Y'KSD
United States History

Resource Manual
Course Information

1 Carnegie Credit
Distance Delivery
Course Site
1

Course Description:

This course is designed to meet the needs of Alaskan Correspondence students who have struggled with traditional correspondence classes. They are specifically designed to meet the needs of all students: self-motivated high level learners, students with lower reading levels, students with low-level organization skills, and students with low motivation. Assignments are short, fast-paced and well organized, which leads to quick successes and high motivation to meet the Yukon Koyukuk School District Curriculum, State of Alaska Performance and Content Standards, and National Education Standards. Joe Marley has developed this course to meet your special needs as well. Please contact him if you have a need that is not met by this course. YKSD United States History is a comprehensive course that covers the full range of United States History broken into 10 Units: The beginnings of American history to 1607, colonization and settlement, revolution and the new nation, expansion and reform, the Civil War and Reconstruction, the development of industry, the start of the modern nation, the Depression and WWII, period after WWII, and contemporary United States. Quizzes and tests are available on-line (graded immediately) or printed upon request. For an extra fee, tests may be sent out in a packet to a parent or a local instructor and mailed back. Study guides, lab activities, and lesson summaries are also available in packet form or on-line. The comprehensive check list below lists all items to be completed in the course. You may use it to keep track of where you are in the course.

Prerequisites:

Reading Level: 3.8 Spache
Interest Level: Grades 6-12, ABE, ESL

What You Will Need to Purchase for this Course?

Course Registration: $99 per semester
Quia Registration/Grading Fee: $Free
or Printed Tests and Quizzes/Hand Grading Fee: $45(not charged when using the Internet)

YKSD United States History Tool Kit $50 shipping included:
- U.S. History Student Text (AGS Publishing $44.99) Student Text ISBN# 0-7854-2526-8
- YKSD United States history Study Guide
- YKSD United States hisory on CD ROM

First Semester Total: $149
Second Semester Total: $99 (Same Tool Kit Used as First Semester)
Printed Tests and Quizzes/Hand Grading
It is possible to have paper copies of all quizzes and tests and then have them administrated by an on-site instructor. You will not need Internet or computer access to complete the course using this method. However, due to the extra grading time and printing costs there is an additional fee of $45 per semester for this option.

Supplementary readings
From time to time students will receive information about resent developments in United States government that will be important for future interpretations of history. They will receive information about web sites, magazine articles, and books related to topics of interest.

Academic Dishonesty
With most correspondence courses as well as YKSD United States History honesty of parents and students is essential. In the event that YKSD administration suspects cheating or dishonesty among students and proctors an investigation will be carried out. If the investigation shows that cheating has occurred then the student will receive a failing grade and no credit.

Grading:
EVERYONE should be able to achieve an "A" in this class! You may take the quizzes as many times as you like and your top score on the quiz is the one that counts. It is also permissible to use notes, study materials, and books on the quizzes. After you complete a quiz on-line it will be immediately scored and you will be given a summary of your responses and the correct responses. If you miss one or two you can memorize the answers and go back and retake the quiz. Be careful, it will not be in the same order the second time. **Quizzes will count for 50% of your grade.**

The tests will count as 50% of your grade. Much of what is on the quizzes will show up again on the tests. Print out the quizzes and study them before taking the tests. The self-study checklist and the study guide have great information to prepare you for a test, use them. Your first score on any test is the one that counts. Although you will be allowed to take the test as many times as you like the scores you receive will not count. You are not allowed to use notes, study materials, and books on the tests. The tests are meant to reflect how much you have learned while completing the lessons and investigations. If you follow the self-study checklist I have no doubt that you will do great on the tests!

The following grading scale will be used for determining your final grade. After completing the course with a "D-" or better you will receive one Carnegie credit from the Yukon Koyukuk School District.

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Course Schedule
You are in charge of your own schedule. The course must be completed within one year of the start day. We do post .25 credits for each quarter completed.

Subject to Change
This syllabus and schedule are subject to change in the event of extenuating circumstances. It is your responsibility to check the web site for changes weekly. Your instructor will also notify you of changes via e-mail.
After this quarter you will know the story behind all of these pictures.

### Chapter 1 "The First American: Beginnings to 1400"

- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Lesson 4 **Quiz**
- Lesson 5 **Quiz**
- Chapter 1 Test **Test**

### Chapter 2 "Exploration: 1400-1607"

- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Chapter 2 Test **Test**

### Chapter 3 "English Colonies Are Established: 1607-1733"
### Chapter 4 "A Struggle for Power: 1700-1763"

- **Lesson 1 Quiz**
- **Lesson 2 Quiz**
- **Lesson 3 Quiz**
- **Lesson 4 Quiz**
- **Chapter 3 Test**
- **Chapter 4 Test**

### Chapter 5 "A New Nation Begins to Grow: 1763-1775"

- **Lesson 1 Quiz**
- **Lesson 2 Quiz**
- **Lesson 3 Quiz**
- **Lesson 4 Quiz**
- **Lesson 5 Quiz**
- **Chapter 4 Test**
- **Chapter 5 Test**

### Chapter 6 "The American Revolution: 1775-1783"

- **Lesson 1 Quiz**
- **Lesson 2 Quiz**
- **Lesson 3 Quiz**
- **Lesson 4 Quiz**
- **Lesson 5 Quiz**
- **Lesson 6 Quiz**
- **Chapter 6 Test**

### Chapter 7 "A Government is Formed: 1783-1791"

- **Lesson 1 Quiz**
- **Lesson 2 Quiz**
- **Lesson 3 Quiz**
- **Lesson 4 Quiz**
- **Lesson 5 Quiz**
- **Chapter 7 Test**
Chapter 8 "Political Parties Develop: 1788-1809"

- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Lesson 4 **Quiz**
- Lesson 5 **Quiz**
- Chapter 8 Test **Test**

Chapter 9 "The Young Nation Goes to War: 1809-1815"

- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Lesson 4 **Quiz**
- Chapter 9 Test **Test**

End of First Quarter

Congratulations, You Have Completed The First Quarter of YKSD US History
YKSD US History Assignment Guide and Key Points

Chapter 1 "The First Americans"

Lesson 1 "Beginnings to 1400"

- Turn to page 10-11 look at the picture on those pages read about it and the short introduction to Unit 1
- Turn to Page 12 and read the introduction to the chapter.
- Scan Pages 13-14; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 13-15 for pictures and diagrams, read each of the captions.
- Read Pages 13-15 (take notes of important ideas)
- Do you know the answers to the questions on page 15? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "The Earliest Americans" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms

Archaeologist - on who studies the remains of past human life.
Beringia - A thousand -mile-wide land bridge that connected siberia to Alaska
Caribou - Large deer that lives in arctic regions.
Culture - the same values, attitudes, and customs of a group.
Ice Age - a period of time when much of the earth and the earth's water was frozen.
Nomads - people who do not live in one place.
Theory - a best guess.
Clovis point - a finely flaked stone spearhead.
Glacier - a large body of ice

Section Review Answers

1. Beringia was a thousand-mile wide land bridge that connected Siberia to Alaska.
2. The Clovis point was a finely flaked stone spearhead.
3. Nomads are people who do not live in one place.
4. Archaeologists study the remains of past human life.
5. Much of the earth and the earth's water was frozen during the Ice Age.

Did you learn these Objectives?

Are you able to explain how and when the first people may have arrived in the Americas?

Can you relate climate and lifestyle to the arrival of people in the Americas?

Lesson 2 "The Peoples of Mesoamerica"

☐ Scan Pages 16-19; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 16-19 for pictures and diagrams, read each of the captions.
☐ Read the short biography of Juanita on P 19
☐ Read Pages 16-19 (take notes of important ideas)
☐ Do you know the answers to the questions on page 19? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 2 "The Peoples of Mesoamerica" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Architect - a person skilled in designing buildings.
Astronomy - the study of space and the planets.
Civilization - A high level of cultural development.
Cultivate - to grow crops.
Hieroglyphic - a system of writing that uses picture-like symbols.
Mesoamerica - the area of land that includes what is now Mexico and other countries south through Costa Rica.
Settlement - a place or region newly settled.
Artisan - a skilled worker.
Canal - a human-made waterway.
Military - having to do with armed forces.

Section Review Answers

1. The Olmaecs worked with hieroglyphics.
2. The Mayans were the first people in the Americas to develop an advanced form of writing.
3. the Incas started a kingdom in southern Peru.
4. A major city of the Aztecs was Tenochtitlan.
5. The Toltec city of Tula includes remains of several temples.

Did you learn these Objectives?

Can you identify five ancient civilizations that developed in Mesoamerica and South America?

Are you able to describe examples of accomplishments by the five civilizations?

Can you identify when each civilization began?
Lesson 3 "The Southwest Peoples"

- Scan Pages 20-23; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 20-23 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the blue boxes that you find on Pages 20-23.
- Read Pages 20-23 (take notes of important ideas)
- Do you know the answers to the questions on page 23? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "The Southwest Peoples" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Cotton - a plant used to make cloth
Irrigation - a system of watering crops that uses canals or ditches of water.
Kiva - A large underground room used for ceremonies.
Mesa - a flat-topped height.
Ritual - the actions that take place during a ceremony.
Village - a small settlement.
Burial - the act of burying the dead
Dwelling - a home
Religious - relating to a belief in a higher being.
Reservoir - a large place used to store water.
Descendent - one who comes from a group of people.
Kachina - Spirits of an ancestor.

Section Review Answers
1. It is true that Snaketown was a major Hohokam civilization.
2. It is false that the Mogollon were hunters.
3. It is true that the anasazi were called "Cliff Dwellers" because they built houses into cliffs.
4. It is false that the Kayenta Anasazi built a large reservoir.
5. It is true that the Pueblos are descendants of the Anasazi.

Did you learn these Objectives?

Can you identify three ancient farming societies of southwestern North America?

Are you able to describe characteristics of the Hohokam, Mogollon and Anasazi societies?

Lesson 4 "The Adena-Hopewell Mound Builders"

- Scan Pages 24-25; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 24-25 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the blue boxes that you find on Pages 24-25.
- Read Pages 24-25 (take notes of important ideas)
- Do you know the answers to the questions on page 25? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "the Adena-Hopewell Mound Builders" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Tobacco - a plant that some people smoke or chew.
Section Review Answers

1. The Adena built burial mounds.
2. Hopewell settlements were very small and often contained mounds in the shape of animals.
3. Serpent Mound is a perfectly preserved example of a Hopewell mound. It is a huge mound shaped like a snake.
4. The Hopewell celebrated life, nature, and rebirth.
5. The Hopewell began to trade with settlements throughout the areas east of the Mississippi River.

Did you learn these Objectives?

Are you able to describe how the Adena and Hopewell were alike and different?

Lesson 5 "The Mississippi, Plains, and Northwest Civilizations"

- Scan Pages 26-29; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 26-29 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles and questions in the blue boxes that you find on Pages 26-29.
- Read Pages 26-29 (take notes of important ideas)
- Do you know the answers to the questions on page 29? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 5 "The Mississippi, Plains, and Northwest Civilizations" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.
Lesson 5 Key Points

Vocabulary Terms

totem pole- a tall, colorful carved object that had a certain religious meaning.

Section Review Answers

1. It is true that Cahokia was a major trade center for the Mississippian near the Mississippi River.
2. It is false that Moundville was the largest settlement in Mesoamerica.
3. It is false that the Hidatsa and Mandan were experts in farming.
4. It is true that the Pacific Northwest civilizations depended on the sea for food and trade.
5. It is true that American Indians today still practice many ancient beliefs.

Did you learn these Objectives?

Can you identify peoples of the Mississippi, Plains, and Pacific Northwest civilizations?

Are you able to describe some features of the different civilizations?

Preparing for Chapter 1 Test

- Turn to Page 30 and read the article on the Osage Belief.
- Turn to Page 31 and read the Chapter 1 summary.
- On page 32-33 you will find the Chapter 1 review, complete the review.
- Check your answers with those in the Key Points.
- Take the Chapter 1 Test "The First Americans"
- Review the answers then print the results for your records.

Chapter 1 Review answers

1. Incas
2. architects
The Comprehension: Understanding Main Ideas

1. The first people crossed a land bridge from Siberia to get to the North American continent.
2. We know that the people of Mesoamerica had early advanced civilizations because archaeologists have found buildings and other remains.
3. Irrigation canals and methods of containing rainfall runoff from cliffs are evidence of farming societies in the Southwest.
4. The Anasazi controlled water supplies by collecting run-off from the cliffs and by building dams and reservoirs.
5. The Adena and the Hopewell built burial mounds to honor the dead.

Congratulations you finished the first chapter !!
Lesson 1 "Ideas of Exploration"

- Turn to page 34 look at the picture on that pages read about it and the short introduction to the chapter and look at the timeline at the bottom of the page.
- While on Page 34 and read the goals for Learning in this chapter.
- Scan Pages 35-37; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 35-37 for pictures and diagrams, read each of the captions.
- Read the information in the purple boxes on pages 35-37.
- Read Pages 35-37 (take notes of important ideas)
- Do you know the answers to the questions on page 37? (See Key Points for help)
- Do you know the vocabulary words? (See Key Points for help)
- Take the quiz on Lesson 1 "Ideas of Exploration" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
- Compass - device used to show direction
- Globe - model of the Earth
- Merchant - buyer and seller of goods
- Monarch - Person who rules a kingdom or territory
- Noble - someone who is part of a society's upper or ruling class
- Publish - to print something such as a book, newspaper, or magazine.
- Territory - land belonging to a country or government.
Continent - Large land mass on Earth; for example, North America or Africa.
Voyage - the act of traveling especially by sea.

Section Review Answers

1. Europeans wanted to find a water route to the far East to take advantage of the trading the Far East offered.
2. Queen Isabella of Spain paid for Columbus's journey.
3. The compass aided exploration because it helped sailors determine direction.
4. Maps made most people accept the fact that the earth was round.
5. Goods were brought to Europe from the Far East by land routes.

Did you learn these Objectives?

Can you identify three developments that made European exploration possible?

Are you able to describe the purpose of Christopher Columbus's first voyage?

Are you able to identify what Christopher Columbus accomplished?

Lesson 2 "Other Explorers Follow"
- Scan Pages 38-42; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 38-42 for pictures and diagrams, read each of the captions.
- Read the short biography of Montezuma on P 40
- Examine the table on P42 and compare and contrast the different explorers.
- Read Pages 38-42 (take notes of important ideas)
- Do you know the answers to the questions on page 19? (See Key Points for help)
- Do you know the vocabulary words? (See Key Points for help)
Take the quiz on Lesson 2 "Other Explorers Follow" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Commission - to appoint a person or group to do something.
Conquer - to gain something by force; defeat
Empire - a large amount of territory under one ruler.
Mainland - main part of a continent
Slavery - forcing a person or group to work without pay or rights.
Expedition - journey made by a person or group for a certain purpose.

Section Review Answers

1. America is named after Amerigo Vespucci who explored the northeastern coast of what is now South America.
2. Ponce de Leon was searching for gold and the Fountain of Youth.
3. Countries that sent explorers included Spain, France, England, Italy, and Portugal.
4. Magellan found the water route around the Americas by going south of South America.
5. Giovanni de Verrazano and Jacques Cartier searched for the Northwest Passage.

Did you learn these Objectives?

Can you identify European explorers and the nations for which they sailed.

Are you able to describe what the explorers did and where they went?

Lesson 3 "England and France Start Colonies"
Scan Pages 43-45; focus on the gray boxes, which contain the key vocabulary terms.

Scan Pages 43-45 for pictures and diagrams, read each of the captions.

Scan for an read the short articles in the blue boxes that you find on Pages 43-45.

Read Pages 43-45(take notes of important ideas)

Do you know the answers to the questions on page 45? (See Key Points for help)

Do you know the vocabulary words? (See Key Points for help)

Take the quiz on Lesson 3 "England and France Start Colonies" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms

Armada - fleet of warships
Charter - written agreement granting power in the name of a state or country
Colony - group of people living in a new area under rule of their native land.
Loot - to take or damage things by use of force.
Political - relating to government or the way it runs.

Section Review Answers

1. England defeated the Spanish Armada.
2. Roanoke was the first English colony.
3. Roanoke colony was lost.
4. Samuel de Champlain set up the first French colony on the St. Lawrence River.
5. the people of England disliked the way King James I ruled because of his strict religious rules.
Did you learn these Objectives?

Can you note the effects of the English victory over the Spanish Armada?

Are you able to identify early French and English settlements in North America?

Preparing for Chapter 2 Test

- Turn to Page 46 and read the article "Cabeza de Vaca's Journal".
- Turn to Page 47 and read the Chapter 1 summary.
- On page 48-49 you will find the Chapter 1 review, complete the review.
- Check your answers with those in the Key Points.
- Take the Chapter 1 Test "The First Americans"
- Review the answers then print the results for your records.

Chapter 2 Review answer

1. Christopher Columbus
2. Juan Ponce de Leon
3. Francis Drake
4. Vasco Nunez de Balboa
5. John Cabot
6. Jacques Cartier
7. Giovanni da Verrazano
8. Hernando Cortes
9. Ferdinand Magellan
10. Amerigo Vespucci
11. Francisco Pizarro

The Comprehension: Understanding Main Ideas

1. The globe, compass, and map improved exploration because sailors could use these tools to make travel safer and easier.
2. French, Dutch, and English ships began seizing Spanish ships and looting Spanish towns.
3. Defeating the Spanish Armada was important for the English because it increased the country's power in Europe.
4. Roanoke colony was the first English colony. It was started by John White. The colony disappeared.
5. Samuel de Champlain set up the first French colony in Quebec on the St. Lawrence River.
6. Many people wanted to leave England when King James I became kin because of his strict religious rules.
Lesson 1 "The Jamestown Colony"

- Turn to page 52-53 look at the picture on those pages read about it and the short introduction to Unit 2
- Turn to Page 54 and read the introduction to the chapter.
- On Page 54 read the goals for learning for the chapter.
- Scan Pages 55-58; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 55-58 for pictures and diagrams, read each of the captions.
- Scan Pages 55-58 look for and read the extra little articles in the margins and at the bottoms of the pages.
- Read Pages 13-15 (take notes of important ideas)
- Do you know the answers to the questions on page 58? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "The Jamestown Colony" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Blockhouse - building used for protection from attack; fort.
Governor - person chosen to lead a group of people within a given area, such as a colony or a state.
General assembly - Group that makes laws for a larger group
Plantation - large farm that grows huge amounts of a certain crop
Representative - person who is given power to act for other; a
government with officials elected by the people.

Section Review Answers

1. John Smith ordered the colonists to build a blockhouse for defense.
2. John Rolfe planted tobacco.
3. Lord Delaware became governor of Jamestown in 1610.
4. A general assembly was formed in Jamestown in 1619.
5. The Jamestown colonists elected representatives to serve in the House of Burgesses.

Did you learn these Objectives?

Can you identify reasons why the Jamestown colony nearly failed?

Are you able to describe how the colonists were able to succeed?

Can you describe the system of government set up in the colony and to explain why it was significant?

Lesson 2 "The Pilgrims and the Puritans"

- Scan Pages 59-63; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 59-63 for pictures and diagrams, read each of the captions.
- Look for any information set off in charts or in the margins, pay extra attention to that.
- Read Pages 59-63 (take notes of important ideas)
- Do you know the answers to the questions on page 63? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for
Lesson 2 "The Pilgrims and the Puritans"

Vocabulary Terms
Investor - person who lends money to a company; the investor hopes to receive more money back when the company makes money.
Share - certificate bought from a stock company that represents a certain part of ownership of the company.
stock company - company that is owned by people who own the company's stock.
Democratic - government in which the power is held by the people.
Destination - Place where one is going
Majority - A number greater that half of the total.
Provisions - Supplies needed for a trip or voyage.

Section Review Answers
1. The puritans were the religious group that formed a new colony in Boston.
2. The Pilgrims were religious group that formed a new colony in Plymouth.
3. The Pilgrims wrote an agreement called the Mayflower Compact.
4. John Winthrop became governor of the Puritans settlement.
5. The Pilgrims elected John Carver as their leader.

Did you learn these Objectives?

Are you able to identify who the Pilgrims were, why they came to the Americas and where they settled?

Can you explain what the Mayflower Compact was and why it is important to the concept of democratic government in America?

Are you able to identify who the Puritans were, why they came to
Americas, and where they settled?

**Lesson 3 "English Colonies Grow in Number"**

- Scan Pages 64-68; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 64-68 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the margins and at the bottom of the pages on Pages 64-68.
- Read Pages 64-68 (take notes of important ideas)
- Do you know the answers to the questions on page 68? (See [Key Points](#) below for help)
- Do you know the vocabulary words? (See [Key Points](#) below for help)
- Take the quiz on **Lesson 3 "English Colonies Grow in Number"**
  (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

**Lesson 3 Key Points**

**Vocabulary Terms**

- **Boundary** - a real or imaginary marker that shows what land a person owns.
- **Clergy** - Person given the power by the church to perform religious tasks.
- **Equality** - Having the same rights as others
- **Proprietor** - one who owns a colony
- **Guidance** - Direction or leading
- **Pastor** - Member of the clergy
- **Patroon** - Dutch landowner
- **Policy** - Set of rules or an action plan set forth by a person or group.
- **Access** - ability to obtain or make use of something.
Section Review Answers

1. Lord Calvert set up a colony in Maryland
2. Thomas Hooker settled Connecticut.
3. Carolina was divided into North Carolina and South Carolina in 1729.
4. An owner of a colony was called a proprietor.
5. Pennsylvania was settled by William Penn.

Did you learn these Objectives?

Can you identify the other English colonies that were established when they were established, and who established them, and why?

Are you able to identify those colonies that allowed religious freedom?

Lesson 4 "The Colonies Grow Larger"

- Scan Pages 69-71; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 69-71 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles and questions in the colored boxes that you find on Pages 69-71.
- Read Pages 24-25 (take notes of important ideas)
- Do you know the answers to the questions on page 71? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "The Colonies Grow Larger" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points
Vocabulary Terms
Emigrate - to leave for another place or country
Estimate - to make a guess based on some facts
Expansion - to spread out or increase in size
Indentured servant - person who came to the colonies under a contract to work for someone without pay for a certain time.
Minority - group of people that is a smaller part of a population.
Refuge - Protection or shelter.
Epidemic - an outbreak of disease.
Indigo - plant used to make dye.

Section Review Answers
1. The American colonies were established over a period of 125 years.
2. Farms were small in New England because the soil was rocky and the winters were long.
3. Crops in the South included rice, tobacco, and indigo.
4. Plantation owners encouraged the use of slave labor.
5. The middle colonies could be described as the bread colonies.

Did you learn these Objectives?

Can you identify the three classes of people who made up the population of the colonies?

Are you able to identify the three colonial regions and to tell what each region was like?

Preparing for Chapter 3 Test
☐ Turn to Page 72 and read the article "The Mayflower Compact"
☐ Turn to Page 73 and read the Chapter 3 summary.
☐ On page 74-75 you will find the Chapter 3 review, complete the review.
Check your answers with those in the Key Points.

Take the Chapter 3 Test "English Colonies Are Established"

Review the answers then print the results for your records.

Chapter 3 Review answers

1. New Jersey
2. Connecticut
3. New York
4. Maryland
5. North Carolina, South Carolina
6. Delaware
7. Pennsylvania
8. Georgia
9. Rhode Island
10. Massachusetts
11. Virginia

The Comprehension: Understanding Main Ideas

1. The Jamestown colonists did not have a good supply of drinking water and food, and they faced American Indian attacks.
2. The Jamestown colonists started a general assembly, women were sent to Jamestown to get married and settle the new land, the African slaves were brought to colony in 1619.
3. The Pilgrims were a religious group who settled in Plymouth, Massachusetts.
4. The Puritans were a religious group who settled in Boston, Massachusetts.
5. The middle colonies included New York New Jersey, Pennsylvania, and Delaware; the southern colonies included Maryland, North Carolina, South Carolina, Georgia, and Virginia; the New England colonies included New Hampshire Massachusetts, Rhode Island, and Connecticut.
6. Many of the colonists made a living by farming (especially in the South), shipbuilding, lumbering, fishing, trading, and ironworks.

Congratulations you finished the Third chapter !!
YKSD US History Assignment Guide and Key Points

Chapter 4 "A Struggle for Power: 1700-1763"

Lesson 1 "Beginnings to 1400"

- Turn to Page 76 and analyze the time line at the bottom of the page and read the introduction to the chapter.
- Scan Pages 77-78; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 77-78 for pictures and diagrams, read each of the captions.
- Look for and read special colored boxes in the margins or at the bottom of pages 77-78.
- Read Pages 77-78 (take notes of important ideas)
- Do you know the answers to the questions on page 78? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "Beginnings to 1400" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms

Complex - something that has many details or parts.
Cultural - having to do with the arts.
Delegate - A person elected to serve in government.
Independence - Ability to take care of oneself
Legislature - group of people elected to make laws
Responsibility - the need to complete duties or tasks.
Mercantilism - the practice of regulating colonial trade for the profit of
the home country.
Regulate - to govern or direct according to a rule.

Section Review Answers

1. Most farm families made their own clothing and furniture and raised crops and animals for food.
2. Colonists held town meetings and wrote newspapers to exchange news and ideas.
3. Colonists needed to trade with other countries in order to grow.
4. Mercantilism is the practice of regulating colonial trade for the profit of the home country.
5. France the Netherlands, Spain, and Austria also practiced mercantilism.

