

Unit 4 Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

_____ 1. Chapter 14

What led to the flood of Irish immigrants entering the United States in the mid-1840s?

- a. potato blight
- b. unsafe working conditions
- c. religious persecution
- d. violent revolution

_____ 2. What did the Know-Nothing Party support?

- a. one year residency period before immigrants could gain U.S. citizenship
- b. border patrol to keep sick foreigners from bringing diseases into the country
- c. immigration restrictions to protect the jobs and culture of native-born Americans
- d. education for immigrants who wanted to be involved in the political process

_____ 3. The majority of German immigrants who came to the United States in the late 1840s came because the United States had

- a. high-paying skilled jobs.
- b. economic opportunity and freedom from government control.
- c. freedom of religion.
- d. political refuge and support for the revolutionaries at home.

_____ 4. The temperance movement was a

- a. faith-based initiative to restrict the use of alcohol to religious ceremonies.
- b. commercial bid to ban the manufacture of hard liquor and beer by private sellers.
- c. scientific study of the side-effects of daily alcohol consumption on adult males.
- d. reform effort to urge people to use self-discipline to stop drinking hard liquor.

_____ 5. During the mid-1800s, the rate at which a city grew was closely linked to

- a. how accepting the citizens in the region were of immigrants.
- b. the number of manufacturing jobs available in the region.
- c. how suitable the land in the region was for growing cash crops.
- d. the number of middle class women having babies in the region.

_____ 6. In the mid-1800s, which city dwellers most commonly lived in tenements?

- a. skilled workers
- b. immigrants
- c. sanitation workers
- d. farmers

- _____ 7. Which of the following was commonly found in American cities in the mid-1800s?
- criminal activity
 - public fire departments
 - crowded subways
 - sanitation services
- _____ 8. In late 18th century America, the Second Great Awakening was a period of
- rebirth that led to the development of a culture centered on education.
 - Christian renewal that began in the northeastern United States.
 - reform that focused on improving the quality of life of the poor.
 - American revival that brought back pre-Revolutionary War traditions.
- _____ 9. What did reformer Dorothea Dix do to contribute to the prison reform movement in the early 1800s?
- spoke of the horrid conditions of prisons and inspired the building of separate facilities for the mentally ill
 - founded an organization of women that worked together to provide education for imprisoned criminals
 - organized many protests in hopes of motivating the government to build separate facilities for child offenders
 - brought America's attention to the need for prison reform by writing novels detailing the condition of prisons
- _____ 10. Which of these contributions did Horace Mann make to the education reform movement in the 19th century?
- He developed new ways of instructing students with handicaps.
 - He fought for improvements to the education of women.
 - He extended the length of the school year.
 - He was responsible for the integration of public schools.
- _____ 11. What was the goal of the American Anti-Slavery Society?
- provision of economic assistance for free African Americans
 - relocation of all southern slaves to free land in the North
 - punishment for the inhumane treatment of slaves by slaveholders
 - immediate emancipation and racial equality for African Americans
- _____ 12. What contribution did Harriet Tubman make to the antislavery movement?
- As a conductor on the Underground Railroad, she led many fugitive slaves to freedom.
 - She lectured members of the American Anti-Slavery Society about the evils of slavery.
 - As the founder of a southern antislavery group, she helped stage many peaceful slave strikes.
 - She wrote many essays persuading southern slaveholders to join the abolition movement.

