



The GED Social Studies Test

United States History



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www.cdldonline.org

GED

Video Partner



Passing the GED Social Studies Test

History never looks like history when you are living through it.

Video 17 Focus: Themes in U.S. History

You Will Learn From Video 17:

- That the legacy of the early settlers is a representative government founded on ideals of liberty and opportunity.
- That the settlers brought disease, displacement, and cultural annihilation to the Native Americans.
- That conflicting views of slavery caused the Civil War.
- That the Industrial Revolution and westward expansion fed on immigration.
- That technological, political, and social change characterized the 20th century.



Words You Need to Know:

While viewing the video, put the letter of the meaning by the correct vocabulary word. Answers are on page 16.

- | | |
|--------------------------------|--|
| _____ 1. artifacts | a. metaphor for the influence of immigrants from many cultures |
| _____ 2. Manifest Destiny | b. period of ideological and political conflict after World War II |
| _____ 3. Industrial Revolution | c. remains of previous cultures that reveal how they lived |
| _____ 4. melting pot | d. mechanizing manufacturing and moving it out of the home |
| _____ 5. Cold War | e. belief that God willed the U.S. to own all of North America |



Points to Remember:

- History, our common memory, tells us how we became who we are now.
- We study history to understand how elements of our government developed.
- Placing events in a time line will make them easier to recall.
- The causes and effects of key historic events differ for the various participants.



Did You Catch That?

Test your memory (or previous knowledge) of the following points made in *Program #17 – Themes in U.S. History*. After your first viewing of the video, mark each statement below True or False. If False, write the correct information on the line below the statement. Watch the video again to check your answers, or look on page 16.

- T F** 1. Before Europeans started arriving in America in the late 1400s, only a few distinct cultures had existed in North America.

- T F** 2. The Americas got their name from Amerigo Vespucci, an agent of Florentine banking houses, whose beautiful descriptions of the new lands were so popular.

- T F** 3. Native Americans and settlers fought over land because they both saw it as a source of status and wealth.

- T F** 4. Archaeologists found that 60 people died at Jamestown during the summer of 1608, which was referred to as the Starving Time.

- T F** 5. The British taxed colonists on tea and paper documents to finance the French and Indian Wars, which had established British dominance in North America.

- T F** 6. Being a strict constructionist (he believed he should do only what the constitution said and no more), Jefferson had qualms about buying Louisiana from Napoleon.

- T F** 7. *Uncle Tom's Cabin* and Frederick Douglas's biography were written to romanticize slavery so the South would continue civilizing the slaves.

- T F** 8. The North won the Civil War principally because it had more soldiers, money, and factories.

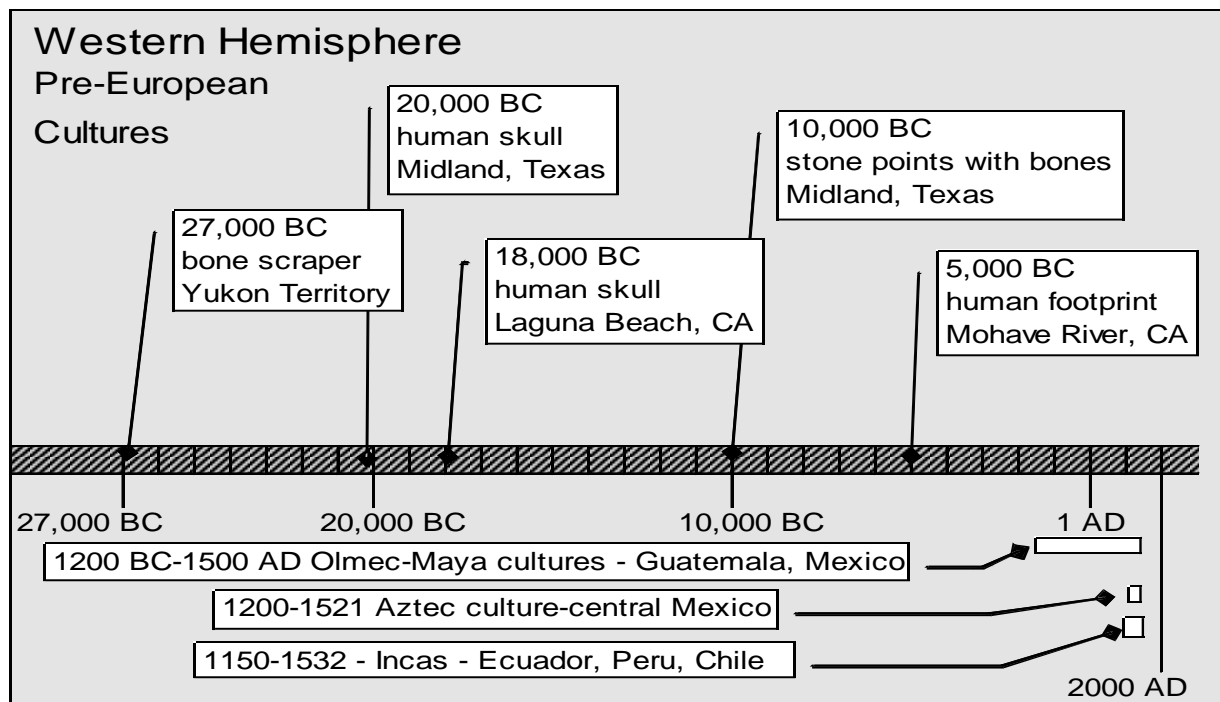
- T F** 9. The Irish Potato Famine was caused by agents of American industries enticing all their workers to leave Ireland and become workers in their factories.

- T F** 10. The 20th century brought both great technological change and major improvements in the social situation for women and blacks.



Taming the Timeline

Timelines are a convenient tool for arranging historical facts in our minds. Reading from left to right, timelines can cover thousands of years, a century, a decade, or a day, depending on the purpose for which they are created. A timeline covering the years of known human presence in the Western Hemisphere would look like this:



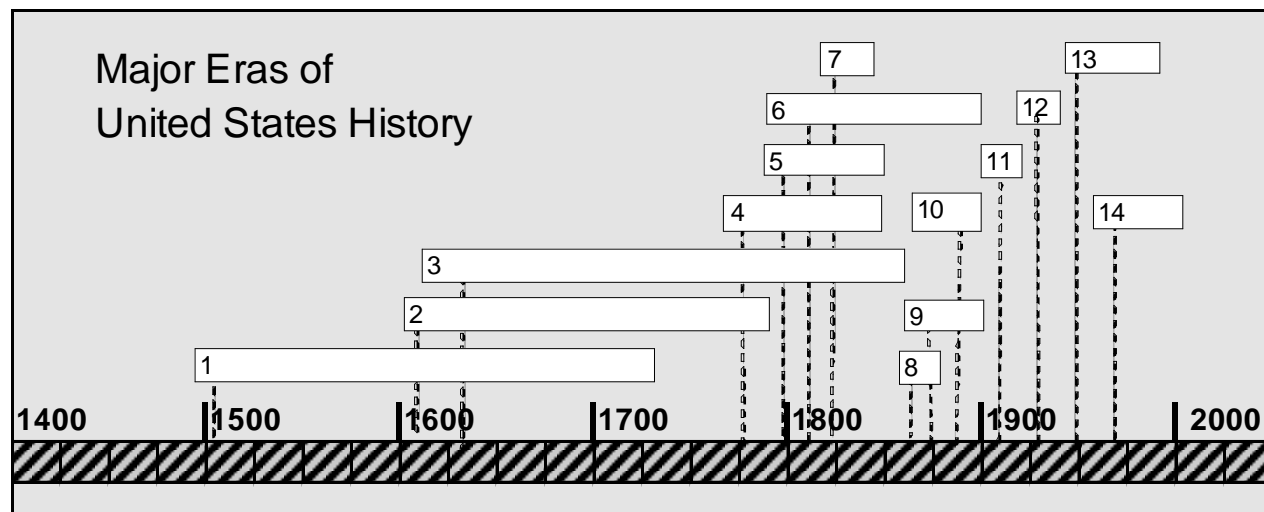
But of course, this timeline is only a beginning—the “Mound Builders” lived in the Mississippi River Valley around 700 B.C., the Inuit came to Alaska around 1 A.D., and the Pueblo arrived in the Southwest about 800 A.D., to name a few. From this timeline, the centuries from 1 A.D. forward seem to hold much more activity. The previous millenia were possibly just as full of the arrival, development, and downfall of different cultures; we just have no written record of them. What we glimpse through archaeological studies is only a hint of what has come and gone.

One great advantage to laying out events on a timeline is being able to see the context of events—what went on in the decades or years before, what is happening at the same time, or what transpired following major events.

Have you noticed that the Mayas, Aztecs, and Incas all disappeared within about a 50 year period? You are probably remembering that the Spanish conquistadors, in their quests for gold and wealth, extended the Spanish empire by defeating flourishing cultures and claiming their territories. In 1521, Hernando Cortés defeated the Aztecs, and in 1532 Francisco Pizarro claimed the Incas’ land for Spain.

Major Eras. Of course the greatest interest for us centers on that last half-inch of the timeline on page 3, from 1492 to the present. To give some structure to this time period, we can first note the major eras that are indicated on the timeline shown below. Five labels are already entered on the chart. See if you can label the remaining eras in the timeline from the list provided.

You might need to refer to an encyclopedia, GED text, or history book, or do some exploring on the Internet. The website, www.americanhistory.about.com, includes a section on timelines, or you can search the website by topic. The correct order for the labels given is shown on page 16.



1	
2	
3	
4	Growth of the republic
5	
6	Westward movement & mining
7	Age of social reforms
8	
9	Last frontier settled
10	
11	Progressive Era
12	
13	
14	

Enter these labels in their proper order:

Age of industrialization
Colonial period
European exploration
and colonization
Industrial Revolution
Reconstruction
Roaring Twenties & Depression
Slave trade and
legal use of slaves
Space Age
The Cold War

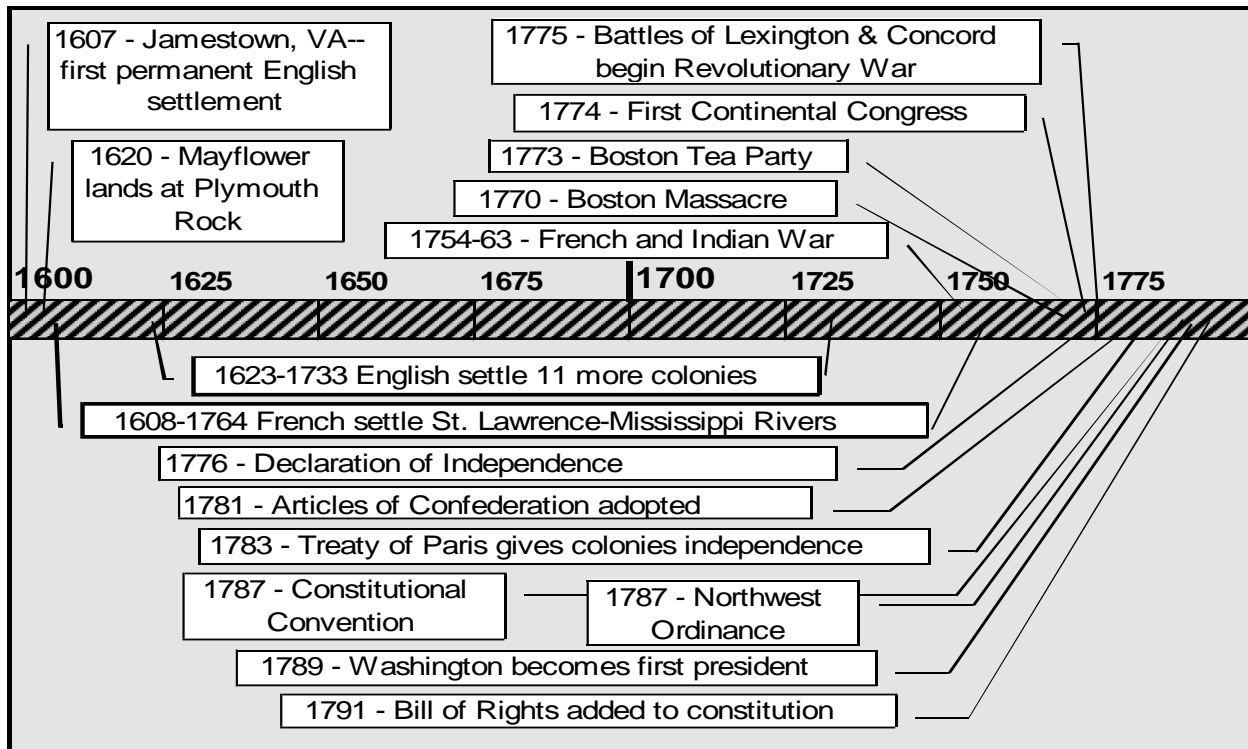
Even this timeline covers too many years to allow for much detail. Just as increasing the magnification on a microscope reduces the portion of an object that fits in the viewer while making finer details visible, we can also focus on smaller sections of U.S. history.



Section by Section. Each timeline in the following set includes several important dates followed by questions for practice. However, their best use will be as a reference. As you read, look for the item on the timeline. When you learn about people or events not noted on the timelines:

- Add their dates to the appropriate timeline.
- Look at how they fit into the time period.
- Ask yourself what influenced these people or events.
- Note what later changes they might have helped bring about.

