Review Semester I Final Exam Ch. 5-16

Short Answer

INTERPRETING A CARTOON

1. According to the cartoonist, what was the goal of the Ku Klux Klan?

2. What is one action the KKK took to make the lives of African Americans "worse than slavery"?

3. According to the cartoon, who does the KKK want to run the government?

4. According to the cartoon, what were conditions like for African Americans after the Civil War?

ANALYZING A DOCUMENT

Below is the text of the Thirteenth Amendment to the Constitution. Read it and then answer the following questions below.

Section One

Neither slavery nor involuntary servitude, except as punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section Two

Congress shall have power to enforce this article by appropriate legislation.

5. What did the Thirteenth Amendment accomplish?
6. In what case could people still be forced into "involuntary servitude?"

7. What was the main goal of the Thirteenth Amendment?

8. What branch of government has the power to enforce this Amendment?

9. What city was the lowest point on the Union Pacific section of the railroad?

10. How long was the transcontinental railroad?

11. What mountain range had the highest point on the Central Pacific section of the railroad?

12. Approximately how high was the railroad at Aspen, Colorado?

ANALYZING A DOCUMENT
The excerpt below comes from a New York newspaper article that appeared on September 26, 1874. In it the reporter describes the tenement factories in which cigar makers had to live and work. Use it to answer the questions below.

... Entering the narrow hall,... the olfactories [sense of smell] are at once startled by a pungent odor, so strong in some instances as to make a sensitive person sneeze "on sight," or rather "on smell." This is, of course, the tobacco... It was said that in cold weather the odor was so overpowering and pungent, doors and windows being closed, that persons unaccustomed thereto were compelled to shut their eyes in pain. Yet about 4,000 people eat, cook and sleep, as well as work, in these places. Young children fall asleep from the narcotic effects of the pervading odor. Women suffer greatly from it. . .

—The New York Sun, September 26, 1874

13. How did working conditions affect the health of workers in cigar factories?

14. During what time of year was the tobacco odor most overpowering? Why?

15. What would you find worst about these conditions if you had to work or live under them? Explain.

16. According to the article, who was most affected by conditions in this cigar factory?
17. What seems to be the white man's attitude toward the Native American?

18. What important aspect of Native American culture is shown in the graphic? What happened to this part of Native American life?

19. In this graphic, why does the white settler want the Native American to go west?

20. In what part of the country is this graphic set? How can you tell?

**ANALYZING A DOCUMENT**
Below are lines from a song written during the California Gold Rush. Read it, and then answer the questions below.

Come all ye poor men of the north who are working for your lives
For to support your families, your children and your wives;
There is easier ways of gaining wealth than toiling night and day;
Go and dig the gold that lies in California!
On every lofty mountain, on every sunny plain,
The gold dust lies glittering like dewdrops after rain.
Beneath the shade of every tree, among the flowers so gay,
It is there we'll dig the gold that lies in California . . .

—Library of Congress

21. What was this song encouraging people to do?

22. Does this song present a realistic description of the life of gold miners?
23. According to this song, why should men give up their jobs in the North?

24. Does the song suggest that it was difficult to find gold in California? Explain.

**READING A TABLE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rural (in thousands)</th>
<th>Urban (in thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1860</td>
<td>25,227</td>
<td>6,217</td>
</tr>
<tr>
<td>1870</td>
<td>28,656</td>
<td>9,902</td>
</tr>
<tr>
<td>1880</td>
<td>36,026</td>
<td>14,130</td>
</tr>
<tr>
<td>1890</td>
<td>40,841</td>
<td>22,130</td>
</tr>
<tr>
<td>1900</td>
<td>45,835</td>
<td>30,160</td>
</tr>
<tr>
<td>1910</td>
<td>49,973</td>
<td>41,999</td>
</tr>
<tr>
<td>1920</td>
<td>51,553</td>
<td>54,158</td>
</tr>
</tbody>
</table>

Source: Bureau of the Census

25. How many people in the United States lived in rural areas in 1900? How many in urban areas?

26. Describe the population trend that began to develop during the period 1910–1920.

27. How many people in the United States lived in rural areas in 1860? How many in urban areas?

28. During what ten-year period did urban population first exceed rural population? Give one reason for this change.

**ANALYZING A DOCUMENT**

The excerpt below comes from Jacob Riis’s *How the Other Half Lives*, published in 1890. Read it, and then answer the questions below.

The gang is an institution in New York. . . . The gang is the ripe fruit of the tenement-house growth. It was born there, endowed with [given] a heritage of instinctive hostility to restraint by a generation that sacrificed home to freedom, or left its country for its country’s good. . . . gangs are made up of the American-born sons of English, Irish, and German parents. They reflect exactly the conditions of the tenements from which they sprang. . . .