Did you learn these Objectives?

Are you able to describe ways the colonists became more independent?

Can you explain what mercantilism is?

Lesson 2 "Triangular Trade in the Colonies"

☐ Scan Pages 79-80; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 79-80 for pictures and diagrams, read each of the captions.
☐ Read the short biography of James Oglethorpe on P 80
☐ Read Pages 79-80 (take notes of important ideas)
☐ Do you know the answers to the questions on page 80? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 2 "Triangular Trade in the Colonies" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
Lesson 2 Key Points

Vocabulary Terms
Enforce - To make sure something is done according to a law.
Triangular trade - trade between Africa, the West Indies, and New England.
Unite - to join together as a single unit.
Rebellion - a group fighting another group that is in power.

Section Review Answers

1. Triangular trade was trade between Africa, the West Indies, and New England.
2. American Indian peoples were affected by triangular trade because they were forced from their homes.
3. Africans were captured from their homeland and brought to America. They were treated as property.
4. The purpose of the Navigation Acts was to regulate colonial trade.
5. The Americans paid little attention to the Navigation Acts.

Did you learn these Objectives?

Are you able to describe what triangular trade was?

Can you identify the victims of triangular trade?

Can you explain what the Navigation Acts were?

Lesson 3 "The Move Westward"

Scan Pages 81-83; focus on the gray boxes, which contain the key vocabulary terms.
Scan Pages 81-83 for pictures and diagrams, read each of the captions.
Scan for an read the short articles in the blue boxes that you find on Pages 81-83.

Read Pages 81-83 (take notes of important ideas)

Do you know the answers to the questions on page 83? (See Key Points below for help)

Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 3 "The Move Westward" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Frontier - a region with little population.
Alliance - An agreement that joins groups of people or countries together.
Recruit - To get new members for a group
Union - territories joining together under one government.
Appoint - to name or choose a person to do something
Regiment - Large group of soldiers.

Section Review Answers

1. The British granted 200,000 acres of land in the Ohio Valley to the Ohio Company.
2. The French forced George Washington to retreat from Fort Duquesne.
3. The French lived among the American Indians.
4. The British had almost one and a half million colonists.
5. The French had fewer settlers.

Did you learn these Objectives?

Can you identify the two countries that claimed land in the West?
Are you able to describe the purpose of the Albany Plan of Union?
Are you able to compare the military strength of the British and the French?

**Lesson 4 "The French and Indian War Begins"**

- Scan Pages 84-85; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 84-85 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the blue boxes that you find on Pages 84-85.
- Read Pages 84-85 (take notes of important ideas)
- Do you know the answers to the questions on page 85? (See **Key Points** below for help)
- Do you know the vocabulary words? (See **Key Points** below for help)
- Take the quiz on **Lesson 4 "The French and Indian War Begins"** (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

**Lesson 4 Key Points**

**Vocabulary Terms**

Ambush - to carry out a surprise attack.
Survivor - Someone who has lived through a dangerous event.

**Section Review Answers**

1. General Braddock did not respect the American Indians as soldiers.
2. General Braddock was killed near Fort Duquesne.
3. William Pitt was made prime minister of England in 1758.
4. William Pitt made several changes.
5. The colonists liked William Pitt.

Did you learn these Objectives?

Can you identify key battles at the beginning of the French and Indian War?

Are you able to explain the importance of William Pitt?

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Lesson 5 "The War Ends"

- Scan Pages 86-87; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 86-87 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 86-87.
- Read Pages 86-87 (take notes of important ideas)
- Do you know the answers to the questions on page 87? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 5 "The War Ends" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 5 Key Points

Vocabulary Terms
Reinforcements - additional soldiers used to back up an army
Stronghold - a place, such as a military base, that is well protected from attack.
Treaty - An agreement to end fighting.

Section Review Answers
1. The French set fire to Fort Duquesne.
2. Capturing Fort Duquesne was a turning point in the war in favor of the British, and the Battle of Quebec won the war for the British.
3. General Wolfe attacked Quebec by bringing troops up the St. Lawrence River and discovering a path in the cliffs to Quebec.
4. The Treaty of Paris was the treaty that ended the war between the British and the French.
5. The British gained Florida and all of the land east of the Mississippi River, except New Orleans.

Did you learn these Objectives?

Can you identify key battles at the end of the French and Indian War?

Are you able to describe what happened after the war?

Preparing for Chapter 4 Test

- Turn to Page 88 and read the article "Poor Richard's Almanac"
- Turn to Page 89 and read the Chapter 4 summary.
- On page 90-91 you will find the Chapter 4 review, complete the review.
- Check your answers with those in the Key Points below.
- Take the Chapter 4 Test "A Struggle for Power"
- Review the answers then print the results for your records.

Chapter 4 Review answers

1. Fort Duquesne
2. William Pitt
3. George Washington
4. Ohio Valley
5. Treaty of Paris
6. Battle of Quebec
7. James Wolfe
8. Triangular trade
9. Louis Mountcalm
10. Edward Braddock
12. Mercantilism
13. fort Niagara.

The Comprehension: Understanding Main Ideas

1. Great Britain had lots of people to fight a war and could also recruit colonists.
2. France had the advantage of one controlling government. Its people also had a good relationship with the American Indians and knew frontier warfare.
3. The Battle of Quebec was important because it marked the end of the French and Indian War. France surrendered after losing the battle.
4. The Treaty of Paris gave Great Britain all of the land east of the Mississippi River, except New Orleans. The area of Louisiana west of the Mississippi, which France had claimed, as well as New Orleans, went to Spain. Great Britain got Florida from Spain in exchange for Cuba. France kept only two small islands south of the Newfoundland and some islands off the West Indies.
5. Great Britain was seen as the strongest world power after the war.

Congratulations you finished the fourth chapter !!
Chapter 5 "A New Nation Begins to Grow: 1763-1775"

Lesson 1 "The Proclamation of 1763"

- Turn to Page 95 and take a look at what will be covered in Unit 3.
- Turn to Page 96 and analyze the time line at the bottom of the page and read the introduction to the chapter.
- Scan Pages 97-99; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 97-99 for pictures and diagrams, read each of the captions.
- Look for and read special colored boxes in the margins or at the bottom of pages 97-99.
- Read Pages 97-99 (take notes of important ideas)
- Do you know the answers to the questions on page 99? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "The Proclamation of 1763" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Relationship - two or more things or groups connected in some way.
boycott - to refuse to have dealings with a person, country, or group.
Legal - having to do with law.
Tar and feather - to cover a person with tar and then with feathers in order to punish them.
Tolerate - to allow something to happen.
Repeal - To remove something, especially a law.

Section Review Answers

1. The British decided to tax the colonists in exchange for providing the colonists with protection.
2. The colonists felt that, since they had fought in the French and Indian War they deserved the land to the west. Many colonists felt that the Proclamation was unfair and that the king didn't really care about protecting them from the American Indians.
3. The king's attitude toward the colonists was that he didn't care for their welfare.
4. The colonists felt that taxation was unfair because they didn't need help from the British.
5. The Stamp Act passes in 1765, enabled the British government to tax all legal and business papers used in America.

Did you learn these Objectives?

Are you able to explain the purpose of the Proclamation of 1763?

Can you understand why the British government taxed the colonists?

Can you explain the passage and the repeal of the Stamp Act?

Lesson 2 "The Townshend Acts"

☐ Scan Pages 100-103; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 100-103 for pictures and diagrams, read each of the captions.
☐ Look for and read special colored boxes in the margins or at the bottom of pages 100-103.
☐ Read Pages 100-103 (take notes of important ideas)
☐ Do you know the answers to the questions on page 103? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)

☐ Take the quiz on Lesson 2 "The Townshend Acts" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Finance - having to do with money
Revenue - Money gained from something.

Section Review Answers

1. Charles Townshend was the minister of finance for Great Britain.
2. Samuel Adams led protests in Boston.
3. Boston Massacre was where British soldiers shot into a crowd of colonists.
4. George III was Great Britain's king during this time in history.
5. Crispus Attucks was killed in Boston Massacre.

Did you learn these Objectives?

Are you able to describe the effects of the Townshend Acts on the British and the colonists.

Are you able to identify both organized and unorganized colonial protests against taxation.

Lesson 3 "The East India Trading Company"

☐ Scan Pages 104-106; focus on the gray boxes, which contain the key vocabulary terms.

☐ Scan Pages 104-106 for pictures and diagrams, read each of the captions.
Scan for and read the short articles in the blue boxes that you find on Pages 104-106.
Read Pages 104-106 (take notes of important ideas)
Do you know the answers to the questions on page 106? (See Key Points below for help)
Do you know the vocabulary words? (See Key Points below for help)
Take the quiz on Lesson 3 "The East India Trading Company" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Cargo - objects or goods carried in a ship or some other form of transportation.
Competitor - A company that sells or buys the same goods or services as another company.
Duty - Tax placed on certain goods brought into a certain place.
Impose - to establish a rule or law, such as a tax, on a group with less power.
ban - to disallow something
Outrage - anger
Resistance - the act of opposing something
Respond - to do or say something in return similar - alike in some ways.
Province - a part of a country or region.

Section Review Answers

1. Frederick North came up with a plan to tax the colonists for tea.
2. The colonists objected to North's plan because they were afraid that British merchants would pay no tax, forcing American competitors out of business.
3. The Boston Tea Party took place in 1773 as a colonial protest.
against the British tax on tea.

4. Not all colonists agreed with the Boston Tea Party. Many felt there were better ways to protest.

5. The British responded to the Boston Tea Party by passing the Intolerable Acts.

Did you learn these Objectives?

Can you explain the British tea tax and the colonists' reaction to it?

Are you able to describe the British government's reaction to the Boston Tea party?

Lesson 4 "The First Continental Congress: 1774"

- Scan Pages 107-109; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 107-109 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles and questions in the blue boxes that you find on Pages 107-109.
- Read Pages 107-109(take notes of important ideas)
- Do you know the answers to the questions on page 109? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "The First Continental Congress: 1774" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms

Convention - a formal meeting called for a special purpose.

Debate - an argument or discussion among persons or a group

Patriot - someone who loves his or her own country.
submission - the act of giving up on something.
Unify - to join together as a group or whole.
Minutemen - a group of men trained to be soldiers and who agreed to gather at a minute's notice.

**Section Review Answers**

1. The purpose of the first Continental Congress was to come up with possible actions against the king.
2. The delegates could best be described as well-educated men and leaders in their colonies.
3. The Continental Congress created the Declaration of Rights and sent it to the king.
4. Minutemen were men who agreed to gather at a minute's notice and become soldiers.
5. Paul Revere William Daws, and Samuel Prescott warned the colonists that the British were approaching.

Did you learn these Objectives?

Can you explain why colonial leaders felt the need for a colonial convention?

Are you able to identify the resolutions of the First Continental Congress?

Can you describe the roles of Samuel adams, Paul Revere William Daws, and Samuel Prescott?

Can you explain how the colonists' growing resistance led to war with Great Britain?

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**Preparing for Chapter 5 Test**

- Turn to Page 110 and read the article "The Stamp Act"
- Turn to Page 111 and read the Chapter 5 summary.
On page 112-113 you will find the Chapter 5 review, complete the review.

Check your answers with those in the Key Points below.

Take the Chapter 5 Test "A New Nation Begins to Grow"

Review the answers then print the results for your records.

Chapter 5 Review answers

1. Proclamation of 1763
2. Sugar Act
3. Stamp Act
4. Declaratory Act
5. Townshend Acts
6. Quebec Act
7. Boston Massacre
8. Boston Tea Party
9. Currency Act
10. Intolerable Acts
11. Declaration of Rights
12. Lexington and Concord.

The Comprehension: Understanding Main Ideas

1. Chief Pontiac organized several American Indian nations and attacked colonial forts.
2. the Proclamation of 1763 ordered all settlers to leave the Ohio Valley and return to the established colonies and forbade any new settlements west of the Appalachians. It said that no traders could enter the area without approval of the king.
3. The Boston Tea Party was a reaction to the British tax on colonial tea.
4. the First Continental Congress wrote the Declaration of Rights.
5. Minutemen were men who agreed to gather at a minute's notice and become soldiers.

Congratulations you finished the fifth chapter !!
Lesson 1 "Americans Respond"

- Turn to Page 114 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 115-116; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 115-116 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 115-116.
- Read Pages 115-116 (take notes of important ideas)
- Do you know the answers to the questions on page 115? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "Americans Respond" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Disarm - to take weapons away form someone.
Militia - An organized group of citizens who serve as soldiers in times of war.
Petition - a written paper asking for a right of benefit from someone in power.
Resign - To give up an office or job.

Section Review Answers

1. The colonists were proud of the courage shown by the minutemen who had tried to prevent the British soldiers from reaching Lexington and Concord.
2. The colonists proved they were equal to the British army by standing up to the British at Lexington and Concord.
3. The colonists prevented being disarmed by seizing military supplies in New York intending for British soldiers.
4. Capturing Fort Ticonderoga and Fort Crown Point was important for the colonists because these places contained a large amount of military supplies.
5. Some colonist sent a petition to the king of Great Britain as a protest.

Did you learn these Objectives?

Can you explain the preparations the colonists made to defend themselves against the British?

Are you able to describe the colonial victories at Fort Ticonderoga and Fort Crown Point?

Can you explain how the delegates to the Second Continental Congress tried to settle the problem with Great Britain in a peaceful way?

Lesson 2 "Congress Takes Action"

- Scan Pages 117-119; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 117-119 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 117-119.
- Read Pages 117-119 (take notes of important ideas)
Lesson 2 Key Points

Vocabulary Terms
- Commander: someone who controls an army or some other military group.
- Interfere: to enter into or take part in other people's business.
- Loyalty: the act of being faithful to someone.
- Pardon: an official statement forgiving someone of something.
- :lea: the act of asking for something.
- Postmaster: person who runs the post office.

Section Review Answers

2. Congress made Benjamin Franklin the postmaster.
3. Congress sent out a plea to the colonies for troops and money to pay for the war effort.
4. General Gage offered pardons to all colonials who would pledge their loyalty to the king.
5. The colonists fortified Breed's Hill to prevent General Gage from protecting Dorchester heights in Boston.

Did you learn these Objectives?

Can you list actions taken by the Second Continental Congress in preparation for war with Great Britain?
Are you able to explain the significance of the Battle of Bunker Hill and the eventual recovery of Boston by the colonists?

Lesson 3 "Fighting Spreads"

- Scan Pages 120-122; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 120-122 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 120-122.
- Read Pages 120-122 (take notes of important ideas)
- Do you know the answers to the questions on page 122? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "Fighting Spreads" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
- Invade - to attack or take over something
- Location - the place where something is positioned.
- Loyalist - American who supported the king of Great Britain.
- Orator - One who is good at public speaking
- Statesman - someone who knows and practices government ideas.
- Clause - a certain section of a document.
- Document - an official paper or piece of writing.

Section Review Answers
1. Congress was concerned that the British could invade New York.
3. The Americans defeated tech loyalists at Moor's Creek.
4. Thomas Jefferson wrote the Declaration of Independence.
5. Some delegates refused to sign the Declaration of Independence if the slave clause remained.

Did you learn these Objectives?

Are you able to explain how the Declaration of Independence announced the colonies' intention to be free states?

Lesson 4 "The Revolutionary War"

- Scan Pages 123-125; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 123-125 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 123-125.
- Read Pages 123-125(take notes of important ideas)
- Do you know the answers to the questions on page 125? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "The Revolutionary War" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Revolution - the act of overthrowing and replacing a government.
Hessian - a soldier paid by the British to fight the Americans.
Siege - an event in which an army prevents people in a fort or city from leaving; this is done to attempt to capture the fort or city.
Section Review Answers

1. It is false that General Washington was sure the British would try to take Richmond.
2. It is true that William How was a British general.
3. It is False that Washington led a retreat from New York across the Princeton River.
4. It is False that Washington led a retreat from New York across the Princeton River.
5. It is true that British paid Hessians to fight the Americans.

Did you learn these Objectives?

Can you explain the strengths and weaknesses of the British and colonial forces.

Are you able to describe the battle for New York Harbor and the attack on Trenton?

Lesson 5 "The Turning Point of the War"

- Scan Pages 126-128; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 126-128 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 126-128.
- Read Pages 126-128 (take notes of important ideas)
- Do you know the answers to the questions on page 128? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 5 "The Turning Point of the War" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very
Lesson 5 Key Points

Vocabulary Terms

- Compromise - a settlement of differences in which each side gives up some of its demand.
- Isolate - to set apart from others
- Proposal - suggestion for others to consider.
- Three-pronged attack - an attack in three separate places against an enemy
- Evacuate - To move away from a dangerous area.

Section Review Answers

1. General Washington set up winter quarters at Valley Forge.
2. General Howe planned a three-pronged attack.
3. The Americans defeated the British at Saratoga
4. General Clinton led the British army at Monmouth.
5. The Americans captured a British fort at Vincennes.

Did you learn these Objectives?

Can you explain how the victory at Saratoga was a turning point in the war?

Are you able to describe how the British forces were contained on both the eastern and western fronts?

Lesson 6 "The British Are Defeated"

- Scan Pages 129-131; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 129-131 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 129-131.
- Read Pages 129-131 (take notes of important ideas)
Do you know the answers to the questions on page 131? (See Key Points below for help)

Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 5 "The British Are Defeated" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 6 Key Points

Vocabulary Terms
Convicts - to find someone guilty of a crime.
Traitor - someone who turns against his or her own country.
Inland - a region of land that is far away from the coast.
Lure - to draw in someone or something by hinting of gain.
Occupy - to take control of a place
Redeem - to release from blame for something by doing something else better
Sharpshooting - the ability to shoot a gun with great success.

Section Review Answers

1. John Paul Jones was an American sea captain.
2. Benedict Arnold was a traitor.
3. The British captured Savannah.
4. Lord Cornwallis surrendered at Yorktown.
5. The Treaty of Paris set the American boundary to the West as the Mississippi River.

Did you learn these Objectives?

Can you describe the heroic actions of John Paul Jones?

Are you able to explain why Benedict Arnold was called a traitor?

Are you able to detail the events that led to the surrender of Lord
Cornwallis at Yorktown?

- Preparing for Chapter 6 Test
  - Turn to Page 132 and read the article, "Common Sense".
  - Turn to Page 133 and read the Chapter 6 summary.
  - On page 134-135 you will find the Chapter 6 review, complete the review.
  - Check your answers with those in the Key Points.
  - Take the Chapter 6 Test "The American Revolution"
  - Review the answers then print the results for your records.

Chapter 6 Review answers

1. militia
2. pardon
3. Second Continental Congress
4. petition
5. commander
6. postmaster
7. Hessians
8. Declaration of Independence
9. three-pronged attack
10. loyalist
11. traitor
12. statesman.

The Comprehension: Understanding Main Ideas

1. Following Lexington and Concord the Americans captured Fort Ticonderoga and Fort Crown Point. The Second Continental Congress also met.
2. The Declaration of Independence was written to announce the colonies' decisions to separate from England.
3. The Americans' strengths included a strong leader in George Washington. They were used to frontier life and to the use of firearms. In the French and Indian War the Americans had gained military experience. Also, they were fighting for their homes on land they knew well.
4. The British strengths included well-trained soldiers, expert leaders, and the finest equipment. they had a powerful navy and the money to pay other countries to help them, if necessary. Also they had to help of the loyalists.
5. The Battle of Saratoga was important for the Americans because General Howe's three pronged attack began to fail there. It also showed the French that the Americans were strong, so the French decided to help the Americans.
6. The Americans won the war by trapping Lord Cornwallis's army at Yorktown, Virginia.
Lesson 1 "A New Nation Faces Problems"

- Turn to Page 136 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 137-139; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 137-139 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 137-139.
- Read Pages 137-139 (take notes of important ideas)
- Do you know the answers to the questions on page 137? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "A New Nation Faces Problems" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Manufacturer- a company that makes something to sell to the public or to other companies.
Ownership - the act of owning something, such as land or a house
Pioneer - One of the first to settle in a territory.
Temporary - Something that is to be used only for a short time.
Approve - to accept or agree on something.
Import - a good brought in from a foreign country
dispute - a quarrel between people or groups.
Interstate - an action that occurs between two states, such as trade.
Tariff - a tax on goods leaving or entering some place.

Section Review Answers

1. It is False that when the Revolutionary War ended, the states were willing to give up their rights.
2. It is true that the Articles of Confederation was the first American plan for government.
3. It is false that moving westward was not a problem for the Americans.
4. It is true that some states printed their own money.
5. It is false that tariffs helped interstate trade.

Did you learn these Objectives?

Can you describe the problems Americans had with land ownership, trade, and Spain?

Are you able to explain why the government under the Articles of Confederation was weak and ineffective?

Lesson 2 "A Demand for Change"

- Scan Pages 140-142; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 140-142 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 140-142.
- Read Pages 140-142 (take notes of important ideas)
- Do you know the answers to the questions on page 142? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
Take the quiz on Lesson 2 "A Demand for Change" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Commercial - something linked to business or buying and selling.
Host - A person or group who provides a place for guests to do something.
Secrecy - The act of keeping something private.
Session - A meeting or a series of meetings.

Section Review Answers

1. The Articles of Confederation were too weak.
2. The Annapolis Convention was a failure because so few delegates attended.
3. The Constitutional Convention was held to form a stronger central government.
4. The Constitutional Convention was held in secrecy so the delegates could debate freely.
5. The delegates chose Washington to lead the Constitutional Convention because he was recognized as an intelligent, well-educated person and a great military leader. The delegates also greatly respected him.

Did you learn these Objectives?

Can you explain the importance of Shay's Rebellion?

Are you able to describe the events that led to the calling of the Constitutional Convention?
Lesson 3 "A Need for a New Start"

- Scan Pages 143-144; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 143-144 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 143-144.
- Read Pages 143-144 (take notes of important ideas)
- Do you know the answers to the questions on page 144? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "A Need for a New Start" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Exist - something that is in place or operating.
Guarantee - An agreement to protect something, such as property.
Deadlock - a situation where two or more groups are unable to agree on something.

Section Review Answers

1. The Virginia Plan presented by Edmund Randolph
2. The New Jersey Plan asked that states had equal votes.
3. The Virginia Plan asked for congress was to make laws.
4. The New Jersey Plan was presented by William Paterson.
5. The Virginia Plan had a stronger central government.

Did you learn these Objectives?

Can you compare and contrast the Virginia and New Jersey plans?
Are you able to explain the deadlock between the larger and the smaller states?

**Lesson 4 "The Great Compromise"**

- Scan Pages 145-147; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 145-147 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles and questions in the colored boxes that you find on Pages 145-147.
- Read Pages 145-147 (take notes of important ideas)
- Do you know the answers to the questions on page 147? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on **Lesson 4 "The Great Compromise"** (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

**Lesson 4 Key Points**

**Vocabulary Terms**

Bill - A proposal for a new law
Justice - A judge who serves on the Supreme Court.
Legislative branch - the branch of government that makes laws.
Runaway - Someone who is trying to escape.
Adviser - a person who gives information, advice, or help.
Executive branch - the branch of government that works to enforce laws.
Export - a good sent to another country
Federal government - a government that is divided between central and state governments.
Interpret - to explain or tell the meaning of something.
Judicial branch - the branch of government that interprets the laws.

Section Review Answers

1. The judicial branch interprets laws.
2. A federal government is divided between central and state governments.
3. The executive branch enforces the laws.
4. A bill is a proposal for a new law.
5. The legislative branch makes the laws.

Did you learn these Objectives?

Can describe the terms of the Great Compromise?

Are you able to explain the Three-Fifths Compromise?

Are you able to explain how the branches of the federal government provide for a separation of powers?

Are you able to explain the provisions of the Northwest Ordinance?

Lesson 5 "The Conventions are Organized"

Scan Pages 148-151; focus on the gray boxes, which contain the key vocabulary terms.
Scan Pages 148-151 for pictures and diagrams, read each of the captions.
Scan for an read the short articles and questions in the colored boxes that you find on Pages 148-151.
Read Pages 148-151 (take notes of important ideas)
Do you know the answers to the questions on page 151? (See Key Points below for help)
Do you know the vocabulary words? (See Key Points below for help)
Take the quiz on Lesson 5 "The Conventions are Organized" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 5 Key Points

Vocabulary Terms
Anti-federalist - One who felt that the Constitution gave the central government too much power.
Circulate - To pass something from person to person or place to place.
Essay - A piece of writing addressing a subject from a personal point of view.
Federalist - One who supported the Constitution.
Ratify - to approve something
Supreme - to the highest degree.
Unanimous - When all sides agree.
Amendment - a change
Assemble - to gather together
Civil lawsuit - a court case involving private rights.

Section Review Answers

1. Federalists supported the Constitution.
2. Anti-Federalists felt the Constitution gave the central government too much power.
3. The Bill of Rights was the first 10 amendments to the Constitution.
4. An amendment is a change.
5. The Constitution is the supreme law of the land.

Did you learn these Objectives?

Can you explain the beliefs of the Federalists and the Anti-Federalists?

Are you able to describe the ratification of the Constitution?

Are you able to explain why the Bill of Rights was added to the Constitution?
Can you examine the freedoms guaranteed in the Bill of Rights?

