Workbook Discovery Channel Project

Most Antifederalists supported the Bill of Rights, which protected individual rights against government. Review students’ roles to ensure they support arguments for or against ratification.

Checklist for Students

I wrote my arguments for or against ratifying the Bill of Rights.

I wrote questions and answers on behalf of the news reporter, Federalists, and Antifederalists.

I chose a role to play in the press conference.

I helped stage the classroom press coverage.

1. Which of the following was a right shared by both men and women as a result of the Industrial Revolution?
   a. The right to vote
   b. The right to own property
   c. The right to earn wages; and to have joint custody of earnings
   d. The right to own children

2. What if women had been treated as equals?
   a. There would have been a change in the control of property.
   b. Working-class women would have had the opportunity to have a wage and more freedom.
   c. Women and men were equal in the work place.
   d. Men and women were equal in the family

The role of women and women’s rights have changed dramatically over the course of many years. In the early 1800s, women had few rights in contrast to men. Men and women were not considered equals. Unlike men, women were not allowed to vote, and any property owned by a single woman became the property of her husband as soon as they were married. During the American Revolution both men and women supported the war in the name of liberty and equality. Although the end of the war did not bring a change to men’s rights, the ideas of equality grew stronger.

The Industrial Revolution affected the role of women in society and women’s rights in general. One difference resulting from the Industrial Revolution was that women had the chance to work away from home. Working-class women also now had the opportunity to earn a wage, which belonged to the husband if she was married. In 1848 the Seneca Falls Convention was held in honor of women’s rights. It declared that women and men should be considered as equals. Other changes to women’s rights also took place around the same time. Some states enacted laws allowing married women, like men, to own property; to control their own earnings; and to have joint custody of their children.

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**Lesson 1: The United States Turns Fifty**

**Directions:** Match the events and descriptions in the box below with the President who was in office when they took place. Write each event in the space provided.

- Issued warning to European nations not to consider the American continents as subject for future colonization
- Established a new political party, the Democrats
- Issued warning to European nations not to consider the American continents as subject for future colonization
- Passed new laws that expanded the United States

<table>
<thead>
<tr>
<th>Event Description</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Held a new political party, the Democrats</td>
<td>Andrew Jackson</td>
</tr>
<tr>
<td>Issued warning to European nations not to consider the American continents as subject for future colonization</td>
<td>James Madison</td>
</tr>
<tr>
<td>Expanded the United States' borders under Presidents Monroe and Jackson</td>
<td>Andrew Jackson</td>
</tr>
</tbody>
</table>

**Critical Thinking:** Compare and contrast how the United States expanded its borders under Presidents Monroe and Jackson.

**Under Monroe, the United States purchased Florida from Spain.**

- Issued warning to European nations not to consider the American continents as subject for future colonization
- Passed new laws that expanded the United States
- Native Americans living in the southern states were forced to move west of the Mississippi

**Under Jackson, Native American lands were taken to make way for settlers, and Native Americans were forced to move.**

**Notes for Home:** Your child learned vocabulary dealing with the mid-1800s, a time of growth and change in the United States. Ask your child to use these terms to summarize the turbulent events in the United States during this time.

**Workbook:** Vocabulary Preview: 93

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**Lesson 2: A New Kind of Revolution**

**Directions:** Complete the chart by filling in the last column with one benefit of the following inventions. You may see your textbook.

<table>
<thead>
<tr>
<th>Before the Invention</th>
<th>Invention</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>There were no factories to spin cotton in the United States</td>
<td>Eli Whitney invented the cotton gin</td>
<td>Production increased by 50 times.</td>
</tr>
<tr>
<td>Cleaning seeds out of cotton was slow and difficult work</td>
<td>John Deere developed the mechanical reaper</td>
<td>It made harvesting wheat easier.</td>
</tr>
<tr>
<td>Crop were harvested by hand</td>
<td>Cyrus McCormick built the mechanical harvester</td>
<td>Steel plows cut through soil more easily than older plows.</td>
</tr>
<tr>
<td>Iron plows were used to clear land</td>
<td>Samuel Slater built the first cotton-spinning mill in the United States</td>
<td>The United States could produce its own cloth.</td>
</tr>
<tr>
<td>Boats powered by sail or oar had difficulty traveling upstream against the current</td>
<td>Peter Cooper built a steam-powered locomotive</td>
<td>Locomotives soon replaced horses carrying heavy loads.</td>
</tr>
<tr>
<td>Water transportation was cheaper than land transportation, but water routes did not flow in all parts of the country</td>
<td>The Erie Canal was constructed</td>
<td>The Erie Canal linked the Great Lakes and the Atlantic Ocean.</td>
</tr>
<tr>
<td>Home-drawn waggons pulled heavy loads on rough roads</td>
<td>Robert Fulton invented a riverboat powered by a steam engine</td>
<td>Travel upstream, against the current, was faster.</td>
</tr>
</tbody>
</table>

**Notes for Home:** Your child learned about inventions of the Industrial Revolution. Home Activity: Have your child study a cross-section diagram of a household appliance and show how it works. Use reference materials as necessary.

**Workbook:** Vocabulary Preview: 95

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**Read a Cross-Section Diagram**

A cross-section diagram is a drawing that shows a view of something as if you could slice through it. Cross-section diagrams can show you how something works. This cross-section diagram shows you how the cotton gin worked.

**Directions:** Study the diagram and answer the questions that follow.

1. What do the hooks do?
   - They latch onto the seeds on the cotton bolls and remove them.

2. What is the first step in using a cotton gin?
   - Fill container with cotton bolls to be cleaned.

3. At what step and how are cotton bolls cleaned?
   - Step 5: Brushes clean cotton bolls after the seeds are removed.

**Notes for Home:** Your child learned how to read a cross-section diagram. Home Activity: Have your child make a cross-section diagram of a household appliance and show how it works. Use reference materials as necessary.

**Workbook:** Vocabulary Preview: 96

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**Workbook:** 5
Workbook Answer Key

Workbook Vocabulary Review

Directions: Circle the term that best completes each sentence.

1. The (Era of Good Feelings, mechanical reaper) made it easier for farm workers to harvest wheat.
2. Independence Day celebrations reflect a spirit of (reform, nationalism) in the United States.
3. Women and minorities had to fight for (suffrage, temperance).
4. Frederick Douglass, a former slave, was an outspoken (mechanical reaper, abolitionist).
5. The invention of machines helped businesses (manufacture, reform) goods on a wide scale.
6. Many women who supported (temperance, technology) tried to stop the drinking of alcohol.
7. A Wednesday evening (revival, reform) was a popular function at many houses of worship.
8. The (Monroe Doctrine, Indian Removal Act) showed foreign powers that the United States was willing to fight for its land.
9. The (Seneca Falls Convention, Industrial Revolution) introduced an era of machine-made goods.
10. The (cotton gin, revival) increased workers' daily production tremendously.
11. Many women who supported (temperance, technology) tried to stop the drinking of alcohol.
12. Frederick Douglass, a former slave, was an outspoken (mechanical reaper, abolitionist).
13. Many people died along the (Trail of Tears, Industrial Revolution).
14. The (revival, Seneca Falls Convention) in New York supported women's rights.
15. Women and minorities had to fight for (temperance, suffrage).
17. The (Era of Good Feelings, mechanical reaper) made it easier for farm workers to harvest wheat.

