and 1920s, the African-American population of major cities in the North and Midwest increased dramatically. The large numbers of African Americans moving to northern cities during the Great Migration increased competition for jobs, housing, and public services. Access to housing became a major source of tension between African Americans and whites during this period. Many cities adopted residential segregation ordinances to keep African Americans out of predominantly white neighborhoods.

During World War I, many supporters of women's suffrage argued that granting women the right to vote would prove that the allies were fighting for democracy. The women's suffrage movement saw the achievement of its goal with the passage of the 19th Amendment in 1920. The change brought more women into the political process, eventually including women running for public office.



What changes resulted from the women's suffrage campaign?

Led by the Anti-Saloon League and Women's Christian Temperance Union, the movement to prohibit alcohol resulted in the ratification of the 18th amendment. The 18th Amendment banned the production, transport and sale (but not the private possession or consumption) of alcohol. Prohibition had mixed results. Establishments that openly sold liquor closed their doors. However, enforcing the law proved almost impossible, and smuggling and bootlegging were widespread. It led to speakeasies and increased organized crime. Prohibition also lacked popular support. It further divided the nation along secularist/ fundamentalist, rural/urban, and modern/traditional lines. Prohibition was repealed with the 21st Amendment in 1933.

Learning Target 20

- Describe how the federal government's monetary policies, stock market speculation and increasing consumer debt led to the Great Depression.
- Explain how the efforts to combat the Great Depression led to an expanded role for the federal government.



The economic boom of the Roaring Twenties was followed by an economic bust in the 1930s. This period of severe economic decline was called the Great Depression. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt.

The excessive amount of lending by banks was one of several factors leading to the Great Depression in the United States. This led to stock market speculation and use of credit. The Federal Reserve attempted to control these practices by constricting (limiting) the money supply. This made economic conditions worse because it was harder for people to repay debts and for businesses, including banks, to continue operations.

Another factor leading to the Depression was stock market speculation. Many investors were buying on margin with the hope of making huge profits. In buying on margin, individuals took out loans for as much as 90 percent of the stock price. This became problematic when stock prices fell, and banks could not recoup their loans. The collapse of the stock market in 1929 led many to lose their investments and fortunes.

In the 1920s, more goods were being produced than most people could afford to buy. As a result, factories closed, workers lost needed income, and consumer debt increased.



How did programs like the NRA expand the role of the federal government?

In 1932, Franklin D. Roosevelt was elected President. His plan for addressing the problems of the Great Depression was called the New Deal. The role of the federal government was greatly expanded with the New Deal. The National Recovery Administration (NRA) was designed to help the economy recover by supervising fair trade codes and guaranteeing laborers a right to collective bargaining. The Works Progress Administration (WPA) and Civilization Conservation Corps provided relief to the unemployed by creating jobs. Other programs introduced reforms for the protection of the elderly, farmers, investors, and laborers.

For video tutorials, interactive review games, and additional assessment practice for this unit, go to: www.ohiotestprep.com/ah4



Unit 4. Checking for Understanding

1. Following World War I, large U.S. cities experienced increased competition for jobs and housing.

Which development was a significant result of this pattern of urban changes?

- A. New Deal legislation to create jobs and stimulate the economy
- B. a population shift to rural areas for increased job opportunities
- C. race riots fueled by intolerance and continuing African-American migrations
- D. the banning of women in the workplace so that they could focus on the home

2. Between 1919 and 1941, anti-immigrant sentiments had a significant impact on social trends in the United States.

Identify the general trends during this period that were related to these anti-immigrant sentiments.

General Trends

Foreign-born workforce increased

Nativism became widespread

Immigration quotas were enacted

Religious tolerance increased

Many immigrants were accepted as citizens

Immigrants were targeted by the Ku Klux Klan

3. During the 1920s, several movements contributed to social change.

Identify the movement that primarily contributed to each social change shown.

Move each movement into the correct blank box.

Movements	Social Change
[]	Enhanced participation in the political process
[]	Divided the nation along secularist/fundamentalist lines
[]	Increased competition for housing and jobs