From Colonies to Country



Answers and explanations are on pages 16-17.

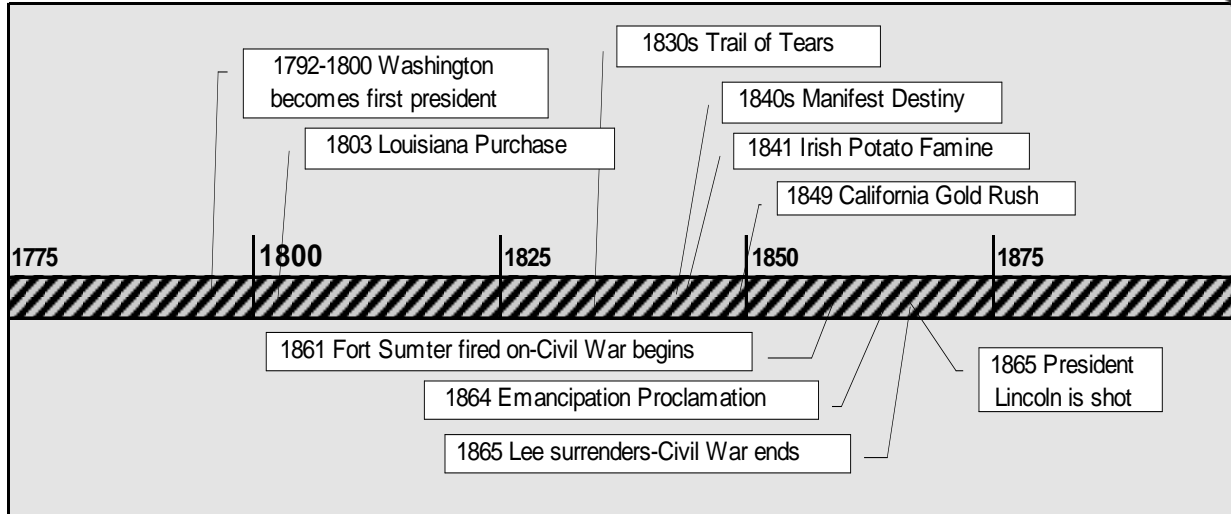
1. The 1787 Northwest Ordinance is considered to be the most significant achievement of the Congress established by the Articles of Confederation. According to the video, what was its most important contribution?

- 1) It allowed slavery in the new territories.
- 2) It spelled out how territories and states were to be added to the United States.
- 3) It established the legality of claiming land held by the Native Americans.
- 4) It provided for paying a just compensation to the explorers.
- 5) It encouraged the establishment of private schools.

2. Benjamin Franklin wrote, "We assemble parliaments and councils, to have the benefit of their collected wisdom; but we necessarily have, at the same time, the inconvenience of their collected passions, prejudices, and private interests." What aspect of the constitution of the United States addresses this problem?

- 1) the right of Congress to declare war
- 2) the provision that the president must be a native-born citizen
- 3) the establishment of popular vote for election of the president
- 4) the system of checks and balances
- 5) the provision that individual states may not levy import duties on each other's goods

A Nation Comes of Age



Source: Univ. of Texas— www.lib.utexas.edu/maps

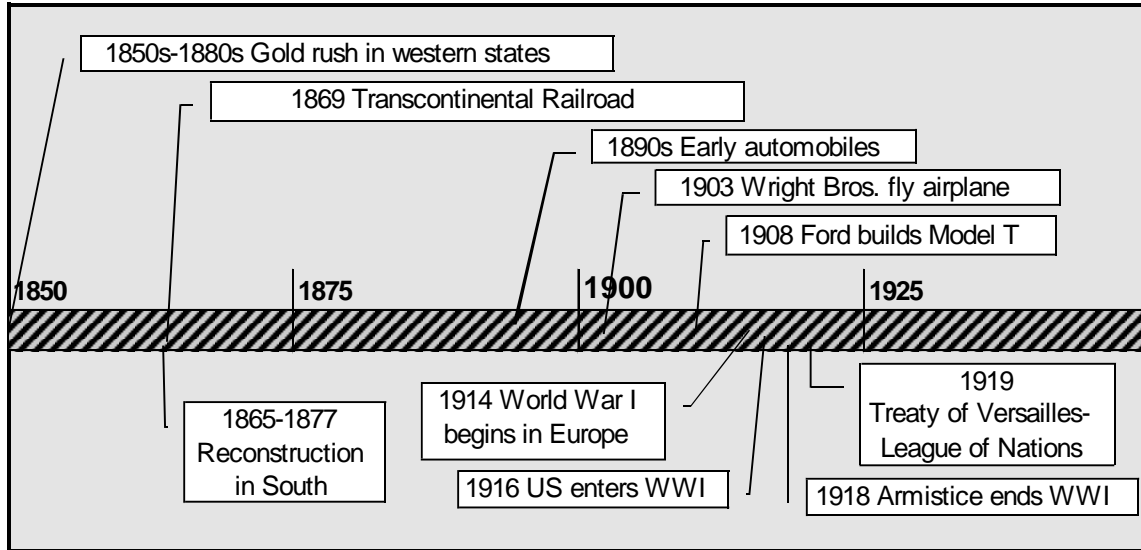
3. The Louisiana Purchase of over 800,000 square miles of land for \$15 million dollars was considered Thomas Jefferson's greatest presidential achievement. As a strict constructionist, what major philosophical problem did it also pose for him?
 - 1) The constitution did not authorize the government to buy foreign land.
 - 2) He was concerned that cities built there would upset the ecosystem.
 - 3) He wasn't sure if France had clear title to the lands.
 - 4) He didn't know if the Mississippi River would provide sufficient access to the ocean.
 - 5) He thought current construction methods would not work in the northern climates.

4. Manifest Destiny created a positive atmosphere and grand spirit, but it also had a dark side—the belief that the white man had the right to destroy anything and anyone who got in the way.

What happened to one group of people who were in the way of expansion?

- 1) The Chinese were sold as slaves to Canada.
 - 2) Mexicans were forced to sell California.
 - 3) Indians' tribal organizations were destroyed, and they were confined to reservations.
 - 4) French settlers were forcibly returned to their homeland.
 - 5) African Americans were given inferior land.
5. In 1670, over 50,000 Cherokees and almost no Europeans lived in what is now the State of Georgia. In 1832, only about 17,000 Cherokees were counted in all of North America and over 500,000 Europeans lived in Georgia. What two events contributed significantly to this population shift?
 - 1) the Civil War and World War I
 - 2) the Industrial Revolution and the Louisiana Purchase
 - 3) the Northwest Ordinance and the Gold Rush
 - 4) Paul Revere's Ride and the Civil War
 - 5) a smallpox epidemic and the Trail of Tears

Maturing Influences: Industrial Revolution, Expansion



6. The Supreme Court's Dred Scott decision (1857) stated that black people were not citizens of the United States and, therefore, could not expect any protection from the federal government or the courts.



