Virginia and United States History SOL Review Packet

DIRECTIONS: Complete this packet as assigned. This review is to be completed individually, unless otherwise directed. We will use this packet and classroom games to help prepare for the SOL test for US/VA history. This review will make up a substantial part of your grade for the quarter, as well as help you be successful on your SOL. Please take this seriously!

Study! Study! Study!

This packet belongs to:
Name: _______________________
Teacher: _____________________
Period: __________

My SOL test is _____________, May ______, 2013
at ________ in ________________________.

This review was created by C. Mumford at Potomac Senior High School in Prince William County.
Unit 1: Exploration and Colonization

Directions: Answer the questions or fill in the blanks with word banks provided.

1. Compare and contrast the interactions between the French and Native Americans and the British and Native Americans. Complete the Venn-Diagram below using phrases from word bank. One is done for you.

<table>
<thead>
<tr>
<th>French</th>
<th>British</th>
</tr>
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<tbody>
<tr>
<td>*</td>
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</tbody>
</table>

*many settlements established

Word Bank for Venn Diagram
Took land         minimal immigration
Friendly relations trading with natives
Violent conflicts

New England Colonies: Use the word bank found at the bottom of the page.
1. Founded by people seeking _________________________ opportunities and freedom from ________________________________.
2. The __________________ formed a covenant community based on the principles of the ______________________ ________________________.
3. The Puritans were _____________________ of other religions.
4. List 4 ways that the New England colonists made their money.
   a.      b.      c.      d.
5. Social status is based on _____________________________.
6. Dissenters, like Roger Williams, fled persecution by the Puritans in ___________________________ established the colony of ____________________________.

<table>
<thead>
<tr>
<th>Intolerant</th>
<th>shipbuilding</th>
<th>Puritans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsistence farming</td>
<td>economic</td>
<td>Massachusetts</td>
</tr>
<tr>
<td>Religious persecution</td>
<td>lumbering</td>
<td>Mayflower Compact</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>religious standing</td>
<td>fishing</td>
</tr>
</tbody>
</table>
**Southern Colonies:** Use word bank found after #13.

7. Founded by people seeking ______________________ opportunities.

8. Virginia “______________” – English nobility who received large land grants in eastern ________________ from the King of England.

9. First permanent settlement in North America was established in ______________ in 1607.

10. Southern colonies were based on large ________________ that grew cash _______
    Such as (3)_________________  ____________________  & _________________.

11. List 2 key differences and 2 similarities between indentured servants and slaves:

    Slaves (2)         SAME (2)             Indentured Servants (2)
    *forced migration  *work on plantations  *
    *                   *                 *

12. Journey to the Americas Africans made in which many died. Once in the New World, they were sold into slavery. This trip was called the ________________________

13. What is the House of Burgesses? ___________________ ________________________

<table>
<thead>
<tr>
<th>crops</th>
<th>indigo</th>
<th>rice</th>
<th>forced migration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cavaliers</td>
<td>not paid money</td>
<td>work for 4-7 years</td>
<td>Virginia</td>
</tr>
<tr>
<td>plantations</td>
<td>tobacco</td>
<td>Jamestown</td>
<td>economic</td>
</tr>
<tr>
<td>work for lifetime</td>
<td></td>
<td>Middle Passage</td>
<td></td>
</tr>
<tr>
<td>voluntarily came to New World</td>
<td>1st elected Assembly in New World</td>
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</tbody>
</table>
**Middle Colonies:** Use the word bank found after question #18.

14. Founded by English, Dutch, and German-immigrants seeking
______________________________ and ______________________ opportunity.

15. List 3 ways that the Middle colonists made their money.
   a.  
   b.  
   c.  

16. List 3 key cities located in the Middle Colonies.
   a.  
   b.  

17. Skilled artisans, business owners, and small farmers made up the ____________ class of this region.

18. Many religious groups existed in the Middle Colonies such as the ________________ in Pennsylvania, the ________________ in New Jersey, and __________ and ________________ in New York.

<table>
<thead>
<tr>
<th>Small-scale farming</th>
<th>shipbuilding</th>
<th>trading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jews</td>
<td>Quakers</td>
<td>Huguenots</td>
</tr>
<tr>
<td>Philadelphia</td>
<td>economic</td>
<td>middle</td>
</tr>
<tr>
<td>Religious freedom</td>
<td>Presbyterians</td>
<td>New York</td>
</tr>
</tbody>
</table>

**Great Awakening:** Use word bank below.

19. The Great Awakening was a religious movement that affected ________________ and ________________ in the mid-1700s.

20. New religions such as Methodists and ________________ were established that challenged established religions and the ____________________________.

<table>
<thead>
<tr>
<th>Colonies</th>
<th>Baptists</th>
<th>governmental order</th>
<th>Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
DIRECTIONS: Write the names of the colonies in their correct region.

21. The Southern Colonies are...
   a. 
   b. 
   c. 
   d. 
   e. 

22. Which British law allowed a tax placed on legal documents, newspapers, playing cards, etc.?

23. After the French & Indian War, what are two reasons the British government began placing new taxes on the colonists?
   A. 
   B. 

24. The Proclamation of 1763...

25. What happened to France after it lost to Great Britain in the French & Indian War?

Unit 2: Revolution and Constitution
Matching:
26. Boston Tea Party _____   A. Tax on colonial tea, but not tea sold by a British company
27. First Continental Congress _____   B. Event in which 5 anti-British demonstrators were killed by British soldiers
28. Tea Act _____   C. First time colonies acted together when they sent representatives to discuss British actions
29. Boston Massacre _____   D. Colonists threw tea in the harbor protesting the Tea Act

Revolutionary Battles...
30. Write name of battle next to correct description and then record if battle was 1st, 2nd, or 3rd.