Workbook Lesson Review

Lesson Review

Lesson 3: The Struggle for Reforms

Use with Page 419–420.

Use with Chapter 12.

Use with Pages 424–425.

Name ________________________ Date __________

Writing Prompt: Making Changes

Throughout the nineteenth century, reformers worked to stop child labor. Finally, in 1938 Congress passed the Fair Labor Standards Act. It set 18 as the youngest age for factory workers. Do you think children should be allowed to work? Write about reasons you agree or disagree with the reformers.

Answers will vary.

Name ________________________ Date __________

Vocabulary Preview

Directions: Define each term on the lines provided. You may use your glossary.

Texas Revolution: Texas settlers' fight for their independence

manifest destiny: The belief that the United States should expand
west to the Pacific Ocean

Mexican War: War declared with Mexico in 1846 over the United States annexation of Texas

Bear Flag Revolt: American settlers in California revolted against Mexico and declared themselves independent.

Treaty of Guadalupe Hidalgo: Officially ended the Mexican War, in February 1848

mountain man: A person who went to California during the gold rush of 1849

Name ________________________ Date __________

Note for Review: Your child learned about children that Americans wanted to make to improve their lives.

Home Activity: Review with your child how changes in the 1800s affect our life today.

Note for Review: Your child learned about different reform movements.

Home Activity: With your child, discuss how life might be different today for women and African Americans if people had not worked to gain equal rights.

Note for Review: Your child learned about changes that Americans wanted to make to improve their lives.

Home Activity: Review with your child how changes in the 1800s affect our life today.

Note for Review: Your child learned about changes that Americans wanted to make to improve their lives.

Home Activity: Review with your child how changes in the 1800s affect our life today.
Lesson 1: Settling the South and Texas

Directions: Sequence the events in the order in which they took place by numbering them from 1 to 12. You may use your textbook.

1. Spain sells Florida to the United States.
2. The Treaty of Guadalupe Hidalgo is signed, officially ending the war with Mexico.
3. Stephen F. Austin brings settlers to Texas, which is part of Mexico, under a land grant.
4. Mexico still thinks of Texas as part of Mexico and disagrees on the border between the United States and Mexico.
5. Texas leaders form the Republic of Texas on March 2, 1836.
6. Many Americans are against annexing Texas because it would expand slavery in the United States and could lead to war with Mexico.
7. Texas is annexed and becomes a state in 1845.
8. As an independent country, Texas faces problems such as defending itself and having no money. Many Texans want to be annexed to the United States.
9. Tensions grow between Mexico and the settlers from the United States because the settlers are bringing trouble with them to Texas.
10. Efforts to find a peaceful solution fail, and the Mexican War begins on May 13, 1846.

Lesson 2: Trails to the West

Directions: Write the number from each item in Column A on the line next to its example in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Period between 1840–1860 when more than 350,000 people moved to Oregon Country</td>
<td>a. wagon train</td>
</tr>
<tr>
<td>2. First settlers to Oregon Country from the United States</td>
<td>b. Salt Lake City</td>
</tr>
<tr>
<td>3. Fur trappers in the West</td>
<td>c. fur trappers and missionaries</td>
</tr>
<tr>
<td>4. Reason missionaries wanted to move to Oregon Country</td>
<td>d. Oregon Trail</td>
</tr>
<tr>
<td>5. The 2,000-mile route taken to Oregon Country by settlers</td>
<td>e. Brigham Young</td>
</tr>
<tr>
<td>6. Treaty between the United States and Britain settling the border between Canada and Oregon caused this</td>
<td>f. Oregon fever</td>
</tr>
<tr>
<td>7. A long line of covered wagons traveling to Oregon</td>
<td>g. The Mormon Trail</td>
</tr>
<tr>
<td>8. Followers of the Church of Jesus Christ of Latter-day Saints</td>
<td>h. More settlers headed to Oregon Country</td>
</tr>
<tr>
<td>9. Led the Mormons to find their own religious community</td>
<td>i. mountain men</td>
</tr>
<tr>
<td>10. Route taken by the Mormons from Illinois across the Great Plains and the Rockies</td>
<td>j. Mormons</td>
</tr>
<tr>
<td>11. Place founded by the Mormons in present-day Utah</td>
<td>k. teach Christian religion to Native Americans</td>
</tr>
</tbody>
</table>

Lesson 3: The Golden State

Directions: Fill in each missing cause or effect. You may use your textbook.

1. Cause: Gold was discovered at Sutter’s Mill in California.
   Effect: The gold rush started.

2. Cause: The idea of finding gold led many people to California.
   Effect: The number of people in San Francisco grew rapidly from 1848 to 1850.

3. Cause: Prices were high for food and supplies. Many miners couldn’t find gold.
   Effect: Many people left California, but some stayed to become merchants who served miners.

4. Cause: Supplies and services were scarce but in high demand. Miners were willing to pay a lot of money for things.
   Effect: Businesses prospered.

5. Cause: Miners wanted sturdy pants.
   Effect: Levi Strauss created sturdy pants out of canvas, and then denim, for the miners.

6. Cause: People moved from many places, including other countries, to get wealthy in the gold rush.
   Effect: The population in California grew quickly and was very varied.

Evaluate Advertisements

An advertisement tries to sell people goods, services, or ideas. The purpose of all advertisements is to interest people in what the advertiser is trying to sell. Ads for women’s apparel were common in the 1800s.

Directions: Read this sample advertisement, and answer the questions that follow.

WHITE SILK BONNETS ARE ELEGANT ADDITIONS TO A FINE LADY’S WARDROBE. YOU CANNOT OWN TOO MANY! This lovely ladies’ bonnet is made of cool silk, covered with white spotted tulle. The edges of the front are gently pleated, so as to give it a graceful and delicate appearance.

1. What is this advertisement selling?
   Ladies’ bonnets

2. Who might be interested in this ad?
   Women and/or merchants who sell women’s apparel

3. What facts are stated about the product in the advertisement?
   The materials used to make the bonnet, the design of the bonnet, and why it is shaped that way

4. What words are used to encourage people to buy this item?
   Lovely, cool, graceful, delicate, elegant, fine

5. What, if anything, in the advertisement may be an exaggeration or inaccurate?
   Possible answers: The fabric is cool, only “fine ladies” may be interested, women cannot own enough of these hats.

Notes for Home: Your child learned about people moving to the West along the Oregon and Mormon Trails. Home Activity: With your child, discuss the difficulties pioneers encountered as they moved from one place to another.

Workbook 101

Workbook 103

Workbook 104
**Workbook Reading Social Studies**

**Directions:** Fill in the circle next to the correct answer.

**Vocabulary Review**

Directions: Use the vocabulary words from Chapter 13 to complete each item. Use the numbered letters to answer the clue that follows.