The opinion also stated that Congress had no authority to ban slavery from a federal territory. It was overturned by the 13th and 14th Constitutional amendments (1865-68), which abolished slavery and declared all persons born in the United States to be citizens of the United States.

Sources: www.archives.gov/exhibit_hall/american_originals/scott.html; graphic: <http://www.nps.gov/jeff/ocv-dscottd.htm>

Which of the following statements about the Dred Scott decision is *not* true?

- 1) The decision made it legal to extend slavery into all U.S. territories.
- 2) The decision gave Dred Scott his freedom.
- 3) Congress used its ability to check the power of the courts to override the decision.
- 4) Most Northerners disagreed with the decision.
- 5) The Civil War was fought between the decision and passage of the constitutional amendments.

7. One of the most famous stampedes in pursuit of riches was the California gold rush. The discovery of gold at Sutter's Mill early in 1848 brought more than 40,000 prospectors to California within two years. Although few of them struck it rich, their presence was an important stimulus to economic growth. Agriculture, commerce, transportation, and industry grew rapidly to meet the needs of the settlers; mining, too, soon became big business as corporations replaced the individual prospector. Vigilante justice and ad hoc political structures quickly gave way to the complex organization of state government.

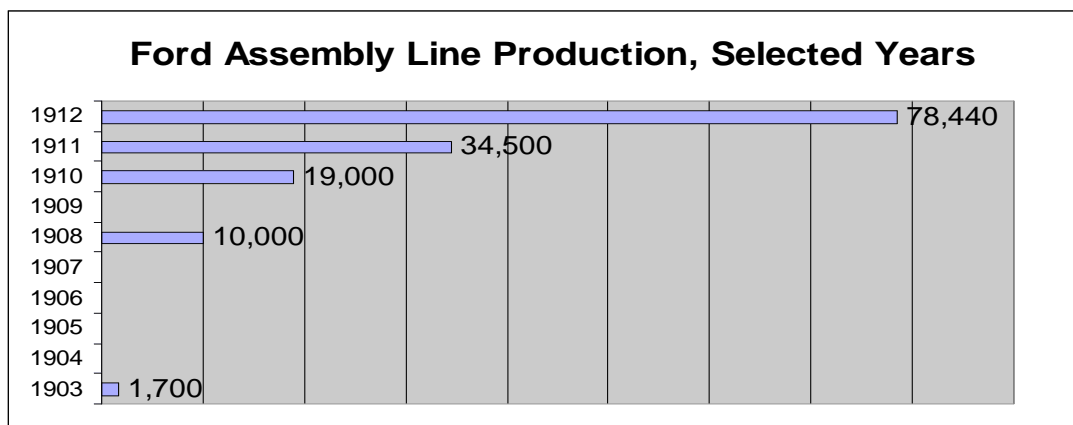
Source: The Columbia Encyclopedia, Sixth Edition. Copyright © 2003 Columbia University Press.

In response to the needs of these new businesses, what forms of communication developed in the 1860s?

- 1) telephones and television
- 2) telegraph service and telephones
- 3) the pony express and telegraph service
- 4) transatlantic telephone cables and radio transmitters
- 5) home mail delivery and telephones



Refer to the following graph when answering questions 8 and 9.



Data source: *Forbes Greatest Business Stories of All Times*, Byron Preiss Visual Publications, Inc. and Forbes Inc., 1996.

8. What would be the most likely effect of Henry Ford's automobile assembly line on the American working class in the early 1900s?

- 1) They would all be able to drive to work.
- 2) More of them would be employed by the automobile industry each year.
- 3) They would have been on unemployment from 1904-1907.
- 4) Saddle makers would be out of business.
- 5) They would strike for higher wages.

9. Rural interests seeking help from their legislators used the slogan, "Get the farmers

out of the mud!" Congress responded by passing the Federal-Aid Road Act of 1916. Why would they be concerned about road conditions in the countryside?

- 1) Farmers were the major contributors to campaign funds.
- 2) They were afraid farmers would turn their cattle loose in the cities.
- 3) All the richest people lived on country estates.
- 4) Society in general would benefit by getting agricultural products to market quickly.
- 5) Too many cars using the rural roads were causing muddy ruts in winter.



Source: National Archives

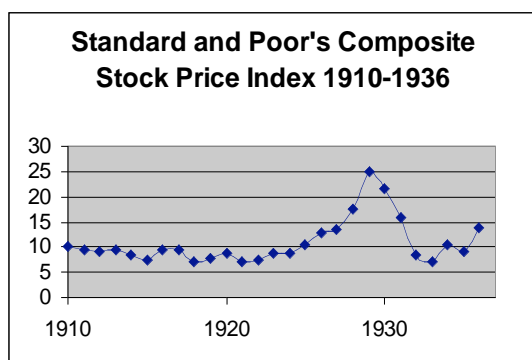
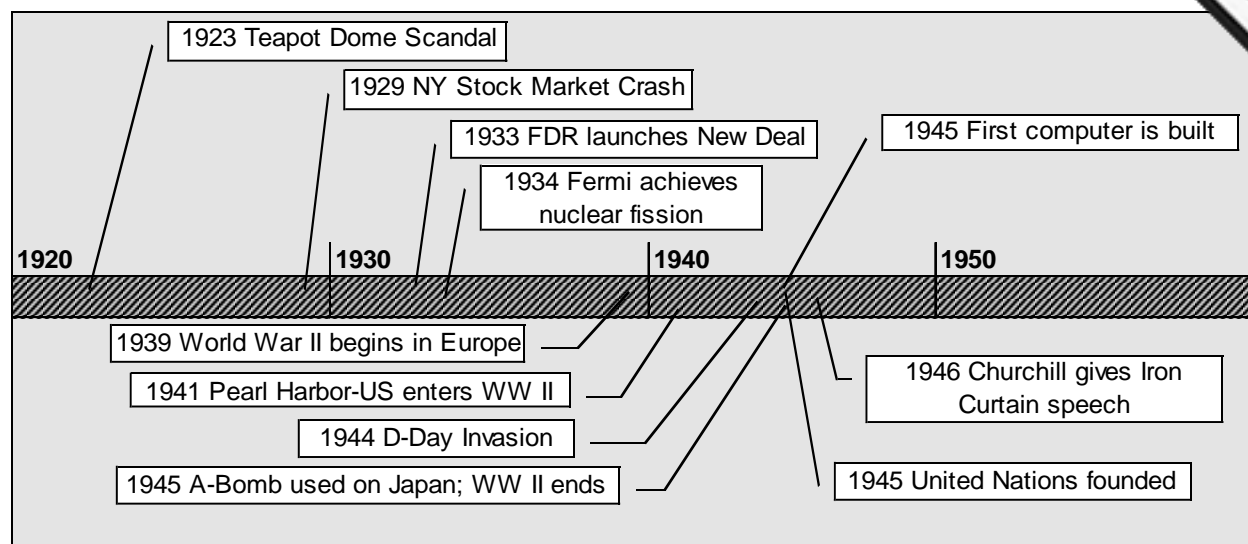
10. The Insurgents wanted reforms such as election of senators directly by the people and nation-wide primaries for presidential candidates. They split from the Republican Party in 1912 and formed the Progressive Party. They nominated Theodore Roosevelt, who only recently joined them, for president instead of Robert La Follette, a reformer and champion of Progressivism who believed himself to be the natural choice for the party's nomination. He fumed at Theodore Roosevelt's taking over his political platform.

