

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

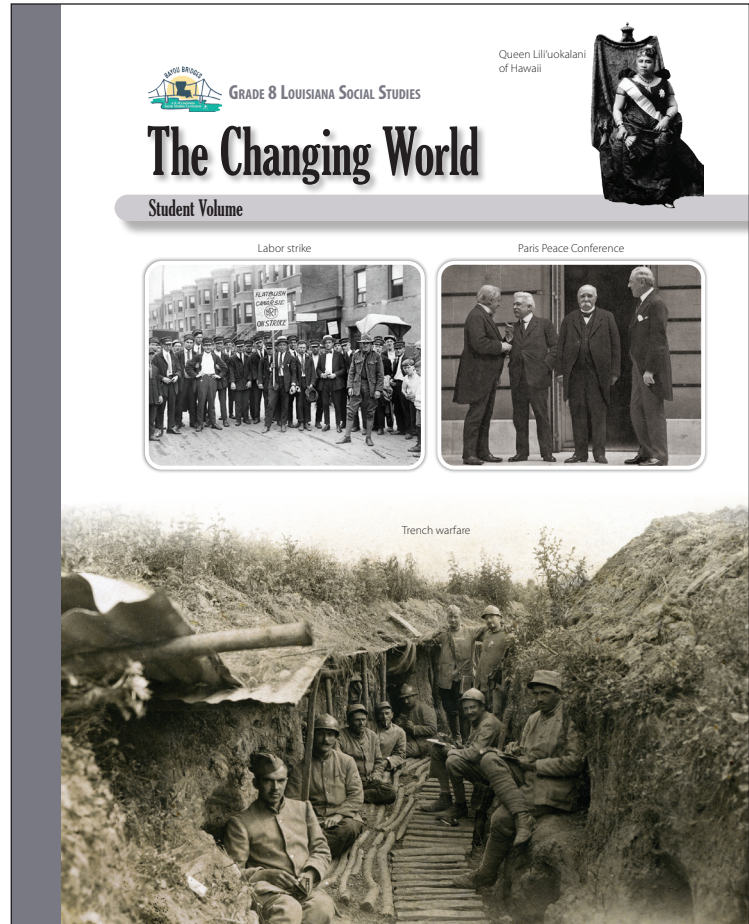
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the impacts of major early twentieth-century conflicts on the United States. They will learn about the Spanish-American War, World War I, and challenges faced in the postwar United States.

In this unit, students will explore how the United States changed as a result of its global interactions in the early twentieth century. They will read and analyze primary sources, examine maps and charts, and respond to questions that deepen their understanding of this period of U.S. history.

As part of their exploration, students will also learn a little bit about growing racial tensions in the postwar United States, including anti-immigrant sentiment, the reemergence of the Ku Klux Klan, and incidents of racial violence such as the Tulsa Massacre. This information is presented in a factual, age-appropriate way. The goal is to foster a complete and accurate understanding of historical events and their consequences.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

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Activity Page 1.3

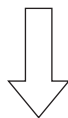
Use with Chapters 1–3

Claims and Evidence

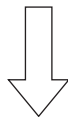
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

KWL Chart

What Did I Learn?	
What Do I Want to Know?	
What Do I Know?	

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Using your own paper, write the letter that matches the definition of each word.

- | | |
|---------------------------|---|
| 1. imperialism | a) close combat between military airplanes |
| 2. exploitation | b) a period of decline in a nation's economy |
| 3. tariff | c) belief in the superiority of one's nation |
| 4. provisional | d) the practice of gaining power as a country by taking over areas of the world |
| 5. nationalism | e) a person who opposes war and violence as a way to resolve conflict |
| 6. militarism | f) an approach to foreign policy displaying a reluctance to enter international affairs |
| 7. jingoism | g) an outbreak of rapidly spreading disease that affects many people around the world at the same time |
| 8. interlocking alliances | h) temporary |
| 9. mobilization | i) the act of wearing down by inflicting continuous losses |
| 10. dogfight | j) the process of preparing to fight a war or take other collective action |
| 11. attrition | k) the building up of a strong military |
| 12. shell shock | l) a person who believes in establishing an economic system based on community ownership of property and industry, known as communism |
| 13. isolationism | m) a tax imposed on particular imported goods |
| 14. draft | n) a person who rebels against or works to disrupt an established authority, usually a government or an economic system |
| 15. propaganda | o) a condition caused by the intense stress of participating in warfare, known today as post-traumatic stress disorder or PTSD |
| 16. pacifist | p) information spread to encourage belief in a certain person or idea |
| 17. recession | q) the act of making use of something unfairly for one's own advantage |
| 18. martial law | r) a system in which countries agree to help each other when one of them is attacked |
| 19. communist | s) a system that requires individuals to serve in the military |
| 20. anarchist | t) the temporary substitution of military enforcement of civilian rules |
| 21. pandemic | u) extreme nationalism marked by aggressive foreign policy |

