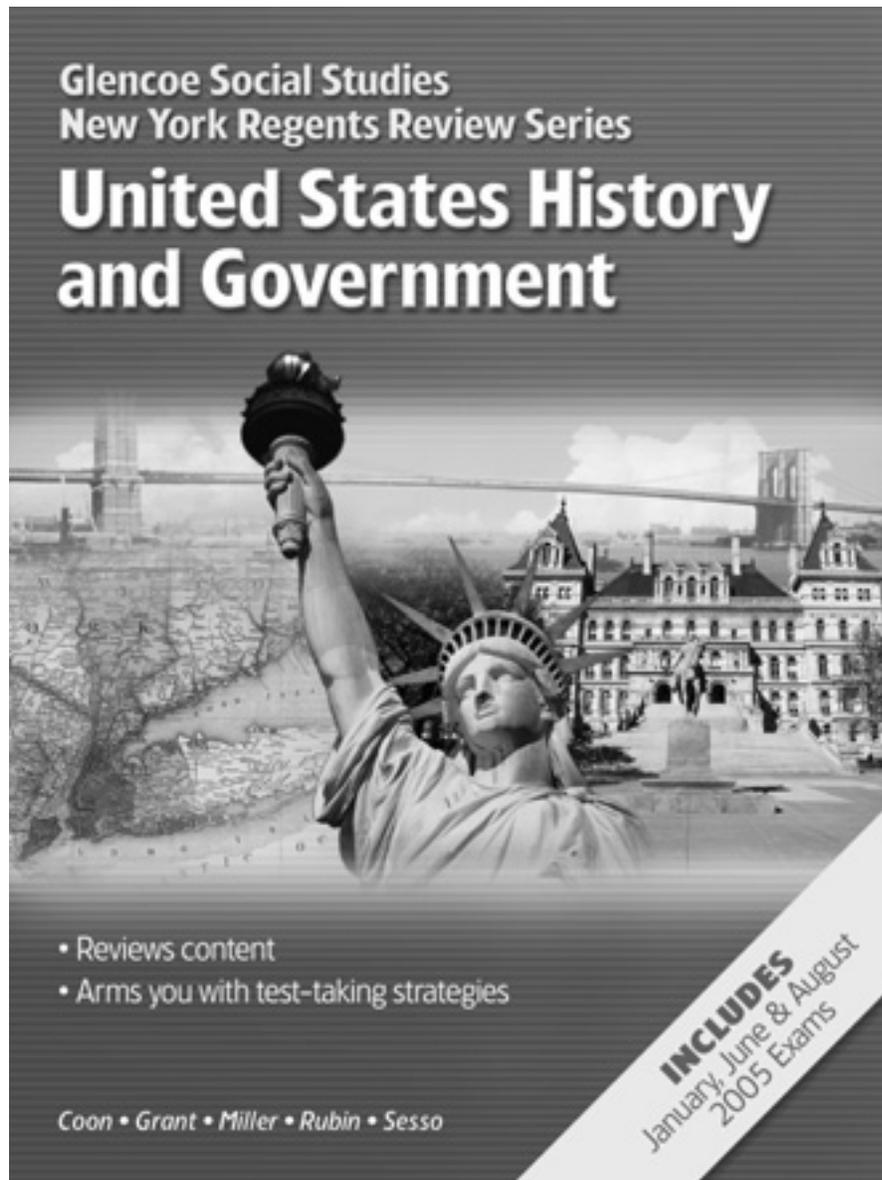


Answer Key



INCLUDES:

- **Correlation chart**
- **Answers to Practicing for the Regents Questions**
- **Answers to January, June, and August 2005 Regents Exams**



Glencoe



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Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, OH 43240

ISBN 0-07-869395-0

Printed in the United States of America

3 4 5 6 7 8 9 10 009 13 12 11 10 09

CONTENTS

Correlation Chart	4
Generic Scoring Rubric	6
Answers to Unit 1	9
Answers to Unit 2	10
Answers to Unit 3	11
Answers to Unit 4	12
Answers to Unit 5	13
Answers to Unit 6	14
Answers to Unit 7	15
Answers to January 2005 Regents Exam	16
Answers to June 2005 Regents Exam	21
Answers to August 2005 Regents Exam	25

USING THE ANSWER KEY

The answers given in this answer key for Glencoe’s *New York Regents Review Series—United States History and Government* are organized by unit. Answers to thematic essays and document-based questions represent acceptable responses. Often, more than one acceptable response is listed, or a representative response is given. In all cases, use the answers given along with the Generic Scoring Rubric provided in the front of this answer key as guides to evaluate student responses.

CORRELATION CHART

Correlation of Chapters to the New York State Core Curriculum for United States History and Government

New York Core Curriculum for United States History and Government	Unit 1	Unit 2	Unit 3	Unit 4
Unit One: Introduction				
A. The physical/cultural setting in the Americas	1		13, 14	
B. Role/influence of geography on historical/cultural development	1		13, 14	
C. Geographic issues today	1			
D. Demographics	1		13, 14	
Unit Two: Constitutional Foundations for the United States Democratic Republic; I. The Constitution: The Foundation of American Society				
A. Historical foundations		2		
B. Constitutional Convention		4		
C. The Bill of Rights		3, 4		
D. Basic structure and function: three branches and their operation		3		
E. Basic constitutional principles		4		
F. Implementing the new constitutional principles		4		
Unit Two: Constitutional Foundations for the United States Democratic Republic; II. The Constitution Tested: Nationalism and Sectionalism				
A. Factors unifying the United States, 1789–1861		5		
B. Constitutional stress and crisis		5		
C. Territorial expansion through diplomacy, migration, annexation and war; Manifest Destiny		5, 8, 9		
D. The Constitution in jeopardy: The American Civil War		9		
Unit Three: Industrialization of the United States; I. The Reconstructed Nation				
A. Reconstruction plans			11	
B. The North			11	
C. The New South			11	
D. End of Reconstruction			11	
E. The Impact of the Civil War and Reconstruction: Summary		10	11	
Unit Three: Industrialization of the United States; II. The Rise of American Business, Industry, and Labor, 1865–1920				
A. Economic transformation and the “search for order”			12	
B. Major areas of growth in business and industry		6	12	
C. Representative entrepreneurs: Case studies in concentrated wealth and effort			12, 13	
D. New business and government practices: Popular and government responses			12	17
E. Labor’s response to economic change: Organize		6	12	
F. Agrarian response to economic change: Organize and protest		6		15
Unit Three: Industrialization of the United States; III. Adjusting Society to Industrialism: American People and Places				
A. Impact of industrialization			12	
B. Immigration, 1850–1924		7	12, 13	
C. Reactions to the “new” immigration		7	12, 13	
D. The frontier (1850–1890)			12, 14	
Unit Four: The Progressive Movement: Responses to the Challenges Brought About by Industrialization and Urbanization; I. Reform in America				
A. Pressures for reform		7	13	15, 17
B. Progress: Social and economic reform and consumer protection		7		15, 17
C. Progressivism and government action		7	13	15, 17
Unit Four: The Progressive Movement: Responses to the Challenges Brought About by Industrialization and Urbanization; II. The Rise of American Power				
A. An emerging global involvement				16, 18
B. Restraint and involvement: 1914–1920				16, 18
C. Wartime constitutional issues				16
D. The search for peace and arms control: 1914–1930				16, 18