Yorktown   Saratoga
Lexington/Concord

<table>
<thead>
<tr>
<th>Battle Description</th>
<th>Battle Name</th>
<th>Order of Battle</th>
</tr>
</thead>
<tbody>
<tr>
<td>A colonial victory. Encouraged the French to send aid to colonists. Turning point of war</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Started the American Revolution. Colonists “won”. Fought before Declaration of Independence written.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


People Matching:

31. George Washington _____  A. “Give me liberty, or give me death!”
32. Thomas Jefferson _____  B. Author who influenced Declaration of Indep.
33. Benjamin Franklin _____  C. Authored the Virginia Bill of Rights
34. James Madison _____  D. Commander of the Continental Army
35. George Mason _____  E. King of England during the Am. Revolution
36. Patrick Henry _____  F. Ambassador to France who arranged a treaty securing French assistance during the war
37. Thomas Paine _____  G. Wrote the majority of the U.S. Bill of Rights
38. George III _____  H. Authored the VA Statute for Religious Freedom

39. Write ideas/facts about each group. One idea per star. Use your notes. Draw a line matching the picture with the correct group.

<table>
<thead>
<tr>
<th>Loyalist</th>
<th>Patriot</th>
<th>Neutral</th>
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</thead>
<tbody>
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</tbody>
</table>

Flags: ☑️мышл่ี ventura - flag strømme period - flag 🇺🇸american 🎉 estados unidos - flag
The Patriots Declare Independence

More colonists began to object to British rule and to call for independence. Many were influenced by a pamphlet titled *Common Sense*. Colonist Thomas Paine was the author. He argued that independence would lead to a better society.

In June 1776, the Continental Congress moved closer to declaring the colonies independent. The Congress asked Thomas Jefferson of Virginia to write a document stating the colonies’ reasons for declaring their freedom. The document became known as the *Declaration of Independence*. The Second Continental Congress adopted the Declaration on July 4, 1776.

The *Declaration of Independence* was based on the ideas of the Enlightenment philosopher John Locke. Locke said that people have “natural rights” to life, liberty, and property. Locke also argued that citizens form a social contract, or an agreement, with their government. If the government tries to take away people’s natural rights, the people can overthrow the government.

In the *Declaration of Independence*, Jefferson wrote that people’s rights to life, liberty, and the pursuit of happiness can not be taken away. Government gets its power from the people, and the people can remove a government that threatens their rights. He then listed in the document the many ways that Britain had taken away the colonists’ rights; ideas he got from *Common Sense*.

The *Declaration* states that “all men are created equal.” When this phrase was written, it expressed the common belief that free citizens were political equals. However, it did not claim that all people had the same ability or ought to have equal wealth. In addition, the *Declaration* did not include women, Native Americans, and African-American slaves. However, Jefferson’s words presented ideals that would later help these groups challenge traditional attitudes.

Directions: Answer the following questions.

40. Who wrote *Common Sense*? What did the author want the colonists to do?
41. Who is Thomas Jefferson?
42. Who influenced the *Declaration of Independence*?
43. What are 3 of John Locke’s ideas?
   a. 
   b. 
   c. 
44. What are 4 of Thomas Jefferson’s ideas found in the *Declaration of Independence*?
   a. 
   b. 
   c. 
   d. 
45. List 3 similarities between Locke’s and Jefferson’s ideas.
   a. 
   b. 
   c.
Establishing a New Government

46. What was the document that established the first government in the United States? What were three of its weaknesses?
   A. 
   B. 
   C. 
   D. 

47. When was the Articles of Confederation written?

48. What was added to the Constitution shortly after it was ratified? Which two men influenced ideas in it? (not the author)
   A. 
   B. 
   C. 

49. What did the Virginia Statute for Religious Freedom establish?

50. What are the three branches of government?
   A. 
   B. 
   C. 

Which branch of government operates (works) in the building pictured here?

_____________________________
51. Use the word bank at the bottom of the page to fill in the passage.

**U.S. Constitution**

All of the states, except Rhode Island, sent delegates to Philadelphia to modify the __________________. Once there, it was only a matter of days before many of the delegates thought it better to create a whole new kind of government rather than deal with the confederation.

The delegates began putting together a plan, called the Constitution, for a new __________________ government where the national government was ______________ than state governments. There was considerable opposition to the creation of a strong central government, for a variety of different reasons. Eventually, five key issues were resolved at the convention, then the delegates went back to their home states to have the state governments __________ (vote to accept) the Constitution, thus creating the new Federal Republic of the United States of America.

One the major questions to address was who got the power? The federal government, and therefore federal laws, would be the ______________ laws of the nation. State governments would still govern themselves on many issues.

Another issue was how to __________________ power between large and small states. The convention agreed to a plan known as the Great Compromise. To balance power between states with large and small populations there would be a bicameral (two body) Congress: The ____________ had 2 representatives from each state selected by state legislatures, and the House of Representatives was based on each state’s ______________ and elected by citizens.

Once the issue of representation between small and large states was resolved, there was disagreement between southern slave states and northern non-slave states over the issue of _________________ in the House of Representatives. Ultimately, representation of Southern states in the House of Representatives included the __________ population, but since the slaves weren’t citizens they would only count 3 people for every 5 slaves in a state. This was called the ________________.

Too avoid creating a too-powerful central government, the delegates created __________ branches of government to watch over each other. Each branch possessed a series of ___________ and balances preventing one branch from gaining power over the other two. The three branches were: __________________ (Congress), Executive (Presidency), and Judicial (Supreme Court). In addition, the delegates limited the powers of the federal government to those identified in the _____________ with all other powers given to the states and the people.

---Word Bank---

- population
- federal
- stronger
- Three-Fifths Compromise
- Articles of Confederation
- supreme
- slave
- checks
- ratify
- representation
- Constitution
- Senate
- legislative
- balance
52. Write whether each statement reflects an idea of the **Federalists** or the **Anti-Federalists**.