Assessment: Chapter 1—*The Spanish-American War and Expansion*

A. On your own paper, write that letter(s) that provides the best answer.

1. Which statement would an anti-imperialist most likely agree with? (8.1, 8.10)
 - a) The United States has a powerful military, which gives it the right to intervene in other nations.
 - b) Bringing Christianity to other nations through missionaries and other means is enough justification for the United States to take control.
 - c) Seizing land and announcing control over entire groups of people goes against core American values of freedom and democracy.
 - d) Sometimes intervention in another nation's business is required, especially if it can benefit the United States and its economy.
2. What was one factor that initially brought Americans to Hawaii? (8.1, 8.10, 8.10.e)
 - a) leisure opportunities, such as hiking the islands
 - b) business opportunities, such as sugar plantations
 - c) cultural opportunities, such as sampling new fruits
 - d) political opportunities, such as running for office in the provisional government
3. Use the image to answer the question.



What was significant about this person's reign? (8.1, 8.10.e)

- a) She was the last reigning monarch of Hawaii before Americans rebelled and overthrew the monarchy.
- b) She explained the importance of American imperialism to the Hawaiian people.
- c) She was the queen of Hawaii when it became an American state.
- d) She assisted in setting up a provisional government in Hawaii.

4. Use the image to answer the question.

\$50,000 REWARD.—WHO DESTROYED THE MAINE?—\$50,000 REWARD.

EDITION FOR GREATER NEW YORK.

NEW YORK JOURNAL
AND ADVERTISER.

NO. 5,372. Copyright 1906 by W. R. Hearst.—NEW YORK, THURSDAY, FEBRUARY 17, 1906.—10 PAGES. PRICE ONE CENT In Advance New York, Elsewhere, and Foreign 15c. TWO CENTS.

\$50,000!

\$50,000 REWARD!
For the Detection of the
Perpetrator of
the Maine Outrage!

The New York Journal hereby offers a reward of \$50,000 CASH for information, FURNISHED TO IT EXCLUSIVELY, which shall lead to the detection and conviction of the person, persons or government criminally responsible for the explosion which resulted in the destruction, at Havana, of the United States war ship Maine and the loss of 258 lives of American sailors.

The \$50,000 CASH offered for the above information is to be deposited with Wells, Fargo & Co.

No one is to be held liable for the inevitable but unintended expense arising out of a few miserable dollars in acting as a spy or the attempt of a person engaged in secret service, plotting, by any devious means, to revenge financial losses or cripple mercantile activities.

The offer has been made to Europe and will be made public in every capital of the Continent and in London this morning.

The Journal believes that our men who can be brought to capture murder can also be brought to locate the murderer. **FOR THE PERPETRATOR OF THIS OUTRAGE HAD ACCOMPLICES.**

W. R. HEARST.

Assistant Secretary Roosevelt
Convinced the Explosion of
the War Ship Was Not
an Accident.

The Journal Offers \$50,000 Reward for the
Conviction of the Criminals Who Sent
258 American Sailors to Their Death.
Naval Officers Unanimous That
the Ship Was Destroyed
on Purpose.

\$50,000!

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W. R. HEARST.



NAVAL OFFICERS THINK THE MAINE WAS DESTROYED BY A SPANISH MINE.