Sources: <http://1912.history.ohio-state.edu/> and www.theodoreroosevelt.org

What does the smile on "Miss Insurgency's" face indicate?

- 1) The Progressives felt Roosevelt was "singing their song" and his "joining the party" would help them win the 1912 election.
- 2) Progressives like spontaneous musical performances.
- 3) The Progressives didn't trust La Follette.
- 4) The Progressives are blind and can't tell the difference between Roosevelt and La Follette.
- 5) The Progressives are trying to trick Roosevelt with the help of La Follette.

From Isolationists to Super Power



Data source: Robert J. Shiller, "Market Volatility," MIT Press, Cambridge MA, 1989.

11. The graph above shows that stock prices rose steeply from around \$10 per share averages up to almost \$25 per share in 1929, before the historic market crash on October 21, 1929. What aspect of the prices shown for this time period suggests that the market crash was not solely responsible for the Great Depression of the 1930s?

- 1) They indicated that food cost more in the 1930s.
- 2) The stock shares were held in large blocks.
- 3) The average price was lower in 1936 than in 1910.
- 4) Stock prices started rising in 1926.
- 5) The average post-crash prices were no lower than prices from 1910 to 1925.

12. One part of Franklin Roosevelt's New Deal in response to the depression was the WPA—Works Progress Administration. The WPA Handbook stated that, "When we had the Emergency Relief Program, many workers did not get a chance to work for the money they received. Under WPA you earn a monthly wage for the work you do."

Source: *WPA Workers Handbook*, Works Progress Administration, 1936, <http://newdeal.feri.org/texts/393.htm>. *New Deal Network*, <http://newdeal.feri.org> (January 1, 1998).

Why did the government object to just giving more direct aid?

- 1) They didn't want everyone to quit their jobs.
- 2) The rest of the world would criticize them.
- 3) The dole (welfare) would cause loss of self respect, skills, and hope.
- 4) People on aid don't pay taxes.
- 5) Direct aid would look bad to the voters.



Source: *WPA Workers Handbook*, WPA, 1936



Source: <http://www.trumanlibrary.org/hst/d.htm>

13. "In view of the fact that two bombs ended the war, I am inclined to feel [the Committee] made the right decision. Surely many more lives were saved by shortening the war than were sacrificed as a result of the bombs."

—Ernest Lawrence to Karl Darrow & Lewis Akeley, August 1945

To what decision was Ernest Lawrence, of the Manhattan Project, referring?

- 1) the A-bombing of Hiroshima and Nagasaki
- 2) the Normandy Invasion at Omaha Beach
- 3) the use of scud missiles in Desert Storm
- 4) the storming of the Bastille
- 5) the bombs used on Tiananmen Square

14. In February 1946, the public got its first glimpse of the ENIAC, a machine built by John Mauchly and J. Presper Eckert that improved by 1,000 times on the speed of its contemporaries.

ENIAC Project Description

Start of project: 1943

Completed: 1946

Programmed: plug board and switches

Speed: 5,000 operations per second

Input/output: cards, lights, switches, plugs

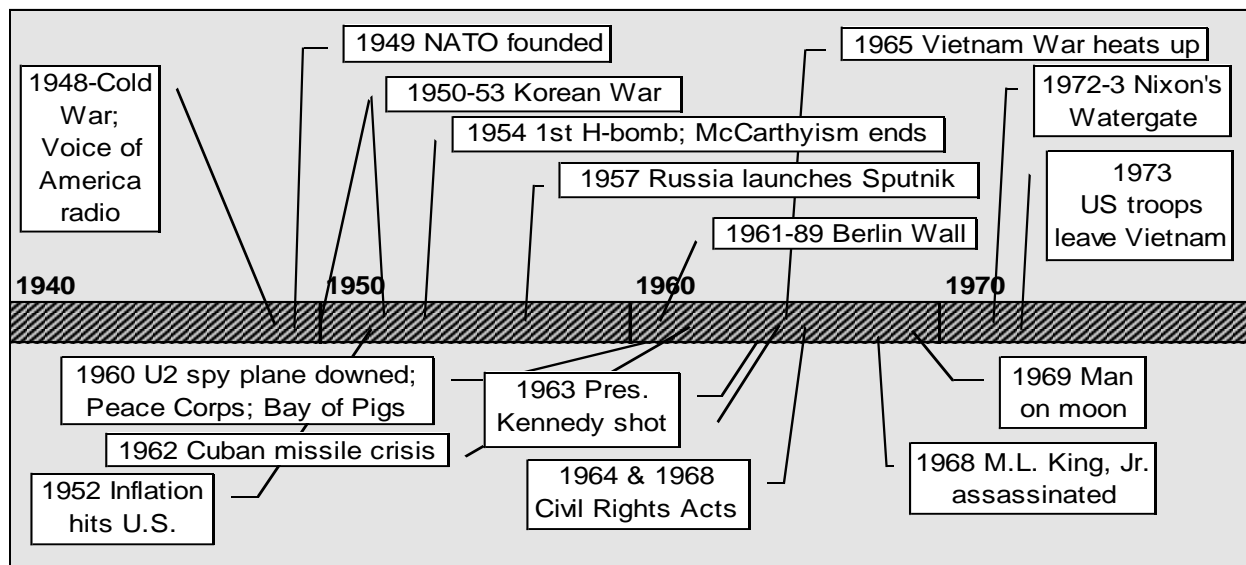
Floor space: 1,000 square feet

Source: www.computerhistory.org/timeline/timeline

We have become accustomed to the many ways computers are used today. From the list below, mark the three applications that were considered possible in the 1940s-1950s.