A. Wanted a Bill of Rights added to the Constitution __________________

B. Thought the country needed a strong central government to manage trade, foreign affairs, and national defense __________________

C. Thought a Bill of Rights was unnecessary because states already had bills of rights in their constitutions. __________________

D. Thought the national government, as outlined in the Constitution, would overpower the powers of state governments. __________________

E. Did **NOT** support the ratification of the Constitution. __________________

F. Thought checks and balances prevented any branch of government from becoming too strong. __________________

G. Wanted the Constitution ratified. __________________

53. Each of the statements below describes either Washington’s or Madison’s role at the Constitutional Convention. Write the **statement** under the name of the man to whom it relates, not just the letter.

<table>
<thead>
<tr>
<th>George Washington</th>
<th>James Madison</th>
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</thead>
<tbody>
<tr>
<td>*</td>
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</tbody>
</table>

Use for the above chart…

A. Led many debates during the Convention  
B. Did not speak much at the Convention  
C. Called “Father of the Constitution”  
D. Kept many notes of the debates  
E. Author of the Virginia Plan  
F. A Virginian  
G. Chairman of the Convention
54. Growth of Political Parties: Fill in the correct information for each person’s thought bubble. Identify which political party they support. Word bank on next page.

I am a ____________________

*My name is Thomas Jefferson

* ______________________

* ______________________

* ______________________

I am a ____________________

*My name is ____________________

* ______________________

* ______________________

* ______________________

The first ____________________ parties emerged in the late 1790s after _______________ presidency.
Directions: Use this word bank for the political parties and Supreme Court cases activities.

Word Bank

- Federal
- Strong national government
- political
- Virginia
- McCulloch v. Maryland
- Alexander Hamilton
- Federal courts can declare laws unconstitutional
- Federal gov’t can regulate interstate trade
- Supported by farmers, artisans, & frontier settlers in South
- states prohibited from taxing federal government
- supported by bankers & business interests in Northeast

<table>
<thead>
<tr>
<th>Court Case</th>
<th>Chief Justice</th>
<th>Decision</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marbury v. __________</td>
<td>John Marshall</td>
<td></td>
<td>“the power to tax is the power to destroy”</td>
</tr>
<tr>
<td>McCorley v. Virginia</td>
<td>John Marshall</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

These Supreme Court cases under Chief Justice John __________ of __________ reinforced the power of the __________ government.
Matching: US Expansion, War of 1812, & Westward Movement

DIRECTIONS: Write the term on the line of the appropriate description. Some terms are used more than once.

56. The Louisiana Territory was purchased from this country in 1803 ______________
57. States US will not interfere with European affairs _______________
58. Belief America was to settle land from Atlantic to Pacific Ocean ______________
59. Inventor of the cotton gin ______________
60. Country from which the US obtained Florida ______________
61. This doubled the size of the US ______________
62. Settlers went west hoping to get this ______________
63. Served as guide to Lewis and Clark ______________
64. Territory America staked claim to after War of 1812 ______________
65. Stated American continents should not be Colonized by Europeans ______________
66. He purchased the Louisiana Territory ______________
67. Place where American Indians were sent to ______________
68. Became US foreign policy in 1823 ______________
69. Country America defeated in the War of 1812 ______________
70. This party opposed the War of 1812 and threatened secession ______________
71. Area to which Natives were sent when forced off ancestral lands ______________

Spain Reservations
Eli Whitney
Monroe Doctrine
Oklahoma
Thomas Jefferson
Oregon
Sacajawea
Land
Federalists
Manifest Destiny
France
Great Britain
Louisiana Territory
Across

1. Southern states relied on this type of economy before and after the Civil War
4. Event in which Native Americans were forced to march west; many died along the way
6. Giving government jobs to loyal campaign supporters
7. Power given to the President to prevent passage of legislation
11. This term means a state can invalidate (void) an act of Congress
12. This state opposed the Tariff of 1832 and threatened secession
15. America's victory in the Mexican War led to the U.S. acquisition of California, Nevada, Utah, New Mexico, and this state
17. Battle where "Texans" were defeated by a superior Mexican army
18. In the 1828 election, there were more ______ because property requirements were eliminated
20. Westward expansion and admission of new states to the Union led to increased conflict over this issue

Down

2. Compromises over slavery prior to the Civil War were meant to balance power between free and slave states in this branch of the national government
3. This area entered the Union 9 years after fights for, and winning, independence from Mexico
5. The Missouri Compromise's separation of free and slave state areas deals solely with this territory
7. Nat Turner and Gabriel Prosser led slave revolts in this state
8. The Know-Nothings and this political party were formed when the Federalist party died after the War of 1812
9. Modeled after the Declaration of Independence, the ______ Declaration outlined reasons to give women the right to vote
10. Anti-slavery newspaper published by William Lloyd Garrison
13. Northern industrial states favored high _____ to protect manufacturers from foreign competition
14. Susan B. Anthony and Elizabeth Cady ________ were leaders of the women's suffrage movement
16. When a new state joined the Union and if forbid slavery, it was called this
19. This person vetoed the re-chartering of the Bank of the United States
Unit 4: Civil War and Reconstruction

Anti-Slavery Movement

70. Write two facts about each person listed below.

Harriet Beecher Stowe
   a. 
   b. 

William Lloyd Garrison
   a. 
   b. 

Nat Turner/Gabriel Prosser
   a. 
   b. 

Women’s Suffrage Movement

71. Use the word bank at the bottom of the page to fill in the passage.

*If Slaves Need Equal Rights, What About the Ladies?*

In 1848, many Americans were concerned with the War in Mexico and the future of slavery. However, ______________________, Elizabeth Cady Stanton and Lucretia Mott were more interested in gaining the women’s right to vote, known as ______________. Stanton and Mott organized the Seneca Falls Convention, where a large group of women and men met to discuss the need for the recognition of ______________ rights. The convention issued the ______________________, based on the *Declaration of Independence*. One of the most important issues they covered was the right to ___________. They believed that men and women were created equal and therefore men should _______ be the only citizens who have the right to vote.

While the work of this Convention went largely unnoticed as ___________ and westward expansion continued to consume national attention, the goals set by these women were a ______________________ in the emerging Women’s Right’s Movement.