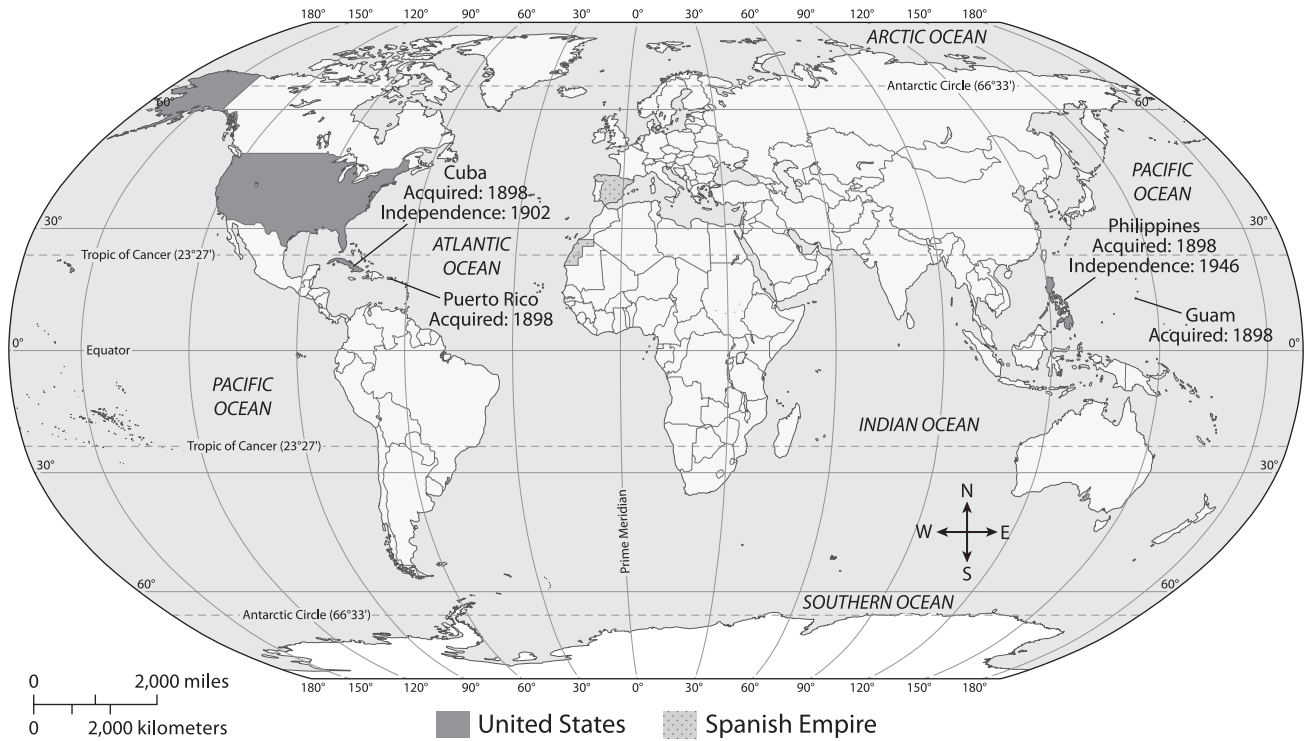
George Eugene Bryson, the Journal's special correspondent at Havana, cables that it is the secret opinion of many Spaniards in the Cuban capital that the Maine was destroyed and 258 of her men killed by means of a submarine mine or fixed torpedo. This is the opinion of several American naval authorities. The Spaniards, it is believed, arranged to have the Maine anchored over one of the harbor mines. Wires connected the mine with a powder magazine, and it is thought the explosion was caused by sending an electric current through the wire. If this can be proven, the brutal nature of the Spaniards will be shown by the fact that they waited to spring the mine until after all the men had retired for the night. The Maltese cross in the picture shows where the mine may have been fired.

Hidden Mine or a Sunken Torpedo Believed to Have Been the Weapon Used Against the American Man-of-War—Officers and Men Tell Thrilling Stories of Being Blown Into the Air Amid a Mass of Shattered Steel and Exploding Shells—Survivors Brought to Key West Scout the Idea of Accident—Spanish Officials Protest Too Much—Our Cabinet Orders a Searching Inquiry—Journal Sends Divers to Havana to Report Upon the Condition of the Wreck.

How did this image influence the start of the Spanish-American War? (8.1, 8.10.f)

- Researchers published opinion polls about Americans' attitudes toward war.
 - Newspapers published propaganda interviews with politicians who wanted to start a war.
 - Photographers showed the truth about Spain's role in sinking the USS *Maine*.
 - Yellow journalism was used to run sensational and exaggerated stories to call for war.
5. Why did American secretary of state John Hay call the Spanish-American War a "splendid little war"? (8.1, 8.10.f)
- It ended quickly.
 - The soldiers enjoyed themselves.
 - It created economic opportunities for American anti-imperialists.
 - It allowed the United States to develop new wartime technologies.

6. Use the image to answer the question.



Which of these territories were acquired by the United States following the Spanish-American War under the terms of the Treaty of Paris (1898)? Select the **two** correct answers. (8.1, 8.4, 8.10.f)

- a) Cuba
 - b) Hawaii
 - c) Panama
 - d) Puerto Rico
 - e) Spanish Empire
7. Why did President Roosevelt order the group of battleships known as the Great White Fleet to sail around the world? (8.1, 8.10.g)
- a) He wanted them to conduct secret spying on other nations.
 - b) He wanted to use America's navy to trigger the start of World War I.
 - c) He wanted to demonstrate that the United States had a powerful navy.
 - d) He wanted them to conduct American business by trading goods around the world.