- 1) educational research in mathematics and the sciences
- 2) conducting business transactions
- 3) development of new weapons
- 4) making statistical computations based on voluminous data
- 5) personal communication

Cold War to Vietnam War



15. "The North Atlantic Treaty Organisation (NATO) is an alliance of 19 countries from North America and Europe committed to fulfilling the goals of the North Atlantic Treaty signed on 4 April 1949. Its role is to safeguard the freedom and security of its member countries by political and military means....During the last fifteen years, NATO has also played an increasingly important role in crisis management and peacekeeping."

Source: <http://www.nato.int/issues/faq/index.htm>

Why did the United States consider it worthwhile in the late 1940s to enter a pact to protect European countries?

- 1) Europe was a major source of oil.
- 2) It was wiser to stand up to the USSR, a threat to both Europe and the U.S., at its present boundaries in Europe.
- 3) If the U.S. did not side with Europe, the European countries would join Russia against us.
- 4) The U.S. hoped to create a market for its military equipment.
- 5) The U.S. wanted to encourage European tourists to come to America.

16. The official acts of McCarthyism—removing communists from American businesses through public hearings, FBI investigations, and criminal prosecutions—would not have been as effective had they not been reinforced by the private sector. People lost their jobs. Major corporations announced that they would discharge any worker who took the Fifth Amendment, and other employers made it equally clear that they would do the same. Some employers may well have welcomed and even actually arranged for a HUAC [House Un-American Activities Commission] hearing, especially when it enabled them to fire left-wing union leaders. Left to their own devices, however, most employers would not have initiated political dismissals, though they were usually willing to agree to them once they were told the identities of their possibly subversive employees.

Source: <http://www.english.upenn.edu/~afilreis/50s/schrecker-blacklist.html>

Besides showing loyalty to their country, why did some employers cooperate in the blacklisting of workers without due process?

- 1) They feared that their families would be imprisoned.
- 2) They wanted to reduce the unions' power by getting rid of activist union employees.
- 3) They hated foreigners.
- 4) They admired the skill of HUAC members.
- 5) They feared other valued workers would walk off in protest if they didn't.

17. In his *Farewell Radio and Television Address*,

January 17, 1961, President Eisenhower warned, "In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex.



The potential for the disastrous rise of misplaced power exists and will persist."

Source: <http://www.whitehouse.gov/history/residents/de34.html>

Source:

<http://www.eisenhower.utexas.edu/farewell.htm>

What did Eisenhower fear would happen if the manufacturers of weapons and military supplies became too powerful?

- 1) The quality of weapons would suffer.
- 2) They would restrict the production of private-use items such as automobiles.
- 3) They would influence public policy to encourage war for their own gain.
- 4) They would insist on tax cuts that would cause everyone else to pay an unfair share.
- 5) They would refuse to allow their workers to serve in the military.

18. "Watergate," the name of a hotel-office complex in Washington, D.C., is a term now used to describe a complex web of political scandals between 1972 and 1974. The office of the Democratic National Committee in that complex was burgled on June 17th, 1972, and the subsequent cover-up eventually led to moves to impeach President Richard Nixon. Rather than face impeachment, Nixon resigned the presidency on 8 August 1974.

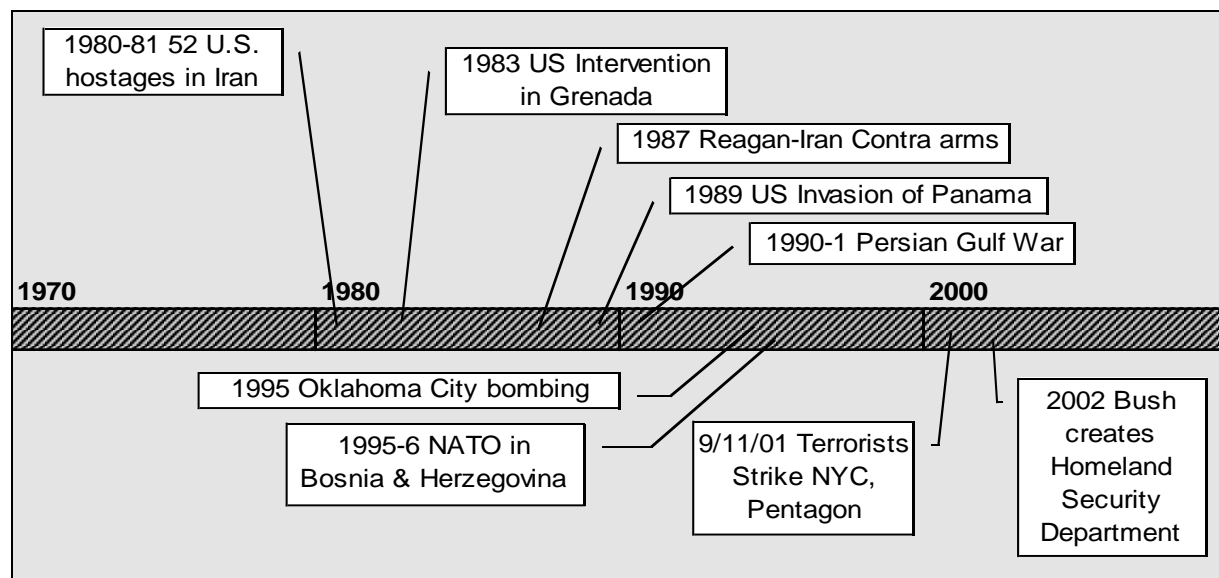
Source: <http://www.watergate.info/impeachment/>

What constitutional question arose in regard to the handling of Nixon's wrongdoing?

- 1) Could a president be made to testify against himself?
- 2) If the case needed a change of venue, would it have to be tried in a foreign country?
- 3) Could the president continue to serve if he were sent to prison?
- 4) If the president were impeached, would he be entitled to any of his retirement?
- 5) Is it legal to charge the president in the civil courts after impeachment, or is impeachment the only action that may be taken while he is in office?



Vietnam War to War on Terrorists



Below are descriptions of two international incidents. Read both of them and then consider the questions that follow.



U.S. Hostages in Iran

On November 4, 1979, Iranian militants stormed the United States Embassy in Tehran

and took approximately seventy Americans

captive. This terrorist act triggered the most profound crisis of the Carter presidency and began a personal ordeal for Jimmy Carter and the American people that lasted 444 days.

One hostage, Robert C. Ode, a retired diplomat on a 45-day assignment, kept a diary; his entry for September 26, 1980, includes these comments:

I told him (Hamid, a captor) that they were exceptionally cruel and unkind which he denied, saying that they were not "terrorists" but students but I told him that when I am kept for almost a year in a locked room, constantly guarded by so-called "students" with loaded guns, when I couldn't even go to the toilet or for showers without being blindfolded and constantly guarded--then, in my opinion, they were terrorists and had no right to call themselves anything else. I reminded him again that I told him and other student-terrorists right from the first day of our captivity that the U.S. Government would never agree to negotiate with "gangsters and terrorists" and that while they may not consider themselves to be terrorists and gangsters, that is exactly what they are regarded in the eyes of the world.