Word Bank

- women’s
- suffrage
- vote
- not
- stepping stone
- slavery
- Declaration of Sentiments
- Susan B. Anthony
Identifications: Write the term on the line next to the appropriate description.

72. This divided the Louisiana Purchase into free territories and slave territories designating northern territories as free and southern ones as slave.  

____________________________________

73. This ruled that slaves were property and therefore could not sue in court, and that the Missouri Compromise was unconstitutional. ________________________________

74. This was the idea that states could leave the Union since they had freely joined the Union. _____________________________________________

75. This allowed slavery to be determined in two territories of the former Louisiana Purchase through Popular Sovereignty. ________________________________

76. This allowed California to enter as a free state, created a tough Fugitive Slave Act, and utilized the idea of popular sovereignty in the Southwestern territories. _________________________________

77. This was the idea that citizens in a territory could vote to determine if slavery should exist in that territory. It was proposed by Stephen Douglas ______________

Word Bank

- Kansas-Nebraska Act
- Dred Scott
- Popular Sovereignty
- Compromise of 1850
- Missouri Compromise
- secession
78. What are three characteristics/perspectives of the Northern states prior to the Civil War?
   A.
   B.
   C.

79. What are three characteristics/perspectives of the Southern Confederate states prior to the Civil War?
   A.
   B.
   C.

80. What role did the admission of new states have in contributing to the start of the Civil War?

81. Define secession.

82. When is your SOL test?
Civil War

83. What single event is considered the start of the Civil War?

84. Which two people held debates while campaigning for the Illinois Senate seat?

85. What happened in the south shortly after Abraham Lincoln was elected President?

86. What political party was formed after the fighting between pro- & anti-slavery forces in Kansas?

87. What was the last major battle of the war?

88. What did the Emancipation Proclamation do?

89. The Civil War put into question which was more important: the power of the federal government or __________ ____________.

Important People of the War

90. Circle all of the characteristics that apply to each person. Then, label the photos.

**Lincoln, A:** Union Confederate President General Abolitionist

**Lee, R:** Union Confederate President General Abolitionist

**Grant, U:** Union Confederate President General Abolitionist

**Douglas, F.:** Union Confederate President General Abolitionist

**Davis, J.:** Union Confederate President General Abolitionist
People of the war, con’t

91. DIRECTIONS: Write the person’s name that matches the description in each thought bubble. Use the names from the previous activity.

I am I won many victories after previous Union commanders failed.

I am I served as ambassador to Haiti after the Civil War.

I am I served as President of Washington College after the war.

I am I commanded the Army of Northern Virginia.

I am I urged Lincoln to recruit former slaves to fight in the Union army.

I am I think the union should be held together, with military force if necessary.

I am After Appomattox I urged Southerners to accept defeat and unite as Americans again.

I am When running for US Senator I did not want slavery to spread to new territories.
92. Write the statements in the box in the appropriate column on the chart.

<table>
<thead>
<tr>
<th><strong>Emancipation Proclamation</strong></th>
<th><strong>Gettysburg Address</strong></th>
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</thead>
<tbody>
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</tbody>
</table>

Issued after the battle at Antietam | Freed slaves in seceded Southern states
Written by Abraham Lincoln | US has a gov’t “of the people, by the people, and for the people”
U.S. is one nation, not a group of states | Ending slavery became a Northern war goal
Discouraged foreign interference in the war | Civil War meant to save the nation in which “all men are created equal”

The Economic and Social Impact of the Civil War
Read the passage and answer the questions that follow.

The Southern states were left embittered and devastated by the war. Farms, railroads, and factories were destroyed throughout much of the South. Richmond, Atlanta, and many other southern cities were in ruins. The south remained a backward, agriculture-based economy and the poorest section of the nation for many decades after the war. The North and Midwest emerged with strong and growing industrial economies. Their prosperity (wealth) laid the foundation for the sweeping Industrialization of the nation over the next half century. This Industrial Revolution would see the United States emerge as a global economic power by the beginning of the 20th Century.

93. At the end of the Civil War which area of the country was economically successful?

94. What was the foundation of the south’s economy at the end of the war?

95. What are two southern cities that experienced severe devastation from the war?
Matching: Reconstruction & Jim Crow

96. Ruling that ‘separate but equal” accommodations in the South were constitutional ______
97. Abolished slavery in the entire US ______
98. He became president after Lincoln was assassinated ______
99. Led an anti-lynching crusade in the South during the late 19th century (1800s) ______
100. Means separation of the races ______
101. A political faction (group) who took control of Reconstruction by militarily occupying the South ______
102. He supported vocational education for African-Americans ______
103. This ignored civil rights laws, allowed for segregation of Southern society, & prevented blacks from voting ______
104. This guaranteed equality for all citizens ______
105. He supported political equality and helped found the NAACP ______
106. He thought Confederacy should be quickly reunited with the Union & not punished ______
107. Radical Republicans wanted to guarantee civil rights for this group of people ______
108. Massive movement of blacks from the South to the North and West for jobs and to escape discrimination ______
109. Provided African-Americans males the right to vote ______
110. Event where Democrats “gave” the Republicans the presidency in return for ending military occupation of the South, effectively ending Reconstruction ______
111. Andrew Johnson was not removed from office, but Congress did ___________ him ______
112. After the Civil War, Southern states were not allowed back into the Union & faced this issue ______
113. He served as President for most of Reconstruction ______

A. 15th Amendment
B. segregation
C. military occupation
D. Radical Republicans
E. Abraham Lincoln
F. Booker T. Washington
G. Plessy v. Ferguson
H. Great Migration
I. 13th Amendment
J. Jim Crow Laws
K. impeached
L. W.E.B. DuBois
M. Ulysses S. Grant
N. Compromise of 1877
O. Ida B. Wells
P. 14th Amendment
Q. Andrew Johnson
R. African Americans
Unit 5: Industrialization and Immigration

Describing: Westward Expansion

DIRECTIONS: For each term write at least two facts. Use information from your notes, not the glossary!!

