

Answer Keys

Chapter 1: Historical Understandings

Lesson 1: Turn-of-the-Century America

Coached Example

1. C DOK 2
2. B DOK 1
3. C, E DOK 2

Lesson Practice

1. D DOK 2
2. D, E DOK 2
3. C DOK 2

Document-Based Question

Discussion questions to use before students respond to the prompt:

1. Why do people build canals? Possible response: *People build canals to connect two bodies of water. Canals are often made so ships can have a way of getting from one body of water to another.*
2. Where is Panama located? Possible response: *Panama is in the southernmost part of Central America.*
3. What is the size and shape of Panama, and what bodies of water is it near? Possible response: *Panama is a small country. It is a long skinny country located between two oceans, the Atlantic and the Pacific.*

Have students respond to the prompt. Their answers will vary. Students should note that the United States wanted ships to be able to reach their destinations more easily and in less time. Access to shorter and quicker transit through the Panama Canal helped many nations. The map supports the idea that ships were no longer required to sail all the way around great landmasses in order to reach a destination. DOK 3

Lesson 2: World War I

Coached Example

1. C DOK 1
2. A, C, D DOK 2
3. B DOK 2

Lesson Practice

1. B DOK 1
2. Part A: C DOK 2
Part B: A

Document-Based Question

Discussion questions to use before students respond to the prompt:

1. What were telegrams? How did people use them? Possible response: *Telegrams were messages that were sent over electronic wires. Using telegrams was one of the few ways people could quickly communicate over long distances.*
2. What was the relationship like between the United States and Mexico around the time of World War I? Possible response: *The United States and Mexico had become friends by the time of World War I, but they had had a history of past conflict over borders and territory.*
3. Why did the United States want to stay out of World War I? Possible response: *The United States had a policy of isolationism and wanted to remain neutral, especially since the war was being fought in Europe.*

Have students respond to the prompt. Their answers will vary. Possible response: *This quote says that if Mexico becomes an ally of Germany, then Germany will support Mexico taking back Texas, New Mexico, and Arizona. This telegram caused the United States to enter the war against Germany.* DOK 4

Lesson 3: America after World War I

Coached Example

1. C DOK 1
2. B DOK 2
3. B DOK 1

Lesson Practice

1. A, D DOK 1
2. D DOK 2
3. B DOK 2

Critical Thinking Question

Discussion questions to use before students respond to the prompt:

1. How did mass production affect the speed with which products could be made? Possible response: *Mass production allows products to be produced more quickly and efficiently.*

2. How did mass production affect the price of goods? Possible response: *Because items could be produced more quickly and efficiently, it cost less to make the items. This change meant that goods could be sold at cheaper prices than was possible before mass production.*

Have students respond to the prompt. Their answers will vary. Students may draw conclusions about how the mass production of the product changed how people lived or traveled, or they may discuss how mass production changed U.S. culture. For example, students may make connections between the mass production of the radio and the rise of radio as a form of mass entertainment. DOK 3

Lesson 4: The Great Depression and the New Deal

Coached Example

1. B DOK 2
2. D DOK 1
3. A DOK 1

Lesson Practice

1. B, D DOK 2
2. B DOK 2
3. A DOK 2

Document-Based Question

Discussion questions to use before students respond to the prompt:

1. How did the Great Depression affect many Americans? Possible response: *Many Americans struggled to make a living during the Great Depression. People lost their money and their jobs, and they struggled to afford to be able to feed their families.*
2. What was the New Deal? Possible response: *The New Deal was President Franklin Roosevelt's plan to help put people to work during the Great Depression. It was series of government-sponsored programs.*
3. Why would someone struggling during the Great Depression need hope? Possible response: *People without adequate money or resources to have housing or food would likely be worried and unhappy. These people would need a reason to think that life will get better in order to have hope and a positive outlook for the future.*

Have students respond to the prompt. Their answers will vary. Students should indicate recognition of the following: President Roosevelt is referencing recovery from the Great Depression and the efforts made under the New Deal; people of the nation needed to be made aware of the government's care and resolve during this time to have hope and be inspired to move forward with their lives. In the quote, President Roosevelt recognizes that people lack sufficient clothing, housing, and food. He expresses his intent to help those in need, rather than to help those who already have a great deal of wealth. DOK 3

Lesson 5: World War II

Coached Example

1. A, D DOK 2
2. D DOK 2
3. D DOK 1

Lesson Practice

1. B, D DOK 2
2. D DOK 2
3. Part A: C DOK 2
Part B: C

Document-Based Question

Discussion questions to use before students respond to the prompt:

1. Why did women need to work in greater numbers during World War II? Possible response: *Many men had left their jobs in order to go fight in the war. As a result, many jobs in factories were left open. Women were needed to fill those jobs.*
2. Before World War II, how did Americans typically view women's roles? Possible response: *Many Americans, especially middle-class Americans, thought the ideal role for a woman was as a wife and mother who oversaw a household.*

Have students respond to the prompt. Their answers will vary. Possible response: *Before World War II most middle-class women focused on taking care of their households. Many people did not think that women should do the same jobs as men. During the war, there was no one else to do the work, so women took over. The poster shows a new kind of woman. A woman who is strong and can do men's jobs. After the war was over, many women who had held jobs outside the home still wanted to work away from home. American attitudes toward women's work started to change. Women had shown that they could do all kinds of jobs.* DOK 3

Lesson 6: The Cold War Era

Coached Example

1. C DOK 1
2. B DOK 2
3. D, E DOK 2

Lesson Practice

1. A DOK 2
2. B DOK 2
3. A DOK 1
4. C DOK 2

Document-Based Question

Discussion questions to use before students respond to the prompt:

1. Where is Cuba located in relation to the United States? Possible response: *Cuba is an island in the Atlantic Ocean. Cuba is located about 90 miles south of Florida.*
2. What was the relationship between the United States and U.S.S.R. like at this time? Possible response: *Both countries were very powerful, but each nation had a vastly different idea of how to operate its government and economy. Because of these differences, they had a tense relationship and competed for influence.*
3. Why does President Kennedy call the changes in Cuba an "explicit threat"? Possible response: *Explicit means direct and open. Cuba allowing the U.S.S.R. to keep dangerous weapons so close to the United States was a direct and open threat to the United States.*

Have students respond to the prompt. Their answers will vary. Possible response: *President Kennedy's reason for wanting missiles removed from Cuba is that they were a threat to the "peace and security of all the Americas." He justified his reason by saying that these missiles must never be used against any country. He referred to them as a "reckless threat to world peace." Cuba is , about 90 miles away from U.S. soil. The possible release of these missiles thus presented a real danger to U.S. citizens. Also, since these missiles were nuclear weapons of "sudden mass destruction," the effect on Americans and perhaps even Cubans could have been devastating. In addition, the President hoped to prevent all-out nuclear war by having the missiles removed. DOK 3*

Lesson 7: Culture and Society from 1950 to 1975

Coached Example

1. B DOK 1
2. B DOK 1
3. D DOK 1

Lesson Practice

1. A, C DOK 2
2. D DOK 2
3. B DOK 1

Critical Thinking Question

Discussion questions to use before students respond to the prompt:

1. Why was *Brown v. Board of Education* an important case in U.S. history? Possible response: *Brown v. Board of Education was the case in which "separate but equal" was ruled to be unconstitutional. The ruling paved the way for schools to be integrated.*
2. Why was Rosa Parks an important person? Possible response: *Rosa Parks was an African American woman who refused to move to the back of a public bus. She was arrested and her actions helped spark the Montgomery Bus Boycott. The Montgomery Bus Boycott eventually helped lead to making segregation on buses illegal.*
3. Why was Dr. Martin Luther King, Jr., an important figure? Possible response: *Dr. King was an African American minister who spoke out about civil rights. He was a leader of the Civil Rights Movement who led marches and other activities. He also made persuasive speeches.*

Have students respond to the prompt. Their answers will vary. Possible response: *Three events that were important to the Civil Rights Movement were the Brown v. Board of Education decision, the March on Washington, and Rosa Parks not giving up her seat on the bus. Brown v. Board of Education was important because it made "separate but equal" unconstitutional and helped end Jim Crow laws. Rosa Parks's action in Montgomery was important because it contributed to the Montgomery Bus Boycott and showed that people can bring about change. The March on Washington was important because many thousands of people attended to demand civil rights. Dr. Martin Luther King gave his famous "I Have a Dream" speech at the March and it inspired greater support for the movement. DOK 3*

Lesson 8: Developments from 1975 to 2001

Coached Example

1. A DOK 1
2. C DOK 1
3. D DOK 2

Lesson Practice

1. C DOK 2
2. Part A: B DOK 2
Part B: B

Document-Based Question

Discussion questions to use before students respond to the prompt:

1. Why was President Bush giving a speech on September 11, 2001? Possible response: *Terrorists had attacked the United States in New York and Washington, D.C., by crashing planes into buildings. President Bush was giving a speech in response to those attacks.*
2. Why were these attacks considered an attack on freedom? Possible response: *The United States is considered to be a symbol of freedom and democracy around the world. So an attack on the United States was considered to be an attack on U.S. ideals and its way of life.*

Have students respond to the prompt. Their answers will vary. Possible response: *President Bush made this speech because of the terrorist attacks on September 11, 2001. Terrorists took over planes and used them to attack places on U.S. soil, including the World Trade Center in New York. They wanted to frighten Americans. President Bush asks listeners to work to support shared U.S. values. He asks them unite to support peace. He also asks them to defend freedom.* DOK 3

Chapter 1 Review

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|----------------------------|-------|---------|
| 1. A, C | DOK 2 | SS8H1.a |
| 2. B | DOK 1 | SS8H1.c |
| 3. B | DOK 1 | SS8H2.a |
| 4. C | DOK 1 | SS8H2.b |
| 5. A, D, E | DOK 2 | SS8H3.b |
| 6. B | DOK 2 | SS8H4.b |
| 7. A | DOK 2 | SS8H4.f |
| 8. D | DOK 2 | SS8H5.b |
| 9. C | DOK 1 | SS8H5.c |
| 10. Part A: D
Part B: C | DOK 2 | SS8H6.b |

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|----------------------------|-------|---------|
| 11. A, C, F | DOK 2 | SS8H6.b |
| 12. Part A: A
Part B: B | DOK 2 | SS8H7.b |

Chapter 2: Geographic Understandings

Lesson 9: Places in the United States

Coached Example

1. D DOK 2
2. A DOK 1
3. D DOK 2

Lesson Practice

1. C DOK 2
2. D DOK 2
3. Part A: B DOK 2
Part B: B

Critical Thinking Question

Discussion questions to use before students respond to the prompt:

1. What geographic features are near Pittsburgh? Possible response: *Pittsburgh is located at the meeting point of three rivers.*

Have students respond to the prompt. Their answers will vary. Students should identify Pittsburgh's location at the meeting point of three rivers. *The city is also located near mountains that have deposits of iron ore. Iron ore is used to make steel. Rivers were used to ship the steel that was made from the iron ore.* DOK 3

Lesson 10: Agriculture and Industry from the Civil War to 1900

Coached Example

1. A DOK 2
2. A DOK 1
3. B DOK 2

Lesson Practice

1. D DOK 1
2. Part A: B DOK 2
Part B: A
3. B, C DOK 2

Document-Based Question

Discussion questions to use before students respond to the prompt:

1. How were goods moved around the eastern half of the United States? *In the eastern half of the United States, goods were often shipped on rivers and canals. Then, when railroads began being built, goods were shipped using the railroads, or some combination of being shipped on water and on the railroads.*
2. How were goods shipped in the Midwest and western part of the United States? *The invention of the railroad helped improve how goods were moved in the western part of the United States. Railroads became the main way goods were shipped there.*

Have students respond to the prompt. Their answers will vary. Student responses should select two resources and tell how they potentially would have moved to other parts of the country. Responses should tell how the items would have been moved on some combination of railroad and waterway shipping. DOK 3

Lesson 11: Agriculture and Industry since 1900

Coached Example

1. A, B DOK 2
2. C DOK 2
3. D DOK 2

Lesson Practice

1. Part A: A DOK 2
Part B: D
2. C DOK 1

Document-Based Question

Discussion questions to use before students respond to the prompt:

1. How did Henry Ford change the manufacturing industry? Possible response: *He invented the assembly line for mass producing automobiles. The assembly line changed how goods in many industries were produced because many other industries began using assembly lines to make their products.*

2. How did the assembly line affect manufacturing jobs? Possible response: *Factories got bigger because they could produce more. This meant more jobs became available. People moved to cities that had factories because they could get good jobs there.*

Have students respond to the prompt. Their answers will vary. Student answers should note that the photograph shows an assembly line and that assembly lines allowed products to be made more quickly and cheaply. This change helped the U.S. economy grow, and made more goods available to consumers at lower prices. DOK 3