1. People from all over the country rushed to California to find riches. 
   - [ ] gold rush
   - [ ] wagon train
   - [ ] mountain man

2. This policy expanded the nation from coast to coast. 
   - [ ] Gold Rush
   - [ ] Manifest Destiny
   - [ ] Fugitive Slave Law

3. What officially ended all slavery in the United States? 
   - [ ] 1865
   - [ ] 1863
   - [ ] 1861

4. Which slaves were not declared free by the Emancipation Proclamation? 
   - [ ] only male slaves in border states
   - [ ] those in border states and areas under Union control
   - [ ] all slaves in Southern states

5. The annexation of which state brought the United States closer to Mexico? 
   - [ ] Texas
   - [ ] California
   - [ ] Louisiana

6. Which events are the causes of the Mexican War? 
   - [ ] Texas Revolution
   - [ ] Bear Flag Revolt
   - [ ] Compromise of 1850

7. What event marked the end of the War of 1812? 
   - [ ] writing of the Constitution
   - [ ] Treaty of Ghent
   - [ ] Bear Flag Revolt

8. What is the official name of the United States? 
   - [ ] United States
   - [ ] United Kingdom
   - [ ] United States of America

9. When did people from all over the country rush to California to find riches? 
   - [ ] 1850
   - [ ] 1849
   - [ ] 1848

10. What event officially ended the Mexican War? 
    - [ ] Bear Flag Revolt
    - [ ] Compromise of 1850
    - [ ] Treaty of Guadalupe Hidalgo

**Vocabulary Preview**

Directions: Match each vocabulary word to its meaning. Write the vocabulary word on the line provided. Not all words will be used. You may use your glossary.

- sectionalism
- state's rights
- slave codes
- Missouri Compromise
- Confederate
- Underground Railroad
- Fugitive Slave Law
- free state
- slave state
- Kansas-Nebraska Act
- civil war

1. _sectionalism_ (n) 
2. _border state_ (n) 
3. _Compromise of 1850_ (n) 
4. _Union_ (n) 
5. _free state_ (n) 
6. _Fugitive Slave Law_ (n) 
7. _Underground Railroad_ (n) 
8. _sectionalism_ (n) 
9. _slave codes_ (n) 
10. _Confederacy_ (n) 
11. _Confederacy_ (n) 
12. _slave state_ (n)

**Project: Lure of the Land**

Directions: In a group, choose a trail that settlers might have taken. Then plan a travel program to share the settlers' experiences.

1. The trail your group chose is __________
2. Some reasons settlers chose this trail:
   - [ ] __________
   - [ ] __________

Once groups select a westward trail to research, you may wish to help them locate and identify appropriate source maps from which to create their project maps.
Lesson 1: North and South Grow Apart

Directions: Complete the compare-and-contrast table using information from Lesson 1. You may use your textbook.

<table>
<thead>
<tr>
<th>Topic</th>
<th>In the North</th>
<th>In the South</th>
<th>Similar or Different?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way of life in 1850</td>
<td>Most people still lived on farms, but more began working in factories and living in large towns and cities.</td>
<td>People lived a mostly rural way of life. People mostly lived and worked on farms and in small towns.</td>
<td>different</td>
</tr>
<tr>
<td>Point of view on tariffs on imported goods</td>
<td>They wanted higher tariffs on imported goods to increase U.S. companies’ sales.</td>
<td>They wanted lower tariffs on imported goods to reduce the cost of buying those goods.</td>
<td>different</td>
</tr>
<tr>
<td>Point of view on the buying and selling of manufactured goods</td>
<td>They wanted to sell their goods to Americans.</td>
<td>They preferred to buy cheaper goods made in Great Britain.</td>
<td>different</td>
</tr>
<tr>
<td>Point of view on slavery</td>
<td>Most states outlawed slavery.</td>
<td>Slavery was profitable, so most states allowed it.</td>
<td>different</td>
</tr>
</tbody>
</table>

1. What is the topic of the poem?
2. What words does the writer use to show how she feels about Southern soldiers?
3. What words does the writer use to show how she feels about the South?
4. We love the South; the sunny South so dear
5. How do you think the writer feels about supporting the South in the war? How do you know?
6. Possible answer: The writer is proud to support the South.

With your child, discuss instances when your child’s opinion or point of view might differ from that of a friend. Brainstorm positive ways to resolve or live with these differences.

Lesson 2: Resisting Slavery

Directions: Category each term in the box by writing it in the column of the correct category below. You may use your textbook.

- performed acts of cruelty
- broke the tools they used
- learned to read
- required permission to leave plantation
- used physical punishment
- separated family members
- enforced slave codes

Methods of Controlling Slaves

- performed acts of cruelty required permission to leave plantation used physical punishment separated family members enforced slave codes

Ways Slaves Resisted

- broke the tools they used
- learned to read
- pretended to be sick
- formed the Underground Railroad
- worked slowly

Directions: Write the missing cause or effect on the line provided. You may use your textbook.

2. Cause: Slave owners tried to prevent slaves from gathering and meeting with one another. Effect: Slaves led rebellions.
3. Cause: Capture Africans aboard the Spanish vessel São José surprised the ship and ended up in the United States. Effect: The Supreme Court decided their fate and released them. All of the survivors returned to Africa that year.

Lesson 3: The Struggle Over Slavery

Directions: Match each term in the first column to its clue or description in the second column. Write the number of the item on the line before its description.

1. Missouri Compromise 6. The Supreme Court ruled that slaves were not citizens of the United States and had no rights.
2. Fugitive Slave Law 7. The people of each territory were allowed to bring about a war between the free and slave states.
3. Compromise of 1850 8. “If slavery is not wrong, then nothing is wrong. [But I] would not do anything to bring about a war between the free and slave states.”
5. Dred Scott decision 2. Escaped slaves had to be returned to their owners, even if they had reached Northern states where slavery was not allowed.
6. The Supreme Court ruled that slaves were not citizens of the United States and had no rights.
7. The people of each territory were allowed to decide whether it should be free or slave.
8. “If slavery is not wrong, then nothing is wrong. [But I] would not do anything to bring about a war between the free and slave states.”
9. Stephen Douglas

With your child, discuss a current controversial issue from the newspaper. Discuss citizens’ opposing views and the decisions that can develop.

Notes for Home: Your child learned about the different views of the North and the South during the time when the South had to produce its own goods because it was blockaded by the North. Answer the questions that follow.

My home spun dress is plain, I know; My hat’s palmetto, too.
But then it shows what Southern girls For Southern rights will do.
We send the breast of our land To battle with the foe.
And we will lend a helping hand We love the South, you know.
Hurrah! Hurrah! For the sunny South so dear.
Three cheers for the homespun dress That Southern ladies wear.

Home Activity: With your child, discuss a current controversial issue from the newspaper. Discuss citizens’ opposing views and the decisions that can develop.

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Home Activity: With your child, discuss a current controversial issue from the newspaper. Discuss citizens’ opposing views and the decisions that can develop.
Lesson 4: The First Shots Are Fired

Directions: Sequence the events in the order in which they occurred by numbering them from 1 to 8. You may use your textbook.

1. Abraham Lincoln is elected President of the United States.
2. Lincoln asks Union states for troops to put down the Confederate rebellion.
3. Some states are angered by Lincoln’s call for troops. Virginia, Arkansas, Tennessee, and North Carolina secede and join the Confederacy.
4. The Confederate States of America, or the Confederacy, is formed.
5. The Confederates attack Fort Sumter, which is surrounded two days later. The Civil War has started.
6. Jefferson Davis, president of the Confederacy, asks for the surrender of Union-held Fort Sumter in Charleston, South Carolina.
7. By Lincoln’s inauguration on March 4, 1861, the Confederacy has control of most of the fort and military property in the South.