8. Use the image to answer the question.



Which action is depicted in this image? (8.1, 8.10.g)

- a) the construction of a Hawaiian sugar plantation
 - b) the U.S. Navy defeating Spain's fleet in the Philippines
 - c) boats passing through the Panama Canal
 - d) the addition of the Roosevelt Corollary to the Monroe Doctrine
9. Use the following excerpt to answer the question.

"Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power. . . ."

—from the Roosevelt Corollary

What does President Roosevelt argue would cause the United States to intervene in another nation's affairs? (8.1, 8.10.f)

- a) President Roosevelt argues that a nation abusing its police force's power could trigger intervention by the United States.
- b) President Roosevelt argues that wrongdoing and deterioration of civilization could cause the United States to exercise international police power.
- c) President Roosevelt argues that the idea of American exceptionalism allows the United States to act as a police force over all other nations in the Western Hemisphere.
- d) President Roosevelt argues that if the U.S. government believes another nation's government is ineffective, then the United States can step in to install a better government.

10. Use the excerpt to answer the question.

“Our opponents, conscious of the weakness of their cause, seek to confuse imperialism with expansion, and have even dared to claim [Thomas] Jefferson as a supporter of their policy. Jefferson spoke so freely and used language with such precision that no one can be ignorant of his views. On one occasion he declared: ‘If there be one principle more deeply rooted than any other in the mind of every American, it is that we should have nothing to do with conquest.’ And again he said: ‘Conquest is not in our principles; it is inconsistent with our government.’ The forcible annexation of territory to be governed by arbitrary power differs as much from the acquisition of territory to be built up into states as a monarchy differs from a democracy. The democratic party does not oppose expansion when expansion enlarges the area of the republic and incorporates land which can be settled by American citizens, or adds to our population people who are willing to become citizens and are capable of discharging their duties as such.”

—from “Imperialism: Flag of an Empire” by William Jennings Bryan

How does Bryan counter the argument of those who support imperialism? (8.1, 8.6, 8.6.b, 8.10)

- a) by suggesting that imperialism undermines the principle of self-government and contradicts values of liberty and anti-conquest
- b) by arguing that imperialism strengthens the principle of self-government in the United States
- c) by stating that imperialism and expansion are essentially the same, and both are beneficial
- d) by claiming that imperialism aligns with the principles and values of Thomas Jefferson

B. On your own paper, write a well-organized paragraph in response to the following prompt:

What was the main reason for the Spanish-American War? Use evidence from the chapter to support your claim. (8.1, 8.2, 8.7, 8.7.c, 8.10, 8.10.f)