New York Core Curriculum for United States History and Government	Unit 5	Unit 6	Unit 7
Unit Five: At Home and Abroad: Prosperity and Depression, 1917–1940; I. War and Prosperity: 1917–1929			
A. Impact of war	19, 20		
B. The twenties: Business boom or false prosperity?	19, 20		
C. Mass consumption and the clash of cultural values	19, 20		
Unit Five: At Home and Abroad: Prosperity and Depression, 1917–1940; II. The Great Depression			
A. Onset of the Depression	21		
B. Franklin D. Roosevelt and the New Deal: Relief, recovery, and reform programs	22		
Unit Six: The United States in an Age of Global Crisis: Responsibility and Cooperation; I. Peace in Peril: 1933–1950			
A. Isolation and neutrality		23	
B. Failure of peace; triumph of aggression		23	
C. The United States in World War II		23	
Unit Six: The United States in an Age of Global Crisis: Responsibility and Cooperation; II. Peace with Problems: 1945–1960			
A. Isolation and neutrality		23	
B. Failure of peace; triumph of aggression		23	
C. The United States in World War II		23, 24	
Unit Seven: World in Uncertain Times: 1950–Present; I. Toward a Postindustrial World: Living in a Global Age			
A. Changes within the United States		25	
Unit Seven: World in Uncertain Times: 1950–Present; II. Containment and Consensus: 1945–1960			
A. Review postwar events		25	26
B. Eisenhower foreign policies			26
C. Domestic politics and constitutional issues		25	26
D. The people		25	26
Unit Seven: World in Uncertain Times: 1950–Present; III. Decade of Change: 1960s			
A. The Kennedy years			27
B. Johnson and the Great Society			27
Unit Seven: World in Uncertain Times: 1950–Present; IV. Limits of Power: Turmoil at Home and Abroad, 1965–1972			
A. Vietnam: sacrifice and turmoil			29
Unit Seven: World in Uncertain Times: 1950–Present; V: The Trend Toward Conservatism, 1972–1985			
A. Nixon as President, 1969–1974			29, 31
B. The Ford and Carter Presidencies			31
C. Reagan and Bush, the “new” federalism and growth of conservatism			32
D. New approaches to old problems			32
E. Renewed United States power image			32
F. Trade imbalance and divesting			32
G. United States—Soviet relations			32
Unit Seven: World in Uncertain Times: 1950–Present; VI. Approaching the Next Century, 1986–1999			
A. The Bush Presidency			32
B. The Clinton Presidency			33

GENERIC SCORING RUBRIC

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops all aspects of the task but may do so somewhat unevenly
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information)
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops all aspects of the task with little depth or develops most aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops all aspects of the task or develops some aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions copied from the test booklet; *OR* is illegible; *OR* is a blank paper

* The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of *create* is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

Answers to Unit 1

Part I Multiple-Choice Questions

(1)	3	(5)	4	(9)	3	(13)	2*
(2)	3	(6)	2	(10)	2	(14)	2
(3)	4	(7)	1	(11)	2		
(4)	2	(8)	1	(12)	1		

Part II Thematic Essay Question

Acceptable responses include but are not limited to:

- The former Mexican territory of Texas was valued for its cattle ranches and cotton production.
- When gold was discovered in California in 1848, the influx of prospectors soon gave that republic enough citizens to become a state.
- The United States used its geographical setting within the western hemisphere to define foreign policy. The Monroe Doctrine and the Roosevelt Corollary expressed the nation's right to protect its interests and limit foreign intervention throughout the region.
- American completion of the Panama Canal linked Pacific and Atlantic trade.
- As a result of the Spanish American War, the United States acquired land for naval bases in Hawaii and Cuba.

Part III Document-Based Questions

Part A: Short-Answer Questions

Page 21/Document 1

1 Volcanoes and tectonic plates

Page 22/Document 2

2a A fire broke out, probably from the stoves and fireplaces that were destroyed in the earthquake.

b There may not have been an adequate fire department or enough water to contain the fire. As more homes and businesses caught fire, it would spread even more.

Page 23/Document 3

- 3a He says it is dead, with a horde of huddled refugees living among ruins.
- b He predicts it will rebuild.
- c He describes it as the lightest-hearted, most pleasure-loving city of this continent, and in many ways the most interesting and romantic. He alludes to the Arabian Nights, an elaborate tale of wealth and beauty.

Part B: Essay

Acceptable responses include but are not limited to

- Suggestions for cooperation and information-sharing among the states most affected by the Pacific Ring of Fire
- Provisions for fire and rescue vehicles, in light of photograph showing the fires after the 1906 earthquake
- Accommodations for people who are left homeless, as indicated in the newspaper article
- Ideas for building codes and safety measures to make buildings more earthquake-tolerant
- Continued international cooperation and scientific study of the causes and prevention of major earthquakes

*Have students research the latest census data to find the current most densely populated parts of the nation.

Answers to Unit 2

Part I Multiple-Choice Questions

(1)	1	(6)	4	(11)	2	(16)	3	(21)	2	(26)	1
(2)	4	(7)	3	(12)	2	(17)	3	(22)	2	(27)	1
(3)	4	(8)	4	(13)	4	(18)	1	(23)	2	(28)	4
(4)	4	(9)	1	(14)	2	(19)	2	(24)	1	(29)	3
(5)	2	(10)	3	(15)	2	(20)	4	(25)	1	(30)	3

Part II Thematic Essay Question

Acceptable responses may include but are not limited to:

- The elastic clause of the Constitution gives Congress the right to make all laws “necessary and proper” to carry out the powers expressed in the other clauses of Article 1 of the Constitution. It is “elastic” because it lets Congress “stretch” its powers to meet situations the Founders could not have anticipated.
- It is because of this elastic clause that the Bank of the United States was formed. Establishing a national bank such as this was not among the federal government’s enumerated powers expressed specifically in the Constitution. However, the elastic clause granted the federal government the power to make laws that were necessary for it to execute its responsibilities.
- Founders of the Constitution wanted to make sure the document could be adapted to a future they could not foresee. To account for this uncertainty, Article V of the Constitution describes how Congress and the states can amend the Constitution. For instance, the Thirteenth Amendment abolished slavery after the North’s victory in the Civil War.

Part III Document-Based Questions

Part A: Short-Answer Questions

- 1 The legislative branch
- 2a The president
- 2b The Senate must approve appointments of ambassadors and Supreme Court judges.
- 3a The president has the power to veto; pocket veto
- 3b Congress can override a presidential veto.

- 4 The judicial branch
- 5 Judicial review to determine if a law is unconstitutional

Part B: Essay

Acceptable responses may include but are not limited to:

- The three branches of federal government are arranged so that each branch checks the other branches to make sure no one branch has too much power. For instance, the executive branch has the power to veto a bill from the legislative branch. The legislative branch can overrule the President’s veto and impeach high officials in the other branches. Members of the judicial branch, nominated by the President and either confirmed or rejected by the Senate, once confirmed can serve for life, thus ensuring independence from both executive and legislative branches. Members of the judicial branch hear all cases arising under federal law and the Constitution.
- An example in history of the system of checks and balances is the overturning of the Supreme Court case of *Plessy v. Ferguson*, 1896. In this case, the Supreme Court upheld that the Louisiana law creating “separate but equal” facilities for African Americans was constitutional. Since that case, the legality of segregation was challenged many times by civil rights activists who argued that “separation” inherently implies “unequal.” A civil rights bill that would eliminate segregation was created and then passed into law. Therefore, the passing of the bill into law in Congress checked the original ruling of the Supreme Court by declaring it unconstitutional to discriminate by segregation.