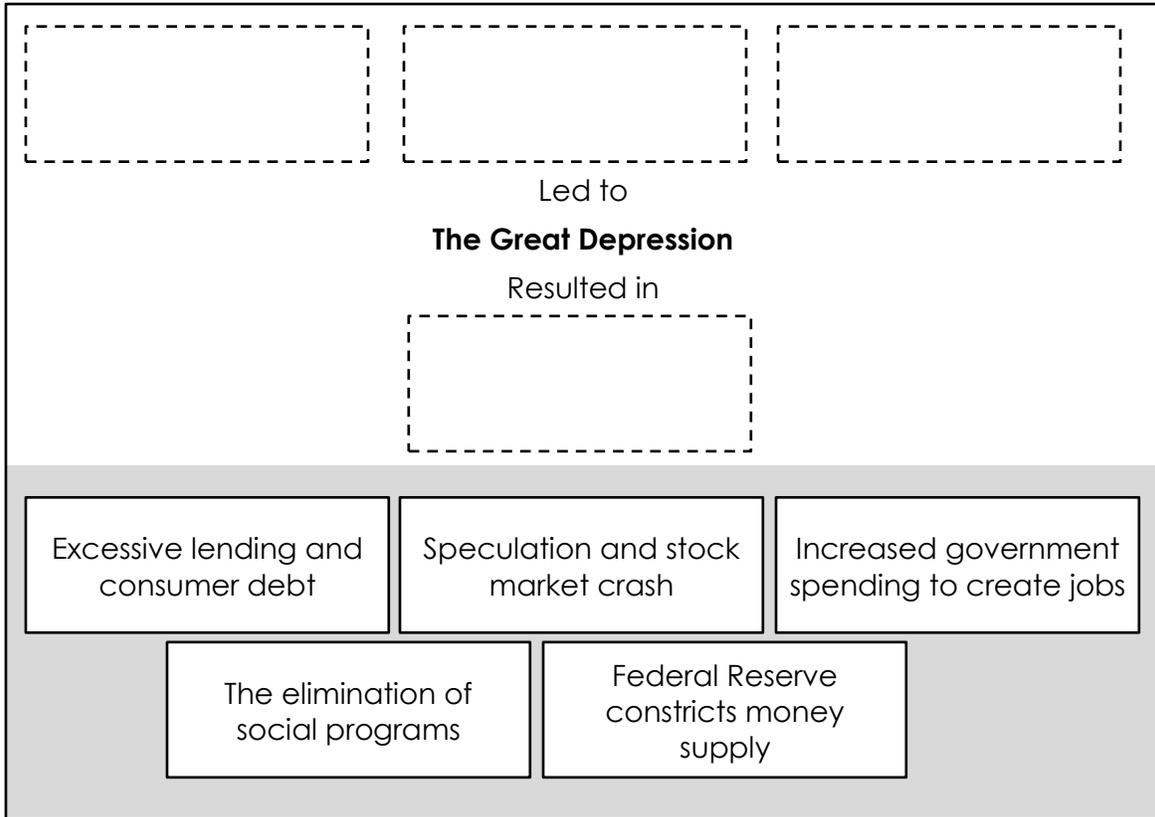
Movements	
The Great Migration	Prohibition
Women's Suffrage	

4. The Great Depression was caused by several key factors, resulting in a dramatic change in American society.

Identify the factors that led to the Great Depression. Then identify the resulting action that was taken to address the negative conditions of the Great Depression.

Move the labels into the correct blank boxes on the chart.

- You do not need to use all of the labels.



Unit 5. From Isolation to World War II (1930-1945)

Learning Target 21

- Analyze the reasons for American isolationist sentiment in the interwar period.



During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of World War II.

Following World War I, the United States was reluctant to become entangled in overseas conflicts that would lead to another war. The U.S. previously had used the Monroe Doctrine and the Roosevelt Corollary to justify intervention into Latin American affairs. However, the U.S. retreated from these policies during the 1930s with the Good Neighbor Policy. Under this policy, the U.S. emphasized cooperation and trade rather than military force to maintain stability in the Western Hemisphere.

By the mid-1930s, signs in Europe and Asia pointed to a new world war. The U.S. passed laws asserting U.S. neutrality to prevent the country from being entangled in a foreign war. The Neutrality Acts of 1935 and 1937 banned export and transportation of arms to nations at war. The Neutrality Acts were attempts to isolate the country from the problems erupting in Asia and Europe.

The U.S. tried to maintain its isolationist approach when war broke out in Europe. But the U.S. aided countries fighting against fascist aggression. The U.S. introduced the "cash and carry" policy, negotiated the destroyer-for-bases deal and enacted Lend-Lease, all of which supported Britain and France in their fight against the Axis powers. The U.S. also helped write the Atlantic Charter in 1941, a document that established goals for the post-war world.

The expansionist policies of Japan and the bombing of Pearl Harbor ended U.S. isolationist policies. The U.S. declared war on Japan on December 8, 1941, one day after Japan bombed the U.S. naval base at Pearl Harbor, Hawaii.



SOURCE: Library of Congress

How does this cartoon reflect the reasons for isolationist sentiment in the 1930s?

Learning Target 22

Identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.



The United States' mobilization of its economic and military resources during World War II brought significant changes to American society. Mobilization is the act of assembling and making both soldiers and supplies ready for war.

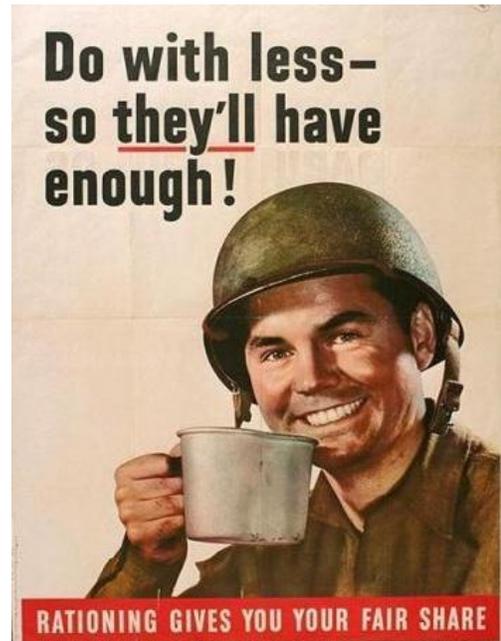
The mobilization of the United States to a wartime economy during World War II was massive. The federal government reorganized factories, converting them from producing consumer goods and services to making materials to support the war effort.