<table>
<thead>
<tr>
<th>Terms</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Cowboy</td>
<td>*</td>
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<tr>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Homestead Act of 1862</td>
<td>*</td>
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<tr>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Transcontinental Railroad</td>
<td>*</td>
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<tr>
<td>New technologies (give 2 examples)</td>
<td>*</td>
</tr>
<tr>
<td>*</td>
<td></td>
</tr>
<tr>
<td>New states</td>
<td>*</td>
</tr>
<tr>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

A. What do you think happened to Native Americans as more people moved westward following the Civil War?

B. What were two particular groups who moved westward after the Civil War?
Questions: Immigration

113. Before 1871, from which parts of Europe did most immigrants come? List 3 countries?

114. What did immigrants do to “assimilate” into American society?

115. What specific contribution did Chinese immigrants make toward the growth of America’s industrial power?

116. What two laws severely limited immigration to America?

117. What institution was very important in helping immigrants assimilate into society?

118. Where did immigrants have to go when they first arrived in America from Europe?

119. Cities quickly grew because of immigration. What are three changes or issues cities faced?

120. Why did immigrants come to America?

121. From which parts of the world did immigrants chiefly come after 1871? List three countries.

122. What is an ethnic neighborhood? What is a melting pot?

123. Which immigrant groups are associated with working in coal mines in the East?
Identifying: Industrialism

124. Circle the person associated with each innovation or invention.

Telephone: Henry Ford  Henry Bessemer  Alexander Graham Bell
Airplane: Thomas Edison  Wright Brothers  Andrew Carnegie
Steel process: Vanderbilt  Henry Bessemer  Thomas Edison
Light Bulb: James Watt  Thomas Edison  Henry Ford
Assembly line: Rockefeller  Alexander Bell  Henry Ford

125. Circle the industry associated with each industrialist.

Andrew Carnegie: finance  steel  railroads
Cornelius Vanderbilt: oil  railroads  finance
J.P. Morgan: finance  oil  steel
John D. Rockefeller: steel  railroads  oil

126. From where did America get the labor supply it needed during the late 1800s and early 1900s?

127. What are two ways government aided the growth of industry? (What kind of help did it provide?)

128. What was created that encouraged people to invest or start their own businesses?
Charting Information: Labor Unions
129. Fill in the chart below using your notes and the Word Bank.

<table>
<thead>
<tr>
<th>Union</th>
<th>Leader</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knights of Labor</td>
<td>Samuel Gompers</td>
<td></td>
</tr>
<tr>
<td>American Railway Union</td>
<td>Pauline</td>
<td>Women in garment industry</td>
</tr>
</tbody>
</table>

130. What improvements did labor eventually achieve for workers?

131. What is a muckraker?

132. What were working conditions like for laborers? Give 3 examples.

Matching
133. Strike in Chicago, Illinois involving American Railway Union

134. Strike in Pittsburgh, Pennsylvania involving steelworkers

135. Strike in Chicago, Illinois where the death of police breaks reputation of Knights of Labor

Word Bank
- Eugene V. Debs
- Terrence Powderly
- American Federation of Labor
- Skilled & unskilled laborers
- Homestead Strike
- Pullman Strike
- Haymarket Strike
Fill-ins: Progressives

137. During the ____________________________ many people tried to reform the way government and business operated. They wanted the government to be more __________________________ and therefore controlled by the people.

138. __________________________ were journalists who exposed the ugly truths about business practices and corrupt government officials. Perhaps the most influential writer was __________________________, whose book *The Jungle* exposed the horrors of the __________________________ industries.

139. Several steps were taken to reform the government. At the state level, the __________________________ made it possible for citizens to vote public officials OUT of office. The __________________________ allowed citizens to propose laws by getting voters to sign a petition. The __________________________ was very similar to popular sovereignty, in that citizens voted to pass or repeal laws.

140. At the national level, the __________________________ insured that voters would not have their political choices during elections known to everyone. __________________________ allowed citizens to vote for the political party’s candidates, rather than have the political party choose the candidate for the people.

141. The __________________________ provided for the direct election of __________________________, instead of the traditional method of having state legislatures choose them for the people.

142. Perhaps most importantly, the __________________________ gave __________________________ the right to vote. This major reform wouldn’t have been possible without the strong leadership of Jane Adams __________________________ Cady __________________________, and __________________________ B. __________________________.

143. The Progressive Movement continued under President Woodrow __________________________, whose domestic agenda was called the New Freedom. His most notable reforms were the __________________________ Act, as well as the 17th, 19th, and 20th Amendments.

144. Perhaps the primary reason the Progressive Movement ended was the entry of America into __________________________, which seriously distracted the nation’s attention from reform.
Use this word bank for the answers on page 28.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall</td>
</tr>
<tr>
<td>World War I</td>
</tr>
<tr>
<td>Elizabeth</td>
</tr>
<tr>
<td>Senators</td>
</tr>
<tr>
<td>Upton Sinclair</td>
</tr>
<tr>
<td>Primary elections</td>
</tr>
<tr>
<td>Anthony</td>
</tr>
<tr>
<td>17th Amendment</td>
</tr>
</tbody>
</table>

145. Write a cause or effect of the Progressive Movement in the corresponding column.

### Cause

<table>
<thead>
<tr>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ________________</td>
</tr>
<tr>
<td>B. ________________</td>
</tr>
<tr>
<td>C. Spousal abuse, degradation of the family, waste of family $</td>
</tr>
<tr>
<td>D. Lack of citizen participation in election of Senators</td>
</tr>
<tr>
<td>E. ________________</td>
</tr>
</tbody>
</table>
Unit 6: America at the Turn of the Century

DIRECTIONS: For each column, write the correct facts from the word bank below.

