

6. Which of the following does not belong?

- a. Oil
- b. Railroad
- c. Steel

d. Farming

13. What did the U.S. do after a cease fire was ordered in Vietnam?

- a. joined the United Nations
- b. joined NATO

c. Withdraw

d. Entered a state of Cold War with Vietnam

14. What does NATO stand for?

- a. Northern Alliance Treaty Organization
- b. No Animal Taxes Ordinance

c. North Atlantic Treaty Organization

d. Northern Atlantic Trade Organization

15. What made western resources able to go to eastern markets?

- a. NATO
- b. Pony Express

c. Transcontinental Railroad

d. Union Pacific Railway

16. Why did F.D.R. say "The only thing we have to fear is fear itself"?

- a. Because fear is a major factor in war times
- b. Because we could survive the D.D. w/ friends
- c. Because he was afraid of the fear monster

d. Because fear is a powerful thing

17. What did F.D.R.'s Social Security plan provide?

- a. Income to the poor & homeless
- b. Benefits to WWI vets
- c. Food stamps, Wic & Disability Insurance

d. Income to retired workers

18. What did unions gain after WWII?

- a. Child Labor & Long Hours for workers
- b. Free Health Insurance & Benefits

19. Which of the following was NOT offered by the GI Bill?

- a. Food stamps**
- b. Educational Opportunities
- c. Housing & employment

20. Who has complete power in a government?

- a. The king
- b. The President

c. A People's Choice

d. Congressional body

20. Which of the following was NOT an Allied leader.

a. Benito Mussolini

- b. Winston Churchill
- c. Joseph Stalin
- d. Harry S. Truman

21. Boycotts, Threats, Segregation & Concentration Camps were part of?

- a. The New Deal
- b. Spanish American War
- c. Aryan Supremacy

d. Holocaust

22. After WWI, what did Woodrow Wilson do?

- a. Wrote the Zimmerman Telegram
- b. Organized the League of Nations**
- c. Organized the United Nations
- d. Organize the American Civil Liberties Union

23. Susan B. Anthony fought for what?

- a. Racial Segregation against women
- b. Women's rights to wear pants in public
- c. Women's right to vote**
- d. Women's right to bear arms

24. Which of the following were NOT examples of Jim Crow Laws?

Us History 1865 To Present Sol Review

James Ford Rhodes



Us History 1865 To Present Sol Review:

United States Military History 1865 to the Present Day Jeffery Charlston, 2017-11-22 Explaining America's rise as a global military power challenges the methodologies of military history. This volume looks beyond the major conflicts covered elsewhere in the Library to explore the operational, conceptual, technological, and cultural forces that shaped the United States military after the American Civil War. Individual articles reflect the wide range of topics and approaches that contribute to the growing understanding of the American military and its relationship with its parent society. *Virginia Politics & Government in a New Century* Jeff Thomas, 2016-10-24 The modern political landscape of Virginia bears little resemblance to the past. The commonwealth is a nationally influential swing state alongside stalwarts like Florida or Ohio. But with increased power comes greater scrutiny and corruption. Governor Bob McDonnell received a jail sentence on federal corruption charges later vacated by the U.S. Supreme Court. Corporate influence on the state legislature and other leaders resulted in numerous ethics violations. Scandal erupted at the prestigious University of Virginia when the school ousted its president amid political drama and intrigue. Author Jeff Thomas reveals the intersection of money, power, and politics and the corrosive effect on government in a new era.

Teaching History and Social Studies to English Language Learners Luciana C. de Oliveira, Kathryn M. Obenchain, 2017-12-12 This book investigates the preparation of secondary history and social studies teachers to teach English language learners (ELLs) in twenty-first century classrooms. This edited collection focuses on the ways in which pre-service and in-service teachers have developed or may develop instructional effectiveness for working with ELLs in the secondary history and social studies classroom. The authors address a variety of standards and content examples including the National Council for Social Studies C3 Framework and Curriculum Standards, the Common Core State Standards for English Language Arts, and content from history, geography, and civics. This volume is part of a set of four edited books focused on teaching the key content areas to English language learners.

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Bowring,1866 **Union Jacks** Michael J. Bennett,2005-12-15 Historians have given a great deal of attention to the lives and experiences of Civil War soldiers but surprisingly little is known about navy sailors who participated in the conflict Michael J Bennett remedies the longstanding neglect of Civil War seamen in this comprehensive assessment of the experience of common Union sailors from 1861 to 1865 To resurrect the voices of the Union Jacks Bennett combed sailors diaries letters and journals He finds that the sailors differed from their counterparts in the army in many ways They tended to be a rougher bunch of men than the regular soldiers drinking and fighting excessively Those who were not foreign born escaped slaves or unemployed at the time they enlisted often hailed from the urban working class rather than from rural farms and towns In addition most sailors enlisted for pragmatic rather than ideological reasons Bennett s examination provides a look into the everyday lives of sailors and illuminates where they came from why they enlisted and how their origins shaped their service By showing how these Union sailors lived and fought on the sea Bennett brings an important new perspective to our

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