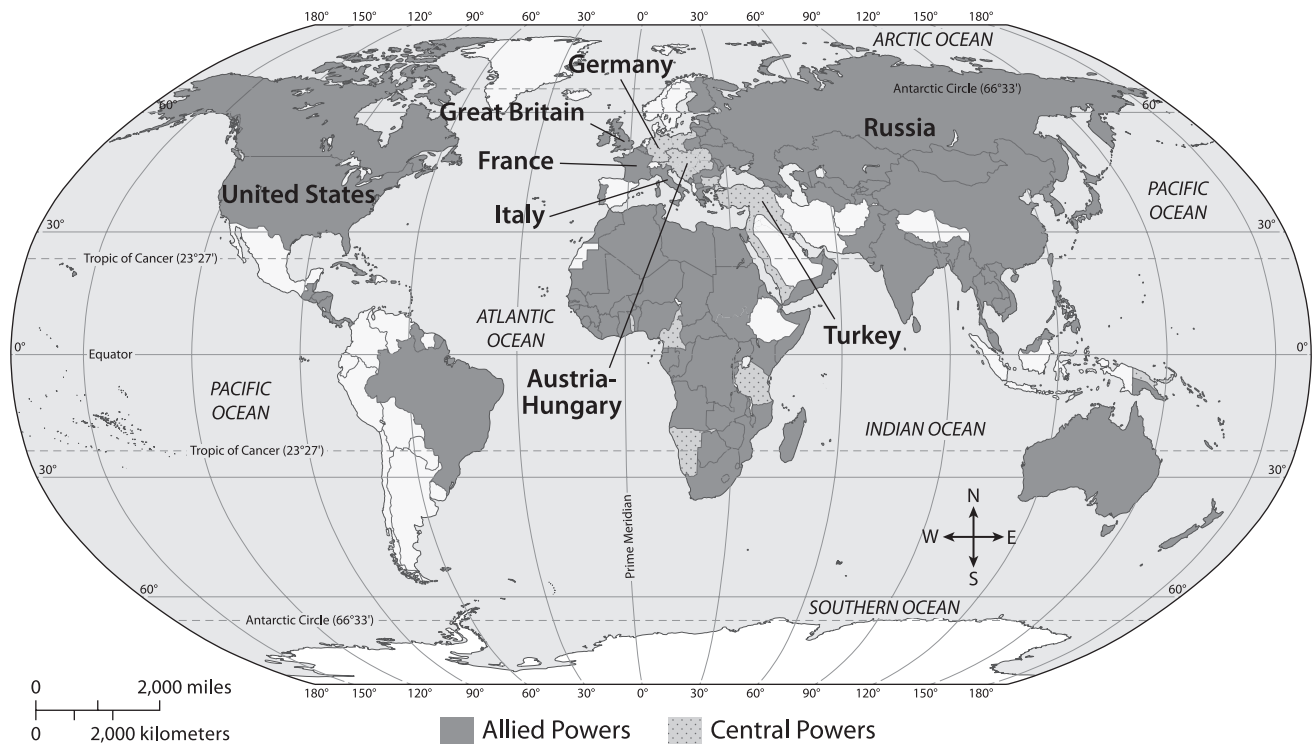
Assessment: Chapter 2—World War I

A. On your own paper, write the letter(s) that provides the best answer.

1. Which of the following best describes a cause of World War I that had been growing for years? (8.11, 8.11.a)
 - a) the mobilization of Russia
 - b) a system of interlocking alliances between European nations
 - c) economic pressures from nations outside of Europe, like the United States.
 - d) the assassination of Archduke Franz Ferdinand and his wife, the Duchess of Hohenberg

Use the maps to answer questions 2 and 3.





2. Which Central Powers country is located around 40 degrees north latitude and 40 degrees east longitude? (8.5)
 - a) Turkey
 - b) Germany
 - c) United States
 - d) Austria-Hungary

3. Which claim is best supported by these two maps? (8.4, 8.6, 8.6.a, 8.6.b, 8.11)
 - a) The Allied Powers were greatly outnumbered by 1917.
 - b) The Allied Powers controlled the most territory between 1914 and 1917.
 - c) The Central Powers controlled the most territory between 1914 and 1917.
 - d) The Central Powers controlled most of the land in the Southern Hemisphere.

4. Use the image to answer the question.



What was a significant drawback of trench warfare during World War I? (8.1, 8.11, 8.11.f)

- a) Soldiers had comfortable living conditions.
 - b) Soldiers had to travel long distances to reach the front.
 - c) Trenches were spacious and well-ventilated.
 - d) Trenches often became unsanitary and disease-ridden.
5. Use the image to answer the question.



Which of the following roles did airplane pilots play during World War I? (8.1, 8.11, 8.11.f)

- a) engaging in dogfights and dropping bombs
- b) delivering mail to soldiers on the front lines
- c) transporting soldiers from one front to another
- d) providing musical entertainment in the skies

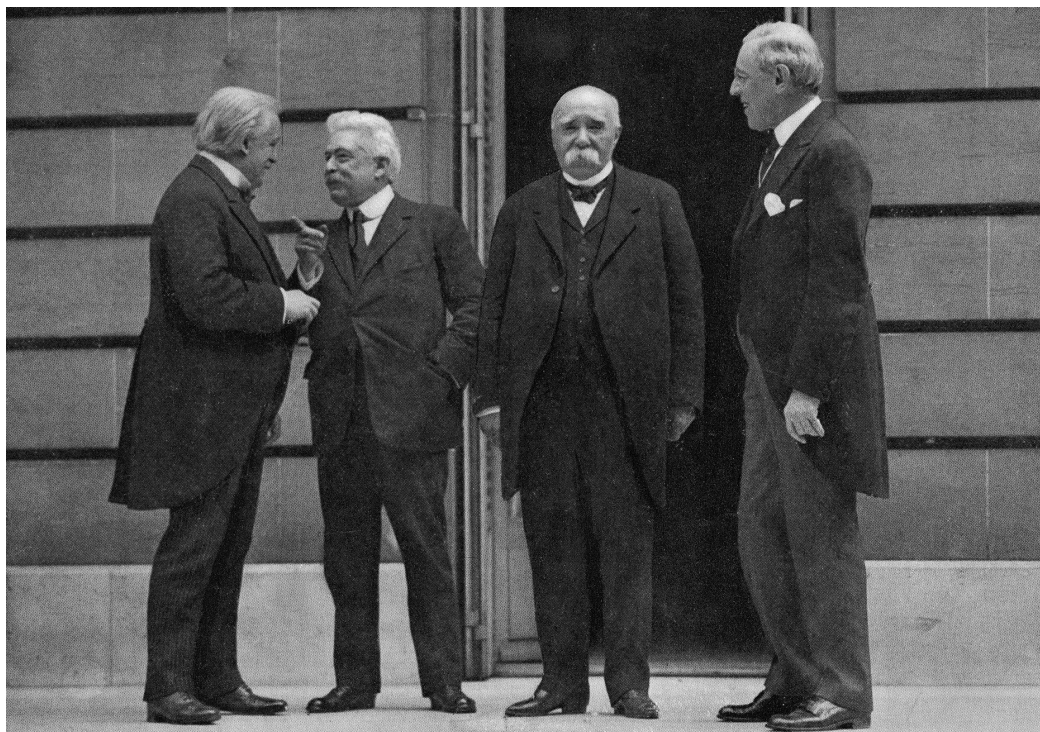
6. How did the Zimmermann Telegram push the United States to enter the war? (8.1, 8.11, 8.11.c)
- a) It disclosed Germany's intention to end submarine warfare.
 - b) It revealed Germany's plan to invade the United States directly.
 - c) It confirmed that Germany had already formed an alliance with Canada.
 - d) It showed that Germany had promised to help Mexico regain lost territories.
7. Use the image to answer the question.