Chapter 2 Review

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|---------------|-------|---------|
| 1. B | DOK 1 | SS5G1.a |
| 2. Part A: D | DOK 2 | SS5G1.a |
| Part B: C | | |
| 3. A | DOK 2 | SS5G1.a |
| 4. A | DOK 2 | SS5G1.a |
| 5. C, D | DOK 2 | SS5G1.a |
| 6. A | DOK 1 | SS5G2 |
| 7. A, C, F | DOK 2 | SS5G2 |
| 8. C | DOK 2 | SS5G2 |
| 9. B | DOK 1 | SS5G2 |
| 10. B | DOK 2 | SS5G2 |
| 11. Part A: C | DOK 2 | SS5G2 |
| Part B: D | | |
| 12. B | DOK 1 | SS5G2 |

Chapter 3: Government and Civic Understandings

Lesson 12: Citizens' Rights

Coached Example

1. C DOK 2
2. A DOK 1
3. D DOK 2

Lesson Practice

1. Part A: A, C DOK 2
Part B: D
2. B DOK 2

Document-Based Question

Discussion questions to use before students respond to the prompt:

1. Why is voting an important responsibility? Possible response: *Voting lets people have a voice in their government.*

- Why was voting extremely important to the founders of the United States? Possible response: *The founders of the United States did not like living under British rule. They did not have a say in what decisions the British government made that affected them. Therefore, they wanted to be able to run their own government and they wanted the people to have a voice in the government.*
- What do the words "solemn" and "trust" mean? Possible response: *"Solemn" means important and serious. A trust is a belief in something that is truthful or right.*

Have students respond to the prompt. Their answers will vary. Possible response: *Students should show an understanding that the quote is about the responsibilities of voting in a democratic society and that a person's vote has an effect on an entire country. Students will likely agree that voting is a solemn trust because it allows all citizens to have a say in how their government is run, which was a founding ideal of the United States.* DOK 3

Lesson 13: The U.S. Constitution and Voting Rights

Coached Example

- A DOK 2
- B DOK 1
- C DOK 2

Lesson Practice

- D DOK 2
- A, D DOK 1
- C DOK 1

Document-Based Question

Discussion questions to use before students respond to the prompt:

- What is the main purpose of the Fifteenth Amendment? Possible response: *The Fifteenth Amendment states that voting rights cannot be denied to people because of race or ethnicity.*
- What is the main purpose of the Twenty-Fourth Amendment? Possible response: *The Twenty-Fourth Amendment states that people cannot be charged a poll tax or any other tax in order to vote.*

- Based on these two amendments, what conclusion can you draw about how some Americans applied the Fifteenth Amendment? Possible response: *Some Americans did not apply the Fifteenth Amendment fairly. They used measures like poll taxes to keep African Americans from voting without passing laws that directly went against the Fifteenth Amendment.*

Have students respond to the prompt. Their answers will vary. Possible response: *Both amendments are about the right of citizens to vote. They both use phrases like "right of citizens of the United States to vote" and "shall not denied or abridged." Each amendment bars the denial of the right to vote for a certain reason. The Twenty-Fourth Amendment was necessary because some governments kept African Americans from voting by passing laws that said people had to pay taxes to vote. The Twenty-Fourth Amendment says specifically that these laws are unconstitutional.* DOK 3

Chapter 3 Review

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|---------------|-------|----------|
| 1. A, D, E | DOK 2 | SS5CG1.a |
| 2. B | DOK 1 | SS5CG1.a |
| 3. D | DOK 1 | SS5CG1.b |
| 4. Part A: A | DOK 2 | SS5CG1.b |
| Part B: D | | |
| 5. B | DOK 1 | SS5CG1.b |
| 6. C | DOK 1 | SS5CG2.a |
| 7. A | DOK 2 | SS5CG2.b |
| 8. A, D | DOK 2 | SS5CG2.a |
| 9. C | DOK 2 | SS5CG2.b |
| 10. D | DOK 2 | SS5CG3.a |
| 11. Part A: B | DOK 2 | SS5CG3.a |
| Part B: C | | |
| 12. A | DOK 1 | SS5CG3.a |

Chapter 4: Economic Understandings

Lesson 14: Basic Economic Concepts

Coached Example

- C DOK 2
- B DOK 2
- C DOK 2

Lesson Practice

- Part A: D DOK 2
Part B: A
- C DOK 2

Document-Based Question

Discussion questions to use before students respond to the prompt:

1. What is opportunity cost? Possible response: *Opportunity cost is having to give up one thing in order to be able to do or buy another thing.*
2. What is an example of opportunity cost? Possible response: *I have \$2.00 in my pocket and I want a snack. Pecans cost \$2.00 and a fruit salad costs \$2.00. I'd really love to have both, but only have enough money for one. I buy the fruit salad. The pecans are the opportunity cost.*
3. Why were many goods rationed during World War II? Possible response: *The government needed resources in order to win the war. As a result, people back home had to make sacrifices and could only get small amounts of certain goods.*

Have students respond to the prompt. Their answers will vary. Student answers will vary, but students should identify that the picture shows rationing and that rationing increased the opportunity cost decisions people had to make. For example, students might respond that people would have to decide between driving to the store or driving to see a friend because they may not have enough gasoline to do both. DOK 3

Lesson 15: Sectors of the U.S. Economy

Coached Example

1. A, E DOK 2
2. C DOK 2
3. C DOK 2

Lesson Practice

1. A DOK 1
2. Part A: B DOK 2
Part B: C

Critical Thinking Question

Discussion questions to use before students respond to the prompt:

1. What are the four main sectors of the U.S. economy? *The four main sectors are private business, households, banks, and government.*
2. What purpose does each main sector fill in the economy? Possible response: *Private businesses and households shape supply and demand. Banks keep money safe. Government collects taxes to provide public goods and services.*

3. How do the sectors of the economy work together to help growth? Possible response: *The economy grows when economic activity increases. For example, all people who want to work have a job, so they earn and spend money. This spending helps private businesses because they sell more goods and services. It also helps banks, because people have more money to save, and government, because it can collect more taxes.*

Have students respond to the prompt. Their answers will vary. Students should select one sector of the economy and give at least two logical reasons why it most contributes to economic growth. For example, students may state that households most contribute to economic growth. Households contain people who earn and spend money. When households spend a great deal of money, more money moves through the economy and helps other sectors. Households also provide workers for private businesses and pay taxes to the government. DOK 4

Lesson 16: Consumers and Producers

Coached Example

1. B DOK 2
2. D DOK 2
3. B DOK 1

Lesson Practice

1. B, D DOK 2
2. B DOK 2
3. B DOK 2

Document-Based Question

Discussion questions to use before students respond to the prompt:

1. Why is it difficult to be an entrepreneur? Possible response: *Being an entrepreneur is difficult because there is a lot of risk involved. There is no guarantee that the business will make money.*
2. How do entrepreneurs interact with producers and consumers in the U.S. economy? Possible response: *Entrepreneurs start businesses. They are producers who offer a good or service, so they must be able to sell that good or service to consumers.*

Have students respond to the prompt. Their answers will vary. Possible response: *Entrepreneurs must have the characteristic of being willing to take risks in the hopes of making a profit and succeeding. They must also have good communication skills to interact with potential costumers. Entrepreneurs must be able to explain the value of the good or service they offer to others so that consumers want to buy it.* DOK 4

Lesson 17: Budgets, Spending, and Saving

Coached Example

1. A DOK 1
2. B DOK 1

Lesson Practice

1. C DOK 1
2. Part A: D DOK 2
Part B: C

Critical Thinking Question

Discussion questions to use before students respond to the prompt:

1. What sort of information should be kept in a person's record of money spent and saved?
Possible response: *The record should include money earned, money spent, and money saved. It should tell how the money was earned, where it was spent, and where it is saved. It should also tell how much money falls into each category.*

Have students respond to the prompt. Their answers will vary. Student responses should include three other items that would be included in a personal or family budget. Student responses should then explain that recordkeeping is an important part of budgets because budgets are a plan for saving and spending money. In order to make a budget, a person has to know how much money her or she is making, how much he or she is spending, and how much he or she is saving. Without a record of all of this, a budget would not be accurate. DOK 3

Chapter 4 Review

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|----------------------------|-------|---------|
| 1. D | DOK 2 | SS5E1.a |
| 2. C | DOK 2 | SS5E1.b |
| 3. B, D | DOK 2 | SS5E1.c |
| 4. C | DOK 2 | SS5E1.d |
| 5. A, C, D | DOK 2 | SS5E2.a |
| 6. D | DOK 2 | SS5E2.b |
| 7. B, E | DOK 2 | SS5E2.c |
| 8. A | DOK 2 | SS5E2.d |
| 9. Part A: B
Part B: B | DOK 2 | SS5E3.a |
| 10. D | DOK 2 | SS5E3.b |
| 11. B | DOK 2 | SS5E3.c |
| 12. Part A: B
Part B: A | DOK 2 | SS5E4 |