As factories shifted to making war materials, consumer goods were in short supply. The federal government needed to control supply and demand. A rationing program was established to regulate the amount of commodities that consumers could purchase. Rationing affected the purchase of food, clothing, shoes, gasoline, tires and gasoline. Americans received coupon books that allowed the purchase of the rationed items. Regulations were also imposed on some wages and prices.

Mobilization had major effects on the lives of Americans. A peacetime draft was instituted in 1940 to supplement military enlistments. Every man between the ages of 21 and 35 was required to register.

Scrap drives were conducted to reuse materials for the production of war goods. Citizens also raised victory gardens to supplement food supplies and purchased war bonds to help fund the war. Some labor unions signed no-strike pledges, so that production of war goods would continue.

Job opportunities in the civilian workforce and in the military opened for women and minorities. Women went to work in factories that had previously been open only to men. They also worked in support units in the military. African Americans organized to end discrimination and segregation so that they could contribute to the war effort. More than a million African Americans served in the U.S. military during the war. Although Japanese Americans were interned in relocation camps by the U.S. government, many enlisted in the armed services.



*What mobilization action is shown above?
What other forms of mobilization did the U.S. take to support the war?*

For video tutorials, interactive review games, and additional assessment practice for this unit, go to: www.ohiotestprep.com/ah5



Unit 5. Checking for Understanding

1. Which policy below reflects the isolationist sentiment in the United States prior to entering World War II?
 - A. using the Monroe Doctrine and Roosevelt Corollary to justify intervention in Latin America
 - B. banning arms sales to nations at war in the Neutrality Acts
 - C. aiding countries that fought fascist aggression through cash and carry policies
 - D. exchanging American destroyers for British naval and air bases

2. During World War II, the U.S. government created a system to ration the distribution of certain resources such as petroleum.

How did this new system of regulation affect the distribution of resources in the United States?

- A. It granted more privileges to wealthy business owners.
 - B. It provided more goods and services to the working class.
 - C. It limited the number of goods and services individuals could purchase.
 - D. It supplied members of the upper class better quality goods.
3. Explain two ways wartime mobilization impacted the domestic lives of citizens in the United States during World War II.

Unit 6. The Cold War (1945-1991)

Learning Target 23

Summarize how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.

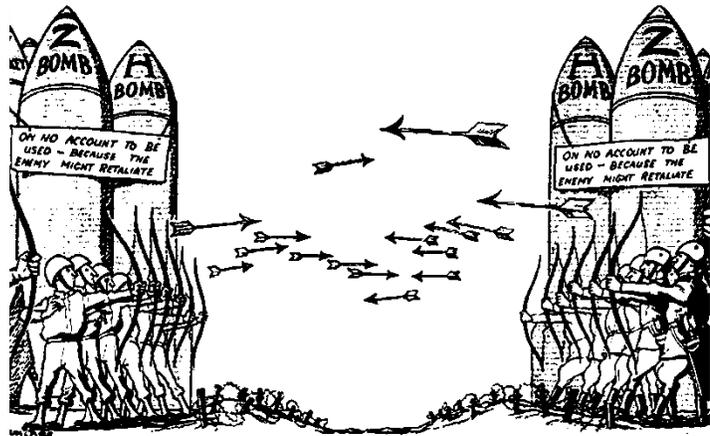


Following World War II, the United States and the Union of Soviet Socialist Republics (Soviet Union) emerged as the two strongest powers in world affairs. The U.S. and Soviet Union had opposing political and economic ideologies. The U.S. was democratic and capitalist. The Soviet Union was communist. From 1945-1991, the two nations challenged one another in a series of confrontations known as the Cold War.

During World War II, the U.S. began a secret program, known as the Manhattan Project, to develop atomic weapons. The first atomic bomb was dropped on Hiroshima, Japan on August 6, 1945. This was followed by the dropping of the second atomic bomb on Nagasaki on August 9. The dropping of atomic bombs on Japan led to the rapid end of World War II in the Pacific. (The War in Europe had already ended in May.)

The use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. The dropping of the atomic bombs in Japan is considered the beginning of the nuclear age. The use of these bombs introduced a new type of weapon capable of mass destruction.

For four years following World War II, the United States was the only country in possession of atomic bombs. This contributed to its status as a global superpower. The threat of using this weapon was seen as a deterrent against the ambitions of the Soviet Union.



How does this political cartoon reflect the changing nature of war that resulted from the nuclear arms race?

The testing and explosion of the atomic bomb by the Soviets in 1949 established the Soviet Union as a second global superpower. In 1952, the U.S. tested its first hydrogen bomb. Three months later, the Soviet Union tested its first thermonuclear bomb, and by using lithium, they made a bigger bomb small enough to fit into a plane. This nuclear arms race continued for decades and threatened world peace.

Learning Target 24

Analyze the policy of containment the United States followed during the Cold War in response to the spread of communism.