Directions: Explain each of the following points of view from the time of the American Civil War. You may use your textbook.

1. Explain the goal Lincoln and his supporters hoped to achieve by fighting the Civil War.
   Possible answer: Lincoln and his supporters wanted to preserve the Union.
2. Explain the goal Southerners hoped to achieve by fighting the Civil War.
   Possible answer: Southerners wanted to preserve states’ rights and slavery.
3. Why do you think Northerners called Southerners “rebels”?
   Possible answer: Northerners thought the Southerners were rebelling against the established order of government and trying to get their own way.
4. Why do you think Southerners called Northerners “traitors”?
   Possible answer: Southerners thought Northerners were traitors to the Union.
5. What did the North mean when it called the South “rebels”?
   Possible answer: The North meant that the South was rebelling against the Union.
6. What did the South mean when it called the North “traitors”?
   Possible answer: The South meant that the North was betraying the Union.

Lesson Review Workbook

Name __________________ Date __________

Vocabulary Preview

Directions: Choose the vocabulary word from the box that best completes each sentence. Write the word on the line provided. Not all words will be used.

underground railroad  sectionalism  state’s rights  secession
slave codes  missouri compromise  confederacy
underground railroad  fugitive slave law  union
free state  compromise of 1850  border state
slave state  kansas-nebraska act  civil war

1. The _______ Union was made up of states that remained loyal to the United States government.
2. The _______ Compromise of 1850 allowed California to be admitted to the Union as a free state.
3. _______ States’ rights is the idea that people of a state can choose the laws that best fit their needs.
4. South Carolina was the first state to _______ secede from the Union.
5. The states that seceded from the Union formed the _______ Confederacy.
6. The _______ Kansas-Nebraska Act allowed people in certain areas to determine whether or not their territory would allow slavery.
7. Although some former slaves had reached the North and found freedom, the _______ Fugitive Slave Law said they had to be returned to their owners.
8. _______ Slave codes did not allow slaves to own land.
9. _______ Slavery was illegal in California and any other _______ free state.
10. _______ Harriet Tubman became famous for helping slaves escape to freedom on the Underground Railroad.
11. _______ Abraham Lincoln is elected President of the United States.
12. _______ Some states are angered by Lincoln’s call for troops. Virginia, Arkansas, Tennessee, and North Carolina secede and join the Confederacy.
13. _______ The Confederates attack Fort Sumter, which is surrounded two days later. The Civil War has started.
14. _______ Jefferson Davis, president of the Confederacy, asks for the surrender of Union-held Fort Sumter in Charleston, South Carolina.
15. _______ By Lincoln’s inauguration on March 4, 1861, the Confederacy has control of most of the fort and military property in the South.
16. _______ Explain each of the following points of view from the time of the American Civil War. You may use your textbook.
   Possible answer: Lincoln and his supporters wanted to preserve the Union.
   Possible answer: Southerners wanted to preserve states’ rights and slavery.
   Possible answer: Northerners thought the Southerners were rebelling against the established order of government and trying to get their own way.
   Possible answer: Southerners thought Northerners were traitors to the Union.
   Possible answer: Southerners thought the South was rebelling against the Union.
   Possible answer: The North meant that the South was betraying the Union.

Lesson Review Workbook

Name __________________ Date __________

Vocabulary Review

Directions: Complete each compare-and-contrast table with information about the Union and the Confederacy. You may use your textbook.

<table>
<thead>
<tr>
<th>Reason for fighting</th>
<th>Supporters of the North</th>
<th>Supporters of the South</th>
</tr>
</thead>
<tbody>
<tr>
<td>to preserve the Union</td>
<td>to preserve their way of life</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beloved advantage over the opposite</th>
<th>Northerners</th>
<th>Southerners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armies needed supplies, and the North produced more than 90 percent of the country’s weapons, cloth, shoes, and iron.</td>
<td>The South’s more rural way of life would better prepare soldiers for war</td>
<td>The South had a history of producing military leaders.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>War strategies</th>
<th>Union</th>
<th>Confederacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-part plan of action: (1) set up a blockade of the Confederacy’s Atlantic and Gulf coasts, (2) capture territory along the Mississippi to weaken the Confederacy by cutting the Southern states in two, (3) attack the Confederacy from both the east and the west.</td>
<td>Defend the Confederacy until the North grows tired and gives up. Northerners, who have nothing to gain, will not fight as fiercely as Southerners. Britain will assist in the war because English clothing mills depend on Southern cotton.</td>
<td></td>
</tr>
</tbody>
</table>

Notes for Home: Your child learned about events during and after the Civil War. With your child, discuss possible problems the Union and the Confederacy might have had to consider when forming their war strategies. Ask your child what could have gone wrong in each case.
Lesson 2: Life During the War

Directions: For each main idea, write a supporting detail on the line provided. You may use your textbook.

1. Main Idea: War was hard on civilians, too.
   Detail: People in the South had to pay taxes to support the war effort.

   Detail: Private armies like the Ku Klux Klan became a problem for the U.S. government.

   Detail: When the war ended, soldiers were expected to return home and reintegrate into civilian life.

Lesson 3: How the North Won

Directions: Match each term in the box with its clue. Write the term on the line provided.

1. Battle of Gettysburg
2. Ulysses S. Grant
3. Robert E. Lee
4. Anaconda Plan
5. Appomattox Court House
6. Freedmen’s Bureau
7. Thirteenth Amendment
8. Reconstruction
9. Freedmen

Main Idea:
1. Civil War began as a war against slavery.
2. The Union blockade at the Battle of Vicksburg was part of this strategy to gain control of the Mississippi River.
3. Laws that denied African Americans many things, including the right to vote, to take part in jury trials, to own land or guns, or to take certain jobs; allowed unemployed African Americans to be fined or arrested.
4. Freedmen’s Bureau
5. Group formed to restore white control over African Americans after the war
6. Gave African Americans citizenship and equal protection of the law
7. Laws that enforced segregation
8. The practice of renting land from landowners and then paying the rent with a portion of the crop produced on that land

Notes for Review: Your child learned about difficult conditions during the war. With your child, make a list of the difficulties soldiers and civilians experienced during the Civil War. Discuss how these types of difficulties might have made your family feel about the war, the enemy, and the country.

Workbook: Lesson Review 117

Lesson 4: The End of Slavery

Directions: Define each term or phrase. Use a separate sheet of paper if you need more room. You may use your textbook.

1. Reconstruction
2. Thirteenth Amendment
3. Black codes
4. Freedmen’s Bureau
5. Ku Klux Klan
6. Freedmen
7. Jim Crow laws
8. sharecropping

Main Idea:
1. The rebuilding and healing of the country after the Civil War
2. The amendment that abolished slavery in the United States
3. Laws that denied African Americans many things, including the right to vote, to take part in jury trials, to own land or guns, or to take certain jobs; allowed unemployed African Americans to be fined or arrested
4. Bureau established to help the 4 million former slaves after the war
5. Group formed to restore white control over African Americans after the war
6. Gave African Americans citizenship and equal protection of the law
7. Laws that enforced segregation
8. renting land from landowners and then paying the rent with a portion of the crop produced on that land

Notes for Review: Your child learned about how the United States changed after the Civil War. With your child, review the series of changes that took place during Reconstruction and discuss who benefited from each change.