29. Why did Riis say the gang is “the ripe fruit of tenement-house growth”?
30. According to Riis, who was most likely to be members of a gang?

31. According to Riis, which people made up the gangs of New York?

32. According to Riis, what led to the formation of gangs?

INTERPRETING A BAR GRAPH

Women in the Labour Force (As Percent of Female Labor Force, Aged 15 and Over)

33. In 1890, about what percentage of women in the labor force were married? What percentage were single?

34. Compare the trend in the percentage of single women in the labor force between 1890 and 1910 with the trend in the percentage of married women in the labor force during the same period.

35. How did the percentage of married women in the labor force change from 1890 to 1910?

36. Based on this change, what prediction can you make for the percentages of married and single women in the labor force in the decades following 1910?
ANALYZING A DOCUMENT
Mary Antin emigrated to the United States from Poland when she was 13. The following is an excerpt from a book she wrote about her experiences, entitled *The Promise Land*. Read it, and then answer the questions below.

Education was free. That subject my father had written about repeatedly, as comprising [making up] his chief hope for us children, the essence of American opportunity, the treasure that no thief can touch, not even misfortune or poverty. It was the one thing that he was able to promise when he sent for us; sure, safer than bread or shelter. . . . Father himself conducted us to school. He would not have delegated that mission to the President of the United States. He had awaited the day with impatience equal to mine, and the visions he saw as he hurried us over the sun-flecked pavements transcended [were greater than] all my dreams.

37. What hopes do you think Mary’s father had for her?
38. How did Mary’s father feel when he took her to school?
39. Why was free education so important to Mary’s father?
40. How would you explain in your own words why Mary says education is “the treasure that no thief can touch”?

INTERPRETING A MAP
![Central America and the Caribbean Map]

41. Why was the United States concerned with events in Cuba?
42. Why was Panama a logical choice for a Canal Zone?
43. Geographically, why was Panama a better site for a canal than Nicaragua?
44. Why was the United States wary of a European presence in Central America and the Caribbean in the 1800s?

**ANALYZING A DOCUMENT**

![Cartoon Image](image)

45. According to the cartoon, what purpose did the Monroe Doctrine serve?

46. What does the portrayal of the United States suggest about the country?

47. What does the chicken coop represent in the cartoon? Explain how the symbol works.

48. How is the figure representing the United States different from other figures in the cartoon? What do these differences suggest?

**INTERPRETING A MAP**

![Map Image](image)

49. By 1900, which states had granted women equal suffrage?

50. In which region of the United States was the women's suffrage movement most successful? Why?
51. Which state was the first to grant women the vote, and in what year did it do so?

52. In 1920, where were most of the equal suffrage states located? Why was the suffrage movement more successful in this region?

**ANALYZING A DOCUMENT**
The excerpt below, about men seeking work in the meatpacking industry, is from Upton Sinclair’s novel *The Jungle*. Read the excerpt, and then answer the questions below.

All day long the gates of the packing houses were besieged by starving and penniless men; they came, literally, by the thousands every single morning, fighting with each other for a chance for life. Blizzards and cold made no difference to them, they were always on hand.... Sometimes their faces froze, sometimes their feet and hands; sometimes they froze all together—but still they came, for they had no other place to go....

53. What problems of concern to Progressives does this passage address?

54. Which parts of this account do you think might have been based on fact, and which might have been exaggerations to influence public opinion?

55. What were Sinclair’s probable goals in writing this passage?

56. In what ways is the excerpt an example of “muckraking”?

**INTERPRETING A TABLE**

<table>
<thead>
<tr>
<th>United States Foreign Trade During World War I</th>
<th>1914</th>
<th>1915</th>
<th>1916</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Allied countries</td>
<td>$824,860,237</td>
<td>$1,991,747,493</td>
<td>$3,214,480,547</td>
</tr>
<tr>
<td>With Central Powers</td>
<td>$169,289,775</td>
<td>11,878,153</td>
<td>$1,159,653</td>
</tr>
<tr>
<td>With Northern Neutrals</td>
<td>$187,667,040</td>
<td>$330,110,646</td>
<td>$279,786,219</td>
</tr>
</tbody>
</table>

57. With which group of countries did the United States have the strongest commercial ties in 1914?

58. Based on the table, what conclusions can you draw about the relations between the United States and the Central Powers during the early years of World War I?

59. If the United States had entered World War I in 1914 to protect its commercial interests, with which side would it likely have sided? Why?

60. Use the table to support or refute the following conclusion: *Commercial relations between the United States and Germany deteriorated rapidly during the early years of World War I.*
61. Who placed this notice, and why?

62. Did the warning in the notice apply to the ship advertised to the right of the notice? Why or why not? What happened to the *Lusitania*?