- _____ 13. Which factor was largely responsible for making emancipation almost impossible in the South in the early 1800s?
- sectionalism linked to the division between the North and South
 - the South's economic dependence on slavery
 - slaveholder's political influence in the nation's capital
 - promotion by northern Christians of religious justifications for slavery
- _____ 14. Members of the common-school movement believed that all children should
- learn in the same place regardless of their backgrounds.
 - receive the bulk of their education at home.
 - learn a trade in school rather than study academic subjects.
 - attend school for eight hours a day, every day.
- _____ 15. What argument did some women make against the movement for equal rights?
- Public speaking and political activism were unladylike.
 - Inequality between the sexes was natural and good.
 - Social and moral reform should come from within the home.
 - Women and men were different rather than unequal.
- _____ 16. Chapter 12
- Why were changes to manufacturing needed in the mid-1700s?
- Factory owners were not satisfied with the size of their profits.
 - Demand was greater than the available supply of goods.
 - Workers were not satisfied with the level of their daily wages.
 - Traders faced higher shipping prices for smaller amounts of goods.
- _____ 17. The Seneca Falls Convention in 1848 was significant because it
- forced the government to discuss petitions against slavery.
 - marked the start of the organized women's rights movement.
 - granted women the right to participate in the voting process.
 - revealed the need for temperance and educational reforms.
- _____ 18. The telegraph was significant because it
- enabled people to send news quickly from coast to coast.
 - led to the invention of the railroad system.
 - benefited from the work of international scientists.
 - made its inventor a very wealthy and famous man.
- _____ 19. The Industrial Revolution is best defined as a
- period of rapid growth during which machines became essential to industry.
 - series of explosive encounters between workers and wealthy factory owners.
 - time of great excitement about mechanical approaches to controlling Nature.
 - period of turmoil and upheaval within the United States government.

- _____ 20. Why were more American textile mills built in the North than in the South?
- The South charged higher taxes on industry.
 - The North had more rivers to provide power.
 - The North attracted skilled English immigrants.
 - The South was not interested in expanding agriculture.
- _____ 21. What was Eli Whitney's influence on American manufacturing?
- He designed a way to produce inexpensive clocks.
 - He served as President Adams' secretary of war.
 - He came up with the idea of interchangeable parts.
 - He argued that all manufacturing should be done by hand.
- _____ 22. What was one argument given by Secretary of the Treasury Albert Gallatin about why there were so few factories in the United States?
- Urban areas were too messy to attract American workers from rural areas.
 - There was a high availability of farmland in the United States.
 - American factory workers were willing to work for low pay.
 - The United States could not support industries such as iron production.
- _____ 23. How did the War of 1812 help American manufacturing?
- The government built factories to produce needed uniforms and weapons.
 - Tariffs on foreign goods encouraged Americans to buy domestic goods.
 - Foreign goods became too expensive so politicians placed tariffs on them.
 - The government boycotted British products that Americans also produced.
- _____ 24. Which statement best describes working conditions at the mills?
- Workers were fired after a single absence, forcing replacements to operate machinery they were not properly trained to use.
 - Each worker was free to choose the time at which the workday began so long as 8 to 10 hours of work a day were completed.
 - Workers suffered from health problems, such as chronic cough, due to unsafe conditions.
 - Workers were fed three times a day to keep them strong and their health was a top priority of caring managers and investors.
- _____ 25. The Transportation Revolution was a period of
- rebellion against foreign countries' use of American shipping lanes.
 - economic depression brought on by inferior modes of travel.
 - public disapproval of traditional modes of transit.
 - rapid growth in the speed and convenience of travel.
- _____ 26. Two new forms of transportation invented during the Transportation Revolution were the
- steam-powered train and the steamboat.
 - horse-drawn railcar and the motorboat.
 - covered wagon and the sailboat.
 - automobile and the clipper ship.

- _____ 27. What main benefit did the Transportation Revolution bring to trade?
- It provided more jobs for American workers.
 - It enabled goods to travel quickly across the United States.
 - It made the public more interested in cross-country travel.
 - It made foreign countries less willing to trade with the United States.
- _____ 28. What did the Supreme Court decide in the case of *Gibbons v. Ogden*?
- Aaron Ogden could monopolize the steamboat business in New York.
 - Thomas Gibbons' federal license had priority over Aaron Ogden's state license.
 - Travel licenses had to be granted by the federal government to be legitimate.
 - Thomas Gibbons had to share use of the New York waterway with Aaron Ogden.
- _____ 29. Why did locomotives make a powerful impression on passengers?
- The trains constantly flew off the railroad tracks.
 - The trains traveled faster than most people had ever gone.
 - Trains were a safer mode of transportation than horse-drawn wagons.
 - Trains always arrived on schedule.
- _____ 30. How did technological developments during the Industrial Revolution enable people to build factories almost anywhere?
- Trains could bring raw materials to and ship finished goods from virtually any area worth living in.
 - The shift to steam power meant factories no longer had to be built near streams, rivers, or waterfalls.
 - Trains and steamboats spread the population out so that any factory had a ready supply of workers.
 - The invention of the telegraph put factory managers and their city-based investors within easy reach.
- _____ 31. In the mid-1800s, most of America's industry was located in the
- Northeast.
 - South
 - West.
 - Midwest.
- _____ 32. In the mid-1800s, companies began to mass-produce earlier inventions. What effect did this have on families?
- They could buy items they could not afford in the past.
 - They could store fresh food safely for longer periods.
 - Their everyday lives became more complicated.
 - Families began creating their own inventions.