Preventing for Chapter 7 Test

- Turn to Page 152 and read the article, "The Northwest Ordinance".
- Turn to Page 153 and read the Chapter 7 summary.
- On page 154-155 you will find the Chapter 7 review, complete the review.
- Check your answers with those in the Key Points.
- Take the Chapter 7 Test "A Government is Formed"
- Review the answers then print the results for your records.

Chapter 7 Review answers

1. tariff
2. export
3. new Jersey Plan
4. executive branch
5. legislative branch
6. Anti-Federalist
7. Virginia Plan
8. import
9. federalist
10. federal
11. judicial branch
12. pioneer
13. bill

The Comprehension: Understanding Main Ideas

1. The Articles of Confederation was a form of government set up during the Revolutionary War.
2. Under the Articles of Confederation Congress had no power to create and collect taxes or place duties on imports.
3. The purpose of the Constitutional Convention was to create a plan for a strong central government.
4. the Three-Fifths Compromise permitted three out of every five slaves to be included in the population and taxation count of the southern states.
5. The purpose of the Bill of Rights was to provide for personal freedoms.
Lesson 1 "The First Administration"

- Turn to Page 156 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 157-159; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 157-159 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 157-159.
- Read Pages 157-159 (take notes of important ideas)
- Do you know the answers to the questions on page 159? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "The First Administration" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Cabinet - a group of advisers to the President.
Permanent - lasting a long time or forever.
Treasury - A place where money is stored; the government department that handles money.
Bond - A document that is proof of money owed
Interest - money paid to someone who lends money
Industry - related to business and manufacturing.

Section Review Answers

1. It is true that Congress created three departments and one office in 1789.
2. It is false that George Washington appointed five advisers when he became President.
3. It is true that Alexander Hamilton's financial plan was not popular with many in Congress.
4. It is false that Hamilton's financial plan did not include paying off foreign debt.
5. It is true that Hamilton helped to organize the First Bank of the United States.

Did you learn these Objectives?

Are you able to identify the first cabinet members and the positions they held?

Can you explain why a financial plan was needed and what it was?

Can you give reasons why the plan was unpopular with some and to tell what compromise was reached so that it could be passed?

Lesson 2 "The Government's Progress"

☐ Scan Pages 160-162; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 160-162 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 160-162.
☐ Read Pages 160-162 (take notes of important ideas)
☐ Do you know the answers to the questions on page 162? (See Key Points below for help)
Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 2 "The Government's Progress" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Affairs - a person or group's day-to-day business.
Disagreement - A quarrel over something.
Neutral - a person or group that does not side with any particular person or group.
Political party - A group that represents a certain political belief.
Navigate - to travel by water.
Public service - any job or effort done for the good of the people, such as a government job.
Contribute - to add to or take part in something.
Emerge - to come into being.

Section Review Answers

1. Washington kept the country out of war because the country's military was very weak and the country was so far in debt.
2. Settlers called for action against the British because the British sold American Indians firearms and whiskey.
3. The Americans needed to use the Mississippi River and New Orleans for trade.
4. John Jay's treaty got the British to leave their forts that were built on American soil. The Americans, in turn, paid their debts to Britain and the British paid American shippers for cargo that had been seized.
5. George Washington is called "The Father of His Country" for his many contributions to the nation.
Are you able to identify the political parties that arose and what they stood for?

Can you identify the countries that caused problems for the United States and why?

Can you explain Washington's solutions to the problems?

Are you able to list some of Washington's contributions to America?

Lesson 3 "Adams Becomes the Next President"

- Scan Pages 163-167; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 163-167 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 163-167.
- Read Pages 163-167 (take notes of important ideas)
- Do you know the answers to the questions on page 167? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "Adams Becomes the Next President" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Candidate - A person who has been selected to run for a political office.
Alien - someone who lives in one country but is a citizen of another.
Arrogant - showing a feeling of being better than others.
Deport - To send someone away from a country.
Immigrant - a person who comes to live in a new country.
Constitutional - something that follows the ideas set forth in the constitution.
Resolution - an expression of opinion or intent voted on by a group.
Elector - a person who is chosen to vote for the President and Vice President.
Electoral college - a group of people chosen to elect the President and Vice President.
Running mate - a candidate who runs for office with a candidate who is running for another position.

Section Review Answers

1. It is true that John Adams served for eight years as Vice President under George Washington.
2. It is false that Adams won the election of 1796 by a very large number of votes.
3. It is false that Jefferson and Adams were both Federalists.
4. It is true that the Sedition Act made it a crime for anyone to speak out, write, or print articles against the government.
5. It is false that Aaron Burr won the election of 1800 and became President.

Did you learn these Objectives?

Can you identify who became the next President and Vice President and why this caused a problem?

Are you able to describe why the Federalist party began to decline.

Are you able to identify who became President after Adams and how?

Lesson 4 "The Country Under New Direction"

- Scan Pages 168-170; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 168-170 for pictures and diagrams, read each of the
Scan for an read the short articles and questions in the colored boxes that you find on Pages 168-170.

Read Pages 168-170 (take notes of important ideas)

Do you know the answers to the questions on page 170? (See Key Points below for help)

Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 4 "The Country Under New Direction" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Inaugural address - a speech a President give to accept the presidency.
Inaugurate - to swear someone into office.
Acquire - to gain something by purchasing or taking it.
Ambassador - a representative from a country who works out problems with another country
Negotiate- To work out a deal
Resource - a thing of value, often found in nature, that can be used to do or make something.

Section Review Answers

1. Thomas Jefferson was inaugurated as President in 1801.
2. In 1800, Spain had been forced to return the land west of the Mississippi, known as Louisiana, to France.
3. The United States bought the Louisiana Territory for $15 million from France.
4. The state of Florida was not included in the Louisiana Purchase.

Did you learn these Objectives?

Are you able to identify key events in Jefferson's presidency?
Can you explain what the Louisiana Purchase was and why it was important?

**Lesson 5 "Valuable Explorations"**

- Scan Pages 171-173; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 171-173 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 171-173.
- Read Pages 171-173 (take notes of important ideas)
- Do you know the answers to the questions on page 173? (See **Key Points** below for help)
- Do you know the vocabulary words? (See **Key Points** below for help)
- Take the quiz on **Lesson 5 "Valuable Explorations"** (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

**Lesson 5 Key Points**

**Vocabulary Terms**

Blockade - something that prevents goods or people from entering a country.

Coerce - to pressure a person or group to do something.

Prosper - to succeed or do well.

**Section Review Answers**

1. Lewis and Clark explored the Louisiana Territory.
2. Zebulon Pike explored the Louisiana Territory and reached Pikes Peak.
3. Jefferson made all ships stop going to Great Britain and France.
4. The Embargo Act stated that no American ships could trade with
foreign nations.
5. The embargo Act forced U.S. trade to all apart.

Did you learn these Objectives?

Can you identify where Lewis and Clark explored?

Are you able to identify where Zebulon Pike explored?

Are you able to describe Jefferson's plans for keeping the United States out of war?

Preparing for Chapter 8 Test

☐ Turn to Page 174 and read the article, "Prevention of Slave Trade".
☐ Turn to Page 175 and read the Chapter 8 summary.
☐ On page 176-177 you will find the Chapter 8 review, complete the review.
☐ Check your answers with those in the Key Points.
☐ Take the Chapter 8 Test "Political Parties Develop"
☐ Review the answers then print the results for your records.

Chapter 8 Review answers

1. Jay’s Treaty
2. XYZ Affair
3. cabinet
4. Louisiana Purchase
5. electoral college
6. immigrant
7. Alien Act
8. Kentucky
9. sedition Act
10. elector
11. political Party
12. Embargo Act

The Comprehension: Understanding Main Ideas

1. President Washington established a cabinet, put the country on its feet financially and politically, and kept the country out of European wars.
2. hamilton's financial plan called for foreign debts, state debts, and debts to the people to be paid off
3. Accept for two: During President Adam's term, the American and French were involved in the XYZ Affair, which later resulted in several sea battles; the Department of the Navy was set up; the Alien and Sedition Acts were passes; and Thomas Jefferson and James Madison wrote the Kentucky and Virginia resolutions.

4. The election of 1800 was unlike other elections because it resulted in a tie, and the House of Representatives had to choose the President.

5. Accept any three: Events during President Jefferson's term include the Louisiana Purchase, war with Great Britain and France was avoided, explorers were sent to find more information on the Louisiana Territory, the Alien and Sedition Acts ended, the time a person needed to be living in America in order to become a citizen was lowered to five years, the remaining federal debt was lowered, the U.S. Military Academy at West Point was established, slaves could no longer be imported into America, and the Embargo Act was passed.

6. The Louisiana Purchase was the purchase of the Louisiana Territory by the United States from France. It benefited the United States because it gave America control of the Mississippi River and New Orleans and it doubled the size of the country.

Congratulations you finished the eighth chapter !!
YKSD US History Assignment Guide and Key Points

Chapter 9 "The Young Nation Goes to War: 1809-1815"

Lesson 1 "President Madison Takes Office"

- Turn to Page 178 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 179-180; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 179-180 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 179-180.
- Read Pages 179-180 (take notes of important ideas)
- Do you know the answers to the questions on page 180? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "President Madison Takes Office" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Aggressive - forceful
Restriction - an act of limiting or preventing something.
Conflict - a fight, battle, or war
Influence - the ability to convince someone of something.

Section Review Answers
1. Madison's new policy said that if either France or Great Britain would stop its restrictions against american ships,, The United States would refuse to trade with the other country.

2. Napoleon used the United States by taking advantage of Madison's plan; Napoleon took advantage of the plan so he could use the United states in his war against Great Britain.

3. The War Hawks were young and aggressive members of Congress. They wanted changes in policy.

4. The War Hawks wanted to put an end to the american Indian conflict and make sure there was freedom on the seas.

5. Americans viewed the British as enemies.

Did you learn these Objectives?

Can you identify Madison's plan to keep the country out of war?

Are you able to explain what factors were moving the country closer to war?
useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Cash Crop - a crop that can be sold
Speaker of the House - leader of the House of Representatives
Confederacy - a group that has formed an alliance
Organize - to put together in some kind of order
Regular army - a state or country's official army.

Section Review Answers

1. It is true that Henry Clay was Speaker of the House of Representatives.
2. It is false that the war Hawks thought that Canada could not be defeated.
3. It is true that the northern states opposed a war with Great Britain.
4. It is true that Tecumseh wanted to start a confederacy against western settlers.
5. It is false that the American regular army was strong and ready for war.

Did you learn these Objectives?

Can you describe the differing points of view about going to war?

Are you able to identify reasons why the United states was not prepared for war?

Lesson 3 "The War of 1812"

- Scan Pages 184-187; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 184-187 for pictures and diagrams, read each of the captions.
Lesson 3 Key Points

Vocabulary Terms
Outmaneuver - to move more quickly or better than an enemy
Anthem - A song or hymn of praise or gladness.

Section Review Answers
1. Oliver Hazard Perry defeated a British naval fleet on Lake Erie.
2. Andrew Jackson defeated the Creeks at Horseshoe bend.
3. Tecumseh was killed at the Battle of the Thames.
4. the War Hawks supported President Madison for President in the 1812 election.
5. A lawyer named Francis Scott Key wrote the "tar-Spangled Banner.

Did you learn these Objectives?

Can you identify America's successes and failures during the early part of the War of 1812?

Are you able to describe the battles the Americans won?

Can you explain what happened at Washington, D. C., and Baltimore?
Lesson 4 "The War Ends"

- Scan Pages 188-189; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 188-189 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 188-189.
- Read Pages 188-189 (take notes of important ideas)
- Do you know the answers to the questions on page 189? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "The War Ends" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Confusion - the act of being mixed up
Possession - an object belonging to someone
Restore - to put something back or give something back to its owner.
Nationalism - a sense of loyalty to one's country.
Prosper - to succeed
Self-sufficient - able to do something without help

Section Review Answers

1. The United States wanted the war to be over because it was poorly organized and had started in confusion. Also, the war had ruined American trade.
2. The British wanted the war to end because it had a large war debt from the war with France and the people did not support the war.
Also, the British knew that the Americans could fight a long war.

3. there was not a winner or loser in the War of 1812. It was declared a tie.

4. The Treaty of Ghent stated that all territory, places, and possessions taken during the war would be given back.

5. The United States benefited from the war because it won the respect of other countries, increased feelings of nationalism and cleared the way for westward expansion.

Did you learn these Objectives?

Can you identify the provisions of the Treaty of Ghent that ended the war.

Can you explain why the Battle of New Orleans was fought.

Are you able to identify some of the results of the war.

Preparing for Chapter 9 Test

☐ Turn to Page 190 and read the article, "Speech by Tecumseh".

☐ Turn to Page 191 and read the Chapter 9 summary.

☐ On page 192-193 you will find the Chapter 9 review, complete the review.

☐ Check your answers with those in the Key Points.

☐ Take the Chapter 9 Test "The Young Nation Goes to War"

☐ Review the answers then print the results for your records.

Chapter 9 Review answers

1. DeWitt Clinton
2. James Madison
3. War Hawks
4. Battle of Lake Champlain
5. Tecumseh
6. Henry Clay
7. Andrew Jackson
8. William Henry Harrison
9. Constitution
10. Francis Scott Key
11. Battle of New Orleans
12. fort McHenry  
13. Oliver Hazard Perry  
14. Battle of the Thames  
15. Treaty of Ghent

The Comprehension: Understanding Main Ideas

1. James Madison was quiet and intelligent with many years of political experience. His new trade policy called for either France or Britain to end its trade restrictions.

2. Accept any three: the War of 1812 started because the War Hawks pushed for a war, the British seized American ships and sailors, the British interfered with American trade, and the British closed their ports to American goods. Also many people felt the British would support the American Indian Confederacy under Tecumseh.

3. The United States benefited from the war because it won the respect of other countries, increased feelings of nationalism and cleared the way for westward expansion.

Congratulations you finished the ninth chapter!!
YKSD US History Second Quarter

After this quarter you will know the story behind all of these pictures.

Chapter 10 "A New Spirit of Expansion: 1816-1850"

- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Chapter 10 Test **Test**

Chapter 11 "Political Changes Take Place: 1825-1838"

- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Lesson 4 **Quiz**
- Lesson 5 **Quiz**
- Chapter 11 Test **Test**

Chapter 12 "America Becomes More Democratic: 1825-1858"
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Lesson 5  **Quiz**
Chapter 16 Test  **Test**

Chapter 17"Reconstruction: 1865-1877"

Lesson 1  **Quiz**
Lesson 2  **Quiz**
Lesson 3  **Quiz**
Lesson 4  **Quiz**
Chapter 17 Test  **Test**

End of Second Quarter

Congratulations, You Have Completed The Second Quarter of YKSD US History
Lesson 1 "Westward Expansion"

- Turn to Page 196-197 and while keeping the picture in mind read the quote from Henry David Thoreau.
- On Page 197, read the short introduction to Unit 4.
- Turn to Page 198-199 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 199-202; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 199-202 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 199-202.
- Read Pages 199-202 (take notes of important ideas)
- Do you know the answers to the questions on page 202? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "West word Expansion" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Growing season - the length of time a crop is given to grow.
Hemp - a plant with a tough fiber that is used for making rope
Loan - money lent to someone
Lowland - a low or level piece of land.
Profitable - Able to bring in money above operating costs.

Section Review Answers

1. The western states needed more roads to improve transportation, inexpensive land prices, loans from banks for farmers, and protection by the government for markets for farm goods.
2. The westerners were different because they were highly independent and had a deep sense of nationalism.
3. Farming was good in the South because of fertile lands, long growing seasons, and plenty of rainfall.
4. Cotton production increased after the cotton gin was invented because it took out much of the labor of harvesting cotton.
5. The North benefited from cotton because factories used the cotton to manufacture things.

Did you learn these Objectives?

Can you list ways the United States expanded between 1816 and 1824?

Are you able to identify characteristics of pioneers who settled the West and list problems frontier states faced?

Are you able to understand the farming economy of the South and its connection to slavery?

Can you describe the industrial focus of the North?

Lesson 2 "The Era of Good Feelings"

☐ Scan Pages 203-207; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 203-207 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 203-207.
Read Pages 203-207 (take notes of important ideas)
Do you know the answers to the questions on page 207? (See Key Points below for help)
Do you know the vocabulary words? (See Key Points below for help)
Take the quiz on Lesson 2 "The Era of Good Feelings" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Sectional - related to the interests of a region.
Free state - a state that could not practice slavery.
Movement - a series of actions carried out to work toward a certain goal
Slave state - a state that could practice slavery.
Authorities - Persons in command of something
Execute - to put to death
Revolt - a rebellion
Statehood - the condition of being a state.

Section Review Answers
1. It is true that James Monroe's political party was the Democratic-Republican party.
2. It is true that Spain owned Florida in 1818.
3. It is true that General Andrew Jackson led an invasion of Florida in 1818.
4. Missouri was a freed state is false.
5. It is true that Denmark Vesey and thirty-five people were executed in South Carolina in 1822.

Did you learn these Objectives?

Can you comprehend the political unity and goodwill generated during
Monroe's presidency

Are you able to describe how problems along the border with Spanish Florida led to conflict and then to further expansion of the United States?

Can you identify regional power struggles that led to political compromises regarding slavery?

Can you identify the Missouri Compromise as a political move to ease North-South tensions over slavery?

Lesson 3 "More Problems with Europe"

- Scan Pages 208-211; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 208-211 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 208-211.
- Read Pages 208-211 (take notes of important ideas)
- Do you know the answers to the questions on page 211? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "More Problems with Europe" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Agreement - an arrangement as to the course of action
Doctrine - a statement of a certain government policy
Joint declaration - to declare something as a group
Proclamation - an official public announcement.
Western Hemisphere - the land and oceans around North and South America.
Agricultural - having to do with raising crops or animals for food or profit.
Qualified - fit for a given purpose

Section Review Answers

1. The purpose of the Monroe Doctrine was to keep European powers out of the Western Hemisphere.
2. European monarchies were concerned about their colonies attempting to overthrow the government.
3. The three regions of the country were the West, the North, and the South.
4. The House of Representatives had to choose the President in the election of 1824 because none of the candidates received a majority of the votes.
5. Henry Clay helped determine the election by convincing enough members of the House of Representatives to choose John Q. Adams as President.

Did you learn these Objectives?

Are you able to explain why the United States felt a need to protect its interest against the armies of European monarchies in North and South America?

Can you detail the development of the Monroe Doctrine as an official U. S. policy?

Are you able to identify the candidates for U.S. President in 1824 and explain why the House of Representatives chose John Quincy Adams as President?
Turn to Page 212 and read the article, "The Monroe Doctrine".

Turn to Page 213 and read the Chapter 10 summary.

On page 214-215 you will find the Chapter 10 review, complete the review.

Check your answers with those in the Key Points.

Take the Chapter 10 Test "A New Spirit of Expansion"

Review the answers then print the results for your records.

Chapter 10 Review answers

1. cotton
2. era of Good Feelings
3. cotton gin
4. free state
5. slave state
6. Andrew Jackson
7. Adams-Onis Treaty
8. Denmark Vesey
9. hemp
10. James Monroe
11. Missouri Compromise
12. William Crawford
13. henry Clay
14. Monroe Doctrine
15. John Quincy Adams.

The Comprehension: Understanding Main Ideas

1. Problems settlers experienced include they wanted more roads better land prices, loans for farmers, and protection of markets for farm goods.
2. farming, especially cotton farming, thrived in the South. Industries such as shipbuilding, trading, and iron works thrived in the North
3. Slavery caused problems in this time period because Missouri, a slave state, wanted to become part of the Union. This would upset the balance of power in Congress. the Missouri Compromise solved the problem. However, authorities in South Carolina executed several people in 1822 for planning a slave revolt.

Congratulations you finished the tenth chapter!!
Lesson 1 "An Unpopular President"

- Turn to Page 216 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 217-218; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 217-218 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 217-218.
- Read Pages 217-218 (take notes of important ideas)
- Do you know the answers to the questions on page 218? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "An Unpopular President" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms

Campaign - a group of activities connected to getting elected to office.
Capable - Having the ability for a task.
domestic - related to one's own country
Nominate - To choose someone to do something such as run for
Spoils system - the practice of giving government jobs to loyal supporters.

Section Review Answers

1. It is false that John Quincy Adams was a popular President.
2. It is false that the South and the West did not like the tariff system.
3. It is false that Andrew Jackson was a National Republican.
4. It is True that the practice of giving government jobs to friends and supporters is known as the spoils system.
5. It is false that the "Kitchen Cabinet" was Jackson's official cabinet.

Did you learn these Objectives?

Are you able to identify reasons why John Quincy Adams was unpopular, despite his capable leadership?

Can you describe the purpose of the tariff bill of 1828 and explain why the South disliked it?

Can you identify unique characteristics of Jackson's political style and explain his popularity?

Lesson 2 "Growing Tension in the South"

- Scan Pages 219-220; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 219-220 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 219-220.
- Read Pages 219-220 (take notes of important ideas)
- Do you know the answers to the questions on page 220? (See Key Points below for help)
Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 2 "Growing Tension in the South" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Oppression - unfair or cruel actions by one group against a group with less power.

Section Review Answers

1. Nat Turner led a revolt against slavery.
2. Oppression is unfair or cruel actions by a group against a group with less power.
3. Northerners wanted higher taxes on imports so their goods would cost less than imports.
4. The Ordinance of Nullification declared that the tariff laws did not apply to South Carolina, that federal officials would not get the duties from that state, and that forced collection would cause South Carolina to withdraw from the Union.
5. President Jackson said that all states must obey the laws if the country was to remain a Union.

Did you learn these Objectives?

Are you able to describe Nat Turner's slave revolt and its consequences.

Are you able to identify the reactions of the three regions to the tariff law.

Can you explain the Ordinance of Nullification and President Jackson's response to it.
Lesson 3 "Jackson's New Style of Government"

☐ Scan Pages 221-223; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 221-223 for pictures and diagrams, read each of the captions.
☐ Scan for and read the short articles in the colored boxes that you find on Pages 221-223.
☐ Read Pages 221-223 (take notes of important ideas)
☐ Do you know the answers to the questions on page 223? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 3 "Jackson's New Style of Government" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Abolish - to get rid of something
Expire - to come to an end
Renew - to make something new again, such as a charter that has come to an end.
Veto - the power given to the President to turn down a bill.
Deposit - to put money into a bank
Issue - a topic of discussion or debate.
homeland - land that a person or group came from originally

Section Review Answers

1. President Jackson did not like the Bank of the United States.
2. A veto is the power given to the President to turn down a bill.
3. In 1831 Henry Clay was nominated as the National republican
candidate for President.
4. Andrew Jackson believed that all citizens should have the right to vote and that slavery should be abolished.
5. Many American Indians died during the Trail of Tears.

Did you learn these Objectives?

Can you explain why Jackson wanted to destroy the powerful Bank of the United States?

Are you able to consider how the bank issue helped Jackson win re-election?

Are you able to describe how most American Indian tribes in the East were moved west of the Mississippi River?

Lesson 4 "Texas Gains Independence From Mexico"

- Scan Pages 224-225; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 224-225 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles and questions in the colored boxes that you find on Pages 224-225.
- Read Pages 224-225 (take notes of important ideas)
- Do you know the answers to the questions on page 225? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "Texas Gains Independence From Mexico" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Dictator - a person ruling a country with total control.
Mission - a church

**Section Review Answers**

1. John Quincy Adams was willing to pay $1 million for Texas.
2. The leader of the Texans at the Alamo was Colonel William Travis.
3. The leader of the Texan army that defeated Santa Anna was Sam Houston.
4. Santa Anna was the president and dictator of Mexico.
5. Davy Crockett was a famous westerner killed in the Alamo.

Did you learn these Objectives?

Are you able to explain how Texas came to be populated with cotton planters from the United States?

Can you describe the series of conflicts between Sam Houston's Texan army and Santa Anna's forces?

Can you explain how Texas defeated Mexico and become an independent republic?

**Lesson 5 "The Election of 1836"**

- Scan Pages 226-227; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 226-227 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles and questions in the colored boxes that you find on Pages 226-227.
- Read Pages 226-227 (take notes of important ideas)
- Do you know the answers to the questions on page 227? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 5 "The Election of 1836" (You may use...
Lesson 5 Key Points

Vocabulary Terms
Depression - a period of financial difficulties experienced by an entire country.
Unemployment - the state of not having work.

Section Review Answers

1. The Whigs' strongest support came from manufactures and shippers in the Northeast.
2. Martin Van Buren told voters that he would follow the same approach that Jackson had used to govern the country.
3. President Van Buren faced a depression, or the Panic of 1837, when he took office.
4. A depression is a period of financial difficulties experienced by an entire country.
5. As a result of the Panic of 1837, banks failed, prices fell on farm products and manufactured goods, factories and mills closed, new work on roads and canals came to halt. and unemployment spread, especially in the Northeast.

Did you learn these Objectives?

Can you contrast the goals and motives of the Whig party and the Democratic party led by Van Buren?

Are you able to describe the events before and during the depression of 1837?
the Alamo".

- Turn to Page 229 and read the Chapter 11 summary.
- On page 230-231 you will find the Chapter 11 review, complete the review.
- Check your answers with those in the Key Points.
- Take the Chapter 11 Test "Political Changes Take Place"
- Review the answers then print the results for your records.