Answers to Unit 3

Part I Multiple-Choice Questions

(1)	3	(5)	2	(9)	3	(13)	3	(17)	3	(21)	2
(2)	1	(6)	1	(10)	2	(14)	2	(18)	4	(22)	3
(3)	1	(7)	1	(11)	1	(15)	4	(19)	2*	(23)	3
(4)	2	(8)	4	(12)	4	(16)	4	(20)	1		

Part II Thematic Essay Question

Acceptable responses include, but are not limited to:

- Prior to 1919, women were not allowed to vote and were generally not granted the same educational privileges as men. Women's roles centered around the family as housekeepers, wives, and mothers. Women's societal role was virtually non-existent.
- The Seneca Falls Convention, held in July 1848, issued a Declaration of Sentiments and Resolutions modeled on the Declaration of Independence. This declaration called for an end to all laws that discriminated against women, that women be allowed to enter the all-male world of trades, professions, and businesses, and most importantly, that women be allowed the right to vote.
- The right to vote, however, did not become an amendment to the U.S. Constitution until 1920.

Part III Document-Based Questions

Part A: Short-Answer Questions

- 1 The law of competition, which provides well-made goods at cheap prices, also is best for the human race because it insures the survival of the fittest.

- 2 Gompers believes it is the job of government to provide the right to bargain for labor and social services, and freedom rather than repression and armed force.
- 3 Plunkitt thinks honest graft is when a politician helps himself and the city at the same time.

Part B: Essay

Acceptable responses include, but are not limited to:

- Identifying the laissez-faire views of Carnegie, the pro-labor, social welfare ideas of Gompers, and Plunkitt's idea that the political machine has an essential role in making things work in city government
- The conflicting views of Carnegie and Gompers on the role of government: Carnegie believed that the role of government is not to interfere in the marketplace, while Gompers' view was that the role of government is to protect labor's right to organize and to promote social welfare.
- Plunkitt's concern with the functioning of local, not national, government

*Cartoonists' views are subjective. Ask students for additional perspectives to this cartoon.

Answers to Unit 4

Part I Multiple-Choice Questions

(1)	2	(6)	4	(11)	2	(16)	3	(21)	3	(26)	1
(2)	4	(7)	4	(12)	4	(17)	1	(22)	1	(27)	1
(3)	2	(8)	4	(13)	3	(18)	4	(23)	2		
(4)	3	(9)	4	(14)	1	(19)	3	(24)	3		
(5)	1	(10)	2	(15)	1	(20)	1	(25)	4		

Part II Thematic Essay

Acceptable responses may include but are not limited to:

- The automobile was invented by Henry Ford. A new era of transportation resulted from this invention. At first, only the affluent could afford to buy automobiles; however, when the automobile began to be manufactured in assembly lines, mass production increased, thus decreasing manufacturing costs. This lowered the price of the automobile so that the middle class could afford to buy automobiles. As a result, many people who lived and worked in the cities could now move to the suburbs. Life in the suburbs became the new ideal and defined the successful American family. The tourism industry also increased due to new ease and freedom in traveling longer distances in shorter periods of time.

Part III Document-Based Questions

Part A: Short-Answer Questions

- Roosevelt said laws should be made to regulate such companies.
- Acceptable responses include but are not limited to:
 - prevent industrial accidents
 - prevent occupational diseases
 - prevent overwork
 - prevent unemployment
 - fix minimum standards of health and safety
 - provide a living wage

- Large trusts and monopolies were the bosses of the Senate.
- It allowed the people, rather than state legislatures, to vote for senators.
- She argued that the Constitution itself states that the liberties it protects are for everyone, not just white males.

Part B: Essay

Acceptable responses may include but are not limited to:

- Problems or injustices that were present in American life during the late 1800s and early 1900s include: many urban-dwelling immigrants lived in poverty, trusts had great influence over the Senate, women lacked the right to vote, working conditions were often unsafe, and corporations were often greedy and unfair to the public.
- Reforms proposed during the Progressive Era that attempted to address problems include: Theodore Roosevelt proposed regulating trusts, the Progressive Party proposed legislation that would improve working conditions by preventing accidents, overwork, and unemployment; and provide minimum standards of health and safety, and a living wage, and the Seventeenth Amendment mandated that senators be elected by the people.

Answers to Unit 5

Part I Multiple-Choice Questions

(1)	2	(5)	3	(9)	4	(13)	4	(17)	1	(21)	4
(2)	4	(6)	1	(10)	1	(14)	4	(18)	1		
(3)	4	(7)	2	(11)	4	(15)	2	(19)	1		
(4)	2	(8)	1	(12)	3	(16)	3	(20)	3		

Part II Thematic Essay Question

Acceptable responses may include but are not limited to:

- The ruling in the case of *Plessy v. Ferguson* limited the rights of African Americans by deciding that “separate but equal” facilities for African Americans were constitutional. The ruling upheld a Louisiana law requiring passenger trains to have “equal but separated accommodations for the white and colored races.” Even though in theory, African Americans were not supposed to be discriminated against as a result of this ruling, the segregation kept African Americans on sub-par with white males.
- In the case of *Tinker v. Des Moines*, three students in Des Moines, Iowa, were suspended from school for wearing black armbands to protest the Vietnam War. The Court ruled that their suspension was unconstitutional. The ruling confirmed the right of individuals to exercise free, silent, symbolic speech by wearing black armbands to school as a form of protest. This right is protected under the First Amendment of the Constitution.

Part III Document-Based Questions

Part A: Short-Answer Questions

- 1 It shows that U.S. immigration policy in 1880 was liberal. The United States welcomed immigrants, encouraged them to come, and promoted opportunities in the country.
- 2a Workers were needed for iron mines in Missouri.
- b The agents paid for the workers’ transportation to the United States.

- 3 The number of immigrants from southern and eastern Europe dropped dramatically as a result of the quota laws; more immigrants were admitted from northern Europe than from southern and eastern Europe.
- 4 (1) There was resentment against and/or hatred toward radicals and foreigners, especially Italians, and he was both a radical and an Italian.
(2) Prosecutors had fanned the prejudices of jurors.

Part B: Essay

Acceptable responses include but are not limited to:

- After World War I, an atmosphere of distrust of foreigners carried over from the war. Americans grew more and more suspicious of foreigners, foreign ideas, and those who held views different from their own. In addition, many Americans feared that the Russian Revolution threatened American government and institutions. This fear grew to such a great pitch that the government began to order arrests of people suspected of being communists and anarchists. Raids were staged in which the government ransacked the homes of thousands of people under suspicion. The government deported a few hundred of the individuals it had arrested. As a result of this scare, a quota was set on the percentage of immigrants allowed into the United States. Many Americans maintained nativist feelings, that those born on U.S. soil or those born in northern Europe were superior to other immigrants, such as those who came from eastern and southern Europe.