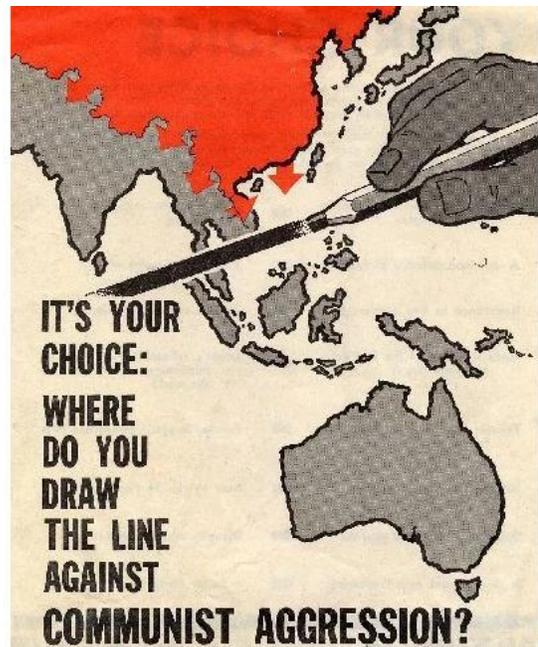


The United States followed a policy of containment during the Cold War in response to the spread of communism. The policy of containment began in the late 1940s to stop the spread of communism in Europe and Asia. It became U.S. policy for decades.

Following World War II, most of the Eastern Europe countries had communist governments and were under Soviet control. In 1949, the Chinese Revolution established a communist government in China.

In Europe, the Marshall Plan and the North Atlantic Treaty Organization (NATO) were efforts to contain communism. The Marshall Plan was a program that provided \$13 billion in U.S. aid to help rebuild Western European economies after the end of World War II. By creating strong economies and stable democracies in Western Europe, the U.S. was assured of allies against the Soviet Union. NATO was created in 1949 by the United States, Canada, and Western European countries to provide collective security against the Soviet Union.

In Asia, the policy of containment was the basis for U.S. involvement in the Korean and Vietnam wars. The Korean War started as a civil war between North and South Korea. The war quickly became international when the United Nations (led by the U.S.) joined to support South Korea and communist China entered on the side of North Korea. In Vietnam, North Vietnam wanted to unify the entire country under a single communist government. The government of South Vietnam, however, was more closely allied with the U.S. The U.S. sent military advisers and combat units to support South Vietnam. The Soviet Union and China sent weapons, supplies, and advisers to support North Vietnam.



What U.S. actions resulted from its policy of containment?

Note: discussion of the Korean and Vietnam wars in test questions will be limited to use only within the context of containment policies. Questions will not address specifics related to the conduct of the wars. The Chinese Revolution will only be referenced in order to denote China as a country that became communist during this time period.

Learning Target 25

- Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.



The phrase "Red Scare" is used to describe periods of intense anti-communism in the U.S. (Communists were called Reds.) The First Red Scare occurred as a result of the Russian Revolution in 1917 and continued into the early 1920s. The Second Red Scare occurred during the Cold War. The Second Red Scare and McCarthyism reflected Cold War fears in American society.

As a result of the spread of communism to Eastern Europe and China and the Korean War, many Americans were concerned about the worldwide spread of communism and communist infiltration in the U.S. The Second Red Scare focused attention on the media, labor unions, universities and other organizations as targets of communist subversion.

Like the first Red Scare following World War I, civil liberties were again denied during the Second Red Scare. The investigations of the House Un-American Activities Committee (HUAC) led employers to blacklist suspected communists. One area HUAC investigated was the Hollywood movie industry. Many Hollywood actors and writers were accused of disloyalty to the U.S. and being sympathetic to communism. HUAC believed the Soviet Union should be portrayed as the enemy in films.



How did HUAC justify violations of Americans' civil liberties?

Senator Joseph McCarthy was one of the main anticommunist crusaders in the U.S. He played on fears of subversion with his charges of communists infiltrating the U.S. government. Most of McCarthy's accusations were unfounded, but the reputations and careers of many were ruined. The McCarthy hearings and HUAC investigations held the attention of the American people through the middle 1950s.

Learning Target 26

Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1992.



The Cold War dominated international politics and impacted domestic politics in the United States for almost 45 years. The intense rivalry between the U.S. and the Soviet Union led to the creation of alliances, an arms race, and conflicts in Korea and Vietnam. The Cold War also affected international politics in the Middle East and Latin America.

The Cuban Missile Crisis in 1962 was a direct confrontation between the U.S. and the Soviet Union during the Cold War. It brought the world close to nuclear war over the installation of Soviet nuclear missiles in Cuba, just 90 miles from the U.S. coast.

The Cold War affected domestic politics. It led to the Second Red Scare and the rise of McCarthyism. The space race between the U.S. and Soviet Union led the U.S. to increase spending on science education.

The Korean War also fed into the anti-communist hysteria of the late 1940s and 1950s. The United States was able to secure support from the United Nations for the defense of South Korea while the Soviet Union was boycotting the United Nations Security Council.

Domestic Politics	International Politics
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •

Continued U.S. intervention in the Vietnam War divided the U.S. and sparked widespread protests. Spending for the war came at the expense of the domestic programs launched by President Johnson. This led to urban unrest in the 1960s. The Vietnam War was a dominant issue in the presidential campaigns of 1968 and 1972. The difficulties and eventual withdrawal from Vietnam led to concerted efforts on part of the U.S. to find allies in future conflicts.

Use the graphic organizer to analyze how the Cold War influenced domestic and international politics in the U.S.