Which of the following best describes the purpose of this poster?
(8.1, 8.11, 8.11.d, 8.11.e)

- a) to encourage young men to enlist in the U.S. military
- b) to promote the sale of war bonds to support the war effort
- c) to inform the public about the locations of army recruitment centers
- d) to scare young men and women who might be excited about joining the U.S. military

8. Use the image to answer the question.



Which of the following statements best describes the goals of the people in this image? Select the **two** correct answers. (8.1, 8.11, 8.11.g)

- a) Wilson focused on global peace and the idea of self-determination for Europeans.
 - b) The primary goal of these leaders was to establish the United States as the world's leading superpower.
 - c) Both Wilson and the other leaders wanted to strengthen Germany's economy and military.
 - d) All leaders agreed that African and Asian nations should have the right to self-determination.
 - e) The leaders from Europe sought to punish Germany for the war.
9. Use the excerpt to answer the question.

"The present German submarine warfare against commerce is a warfare against mankind. It is a war against all nations. American ships have been sunk, American lives taken. . . . There is one choice we cannot make, we are incapable of making: we will not choose the path of submission and suffer the most sacred rights of our Nation and our people to be ignored or violated."

—from President Wilson's War Message (April 2, 1917)

Which of the following did President Wilson give as the primary reason the United States could not remain neutral in the face of German submarine warfare? (8.1, 8.11, 8.11.b, 8.11.c)

- a) The United States believed that Germany's actions violated international law.
- b) The United States wanted to gain control of German territories.
- c) German submarines were targeting only American ships.
- d) The United States wanted to showcase its naval strength.

10. Use the excerpt to answer the question.

“The Treaty [of Versailles] includes no provisions for the economic rehabilitation of Europe,—nothing to make the defeated Central Empires into good neighbors, nothing to stabilize the new States of Europe, nothing to reclaim Russia; nor does it promote in any way a compact of economic solidarity amongst the Allies themselves. The Council of Four paid no attention to these issues, being preoccupied with others, — Clemenceau to crush the economic life of his enemy, Lloyd George to do a deal and bring home something which would pass muster for a week, the President [of the United States] to do nothing that was not just and right. It is an extraordinary fact that the fundamental economic problems of a Europe starving and disintegrating before their eyes, was the one question in which it was impossible to arouse the interest of the Four.”

—from John Maynard Keynes, *The Economic Consequences of the Peace* (1920)

What does John Maynard Keynes say about the Treaty of Versailles and the Council of Four in this excerpt? (8.1, 8.2, 8.6, 8.6.b, 8.11, 8.11.g)

- a) He criticizes the treaty for not addressing the economic rehabilitation of Europe and the Council of Four for their lack of interest in Europe’s economic problems.
- b) He focuses on the successful negotiations by Lloyd George to bring economic benefits to the United Kingdom.
- c) He commends President Wilson for ensuring that the treaty was just and right for all nations involved.
- d) He praises the treaty for its focus on economic rehabilitation and solidarity among the Allies.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

How did the contributions of Americans, both at home and on the battlefield, influence the outcome of World War I? Use evidence from the chapter to support your response. (8.1, 8.2, 8.7, 8.11.d)

Assessment: Chapter 3—Political and Social Change in the Postwar United States

A. On your own paper, write the letter(s) that provides the best answer.

1. Why did the United States adopt a strict isolationist sentiment regarding foreign policy in the 1920s and 1930s? (8.1, 8.2, 8.11, 8.11.h)
 - a) Americans remembered World War I as a time of loss and believed they were needlessly dragged into it.
 - b) The United States wanted to establish military bases in Europe to strengthen its global presence.
 - c) Americans were eager to support European nations in their postwar rebuilding efforts.
 - d) The United States wanted to focus on building stronger trade relations with Asia.
2. Use the image to answer the question.