Chapter 11 Review answers

1. John Quincy Adams
2. Tariff of 1828
3. South
4. Andrew Jackson
5. Nat Turner
6. North
7. Panic of 1837
8. Martin Van Buren
9. Bank of the Untied States
10. Sam Houston
11. Santa Anna
12. Whig

The Comprehension: Understanding Main Ideas

1. Slave owners were concerned about Nat Turner's actions because they realized Africans would not remain enslaved without a fight.
2. The tariff protected the industrial North from foreign competition but made farmers in the South and on the western frontier pay more for some manufactured items. Therefore, the farmers refused to obey the government.
3. Answers may include: he used the veto frequently, he didn't use his official cabinet as advisors, he tried to listen to the common person, he supported states' rights.
4. The three regions were the South, the North, and the western frontier. The North had an industrial economy, while the South and western frontier both depended on agriculture.
5. Jackson believed that there would be less fighting and bloodshed if the American Indians were moved away from areas where new settlers were living.
6. It was called the Trail of Tears because many American Indians died during the long winter journey.

Congratulations you finished the eleventh chapter!!
YKSD US History Assignment Guide and Key Points

Chapter 12 "America Becomes More Democratic"

Lesson 1 "Industries Develop Slowly"

- Turn to Page 232 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 233-234; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 233-234 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 233-234.
- Read Pages 233-234 (take notes of important ideas)
- Do you know the answers to the questions on page 234? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "Industries Develop Slowly" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Mechanic - someone skilled in working with machines.
Memorize - to remember what has been learned.
Rural - Relating to places well outside of cities.
Textile - fabric or cloth
Interchangeable parts - parts of a machine that can be used with other
machines.
Mass produce - To make great amounts of product very fast.

Section Review Answers

1. Growth of industry was slow because there was not a good market for manufactured goods, especially from farmers.
2. Factories were slow to get started because factories could not make things very well, people found it easier to buy British goods, and bankers were not eager to lend money to manufacturers.
3. Samuel Slater was able to make his textile machine by memorizing the parts of the machine in Great Britain.
4. The textile industry changed because factories were able to make more goods faster and cheaper.
5. Cyrus McCormick's reaper harvested grain.

Did you learn these Objectives?

Are you able to explain why the United States did not have an industrial economy in the early 1800s?

Can you describe several inventors and their inventions that helped change the United States into an industrial giant?

Lesson 2 "Improving Transportation and Communication"

☐ Scan Pages 235-239; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 235-239 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 235-239.
☐ Read Pages 235-239 (take notes of important ideas)
☐ Do you know the answers to the questions on page 239? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for
Take the quiz on Lesson 2 "Improving Transportation and Communication" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Turnpike - A road that travelers pay to use.
Commerce - Having to do with buying and selling goods.
Locomotion - a vehicle that rides on rails and has an engine for pulling railroad cars.
Telegraph - a device that uses coded signals to send communications over a wire.
Transatlantic - crossing the Atlantic Ocean

Section Review Answers

1. Robert Fulton invented the steam-powered boat.
2. The Erie Canal was finished in 1825.
3. By 1840, there were 3,000 miles of railroad track in the United States.
4. Cyrus Field stretched transatlantic telegraph cable 3,000 miles from Newfoundland to Ireland.
5. The pony express was used to carry mail.

Did you learn these Objectives?

Are you able to describe the poor land and water transportation in the United States in the early 1800's?

Can you explain how steamboats, canals, and railroads improved the nation's transportation?

Can you explain how the pony express and the telegraph improved the nation's communication?
Lesson 3 "The Population Grows"

- Scan Pages 240-241; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 240-241 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 240-241.
- Read Pages 240-241 (take notes of important ideas)
- Do you know the answers to the questions on page 241? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "The Population Grows" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Starvation - suffering from lack of food.
Melting pot - a nation where several groups of people belonging to different races or cultures live together.

Section Review Answers

1. In 1830 thirteen million people were living in the United States.
2. The Irish depended on potatoes for food.
3. The Germans left their country because of unpleasant political conditions.
4. By 1850, four million Germans had come to the United States.
5. A melting pot is a nation of several races and cultures.

Did you learn these Objectives?

Can you examine the reasons for an increased number of immigrants
to the United States after 1820?

Are you able to identify the United States as a melting pot in which many different cultures come together?

Lesson 4 "The Early System of Education"

☐ Scan Pages 242-243; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 242-243 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles and questions in the colored boxes that you find on Pages 242-243.
☐ Read Pages 242-243 (take notes of important ideas)
☐ Do you know the answers to the questions on page 243? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 4 "The Early System of Education" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Standards - Guidelines that a person or group must follow.
Tutor - a person who has been paid to teach another person.
Reference book - A book, such as a dictionary, used to find information.

Section Review Answers

1. Not all children could attend school because only wealthy people could afford it and working-class families wanted their children to do chores rather than go to school.
2. the quality of education was poor before the 1800s because schools were small and teachers were not educated well.
3. People began to feel that an education made people better voters and schooling helped people achieve a better life.
4. Horace Mann reorganized the Massachusetts public school system in 1837.
5. Webster's books were important because they gave schoolchildren a standard of learning.

Did you learn these Objectives?

Are you able to describe the poor education received by most Americans before 1800.

To identify the improvements in public education accomplished by Thomas Jefferson, Andrew Jackson, Horace Mann, and others.

Lesson 5 "American Literature Develops"

- Scan Pages 244-247; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 244-247 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 244-247.
- Read Pages 244-247 (take notes of important ideas)
- Do you know the answers to the questions on page 247? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 5 "American Literature Develops" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 5 Key Points

Vocabulary Terms
Bravery - the ability not to be afraid when facing danger
Classic - a book that has lasting value or meaning.
Prose - the ordinary form of spoken or written language.
Violent - severe or harmful
Abolitionist - a person who wanted slavery stopped.

Section Review Answers

1. Moby Dick was written by Herman Melville
2. Emily Dickinson wrote about love and death.
3. Harriet Beecher Stowe wrote Uncle Tom's Cabin.
4. A newspaper called the Liberator was published by William Lloyd Garrison.
5. Frederick Douglass published an antislavery newspaper called The North Star.

Did you learn these Objectives?

Can you explain why the United States developed its own literature?

Are you able to describe writings of some important nineteenth americans?

Can you describe some important antislavery works and writers?

Preparing for Chapter 12 Test

☐ Turn to Page 248 and read the article, "Slavery As It Is".
☐ Turn to Page 249 and read the Chapter 12 summary.
☐ On page 250-251 you will find the Chapter 12 review, complete the review.
☐ Check your answers with those in the Key Points.
☐ Take the Chapter 12 Test "America Becomes More Democratic"
☐ Review the answers then print the results for your records.

Chapter 12 Review answers
1. John Deere
2. pone express
3. grain
4. Noah Webster
5. Erie Canal
6. telegraph
7. the Scarlet Letter
8. education
9. potato
10. steamboat
11. Germany
12. railroads
13. Europe

The Comprehension: Understanding Main Ideas

1. Governor Clinton wanted to have a better way of moving goods between the Atlantic Ocean and the West.
2. The development of iron in America improved businesses that depended on iron; these businesses grew very quickly.
3. Douglass was an ex-slave who knew about slavery firsthand.
4. The pony express was fast because riders changed to fresh gorses every ten miles or so.

Congratulations you finished the twelfth chapter !!
Lesson 1 "The Election of 1840"

- Turn to Page 252 and analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 253-257; focus on the gray boxes, which contain key vocabulary terms.
- Scan Pages 253-257 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 253-257.
- Read Pages 253-257 (take notes of important ideas)
- Do you know the answers to the questions on page 257? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "The Election of 1840" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Slogan - a word or phrase used to explain a stand or goal.
Billboard - a large sign used to advertise something.
Manifest Destiny - a belief something is meant to happen, especially that America would own land from coast to coast.

Section Review Answers
1. The election of 1840 was different from other elections because political parties used new ways to get votes, such as slogans and billboards.
2. President Harrison became ill and died while in office.
3. Great Britain and America come up with a compromise over the border dispute. The land was divided and a new border was drawn.
4. Manifest Destiny is a belief that something is meant to happen, especially that America would own land from coast to coast.
5. The Oregon Country was the area of the Northwest south of Russian Alaska, north of Mexican California, and between the Pacific Ocean and the Rocky Mountains.

Did you learn these Objectives?

Are you able to describe the election of President William Henry Harrison and his death one month after taking office?

Can you explain how the United States and Great Britain settled the boundary dispute between Main and Canada?

Are you able to describe Manifest Destiny and the election of President Polk, who favored quick expansion?

Are you able to describe President Polk's settlement of the boundary of Oregon Country?

Lesson 2 "Ongoing Trouble with Mexico"

☐ Scan Pages 258-260; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 258-260 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 258-260.
☐ Read Pages 258-260 (take notes of important ideas)
Do you know the answers to the questions on page 260? (See Key Points below for help)

Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 2 "Ongoing Trouble with Mexico"
(You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Insult - an action that upsets others.

Section Review Answers

1. President Polk wanted to settle the border dispute with Mexico.
2. President Polk sent John Slidell to Mexico to offer payment for California.
3. Zachary Taylor won a major victory for the Americans at Buena Vista.
4. Winfield Scott captured Mexico City.
5. Zachary Taylor was known as "Old Rough and Ready"

Did you learn these Objectives?

Are you able to identify the causes of the war between the United States and Mexico?

Can you describe some important leaders and battles of the Mexican War?

Are you able to describe the Treaty of Guadalupe Hidalgo, which ended the Mexican War?

Lesson 3 "New Challenges in 1848"
Lesson 3 Key Points

Vocabulary Terms
Fortune seeker - one who is looking for financial gain
Professional - a person who is skilled or trained to do a task.

Section Review Answers

1. President Polk wanted to lower tariffs and government spending.
2. Slavery was the most important issue in the election of 1848.
3. Zachary Taylor won the election of 1848.
4. John A. Sutter was one of the first people to find gold in California.
5. Most people seeking gold in California ended up finding nothing.

Did you learn these Objectives?

Can you emphasize that the United States gained over a million square miles of land during Presidents Polk's term?

Are you able to explain how the argument over the spread of slavery
into the West led to the election of Zachary Taylor as President?

Can you describe the cause of the California gold rush and its effect on California's Population?

**Preparing for Chapter 13 Test**

- Turn to Page 264 and read the article, "Seneca Falls Declaration".
- Turn to Page 265 and read the Chapter 13 summary.
- On page 266-267 you will find the Chapter 13 review, complete the review.
- Check your answers with those in the Key Points.
- Take the **Chapter 13 Test "The Country Grows Larger"**
- Review the answers then print the results for your records.

**Chapter 13 Review answers**

1. Manifest Destiny
2. Zachary Taylor
3. John Sutter
4. William Henry Harrison
5. California
6. John Tyler
7. twenty-eighth
8. thirty-first
9. gold rush
10. "Fifty-four forty or fight
11. Tippecanoe and Tyler, too!
12. Texas
13. billboards
14. Minnesota

The Comprehension: Understanding Main Ideas

1. Great Britain disputed the Maine boundary because it wanted to build a road from Halifax, Nova Scotia, to Quebec.
2. He acquired Texas, the Oregon Country, and California to make the United States stretch from coast to coast.
3. Mexico disputed the border between Texas and Mexico, and the United States wanted to add land. The army went as far south as Mexico City.

**Congratulations you finished the thirteenth chapter!!**
Lesson 1 "Industries Develop Slowly"

- Turn to Page 270-271 and look at the picture and read the short introduction to unit 5.
- Turn to Page 272 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 273-275; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 273-275 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 273-275.
- Read Pages 273-275 (take notes of important ideas)
- Do you know the answers to the questions on page 275? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "Industries Develop Slowly" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Exaggerate - to overstate the truth.
Economy - a system of producing and using up, and distributing wealth.
Fugitive - one who is fleeing from danger or from being kept against one's will.
Section Review Answers

1. Southerners felt abolitionists were exaggerating the abuse of African-American slaves.
3. The South depended on slavery for its economy.
4. Daniel Webster and John C. Calhoun debated the slavery issue in Congress.
5. President Fillmore found a compromise in 1850.

Did you learn these Objectives?

Are you able to describe how northerners and southerners felt about abolition?

Can you give the terms of the Compromise of 1850?

Lesson 2 "Slavery Issues Continue"

- Scan Pages 276-278; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 276-278 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 276-278.
- Read Pages 276-278 (take notes of important ideas)
- Do you know the answers to the questions on page 278? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 2 "Slavery Issues Continue" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.
Lesson 2 Key Points

Vocabulary Terms
Conductor - a person who helped free slaves by using the Underground Railroad.
Network - a system that is linked together in some way.

Section Review Answers

1. The Fugitive Slave Law made people in the North return runaway enslaved Africans.
2. The Underground Railroad helped free enslaved Africans.
3. Sojourner Truth was a former enslaved person who spoke out against slavery.
4. Franklin Pierce became President in 1852.
5. The Gadsden Purchase was the purchase of land that now makes up Arizona and New Mexico.

Did you learn these Objectives?

Can you explain the Fugitive Slave Law?

Are you able to explain how the Underground Railroad helped slaves escape slavery?

Are you able to describe the importance of cotton to both the northern and southern economies?

Can you explain the significance of the Gadsden Purchase?

Lesson 3 "The Kansas-Nebraska Act"

- Scan Pages 279-281; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 279-281 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 279-281.
Read Pages 279-281 (take notes of important ideas)

Do you know the answers to the questions on page 281? (See Key Points below for help)

Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 3 "The Kansas-Nebraska Act" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms

Produce -fruits or vegetables.

Popular sovereignty - power of the people to decide something, especially whether to become a free state or a slave state.

Tension - Uncomfortable feelings toward another person or group.

Section Review Answers

1. Railroads were needed for travel to the West because travel by covered wagon or by sea was too slow or dangerous.
2. The routes discussed include Chicago to the oregon coast, Chicago to St. Louis to San Francisco, New Orleans to San diego, and Memphis to Los Angeles.
3. The northerners favored the route from St. Louis or Chicago to California.
4. The southerners favored the rout from New Orleans to San Diego.
5. A group of Free Solders, northern Whigs, and Democrats formed the Republican party.

Did you learn these Objectives?

Can you identify the need for a transcontinental railroad?

Are you able to explain the Kansas-Nebraska Act and the conflict it caused between political parties?
Are you able to describe the formation of the Republican party?

Preparing for Chapter 14 Test

☐ Turn to Page 282 and read the article, "Daniel Webster's Speech to the Senate".
☐ Turn to Page 283 and read the Chapter 14 summary.
☐ On page 284-285 you will find the Chapter 14 review, complete the review.
☐ Check your answers with those in the Key Points.
☐ Take the Chapter 14 Test "The Slavery Problem Grows"
☐ Review the answers then print the results for your records.

Chapter 14 Review answers

1. Fugitive Slave Law
2. Compromise of 1850
3. William Lloyd Garrison
4. Underground Railroad
5. cotton
6. Harriet Tubman
7. abolitionists
8. free states
9. slave states
10. textiles
11. the District of Columbia
12. Kansas-Nebraska Act
13. Gadsden Purchase

The Comprehension: Understanding Main Ideas

1. Southerners sold the cotton to northern textile mills and also to other countries. Northerners sold the finished textiles.
2. The Kansas-Nebraska Act came into being because people were trying to find a rout for the railroad to go across the country.
3. The part of the Compromise of 1850 that established California as a free state affected California the most
4. Southerners claimed that they treated their enslaved Africans better that free Africans were treated in the North.
5. The law was established to help return runaway slaves to their owners in the South.

Congratulations you finished the Fourteenth chapter !!
YKSD US History Assignment Guide and Key Points

Chapter 15 "The Country Separates: 1854-1861"

Lesson 1 "A Land Rush in Kansas"

- Turn to Page 286 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 287-288; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 287-288 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 287-288.
- Read Pages 287-288 (take notes of important ideas)
- Do you know the answers to the questions on page 288? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "A Land Rush in Kansas" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Vow - to promise to do something.

Section Review Answers

1. Nebraska's harsh climate made it undesirable for plantations and
2. Pro slavery and antislavery supporters wanted to claim land in Kansas in order to gain control before it was admitted to the Union.

3. The antislavery people formed their own government after the pro slavery people formed one.

4. The pro slavery people raided Lawrence, Kansas, and burned buildings.

5. Antislavery people led by John Brown attacked a pro slavery group at Pottawatamie Creek in 1856, killing five pro slavery settlers.

Did you learn these Objectives?

Can you explain why people flocked to Kansas?

Are you able to identify reasons why violence erupted there?

Lesson 2 "Fighting in Congress"

☐ Scan Pages 289-291; focus on the gray boxes, which contain the key vocabulary terms.

☐ Scan Pages 289-291 for pictures and diagrams, read each of the captions.

☐ Scan for and read the short articles in the colored boxes that you find on Pages 289-291.

☐ Read Pages 289-291 (take notes of important ideas)

☐ Do you know the answers to the questions on page 291? (See Key Points below for help)

☐ Do you know the vocabulary words? (See Key Points below for help)

☐ Take the quiz on Lesson 2 "Fighting in Congress" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.
Lesson 2 Key Points

Vocabulary Terms
belittling - insulting
entitle - to give
optimistic - having good feelings toward what may happen in the future.
resolve - to settle a difference
ruling - the decision of a court case
sue - to bring legal action against a person to settle a difference.

Section Review Answers

1. A former slave from Missouri named Dred Scott was the subject of a Supreme Court case in 1857
2. Preston Brooks struck Charles Sumner several times with a cane.
3. The Supreme Court justice who gave the Dred Scott ruling was Roger Taney.
4. Charles Sumner insulted Senator Andrew Butler of South Carolina.
5. The winner of the election of 1856 was James Buchanan.

Did you learn these Objectives?

Can you identify a kind of fighting that took place in Congress?

Are you able to list the candidates and winner in the election of 1856?

Are you able to explain the importance of the Dred Scott decision?

Lesson 3 "The Lincoln-Douglas Debates"

Scan Pages 292-293; focus on the gray boxes, which contain the key vocabulary terms.
Scan Pages 292-293 for pictures and diagrams, read each of the captions.
Scan for an read the short articles in the colored boxes that
you find on Pages 292-293.

- Read Pages 292-293 (take notes of important ideas)
- Do you know the answers to the questions on page 293? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "The Lincoln-Douglas Debates" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Forbid - to use power to prevent something from occurring.
Opponent - a person who takes an opposite position in and event such as a debate or contest.
Treason - A crime involving an attempt to overthrow the government
Ammunition - bullets, gunpowder, and other things used with guns or other weapons
Arsenal - a place used to make or store military weapons.

Section Review Answers

1. Douglas welcomed the opportunity to debate Lincoln.
2. Lincoln was not a good speaker.
3. Lincoln did well in the debates.
4. John Brown captured the arsenal at harper's Ferry in 1859.
5. Brown was hanged for his actions at harper's Ferry.

Did you learn these Objectives?

Can you identify the results of the Lincoln-Douglas debates

Are you able to tell what happened at Harper's Ferry and why?
Lesson 4 "The Election of 1860"

Scan Pages 294-295; focus on the gray boxes, which contain the key vocabulary terms.
Scan Pages 294-2959 for pictures and diagrams, read each of the captions.
Scan for an read the short articles and questions in the colored boxes that you find on Pages 294-295.
Read Pages 294-295 (take notes of important ideas)
Do you know the answers to the questions on page 295? (See Key Points below for help)
Do you know the vocabulary words? (See Key Points below for help)
Take the quiz on Lesson 4 "The Election of 1860" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Platform - a statement of ideas, policies, and beliefs of a political party in an election.
Secede - to leave a group or organization

Section Review Answers

1. The Democratic party split into two groups.
2. The Republican party was against slavery.
3. The Republican party believed that slavery was wrong and would not cooperate.
4. The Republican party nominated Abraham Lincoln as the presidential candidate.
5. The Democratic party nominated John C. Breckinridge as their presidential candidate.

Did you learn these Objectives?
Can you identify the issues each political party raised during the election of 1860?

Are you able to explain what happened as a result of the election?

**Preparing for Chapter 15 Test**

- Turn to Page 296 and read the article, "The Dred Scott Decision".
- Turn to Page 297 and read the Chapter 15 summary.
- On page 298-299 you will find the Chapter 15 review, complete the review.
- Check your answers with those in the Key Points.
- Take the Chapter 15 Test "The Country Separates"
- Review the answers then print the results for your records.

**Chapter 15 Review answers**

1. "Honest Abe"
2. John Brown
3. James Buchanan
4. Dred Scott
5. "Bleeding Kansas"
6. decision
7. Abraham Lincoln
8. Stephen Douglas
9. property
10. Robert E. Lee
11. arsenal
12. Bibles
13. Union
14. David R. Atchison

**The Comprehension: Understanding Main Ideas**

1. The Kansas election determined if the territory would be a free state or a slave state.
2. Lincoln was well-prepared; he asked Douglas very pointed questions; he said thoughtful things that made people listen.
3. Brown attacked pro slavery settlers as revenge for pro slavery forces attacking antislavery people in Lawrence, Kansas.
4. The major issues in the 1860 election included slavery, states' rights, and the preservation of the Union.
Lesson 1 "The North Tries to Compromise"

- Turn to Page 300 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 301-303; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 301-303 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 301-303.
- Read Pages 301-303 (take notes of important ideas)
- Do you know the answers to the questions on page 303? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "The North Tries to Compromise" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Request - the act of asking for something.
Civil War - a war between groups within the same country.

Section Review Answers

1. President Buchanan thought the southern states would rejoin the Union if the North returned all runaway enslaved people.
2. Fort Sumter was commanded by Robert Anderson.
3. A compromise that would have allowed slavery in new territories was proposed by John Crittenden.
4. The Confederacy chose Jefferson Davis as its President.
5. The first challenge facing Abraham Lincoln was to get the Union back together.

Did you learn these Objectives?

Are you able to identify a compromise suggested to avoid war?

Can you list some of the actions the seceded states took?

Can you discuss Lincoln's efforts to preserve the Union?

Lesson 2 "Confederates Attack Fort Sumter"

☐ Scan Pages 304-306; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 304-306 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 304-306.
☐ Read Pages 304-306 (take notes of important ideas)
☐ Do you know the answers to the questions on page 306? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 2 "Confederates Attack Fort Sumter" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Defense - protection against attack.
Section Review Answers

1. The attack on Fort Sumter was the start of the Civil War.
2. After the attack on Fort Sumter, Richmond, Virginia, became the new Confederate capital and the Confederate army formed there.
3. Accept any two: the North had a larger population that the South, it had most of the country's factories and industrial labor force, and it had more money to pay for a war.
4. Accept any two: the South was united against those who wanted to destroy their way of life; they had some excellent military leaders; southerners were more familiar than northerners with firearms, the outdoors, and horses; and the fighting broke out on southern soil.
5. The North formed a blockade to prevent foreign supplies from reaching southern ports. The North hoped to shut the South down.

Did you learn these Objectives?

Are you able to explain what happened at Fort Sumter?

Can you identify advantages the North and South had?

Can you describe how each side planned to fight the war?

Lesson 3 "The Civil War Begins"

- Scan Pages 307-311; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 307-311 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 307-311.
- Read Pages 307-311 (take notes of important ideas)
- Do you know the answers to the questions on page 311? (See Key Points below for help)
Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 3 "The Civil War Begins" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

**Vocabulary Terms**

- Gunboat - an armed ship used for battle.
- Ironclad - a military ship covered in iron plates.
- Veteran - an experienced or former member of the armed forces.
- Outnumber - to have more people than an opponent in a battle

**Section Review Answers**

1. The Confederate army defeated the Union army in the second battle of Bull Run at Manassas.
2. General Grant captured Fort Henry.
3. The Confederates destroyed the Merrimac.
4. The Union retreated after the Seven Days Battles and the Confederates were victorious.
5. General Lee and the Confederate army attacked Maryland.

Did you learn these Objectives?

Can you identify what happened at the battles fought during the early part of the war?

Are you able to identify some of the military leaders on both sides of the war?

Lesson 4 "The War Continues"

Scan Pages 312-315; focus on the gray boxes, which contain the key vocabulary terms.
Lesson 4 Key Points

Vocabulary Terms
Enlist - to join the armed forces.
Dedicate - to hold a ceremony as a way to honor a place or person.

Section Review Answers

1. The Emancipation Proclamation declared that slaves were free in the states that had seceded.
2. General Joseph Hooker wanted to keep an army at Fredericksburg and attack Chancellorsville.
3. General Stonewall Jackson was wounded at a battle fought at Chancellorsville.
4. General George G. Meade forced the Confederates back at Gettysburg.
5. The Union army won a battle at Gettysburg.

Did you learn these Objectives?

Are you able to describe what the Emancipation Proclamation was?

Can you tell what many runaway enslaved people did during the war?
Can you explain what happened in battles later in the war?

Lesson 5 "The Final Chapters of the War"

- Scan Pages 316-319; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 316-319 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles and questions in the colored boxes that you find on Pages 316-319.
- Read Pages 316-319 (take notes of important ideas)
- Do you know the answers to the questions on page 319? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 5 "The Final Chapters of the War" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 5 Key Points

Vocabulary Terms
Livestock - Animals used for food or profit.
Rebuild - to build something again.