Learning Target 27

Explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era.



The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War. There were multiple causes for the collapse of communist governments in Eastern Europe and the Soviet Union.

The result was a lessening of the tensions between the U.S. and the U.S.S.R. that characterized the Cold War period. Several communist governments in Eastern Europe gave up power following mass demonstrations for democracy.

The collapse of the Soviet Union resulted in independent republics that moved to create democratic reforms and introduce free market economies. This brought an end to the Cold War era. The political and economic turmoil occurring in some of the new governments posed new challenges for the United States. The U.S. supported economic and education reforms by providing assistance to some of the former communist countries.

Note: there will be limited question development for this learning target. Questions will focus on the U.S. perspective related to the collapse of communist governments.

For video tutorials, interactive review games, and additional assessment practice for this unit, go to: www.ohiotestprep.com/ah6



Unit 6. Checking for Understanding

1. The following question has two parts. First, answer part A. Then, answer part B.

Part A

On August 6 and 9, 1945, the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

How did the Soviet Union respond to this military action?

- A. It accelerated the pace of its military invasion of Germany.
- B. It formed an alliance with the United States to share nuclear technology.
- C. It intensified development on and successfully tested its own nuclear weapons
- D. It withdrew from international organizations in which the United States was also a member.

Part B

Why did the Soviet Union respond in the way that you identified in Part A?

- A. It wanted to quickly end the war to avoid further military casualties.
- B. It wanted to retain political and military influence in the post-war world.
- C. It wanted nuclear technology to be available as a cheap source of energy after the war.
- D. It wanted to pursue a policy of isolationism following the devastation caused by World War II.

2. During the Cold War, the United States engaged in military actions in both Korea and Vietnam. Its actions were successful South Korea, but not in Vietnam. In both instances, however, the aim of the United States was the same.

Describe the policy the United States was pursuing by engaging in these wars.

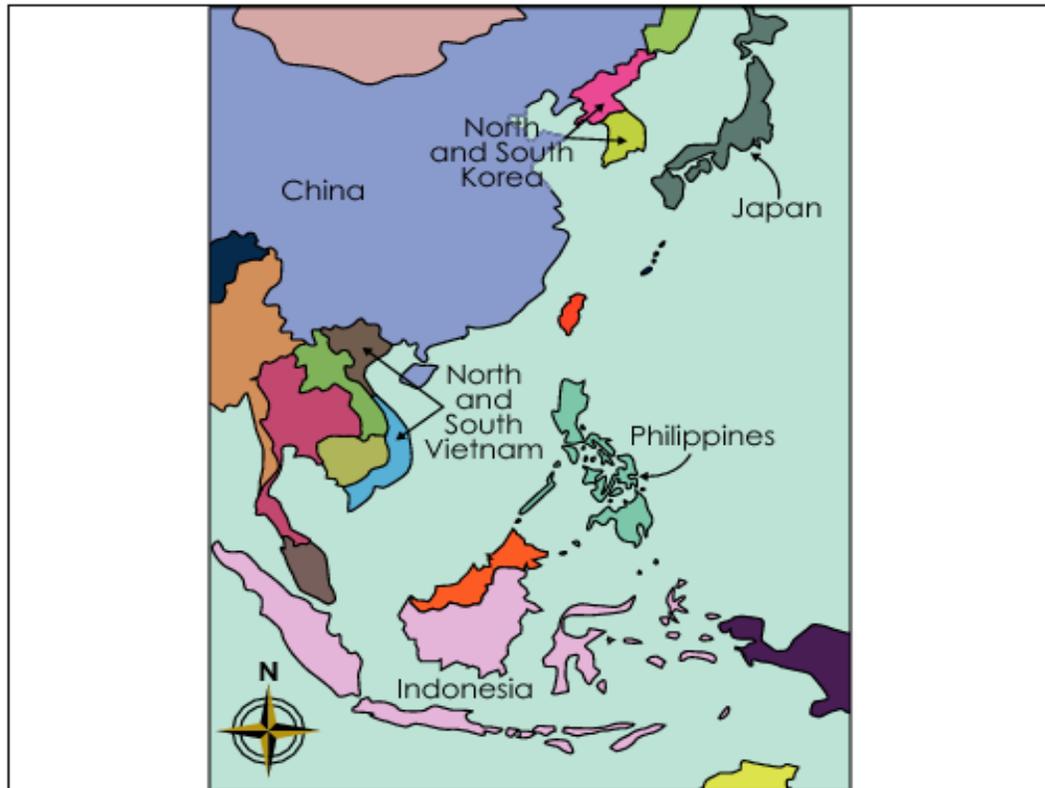
3. Who was in charge of investigating claims of communist activity in the government, armed forces, universities, and other areas of American life during the Second Red Scare in the late 1940s and early 1950s?
 - A. Ethel and Julius Rosenberg
 - B. Whittaker Chambers and Alger Hiss
 - C. House Un-American Activities Committee
 - D. Senate Committee on Homeland Security and Governmental Affairs

4. Beginning with the Red Scare of the 1920s, which historical development contributed to a recurring pattern of anti-communism in the United States?
 - A. growing prosperity following World War II
 - B. migration from the Great Plains during the Dust Bowl
 - C. increased unemployment during the Great Depression
 - D. accusations made by Senator Joseph McCarthy in Congress

5. The United States engaged in two wars in Asia during the Cold War Era in an attempt to prevent the spread of communism.