Answers to Unit 6

Part I Multiple-Choice Questions

(1)	3	(5)	1	(9)	1	(13)	3	(17)	4	(21)	4
(2)	2	(6)	3	(10)	2	(14)	1	(18)	1	(22)	3
(3)	2	(7)	4	(11)	2	(15)	3	(19)	3	(23)	3
(4)	2	(8)	1	(12)	1	(16)	2	(20)	1		

Part II Thematic Essay Question

Acceptable responses may include but are not limited to:

- Since 1900, African Americans have struggled on many fronts to achieve equality. During the Depression, they often lost their jobs to white men, who threatened them with violence if they didn't give up their positions. Although many African Americans fought in both World War I and World War II, they had to do so in segregated units and often fought with substandard equipment and without necessary supplies.
- Rosa Parks refused to give up her seat on the bus to a white man and was arrested. Her actions started a bus boycott and triggered much more widespread civil rights protests. Dr. Martin Luther King Jr. led marches and protests to end segregation. Government actions to end segregation include the Supreme Court's decision in *Brown v. Board of Education* and the Civil Rights Acts passed in 1957, 1964, and 1968, which protect African Americans' right to vote and outlawed discrimination in employment and housing.
- Answers to the extent of equality achieved will vary, but should be supported by specific references.

Part III Document-Based Questions

Part A: Short Answer Questions

- 1 Washington favored extending commercial relations with foreign nations. He also wanted to have as little political connection with foreign nations as possible.
- 2a Monroe supported the policy of not interfering in Europe's affairs, and said that Europe should not try to interfere with and control America's affairs.
- b Monroe stated America should not interfere with wars in Europe.

- 3a Truman supported the policy of helping the people of free nations who are resisting attempted control by armed minorities or by outside pressures [communism].
- b Truman believed in providing economic and financial aid.

Part B: Essay Question

Acceptable responses may include but are not limited to:

- Neutrality is a foreign policy that advocates non-involvement in wars or disputes. The United States followed this policy after World War I and during the Depression. In the 1930s, Congress passed several Neutrality Acts. The Neutrality Act of 1935 made it illegal for America to sell arms to any country at war. The Neutrality Act of 1939 allowed nations to buy arms from the United States, but only if they paid cash and carried the weapons away themselves. While the actions were successful in the short-term, they did not ultimately prevent the United States from entering World War II.
- Containment was a foreign policy that was developed during the Cold War to try and prevent the spread of communism through the use of diplomatic, economic, and military actions. The Marshall Plan gave economic aid to European nations to rebuild their economies after World War II. The Soviet Union and its satellite countries in Eastern Europe rejected the plan. The Marshall Plan pumped billions of dollars worth of supplies, machinery, and food into Western Europe and the resulting recovery weakened the appeal of communism.

Answers to Unit 7

Part I Multiple-Choice Questions

(1)	2	(7)	4	(13)	1	(19)	1	(25)	3	(31)	1
(2)	1	(8)	3	(14)	4	(20)	1	(26)	3	(32)	3
(3)	1	(9)	3	(15)	2	(21)	3	(27)	2	(33)	2
(4)	3	(10)	2	(16)	3	(22)	2	(28)	3	(34)	4
(5)	3	(11)	1	(17)	4	(23)	1	(29)	1	(35)	1
(6)	3	(12)	1	(18)	3	(24)	1	(30)	4		

Part II Thematic Essay Question

Acceptable responses may include but are not limited to:

- *Brown v. Board of Education* (1954) In this case, the Supreme Court declared segregation in public schools was unconstitutional and violated the equal-protection clause of the Fourteenth Amendment.
- Since the Supreme Court ruling in *Plessy v. Ferguson* (1896), African Americans were subject to the “separate but equal doctrine,” which meant that segregation was permitted as long as equal facilities were provided for African Americans.
- The Court ruling ultimately ended segregation in public places, including schools. However, in many instances, it took National Guard troops and other means to actually realize desegregation.

Part III Document-Based Questions

Part A: Short Answer Questions

- 1a Results of women’s employment during World War II include: women were fired from their jobs; did not have to work; were forced to become homemakers; were separated from the workplace; were isolated.
- b Roles women were expected to play in the 1950s included: women stayed at home; they had to be homemakers; they became stay-at-home housewives; potential buyers.
- 2 Reasons some American women were dissatisfied with their lives during the 1950s and 1960s include: “Is this all there is?”; they only made beds and shopped for groceries; they felt restricted.
- 3a The National Organization for Women believed it had to continue to support equal opportunities for women after the passage of the Civil Rights Act of 1964 because women represented 51 percent of the population, but

- they only held a small percentage of professional jobs; NOW still had other goals to accomplish such as women’s right to control their own reproductive lives.
- b Significant goals of the National Organization for Women were ratification of the Equal Rights Amendment, equal employment opportunities, paid maternity leave, and improvement of women’s image in the mass media.
 - 4 Congresswoman Chisholm supported the passage of an equal rights amendment because there was prejudice against women; women don’t get the same pay as men; women can have menial jobs but not managerial jobs.
 - 5 Women got paid less than men for the same job; men got paid more than women for the same job.

Part B: Essay Question

Acceptable responses may include but are not limited to:

- After World War II, women were forced to give up their jobs in various industries in order to give them back to the original workers: men who had left their jobs to fight in the war. Women then had to return to their assigned roles before the war: being housekeepers, wives, and mothers, and most women were dissatisfied with being seen as secondary to men in careers outside the home.
- A government initiative called the President’s Commission on the Status of Women, headed by Eleanor Roosevelt, urged President Kennedy to study the status of women. The commission’s report helped create networks of feminists, who lobbied Congress for legislation. In 1963, the Equal Pay Act was passed. It outlawed paying a man more than a woman for doing the same job. Title VII of the 1964 Civil Rights Act outlawed job discrimination. It became the legal basis for advances by the women’s movement.

Answers to January 2005 Regents Exam

Part I Multiple-Choice Questions

(1)	3	(10)	2	(19)	2	(28)	2	(37)	4	(46)	1
(2)	2	(11)	3	(20)	1	(29)	1	(38)	1	(47)	3
(3)	1	(12)	3	(21)	4	(30)	2	(39)	4	(48)	1
(4)	3	(13)	1	(22)	1	(31)	4	(40)	1	(49)	3
(5)	4	(14)	2	(23)	2	(32)	4	(41)	3	(50)	2
(6)	3	(15)	4	(24)	3	(33)	3	(42)	4		
(7)	4	(16)	4	(25)	4	(34)	2	(43)	2		
(8)	2	(17)	2	(26)	3	(35)	2	(44)	1		
(9)	1	(18)	4	(27)	4	(36)	3	(45)	3		

Part II Thematic Essay Question

Acceptable responses include but are not limited to:

- A major twentieth-century United States foreign policy action was the 1991 Persian Gulf War. In August 1990, Iraq invaded the small, oil-rich neighboring country of Kuwait. U.S. officials feared that Iraq's ultimate goal was to capture Saudi Arabia and seize control of its vast oil reserves. The United States and a United Nations coalition quickly responded to the crisis, imposing economic sanctions on Iraq and setting a deadline for Iraqi withdrawal from Kuwait. When Iraq refused to comply with the deadline, the U.S.-led coalition launched a military offensive, driving the Iraqi Republican Guard out of Kuwait. United States involvement in the conflict was motivated in large part by the desire to protect the sources of foreign oil upon which its economy is so dependent. U.S. actions strengthened ties with Kuwait and made the supply of oil more secure.
- As World War II raged in Europe, a debate raged between Americans who supported and opposed involvement in the war. Although President Franklin D. Roosevelt had officially proclaimed the United States neutral in the conflict, he wanted to help France and Britain in their struggle against Hitler. Congress agreed to revise the Neutrality Act of 1939 to allow the sale of weapons to warring nations, but required those nations to pay cash and carry the arms on their own ships. By late 1940, however, Great Britain had run out of funds to wage its war against Germany. President Roosevelt circumvented the "cash" requirement of the Neutrality Act by proposing the Lend-Lease Act (1941), which allowed the United States to lend or lease arms to any country considered vital to the defense of the United States. The borrowing country would simply have to return or pay rent for the weapons after the war. An immediate effect of the Lend-Lease Act was that it kept the United States out

of the war for another year. The United States supplied the arms that enabled the British to continue fighting and Americans to remain at home. It also boosted the suffering U.S. economy by creating a demand for military supplies. In the long term, the Lend-Lease Act promoted a mutually beneficial relationship between the United States and Britain, an alliance that remains strong today. Among world leaders, Prime Minister Tony Blair has been one of the few staunch supporters of the United States' recent actions in the Middle East.

Part III Document-Based Questions

Part A: Short Answer Questions

Page 520/Document 1

- 1 Effects of poor working conditions in this factory include: workers could get tuberculosis; workers had to carry heavy animals all day and got worn out; acid could eat workers' fingers one by one; some of the workers had no use of their thumbs; knuckles became swollen from pulling hides; there were sickening odors; sores could lead to death; some workers had no nails, having worn them off

Page 521/Document 2

- 2 Actions President Theodore Roosevelt took to keep his promise to Upton Sinclair include: he asked his friends in Congress to pass a consumer protection bill; he signed the Meat Inspection Act into law; he cleaned up the meat industry

Page 522/Document 3

- 3a Social problems Jane Addams wanted to reform include: child labor; lack of safety guards on machines; injuries to children; number of hours children could work; sweatshop work performed by children; women doing sweatshop work; use of sweatshops
- b Provisions of the Illinois factory law include: children under 14 years of age could not be employed in any manufacturing establishment, factory or work shop in the state; affidavits must be signed if children between 14 and 16 are employed; certificates of physical health may be demanded by inspectors

Page Page 523/Document 4

- 4 Examples of how a state action resulted in the improvement of working conditions include: Wisconsin limited the number of hours that women and children could work; automatic sprinklers were installed in tall buildings; fire escapes were put up; minimum wage laws were passed; safer working conditions were put in place in New York; fire escapes and fire drills were required

Page 524/Document 5

- 5 Changes concerning child labor between 1900 and 1920 as shown in the graph include: child labor

decreased; not as many children between 10 and 15 worked; child labor increased before 1900 and then started to decrease

Page 525/Document 6

- 6 Ways the 17th amendment addressed the concern expressed in the cartoon include: state legislatures would no longer choose senators who only represented big businesses; people would elect senators directly; people would have more power; the Senate would become more democratic; allowed for direct election of senators; limited power of big business; it limited corruption in the Senate

Page 526/Document 7

- 7 Reforms the Progressives supported to expand democracy include: secret ballot; direct primaries; recall; referendum

Page 527/Document 8

- 8 Reasons for giving women the right to vote include: more women are working and should have a voice in government; women pay taxes and should have representation; women receive a smaller wage for equal work than men do; all governments derive their powers from the consent of the governed

Part B: Essay

Answers should include ideas and information as indicated below, developed in depth and incorporating relevant details.

Key Ideas from the Documents

Protecting Consumers

Conditions That Led Progressive Reformers to Address the Goal	Unsanitary working conditions (Doc 1) Problems of the meat industry (Doc 2)
Extent to Which the Goal Was Achieved	Meat Inspection Act passed by Congress during the Roosevelt administration; Roosevelt extended invitation to Sinclair to discuss problems (Doc 2) Illinois Occupational Disease Act passed; recommendations of New York State Factory Investigating Committee results in new laws (Doc 4)

Regulating Child Labor

Conditions That Led Progressive Reformers to Address the Goal	Parents sign documents that they would make no legal claims for injuries; injuries could result in deaths; factory owners ignore problems; Illinois laws only applied to children working in mines (Doc 3a)
Extent to Which the Goal Was Achieved	Hull House activities increased awareness of problems; Florence Kelley investigated child labor in sweatshops (Doc 3a) First factory law of Illinois forbids employment of children under 14 and register of any under 16 (Doc 3b) Wisconsin law limits hours for children (Doc 4) Census statistics show decrease in child labor (Doc 5)

Improving Working Conditions

Conditions That Led Progressive Reformers to Address the Goal	Physical injury and other health-related problems suffered as a result of the job addressed by Upton Sinclair in <i>The Jungle</i> (Doc 1) Unsafe machinery; factory owners ignore problems (Doc 3a) Women receive lower wages than men, work under harder conditions (Doc 8)
Extent to Which the Goal Was Achieved	Theodore Roosevelt extended invitation to discuss problems (Doc 2) Hull House activities increased awareness of problems; Florence Kelley conducted investigation of sweatshops (Doc 3a) First factory law of Illinois regulating sanitary conditions of factories and workshops (Doc 3b) Occupational Disease Act, workman's compensation, limits hours for women and children, minimum wage, overtime pay for some workers legislation, fire prevention regulations passed (Doc 4)

Expanding Democracy

Conditions That Led Progressive Reformers to Address the Goal	Monopolists or trusts dominate Senate (Doc 6a) People fought for secret ballot for many years; LaFollette introduces idea of direct primary; recall begins in Oregon (Doc 7) Women denied suffrage; role of women in teaching children good government (Doc 8)
Extent to Which the Goal Was Achieved	17th Amendment provides direct election of Senators (Doc 6b) Secret ballot, direct primary, recall, referendum become part of political process; LaFollette of Wisconsin succeeds in political reforms (Doc 7) Senator Owen supports women's suffrage (Doc 8)

Relevant Outside Information

(This list is not all-inclusive.)

Protecting Consumers

<p>Conditions That Led Progressive Reformers to Address the Goal</p>	<p>No federal consumer protection laws "Robber barons" out to maximize profit at expense of consumers Muckrakers' exposure of business abuses that ignore consumer (sanitation issues, lack of quality standards)</p>
<p>Extent to Which the Goal Was Achieved</p>	<p>Details about terms of Meat Inspection Act More legislation to make Meat Inspection Act effective closing loopholes Pure Food and Drug Act Public response to muckraking articles puts pressure on legislators Truth in Packaging Act Consumers' reliance on <i>Good Housekeeping</i> Seal of Approval and <i>Consumer Reports</i> Better Business Bureau Federal Trade Commission Activities of lobbyists: Ralph Nader, <i>Unsafe at Any Speed</i> Rachel Carson's <i>Silent Spring</i> OSHA (Occupational Health and Safety Administration) regulations</p>

Regulating Child Labor

<p>Conditions That Led Progressive Reformers to Address the Goal</p>	<p>Poor immigrant families' need of income to survive No mandatory school attendance policies Ability of children to do some tasks better than adults because of size (small hands, small bodies), especially in mining and textiles Children easily intimidated by authority Child labor in factories an extension of child labor on farms Influence of British industrialization and works of Dickens</p>
<p>Extent to Which the Goal Was Achieved</p>	<p>Compulsory education laws reduce child labor State and federal government child labor legislation—Child Labor Act of 1916 (Keating-Owen Act) Employment of children costs adults jobs Supreme Court rulings decrease effectiveness of legislation: 14th amendment—personal right to contract, 10th amendment—reserved powers Public and congressional response to child labor and strikes at Lawrence textile mills Reaction to John Spargo's <i>The Bitter Cry of Children</i></p>

Relevant Outside Information (cont.)