Workbook: Lesson Review 120

Map and Globe Skills
This map shows roads, cities, and places of interest. Drivers use road maps to figure out how to get from one place to another.

1. General Sherman’s army probably walked and rode horses from Atlanta to Savannah, Georgia. What major roads might you take today to drive between these two cities?
   Possible answers: Interstate 75 and Interstate 16

2. What major city would you pass through when traveling along this route from Atlanta to Savannah? Macon

3. According to this map, what other roads might you take to travel from Atlanta to Savannah?
   Possible answers: Hwy 23 and Hwy 80

4. Examine the map. Why do you think General Sherman’s march was known as the “March to the Sea”?
   Possible answer: Savannah is located on the ocean, and the march from Atlanta to Savannah would go toward the sea.

5. General Sherman’s army left Savannah and went to South Carolina. If you were to drive from Savannah to South Carolina today, what major road might you take?
   Possible answer: Interstate 95
Workbook Answer Key

Vocabulary Review

Directions: Use the vocabulary words from Chapter 15 to complete the following sentences. Write the correct word in the space provided. You may use your textbook.

1. Segregation is the separation of blacks and whites.
2. The shifting off of an area by troops or ships to keep people and supplies from moving in blockade.
3. At the Battle of Vicksburg, Union forces blockaded the city and bombarded it with cannon fire by land and sea for 48 days.
4. Sharecropping is the practice of renting land from a landlord and paying rent with a portion of the crop produced on that land.
5. The murder of a government or political leader is known as an assassination.
6. Laws that denied blacks the right to vote or take part in jury trials were known as black codes.
7. A method of warfare that destroys not only the opposing army but also the people’s will to fight is known as total war.
8. In the Battle of Antietam, Union and Confederate forces clashed near the town of Sharpsburg in Maryland.
9. The First Battle of Bull Run, one of the early battles of the Civil War, was won by the Confederates.
10. The Freedmen’s Bureau was established to help the more than 4 million former slaves after the war.
11. Reconstruction refers to the rebuilding of the country after the Civil War.
12. The Battle of Gettysburg lasted three days and was one of the most important battles of the Civil War.
13. Jim Crow laws enforced the separation of blacks and whites.
14. The Anaconda Plan was a war strategy designed to “squeeze” the Confederacy.

Vocabulary Preview

Directions: Fill in the circle next to the correct answer.

The United States began expanding westward during the 1800s. This expansion brought change to many people and parts of the nation. As an increasing number of settlers moved west, the need for cross-country transportation and communication grew.

1. Which of the following happened first?
   - Lakota move to new lands, railroad construction begins
   - Homestead Act and settled Nicodemus.
   - Freedmen’s Bureau established to help former slaves.
   - Battle of Little Bighorn, Pony Express established

2. Which of the following shows the correct sequence of events?
   - Lakota move to new lands, railroad construction begins
   - Homestead Act and settled Nicodemus.
   - Freedmen’s Bureau established to help former slaves.
   - Battle of Little Bighorn, Pony Express established

Name: ____________________ Date: __________
Workbook: Vocabulary Review 121
Workbook: Reading Social Studies 123
Workbook: Vocabulary Preview Workbook
Workbook: Vocabulary Preview 124
Workbook: Discovery Channel Project Workbook

Answer Key

7 Project: History Speaks

Directions: In a group, prepare a talk that might have been given by a famous person who lived during the Civil War or Reconstruction.

1. We considered the following people who lived during the Civil War or Reconstruction as subjects for our talk:

   - From the North
   - From the South

2. Our group chose __________________________ from the candidates we considered.

3. Details from this person’s life include:

   - __________________________

You may wish to review the subjects chosen by each group to ensure that they reflect a variety of individuals and perspectives from the Civil War period.

Checklist for Students

- We identified a famous person to talk about the time period.
- We researched details about the life and times of this person.
- We named a group member to present the talk to the class.
- We showed visuals of Civil War life to the class.

Home Activity: Ask your child to use the information we presented to the class to develop a presentation.

Have your child practice the vocabulary words by using them in sentences of his or her own.

Vocabulary Preview

Directions: Match each word with its meaning. Write the vocabulary word on the line next to its meaning. You may use your glossary.

- Pony Express
- Homestead Act
- exoduster
- reservation

- telegraph
- homesteader
- cattle drive
- Battle of Little Bighorn
- railroad
- barbed wire

1. Pony Express (business in which mail was delivered by express riders on horseback)
2. barbed wire (twisted wire with sharp points used by homesteaders to keep cattle off their farmland)
3. Homestead Act (government plan that offered free land to pioneers willing to start new farms on the Great Plains)
4. Battle of Little Bighorn (Lakota defeat of General George Custer’s U.S. troops)
5. railroad (moving lands of cattle north to the railroad lines that extended across the Great Plains)
6. exoduster (an African American pioneer who started a new life in Kansas or Nebraska)
7. homesteader (a settler who claimed land through the Homestead Act)
8. reservation (an area of land set aside for Native Americans)
9. sodbust (a Great Plains farmer who had to dig through the tough soil before planting crops)
10. telegraph (sent messages along wires using electricity)
11. railroad (railroad that crossed the continent)

Workbook: Vocabulary Preview Workbook

Notes for Home: Your child learned about the terms that took place during the expansion of the United States.

Note to child: Ask your child whether he or she would have liked to have lived during the time when the country was growing and technology was developing. Discuss why or why not.

Workbook: Vocabulary Preview Workbook

Notes for Home: Your child learned about changes that occurred in the United States expanded.

Note to child: Have your child practice the vocabulary words by using them in sentences of his or her own.

Workbook: Vocabulary Preview Workbook

Notes for Home: Your child learned about the time period when you lived or worked.

Note to child: Have your child practice the vocabulary words by using them in sentences of his or her own.
Lesson Review

Lesson 1: Rails Across the Nation

Directions: Circle the answer that best completes each sentence.

1. In the 1850s thousands of miles of ___________ (railroad track, telegraphline) crisscrossed the East.
2. The journey to the West by pony or ship could take (two weeks, months).
3. ___________ (Pony Express, stagecoach) riders traveled in a horse-drawn wagon that traveled in stages, or short sections.
4. The (wagon train, Pony Express) delivered mail faster than was possible by stagecoach.
5. The ___________ (stagecoach, Pony Express) put the Pony Express out of business.
6. ___________ (Messages, signals) were sent along electrical wires in the form of (Navajo Code, Morse Code).
7. People were interested in building the ___________ (transcontinental railroad, stagecoach) to move people and goods across the nation.
8. ___________ (Union Pacific, Central Pacific) workers began building tracks heading ___________ (east, west).
9. Both the ___________ (Central Pacific, Union Pacific) had difficulties finding enough (workers, supplies) for the huge project.
10. ___________ (Union Pacific, Central Pacific) workers were challenged by (Native American, buffalo) when the tracks crossed hunting areas.
11. The railroad was completed when the tracks laid by ___________ (Central Pacific, Union Pacific) workers met at Promontory Point (Salt Lake City) in Utah Territory.