Section Review Answers

1. The loss at Vicksburg was harmful because that meant the Union controlled the entire Mississippi River.
2. Grant wanted to win the war by destroying industry and transportation in the South.
3. The election of 1864 was important because Lincoln's defeat could have led to changes in the war.
4. General Sherman's army destroyed bridges, barns, livestock, railroads, and crops and cut a fifty-mile-wide path through Georgia.
5. General Lee was forced to surrender because his army was surrounded and he wanted to avoid more losses on both sides.

Did you learn these Objectives?

Can you describe what happened in some of the final battles?

Are you able to tell how the war ended?

Are you able to describe the losses of the war?

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Preparing for Chapter 16 Test

☐ Turn to Page 320 and read the article, "Lee's Surrender".
☐ Turn to Page 321 and read the Chapter 16 summary.
☐ On page 322-323 you will find the Chapter 16 review, complete the review.
☐ Check your answers with those in the Key Points.
☐ Take the Chapter 16 Test "The Civil War"
☐ Review the answers then print the results for your records.

Chapter 16 Review answers

1. John Hood  
2. Gettysburg  
3. Antietam  
4. Robert E. Lee  
5. William Sherman  
6. Vicksburg  
7. Fort Sumter  
8. Stonewall Jackson  
9. Gettysburg Address  
10. blockade  
11. Ambrose Burnside  
12. Emancipation Proclamation  
13. Appomattox Court House  
14. Jefferson Davis

The Comprehension: Understanding Main Ideas

1. The blockade prevented the South from selling goods and buying guns and ammunition.
2. The Union scored a number of victories, which gave voters more confidence in Lincoln
3. Confederates officers could keep their pistols; military guns and supplies were to be given to the Union; Confederate soldiers could keep their horses and mules.
4. The Civil War settled once and for all the question of slavery.

Congratulations you finished Chapter 16!!
Lesson 1 "The Beginning of Reconstruction"

- Turn to Page 324 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 325-327; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 325-327 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 325-327.
- Read Pages 325-327 (take notes of important ideas)
- Do you know the answers to the questions on page 327? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "The Beginning of Reconstruction" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Amnesty - a pardon granted by the government
Assassination - the killing of a politically important person
Oath - A pledge that promises loyalty to a government or other cause.
Reconstruction - rebuilding of the South after the Civil War
Black Codes - Codes that prevented African Americans from owning certain kinds of land, voting, and working certain skilled jobs
Freedmen - formerly enslaved people
Radical - extreme

Section Review Answers

1. States could come back when ten percent of their voters took an oath to support the United States.
2. John Wilkes Booth shot Lincoln.
3. The South was in ruins. Plantations, roads, railways, and bridges were destroyed. Formerly enslaved people were without means of support. The Confederate money was worthless, and many people became poor overnight.
4. The Thirteenth Amendment abolished slavery.
5. The Radical Republicans were against Reconstruction.

Did you learn these Objectives?

Can you explain President Lincoln's plan for reconstruction.

Are you able to describe the conflict between President Johnson and Congress over plans for Reconstruction?

Can you explain how the Black Codes restricted the activities of freedmen?

Lesson 2 "Johnson's Conflict with Congress Continues"
- Scan Pages 328-331; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 328-331 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 328-331.
- Read Pages 328-331 (take notes of important ideas)
- Do you know the answers to the questions on page 331? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 2 "Johnson's Conflict with Congress"
Continues" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Agency - an organization set up by the federal government
Due process - the formal process of justice carried out in a court of law
Lawsuit - a case brought before a court of law.
Civil rights - basic human rights given to all people.
Impeach - to remove a President from office because of misconduct
Misconduct - wrongdoing by someone holding a political or business position
Override - to reject or not accept.

Section Review Answers

1. The House of Representatives voted to impeach Andrew Johnson.
2. The Fourteenth Amendment said that African Americans had equal protection of the laws."
3. Most of the southern whites were Democrats.
4. Radical Republicans created their own Reconstruction plan.
5. Ulysses S. Grant was elected President in 1868.

Did you learn these Objectives?

Can you describe Congress's plan for Reconstruction.

Are you able to explain the purpose of the Freedmen's Bureau.

Are you able to identify the reasons Radical Republicans brought impeachment charges against President Johnson.

Can you describe the election of 1868?
Lesson 3 "Reshaping the South"

- Scan Pages 332-335; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 332-335 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 332-335.
- Read Pages 332-335 (take notes of important ideas)
- Do you know the answers to the questions on page 335? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "Reshaping the South" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms

- Carpetbagger - Northerner elected to political office in the South who took advantage of people; carried belongings in carpetbags.
- Corruption - using wrong or unlawful ways for financial gain.
- Scalawag - white southerner who controlled the new politicians who had little government knowledge.
- Sharecropper - a farmer who pays some of his or her crop to a landowner as rent.
- Tenant farmer - a farmer who pays rent to a landowner for use of the land.
- Segregate - to separate by race

Section Review Answers

1. Tenant farmers do not own the land they farm.
2. Carpet baggers often took advantage of southerners.
3. After the Civil War southern farmers grew cotton, tobacco, rice, pecans, peanuts, corn, wheat, fruits, and vegetables.
4. Sharecroppers very rarely became wealthy.
5. A strong iron and steel industry developed after the war.

Did you learn these Objectives?

Can you explain how the scalawags and carpetbaggers took advantage of the turmoil in the South?

Are you able to describe the tenant farming and sharecropping systems?

Lesson 4 "Reconstruction Ends"

☐ Scan Pages 336-339; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 336-339 for pictures and diagrams, read each of the captions.
☐ Scan for and read the short articles and questions in the colored boxes that you find on Pages 336-339.
☐ Read Pages 336-339 (take notes of important ideas)
☐ Do you know the answers to the questions on page 339? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 4 "Reconstruction Ends" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Grandfather clause - A clause that stated that any adult African-American male could vote if his grandfather was a registered voter on January 1, 1867.
Suffrage - the right to vote.
Administration - the period of time a President is in office.
Ku Klux Klan - A secret group against African Americans.
Scandal - a disgraceful event.
Centennial - a 100th year celebration.

Section Review Answers

1. A secret society called the Ku Klux Klan used violence to prevent African Americans from voting.
2. The presidency of Grant was marked by corruption.
3. After Reconstruction, most African Americans lost most of their rights.
4. The United States celebrated its centennial in 1876.
5. When federal troops left the South, Reconstruction ended.

Did you learn these Objectives?

Can you explain the Fifteenth Amendment and methods used by some southern states to prevent African Americans from voting?

Are you able to explain the problems of Grant's administration?

Can you describe how President Hayes ended Reconstruction?

Preparing for Chapter 17 Test

- Turn to Page 340 and read the article, "Advice to African-American Students ".
- Turn to Page 341 and read the Chapter 17 summary.
- On page 342-343 you will find the Chapter 17 review, complete the review.
- Check your answers with those in the Key Points.
- Take the Chapter 17 Test "Reconstruction"
- Review the answers then print the results for your records.

Chapter 17 Review answers
1. Fifteenth Amendment
2. Reconstruction
3. Andrew Johnson
4. Freedmen's Bureau
5. Fourteenth Amendment
6. sharecroppers
7. Exposition
8. impeachment
9. John Wilkes Booth
10. Ku Klux Klan
11. Civil Rights Act of 1866
12. Ulysses S. Grant
13. tenant farmers

The Comprehension: Understanding Main Ideas

1. The South was ruined. Many of the plantations, roads, bridges, and railways were destroyed. Confederate money was worthless, so banks failed and many wealthy people became poor overnight. Formerly enslaved people had no way to support themselves.

2. The "Radical Republicans," like many other northerners, wanted to punish the southern states because of all the trouble that was caused by the Civil War.

3. After the Civil War, thousands of formerly enslaved people were without jobs and had no way to support themselves. The government established the bureau to provide aid to these people and some white southerners.

4. Enslaved Africans were freed, so landowners could not make them work as slaves. Large plantations were broken down into smaller plots. Sharecroppers, usually formerly enslaved people, worked the land and gave a portion of their crops to the landowner in exchange for food and supplies. Tenant farmers rented their farms and paid the landowner money or crops for rent.

5. Grant was not a good politician. He chose friends to help him run the government, and many of these friends were corrupt. The country was in a depression for most of Grant's second term. He also had all the problems associated with Reconstruction.

Congratulations you finished the Chapter 17!!
YKSD US History Third Quarter

After this quarter you will know the story behind all of these pictures.

Chapter 18 "Settling the Western Frontier: 1862-1890"

- Lesson 1 **Quiz**
- Lesson 4 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Chapter 18 Test **Test**

Chapter 19 "Becoming an Industrial Giant: 1870-1900"

- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Chapter 19 Test **Test**
Chapter 24 "The Roaring Twenties: 1920-1929"

Lesson 1 ** Quiz **

Lesson 2 ** Quiz **

Lesson 3 ** Quiz **

Lesson 4 ** Quiz **

Lesson 5 ** Quiz **

Chapter 24 Test ** Test **

End of Third Quarter

Congratulations, You Have Completed The Third Quarter of YKSD US History
Lesson 1 "The Great Plains"

- Turn to Page 346-347 and look at the picture while reading the quote by Mary Antin.
- Turn to Page 347 and read the introduction to Unit 6
- Turn to Page 348 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 349-351; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 349-351 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 349-351.
- Read Pages 349-351 (take notes of important ideas)
- Do you know the answers to the questions on page 351? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "The Great Plains" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Stagecoach - A horse-drawn coach that was used for transporting people or mail.
Transcontinental - Extending across a continent
Wagon train - a large number of wagons traveling together.

Section Review Answers

1. The Great Plains was land between the Missouri River and the Rocky Mountains.
2. The Union Pacific Railroad started at Omaha, Nebraska, and was built westward.
3. The Central Pacific Railroad started in the West at Sacramento, California, and was built.
4. The Union Pacific and Central Pacific railroads met at Promontory Point, Utah.
5. The western end of the railroad in 1858 was St. Louis.

Did you learn these Objectives?

Can you describe various ways people and goods traveled westward and the dangers they faced?

Are you able to explain who built the transcontinental railroad and how?

Lesson 2 "Frontier Life"

- Scan Pages 352-355; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 352-355 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 352-355.
- Read Pages 352-355 (take notes of important ideas)
- Do you know the answers to the questions on page 355? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 2 "Frontier Life" (You may use the

http://yksd.com/DistanceEdCourses/YKSDUSHistory/AssingmentGuides/Chapter18.html (2 of 7) [12/7/2004 4:32:59 PM]
Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Cowhand - a person who tends cattle
Prospector - a person who searches an area for gold, silver, or other minerals.
Saloon - A public building where people gathered to drink or gamble
Stampede - a wild rush of cattle.
Homesteader - a pioneer who owned land under the Homestead Act.
Sod - thickly matted grass and roots.
Windmill - a wind-powered device used to pump water from a well.

Section Review Answers

1. Many of these people became farmers, ranchers, or loggers.
2. Ranchers wanted to bring their cattle to these places because they could make more money if the cattle was sold in these areas.
3. Cow towns had saloons and gambling; they were protected by U.S. marshals.
4. The Homestead Act gave settlers 160 acres of land provided they agreed to live on it for five years. The encouraged settlers to settle the frontier.
5. Farmers used sod to make their houses by cutting chunks of sod from the ground and stacking them. Trees from the riverbanks were used for the roof, which was then covered with sod.

Did you learn these Objectives?

Can you identify reasons miners came to the West?

Are you able to explain what cattle country was?

Can you describe what the Homestead Act was and the problems homesteaders faced?
Lesson 3 "The Plains Indians"

- Scan Pages 356-357; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 356-357 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 356-357.
- Read Pages 356-357 (take notes of important ideas)
- Do you know the answers to the questions on page 357? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "The Plains Indians" (You may use the book, notes, and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
reservation - land set aside by the government for the American Indians.
Misunderstanding - failure to understand.

Section Review Answers

1. Colonel Custer was defeated at Little Big Horn.
2. The Nez Perce were led by Chief Joseph.
3. In 1877, the U.S. government ordered the Nez Perce to the reservation.
4. Chief Red Cloud spoke at a meeting in Washington, D.C.
5. Gold was discovered in the Black Hills, in 1874.

Did you learn these Objectives?
Can you name some of the Plains Indian nations?

Are you able to tell what important animal was destroyed?

Are you able to explain why American Indians were moved to reservations?

Can you describe what happened at Little Big Horn?

**Lesson 4 "Congress Aids American Indians"**

- Scan Pages 360-361; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 360-361 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 360-361.
- Read Pages 360-361 (take notes of important ideas)
- Do you know the answers to the questions on page 361? (See **Key Points** below for help)
- Do you know the vocabulary words? (See **Key Points** below for help)
- Take the quiz on **Lesson 4 "Congress Aids American Indians"** (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

**Lesson 4 Key Points**

**Vocabulary Terms**

none

**Section Review Answers**

1. The purpose of the Dawes Act was to turn the American Indians into independent farmers.
2. Some American Indians believed that the Ghost Dance would protect them from soldiers' bullets.
3. Cavalry soldiers killed or wounded about 290 men, women, and children that were performing the Ghost Dance.
4. Thirteen states joined the Union between 1864 and 1912.
5. The frontier was conquered by 1890.

**Did you learn these Objectives?**

Can you explain what help the American Indians were finally given?

Are you able to describe what happened at Wounded Knee?

Are you able to tell how the frontier became the western states?

**Preparing for Chapter 18 Test**

- Turn to Page 362 and read the article, "The Laws".
- Turn to Page 363 and read the Chapter 18 summary.
- On page 364-365 you will find the Chapter 18 review, complete the review.
- Check your answers with those in the **Key Points**.
- Take the **Chapter 18 Test "Settling the Western Frontier"**
- Review the answers then print the results for your records.

**Chapter 18 Review answers**

1. Union Pacific
2. Central Pacific
3. Black Hills
4. Great Plains
5. Plains Indians
6. Dawes act
7. prospector
8. Red Cloud
9. Homestead Act
10. Joseph
11. Ghost Dance
12. Colonel Custer
13. Wounded Knee

The Comprehension: Understanding Main Ideas

1. Pioneers traveled to the Great Plains by stagecoach.
2. The transcontinental railroad was built to connect the West to the East.
4. The way of life for the Plains Indians was destroyed when the buffalo were killed off and the Indians were forced to live on reservations.
5. Thirteen western states entered the Union between 1864 and 1912.

Congratulations you finished the Chapter 18!!
Chapter 19 "Becoming an Industrial Giant: 1870-1900"

Lesson 1 "The Nation Enters the Industrial Age"

- Turn to Page 366 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 367-370; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 367-370 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 367-370.
- Read Pages 367-370 (take notes of important ideas)
- Do you know the answers to the questions on page 370? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "The Nation Enters the Industrial Age" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Entrepreneur - a person who starts and organizes a business
Flexible - the ability to move or twist easily
Method - a way of doing something
Petroleum - a liquid that can be made into fuel.
Purify - to make something pure.
Section Review Answers

1. An entrepreneur is a person who organizes a business.
2. The longest suspension bridge in the world at the time it opened was the Brooklyn Bridge.
3. A skyscraper is a tall building.
4. Andrew Carnegie built the first steel plant in the country.
5. William Kelly discovered a way to make iron into steel.

Did you learn these Objectives?

Can you explain how Carnegie helped develop the steel industry?

Are you able to tell why steel became important?

Lesson 2 "Rockefeller and the Oil Industry"

- Scan Pages 371-374; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 371-374 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 371-374.
- Do you know the answers to the questions on page 374? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 2 "Rockefeller and the Oil Industry" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
Lesson 2 Key Points

Vocabulary Terms
Refinery - a place where a good is made pure or made into other products.
Corporation - a large, organized company owned by stockholders
Criticize - to show disapproval
Kerosene - a fuel used in lamps.
Monopoly - A corporation that has little competition.
Capital - money used for investments
Horizontal combination - buying one's competition
Liability - a risk
Vertical combination - A kind of business organization that controls each step in making something.
Trust company - a large, powerful company that often is a monopoly.

Section Review Answers

1. The first oil well was built in Titusville, Ohio.
3. A monopoly is a company that has little competition.
4. A kind of business organization that controls each step in making something is called a vertical combination.
5. A large, powerful company that often in a monopoly is called a trust company.

Did you learn these Objectives?

Can you identify the industry Rockefeller helped develop?

Are you able to explain how American businesses grew large and more powerful?

Lesson 3 "Other Major U.S. Industries"

Scan Pages 375-379; focus on the gray boxes, which contain the
key vocabulary terms.

- Scan Pages 375-379 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 375-379.
- Read Pages 375-379 (take notes of important ideas)
- Do you know the answers to the questions on page 379? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "Other Major U.S. Industries" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
By-product - something produced in the process of making something else.
Slaughter - to kill animals for food and other products.
Phonograph - a machine used to reproduce sound
Reproduce - to copy or duplicate
Typesetting - the methods used to prepare type to be printed.

Section Review Answers

1. Cornelius Vanderbilt linked a number of short railroads in the Northeast.
2. Edison invented the phonograph, and many electrical devices.
3. One of Edison's first inventions was the indoor electric light bulb.
4. A phonograph was used to reproduce sound.
5. Henry Ford began experimenting on gasoline engines.

Did you learn these Objectives?
Can you identify other major industries that were built?

Are you able to name some inventions that were developed and who invented them?

Preparing for Chapter 19 Test

☐ Turn to Page 380 and read the article, "Queen Liliuokalani's Statement on Hawaii".

☐ Turn to Page 381 and read the Chapter 19 summary.

☐ On page 382-383 you will find the Chapter 19 review, complete the review.

☐ Check your answers with those in the Key Points.

☐ Take the Chapter 19 Test "Becoming an Industrial Giant"

☐ Review the answers then print the results for your records.

Chapter 19 Review answers

1. "The Empire Builder"
2. Andrew Carnegie
3. engine
4. George Eastman
5. meat-packing
6. monopoly
7. natural resources
8. phonograph
9. railroads
10. Standard oil Company
11. steel
12. stock
13. Titusville

The Comprehension: Understanding Main Ideas

1. Carnegie owned the companies that supplied his raw materials and the transportation systems to transport his products.
2. Hill encouraged immigrants by teaching them farming skills, founding schools, and starting various businesses to employ people in the Northwest.
3. Most corporations are very large companies that are owned by a group of investors who buy shares of the corporation in the form of stock.
4. Rockefeller developed refineries to turn crude oil into products such as kerosene and gasoline.
5. Edison brought together a group of scientists, engineers, and machinists who worked in teams to develop things for businesses and consumers to use.

Congratulations you finished the Chapter 19!!

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YKSD US History Assignment Guide and Key Points

Chapter 20 "A Nation of Cities: 1882-1900"

Lesson 1 "American Cities Grow Rapidly"

☐ Turn to Page 384 analyze the timeline at the bottom of the page and read the introduction to the chapter.

☐ Scan Pages 385-387; focus on the gray boxes, which contain the key vocabulary terms.

☐ Scan Pages 385-387 for pictures and diagrams, read each of the captions.

☐ Scan for and read the short articles in the colored boxes that you find on Pages 385-387.

☐ Read Pages 385-387 (take notes of important ideas)

☐ Do you know the answers to the questions on page 387? (See Key Points below for help)

☐ Do you know the vocabulary words? (See Key Points below for help)

☐ Take the quiz on Lesson 1 "American Cities Grow Rapidly" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Dweller - inhabitant
Specialize - to make and sell goods or services in one or two areas of business
Employer - a person or company who hires someone.

Section Review Answers
1. By 1850, more than twenty-three million people lived in the United States.
2. The main reason people moved to cities was to find jobs.
3. American cities usually specialized in one or two industries.
4. Workers received low wages for their work.
5. Employers believed it was the workers' responsibility to protect themselves from unsafe working conditions.

Did you learn these Objectives?

Can you name reasons for the growth of cities?

Are you able to identify the impact of the railroads in the United States?

Can you describe working conditions in factories?

Lesson 2 "Immigrant Problems and Discrimination"

- Scan Pages 388-391; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 388-391 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 388-391.
- Read Pages 388-391 (take notes of important ideas)
- Do you know the answers to the questions on page 391? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 2 "Immigrant Problems and Discrimination" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Advertise - to announce publicly
Steerage - a part of a ship for passengers paying the lowest fare
Prejudice - a belief or action against someone because of race, sex, religion, or age.
discrimination - treating people unfairly because of their race, sex, religion, or age.
Jim Crow Laws - laws that separated African Americans and whites in public places.

Section Review Answers

1. The Statue of Liberty was a gift from France.
2. Immigrants after the 1880s were called new immigrants.
3. The largest group of new immigrants came from Italy.
5. Discrimination is treating people unfairly because of their race, sex, religion, or age.

Did you learn these Objectives?

Can you identify reasons that immigrants came to the United States?

Are you able to relate some immigrant experiences in the United States?

Can you describe the types of discrimination African Americans faced?

Lesson 3 "City Living"

☐ Scan Pages 392-394; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 392-394 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 392-394.
☐ Read Pages 392-394 (take notes of important ideas)
Do you know the answers to the questions on page 394? (See Key Points below for help)

Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 3 "City Living" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Leisure - something that is done for amusement
Retail - relating to buying and selling of goods
Streetcar - A horse-drawn or electric carriage that rides on rails and is used for transportation
Trolley - a carriage that rides on rails and is used for transportation.
Fixed price - a price that stays the same; there is no debate over price
Income - money earned.
Spectator - one who watches an event.

Section Review Answers

1. People used trolleys and streetcars for transportation in cities
2. Department stores provided a number of goods in one building.
3. A fixed price is one that stays the same.
4. The arts were promoted through opera houses, orchestras, and museums.
5. Baseball and basketball began at this time.

Did you learn these Objectives?

Can you describe activities available in cities?

Can you identify new transportation systems in cities?

Lesson 4 "Problems of the Cities"
Lesson 4 Key Points

Vocabulary Terms
Dumbbell tenements - five- or six-story brick buildings that were shaped like dumbbells.
sanitation - the act of disposing of waste and keeping areas clean
Slum - area that has poor living conditions.
Tenement - Five- or six-story building designed to house eight to ten families.
Ventilation - the process of circulating fresh air in an enclosed area.
Urban - related to the city

Section Review Answers

1. A tenement is a five- or six-story building that houses eight to ten families.
2. The YMCA was set up to help the urban poor.
3. Areas with poor living conditions were called slums.
4. If something is related to the city or city life, it is urban.
5. City officials did not know how to solve city problems in the
1880s.

Did you learn these Objectives?

Can you identify problems facing people in slum areas?

To explain why cities had social problems?

Preparing for Chapter 20 Test

- Turn to Page 398 and read the article, "Blanche Bruce's Speech to the Senate".
- Turn to Page 399 and read the Chapter 20 summary.
- On page 400-401 you will find the Chapter 20 review, complete the review.
- Check your answers with those in the Key Points.
- Take the Chapter 20 Test "A Nation of Cities"
- Review the answers then print the results for your records.

Chapter 20 Review answers

1. Working conditions
2. wages
3. streetcars
4. steerage
5. sanitation
6. safety
7. prejudice
8. Poland
9. oil refining
10. meat-packing
11. mass production
12. Statue of Liberty
13. department stores

The Comprehension: Understanding Main Ideas

1. Your answer should include two of the following reasons: to escape unfair laws, to farm inexpensive land, to escape religious persecution
3. Before the Civil War, city dwellers did not ask for or need so many services. government officials were not prepared to deal with the problems caused by the explosion in population.
4. Tenement buildings were developed because there was a great need for housing.
5. At a department Store, people could buy many different items at a single location rather than having to go from shop to shop.
YKSD US History Assignment Guide and Key Points

Chapter 21 "A New Spirit of Reform"

Lesson 1 "The Gilded Age"

☐ Turn to Page 402 analyze the timeline at the bottom of the page and read the introduction to the chapter.
☐ Scan Pages 403-404; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 403-404 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 403-404.
☐ Read Pages 403-404 (take notes of important ideas)
☐ Do you know the answers to the questions on page 404? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 1 "A New Spirit of Reform" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Contract - A work agreement between at least two groups
Gilded - covered with a thin coating of gold
Reform - a change in tended to make something better.
Investigate - to look into something to solve a problem or to answer a question.
Section Review Answers

1. Reform is a change intended to make something better.
2. Credit Mobilier was a construction company purchased by the Union Pacific Railroad.
3. Credit Mobilier got its money from the Union Pacific Railroad; Union Pacific overpaid Credit Mobilier for doing work for the government.
4. Oakes Ames, a congressman from Massachusetts, and Schuyler Colfax, the Vice President of the United States, were two of many who were involved in Credit Mobilier Scandal.
5. William Belknap was corrupt because he made money by cheating American Indians living on reservations.

Did you learn these Objectives?

Can you explain the concept of reform?

Are you able to describe the Credit Mobilier Scandal and Congress's investigation of it?

Are you able to describe the corruption in President Grant's administration?

Lesson 2 "Reformers Challenge Political Practices"

- Scan Pages 405-408; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 405-408 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 405-408.
- Read Pages 405-408 (take notes of important ideas)
- Do you know the answers to the questions on page 408? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 2 "Reformers Challenge Political..."
Practices" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

□ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Political boss - a professional politician who controls a party or a political machine
Bribe - payment to someone to make the person act in a certain way.
Civil service - a system in which people qualify for government jobs by passing a test.
Mugwump - a reform group that wanted to replace the spoils system with civil service.