Identify two contested areas in which the U.S. fought wars during this time.

Select the areas on the map.



6. Developments in international affairs in the late 1980s had enormous consequences for the United States.

- A. Identify the two developments that relate to this time period.
- B. Identify the two consequences that relate to this time period.

Select two boxes in each column.

Developments	Consequences
The power and control of the Soviet Union increases during this period	New challenges shifted the focus of U.S. foreign policy
The Cold War escalates during this time period	The U.S. supported economic and educational reforms in former communist countries
Communist governments in Eastern Europe collapse	Tensions increased between the U.S. and Soviet Union
Mass demonstrations supporting democratic reforms take place in Soviet Republics	

Unit 7. Social Transformations in the United States (1945-1994)

Learning Target 28

Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.



Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

African Americans, Mexican Americans, American Indians and women distinguished themselves in the effort to win World War II. Following the war, movements began to secure the same freedoms and opportunities for these Americans that other Americans enjoyed.

African-American organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC) and the National Urban League (NUL) struggled for equal opportunities and to end segregation. They protested and sought remedy to injustices in the courts to change policies and laws. Their efforts resulted in the *Brown v. Board of Education* Supreme Court decision, the Civil Rights Act and the Voting Rights Act.

Group	Organizations	Actions

Use the graphic organizer to summarize how groups of Americans struggled for equality.

Mexican Americans organized through the United Farm Workers of America (UFW) to improve the conditions of migrant workers. They organized to persuade farm owners to treat them more fairly. They believed farm owners denied them equal opportunity for employment, fair wages, safe working conditions, and adequate living facilities.

American Indians organized to improve conditions on reservations, protect land rights and improve opportunities in education and employment. They formed the National Congress of American Indians (NCAI) and the American Indian Movement (AIM).

Many women believed that they were discriminated against in the workplace by being paid less than men for the same jobs. They also believed that there were too few women in elected government offices. Women made progress toward equal opportunities through demonstrations, lawsuits and the National Organization for Women (NOW).

Learning Target 29

Describe how American life in the postwar period was impacted by the postwar economic boom and by advances in science.



The United States experienced a period of unprecedented prosperity and economic growth following World War II. Increased public demand for goods and services contributed to this economic boom. With the war over, it was no longer necessary to conserve materials needed for the war effort.

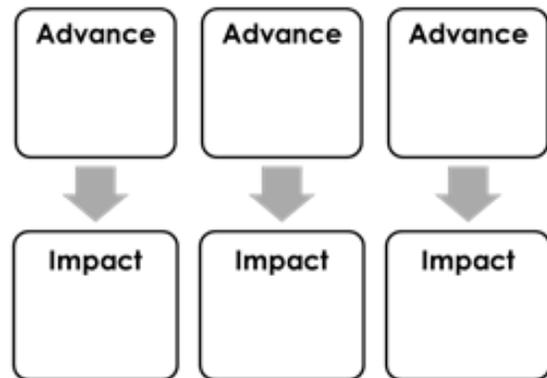
The demand for housing and automobile ownership led to the growth of suburbs, outlying residential areas adjacent to cities. The housing demand resulted from the influx of returning soldiers from the war. As automobile ownership increased, new freeways were built, allowing people to move out of the center city and commute from the suburbs.

Economic opportunities in defense plants and high-tech industries led to the growth of the Sunbelt, a region stretching across the South and Southwest U.S.

The postwar prosperity produced some other “epic changes” in American life. These include the baby boom, increased consumerism, increased mobility via automobiles, pop culture, franchising, and longer life spans.

Advances in science following the war also impacted American life. Examples include new developments in:

- medicine (e.g., polio vaccine, birth control pill, artificial heart valve, open-heart bypass, organ transplant, genetic engineering)
- communication (e.g., transistor, television, computers, Internet, mobile phones)
- nuclear energy (e.g., atomic weapons, nuclear power plants)
- transportation (e.g., passenger jet airplanes, catalytic converters in cars)



Use the graphic organizer to identify the impact of scientific advances in the postwar era.

Note: You will not be required to identify the specific examples listed in the examples section of above. Examples listed in the section will be used as multiple-choice options only.

Learning Target 30

Analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act.



The postwar period movement from cities to suburbs had social and political effects. The cities became mainly black and poor, and strongly Democratic. The suburbs were mainly white and leaned Republican. The decaying environment and the low employment opportunities in large cities contributed to urban riots in the 1960s.

The employment opportunities in defense plants and high-tech industries located in the South and California led to the growth of the Sunbelt. This development contributed to a political power shift in the country. In the U.S. House of Representatives, the number of representatives is fixed and divided among states by population. With the population growing more rapidly in Sunbelt states, the congressional districts were reapportioned, giving these states greater political representation and power.