Directions: Sequence the events below by drawing a line from each date in the first column to an event from that year in the second column.

1. 1858 ___________
   a. transcontinental railroad construction begins
2. 1860 ___________
   b. stagecoach travel begins
3. 1861 ___________
   c. transcontinental railroad is completed
4. 1862 ___________
   d. Pony Express delivery begins
5. 1869 ___________
   e. transcontinental telegraph communication begins

Home Activity: With your child, discuss some of the reasons people move. Compare and contrast reasons for moving today and long ago.

Name ________________________ Date __________

Name ________________________ Date __________

Time Zone Map

Directions: Use the time zone map below to answer the questions that follow.

1. ___________
   a. Suppose you were in Wichita, Kansas, and wanted to share some good news with your brother in Boston, Massachusetts. He gets home from work at 5:30 a.m. At what time might you place a call from your time zone to reach him at home after work?
   b. ___________
   c. ___________
   d. ___________
   e. ___________
   f. ___________

2. ___________
   a. ___________
   b. ___________
   c. ___________

3. ___________
   a. ___________
   b. ___________
   c. ___________

Answers will vary.
**Lesson Review**

**Workbook Answer Key**

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**Workbook Vocabulary Preview**

Name: __________ Date: __________ Lesson Review

**Workbook Lesson Review**

**Directions:** Sequence the events in the order in which they occurred. Number the events from 1 (earliest) to 10 (most recent). You may use your textbook.

1. Railroads bring many settlers to the Great Plains. Farmers and ranchers begin fencing their land, and herds of buffalo begin to disappear.
2. The United States offers to buy land from the Lakota, but the Lakota refuse to sell.
3. The United States and the Lakota sign a treaty creating the Great Lakota Reservation, which includes the Black Hills.
4. Native American writers and filmmakers continue to tell stories about their people’s history and way of life.
5. Gold is found in the Black Hills, and miners illegally rush onto Lakota land.
6. The Nez Perce flee and are pursued for 1,600 miles.
7. United States soldiers march into the Black Hills hoping to defeat the Lakota and move them onto a new reservation.
8. General Custer and his troops attack the Lakota, and all are killed in a battle known as the Battle of Little Bighorn.
9. Native Americans see that their traditional way of life is being threatened.
10. Native Americans are moved to a reservation or land set aside by the government.

**Possible answer:** United States soldiers were sent to capture the Nez Perce and take them to a reservation.

**Directions:** Complete the cause-and-effect chart below.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buffalo were hunted for their hides, for sport, and to feed railroad workers.</td>
<td>Possible answer: The buffalo herds began to disappear, threatening the Native Americans’ way of life.</td>
</tr>
<tr>
<td>The Nez Perce fled and were pursued for three months by United States soldiers.</td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary Preview**

**Directions:** Write the definition of each term on the lines provided. You may use your glossary.

1. corporation: A business that is owned by investors
2. tenement: A building that is divided into small apartments
3. prejudice: An unfair negative opinion about a group of people
4. settlement house: A center that provides help for those who have little money
5. labor union: A group of workers who have joined together to fight for improved working conditions and better wages
6. strike: Workers’ refusal to work until business owners meet their demands
7. Spanish-American War: The war between Spain and the United States that started when the USS Maine exploded in Cuba’s Havana harbor

**Notes for Home:** Your child learned about events in the United States in the late 1800s. With your child, review the causes and effects of the wars between the Native Americans and the U.S. government. Discuss what major changes were forced on Native Americans.

**Workbook Vocabulary Preview**

Name: __________ Date: __________ Lesson Review

**Workbook Lesson Review**

**Directions:** Choose the vocabulary word below that best completes each sentence. Write the word on the line provided.

1. Two companies built the _______, or railroads, to connect the country by rail. Possible answer: transcontinental railroad
2. An African American pioneer who started a new life in Kansas or Nebraska was an _______. Possible answer: homesteader
3. _______ is used by farmers to create inexpensive fences to keep cattle off their farmland. Possible answer: barbed wire
4. The government offered the _______ granting free land to pioneers willing to start new farms on the Great Plains. Possible answer: Homestead Act
5. Native Americans were moved to a _______ or land set aside by the government. Possible answer: reservation
6. The _______ made mail delivery faster than by stagecoach. Possible answer: Pony Express
7. The _______ was killed in the Battle of Little Bighorn. Possible answer: General George Custer
8. A farmer on the Great Plains was known as a _______. Possible answer: sodbuster
9. Cowboys participated in a _______ to get their cattle north to the railroad lines. Possible answer: cattle drive
10. _______ was someone who took advantage of the government plan to grant land to settlers who would farm the Great Plains. Possible answer: homesteader
11. With the invention of the _______, messages were sent along wires using electricity. Possible answer: telegraph

**Workbook Vocabulary Preview**

Name: __________ Date: __________ Lesson Review

**Workbook Lesson Review**

**Directions:** Match each person listed in the box below to an invention or accomplishment listed in the chart. Some answers will be used more than once. You may use your textbook.

<table>
<thead>
<tr>
<th>Invention/ Accomplishment</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Graham Bell</td>
<td>John D. Rockefeller</td>
</tr>
<tr>
<td>Thomas Edison</td>
<td>Andrew Carnegie</td>
</tr>
<tr>
<td>Henry Bessemer</td>
<td>Lewis Latimer</td>
</tr>
</tbody>
</table>

**Notes for Home:** Your child learned about American entrepreneurs and inventors of the late 1800s. With your child, discuss what major changes were forced on Native Americans and how these changes affected Native American culture. Discuss what we enjoy today because of the accomplishments of the people listed in the chart.

**Workbook Vocabulary Preview**

Name: __________ Date: __________ Lesson Review

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Lesson Review Workbook Answer Key

Name ______________________ Date __________

## Vocabulary Preview

**Directions:** Write the definition of each vocabulary term on the line provided. Use a separate sheet of paper if necessary. You may use your glossary.

1. **Progressives**
   - Reformers who worked to improve government
2. **muckraker**
   - Writer who exposed shameful conditions in U.S.
3. **isthmus**
   - Narrow strip of land that connects two larger areas
4. **World War I**
   - Agreement among nations to defend one another
5. **League of Nations**
   - Organization of nations formed after WWI
6. **Treaty signed in 1919 that ended WWI**
   - Treaty of Versailles
7. **Nineteenth Amendment**
   - Gave women the right to vote
8. **Great Migration**
   - 1915–1940s, African Americans moved to North
9. **Method of mass production past a line of workers**
   - Assembly line
10. **Cultural movement centered in Harlem, NY**
    - Harlem Renaissance
11. **unemployment**
    - The number of workers without jobs
12. **organized market where stocks are bought and sold**
    - Stock market
13. **Great Depression**
    - Severe economic depression begun in 1929
14. **New Deal**
    - FDR's programs for recovery from Great Depression
15. **Dust Bowl**
    - 1930s drought in Great Plains destroyed farms
16. **Hoover Dam**
    - Leader in complete control of a country
17. **World War II**
    - War between Allies and Axis Powers, 1939–1945
18. **concentration camp**
    - WWII prison in which Nazis murdered millions
19. **Holocaust**
    - The murder of six million Jews during World War II
20. **atomic bomb**
    - Powerful bomb with great destructive force

**Notes for Home:** Your child researched inventions from the late 1800s and advertised its features to the class. Your child learned about reforms during Theodore Roosevelt's term of office.