Section Review Answers

1. A reform group that wanted to replace the spoils system with civil service was called the mugwumps.
2. A political boss is a professional politician who controls a party or a political machine.
3. Boss Tweed was arrested in 1873 for political corruption.
4. Mugwumps wanted to start civil service
5. Grover Cleveland did not believe in the spoils system.

Did you learn these Objectives?

Can you explain how political bosses such as William Tweed controlled political organizations?

Are you able to describe how the spoils system was connected to the assassination of President Garfield and was reformed by instituting civil service?

Are you able to describe the government reforms established by Presidents Hayes, Arthur, and Cleveland?

Lesson 3 "Labor Unions Are Formed"

□ Scan Pages 409-411; focus on the gray boxes, which contain the
key vocabulary terms.

- Scan Pages 409-411 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 409-411.
- Read Pages 409-411 (take notes of important ideas)
- Do you know the answers to the questions on page 411? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "Labor Unions Are Formed" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Labor union - an organized group of workers that seeks reforms in the workplace.
Anarchist - a person or group against all forms of government.
strike - a kind of protest in which union workers refuse to work until their demands are met.
Stikebreaker - a nonunion worker used to replace striking union workers

Section Review Answers

1. A labor union is an organized group of workers that seeks reforms in the workplace.
2. The Knights of Labor planned to give free land to farmers.
3. The American Federation of Labor worked mostly on labor problems.
4. Samuel Gompers led the American Federation of Labor.
5. A strike is a kind of protest in which union workers refuse to work until their demands are met.
Did you learn these Objectives?

Can you give the reasons for the beginning of labor unions?

Can you compare the Knights of Labor and the American Federation of Labor?

Can you describe strikes and, in particular, the violent strike in Chicago that destroyed the Knights of Labor?

Lesson 4 "Reformers Start a Political Party"

☐ Scan Pages 412-415; focus on the gray boxes, which contain the key vocabulary terms.

☐ Scan Pages 412-415 for pictures and diagrams, read each of the captions.

☐ Scan for and read the short articles and questions in the colored boxes that you find on Pages 412-415.

☐ Read Pages 412-415 (take notes of important ideas)

☐ Do you know the answers to the questions on page 415? (See Key Points below for help)

☐ Do you know the vocabulary words? (See Key Points below for help)

☐ Take the quiz on Lesson 4 "Reformers Start a Political Party" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Prosecute - to charge with a crime
Gold standard - a system in which gold backs a nation's money supply

Section Review Answers
1. Small businesses were organized into trust companies to increase the companies' wealth.
2. The Sherman Anti-Trust Act made it illegal for large companies to prevent others from doing business.
3. The Populist party thought that a few powerful businesses could destroy American democracy.
4. Two political parties nominated William Jennings Bryan for President.
5. William Jennings Bryan lost the election of 1896

Did you learn these Objectives?

Can you describe trust companies and the laws passed to limit them?

Are you able to describe the organization and end of the Populist party?

Can you examine the gold standard controversy and how it affected the 1896 presidential election?

Preparing for Chapter 21 Test

- Turn to Page 416 and read the article, "Declaration of Woman's Christian Temperance Union".
- Turn to Page 417 and read the Chapter 21 summary.
- On page 418-419 you will find the Chapter 21 review, complete the review.
- Check your answers with those in the Key Points.
- Take the Chapter 21 Test "Credit Mobilier"
- Review the answers then print the results for your records.

Chapter 21 Review answers

1. Boss Tweed
2. civil service
3. American Federation of Labor
4. Interstate Commerce Act
5. Knights of Labor
The Comprehension: Understanding Main Ideas

1. The Knights of Labor were blamed for the bombing, so workers did not want to be associated with the group.
2. The Populists believed that the government would take more interest in the common person, rather than paying so much attention to big businesses that threatened democracy.
3. The civil service made sure that a person was qualified for a job in the government. It helped eliminate the spoils system.
4. Labor unions helped workers obtain better working conditions, better pay, and other benefits.

Congratulations you finished the Chapter 21!!
YKSD US History Assignment Guide and Key Points

Chapter 22 "America Becomes a World Power: 1898-1913"

Lesson 1 "Problems With Spain"

- Turn to Page 422-423, read the quote from George M Cohan after looking at the picture.
- Turn to Page 423 and read the short introduction to the unit.
- Turn to Page 424 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 425-426; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 425-426 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 425-426.
- Read Pages 425-426 (take notes of important ideas)
- Do you know the answers to the questions on page 426? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "Problems with Spain" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
None
Section Review Answers

1. *The Maine* was sunk in the harbor of Havana, Cuba.
2. Spain controlled the Philippine Islands.
3. American businesses held important sugarcane industries in Cuba.
4. Cuba and Puerto Rico were the last of the Spanish empire in North America.
5. Spain declared war on the United States.

Did you learn these Objectives?

Can you explain why the United States was interested in Cuba?

Are you able to discuss how the sinking of the *U.S.S. Maine* affected the relations between the United States and Spain?

Lesson 2 (The "Splendid Little War")

- Scan Pages 427-429; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 427-429 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 427-429.
- Read Pages 427-429 (take notes of important ideas)
- Do you know the answers to the questions on page 429? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 2 "The Splendid Little War" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points
Vocabulary Terms
Armistice - A break in a war to talk peace.
Republic - A government in which citizens elect people to speak and act for them.

Section Review Answers

1. The Spanish-American War lasted four months.
2. Spain and the United States agreed to stop fighting on August 12, 1898.
3. The United States paid $20 million to Spain for the Philippine Islands.
4. The people of the Philippines did not want to belong to the United States.
5. The United States withdrew from Cuba in 1902.

Did you learn these Objectives?

Can you describe the battles that took place in the Philippines and Cuba?

Are you able to explain how, by gaining Puerto Rico, Guam, and the Philippine from Spain, the United States took a step toward becoming a world power?

Can you discuss the relationship of the United States and Cuba between 1898 and 1902?

Lesson 3 "The Nation Increases Its Power"

☐ Scan Pages 430-432; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 430-432 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 430-432.
☐ Read Pages 430-432 (take notes of important ideas)
Do you know the answers to the questions on page 432? (See Key Points below for help)

Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 3 "The Nation Increases Its Power" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
none

Section Review Answers

1. When the Hawaiian Islands became an American territory, its citizens became American citizens.
2. Great Britain, France, Russia, and Germany established their own governments and courts in China.
3. The Open Door Policy allowed open and free trade for all countries in China.
4. The Chinese formed the Boxer Rebellion because they were angry that parts of their country had been given to foreigners.
5. The United States gained friendly relations with China by returning fines imposed by other countries and by protecting Chinese land.

Did you learn these Objectives?

Can you explain how growing European control of trade with China led to America's proposal of the Open Door Policy?

Are you able to explain how foreign control of China resulted in the Boxer Rebellion?
Lesson 4 "New Leadership for a New Century"

- Scan Pages 433-436; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 433-436 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 433-436.
- Read Pages 433-436 (take notes of important ideas)
- Do you know the answers to the questions on page 436? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "New Leadership for a New Century" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Abroad - throughout the world.
Imperialism - The practice of taking over land to become a stronger nation.
Initiative - the power citizens have to suggest new laws
Muckraker - a person who wrote articles and books describing corruption and problems
Primary election an election in which the people choose candidates.
Progressives - people who believed that America should pass laws to correct America's social and political problems.
Recall - the act of voting someone who has performed poorly out of office
Referendum - the right voters have to approve or not approve bills
Reject - to refuse to accept

Section Review Answers
1. William McKinley won the election of 1900.
2. Theodore Roosevelt became President after McKinley was assassinated.
3. An initiative is the power citizens have to suggest new laws.
4. A recall is the power citizens have to suggest new laws.
5. A muckraker was a person who wrote articles and books describing corruption and problems.

Did you learn these Objectives?

Can you describe Roosevelt's actions to reform America at home and strengthen its position abroad?

Are you able to list the legislative, electoral, and social reforms advocated by the Progressives and the muckrakers?

Lesson 5 "Roosevelt's Other Achievements"

☐ Scan Pages 437-440; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 437-440 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles and questions in the colored boxes that you find on Pages 437-440.
☐ Read Pages 437-440 (take notes of important ideas)
☐ Do you know the answers to the questions on page 440? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 4 "Roosevelt's Other Achievements" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 5 Key Points

Vocabulary Terms
Conservation - the act of protecting or limiting the use of natural resources
natural resources - raw materials from nature, such as water and soil.
Foreign policy - the plan a government follows when dealing with other nations
Revise - to make changes, especially to a document.

Section Review Answers

1. The Meat Inspection Act and the Pure Food and Drug Act were passed to protect Americans from unhealthy meat and unsafe drugs.
2. To protect America's natural resources, the government added 150 million acres to the country's forest reserve and passed a law that gave the federal government the power to build dams and to establish irrigation projects. Many state governments set up conservation groups.
3. The United States wanted to build the Panama Canal so that the navy and commercial shippers would have a fast way to move ships from the Atlantic to the Pacific Ocean. The United States gained the right to build the Panama Canal by helping Panama gain its independence and by paying Panama $10 million and yearly rent.
4. The "Big Stick" policy was implemented to give the United States the right to bring back order to Latin American countries.

Did you learn these Objectives?

Can you discuss Roosevelt's actions that were intended to conserve natural resources?

Can you explain American policies toward Europe, Asia, and Latin America?

Are you able to identify reasons for building the Panama Canal?

Can you explain America's role as a "police" power in Latin America?
Lesson 6 "As Strong as a Bull Moose"

- Scan Pages 441-443; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 441-443 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 441-443.
- Read Pages 441-443 (take notes of important ideas)
- Do you know the answers to the questions on page 443? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "As Strong as a Bull Moose" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 6 Key Points

Vocabulary Terms
Income tax - tax placed on money people earned.
Minimum wage - the smallest amount a person can be paid to do a job.

Section Review Answers

1. William Jennings Bryan was defeated for the third time in the election of 1908.
2. Taft did not enjoy being President.
3. Congress passed the Sixteenth Amendment during the Taft administration.
4. During the 1912 election the Republican party was divided between Taft and Roosevelt.
5. Roosevelt believed that big business needed to be regulated.

Did you learn these Objectives?
Can you describe how Taft tried to continue Roosevelt's policies?

Are you able to explain why Roosevelt organized the Progressive party to run against Taft in the 1912 election?

Can you show how the Republican Party's division helped Woodrow Wilson win the 1912 election?

Preparing for Chapter 22 Test

- Turn to Page 444 and read the article, "Speech of Booker T. Washington".
- Turn to Page 445 and read the Chapter 22 summary.
- On page 446-447 you will find the Chapter 22 review, complete the review.
- Check your answers with those in the Key Points.
- Take the Chapter 22 Test "America Becomes a World Power"
- Review the answers then print the results for your records.

Chapter 22 Review answers

1. San Juan Hill
2. "Remember the Main"
3. William McKinley
4. "Splendid Little War"
5. Panama Canal
6. conservation
7. big stick
8. William Howard Taft
9. recall
10. Boxer Rebellion
11. Spain
12. Progressive party
13. "trustbuster"

The Comprehension: Understanding Main Ideas

1. Among the results of the Spanish-American War were the United States gained control of Puerto Rico, the Philippines, and Guam; Cuba became a protectorate; and the United States established
itself as a strong international power.
2. Walter Reed was an American medical officer who rid Cuba of yellow fever.
3. Some people in Congress felt expansion into Asia, particularly the Philippines, would make America a stronger nation.
4. The Panama Canal allowed ships to pass between the Atlantic and Pacific Oceans without going all the way around South America. It allowed the navy to move more quickly for America's defense.
5. A primary election is an election in which voters choose the candidates who will run for office.

Congratulations you finished the Chapter 22!!
Lesson 1 "The War Begins in Europe"

☐ Turn to Page 448 analyze the timeline at the bottom of the page and read the introduction to the chapter.
☐ Scan Pages 449-452; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 449-452 for pictures and diagrams, read each of the captions.
☐ Scan for and read the short articles in the colored boxes that you find on Pages 449-452.
☐ Read Pages 449-452 (take notes of important ideas)
☐ Do you know the answers to the questions on page 452? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 1 "The War Begins in Europe" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Emperor - the male ruler of an empire
Allied Powers - A group of allied nations that included Great Britain, France, Serbia, Belgium, and Russia.
Central Powers - A group of allied nations that included Germany, Austria-Hungary, and later Turkey and Bulgaria.
Chain reaction - a series of events linked to one another.
Section Review Answers

1. The Sixteenth Amendment was ratified in 1913, it made an income tax.
2. The Federal Reserve System was a new way of banking.
3. Archduke Francis Ferdinand was assassinated in 1914.
4. Austria-Hungary declared war on Serbia.
5. France was part of the Allied Powers.

Did you learn these Objectives?

Can you list some of the measures passed during Wilson's first term as President?

Can you tell how the war started?

Are you able to explain why the war spread to involve many nations?

Lesson 2 The United States Stays Neutral

- Scan Pages 453-455; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 453-455 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 453-455.
- Read Pages 453-455 (take notes of important ideas)
- Do you know the answers to the questions on page 455? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 2 "The United States Stays Neutral" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points
Vocabulary Terms
Submarine - a ship that can travel underwater.
Torpedo - a self-propelled bomb that is shot from a tube of a submarine.
Effective - able to cause a desired result.

Section Review Answers
1. President Wilson's policy was to remain neutral.
2. Germany set up a war zone around Great Britain in the Atlantic and patrolled the zone with U-boats.
4. A German U-boat sank the Lusitania.
5. Wilson used the fact that he kept the nation out of war in Europe to get re-elected.

Did you learn these Objectives?

Can you identify the position America decided to take at the beginning of the war?

Are you able to explain why that position changed?

Lesson 3 "America Enters the Great War"

☐ Scan Pages 456-459; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 456-459 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 456-459.
☐ Read Pages 456-459 (take notes of important ideas)
☐ Do you know the answers to the questions on page 459? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for
Take the quiz on Lesson 3 "America Enters the Great War" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Standstill - Something that is not changing or improving.
Consumer goods - objects and things the average person buys and uses.
draft - the practice of requiring people to serve in the armed forces.
Mine - a bomb that floats in water and explodes when touched.

Section Review Answers

1. The Zimmermann Note stated that Mexico would receive Texas, new Mexico, and Arizona if Mexico helped Germany defeat the United States.
2. Congress declared war on Germany in 1917.
3. The United States used the draft to get more men in the military.
4. In 1918, the Germans realized they could not win the war.
5. The power of the United States increased after the war.

Did you learn these Objectives?

Can you give reasons why America entered the war?

Are you able to explain what some of America's war strategies were?

Lesson 4 "Wilson's Plan for a Permanent Peace"

Scan Pages 460-463; focus on the gray boxes, which contain the key vocabulary terms.

Scan Pages 460-463 for pictures and diagrams, read each of the captions.
Scan for an read the short articles and questions in the colored boxes that you find on Pages 460-463.

Read Pages 460-463 (take notes of important ideas)

Do you know the answers to the questions on page 463? (See Key Points below for help)

Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 4 "Wilson's Plan for a Permanent Peace" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Conference - a meeting among a large group of people.

Section Review Answers

1. Wilson's fourteen Points was a plan for permanent peace.
2. The Paris Peace Conference took place to discuss a peace treaty acceptable to all the nations who fought in the war.
3. The Treaty of Versailles changed the map of Europe.
4. The League of Nations was part of Wilson's Fourteen Points.
5. The Austro-Hungarian Empire became Austria and Hungary.

Did you learn these Objectives?

Can you describe Wilson's plan for peace?

Are you able to tell what happened at the Paris Peace Conference?

Can you explain why Congress did not ratify the Treaty of Versailles?

Preparing for Chapter 23 Test
Chapter 23 Review answers

1. Federal Reserve System
2. Allied Powers
3. Central Powers
4. Francis Ferdinando
5. submarines
6. Lusitania
7. Woodrow Wilson
8. Zimmermann Note
9. League of nations
10. Treaty of Versailles
11. Germany

The Comprehension: Understanding Main Ideas

1. Early in Wilson's term, the Federal reserve System was established, and the Sixteenth Amendment was ratified.
2. Germany, Austria-Hungary, Turkey, and Bulgaria belonged to the Central Powers. Great Britain, France, Serbia, Belgium, and Russia were the Allied Powers.
3. The Lusitania was a passenger ship, not a warship. It was not carrying military supplies. Many people were killed including 128 Americans.
4. In the Zimmermann Note, Germany promised that Mexico would get back Texas, new Mexico, and Arizona after the war if Mexico would support Germany against the United States.
5. Congress did not take part in the treaty negotiations and felt that membership in the League of Nations would weaken America.
6. Once war was declared, American factories began making military supplies, farmers stepped up food production, men were drafted into the army, women joined the workforce, taxes were raised, and war bonds were issued to raise money.
7. At the Versailles conference, the United States was represented by Woodrow Wilson, Great Britain by David Lloyd George, France by Georges Clemenceau, and Italy by Vittorio Orlando.

Congratulations you finished the Chapter 23!!
Lesson 1 "Americans Want to Return to Normal Times"

- Turn to Page 468 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 469-472; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 469-472 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 469-472.
- Read Pages 469-472 (take notes of important ideas)
- Do you know the answers to the questions on page 472? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "Americans Want to Return to Normal Times" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Association - a group working together on a common cause.
Decade - a period of ten years.
Heroics - bravery well beyond what is needed.
Landslide - a majority of votes for one side.
Solution - The Answer to problems
Emotion - Feelings people express
Fraud - A lie or false act to steal money or something of value.

Section Review Answers

1. The Nineteenth Amendment gave all American women the right to vote.
2. Warren G. Harding was elected President in 1920.
3. The Emergency Quota Act limited immigration to the United States.
4. The National Woman Suffrage Association wanted to give women the right to vote.
5. President Coolidge supported the business community.

Did you learn these Objectives?

Can you explain what the Nineteenth Amendment was?

Are you able to describe some problems in the Harding Administration?

Are you able to list things Coolidge did as President?

Lesson 2 "Society Changes: Fords, Flappers, and Radios"

- Scan Pages 473-476; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 473-476 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 473-476.
- Read Pages 473-476 (take notes of important ideas)
- Do you know the answers to the questions on page 476? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
Take the quiz on Lesson 2 "Society Changes: Fords, Flappers, and Radios" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Assembly line - a process by which a line of workers assemble something piece by piece until it is complete.
Mobile - Having the ability to travel.
Flapper - young woman in the 1920s who cut her hair short, wore skirts cut above her knees, and pointed her lips bright red.
Generation - people who live in the same time period and are about the same age
Suburb - community built outside of cities.

Section Review Answers

1. Some farmers looked for city jobs after the war because crops were in less demand and prices fell.
2. Ford used the assembly-line process to make the Model T.
3. Farmers used the automobile to plow fields, run water pumps, and haul hay; most other people used it for traveling.
4. Flappers were women who cut their hair short, wore skirts cut above their knees, and painted their lips bright red.
5. Radios changed the way of life by providing news and entertainment.

Did you learn these Objectives?

Can you explain how the automobile changed life in America?

Are you able to describe ways women became more independent?

Can you tell what radio brought into the American home?
Lesson 3 "The Spirit of the Jazz Age"

- Scan Pages 477-479; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 477-479 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 477-479.
- Read Pages 477-479 (take notes of important ideas)
- Do you know the answers to the questions on page 479? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "The Spirit of the Jazz Age" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Composer - one who writes music
Energetic - full of energy
Improvise - to make up as you go along
Spiritual - a religious song
Symphony - a long, complex musical piece.

Section Review Answers

1. Jazz started in the South.
2. Younger people were responsible for beginning the new music and dance styles of the 1920s.
3. In The Great Gatsby, F. Scott Fitzgerald showed the unhappy life of a wealthy, popular man who was once a poor farm boy.
4. John Dos Passos wrote a story about the sadness of men after their return from the Great War.
5. The Harlem Renaissance focused on African-American pride.

Did you learn these Objectives?

Can you describe the growth of jazz as a musical form?

Are you able to explain how dance changed?

Can you identify writers of the period?

Are you able to explain what the Harlem Renaissance was?

Lesson 4 "Social Problems in the 1920s"

☐ Scan Pages 480-481; focus on the gray boxes, which contain the key vocabulary terms.

☐ Scan Pages 480-481 for pictures and diagrams, read each of the captions.

☐ Scan for and read the short articles and questions in the colored boxes that you find on Pages 480-481.

☐ Read Pages 480-481 (take notes of important ideas)

☐ Do you know the answers to the questions on page 481? (See Key Points below for help)

☐ Do you know the vocabulary words? (See Key Points below for help)

☐ Take the quiz on Lesson 4 "Social Problems in the 1920s" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Communist - a person who believes in a form of government that eliminates private property.
Bootlegger - Someone who made or sold alcohol illegally during Prohibition
Probation - the ban on making or selling alcohol
Speakeasy - a place where liquor was sold illegally during Prohibition.

Section Review Answers

1. The Eighteenth Amendment made it against the law to sell alcohol in the United States.
2. Prohibition was the name for the ban on alcohol.
3. A person who made and sold alcohol during Prohibition was called a bootlegger.
4. Liquor was sold illegally at places called speakeasies.
5. The Twenty-First Amendment repealed Prohibition.

Did you learn these Objectives?

Can you describe what groups faced discrimination?

Are you able to tell what Prohibition was and how it caused problems?

Lesson 5 "American Confidence Rises and Falls"

- Scan Pages 482-483; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 482-483 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 482-483.
- Read Pages 482-483 (take notes of important ideas)
- Do you know the answers to the questions on page 483? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "American Confidence Rises and Falls" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very
useful when you are studying for the test.

Lesson 5 Key Points

Vocabulary Terms
Solo - Done by one person
Stock market - a market for the buying and selling of company stock.
Soup house - place where the poor could get food.

Section Review Answers

1. Americans liked Lindbergh because of his solo flight across the Atlantic and because he was a symbol for America.
2. The stock market is a market for the buying and selling of company stock.
3. Soup houses were places where the poor could get food.
4. The stock market crashed because stock prices dropped sharply and there were more sellers than buyers.
5. The Great Depression was a time of great financial struggle, when businesses failed and people lost their jobs.

Did you learn these Objectives?

Can you explain what Lindbergh did?

Are you able to tell what the stock market crash was?

Preparing for Chapter 24 Test

☐ Turn to Page 484 and read the article, "James Weldon Johnson".
☐ Turn to Page 485 and read the Chapter 24 summary.
☐ On page 486-487 you will find the Chapter 24 review, complete the review.
☐ Check your answers with those in the Key Points.
☐ Take the Chapter 24 Test "The Roaring Twenties"
☐ Review the answers then print the results for your records.
Chapter 24 Review answers

1. radio
2. suffrage
3. Warren Harding
4. jazz
5. Calvin Coolidge
6. Teapot Dome
7. stock market
8. Edith Wharton
9. presidential election
10. Charles Lindbergh
11. Langston Hughes
12. bootleggers
13. Model T

The Comprehension: Understanding Main Ideas

1. The decade was called the "Roaring Twenties" because there were so many things happening during the decade. People lived better and faster lives. The economy was booming through most of the decade. Many developments such as the Model T and the radio made people's lives more interesting. It was a period of great excitement for many people.

2. The Nineteenth Amendment allowed women to vote, women began working out of the home more than in the past, young women began to express themselves in new ways, for example, the flapper.

3. Prohibition was a period of time between the Eighteenth and Twenty-First Amendment when it was illegal to by or sell alcohol in America. Many people broke the law, and organized crime made millions of dollars through the sal and distribution of illegal alcohol.

4. There were many social and cultural developments during the 1920s including commercial radio, the Model T Ford, the telephone, jazz music, women's suffrage, the Harlem Renaissance, Prohibition, new dances, etc.

5. Stocks had been overprice for many years. At the time of the crash, many more people wanted to sell than wanted to buy.

Congratulations you finished the Chapter 24!!
YKSD US History Fourth Quarter

After this quarter you will know the story behind all of these pictures.

Chapter 25 "Depression and the New Deal": 1862-1890
- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Lesson 4 **Quiz**
- Lesson 5 **Quiz**
- Chapter 25 Test **Test**

Chapter 26 "World War II": 1870-1900
- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Lesson 4 **Quiz**
- Lesson 5 **Quiz**
- Lesson 6 **Quiz**
- Chapter 26 Test **Test**

Chapter 27 "A Time of Challenge and Change": 1945-1957
- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Lesson 4 **Quiz**
- Lesson 5 **Quiz**
- Chapter 27 Test **Test**

- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Lesson 4 **Quiz**
- Lesson 5 **Quiz**
- Lesson 6 **Quiz**
- Chapter 28 Test **Test**

Chapter 29 "America in a Changing World": 1968-Present
- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Lesson 4 **Quiz**
- Lesson 5 **Quiz**
- Lesson 6 **Quiz**
- Chapter 29 Test **Test**

- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Lesson 4 **Quiz**
- Lesson 5 **Quiz**
- Chapter 30 Test **Test**

Chapter 31 "The 1990's": 1990-2000
- Lesson 1 **Quiz**
- Lesson 2 **Quiz**
- Lesson 3 **Quiz**
- Lesson 4 **Quiz**
- Lesson 5 **Quiz**
- Lesson 6 **Quiz**
- Chapter 31 Test **Test**

End of Fourth Quarter

Congratulations, You Have Completed YKSD US History
YKSD US History Assignment Guide and Key Points

Chapter 25 "Depression and the New Deal"

Lesson 1 "The Great Depression"

☐ Turn to Page 490-491 and look at the picture while reading the quote by John Steinbeck.
☐ Turn to Page 491 and read the introduction to Unit 7
☐ Turn to Page 491 and analyze the timeline at the bottom of the page and read the introduction to the chapter.
☐ Scan Pages 493-495; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 493-495 for pictures and diagrams, read each of the captions.
☐ Scan for the short articles in the colored boxes that you find on Pages 493-495.
☐ Read Pages 493-495 (take notes of important ideas)
☐ Do you know the answers to the questions on page 495? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 1 "The Great Depression" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Charity - A group that helps those in need.
Layoff - Letting workers go because a company cannot afford to pay them.
Credit - the practice of buying something and paying for it later.
Overproduction - producing too many goods.
Breadline - A place where people could get free food.