<table>
<thead>
<tr>
<th>Panama</th>
<th>Hawaii</th>
<th>China</th>
<th>Spanish-American War</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>*</td>
<td>*</td>
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<tr>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Word Bank

- Open Door Policy here
- Deposed (overthrown) monarchy
- US annexes Puerto Rico
- US claims a right to intervene in Cuba
- John Hay (US) wants equal trading rights for all countries
- Philippines annexed by the US
- Treaty to build canal here
- US annexed this territory
- US encouraged its independence from Columbia

146. In which part of the world did President Taft urge American banks and businesses to invest?

147. Who proposed the Open Door Policy? What does it urge foreigners to do?
   A.
   B.

148. If US investments were threatened, Taft stated the US would get involved. What term describes this?
World War I

DIRECTIONS: Circle the correct answer(s) for each statement.

149. WWI began in Europe in: 1918 1916 1914

150. He said America wanted to “make the world safe for democracy”: Kaiser Wilhelm W. Wilson F. D. Roosevelt

151. Prior to entering WWI, America was: neutral aggressive peaceful

152. Germany’s key ally was: France Austria-Hungary Russia

153. U.S. entered WWI because: German submarine warfare US wants to defeat Hitler US ties to Great Britain (circle two answers)

154. Great Britain’s allies were: Germany France Russia (circle two answers)

155. This country “lost”: Great Britain Germany United States

156. President Wilson’s ideas: League of Nations Treaty of Versailles Fourteen Points (circle two answers)

157. America entered the war in: 1914 1918 1917
158. DIRECTIONS: Use the word bank to fill in the chart.

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Fourteen Points</th>
<th>Treaty of Versailles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*</td>
<td>*Peace treaty with Germany</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facts:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
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<tr>
<td></td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

**Word Bank**

- Redraw national boundaries
- Freedom of sea
- New nations are formed
- Self-determination
- League of Nations established
- punish Germany
- Woodrow Wilson’s idea
- eliminate causes of war
- League of Nations
- mandate system

159. The U.S. **did**/did not join the League of Nations. Why?
   A. 
   B. 


Great Depression & New Deal

160. DIRECTIONS: List the causes and effects of the Depression in the chart below. There is no direct connection between causes & effects; each is just a list from that time period.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
<td>b.</td>
</tr>
<tr>
<td>c.</td>
<td>c.</td>
</tr>
<tr>
<td>d.</td>
<td>d.</td>
</tr>
<tr>
<td>e.</td>
<td>e.</td>
</tr>
<tr>
<td>f.</td>
<td>f.</td>
</tr>
<tr>
<td>g.</td>
<td>g.</td>
</tr>
</tbody>
</table>

**Word Bank**

| Not enough money in circulation | overspeculation |
| Farm foreclosures               | labor unions angry |
| Unemployment                    | Stock Market Crash |
| Failure of Federal Reserve to protect banks | homeless people |
| Banks closing                   | New Deal |
| Increased migration (looking for jobs) | High tariffs that hurt world trade |

**What is the New Deal?**

**How did the New Deal change America’s perception of the government?**
161. Matching

<table>
<thead>
<tr>
<th>FDIC</th>
<th>WPA</th>
<th>AAA</th>
<th>Social Security Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. A relief program giving people jobs. ____________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. A reform to fix bad banking practices. ____________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. A program to protect workers and the elderly. ____________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. A recovery program that provided aid to farmers. _________________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 7: World War II

Causes

DIRECTIONS: Complete the following activities relating to WWII.

162. What was the Lend-Lease Act?

163. Who were the Allies of the U.S. during WWII?

164. Who said Pearl Harbor was “a date that will live in infamy?”

165. Why was there tension between Japan and the US prior to 1941?

166. Who invaded Poland? (there are two countries)

167. What did Germany do in June of 1941 that surprised many?

168. What action did the US take while Hitler invaded the Netherlands, France, and bombed Britain? Why?
   A. 
   B. 

169. What was the impact on Pearl Harbor from Japan’s attack? Impact on the world?
   A. 
   B. 
170. Use your notes to fill in the chart.

<table>
<thead>
<tr>
<th>Axis War Strategy</th>
<th>Allied War Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Germany hoped to _____________ the Soviet Union quickly and gain control of its _______________</td>
<td></td>
</tr>
<tr>
<td>*Force ____________ out of the war through a bombing campaign</td>
<td></td>
</tr>
<tr>
<td>*Japan intended to _____________ Hawaii and ________________ after conquering Indonesia and ________________</td>
<td></td>
</tr>
<tr>
<td>*_________ tried to establish control of Southeast Asia &amp; Pacific region to force ___ to accept their dominance in region</td>
<td></td>
</tr>
</tbody>
</table>

171. **Chronology:** Put the following events in the correct order.

- Pearl Harbor
- Japan invades China & Manchuria
- D-Day
- Hiroshima/Nagasaki
- Germany invades Poland
- US enters WWII

Who are the 3 characters representing?

What are they doing? Does this cartoon accurately reflect this time period?
Battles Identifications

DIRECTIONS: Use the terms from the word bank on the next page to correctly identify the battle from WWII. Terms can be used one, two, or even three times.