Why are the people in the photograph gathered? (8.1, 8.6, 8.6.a, 8.12, 8.12.k)

- a) to demand better wages and working conditions due to economic challenges and inflation
- b) to support the influx of immigrants arriving in the United States
- c) to oppose the formation of labor unions and their influence
- d) to protest against the war and its outcomes

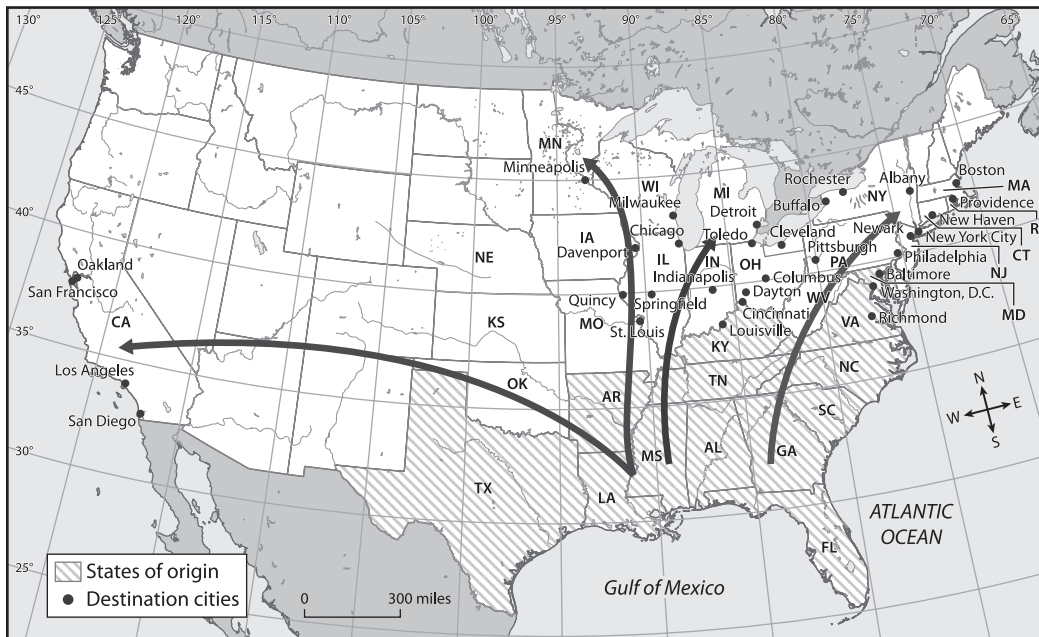
3. Use the image to answer the question.



What was the effect of the influenza pandemic of 1918 on the global population? (8.1, 8.6, 8.6.a, 8.12, 8.12.k)

- a) The flu spread rapidly due to crowded wartime conditions and overwhelmed hospitals, leading to millions of deaths worldwide.
- b) The flu primarily affected only the elderly population, leaving younger generations unharmed.
- c) The pandemic was easily contained and had minimal impact on the global population.
- d) Only soldiers returning from battlefields were affected by the virus, sparing civilians.

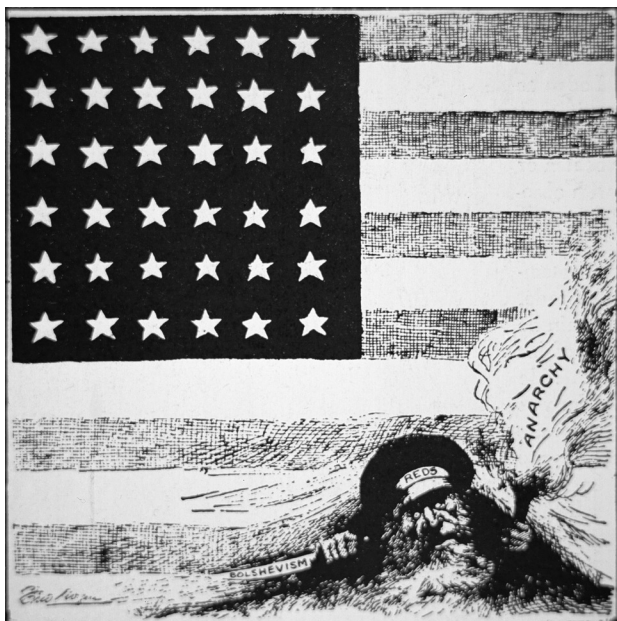
4. Use the map to answer the question.