Section Review Answers

1. Eight million Americans were unemployed in 1931.
2. President Hoover felt the depression would end shortly and that the federal government should not have to help the unemployed.
3. Many people blamed the depression on President Hoover, true.
4. Overproduction was one of the causes of the depression, true.
5. People lost confidence in themselves and their country during the depression, true.

Did you learn these Objectives?

Can you describe the ways in which Americans suffered during the Great Depression?

Are you able to explain why many people blamed President Hoover for the depression?

Can you explain the causes of the depression?

Lesson 2 "A New Deal for the Nation"

☐ Scan Pages 496-499; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 496-499 for pictures and diagrams, read each of the captions.
☐ Scan for and read the short articles in the colored boxes that you find on Pages 496-499.
☐ Read Pages 496-499 (take notes of important ideas)
☐ Do you know the answers to the questions on page 499? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 2 "A New Deal for the Nation" (You
may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!

- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Insurance - a plan that protects against loss in return for regular payments.
Moratorium - the legal act of delaying something.
Stabilize - to bring something back to normal.
Surplus - an extra amount of something.
Crisis - An event that threatens people's well-being
Recovery - the act of overcoming a problem
Prohibit - to prevent by law.

Section Review Answers

1. The Agricultural marketing Act allowed for $500 million to buy surplus crops from farmers.
2. President Roosevelt promised the New Deal to Americans.
3. The national bank holiday prohibited people from rushing to the banks to take their money out.
4. The Federal Emergency Relief Administration loaned millions of dollars to state agencies.
5. The Agricultural Adjustment Act attempted to raise farm prices by cutting back production.

Did you learn these Objectives?

Can you describe President Hoover's plan for improving the economy?

Can you explain why Roosevelt was elected President?

Can you describe the laws passed by Congress during the Hundred Days?
Lesson 3 "The New Deal Changes Government"

- Scan Pages 500-503; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 500-503 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 500-503.
- Read Pages 500-503 (take notes of important ideas)
- Do you know the answers to the questions on page 500? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "The New Deal Changes Government" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Collective bargaining - a way of negotiating between groups of workers and employers.
Mural - an artistic painting or drawing on a wall.
Disabled - having a mental or physical handicap.
Denounce - to reject or show disapproval.
Liberal - One who favors change.
Overturn - to reverse
Traditional - the usual way of doing things.
Occupation - A person's job or line of work.

Section Review Answers

1. the Social Security Act set up programs to help the elderly, unemployed, or disabled.
2. The National Labor Relations Act gave workers the right to form unions.
3. The Works Progress Administration gave people work.
4. The American Federation of Labor was made up of only skilled workers.
5. The Congress of Industrial Organizations united workers from all industries.

Did you learn these Objectives?

Are you able to describe the reforms of the Second New Deal, including the WPA, the Social Security Act of 1935, and the Federal Housing Administration?

Can you describe Roosevelt's election to a second term?

Can you explain why Roosevelt appointed six new Supreme Court justices?

Are you able to describe the formation of the CIO?

Lesson 4 "Leisure and Literature of the Depression"

☐ Scan Pages 504-507; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 504-507 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles and questions in the colored boxes that you find on Pages 504-507.
☐ Read Pages 504-507 (take notes of important ideas)
☐ Do you know the answers to the questions on page 507? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 4 "Leisure and Literature of the Depression" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
Lesson 4 Key Points

Vocabulary Terms
Orphan - a child without parents.
Romantic - Glorified

Section Review Answers

1. People living at this time could escape from their problems by seeing a movie or show.
2. People liked *Gone With the Wind* because it contained a message that people in the 1930s wanted to hear.
3. *The Wizard of Oz* suggested that there was a happier life "Somewhere Over the Rainbow."
4. Jesse Owens, an African American, spoiled Hitler's hopes of proving that white German athletes were superior; Owens won four medals.
5. Joe Louis became a national hero after defeating German boxer Max Schmeling.

Did you learn these Objectives?

Can you identify some new kinds of movies that became popular during the 1930s?

Are you able to describe the book and movie *Gone With the Wind* and reasons for their popularity?

Are you able to identify two American sports heroes of the 1930s?

Preparing for Chapter 25 Test

- Turn to Page 508 and read the article, "Breadline".
- Turn to Page 509 and read the Chapter 25 summary.
- On page 510-511 you will find the Chapter 25 review, complete the review.
Check your answers with those in the Key Points.

Take the Chapter 25 Test "Depression and the New Deal"

Review the answers then print the results for your records.

Chapter 25 Review answers

1. crash
2. unemployment
3. overproduction
4. breadlines
5. New Deal
6. Herbert Hoover
7. Joe Louis
8. Civilian Conservation Corps
9. Social Security
10. Works Progress Administration
11. Frances Perkins
12. Tennessee Valley Authority
13. Supreme Court

The Comprehension: Understanding Main Ideas

1. The factors that contributed to the Great Depression included the stock market crash of 1929, the drop in stock values that followed the crash, an overproduction of consumer products, high levels of debt due to buying on credit, drops in farm prices, loss of confidence in the government, tariffs on American goods sold abroad, and high unemployment.
2. You answer may vary but many people were out of jobs, businesses didn't hire new people, people lost their homes, many people stood in breadlines or had to eat in soup kitchens because they had no money for food, slums sprang up, many people moved around from city to city and state to state looking for work.
3. Your answer may vary but you should have included four of the following: Emergency Banking Act, Federal Emergency Relief Administration, Civilian Conservation Corps, Agricultural Adjustment Act, National Recovery Administration, Truth-in-Securities Act, Tennessee Valley Authority, Works Progress Administration, Social Security, and Home owners Loan Corporation, and National Labor Relations Board.
4. They were named after President Herbert Hoover, who was blamed for causing many of the problems associated with the Great Depression.

Congratulations you finished the Chapter 25!!
Lesson 1 "Preparation for War"

- Turn to Page 512 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 513-516; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 513-516 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 513-516.
- Read Pages 513-516 (take notes of important ideas)
- Do you know the answers to the questions on page 516? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "Preparation for War" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

**Vocabulary Terms**

- Fascist - one who believes that the state or union is more important than the individual.
- Inflation - a steady rise in prices of goods.
- Chancellor - the chief minister in some European countries.
- Citizenship - the act of belonging to a certain country.
Section Review Answers

1. Mussolini started the Fascist party in Italy.
2. Hitler became chancellor of Germany in 1933.
3. The anti-Fascists in Spain wanted a democratic government.
4. The Spanish Civil War lasted three years.

Did you learn these Objectives?

Can you trace the rise of Fascist governments in Italy, Germany, and Spain in the 1930s?

Are you able to explain why Japan's invasion of China was the beginning of Japanese control in Asia?

Can you describe the United States' reaction to these events?

Lesson 2 "Steps Toward a Second World War"

☐ Scan Pages 517-520; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 517-520 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 517-520.
☐ Read Pages 517-520 (take notes of important ideas)
☐ Do you know the answers to the questions on page 520? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 2 "Steps Toward a Second World War" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.
Lesson 2 Key Points

Vocabulary Terms
Reich - German empire
Appeasement - doing something to keep peace
Synagogue - a Jewish place of worship
Ethnic heritage - One's background or race.
Holocaust - The mass murder of European Jews during World War II
Inferior Less advanced or lower in position.

Section Review Answers

1. Adolf Hitler wanted to create a Third Reich, true.
2. Chamberlain and Daladier agreed to give Hitler and Germany Sudetenland to keep peace.
3. Six million Jews were killed during the Holocaust, true.
4. Poland refused to give Hitler the city of Danzig, true.
5. Germany and the Soviet Union formed an alliance, true.

Did you learn these Objectives?

Can you note how European powers agreed to Hitler's demands, hoping to avoid war.

Are you able to describe how the Nazis terrorized and murdered Jews.

Can you discuss Germany's plan to seize Polish Land?

Lesson 3 "World War II Begins"

☐ Scan Pages 521-524; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 521-524 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 521-524.
☐ Read Pages 521-524 (take notes of important ideas)
☐ Do you know the answers to the questions on page 524? (See Key)
Points below for help)

☐ Do you know the vocabulary words? (See Key Points below for help)

☐ Take the quiz on Lesson 3 "World War II Begins" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Blitzkrieg - "Lightning war"; a rapid military attack.
radar - a system used to locate objects such as planes.
lottery - drawing names to decide who is drafted into the military
security - methods of keeping a place safe.

Section Review Answers

1. World War II started when Germany invaded Poland, and France and Great Britain declared war on Germany.
2. Germany captured Poland, Denmark, Luxembourg, Norway, Belgium, the Netherlands, and France.
3. The British used radar to help destroy German planes.
4. The Lend-Lease Act gave the U.S. government the power to provide weapons to countries important to American security.
5. The Selective Service Act drafted men into the armed forces.

Did you learn these Objectives?

Can you follow Germany's conquest of seven more European countries?

Are you able to note the responses of Great Britain and the United States to Hitler's advances?

Lesson 4 "War in Asia"
Lesson 4 Key Points

**Vocabulary Terms**
- Asset - something of worth that someone owns.
- Axis Powers - the alliance of Japan, Italy, and Germany in World War II
- Infamy - Disgraceful or lacking honor

**Section Review Answers**

1. Japan wanted to control Asia, true.
2. All trading between Japan and America stopped, true.
3. America did not supply Japan with oil.
4. Japan attacked Pearl Harbor to destroy the American fleet there, true.
5. The Filipinos could not prevent Japan from taking over the Philippines.

Did you learn these Objectives?
Can you discuss Japan's invasions of Asian countries and the United States' responses?

Are you able to explain how and why Japan attacked Pearl Harbor and the Philippines?

Lesson 5 "The Home Front"

- Scan Pages 528-529; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 528-529 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles and questions in the colored boxes that you find on Pages 528-529.
- Read Pages 528-529 (take notes of important ideas)
- Do you know the answers to the questions on page 529? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "The Home Front" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 5 Key Points

Vocabulary Terms
Civilian - one who is not in the military.
Underestimate - to fail to guess the size, quantity, or number of something.
Combat - the act of fighting
Detention - the act of holding someone against his or her will.
Ration - to use sparingly.

Section Review Answers

1. America was able to produce war supplies by changing its
industries.
2. Victory gardens were small, private gardens that produced food for the army.
3. Americans gathered newspapers, tin cans, rubber tires, nylons, and even bacon grease to turn into war supplies.
4. Many women joined the armed forces, while others worked in industries, replacing the men who went to war.
5. Japanese Americans were detained because Americans feared these people would help the Japanese invade the West Coast.

Did you learn these Objectives?

Can you describe how Americans grew vegetables, collected raw materials, and handled rationing as part of their war effort?

Are you able to show how fear and prejudice resulted in the detention of Japanese Americans in camps during the war?

Lesson 6 "The War Ends"

☐ Scan Pages 530-533; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 530-533 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles and questions in the colored boxes that you find on Pages 530-533.
☐ Read Pages 530-533 (take notes of important ideas)
☐ Do you know the answers to the questions on page 533? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 4 "The War Ends" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 6 Key Points
Vocabulary Terms
Revenge - the act of getting back at someone for some wrongdoing.
counter attack - to fight back following an attack.
atomic bomb - a bomb with great destructive powers.
Bunker - an underground shelter.
Cease-fire - a call for an end to fighting.

Section Review Answers

1. Allied troops captured Sicily in 1943.
2. The attack on Normandy was called D-Day.
3. The Germans were pushed back in the Battle of the Bulge.
4. Allied leaders met at Yalta.
5. America dropped atomic bombs on Hiroshima and Nagasaki.

Did you learn these Objectives?

Can you describe the Allied invasion of Italy and France?

Are you able to outline the points of the Yalta Agreement?

Can you describe the surrender of Germany?

Are you able to explain how the atomic bomb was used to force Japan to surrender?

Preparing for Chapter 26 Test

□ Turn to Page 534 and read the article, "Roosevelt's Four Freedoms Speech ".
□ Turn to Page 535 and read the Chapter 26 summary.
□ On page 536-537 you will find the Chapter 26 review, complete the review.
□ Check your answers with those in the Key Points.
□ Take the Chapter 26 Test "The Nation Goes to War"
□ Review the answers then print the results for your records.

Chapter 26 Review answers

1. Adolf Hitler
2. Kristallnacht
3. Benito Mussolini
4. Pearl Harbor
5. Third Reich
6. Joseph Stalin
7. Winston Churchill
8. Lend-Lease Act
9. D-Day
10. rationing
11. detention camps
12. Dwight D. Eisenhower
13. Yalta

The Comprehension: Understanding Main Ideas

1. The German army moved swiftly across a country and allowed little resistance.
2. The war effort was helped by women joining the workforce, victory gardens, rationing, and collecting raw materials.
3. Japan began to invade and occupy other areas of Asia. The United States broke off all trade with Japan and froze Japanese assets in America. The U.S. Secretary of State began negotiations with Japanese Premier Fumimaro Konoye. The attack on Pearl Harbor was a surprise to the United States.
4. Germany felt that it had been treated wrongly by the Treaty of Versailles. After Hitler came to power, he fortified Germany and created a militaristic state. The German state wanted to take back the territory it had lost through the treaty. It took over Austria and Sudetenland. Hitler met with leaders of Great Britain, France, and Italy and promised not to take any more territory. When Germany invaded Poland, France and Great Britain declared war.

Congratulations you finished the Chapter 26!!
Lesson 1 "The Search for Peace"

☐ Turn to Page 542 analyze the timeline at the bottom of the page and read the introduction to the chapter.
☐ Scan Pages 543-546; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 543-546 for pictures and diagrams, read each of the captions.
☐ Scan for and read the short articles in the colored boxes that you find on Pages 543-546.
☐ Read Pages 543-546 (take notes of important ideas)
☐ Do you know the answers to the questions on page 546? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 1 "The Search for Peace" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Genocide - the execution of a group based on its race or political views
Organization - a group of people working together for a common cause.
Section Review Answers

1. Over fifty-five million people were killed in World War II.
2. The United Nations was set up in 1945.
3. The new nation of Israel was established in 1948.
4. President Truman proposed the Fair Deal.
5. Harry Truman was elected president in 1948.

Did you learn these Objectives?

Can you describe the effects of World War II on the world?

Are you able to describe the purposes for forming the United Nations?

Can you identify the elements of Truman's Fair Deal program?

Are you able to describe Truman's defeat of Thomas Dewey in the 1948 election?

Lesson 2 "The Cold War Begins"

- Scan Pages 547-551; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 547-551 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 547-551.
- Read Pages 547-551 (take notes of important ideas)
- Do you know the answers to the questions on page 551? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 2 "The Cold War Begins" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.
Lesson 2 Key Points

Vocabulary Terms
Cold War - the disagreements between communist and noncommunist nations over economics and politics that caused tensions following World War II.
Descent - to lower upon.
Domination - complete control.
Containment policy - the policy of using strength or threat of force to prevent the spread of communism.
Airlift - using planes to deliver food and supplies.

Section Review Answers

1. Democratic countries tried to limit communism during the Cold War
2. NATO considers an attack on one member of its organization to be an attack on all members.
3. The Soviet Union was a communist country.
4. The containment policy was an attempt to keep communism from spreading in areas where there was little resistance.
5. The Marshall Plan was a plan to help Europe after the war.

Did you learn these Objectives?

Can you explain how the Cold War grew out of America's mistrust of the Soviet Union's actions.

Are you able to describe how the Truman Doctrine and the Marshall Plan helped European countries fight communism.

Are you able to describe the American airlift to Berlin after it was blockaded by the Soviet Union.

Can you describe the formation of NATO?

Lesson 3 "War in Korea"

Scan Pages 552-554; focus on the gray boxes, which contain the
key vocabulary terms.

- Scan Pages 552-554 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 552-554.
- Read Pages 552-554 (take notes of important ideas)
- Do you know the answers to the questions on page 554? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 3 "War in Korea" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Offensive - attacking rather than defending

Section Review Answers

1. North Korea invaded South Korea in 1950, true.
2. The goal of the Korean War was to force North Korean troops to return to their own territory, true.
3. China helped the North Koreans during the war.
4. President Truman fired General Mac Arthur, true.
5. The United States gave aid to South Korea after the war.

Did you learn these Objectives?

Can you explain why the United States got involved in the war between North and South Korea?

Are you able to describe how the Korean War was fought?
Can you describe how the Korean War ended?

**Lesson 4 "Challenge and Change in the 1950's"**
- Scan Pages 555-559; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 555-559 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 555-559.
- Read Pages 555-559 (take notes of important ideas)
- Do you know the answers to the questions on page 559? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on **Lesson 4 "Challenge and Change in the 1950s"** (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

**Lesson 4 Key Points**

**Vocabulary Terms**
- Nuclear war - war that uses atomic weapons
- Accusation - a charge of wrongdoing.
- McCarthyism - senator Joseph McCarthy's campaign to use fear of communism for his own gains.
- Reputation - how a person is judged by others.
- Automation - the use of machines to do work.
- National Guard - a state's military force.
- Technology - the use of science to create new machines or other advances.
- Artificial satellite - a human-made object that travels in outer space and sends signals back to earth.
Section Review Answers

1. Americans build bomb shelters, cities set up air raid warning signals, schoolchildren were taught to get under their desks quickly when they heard air raid sirens.
2. McCarthyism was Senator Joseph McCarthy's campaign to use fear of communism for his own gains. He got many people fired and damaged many people's reputation with his accusations.
3. Rosa Parks helped the civil rights movement by protesting segregation on buses.
4. Road building programs provided highways connecting most cities with populations over 50,000.
5. The Russians started the space race by launching Sputnik.

Did you learn these Objectives?

Can you describe Joseph McCarthy's campaign against communism in America?

Are you able to describe the beginnings of the civil rights movement?

Can you describe television programs, music, and other popular culture of the 1950s.

Can you describe the beginnings of the space race between the United States and the Soviet Union.

Preparing for Chapter 27 Test

☐ Turn to Page 560 and read the article, "The Crisis at Central high School ".
☐ Turn to Page 561 and read the Chapter 27 summary.
☐ On page 562-563 you will find the Chapter 27 review, complete the review.
☐ Check your answers with those in the Key Points.
☐ Take the Chapter 27 Test "A Time of Challenge and Change"
☐ Review the answers then print the results for your records.

Chapter 27 Review answers
1. Israel
2. Fair Deal
3. United Nations
4. Taft-Hartley Act
5. Iron Curtain
6. segregation
7. Joseph Stalin
8. West Berlin
9. Korea
10. Douglas Mac Arthur
11. Joseph McCarthy
12. Rosa Parks
13. Sputnik

The Comprehension: Understanding Main Ideas

1. Early events in the civil rights movement included Brown v. the Board of Education of Topeka, Kansas; the declaration by the Supreme Court that separate schools for whites and African Americans was unconstitutional; Rosa Parks being arrested for refusing to give up her seat on the bus; the bus boycott led by Martin Luther King Jr. in Montgomery, Alabama; the Civil Rights Law of 1957; federal troops being sent to Little Rock, Arkansas, to help African-American students attend a white school.

2. Among the results of World War II were the Marshall Plan, the United Nations, millions of people killed, European and Asian countries demolished, the Cold War, the division of Europe between communism and democracy, and America emerging as a superpower.

3. During the 1950s the United States was affluent, there was a great fear of communism, there was a burst of new housing, Eisenhower became President, television came to most homes, the civil rights movement began.

4. The United States contributed the largest percentage of troops of all the United Nations countries that were involved with the war. American General Douglas Mac Arthur led the forces.

5. America was involved in the Cold War to prevent the spread of communism to small or weak countries that supported democracy.

Congratulations you finished the Chapter 27!!
Lesson 1 "New Challenges"

☐ Turn to Page 564 analyze the timeline at the bottom of the page and read the introduction to the chapter.
☐ Scan Pages 565-567; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 565-567 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 565-567.
☐ Read Pages 565-567 (take notes of important ideas)
☐ Do you know the answers to the questions on page 567? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 1 "New Challenges" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Atmosphere - the gaseous layer covering the earth.
Suborbital - not out of the earth's atmosphere.
Enthusiasm - strong feeling of excitement.
Ineligible - not able to do something because it is against rules.
Section Review Answers

1. John Glenn was the first American to orbit the earth.
2. The army put the first American satellite into orbit.
3. The Twenty-Second Amendment said a President could not be elected for more than two terms.
4. The Republicans chose Richard Nixon as their candidate for President.

Did you learn these Objectives?

Can you describe the first American space flights?

Are you able to discuss relations between the United States and the Soviet Union?

Can you describe Kennedy's defeat of Nixon in the 1960 election?

Lesson 2 "Supporting Freedom Abroad"

☐ Scan Pages 568-570; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 568-570 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 568-570.
☐ Read Pages 568-570 (take notes of important ideas)
☐ Do you know the answers to the questions on page 570? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 2 "Supporting Freedom Abroad" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.
Lesson 2 Key Points

Vocabulary Terms
Refugee - a person who flees his or her home country to seek protection.
Missile - a self-driven bomb

Section Review Answers
1. Cuba was ninety miles from the United States.
2. Kennedy tried to help the Cubans by helping with an invasion to overthrow the Cuban government.
3. The Soviet Union built a wall dividing East Berlin and West Berlin.
4. The missile crisis almost turned into a war because American ships stopped Soviet ships bringing missiles to Cuba; the Soviets turned back, however.
5. People praised Kennedy for his tough stand.

Did you learn these Objectives?

Can you explain how Cuba became controlled by a communist government?

Are you able to describe the failure of Kennedy's invasion of Cuba at the Bay of Pigs?

Can you describe the Cuban Missile crisis?

Lesson 3 "Struggle at Home"

☐ Scan Pages 571-574; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 571-574 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 571-574.
☐ Read Pages 571-574 (take notes of important ideas)
Do you know the answers to the questions on page 574? (See Key Points below for help)
Do you know the vocabulary words? (See Key Points below for help)
Take the quiz on Lesson 3 "Struggle at Home" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Fulfil - to carry out something that may or may not be expected.
Desegregation - acts to remove segregation in public places.
Riot - a violent public disturbance
Tactic - a method of doing something
Motorcade - a parade of cars
Developing country - a nation that is slowly improving its industry and economy.

Section Review Answers

1. Freedom rides planned to draw attention to segregation in the South, true.
2. James Meredith was for African American rights.
3. The Civil Rights Act of 1964 removed segregation from public places.
4. African-American leaders organized a March in Washington to support the Civil Rights Act, true.
5. Lee Harvey Oswald assassinated President Kennedy.

Did you learn these Objectives?

Can you describe how President Kennedy, Martin Luther King Jr., and many other Americans tried to end racial segregation and discrimination peacefully?

Are you able to describe race riots and the March on Washington?
Can you describe the assassination of President Kennedy?

Are you able to identify President Kennedy's lasting achievements?

Lesson 4 "The Johnson Administration"

- Scan Pages 575-578; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 575-578 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles and questions in the colored boxes that you find on Pages 575-578.
- Read Pages 575-578 (take notes of important ideas)
- Do you know the answers to the questions on page 578? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "The Johnson Administration" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Conservative - one who is cautious about change.
Maintain - to keep in good condition
Divisive - something that divides or separates in a damaging way.
Replenish - to make full or complete again.

Section Review Answers

1. Lyndon Johnson won the 1964 election for President?
2. The Republican party nominated Barry Goldwater for the 1964 election.
3. The Housing Act encouraged people to build low-cost housing.
4. The Medicare Plan provided health insurance to the elderly.
5. Congress passed the Tonkin Gulf Resolution to protect American forces near north Vietnam.

Did you learn these Objectives?

Can you describe the 1964 election?

Are you able to describe the laws on health, education, environment, and housing that were passed during Johnson's administration?

Can you explain how the United States came to fight in Vietnam?

Can you describe the Vietnam War and President Johnson's attempts to end it?

Lesson 5 "New Movements Try to Change America"

☐ Scan Pages 579-582; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 579-582 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles and questions in the colored boxes that you find on Pages 579-582.
☐ Read Pages 579-582 (take notes of important ideas)
☐ Do you know the answers to the questions on page 582? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 5 "New Movements Try to Change America" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 5 Key Points

Vocabulary Terms
Feminist - a person who seeks the liberation of women.
Liberation - equal social or economic rights.  
baby boom - the millions of babies born after World War II.  
Migrant - a worker who travels from place to place to work.  
Counterculture - a culture or lifestyle that goes against the common culture.  
Hippie - an extreme member of the youth culture in the 1960s.