(This list is not all-inclusive.)

Improving Working Conditions

<p>Conditions That Led Progressive Reformers to Address the Goal</p>	<p>Lack of regulations to protect workers Failure of labor unions (Knights of Labor, blacklists, violent strikes, lockouts, scabs) Lack of government support for solving the problems of workers Triangle Shirtwaist Fire Negative aspects of Lowell system outweigh positive aspects Contribution of Social Darwinism to workers acceptance of conditions Influence of British industrialization and works of Dickens</p>
<p>Extent to Which the Goal Was Achieved</p>	<p>Downfall of Knights of Labor after Haymarket affair Exposure by Jacob Riis of low wages, living conditions in tenements of exploited workers <i>(How the Other Half Lives)</i> Injunctions and use of troops to end strikes by federal government (Pullman) Lack of labor union representation for unskilled workers Theodore Roosevelt's actions in 1901 anthracite coal strike (Square Deal) Organization of AFL by Samuel Gompers for skilled workers only Establishment of Department of Labor and Commerce by Theodore Roosevelt Supreme Court cases dealing with state legislation (<i>Lochner v. New York, Muller v. Oregon</i>) First state minimum wage law (Massachusetts) Clayton Anti-Trust Act New Deal programs (NRA, Fair Labor Standards Act, Wagner Act) OSHA (Occupational Health and Safety Administration) regulations</p>

Expanding Democracy

<p>Conditions That Led Progressive Reformers to Address the Goal</p>	<p>Provision in the original Constitution for appointment of United States senators by state legislatures Lack of acceptance of the Declaration of Rights and Sentiments written at Seneca Falls Convention Granting of women's suffrage in some western states before the 19th amendment (Wyoming) Women's involvement in other reform movements: abolition, prohibition Expanding economic role of women resulting from World War I employment Role of machine politics in denying democratic practices (Tweed Ring) Political power of monopolies in government</p>
<p>Extent to Which the Goal Was Achieved</p>	<p>Australian ballot Initiative Addition of 19th, 24th, 26th amendments to Constitution Work of suffragettes: Susan B. Anthony, Carrie Chapman Catt Replacement of small party caucuses with national nominating conventions Details about expanding role of primary system Expansion of Wisconsin Plan to other states Decreasing role of political-party machines City-manager government Work of muckrakers: Lincoln Steffens <i>Shame of the Cities</i> Increase of women's participation in the political process (mayors, governors, congressional representatives, vice-presidential candidate)</p>

Answers to June 2005 Regents Exam

Part I Multiple-Choice Questions

(1)	4	(10)	2	(19)	1	(28)	2	(37)	1	(46)	1
(2)	2	(11)	3	(20)	1	(29)	4	(38)	3	(47)	3
(3)	1	(12)	1	(21)	4	(30)	2	(39)	3	(48)	4
(4)	2	(13)	1	(22)	2	(31)	4	(40)	4	(49)	2
(5)	3	(14)	3	(23)	2	(32)	1	(41)	2	(50)	2
(6)	4	(15)	1	(24)	3	(33)	2	(42)	4		
(7)	3	(16)	3	(25)	4	(34)	3	(43)	1		
(8)	3	(17)	3	(26)	3	(35)	1	(44)	4		
(9)	2	(18)	2	(27)	4	(36)	3	(45)	4		

Part II Thematic Essay Question

Acceptable responses include but are not limited to:

- One reform movement that has had an impact on American life is the civil rights movement of the 1950s and 1960s. Although African Americans had been granted citizenship after the Civil War and African American men were given the right to vote, discrimination and segregation continued to exist throughout the United States. One major goal of the civil rights movement was to integrate public schools. In *Plessy v. Ferguson*, the Supreme Court had decided that "separate but equal" public schools were permissible. However, facilities for African American schoolchildren were rarely equal to those of whites. In 1954, the issue of segregated schools came before the Supreme Court once again in the case of *Brown v. Board of Education of Topeka, Kansas*. This time the Court ruled that segregated schools "were inherently unequal" and ordered that all public schools be integrated. The ruling led to a conflict in Arkansas when the governor called out the National Guard to prevent the integration of Little Rock Central High School. President Eisenhower enforced the Supreme Court ruling by placing the Arkansas National Guard under federal control and ordering them to protect the nine African American teens seeking to integrate the high school. Although the pace of integration of schools throughout the South was slow, the efforts of civil rights activists had been a success. The African American civil rights movement also served as an example to other groups—such as Native Americans and women—struggling for equal rights.
- The environmental movement that began in the 1960s continues to impact society today. One factor that sparked concern for the environment on a large scale was Rachel Carson's book *Silent Spring*, which warned of the dangers and consequences of pesticide use.

Americans began to organize efforts to protect natural resources and clean up the nation's air and water. As the movement gained momentum, the federal government paid heed and took action. In 1970 President Nixon signed an act that created the Environmental Protection Agency whose role would be to enforce pollution standards, promote research, and coordinate anti-pollution activities. The 1970s also saw the passage of the Clean Air Act and the Clean Water Act. The environmental movement has achieved some of its goals, but many issues remain. The challenge of balancing economic prosperity and growth with concern for the environment persists, especially in areas such as manufacturing emissions and drilling for oil in protected lands.

Part III Document-Based Questions

Part A: Short Answer Questions

Page 540/Document 1

- Reasons many Americans wanted to return to a policy of isolationism after World War I include: World War I was a tragedy; too many American boys died in World War I; the war was fought to no avail; after all the sacrifices, Europe went back to its old ways; apathy towards Europe; to protect and preserve our own oasis of liberty; rest of the world is quarrelsome and we should not get involved in that; the world has become a wilderness of waste, hatred, and bitterness

Page 541/Document 2

- President Franklin D. Roosevelt's viewpoints about United States involvement in war include: he was determined to pursue a policy of peace; he wanted to avoid involvement; he wanted to stay out of war and worried what war might do to the United States; he wanted to do everything to avoid it

Page 542/Document 3

- 3 Reasons Senator Taft was opposed to the United States entering the war in Europe include: World War I resulted in less democracy and/or more dictatorships; arguments for war are unsound; the horrors of war are great; war is futile

Page 543/Document 4

- 4 Threats to the United States policy of isolationism according to this cartoon include: the menace of anti-democracy is growing; events in Europe; anti-democratic movements in Europe; menace of anti-democracy; buildup of arms in the United States

Page 544/Document 5

- 5a Changes in public opinion between the spring of 1940 and January 1941 include: more people wanted to help Britain; at first they wanted to stay out of war, but then decided the risk of war was worth it; Americans changed their mind as Germans won more victories
- b Events that caused public opinion to change during this time period include: German victory in the West; fall of France

Page 545/Document 6

- 6 Reasons for Senator Wheeler's opposition to the Lend-Lease bill include: approval means war; it would lead to America becoming involved in the war; American boys will die; American tax dollars would be given to a foreign nation; the President is asking Congress to violate international law; United States defenses would be stripped; it will result in a dictatorship and/or totalitarian form of government; the last world war was not worth it

Page 546/Document 7

- 7 Reasons Charles Lindbergh believed that the United States should stay out of the war include: we should arm ourselves first; many Americans oppose war; a democratic nation should follow the will of its people; if we enter the war against the will of the people, democracy will have failed

Page 547/Document 8

- 8 Reasons Americans should oppose the United States policy of isolationism include: if Britain loses, the Atlantic Ocean will not keep conquerors away; if British sea power fails, America will be in danger; if aggressors control the Atlantic, we will have to divide the navy between two oceans

Part B: Essay

Answers should include ideas and information as indicated below, developed in depth and incorporating relevant details.