Which claims does this map support? Select the **two** correct answers. (8.1, 8.4, 8.6, 8.6.a, 8.12, 8.12.j)

- a) African American people from Louisiana mostly moved to cities in Michigan.
- b) African American people from Georgia mostly moved to cities on the East Coast of the United States.
- c) Most destination cities during the Great Migration were in the western parts of the United States.
- d) The Great Migration was a movement of African American people from southern states mostly to northern cities.
- e) The Great Migration was a movement of African American people from northern cities to southern states.

5. What was a primary reason for the discontent with Czar Nicholas II's rule in Russia before World War I? (8.1, 8.12, 8.12.a)
- The czar was promoting communist ideologies.
 - The czar was focused on expanding Russia's territories.
 - The czar was actively supporting the peasants and workers.
 - The czar was largely unresponsive to the pleas of peasants and workers facing hunger and poverty.
6. Use the image to answer the question.



Why is anarchy represented as a fire in this cartoon? (8.1, 8.6, 8.6.a, 8.12, 8.12.a)

- to symbolize the rapid spread and destructive nature of anarchy
 - to represent the warmth and comfort anarchy brings to society
 - to indicate that anarchy was a fleeting and temporary issue
 - to show that anarchy was a source of light and guidance
7. Use the quotation to answer the question.

"Dear Old Friend: . . . I thought I would write you a few . . . facts of the present condition of the north. . . . People are coming here every day and are finding employment. Nothing here but money and it is not hard to get. . . . I have children in school every day with the white children."

—an African American migrant from Alabama writing home to a friend about Chicago (June 1917)

What can be inferred about the experiences of this African American migrant from Alabama after moving to Chicago in 1917? (8.1, 8.12, 8.12.j)

- The migrant found Chicago to be a place of economic opportunity and observed integrated schooling.
- The migrant regretted their decision to move to the North due to racial tensions.
- The migrant struggled to find employment and faced economic hardships.
- The migrant observed clear racial segregation in schools.

Use the excerpt to answer questions 8 and 9.

“Like a prairie-fire, the blaze of revolution was sweeping over every American institution of law and order a year ago. . . . Robbery, not war, is the ideal of communism. . . . Upon these two basic certainties, first that the ‘Reds’ were criminal aliens and secondly that the American Government must prevent crime, it was decided that there could be no nice distinctions drawn between the theoretical ideals of the radicals and their actual violations of our national laws. . . . It is my belief that while they have stirred discontent in our midst . . . we can get rid of them! and not until we have done so shall we have removed the menace of Bolshevism for good.”

—from “The Case Against the Reds” by Attorney General A. Mitchell Palmer (1920)

8. Based on the excerpt, how did the author view the influence of the “Reds,” or communists, in America? (8.1, 8.12, 8.12.a)
- a) as a positive force for change and progress
 - b) as a minor inconvenience that would soon fade away
 - c) as a neutral movement that had both good and bad elements
 - d) as a dangerous threat that was undermining American institutions and values
9. What did the author believe was the primary ideal of communism? (8.1, 8.12, 8.12.a)
- a) equality and justice
 - b) peaceful coexistence
 - c) economic prosperity for all
 - d) robbery and criminal behavior
10. Use the excerpt to answer the question.

“America’s present need is not heroics, but healing; not nostrums, but normality; not revolution, but restoration; not agitation, but adjustment; not surgery, but serenity; not the dramatic, but the dispassionate; not experiment, but equipoise; not submergence in internationality, but sustainment in triumphant nationality.”

—from Warren G. Harding, “Return to Normalcy” (1920)

What does Warren G. Harding emphasize as America’s need in his “Return to Normalcy” speech? (8.1, 8.11, 8.11.h, 8.12)

- a) America requires aggressive approaches to solve its problems.
 - b) America needs to engage in heroic actions and revolutionary changes.
 - c) America should focus on dramatic experiments and international engagements.
 - d) America needs healing and a focus on national stability rather than international involvement.
- B. **On your own paper, write a well-organized paragraph in response to the following prompt:**

Name one key political, social, or economic change that shaped the United States in the 1920s. How did this change influence American society and culture during this era? Support your answer with details from the chapter. (8.1, 8.2, 8.7, 8.12, 8.12.a, 8.12.j, 8.12.k)