Section Review Answers

1. Feminists wanted liberation for women.  
2. Malcolm X encouraged African Americans to develop their own power and separate from white Americans who treated them unequally.  
3. The Equal Rights Amendment did not become part of the Constitution.  
4. Chavez helped farm workers by organizing a strike against grape growers and forming the National Farm Workers Association.  
5. A counter culture is a culture or lifestyle that goes against the common culture.

Did you learn these Objectives?

Can you describe some African-American leaders who led the civil rights movement?  
Are you able to describe Hispanic leaders such as Caesar Chavez, who tried to improve the lives of Hispanic Americans?  
Can you describe the women's movement, the youth movement, and the counterculture?

Lesson 6"The Politics of Protest"

- Scan Pages 583-585; focus on the gray boxes, which contain the key vocabulary terms.  
- Scan Pages 583-585 for pictures and diagrams, read each of the captions.  
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 583-585.
Read Pages 583-585 (take notes of important ideas)

Do you know the answers to the questions on page 585? (See Key Points below for help)

Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 4 "The Politics of Protest" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 6 Key Points

Vocabulary Terms

- controversial - something that causes much debate and disagreement.
- Ironic - something that is opposite of what is expected.

Section Review Answers

1. It is True that Americans were not able to tell who was winning the war in Vietnam.
2. It is true that Johnson wanted to please those who were for and against the Vietnam War.
3. President Johnson never ran for re-election.
4. It is true that Martin Luther King Jr. was shot to death.
5. Richard Nixon won the election of 1968.

Did you learn these Objectives?

Can you describe the political controversy that caused President Johnson not to run for President in 1968?

Are you able to describe the killings of Martin Luther King Jr. and Robert Kennedy?

Are you able to describe the 1968 election?

Preparing for Chapter 28 Test
1. John F. Kennedy
2. Great Society
3. NASA
4. Peace Corps
5. Martin Luther King Jr.
6. debates
7. baby boom
8. Robert Weaver
9. Cesar Chavez
10. Cuban missile crisis
11. Bay of Pigs
12. Ton king Golf Resolution

The Comprehension: Understanding Main Ideas

1. Among the federal social programs were the Peace Corps, Medicare, the Civil Rights Act, Elementary and Secondary School Act, the Hosing Act, and the creation of the Department of Housing and urban Development.
2. The Bay of Pigs was early in Kennedy's presidency and made him seem like a weak leader. The Cuban missile crisis showed that Kennedy had courage and was willing to stand up to the Soviets.
3. Among the developments in civil rights were the "freedom riders," the 1964 Civil Rights Act, hundreds of demonstrations, a huge march on Washington, the emergence of Martin Luther King Jr. as the major leader in movement, James Meredith attending the University of Mississippi, the encouragement of Black Power, and the murder of Martin Luther King Jr.
4. America became involved in Vietnam because the Cold War. America wanted to prevent the growth of communism in southeast Asia. Military weapons were sent to provide support for South Vietnamese government. After the Tonkin Gulf Resolution, American combat troops were sent to reinforce South Vietnam's army.

The Vietnam War divided the Country because many people believed that the United States had no business fighting in Southeast Asia. Many other people believed that the United States had to be there to prevent the spread of communism. There was very little middle ground on the issue.

The "freedom riders" were groups of African Americans and whites who had a goal of ending
segregation in the United States. They staged demonstrations, marches, and other protests to help show the wrongs of discrimination.

Congratulations you finished the Chapter 28!!
Lesson 1 "A New Course for the Nation"

- Turn to Page 592-593 and look at the picture while reading the quote by Colin Powell.
- Turn to Page 593 and read the introduction to Unit 10
- Turn to Page 594 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 595-597; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 595-597 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 595-597.
- Read Pages 595-597 (take notes of important ideas)
- Do you know the answers to the questions on page 597? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "A New Course for the Nation" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Collapse - breakdown or ruin
Section Review Answers

1. Nixon planned to turn the defense of South Vietnam over to the South Vietnamese during the next three years.
2. The United States wanted to prevent the complete collapse of the Cambodian government.
3. People at Kent State were protesting the Vietnam War; students threw rocks at national Guard soldiers, who then began shooting at the protesters.
4. The Apollo 11 mission put the first astronauts on the moon.
5. The South Vietnamese could not survive on their own, the communist government of North Vietnam soon took over South Vietnam.

Did you learn these Objectives?

Can you explain what happened in Cambodia?

Are you able to describe what happened at Kent State?

Can you tell what was special about the Apollo 11 mission?

Can you explain how the war finally ended?

Lesson 2 "Nixon's Foreign Relations"

☐ Scan Pages 598-600; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 598-600 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 598-600.
☐ Read Pages 598-600 (take notes of important ideas)
☐ Do you know the answers to the questions on page 600? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 2 "Nixon's Foreign Relations" (You
may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!

☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 2 Key Points

Vocabulary Terms
Rival - a well-matched opponent.
Strategic - important or helpful in carrying out a plan.

Section Review Answers

1. The United States and China had a poor relationship after the Korean War.
2. The Soviet Union and China also had a poor relationship.
3. It is true that President Nixon visited China in 1972.
4. It is true that After President Nixon visited China, the Soviets were afraid that the United States and China would become allies against them.
5. It is true that the Strategic Arms Limitation Talks (SALT) limited the number of strategic weapons the Soviets and Americans could have.

Did you learn these Objectives?

Can you explain why Nixon went to China and what happened?

Can you describe why Nixon went to the Soviet Union and what happened?

Lesson 3 "The Watergate Scandal"

☐ Scan Pages 601-604; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 601-604 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 601-604.
Read Pages 601-604 (take notes of important ideas)
Do you know the answers to the questions on page 604? (See Key Points below for help)
Do you know the vocabulary words? (See Key Points below for help)
Take the quiz on Lesson 3 "The Watergate Scandal" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 3 Key Points

Vocabulary Terms
Aide - one who assists
Conspiracy - a joint act of breaking the law
Guilty - charged with a crime or wrongdoing.
Wiretap - a device used to listen in on phone conversations.
Evidence - something that furnishes proof.
Extortion - stealing money by using some kind of threat
Subpoena - a court order.
Tax evasion - failing to pay one's taxes.
Judgment - the ability a person has to decide and act on something.

Section Review Answers

1. Five burglars broke in the Democratic party main office in the Watergate building.
2. Archibald Cox was a special prosecutor for the Watergate investigation.
3. Vice President Spiro Agnew resigned from office.
4. President Nixon resigned from office.
5. Gerald R. Ford replaced President Nixon.

Did you learn these Objectives?

Can you describe the Watergate scandal?
Are you able to explain what happened to Vice President Agnew and President Nixon?

Lesson 4 "The Ford Administration"
- Scan Pages 605-607; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 605-607 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 605-607.
- Read Pages 605-607 (take notes of important ideas)
- Do you know the answers to the questions on page 605-607? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "The Ford Administration" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Embargo - a government action that prevents certain goods from leaving a country.
Bicentennial - a 200th year celebration.

Section Review Answers
1. Ford said Nixon had suffered enough punishment. he felt the nation had to forget Watergate and move on to other matters.
2. Ford faced high inflation and unemployment, people were also unhappy with the government after the Vietnam War, Arab countries placed an oil embargo against the United States and other countries.
3. OPEC countries raised the price of crude oil, which drove the price of gasoline and heating oil up in the United States.
4. A bicentennial is the 200th anniversary.
5. Americans had a celebration that lasted for several months. Other countries helped America celebrate. In the nation's capital, thirty-three tons of fireworks lit up the sky around the Washington Monument.

Did you learn these Objectives?

Can you describe problems the Ford Administration faced?

Can you tell how America celebrated its bicentennial?

Lesson 5 "A New Voice, a New Leader"

- Scan Pages 608-612; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 608-612 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles and questions in the colored boxes that you find on Pages 608-612.
- Read Pages 608-612 (take notes of important ideas)
- Do you know the answers to the questions on page 612? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 5 "A New Voice, a New Leader" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 5 Key Points

Vocabulary Terms
Morality - Good behavior; knowing the difference between right and wrong.
betray - to go against someone's trust.
terrorist - Group or individual who uses violence to make others give in to its demands.

Section Review Answers

2. The president of Egypt was Anwar Sadat.
3. The prime minister of Israel was Menachem Begin.
4. A peace treaty was signed at Camp David between Israel and Egypt.
5. The PLO continued terrorist acts against Israel after the Camp David talks.

Did you learn these Objectives?

Can you explain what President Carter did to solve some national problems?

Are you able to tell what international problems President Carter faced?

Lesson 6 "International Problems Continue"

- Scan Pages 613-615; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 613-615 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 613-615.
- Read Pages 613-615 (take notes of important ideas)
- Do you know the answers to the questions on page 615? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 4 "International Problems Continue" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very
useful when you are studying for the test.

**Lesson 6 Key Points**

**Vocabulary Terms**
Hostage - a person being held against his or her will by someone who wants certain demands to be met.

**Section Review Answers**

1. It is true that the Shah of Iran upset Iranians by promoting a modern nation.
2. Hundreds of Iranians took control of the American Embassy while the Shah was in the United States.
3. It is true that President Carter allowed the Shah to come to the United States for medical treatment.
4. A small group of soldiers failed to rescue the hostages in Iran.
5. It is true that the Soviets invaded Afghanistan to prevent the spread of religious unrest in the Islamic world.

**Did you learn these Objectives?**

Can you explain what the hostage crisis was?

Are you able to tell what international problem President Carter faced with the Soviet Union?

**Preparing for Chapter 29 Test**

- Turn to Page 616 and read the article, "This Is the America We Want ".
- Turn to Page 617 and read the Chapter 29 summary.
- On page 618-619 you will find the Chapter 29 review, complete the review.
- Check your answers with those in the [Key Points](http://yksd.com/DistanceEdCourses/YKSDUSHistory/AssingmentGuides/Chapter29.html).
- Take the [Chapter 29 Test "Support for Freedom"](http://yksd.com/DistanceEdCourses/YKSDUSHistory/AssingmentGuides/Chapter29.html).
- Review the answers then print the results for your records.

**Chapter 29 Review answers**
1. Apollo 11
2. Richard Nixon
3. Spiro Agnew
4. Watergate
5. resigned
6. Gerald Ford
7. bicentennial
8. Panama Canal
9. OPEC
10. Iran
11. embargo
12. Afghanistan
13. SALT II

The Comprehension: Understanding Main Ideas

1. the Vietnam War killed about 58,000 and wounded about 300,000 Americans, cost $150 billion to the United States, and caused confusion about the nation's role in world affairs.
2. President Nixon improved relations with these countries by visiting these nation' leaders and reaching certain agreements.
3. President Nixon refused to give the tapes to the Senate committee because he knew the tapes contained evidence against him.
4. An energy problem developed during the Ford Administration because Arab countries started an oil embargo and OPEC countries raised the price of crude oil.
5. President Carter faced the Arab Israeli conflict, a conflict with the Iranians, and problems with the Soviet Union because it invaded the Middle Easter county of Afghanistan.

Congratulations you finished the Chapter 29!!
Lesson 1 "The Reagan Presidency"

- Turn to Page 620 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 621-624; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 621-624 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 621-624.
- Read Pages 621-624 (take notes of important ideas)
- Do you know the answers to the questions on page 624? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "The Reagan Presidency" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms
Dependent - relying on others for one's needs
Surge - to rise swiftly
budget - a plan that shows how much money is available and how the money will be spent.
Literally - taken exactly as something is stated, written, or directed.
Career - a permanent job or line of work.
Section Review Answers

1. A man attempted to assassinate Ronald Reagan.
2. It is true that "New Federalism" was President Reagan's plan to decrease the power of the federal government.
3. President Reagan wanted to lower taxes and take away some government programs.
4. It is true that Ronald Reagan was re-elected.
5. The space shuttle *Challenger* exploded in 1986.

**Did you learn these Objectives?**

Can you explain how the Iran hostage crisis ended?

Are you able to explain what "Reaganomics" was?

Can you tell what happened to the space shuttle *Challenger*?

**Lesson 2 "Reagan Faces International Issues"**

- Scan Pages 625-631; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 625-631 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 625-631.
- Read Pages 625-631 (take notes of important ideas)
- Do you know the answers to the questions on page 631? (See **Key Points** below for help)
- Do you know the vocabulary words? (See **Key Points** below for help)
- Take the quiz on **Lesson 2 "Reagan Faces International Issues"** (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.
Lesson 2 Key Points

Vocabulary Terms
Explosive - a device that explodes, such as a bomb.
Apartheid - The South African policy of racial segregation.
Sanction - An action taken to force a country to do something.

Section Review Answers

1. Over 200 American soldiers died after a bombing in Lebanon.
2. to make sure communism would not spread to Central American countries, the Reagan administration funded a group called the contras.
5. Racial segregation in South Africa is called apartheid.

Did you learn these Objectives?

Can you explain what international problems Reagan faced and how he dealt with them?

Are you able to describe what the contra scandal was?

Lesson 3 "A New President Takes Office"

☐ Scan Pages 632-635; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 632-635 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 632-635.
☐ Read Pages 632-635 (take notes of important ideas)
☐ Do you know the answers to the questions on page 635? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for
Lesson 3 Key Points

Vocabulary Terms
Deficit - Debt; spending more than what is taken in.
Poll - a method of guessing the winner of elections by asking people who they plan to vote for.

Section Review Answers

1. It was significant because Jesse Jackson was the first African American to make a serious run for President.
2. The Bush administration faced problems with the nation's banking industry and a large national deficit.
3. Accept an two: homelessness, crime, and drug abuse were all problems the Bush administration faced.
4. Communism in the Soviet Union was beginning to fall apart in the 1980s.
5. East Germany opened its borders to the West in 1989, the Berlin Wall began to come down.

Did you learn these Objectives?

Can you describe economic and social problems President Bush faced?

Are you able to identify some "firsts" African Americans achieved?

Are you able to tell how communism began to fall?

Preparing for Chapter 30 Test

Turn to Page 636 and read the article, "Women Shooting for the Stars ".

Take the quiz on Lesson 3 "A New President Takes Office"
(You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.
Turn to Page 637 and read the Chapter 30 summary.
On page 638-639 you will find the Chapter 30 review, complete the review.
Check your answers with those in the Key Points.
Take the Chapter 30 Test "The 1980s"
Review the answers then print the results for your records.

Chapter 30 Review answers

1. Federal government
2. Soviet Union
3. challenger
4. Discovery
5. Libya
6. INF Treaty
7. conservative
8. contras
9. apartheid
10. sanctions
11. deficit
12. economic

The Comprehension: Understanding Main Ideas

1. Accept and two of the following: drug abuse, crime, and homelessness were problems that challenged President Bush.
3. President Reagan wanted the distinction between the powers of the federal government and those of the states to be recognized.
4. The United States and the Soviet Union agreed to allow government officials to inspect weapons factories to ensure the terms of the treaty.
5. Accept either answer: Third World countries were neither western democracies nor communist countries at the end of World War II. Today Third World countries are poor nations that have little power in world affairs.
6. NASA spent time to ensure the safety of space shuttles.

Congratulations you finished the Chapter 30!!
Lesson 1 "Communism Falls"

- Turn to Page 640 analyze the timeline at the bottom of the page and read the introduction to the chapter.
- Scan Pages 641-644; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 641-644 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles in the colored boxes that you find on Pages 641-644.
- Read Pages 641-644 (take notes of important ideas)
- Do you know the answers to the questions on page 644? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 1 "Communism Falls" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 1 Key Points

Vocabulary Terms

Conventional - something that is traditional or commonly used.
Reunification - joining together as one country again.
Summit - a meeting held between or among world leaders
Glasnost - Soviet policy of open discussion of political and social issues.
Perestroika - Soviet policy of economic and government reform.
Commonwealth - a group of self-governing states.
Section Review Answers

1. All but three of the former Soviet republics became the Commonwealth of Independent States.
2. German reunification was made official October 3, 1990.
3. A meeting between or among world leaders is called a summit.
4. Glasnost allowed open discussion of political and social issues.
5. Perestroika called for economic and government reform.

Did you learn these Objectives?

Can you describe the reunification of East and West Germany?

Are you able to discuss the DFE Treaty and the Strategic Arms Reduction Treaty?

Can you examine the end of communism in the Soviet Union?

Lesson 2 "The Persian Gulf War"

☐ Scan Pages 645-647; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 645-647 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles in the colored boxes that you find on Pages 645-647.
☐ Read Pages 645-647 (take notes of important ideas)
☐ Do you know the answers to the questions on page 647? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 2 "The Persian Gulf War" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.
Lesson 2 Key Points

Vocabulary Terms
Casualty - A person who is wounded, killed, or lost in action.
Diplomat - One skilled in negotiating between nations.

Section Review Answers

1. Iraq invaded Kuwait in 1990.
3. It is true that Saddam Hussein hoped to force Arab nations to leave the allies by attacking and starting a war with Israel.
4. The ground war against Iraq lasted four days.
5. Kuwait was liberated on February 27, 1991.

Did you learn these Objectives?

Can you discuss Iraq's invasion of Kuwait?

Are you able to explain why the United States and its UN allies attacked Iraq and Iraqi forces in Kuwait?

Are you able to examine the United States and its UN allies' defeat of Iraq in Operation Desert Storm?

Lesson 3 "The Clinton Administration"

- Scan Pages 648-650; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 648-650 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles in the colored boxes that you find on Pages 648-650.
- Read Pages 648-650 (take notes of important ideas)
- Do you know the answers to the questions on page 650? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for
Lesson 3 Key Points

Vocabulary Terms
none

Section Review Answers

1. The focus of the 1992 presidential election was on the economy.
2. More new people were elected to Congress in 1992 than in any year since 1948; many more women, African Americans, and Hispanic Americans were elected.
3. The agreement limited restrictions on investments, trade, and services among United States, Mexico, and Canada over a fifteen-year Period.
4. The bill set a five-day waiting period for the purchase of a handgun and called for a national computer network that would allow gun dealers to check on the criminal record and age of anyone buying a gun.
5. The act allowed local governments to hire 100,000 new police officers, called for building new state prisons and giving funds to communities for crime-prevention programs, banned certain weapons, and increased the number of crimes punishable by death.

Did you learn these Objectives?

Can you describe the 1992 election?

Are you able to describe the makeup of Congress after the 1992 election?

Can you describe NAFTA, the bill to cut the federal deficit, the Brady
Bill, the Omnibus Violent Crime Control and Prevention Act, and Clinton's health care plan?

Lesson 4 "Foreign Issues"

☐ Scan Pages 651-654; focus on the gray boxes, which contain the key vocabulary terms.
☐ Scan Pages 651-654 for pictures and diagrams, read each of the captions.
☐ Scan for an read the short articles and questions in the colored boxes that you find on Pages 651-654.
☐ Read Pages 651-654 (take notes of important ideas)
☐ Do you know the answers to the questions on page 654? (See Key Points below for help)
☐ Do you know the vocabulary words? (See Key Points below for help)
☐ Take the quiz on Lesson 4 "Foreign Issues" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
☐ Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 4 Key Points

Vocabulary Terms
Famine - widespread starvation.
persecute - to treat someone poorly or violently because of his or her religious beliefs or ethnic background.

Section Review Answers

1. America and the UN sent troops to Somalia in 1992 to bring food to that country's starving people.
2. President Clinton met with Russian President Yeltsin in Moscow to discuss further ways to curb the threat of nuclear harm.
4. A peace agreement sponsored by the United States ended fighting
in Bosnia-Herzegovina by 1996.

5. President Clinton sent twenty-three warships and 20,000 troops to restore the Aristide government in Haiti in 1994.

Did you learn these Objectives?

Can you tell about the efforts of the United States to aid Somalia.

Are you able to explain why President Clinton hosted a summit between Israeli and Palestinian leaders and made agreements with Russia and Ukraine to curb the threat of nuclear war?

Can you describe the end of apartheid in South Africa?

Are you able to give examples of American aid in conflicts in Bosnia-Herzegovina, Haiti, and Cuba?

Lesson 5 "Problems and Changes at Home"

- Scan Pages 655-659; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 655-659 for pictures and diagrams, read each of the captions.
- Scan for and read the short articles and questions in the colored boxes that you find on Pages 655-659.
- Read Pages 655-659 (take notes of important ideas)
- Do you know the answers to the questions on page 659? (See Key Points below for help)
- Do you know the vocabulary words? (See Key Points below for help)
- Take the quiz on Lesson 5 "Problems and Changes at Home" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)
- Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 5 Key Points

Vocabulary Terms
Suicide - to kill oneself
Arson - the act of purposely setting fire to something.
Incumbent - a person who currently holds a certain position of office.

Section Review Answers

1. It is true that President Clinton opposed many of the ideas in the "Contract With America."
2. It is true that arsonists destroyed 376 African-American churches between 1990 and 1999.
3. The Million Man March was a demonstration for African American rights.
4. It is true that in 1998, the House of Representatives approved two articles of impeachment against President Clinton.
5. Many important advances in technology took place in the last quarter of the twentieth century.

Did you learn these Objectives?

Can you discuss the disagreement over the Republican plan to balance the budget?

Are you able to explain the Whitewater Affair?

Can you examine the terrorist bombings of New York City World Trade Center and the Federal Building in Oklahoma City?

Are you able to describe the Million Man March; legislation affecting welfare, healthcare, and minimum wage; the arson fires in African American churches in the South the election for 1996; and issues affecting America in the near future?

Lesson 6 "The New Millennium"

- Scan Pages 660-667; focus on the gray boxes, which contain the key vocabulary terms.
- Scan Pages 660-667 for pictures and diagrams, read each of the captions.
- Scan for an read the short articles and questions in the colored boxes that you find on Pages 660-667.
- Read Pages 660-667 (take notes of important ideas)
- Do you know the answers to the questions on page 667? (See Key Points below for help)
Do you know the vocabulary words? (See Key Points below for help)

Take the quiz on Lesson 4 "The New Millennium" (You may use the book, notes and Key Points for help on the quizzes. NOT ON TESTS!)

Review answers on the quiz and print it out. This will be very useful when you are studying for the test.

Lesson 6 Key Points

Vocabulary Terms
Millennium - period of 1000 years.
Global warming - a rise in the Earth's temperature.

Section Review Answers

1. The Republican presidential candidate in 2000 was George W. Bush.
2. The Democratic presidential candidate in 2000 was Al Gore.
3. Within 50 years, Latinos will represent on in five Americans.
4. The year 2001 began the third millennium.
5. One of the challenges facing the United Stats and the world today is global warming.

Did you learn these Objectives?

Can you describe the ending of the second millennium and the beginning of the third?

Are you able to examine the challenges the U.S. faces in the twenty-first century?

Are you able to describe the news headlines of the year 2000 in the United States?

Can you describe the events and outcome of the 2000 election?

Are you able to identify the United States population and immigration to the United States?
Preparing for Chapter 31 Test

- Turn to Page 668 and read the article, "Favor Positive Themes".
- Turn to Page 669 and read the Chapter 31 summary.
- On page 670-671 you will find the Chapter 31 review, complete the review.
- Check your answers with those in the Key Points.
- Take the Chapter 31 Test "The 1990s"
- Review the answers then print the results for your records.

Chapter 31 Review answers

2. Boris Yeltsin
3. Kuwait
4. Desert Storm
5. NAFTA
6. Saddam Hussein
7. Strategic Arms Reduction Treaty.
8. Million Man March
9. Bill Clinton
10. Brady Bill
11. Newt Gingrich
12. Bosnia-Herzegovina
13. Millennium
14. Al Gore
15. OPEC

The Comprehension: Understanding Main Ideas

2. Answers will vary but should include challenges discussed, such as civil rights, keeping the economy stable, and issues of developing countries, and global warming.
3. Answers should mention the increased number of Hispanic citizens.

Congratulations you finished YKSD United States History!!!!!!!!!!!
Hi, my name is Joe Marley and for the last six years I taught grades 5-10 at the Ella B. Vernetti School in Koyukuk, Alaska. Before I came to Alaska in 1997 I spent four years in Africa as a Peace Corps volunteer. I developed this course during my 2003-2004 Christmas break because I could not find a good correspondence biology course for Alaskan students. I try to tailor my courses for the individual needs of students. All my courses give students the ability to work at their own pace and challenge students in a variety of ways.

I am originally from Riceville, Iowa, a small town in the north central part of the state. After high school I attended Winona State University in Winona, MN. I fell in love with my wife there and she talked me into joining the Peace Corps after graduation. I made a deal with her that I would go to Africa if she moved to Alaska with me when we returned. We ended up staying in Niger, West Africa for almost four years. We both loved every minute of our work there but it was no place to raise a family. Therefore, in March 1998 we packed everything we owned in a travel trailer and headed for Alaska. We are enjoyed our life in Alaska tremendously. You can contact me at jmarley@yksd.com.
I am now back in the Midwest for a little while. I have not had the opportunity to spend much time with my brothers, sisters, and father in the last ten years. Traveling around the world over the last 10 years has been a great experience. However it is now time but for my two boys to meet their cousins, aunts, uncles, and grandparents.

(Killien, a boy from Koyukuk, is pictured visiting Wisconsin for summer 2004 the others from left to right are my son Sam, my wife Sharon, and I am holding my son Charley.)

Although I believe the best education comes in the classroom, I understand that not every situation allows that type of learning for all students. I am a teacher that works hard so that everyone of my students can get a great education. If you have questions don't hesitate to contact me day or night. I love helping students and look forward to helping you acheive great things.