172. Germany’s defeat from these two battles prevented it from getting oil supplies.

173. Fierce fighting between American and Japanese forces took place here.

174. This battle started on June 6, 1944.

175. The atomic bombs were dropped here in August of 1945.

176. This battle began liberating (freeing) Western Europe from German control despite high American casualties.

177. The British defeated Germany’s attempt to control Egypt and the Suez Canal.

178. This battle signified the end of Germany’s winning streak in the east.

179. Battle in which American navy defeats a much larger Japanese navy.

180. After this event, Japan surrendered so America did not need to invade Japan.

181. This battle pushes America to enter WWII.

182. Battle led by U.S. General Eisenhower which started in German-controlled France and spread east.

183. Harry S. Truman was president during this battle.

184. This battle began the US “island hopping” campaign which involved getting US forces close to Japan.

185. This battle took place on December 7, 1941.

186. This battle starts World War II.
### Major Battles of WWII

- Hiroshima/Nagasaki
- Invasion of Normandy (D-Day)
- Battle at Midway
- Stalingrad
- Pearl Harbor
- Invasion of Poland
- Iwo Jima and Okinawa
- El Alamein

### Minorities Matching:
Write the letter of the term next to description.

<table>
<thead>
<tr>
<th>DESCRIPTIONS</th>
<th>TERMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>187. Asian Americans who earned many military decorations (awards) during WWII</td>
<td>A. Mexican-Americans</td>
</tr>
<tr>
<td>188. Rosie the Riveter</td>
<td>B. Navajo</td>
</tr>
<tr>
<td>189. Fought in integrated units</td>
<td>C. Women</td>
</tr>
<tr>
<td>190. Communication codes used which Japanese could not break</td>
<td>D. Japanese Americans</td>
</tr>
<tr>
<td>191. Worked mostly in non-combat roles</td>
<td>E. African Americans</td>
</tr>
<tr>
<td>192. Worked strictly in non-combat roles</td>
<td>F. Nisei regiments</td>
</tr>
<tr>
<td>193. Placed in internment camps</td>
<td></td>
</tr>
<tr>
<td>194. Wanted victory in war &amp; equality at home</td>
<td></td>
</tr>
<tr>
<td>195. Replaced men in the workforce</td>
<td></td>
</tr>
<tr>
<td>196. Fought in segregated units</td>
<td></td>
</tr>
<tr>
<td>197. Tuskegee Airmen fought hard in Europe</td>
<td></td>
</tr>
</tbody>
</table>
Descriptions & Word Search: Imperialism to World War II

DIRECTIONS: Describe each term using information from your notes or the packet. DO NOT give textbook or Internet definitions. Then complete the Word Search.

198. John Hay
199. neutrality
200. New Deal
201. Hawley Smoot Act
202. League of Nations
203. Nisei
204. dollar diplomacy
205. Panama Canal

206. Franklin Roosevelt
207. foreclosure
208. El Alamein
209. Hawaii
210. Lend Lease Act
211. island hopping
212. Fourteen Points
213. Woodrow Wilson
Word Bank

John Hay    Dollar Diplomacy    neutrality
New Deal    Fourteen Points    foreclosure
Hawley Smoot Act    Franklin Roosevelt    Panama Canal
League of Nations    El Alamein    Nisei
Island hopping    Woodrow Wilson    Lend Lease Act
Hawaii

39
214. Fill in the chart.

<table>
<thead>
<tr>
<th></th>
<th><strong>Holocaust</strong></th>
<th><strong>Prisoners of War</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Victims</strong></td>
<td>*Jews, ____________, Slavs, ____________, &amp; &quot;undesireables&quot;</td>
<td>*</td>
</tr>
<tr>
<td><strong>Criminals</strong></td>
<td>*</td>
<td>Japanese</td>
</tr>
<tr>
<td><strong>Actions</strong></td>
<td>*</td>
<td>*Bataan Death March:</td>
</tr>
<tr>
<td></td>
<td>*Final Solution: ________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>________________</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>* ________________ Trials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Increased demand for Jewish nation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Japanese did not follow rules of ________________</td>
<td></td>
</tr>
</tbody>
</table>

215. What is genocide?

216. In which region were prisoners of war treated BETTER?
   - Europe
   - Pacific

217. How did Japanese soldiers respond to losing a battle?
Homefront Matching

218. Sentiment Americans felt toward Japanese Americans _______________________

219. Used to help cover the cost of the war ________________________________

220. Where Japanese Americans from West Coast were sent during WWII ________________

221. Limiting products to consumers to maintain essential supplies for war effort _________________

222. Moved to cities looking for jobs in war factories _______________________________

223. Used to keep Americans focused on & supporting war effort _________________________

224. Used to get men into military service ________________________________

225. Action by factories shifting from consumer to military products ________________________

226. Nickname for women working in a “man’s” job ________________________________

A. Rationing  
B. Retool  
C. Media  
D. War bonds  
E. Rosie the Riveter  
F. Internment camps  
G. Selective service  
H. African Americans  
I. prejudice
Unit 9: Cold War

227. What regions of Europe did the Soviet Union occupy after World War 2?

228. Who occupied West Germany? What kind of government was installed there?
   A.
   B.

229. Who occupied East Germany? What kind of government was installed there?
   A.
   B.

230. Which country occupied Japan after World War Two? What kind of government was installed?
   A.
   B.

231. What was the purpose of the United Nations?

232. Explain the purpose of the Marshal Plan.

233. What two beliefs are at odds (against each other) during the Cold War? Record characteristics of each in the t-chart.
234. When does the Cold War start? End?

235. What was the Truman Doctrine?

236. Why was NATO and Warsaw Pact formed? Who was on each alliance? What kind of government dominated the countries in each organization?
   A.
   B.
   C.

237. What was a serious threat throughout the Cold War?

238. Who adopted the policy of massive retaliation? What does it mean?

Matching: Cold War Facts ...some are used more than once.

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>239. First person to land on the moon. _____</td>
<td>A. macarthyism</td>
</tr>
<tr>
<td>240. Said, &quot;Ask not what your country can do for you, but what you can do for your country.&quot; _____</td>
<td>B. John F. Kennedy</td>
</tr>
<tr>
<td>241. Area that economically benefited from Cold War spending. _____</td>
<td>C. Vietnamization</td>
</tr>
<tr>
<td>242. Forced out of office by the Watergate Scandal. _____</td>
<td>D. John Glenn</td>
</tr>
<tr>
<td>243. Replacing American troops with South Vietnamese troops. _____</td>
<td>E. Richard Nixon</td>
</tr>
<tr>
<td>244. Said US would, &quot;pay any price, bear any burden,...oppose any foe...to assure ...success of liberty. _____</td>
<td>F. Neil Armstrong</td>
</tr>
<tr>
<td>245. Making a false accusation based on false or no evidence. _____</td>
<td>G. Hampton Roads</td>
</tr>
<tr>
<td>246. First person to orbit the moon. _____</td>
<td></td>
</tr>
</tbody>
</table>
## Impact of the Cold War