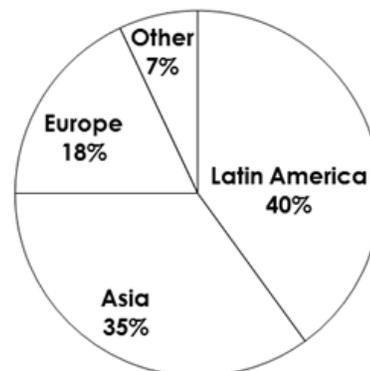
The Immigration Act of 1965 eliminated the quota system based on national origins and replaced it with a set of seven preference categories. The law helped shift immigration patterns away from Europe to other regions. It allowed more individuals from Asia, Africa, and Latin America to enter the U.S. The resulting immigration changed the country's demographic makeup. Hispanics became the fastest growing minority in the U.S. This led to an increase in Spanish language media and funding for bilingual education programs. As these new immigrants became citizens, their voting practices impacted the balance of power between the major political parties.

Note: questions will be framed in terms of the issues (migrations and voting patterns) presented above.

Immigration to the United States, 1951-1960



Immigration to the United States, 1971-1980



How do the circle graphs reflect the changes that resulted from the Immigration Act of 1965?

Learning Target 31

Explain why the government's role in the economy, environmental protection, social welfare, and national security became the topic of political debates between 1945 and 1994.



The role of the federal government expanded greatly in the 1930s and early 1940s as a result of the New Deal and World War II. This expanded role continued to be the focus of political debates in the post-World War II period. Some people favored a more activist role of the government to correct inequities in society. Others believed that the government should be less involved and let the marketplace work. Public opinion on this issue was often influenced by the current state of the economy.

The debate on the government's role to protect the environment in the postwar period increased during this period. This was due to research on the effects of pesticides, pollution and waste disposal and concerns about conservation and global warming. Rachel Carson's book, *Silent Spring*, exposed the harmful effects of pesticides and contributed to the rise of the environmental movement. Demands from environmentalists led to the creation of the Environmental Protection Agency in 1970.

Issue	Debate
Economy	
Environment	
Social Welfare	
National Security	

Use the graphic organizer to summarize debates on economy, environment, social welfare, and national security.

The government's role on social welfare issues attracted intense debates, particularly relating to poverty, unemployment and on the idea of a national health insurance. In the 1960s, the debates centered on President Lyndon Johnson's Great Society and "war on poverty." During his administration, Head Start, a preschool program for disadvantaged students, was established, and the Elementary and Secondary Education Act provided increased funding to public schools. Medicare was created to provide healthcare for the nation's elderly.

The controversies surrounding the federal government's role in protecting the country reappeared during times of perceived threats. Fears concerning communist infiltration of the government during the 1940s and 1950s, and anti-war protests during the Vietnam Era, led to debates over national security.

For video tutorials, interactive review games, and additional assessment practice for this unit, go to: www.ohiotestprep.com/ah7



Unit 7. Checking for Understanding

1. What perspective held by Hispanic-American agricultural workers led to the creation of the United Farm Workers?
 - A. Farm workers wanted to become owners of the farms on which they worked.
 - B. Small family farms need economic assistance from the Federal government.
 - C. Farm workers needed to organize in order to collectively bargain with farm owners.
 - D. Large farms could be made more efficient by using modern agricultural technology.
2. During the 1950s, increased incomes and easy credit led many Americans to embrace which phenomenon?
 - A. consumerism
 - B. feminism
 - C. progressivism
 - D. socialism
3. Before the 1950s, most immigrants to the United States came from Europe. What change in immigration policy was reflected in the 1965 Immigration Act?
 - A. It set large quotas to encourage European immigration.
 - B. It forced a complete ban on immigration from China.
 - C. It imposed stricter quotas on immigration from every country.
 - D. It allowed more immigrants from Asia, Africa, and Latin America.
4. In the first half of the twentieth century, most immigrants came to the United States from European countries. How did the pattern of migration change between 1950 and 2000?
 - A. Most immigrants came to the United States from Oceania.
 - B. Most immigrants came to the United States from Australia.
 - C. Most immigrants came to the United States from Latin America.
 - D. Most immigrants came to the United States from the Middle East.

5. After World War II, the United States experienced unprecedented prosperity and economic growth.

A. Identify two reasons for this economic prosperity. Move the two reasons into the blank boxes under "Reasons for Prosperity after WWII" heading.

B. Then identify two changes that were created by this prosperity. Move the two changes into the blank boxes under the "Changes in American Life Created by Prosperity" heading.

- You do not need to use all the "Reasons" or "Changes."

A. Reasons for Prosperity after WWII

Reasons

Demand for automobiles increased

Decrease in birthrate

Creation of New Deal programs

Demand for higher government spending

Demand for housing increased

B. Changes in American Life Created by Prosperity

Great Migration

Sunbelt migrations

Hawaii Statehood

Suburbanization

Unit 8. United States and the Post-Cold War World (1991-Present)

Learning Target 32

Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries.