- _____ 33. Who was Sarah G. Bagley?
- She set the record for time spent by a Lowell girl in the original Waltham textile mill.
 - She fought to bring the 10-hour working day of public employees to private business employees.
 - She banned from the labor movement any worker who contracted to work longer hours.
 - She presented a case against child labor to textile mill owners throughout New England.
- _____ 34. *Gibbons v. Ogden* was a Supreme Court case about which of the following?
- interstate trade
 - states' rights
 - travel licenses
 - monopolies
- _____ 35. Chapter 13
- Why did the value of slaves drop in the South following the American Revolution?
- Crop prices fell and the demand for slaves decreased.
 - Slaves launched rebellions throughout the South.
 - Slaves began to escape to the North.
 - The practice of slavery became unpopular in the South.
- _____ 36. Why did southern cotton planters rely on the region's rivers to ship goods?
- The transportation revolution had introduced the flatboat.
 - The lack of roads made shipping by land very difficult.
 - The new railroad transport was still too costly.
 - The traffic on roads made road travel time consuming.
- _____ 37. What was responsible for increasing the domestic slave trade in the early 1800s?
- Stronger types of cotton began to emerge as a result of crossbreeding.
 - An act of Congress banned the importation of slaves into the country.
 - Some leaders wanted the South to grow a greater variety of cash crops.
 - Farmers eager for profits headed west in search of land to grow cotton.
- _____ 38. Why did industry remain a minor part of the southern economy after the 1840s?
- Planters received tax cuts to cultivate crops.
 - Planters preferred to perform manual labor.
 - Both England and the North could produce goods more cheaply.
 - The South did not have the resources to set up factories.
- _____ 39. In the first half of the 1800s, what portion of white southern families had slaves?
- one-third
 - one-half
 - two-thirds
 - three-quarters

- _____ 40. Why did many southern cities and states pass laws to limit the rights of freed slaves?
- State governments wanted to teach the lesson that freedom brings responsibility.
 - Southern citizens feared freed slaves would try to encourage slave rebellions.
 - White churches were losing members to the independent church movement.
 - Lawmakers felt freed slaves had not earned the benefits of citizenship.
- _____ 41. How was life in southern cities similar to plantation life in the 1800s?
- Public education was widely available.
 - Local governments funded water systems.
 - Slaves did most of the work.
 - Business owners maintained streets.
- _____ 42. Free African Americans in the 1860s could
- travel nationwide without restriction.
 - vote in presidential elections.
 - hold any job they desired.
 - engage in business transactions.
- _____ 43. Unlike slaves on the plantations, slaves working in the planters' houses usually
- received payment.
 - had better food, clothing, and shelter.
 - worked shorter hours.
 - did not work when they were sick.
- _____ 44. Many planters used the gang-labor system, in which all field hands
- were trained to do different tasks.
 - focused on the same task at the same time.
 - worked in shifts throughout the day.
 - decided how to organize the day's work.
- _____ 45. What advantage did skilled slaves have over unskilled slaves?
- working shorter hours
 - moving from plantation to plantation
 - living in their owner's house
 - earning money to buy their freedom
- _____ 46. How did most planters encourage slave obedience?
- by offering rewards of better food, clothing, and shelter
 - through physical punishments
 - by withholding payment for work completed
 - through incentives such as education
- _____ 47. What were slave codes?
- strict state laws that controlled the actions of slaves
 - a secret language slaves used to communicate
 - a set of rules for slave behavior set by a council of planters
 - the policy of slaves to always help one another