President Carter committed himself to the safe return of the hostages while protecting America's interests and prestige. He pursued a policy of restraint that put a higher value on the lives of the hostages than on American retaliatory power or protecting his own political future. The toll of patient diplomacy was great, but President Carter's actions brought freedom for the hostages with America's honor preserved.

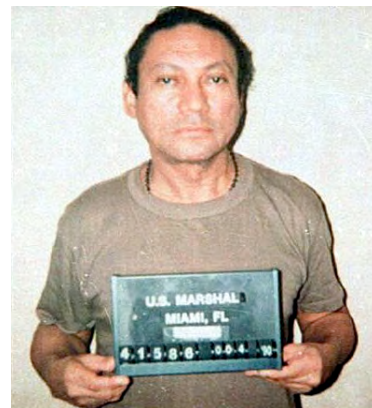
Sources: <http://www.jimmycarterlibrary.org/documents/hostages.phtml> and http://www.jimmycarterlibrary.org/documents/r_ode/ode_sep80.phtml

The U.S. Invades Panama



The U.S. government knew that General Manuel Noriega, Panama's dictator, was involved in drug trafficking since at least 1972, but he remained on the CIA payroll. By the mid 1980s, Noriega was going beyond robbing the poor and starting to interfere with the privileged, eliciting opposition from business leaders. Since the U.S. could no longer trust Noriega to do its bidding, he had to go. Washington imposed economic sanctions that virtually destroyed the economy, the main burden falling on the poor nonwhite majority.

U.S. forces invaded Panama in 1990 to arrest Noriega. After the invasion, Bush



Source: <http://www.mugshots.org/misc/manuel-noriega.html>

announced a billion dollars in aid to Panama. Of this, \$400 million consisted of incentives for US business to export products to Panama, \$150 million was to pay

off bank loans and \$65 million went to private sector loans and guarantees to US investors. In other words, about half the aid was a gift from the American taxpayer to American businesses.

Source: <http://free.freespeech.org/americanstateterrorism/centralamerica/Panama.html>

19. From what perspectives were the two accounts written?

Iran Hostages: _____

Panama Invasion: _____

20. While both accounts are truthful, do they necessarily tell the whole story?

21. What could you do to get a more rounded picture of both events?



One Thing Leads to Another

Once the order of events has been established, discovering why events happened and how they influenced later events will give you the tools to answer many analysis questions in the history area.

Cause and Effect. Sometimes a very clear cause-and-effect relationship will exist between two events. For instance, we consider the bombing of Pearl Harbor to be the event that caused the United States to finally enter World War II. However, in the years before Pearl Harbor, we had stepped up munitions production for sales to Europe and had taken steps to be ready for war. Many other events, both in Europe and in the Pacific, set the stage and acted as indirect causes of our involvement.

Point of View. Each participant in an event will have different reasons for being there and will experience the event itself and its aftermath differently. Round out your knowledge of key events by considering how they are viewed by the different groups involved in or affected by the event.

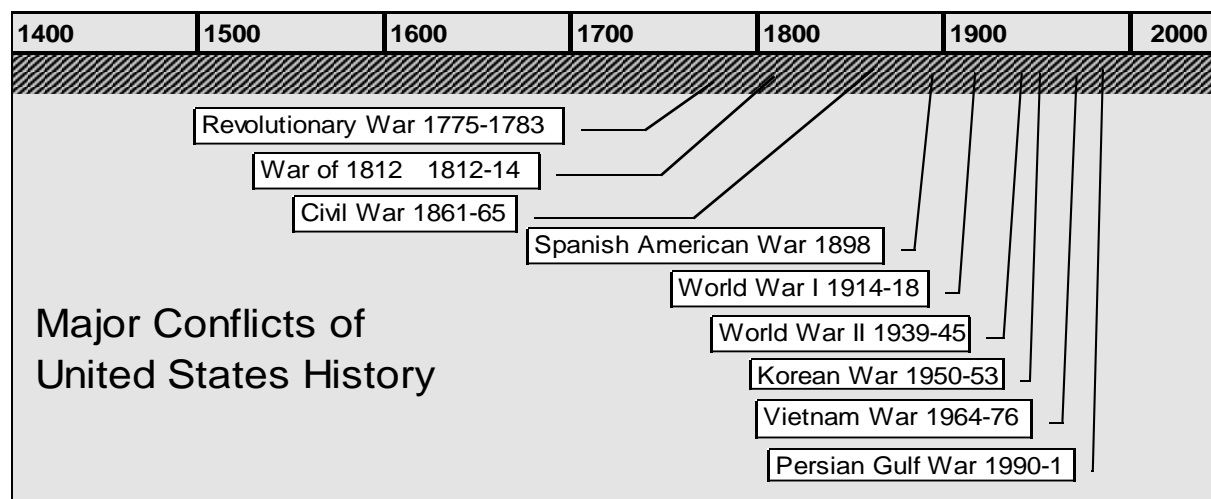
Exercise

The grid below contains four columns. The first column lists interested parties in the Civil War. The second, third, and fourth columns contain precursors (causes or stage-setting events), events, and aftermaths of the Civil War, but the entries in the second through fourth columns are not placed in order.

Class Discussion. If you have classmates, discuss with them the correct distribution of these items. In the second through fourth columns, enter the number 1, 2, 3, or 4 in the boxes before each item to relate it to the correct participant. Answers are shown on page 17.

Participants		Precursors	Events	Aftermaths
1	Northerners	Cotton gin demands increased cotton production.	Europe gives no help, and most battles are fought on their land	Men are lost, cities ruined, and social and economic systems need rebuilding.
2	Southerners	New territories are centers of slave vs. free debates.	Having more men, guns, and supplies aids in final victory.	Railroads improve access for miners, ranchers, & farmers.
3	Slaves	The Federal government sends supplies to Fort Sumter.	Battles along the Mississippi River cut them off from the Confederacy.	13 th Amendment is ratified, but Black Codes continue discrimination.
4	Westerners	A Republican wins presidency and seven states secede.	The Emancipation Proclamation frees some slaves.	Reconstruction and corruption fuel political conflicts.

Special Purpose Timelines. At times, it is helpful to review just one aspect of history. For example, the timeline below lists the major conflicts in which the United States has engaged. What other conflicts have been mentioned in the preceding timelines that are not included in this one? Add them to this timeline for yourself.



Internet Resources. The Internet offers a variety of viewpoints and types of resources. However, the information posted there is not screened for accuracy. Unlike textbooks, which at least have the reputation of a publisher behind them, websites may be created cheaply by anyone who wants to put forth his or her own ideas.