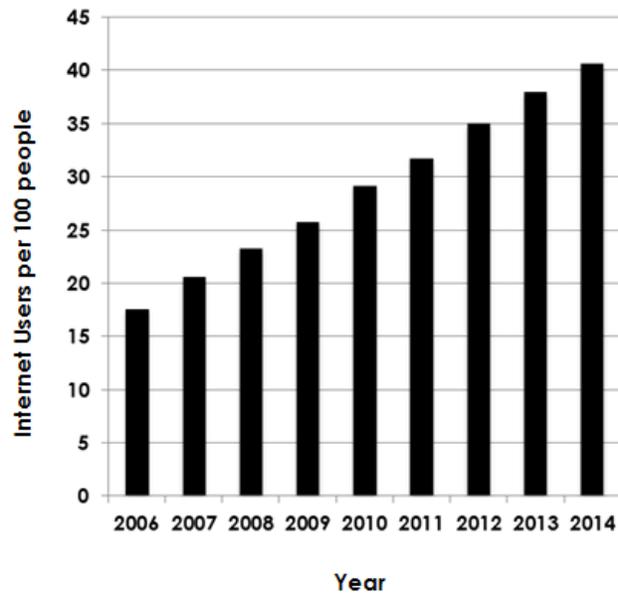


The American economy has been impacted by many influences since the early 1990s. Global communication has rapidly increased use of technologies such as the personal computer, Internet, and mobile phone.

Business organizations that operate internationally with production facilities in more than one country have grown rapidly by large numbers. For example, an American automobile might have parts imported from several countries and assembled in yet another country. Overseas competition has challenged American producers and local communities.

A trade deficit is when the value of a country's imports exceeds the value of its exports. A trade deficit can cause outsourcing of jobs. When countries import certain goods rather than buying domestically, local industries start to go out of business. The U.S. trade deficit has increased in recent decades. This has led to a decrease in manufacturing jobs and closing of plants. It has also contributed to a shift toward service industries and a growth in lower paying jobs in fast food and sales.

Worldwide Internet Users, 2006-2014



What trend is shown on the bar graph? How has this trend impacted the American economy?

Learning Target 33

Describe political, national security and economic challenges the U.S. faced in the post-Cold War period and following the attacks on September 11, 2001.



The post-Cold War period and the attacks on September 11, 2001, presented new challenges for the United States.

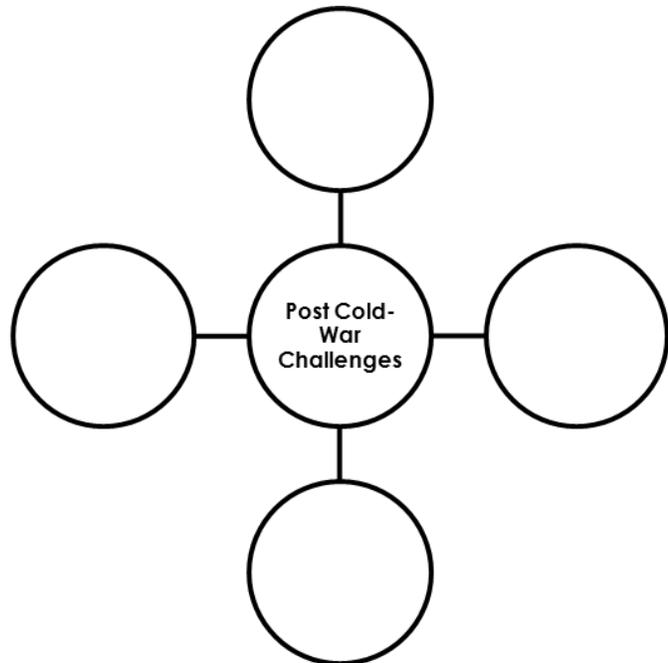
Political instability resulted from the decline of balance of power politics that dominated during the Cold War. The role of the U.S. role in global politics changed including engagement in preemptive (preventative) wars. The U.S. has also been impacted by issues surrounding the control of nuclear weapons and growth of terrorism. In responding to terrorism and security concerns, the U.S. has confronted the issue of balancing national security with civil liberties.

Economic challenges for the country included operating within a globalized economy. The country witnessed the change from the prosperity of the 1990s to the recession that began in 2007.

With the end of the Cold War, the U.S. cut spending for arms production and military spending shrank as a portion of the total federal budget. Reductions in defense spending due to the end of the Cold War led to the loss of millions of U.S. jobs in defense plants.

The attacks on September 11, 2001 presented national security challenges for the country. The country was divided over two wars that were launched in response to the September 11 attacks. The U.S. invaded Afghanistan in 2001 and toppled the Taliban government (the political faction that provided safe harbor for al-Qaeda terrorists) in two months, but combat troops remained for thirteen years. In 2003, the U.S. invaded Iraq, claiming the country continued to possess weapons of mass destruction. Saddam Hussein's government was quickly defeated, but U.S. military presence remained until 2011.

The passage of the USA PATRIOT Act and the detainment and torture of enemy combatants also sparked intense debate.



Use the graphic organizer to identify post-Cold War challenges in the U.S.

For video tutorials, interactive review games, and additional assessment practice for this unit, go to: www.ohiotestprep.com/ah8



Unit 8. Checking for Understanding

1. Since 1990, the United States has experienced changes to its economy.

Identify the consequence for each change.

Draw a line from each change to its correct consequence.

Changes		Consequences
Technologies such as the personal computer, internet and mobile phones become more common.	●	● Global communication improves.
Competition from overseas producers leads to increasing trade deficits.	●	● Transnational business organizations become common.
Producers increasingly import parts from their factories in other countries.	●	● The United States experiences a shift from a manufacturing to a service.

2. Describe the effect the end of the Cold War had on the amount of military spending by the U.S. government in the 1990s.