- ___ 48. What would a slave have worried about most when coming up for auction?
- the size of the new master's plantation
 - the type of work required by the new master
 - the fate of parents, brothers, sisters, and children
 - the religious life of the new community
- ___ 49. How did enslaved parents pass their culture down to their children?
- They told the children biblical tales of the exodus from slavery.
 - They told folktales with traditional characters and morals.
 - They taught children Christian songs about freedom.
 - They showed their children how to outsmart slaveholders.
- ___ 50. Slaves most often ran away from slaveholders in order to do what?
- attend church
 - get medical attention
 - visit relatives
 - study in secret
- ___ 51. In what way did slaves rebel against long working hours?
- They slowed down their work in the fields.
 - They hid their masters' whips and chains.
 - They prayed for God to teach masters the virtue of equal treatment.
 - They stole books from their masters and taught themselves to read.
- ___ 52. Nat Turner's Rebellion was the
- most effective revolt at stemming the spread of slavery.
 - most violent slave uprising in the United States.
 - least popular political revolt in U.S. history.
 - least damaging uprising to the abolitionist cause.
- ___ 53. Free African Americans in the 1860s could
- travel nationwide without restriction.
 - vote in presidential elections.
 - hold any job they desired.
 - engage in business transactions.
- ___ 54. Why were slaves uneducated?
- Slaves had no time to study.
 - Teaching slaves did not pay well.
 - Slaves wanted to keep an oral tradition.
 - Teaching slaves was prohibited in most states.

Completion*Complete each statement.*55. Chapter 14

The _____ was a movement of Christian renewal that swept through the United States during the 1790s and early 1800s. (Great Awakening/Second Great Awakening)

56. _____ traveled throughout the United States preaching about the injustices of slavery and fighting for women's rights. (Biddy Mason/Sojourner Truth)

57. _____ led a campaign to change laws concerning a woman's right to own property. (Susan B. Anthony/Catharine Beecher)

58. The growth of industry and cities in the United States led to the development of a new social class called the _____. (middle class/working class)

59. _____, Massachusetts's first secretary of education, founded the _____ movement. (Horace Mann, common-school/Lyman Beecher, charter school)

60. Chapter 12

While the _____ system depended on hiring families to work in the mills, the _____ system depended on hiring young, unmarried women from local farms. (Rhode Island, Lowell/Lowell, Rhode Island)

61. A _____ was an organization of workers with a specific skill or from a single factory who tried to improve pay and working conditions for members. (trade union/guild)

62. Samuel Morse's invention of the _____ enabled people to send news quickly from coast to coast. (telephone/telegraph)

63. While the _____ system depended on hiring families to work in the mills, the _____ system depended on hiring young, unmarried women from local farms. (Rhode Island, Lowell/Lowell, Rhode Island)

64. Chapter 13

The _____ was an area stretching from South Carolina to Texas that grew most of the country's cotton crop. (cotton boom/cotton belt)

65. _____ owned small farms and often worked alongside their slaves. (Planters/Yeomen)

Name: _____

ID: A

66. In order to keep the soil rich and productive, agricultural scientists recommended _____, which means changing the crop grown on a section of land every few years. (field rotation/crop rotation)
67. The South's first major cash crop was _____. (cotton/tobacco)
68. Some historians called slave religion the _____. (secret creed/invisible institution)
69. Religion boosted the hopes of slaves, who sang emotional Christian songs called _____. (spirituals/folktales)

Short Answer

70. Chapter 14
CLT 4-1, 4-4, 4-5: What was the Second Great Awakening and what were two (2) of the reform movements did it help inspire in the 1800s? Must list goals and accomplishments of each movement.

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71. Chapter 12, 13, and 14
CTL 3-1 Briefly describe the difference and similarities between the North and the South before the Civil War. In your description, please reference the following: Immigration, transportation and infrastructure, basis of economy, race and class relations, and labor force.

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Name: _____

ID: A

72. Chapter 12

CLT 3-1: What is the Industrial Revolution and how did it affect Americans' lives?

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73. Chapter 13

Briefly describe ways that slaves resisted the institution of slavery and strategies used to punish slaves. Include 2 of each on how slaves resisted and types of punishment.