The Internet sources used in this workbook were located by using a search engine, such as *Google.com* or *Altavista.com*. A search often returns hundreds of possible sites. The field is narrowed if you consider primarily URLs (Internet addresses) designated as *.edu*, or *.gov*. These sites have not been developed from a profit motive and are sponsored by an educational institution or a government agency. Remember that educational institutions do not restrict free speech or guarantee the accuracy of information posted by their teachers and/or students, and government agencies have their own agenda.

Websites designated as *.org* also do not exist for profit, although they often include advertising banners or side bar links to obtain their website for a minimum cost. However, consider the type of organization that has created the website when weighing the value of information found there.

The *.com* designation indicates a commercial site, and it is wise to ask why the site provides certain types of information. For instance, *Mapquest.com* may be relied upon to provide highly accurate maps for free, because their commercial purpose is not to sell the maps but to sell advertising links based on the volume of visits their site receives. Publishers of reference books also provide free on-line access to a broad range of resources, linked to their own sales sites.

Below are a few websites you might find especially useful for the study of U.S. History:

www.americanhistory.about.com
www.ushistory.org
www.multied.com

www.cia.gov/cia/publications/factbook
www.whitehouse.gov/history/
www.lib.utexas.edu/maps

Answers and Explanations

Page 1, Words You Need to Know: 1. c 2. e 3. d 4. a 5. b

Page 2, Did You Catch That? 2. T 5. T 6. T 8. T 10. T

1. F—Over 2,000 distinct cultures had developed in the Americas by the 1400s.
3. F—Native Americans didn't think land could belong to separate individuals.
4. F—After the Starving Time of 1609-10, the Jamestown colony's third winter, only 60 people remained.
7. F—These books were written to show slavery, treating of other humans like property, as inhumane.
9. F—The opposite is true: because of the Potato Famine, Irish workers came to America to survive.

Page 4, Major Eras:

1	European exploration and colonization	8	Reconstruction
2	Colonial period	9	Last frontier settled
3	Slave trade and legal use of slaves.	10	Age of industrialization
4	Growth of the republic	11	Progressive Era
5	Industrial revolution	12	Roaring Twenties & Depression
6	Westward movement & mining	13	The Cold War
7	Age of social reforms	14	Space Age

Pages 5-13, Section by Section:

1. 2) The Northwest Ordinance *banned* slavery in the new territories, provided for *public* schools, and was silent on previous land ownership or compensation of explorers.
2. 4) *Checks and balances* was the only choice that would reduce the influence of legislators' passions, prejudices, and private interests.
3. 1) A strict constructionist wants government to closely adhere to the directions given in the Constitution, and, as mentioned in the video, to purchase the Louisiana lands, Jefferson had to go beyond what it specifically mentioned.
4. 3) The video pointed out that Native Americans, as prior occupants of the western lands (as well as the original 13 colonies), were most affected by westward expansion. The Chinese were never held as slaves, the African Americans were never given any land, the Mexicans received no money for California, and the French settled mostly in Quebec.
5. 5) The Civil War, the Industrial Revolution, and the Gold Rush all occurred after 1790. The smallpox epidemic cut the number of Cherokees in half and another 4,000 Cherokees died when 17,000 of them were forcibly marched from Georgia to Oklahoma.
6. 2) Dred Scott had lived seven years in free states before returning to Missouri, a slave state. The Supreme Court refused to help him, upholding his slave status.
7. 3) Telephones were not invented until 1876.
8. 2) Workers could not have afforded the first autos. Horses were still a primary mode of transportation into the 1930s. The graph only shows selected years and only one manufacturer, but auto production continued to grow each year, jumping quickly with the development of the assembly line in 1908. Auto workers were not unionized until 1936.
9. 4) The richest members of society at that time were businessmen and bankers, not farmers, and they lived in the cities. Farmers would not risk their livelihood to protest road conditions, and cars would be less likely to worsen road conditions than horse-drawn wagons. However, because cities depended on the farmers for food, rural road conditions became everyone's concern.

10. 1) The Progressives had not turned against La Follette, but they could see that their best chance was with Teddy Roosevelt, who had already served as president prior to Taft, the incumbent. The election was close, but a third party candidate had yet to win a presidential election.
11. 5) The S&P Stock Price Index says nothing about food prices or the size of stock holdings. The 1936 prices were *higher* than those in 1910. Most significant is the fact that stock prices returned to their previous range in the midst of the Depression. The Depression was related to unsound financial practices, a troubled market for farmers following World War I, increased production without increased pay for workers, and lack of foreign demand for products.
12. 3) FDR saw the greatest problem of the Depression as the people's loss of confidence in themselves and in their country. The social stigma of being "on the dole" would keep people from quitting jobs; Europe was also experiencing the economic downturn; the amount of income taxes paid by the common worker was not as significant in the 1930s as it is today; and it was perhaps more complicated to administer the WPA than it would have been to continue the Emergency Relief Program.
13. 1) A-bombs were not used in the Normandy Invasion (D-Day); missiles are not bombs; the Bastille was a French prison attacked in 1789; and the U.S. was not involved at Tiananmen Square, where the Chinese used tanks against their own dissidents.
14. 1), 3), and 4). Conducting business and personal communication by computer needed the Internet, which was developed in 1961.
15. 2) Oil is not a European product; a successful NATO would reduce the need for military equipment; a mutual defense pact would not influence Europeans' choices of travel destinations. As for the Europeans siding with the USSR, the more likely threat was that European countries would be absorbed by it.
16. 2) The passage mentions that some employers welcomed a HUAC hearing "when it enabled them to fire left-wing union leaders."
17. 3) Eisenhower saw that if the businesses that profit from war became economically dominant, they would also be able to buy the politicians who decide both how much the country spends on defense and whether to put defense weapons to use.
18. 5) Even the president cannot be denied the protection of the 5th Amendment; a change of venue would never take a case between U.S. entities to another country; a president would, if convicted of a crime, also lose his office. Whether he would lose his retirement is an interesting question, but not a constitutional provision. The burning question was whether a president guilty of breaking a law could first be impeached and then tried in civil court for the same offense, or if that would be double jeopardy—trying him for the same crime twice.
19. Iran Hostages: This was an official account of the president's viewpoint, published by a past president's library.
Panama Invasion: The website name, "freespeech.org," suggests the writer is trying to reveal facts or interpretations other than the official version.
20. The Iran Hostage story makes no mention of Iran's reasons for taking the hostages, whether the captors represented the government then in power, or what they were demanding in exchange for the hostages' return. The Panama Invasion story doesn't tell the official version, nor does it indicate whether Noriega's activities changed dramatically from 1972-1990.

Page 12, One Thing Leads to Another:

Participants		Precursors	Events	Aftermaths
1	Northerners	3	2	2
2	Southerners	4	1	4
3	Slaves	2	4	3
4	Westerners	1	3	1