Key Ideas from the Documents

Details of United States Foreign Policy Prior to World War II:

Doc 1	Abandonment of neutrality to fight in World War I
Doc 1	Return to isolationism after World War I
Doc 2	Warning of possible involvement by President Franklin D. Roosevelt in Quarantine speech
Doc 2	Roosevelt hint that aggressors might have to be "quarantined"
Doc 3	Entry into World War I to save democracy
Doc 5	Rearmament after 1940
Doc 5	Impact of United States foreign policy in 1940 Presidential election
Docs 5 and 6	Lend-Lease Act
Doc 6	Tax dollars to be spent on foreign policy
Doc 8	Naval protection of the Atlantic

Arguments of Supporters of Isolationism:

Docs 1 and 6	World War I was a tragic and costly mistake
Doc 1	Europe returned to armed rivalry after being redeemed by American intervention
Docs 2 and 5	Involvement in war is to be avoided
Doc 3	Entrance into war is not necessary to save democracy
Docs 1, 3 and 6	Horror and futility of war is evident
Doc 5	Keeping out of war is more important than aiding Britain
Doc 6	American tax dollars should not be given to foreign nations
Doc 6	Proposals and actions of the president will result in war and dictatorship
Doc 6	War will result in the death of many American boys
Doc 6	Approval of Lend-Lease bill means open and complete warfare
Doc 7	War is not inevitable
Doc 7	Democratic nation should follow the will of the people
Doc 7	Properly armed, the United States will not be attacked

Arguments of Opponents of Isolationism:

Doc 2	World peace and welfare and security of every nation are threatened
Doc 2	Complete protection is difficult in a world of disorder
Doc 3	United States has a responsibility to defend democracy
Doc 3	United States has a duty to defend religion, democracy, and good faith
Doc 4	Anti-democracy is a growing menace
Doc 5	Avoiding a British defeat is worth the risk of war
Doc 7	War is inevitable
Doc 8	Support of Britain's control of the Atlantic is vital to American interests

Relevant Outside Information
(This list is not all-inclusive.)

Details of United States Foreign Policy Prior to World War II:

Influence of Washington's Farewell Address; influence of Monroe Doctrine
Disillusionment following World War I; Senate rejection of membership in the League of Nations and the World Court
Harding's "return to normalcy" and the lack of United States involvement in European affairs
Well-organized organizations oppose involvement in European affairs
International agreements during the 1920s; United States commitment to peace (Washington Naval Disarmament conference; Kellogg-Briand Pact)
Immigration and economic policies adopted as a result of the policy of isolationism
Great Depression and effect on isolation policy
Reaction to rise of fascist dictatorships in Italy and Germany
Effects of Japanese aggression in Asia on Europe (Stimson Doctrine, trade restrictions, German- Japanese alliance)
Nye committee investigations of United States involvement in World War I; passage of Neutrality Acts
"Cash and carry" (Neutrality Act of 1939)
"Destroyers for bases"; Atlantic Charter meeting

Arguments of Supporters of Isolationism:

Domestic problems facing the nation should be a higher priority than foreign problems
America's geographic position insulates the nation from aggression
Well-known personalities lend credibility to arguments (Henry Ford, additional information about other people mentioned in the documents)
Well-organized organizations oppose involvement in European affairs
United States is not militarily prepared for war

Arguments of Opponents of Isolationism:

Allies deserve protection and support
United States should defend Great Britain and Europe for humanitarian reasons
Appeasement fails as a method of stopping aggression
Well-known personalities and publications lend credibility to arguments (Wendell Willkie) Balance of power needs to be maintained
United States has become part of an interdependent world
United States must have a leadership role in the postwar world

Answers to August 2005 Regents Exam

Part I Multiple-Choice Questions

(1)	3	(10)	4	(19)	4	(28)	1	(37)	3	(46)	2
(2)	4	(11)	2	(20)	2	(29)	3	(38)	3	(47)	1
(3)	2	(12)	4	(21)	4	(30)	4	(39)	1	(48)	3
(4)	1	(13)	1	(22)	1	(31)	4	(40)	3	(49)	4
(5)	1	(14)	3	(23)	1	(32)	3	(41)	1	(50)	2
(6)	4	(15)	1	(24)	2	(33)	4	(42)	1		
(7)	3	(16)	1	(25)	3	(34)	3	(43)	4		
(8)	2	(17)	2	(26)	4	(35)	2	(44)	3		
(9)	4	(18)	2	(27)	4	(36)	2	(45)	2		

Part II Thematic Essay Question

Acceptable responses include but are not limited to:

- The Soviet blockade of Berlin in 1948 was one problem the United States faced during the Cold War. Following the war, the Allied leaders divided Germany into four sections with Great Britain, the United States, the Soviet Union, and France each controlling a zone. The city of Berlin was also divided into four similar zones, even though it lies many miles within the Soviet sector of Germany. Soviet leader Stalin was pleased with the decision to divide the country but wanted to weaken the country economically. Roosevelt agreed but insisted reparations be based on Germany's ability to pay. Tensions between the Soviet Union and the United States increased after President Truman took office. At the Potsdam Conference, Stalin and Truman argued about reparations. Stalin was only allowed to take reparations from the Soviet zone and the allies allowed industry to revive in the other zones. Truman was strongly anticommunist. To prevent the spread of communism, Truman wanted to allow German industry to recovery. The fight over German reparations brought the United States and Soviet Union to the brink of war. In early 1948, the United States, Great Britain, and France merged their zones in Germany and allowed the Germans to have their own government. West Berlin was to be part of the new German republic. It was officially called the Federal Republic of Germany but became known as West Germany. West Germany was separate from the Soviet zone known as East Germany. The decision to create West Germany angered the Soviets. Stalin knew the Soviets would never get the reparations that they wanted. In June 1948, Soviet troops cut all road and rail traffic to West Berlin. The challenge for the United States was to keep West Berlin alive without provoking war with the Soviets. Truman ordered the Berlin airlift to send food, medicine, and other supplies. For nearly a year, British and American airplanes flew thousands of missions to Berlin, dropping off supplies. When the Soviets saw that their land blockade was not successful they ended it rather than risk all-out war by shooting down supply planes. Stalin lifted the blockade May 12, 1949. By implementing the airlift, the United States was able to avoid direct confrontation with the Soviet Union.
- Tensions between the United States and the Soviet Union continued to rise during the Cold War. The Cuban missile crisis was another event in the rising hostilities. During the summer of 1962, American intelligence agencies learned that Soviet technicians and equipment had arrived in Cuba and that military construction was in progress. On October 22, President Kennedy announced that American spy planes had taken aerial photographs showing that the Soviet Union had placed long-range missiles in Cuba. These missiles were close to the United States and posed a serious threat towards national security. Kennedy tried to stop the Soviets from delivering more supplies by ordering a naval blockade of Cuba. He demanded that existing missile sites be dismantled and warned that if any weapons were launched against the United States he would respond in kind against the Soviet Union. The construction to the sites continued and nuclear war seemed inevitable. After secret negotiations, the Soviet Union agreed to remove the missiles if the United States promised not to invade Cuba and remove its missiles from Turkey near the Soviet border. The agreement was reached on October 28. Kennedy publicly agreed not to invade Cuba and privately agreed to move the missiles in Turkey. In response, the Soviets agreed to remove the missiles from Cuba. Not since World War II had the world been so close to nuclear war. After the Cuban