**Home Activity:** Ask your child to use each vocabulary term in an original sentence.
Workbook Writing Prompt

Name ________________________ Date __________

Invent to change your life? Draw a picture of your invention. Write a paragraph to tell about it.

Workbook Research and Writing Skills

Directions: Read each cause below and write its effect on the line provided.

1. Cause: European nations compete with one another for land, trade, and military power.
   Effect: World War I begins.

2. Cause: In a telegram, Germany asks Mexico to enter the war on the side of the Central Powers. If Mexico agrees, Germany promises to help Mexico get back lands it had lost to the United States in the Mexican War. Soon after, Germany sinks American neutral trade ships.
   Effect: The United States joins the Allied Powers in World War I.

3. Cause: As U.S. men enter World War I, U.S. women replace them in the workforce. Women argue that, since they can do the same jobs as men, they should be given the same right to vote.
   Effect: The Nineteenth Amendment is passed.

   Effect: The Great Migration occurs.

Workbook Interpret Political Cartoons

A political cartoon is a drawing that shows people or events in the news in a way that makes you smile or laugh. The goal of political cartoons is to make you think about events.

Directions: Use this cartoon about women’s rights to answer the questions below:

1. Where do the women appear in the cartoon? Possible answer: Women have gained power and are now in control of the world.

2. What do you think the sign in the cartoon represents? Possible answer: Women have gained power and no longer need men.

3. In the cartoon, men are being pushed off the world. What do you think this means? Possible answer: Women have gained power and now are in control of the world.

4. A woman named Laura Foster drew this political cartoon. How do you think she felt about women’s rights? Explain. Possible answer: I think she supported women’s rights because her cartoon shows women on top of the world and in control.

Workbook Lesson Review

Lesson 2: World War I

Directions: Read each cause below and write its effect on the line provided.

1. Cause: European nations compete with one another for land, trade, and military power.
   Effect: World War I begins.

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   Effect: The Nineteenth Amendment is passed.

   Effect: The Great Migration occurs.

Workbook Lesson Review

Lesson 3: Times of Plenty, Times of Hardship

Directions: Complete the chart by matching each name or term from the box to one of the statements below. Not all words will be used.

<table>
<thead>
<tr>
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<td>As U.S. men enter World War I, U.S. women replace them in the workforce</td>
<td>Women argue that, since they can do the same jobs as men, they should be given the same right to vote.</td>
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<td>Henry Ford</td>
<td>The North promises better-paying jobs and less discrimination to Southern African Americans</td>
<td>The Great Migration occurs.</td>
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<tr>
<td>Charles Lindbergh</td>
<td>Farmers and factories produced more goods than consumers could buy, causing high unemployment</td>
<td>As a result of the stock market crash, the economy went from boom to bust.</td>
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<td>W.E.B. DuBois</td>
<td>Employed young men to work for the CCC</td>
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Workbook Lesson Review

Lesson Review Workbook

Lesson 2: World War I

Directions: Complete each cause below and write its effect on the line provided.

1. Cause: European nations compete with one another for land, trade, and military power.
   Effect: World War I begins.

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Workbook Lesson Review

Lesson 3: Times of Plenty, Times of Hardship

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Workbook Lesson Review

Lesson Review Workbook

Lesson 2: World War I

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1. Cause: European nations compete with one another for land, trade, and military power.
   Effect: World War I begins.

2. Cause: In a telegram, Germany asks Mexico to enter the war on the side of the Central Powers. If Mexico agrees, Germany promises to help Mexico get back lands it had lost to the United States in the Mexican War. Soon after, Germany sinks American neutral trade ships.
   Effect: The United States joins the Allied Powers in World War I.

3. Cause: As U.S. men enter World War I, U.S. women replace them in the workforce. Women argue that, since they can do the same jobs as men, they should be given the same right to vote.
   Effect: The Nineteenth Amendment is passed.

   Effect: The Great Migration occurs.

Workbook Lesson Review

Lesson 3: Times of Plenty, Times of Hardship

Directions: Complete the chart by matching each name or term from the box to one of the statements below. Not all words will be used.

<table>
<thead>
<tr>
<th>Name</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harry S. Truman</td>
<td>As U.S. men enter World War I, U.S. women replace them in the workforce</td>
<td>Women argue that, since they can do the same jobs as men, they should be given the same right to vote.</td>
</tr>
<tr>
<td>Henry Ford</td>
<td>The North promises better-paying jobs and less discrimination to Southern African Americans</td>
<td>The Great Migration occurs.</td>
</tr>
<tr>
<td>Charles Lindbergh</td>
<td>Farmers and factories produced more goods than consumers could buy, causing high unemployment</td>
<td>As a result of the stock market crash, the economy went from boom to bust.</td>
</tr>
<tr>
<td>Amelia Earhart</td>
<td>As a result of the stock market crash, the economy went from boom to bust.</td>
<td>The economy went from boom to bust.</td>
</tr>
<tr>
<td>Franklin D. Roosevelt</td>
<td>Passed in 1935, the Social Security Act provided payments to the unemployed and the elderly</td>
<td>Passed in 1935, the Social Security Act provided payments to the unemployed and the elderly.</td>
</tr>
<tr>
<td>W.E.B. DuBois</td>
<td>Employed young men to work for the CCC</td>
<td>More than 2 million unemployed young men went to work for the CCC.</td>
</tr>
</tbody>
</table>

Workbook Lesson Review
Lesson 4: World War II

Directions: Complete each summary chart below with information from Lesson 4. You may use your textbook.

**Summary**

Possible answer: Hard economic times in Europe cause many people to wish they had a leader who could make their troubles disappear. Some people are willing to sacrifice their own freedom to obtain such a leader.

In Italy, Benito Mussolini becomes dictator in 1922.

In Germany, Adolf Hitler becomes dictator in 1933.

In Japan, a group of military leaders come to power.

**Events**

Important alliances are formed throughout Europe as dictators and military leaders begin trying to conquer and control more nations. The result is World War II.

Italy, Germany, and Japan begin invading other nations.

Britain and France join forces against Germany and Italy.

Germany invades Poland, a nation Britain and France have agreed to protect.

**Vocabulary Preview**

You may use your textbook.

Directions: Circle the term that best matches the definition or description.

1. Cold War
2. United Nations
3. Marshall Plan
4. Iron Curtain
5. atomic bomb
6. legal rights
7. concentration camp
8. Cold War
9. Dust Bowl
10. Iron Curtain
11. Vietnam War
12. Cold War
13. Cold War
14. Dust Bowl

**Lesson Review**

Workbook 146

**Vocabulary Review**

Use with Chapter 18.

Directions: Complete each sentence with information from Lesson 1. Write the answer on the line provided. You may use your textbook.