63. Whom is the notice addressing, and what is its main message?

64. What is the connection between the ship advertised on the right and the notice on the left?

**INTERPRETING A BAR GRAPH**

**Immigration to the United States, 1921 and 1926**

65. (a) From which part of the world did the largest number of immigrants come in 1921? (b) About how many immigrants came from this region in 1921?

66. From which region did the United States accept the most immigrants in 1926?

67. Describe the overall trend of immigration from 1921 to 1926. How did United States policy affect this trend?
68. Which group experienced the sharpest decline in immigration from 1921 to 1926?

69. (a) From which region did the most immigrants come in 1926? (b) About how many immigrants came from this region in 1926?

70. Explain the graph's data based on what you know about laws Congress passed that affected immigrants in the 1920s.

ANALYZING A DOCUMENT
The excerpt below comes from a statement that Representative Fiorello La Guardia of New York made to a Congressional committee in 1926. Read it, and then answer the questions below.

It is impossible to tell whether Prohibition is a good thing or a bad thing. It has never been enforced in this country....

I will concede that the saloon was odious, but we now have delicatessen stores, pool rooms, drug stores, millinery shops, private parlors, and 57 other varieties of speakeasies selling liquor and flourishing.

71. Why did La Guardia claim it was impossible to judge prohibition?

72. What evidence did La Guardia cite to show that prohibition was not working?

73. What argument did La Guardia make about prohibition?

74. How did the existence of speakeasies support his point?
INTERPRETING A POLITICAL CARTOON
Examine the political cartoon, and use it to answer the following questions.

75. Which three political groups does the cartoon specifically address?

76. What does the figure in the bottom right-hand corner seem to be holding? Why?

77. What do you think is the cartoon’s message?

78. To what historical period does the cartoon refer?

79. Why was the cartoon’s message important at the time?
ANALYZING A DOCUMENT
The excerpt below comes from the National Origins Act of 1924. Read it and answer the questions that follow.

Sec. 4. When used in this Act the term "non-quota immigrant" means—
(a) an immigrant who is the unmarried child under 18 years of age, or the wife, of a citizen of the United States who resides therein at the time of the filing of a petition under section 9;
(b) an immigrant previously lawfully admitted to the United States, who is returning from a temporary visit abroad;
(c) an immigrant who was born in the Dominion of Canada, Newfoundland, the Republic of Mexico, the Republic of Cuba, the Republic of Haiti, the Dominican Republic, the Canal Zone, or an independent country of Central or South America, and his wife, and his unmarried children under 18 years of age, if accompanying or following to join him. . .

80. What regions are listed under "non-quota immigrants"?

81. Based on the regions listed, what groups of people was this act trying to exclude, or set quotas for?

82. Who was allowed to accompany a "non-quota immigrant" into the United States?

83. This act sought to set quotas for certain groups of immigrants. Based on the passage for "non-quota immigrants," which groups of people would be considered "quota immigrants"?
84. By how much did the Gross National Product (GNP) decrease from 1929 to 1932?

85. What appears to be the relationship between personal income and a country's GNP?

86. Why is 1939 considered the last year of the Great Depression?

87. Which year of the Great Depression do you think was most difficult for Americans? Support your answer.

88. Explain how Roosevelt might have used the data in the graphs during the 1932 presidential campaign.

89. If the total Gross National Product increased, what would most likely happen to personal income?
ANALYZING A DOCUMENT
The excerpt below comes from a campaign speech that Herbert Hoover gave in 1932. Read it, and then answer the questions below.

Our system is . . . founded on the conception that only through ordered liberty, through freedom to the individual, and equal opportunity to the individual will his initiative and enterprise be summoned to spur the march of progress. . . .

It is in the further development of this cooperation and a sense of its responsibility that we should find solutions for many of our complex problems, and not by the extension of government into our economic and social life. . . .

90. How did Hoover believe the country's economic problems would be solved?
91. How did Franklin Delano Roosevelt's view of government differ from the view expressed here?
92. On what did Hoover believe the American system was based?
93. Given the context of the speech, what was Hoover arguing against?

INTERPRETING A LINE GRAPH

UNEMPLOYMENT, 1933–1940

94. In which year shown was unemployment lowest? About how many people were unemployed that year?
95. How might Roosevelt have used the information in this graph to defend his New Deal programs?
96. In which year shown was unemployment highest? About how many people were unemployed that year?
97. Does the information in this graph suggest that New Deal programs addressing unemployment were successful or unsuccessful? Explain.
ANALYZING A DOCUMENT
Study this cartoon about President Franklin D. Roosevelt, and then answer the following questions.

98. What was the significance of the Supreme Court building outside FDR’s door?

99. How does the cartoonist show that many Supreme Court justices were angry at FDR’s court-packing attempt?

100. How can you tell that the valentines in the cartoon were sent to FDR by the Supreme Court?

101. Select one valentine, and explain how it relates to FDR’s court-packing attempt.