<table>
<thead>
<tr>
<th>Korea</th>
<th>Vietnam</th>
<th>Cuba</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*Result of US containment policy</td>
<td>*Bay of Pigs invasion by former Cubans to overthrow Castro failed</td>
<td>*</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
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<tr>
<td>*</td>
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<td>*</td>
</tr>
<tr>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>South Korea not communist, North Korea is communist</td>
<td>US military veterans not treated well after war</td>
<td>Lots of money spent on military—benefited VA’s economy</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>
**Word Bank for Impact of Cold War Chart**

<table>
<thead>
<tr>
<th>Nearly brought world to nuclear war</th>
<th>early 1950s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975 country is united &amp; communist</td>
<td>Fidel Castro led communist revolution late 1950s</td>
</tr>
<tr>
<td>American military successes, but forced to fight</td>
<td>Increased fear of communism from convictions of</td>
</tr>
<tr>
<td>A limited war</td>
<td>Alger Hiss &amp; Rosenbergs for spying for USSR</td>
</tr>
<tr>
<td>Ended in a stalemate</td>
<td>Nixon’s Vietnamization to withdraw US military fails</td>
</tr>
<tr>
<td>School drills for nuclear attacks &amp; bomb shelters</td>
<td>result of US containment policy</td>
</tr>
<tr>
<td>Kennedy ordered missiles removed &amp; USSR</td>
<td>Joseph McCarthy accused many of being communist</td>
</tr>
<tr>
<td>Eventually does</td>
<td>based on limited evidence</td>
</tr>
<tr>
<td>US helped South Vietnam resist communism</td>
<td>fear of communist and nuclear war</td>
</tr>
<tr>
<td>1962 USSR put missiles here</td>
<td>American military buildup by presidents Kennedy &amp;</td>
</tr>
<tr>
<td>Increased spending for space program</td>
<td>Johnson</td>
</tr>
<tr>
<td>US citizens divided in its support for this war</td>
<td>Chinese support this country’s communist group</td>
</tr>
</tbody>
</table>

**More Cold War Era Questions**

248. Who was assassinated in 1963?

249. Which American president campaigned on the idea that he would end the Vietnam War?

250. Which two communist nations were NOT allies?

251. In America, where was the greatest opposition to the Vietnam War?
End of the Cold War: Use the word bank to fill in the passage.

**INTERNAL PROBLEMS OF THE SOVIET UNION**

While the Soviet Union attempted to spread the Communist Revolution to Afghanistan and Nicaragua, and keep up with the Space Race, it became increasingly more difficult for the Soviet people to get the simple everyday goods everyone needs to live. This economic inefficiency, increased military expenses, and opposition to the Afghanistan War caused many Russians to lose their faith in the Communist Party. Nationalism began to spread through the non-Russian Soviet republics as well as the Warsaw Pact countries, all of them eager to live their lives on their own terms. In a historic speech recognizing the economic and political decay weakening the Soviet System, President Gorbachev struck at the concrete symbol of the Iron Curtain, the Berlin Wall. In this speech he said, “Mr. Gorbachev, tear down this wall.”

Sensing the mood of the people, Soviet Premier Mikhail Gorbachev began a series of reforms. Glesnost, “openness” was intended to allow more freedom of the press, and autonomy throughout the Soviet Republics and Warsaw Pact countries. Perestroika, or “economic restructuring” allowed small businesses to emerge in the Soviet Union. These fast paced reforms represented the Soviets attempt to move their economy away from a Socialist economy and towards a Capitalist (free market) economy.

**THE COLLAPSE OF THE SOVIET UNION**

Gorbachev’s reforms were too little, too late. By the late Eighties the Soviet economy was in shambles. The Soviets could not match President Reagan’s military spending, could not afford the war in Afghanistan, and could not feed or clothe its own people, much less the Warsaw Pact countries. The Warsaw Pact countries were the first to pull away from the Soviet Union. Mass protests, combined with new political parties emerging through Glasnost, lead to elections that voted out the Communist Party. In Berlin the East Germans stopped manning the Wall and in 1989 citizens from both sides tore it down brick by brick.

In Moscow the KGB, the Soviet version of the CIA, attempted to overthrow Gorbachev but the coup failed. Bankrupt, the Soviet Union broke apart. A Russian Federation and several central Asian countries emerged from the destroyed Soviet Union. Today many of the ex-Warsaw Pact countries have joined an expanded NATO. Its new mission seems to be maintaining order in the new European Union.

During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism.

The Cold War was over. The US claimed victory over the Soviet Union and Communism. China, Vietnam, North Korea, and Cuba are still Communist though.
Units 8 and 10: Civil Rights & Modernization

**Across**
3. First female Supreme Court Justice
8. He gave the “I have a dream speech”
10. This president helped pass the Voting Rights Act and the Civil Rights Act
11. First female astronaut in the US
13. The Civil Rights Act of 1964 _____ public accommodations
14. Cable tv, CNN, personal computers, Internet, and this are examples of technological advances
15. This prohibited discrimination based on race, religion, nationality, and gender
16. An issue working women face
17. The Voting Rights Act of 1965 outlawed these required tests
18. Leader of NAACP’s legal team in Virginia

**Down**
1. This group challenged segregation through legal court cases
2. In 1963 participants peacefully marched here supporting civil rights
4. Jobs that are low paying, low prestige are said to be in the _____ ghetto
5. Term for whites leaving city school systems that were desegregated
6. More immigrants are coming from Asia and here
7. _____v Board of Education was a Supreme Court case claiming segregated schools were unequal
8. He led the NAACP’s legal defense team
9. One effect of increased immigration is _____ education
12. Instead of integrating some school systems chose to close
13. Term that means blacks could use facilities that were previously all-white