1. The __________ is an organization formed in 1945 that promised that its 50 member nations would work to find peaceful solutions to international problems.
2. The United States and the Soviet Union were the world's superpowers after World War II.
3. In 1945 the Soviet Union had a __________ government.
4. The United States and the Soviet Union had different views on communism, which resulted in the __________ Cold War.
5. At the end of World War II, the nations in __________ were under Soviet control and established communist governments loyal to the Soviet Union.
6. The __________ divided the continent of Europe into communist and noncommunist countries.
7. The __________ was a program launched by U.S. President Harry S. Truman to help the nations of Western Europe recover from World War II.
8. The post-World War II military alliance formed by the United States and the nations of Western Europe was called the __________.
9. Through the Korean War, the United States was able to keep communism from spreading into __________.
10. In 1959, under leader Fidel Castro, Cuba became the first communist nation in the __________.
11. In 1962 the United States took action to keep the Soviets from setting up nuclear missiles in Cuba. This was called the __________.
12. The __________ developed by the United States and the Soviet Union, is 1,000 times more powerful than the atomic bomb used in Hiroshima.

**Lesson Review**

Workbook 148

Notes for Review: Your child learned about World War II, its causes, and some of its effects. Review Activity: With your child, discuss some of the reasons why you think nations make alliances. Discuss whether war is ever justified and, if so, when. Examine with your child some of the far-reaching effects of war.

Name __________________ Date __________________

**Vocabulary Review**

Use with Chapter 18.

Directions: Classify the vocabulary terms from Chapter 18 by listing each term in one of the categories below. On the lines below each box, write a sentence summarizing how the terms in that category are related.

**The United States**

- Progressives
- unemployment
- Nineteenth Amendment
- stock market
- Dust Bowl
- Great Depression
- New Deal
- Harlem Renaissance
- muckraker
- assembly line

Possible answer: During the first half of the twentieth century, the United States went through many changes. Some changes were positive, but others brought difficult times.

**Countries Other than the United States**

- dictatorship
- concentration camp
- Holocaust

Possible answer: Some dictators who rose to power in Europe harmed millions of people.

**Both the United States and Other Countries**

- alliance
- League of Nations
- Treaty of Versailles
- World War II
- atomic bomb

Possible answer: The United States and other countries made alliances, developed defense strategies, and fought in wars.

Name __________________ Date __________________
Lesson Review

Lesson 2: Struggle for Equal Rights

Directions: Match each term in the box to its description. Write the answer on the line provided.

Harry S. Truman
Rosa Parks
Thurgood Marshall
Malcolm X
Sandra Day O'Connor

separate but equal
Martin Luther King, Jr.
Rights Act of 1964
Malcolm X
NOW

1. civil rights
2. Thurgood Marshall
3. Rosa Parks
4. Malcolm X
5. Harry S. Truman

separate but equal
NOW

5. The rights that are guaranteed to all citizens by the Constitution
2. Tried to convince the Supreme Court to declare that segregation is illegal under the Constitution
3. Was the inspiration for the Montgomery bus boycott
4. Civil rights leader who urged African Americans to rely on themselves to bring change
5. Ordered an end to segregation in the military in 1948

Map A: Mercator projection
Map B: equal-area projection

1. Of the two maps shown here, which is the Mercator projection? Which is an equal-area projection? Label the maps accordingly.

2. What types of distortion are found on a Mercator projection? The shapes and sizes of the land are more accurate near the equator and more distorted farther away from the equator.

3. Compare the continent of South America on the two maps projections above. What differences, if any, do you see?

4. Which map projection should you use to accurately compare the sizes of Greenland and South America? Why?

Workbook

Lesson Review

Lesson 3: The Cold War Continues

Directions: Write the letter of the effect on the line beside each cause. You may use your textbook.

Cause

Effect

1. Soviets launch Sputnik.
2. Soviets send the first man to orbit Earth.
4. North Vietnam tries to unify all of Vietnam under communist rule.
5. U.S. armed forces go to Vietnam.
7. U.S. President Nixon tries to change the Cold War relationship between the United States and China.
8. Nixon and Soviet leaders sign an arms control agreement.
9. Nixon is involved in the Watergate scandal.
10. U.S. President Jimmy Carter tries to bring peace to Israel and Egypt.

Workbook

Lesson Review

Lesson 4: Looking Toward the Future

Directions: Sequence the events in the order in which they occurred. Number them from 1 (earliest) to 10 (most recent). You may use your textbook.

1. Newly elected U.S. President Ronald Reagan believes the United States should strengthen its military to block Soviet efforts to expand communism around the world.
2. The United States leads a group of more than 20 nations in Operation Desert Storm, an attack on Iraqi forces in Kuwait.
3. U.S. President Ronald Reagan announces that he wants the United States to be the world's leader in space technology.
4. U.S. President Ronald Reagan announces his intention to remove American nuclear missiles from Europe.
5. U.S. leaders fear that the Soviets will use their space program to develop a space-based weapon.
6. In an effort to win the space race, the United States sends astronauts to the moon.
7. The Berlin Wall is destroyed, and several communist governments in Eastern Europe are toppled.
8. President Jimmy Carter successfully negotiates the Camp David Accords, which end the 1973 Arab-Israeli War.
9. The United States leads a group of more than 20 nations in Operation Desert Storm, an attack on Iraqi forces in Kuwait.
10. The 2000 U.S. presidential election is one of the closest races in history. George W. Bush wins the electoral college vote, and Al Gore wins the popular vote. George W. Bush is declared President.

Workbook

Lesson Review
Vocabulary Review

Directions: Use the vocabulary words from Chapter 19 to complete the crossword puzzle.

Across
4. Iraq invaded Kuwait, sparking the ____ War.
7. Fifty nations dedicated to finding peaceful solutions to international problems.
9. A political and economic system in which the government owns all the businesses and land.
12. The line dividing the continent of Europe into communist and noncommunist countries.
13. The war that started when North Vietnam tried to unify all of Vietnam under communist rule.

Down
1. The ____ War started when the North Koreans invaded South Korea.
2. The long, bitter struggle between the United States and the Soviet Union was called the ____ War.
3. The contest to be first to explore outer space was known as the ____ race.
4. A political and economic system in which the government owns all the businesses and land.
5. The Crisis happened when the Soviets sent nuclear weapons to Cuba.
6. The U.S. Constitution guarantees these to all citizens.
8. The U.S. and Soviet Union’s competition to build more weapons was known as the ____ race.
10. Because of an arms agreement, the United States and the Soviet Union limited the number of weapons they produced.
11. President Nixon resigned for his involvement in the ____ scandal.

9 Project Then and Now

Directions: In a group, plan a documentary about historic events and advances in technology during a decade from the 1900s.

1. We chose the decade 19__-19__.
2. The ____ shows which topics we researched: historic events technological advances transportation entertainment clothing home life education occupations other:
3. The following people from the decade will speak for the documentary:
   Name: Role:
   Name: Role:
   Name: Role:
4. My role in the documentary is __________.
5. Questions about living in the 19__:

   ________
   ________
   ________

6. Answers to questions about the 19__:

   ________
   ________
   ________

Have group members confirm that answers to the questions they write are supported by the research they conducted.

Checklist for Students

_____ The group chose a decade from the 1900s.
_____ The group researched topics about living in the 19__s.
_____ Roles were assigned for the documentary.
_____ The group wrote questions and answers about the decade.
_____ The group presented its documentary to the class.

Note for Home: Your child participated in a group project about a decade from the 1900s. Have a discussion with your child about the decade of the twentieth century. Describe the clothing, home life, transportation, and important events of this time period.