missile crisis the Soviet Union and United States agreed to a treaty to ban the testing of nuclear weapons in the atmosphere. But the crisis showed the inferiority of the Soviet military and eventually led to an arms race between the two countries.

Part III Document-Based Questions

Part A: Short Answer Questions

Page 563/Document 1

- 1 President Hoover hoped the American people would respond to the problems of the Depression in the following ways: charity; mutual self-help; voluntary giving; local government should take the responsibility; individual generosity

Page 564/Document 2

- 2 Ways the families described in this passage dealt with the problems of the Depression include: lived on dandelions and/or blackberries; vegetables were eaten before they were ripe; they had to eat their pets; they cashed insurance policies; they ate nothing but potatoes; burned furniture for heat; borrowed money; stopped paying rent; lived on credit; used savings; took turns eating

Page 565/Document 3

- 3 Effects the Great Depression had on Americans include: many had to stand in line for food; restaurants sought donations to feed the hungry

Page 566/Document 4

- 4 Reasons the Bonus Marchers went to Washington include: they wanted their bonus money now; they needed to feed their hungry families; they needed money

Page 566/Document 5

- 5 Ways women in the labor force were affected by the Depression include: when women were secondary wage-earners, they might be fired; since women were not working in heavy industry, fewer were fired from their jobs; women teachers suffered pay cuts; pay cuts; many new jobs were suited for women; some working women lost their jobs; women lost their jobs at a faster rate than men

Page 567/Document 6

- 6a Reasons many African Americans did not benefit from New Deal programs include: New Deal programs ignored most blacks; many did not qualify for unemployment insurance, minimum wages, social security, and/or farm subsidies; FDR needed support from white politicians
- b Government responses to the threat from the Sleeping-Car Porters Union included: the Fair Employment Practices Committee was established; Roosevelt agreed to sign an executive order

Page 568/Document 7

- 7 Actions taken by farmers to deal with their economic situation during the Great Depression include: highways were picketed; Farmer's Holiday Association was organized; they refused to bring food to market; roads were blockaded; milk was dumped on the highways; the Milk Producers' Association joined the Farmers' Holiday Association

Page 569/Document 8

- 8 Ways the Great Depression affected young people include: they became restless; they were unable to lead normal lives; they rode the freights back and forth across the country; they could not marry or raise families; they worked for experience

Part B: Essay

Answers should include ideas and information as indicated below, developed in depth and incorporating relevant details.

Key Ideas from the Documents

Document	Problems Faced by the American People during the Depression	How the American People Dealt with Problems of the Depression	How Government Dealt with Problems of the Depression
1	People were hungry and cold	Voluntary giving maintained to charities and self-help Donations made to charities	Hoover encouraged local governments to take responsibility
2	Coal miners had no income People had little food People had no heat People lacked soap and other essentials	Consciously limited their diet Savings used Cashed insurance policies Borrowed money from families and friends Moved in with relatives Rent not paid Potatoes eaten to keep up weight Washed clothes in soapweed suds Furniture burned	Philadelphia gave relief to families Social workers studied problem Eleanor Roosevelt visited poverty-stricken areas
3	People were hungry	Restaurants offered cheap food Donations given to restaurants for food	
4	Families of veterans did not have enough food	Bonus Marchers went to Washington	Congress voted bonus money for later distribution
5	Working women lost jobs faster than men Most unemployment suffered by heavy-industry workers Teachers had to take pay cuts	Women took advantage of new job opportunities	Federal government tried to spread available employment to heads of households
6	New Deal ignored most African Americans African American workers discriminated against in getting jobs	A. Philip Randolph, head of the Sleeping-Car Porters Union, threatened massive march on Washington in 1941	African Americans given posts in FDR administration New Deal programs offered unemployment insurance, minimum wages, social security, farm subsidies Roosevelt's executive order established Fair Employment Practices Committee
7	Low farm prices meant low income for farmers Farmers could not get back the cost of producing food	Farmers dumped milk, picketed, used strikes and blockades Farmers organized Holiday Association and Milk Producers' Association	Police tried to enforce order
8	Lack of opportunity discouraged young people	College/high school grads took menial jobs Marriages were postponed	

Relevant Outside Information
(This list is not all-inclusive.)

Problems Faced by the American People during the Depression	How the American People Dealt with Problems of the Depression	How the Government Dealt with Problems of the Depression
<p>Families loss of homes and forced homelessness</p> <p>Farm foreclosures</p> <p>"Run on the Banks"</p> <p>Bank failures</p> <p>Marital/family tensions</p> <p>Malnutrition and long-term health problems</p> <p>Dust Bowl and farmer migration (<i>Grapes of Wrath</i>)</p> <p>Poor diet and inadequate medical and dental care</p> <p>Long-term health problems</p> <p>Dwindling tax revenues</p> <p>Shortened school year/closed schools</p> <p>Increase in suicide rates</p> <p>Increase in psychological problems</p> <p>Lower pay for women workers</p> <p>Increasing hostility toward immigrants</p>	<p>Selling apples and pencils on street corners</p> <p>Radio shows, soap operas, movies as an escape</p> <p>Details about "riding the rails"</p> <p>School communities and churches helping to feed the hungry</p> <p>"Hoover blankets" (newspapers) for homeless</p> <p>Hoovervilles</p> <p>Buying of foreclosed farms for trivial sums and then returning them to the family</p> <p>Details about the Bonus Army</p> <p>Eleanor Roosevelt's newspaper column, "My Day"</p> <p>Improved climate for unionization, especially for unskilled workers</p>	<p>Hoover's trickle-down policies</p> <p>Hoover's public relations campaign</p> <p>Hoover's support of public work projects (Hoover Dam)</p> <p>Hoover's attempts to raise farm prices (Agricultural Marketing Act)</p> <p>Hoover sending federal troops to end Bonus March/role of MacArthur</p> <p>Local and state governments offering limited relief</p> <p>Government taking responsibility for welfare of people</p> <p>Details about New Deal programs</p> <p>FDR's fireside chats</p> <p>3R's (Relief, Recovery, and Reform)</p> <p>Government beginning to support labor</p> <p>Details about AAA, CCC, NRA, TVA, Wagner Act</p> <p>Relationship between Great Depression and World War II</p>

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ISBN 0-07-869395-0



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