

DynaNotes Modern U.S. History EOC Review & Intervention Program

90-page Student Activity Book – Four Sample Answer Key Pages

Name _____ Date _____

Activity 10 – Entry Arguments and Key Events of World War I (page 1 of 2)

For each argument (A1, A2, etc.), indicate with an "X" the "side" of the debate that the argument supports. Then, of the two options provided, circle the cause of pro-war sentiment that the debater references in his/her argument. Finally, in the narrator's last line, fill in the blanks with the missing information.

Narrator:	Stay Neutral	Declare War on Germany
A1: Initially, I was right with Wilson and his 1914 proclamation. But now I understand the enemy better. He's downright evil. But horrible things happen all the time, all over the world, and they always have. Our country is special because we're here. We're separated from that mess called Europe. Our best move is to stay strong, to stay apart from Europe, to help our friends as we can, but to not forget our interests, including our families and our futures.	X	
A2: You know I don't condone the murder of 1,200 civilians, taken before their time to a watery grave. It's horrible. But horrible things happen all the time, all over the world, and they always have. Our country is special because we're here. We're separated from that mess called Europe. Our best move is to stay strong, to stay apart from Europe, to help our friends as we can, but to not forget our interests, including our families and our futures.	X	
A3: This train has left the station. Once Germany notified our government that they saw it as their right to resume sinking our ships, then a state of war came to be and still is. So the question is, are we going to take threats of violence sitting down or are we going to bring the fight to them? It's time we taught Germany the lesson we taught Spain in 1898!	X	
A4: Look, this is war hysteria. You need to stop and think this through before our boys go off to die overseas. Follow the money. America's rich industrialists want us to go to war – imagine the orders that will come pouring into their factories! We average Americans are only hearing one side of this debate, because our country's fat cats have a heck of a lot more trade and investment with Britain than with Germany. Today's policy is the right one.	X	
A5: It's not war hysteria to back up your friend when he's against the wall. This country began as British colonies, and we ought to care about believers who share our religion, our language, and a good bit of our history, too. Right now our friends are getting beat up by a bunch of beer-drinkers speaking garbled yook, and bunches of them worshipping the Pope in Rome, too. It's time we do more than loan our friend money and sell him stuff he needs to live. It's time to stand with him and share in the risk like a real friend would.	X	
A6: That anyone cannot see the immediate need to defeat Germany escapes me. For Pete's sake, they're trying to entice our neighbors to attack us and dismantle our country in the process. Germany's little plan proves this war is global, and that there's no such thing as a "safe side" to the globe. Germany's exhausted. But so are Britain and France. U.S. power can make the difference, and we need to do this now, before it's too late.	X	
Narrator: Ultimately, voices in support of war outweighed those who opposed U.S. entry. On April 2, 1917, President <u>Woodrow Wilson</u> told Congress, "The world must be made safe for <u>democracy</u> ." He then asked Congress for a declaration of war against <u>Germany</u> . He told Americans the Great War would be the war to <u>end</u> all wars.		

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Activity 10 – Entry Arguments and Key Events of World War I (page 2 of 2)

Use the timeline below to answer the questions that follow. Circle the letter of the correct answer.

- The U.S. Army had about 200,000 troops on May 1, 1917. What law, represented by "P" on the timeline, drafted enough men to total 3.7 million by November of 1918?
 - A Espionage Act
 - B Sedition Act
 - C Selective Service Act**
 - D Law of Supply and Demand
- What was an outcome of the October Revolution represented by "Q" on the timeline?
 - A an armistice between Russia and Germany
 - B the movement of German troops to the western front to fight American and other Allied forces
 - C the rise of communism
 - D all of the above**
- How is Wilson's famous speech represented by "R" on the timeline related to the Treaty of Versailles?
 - A speech "R" foretold the terms of the peace treaty
 - B speech "R" contrasted with the harsh terms of the peace treaty**
 - C speech "R" described a "League of Nations" that was not included in the peace treaty
- What event could be represented by "S" on the timeline?
 - A American Expeditionary Forces save Paris
 - B Battle of Argonne Forest begins**
 - C Alvin York receives the Congressional Medal of Honor in Washington, D.C.
 - D Germans advance to the outskirts of Paris
- In March of 1920, the U.S. Senate debated ratification of the Treaty of Versailles. What was the outcome of the debate?
 - A** Senators who feared a loss of U.S. sovereignty due to the League of Nations convinced more than one-third of the Senate not to ratify the peace treaty.
 - B Woodrow Wilson renegotiated the peace treaty to address the concerns of Henry Cabot Lodge and others.
 - C U.S. entry into the league of nations was delayed by more than a year.
 - D All of the above are true.
- Write T for true or F for false.
 - During World War I, new military technology, such as tanks and poison gas, was developed to break the stalemate caused by seemingly unbeatable defensive weaponry (trenches, machine guns, barbed wire). **T**

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Activity 14 – Social and Political Divisions During the Twenties (page 1 of 2)

Determine the social or political division to which each item most directly refers, and write its letter in the "Social/Political Division" column: (A) *Wets vs. Drys/Prohibition*, (B) *Rural/Religious vs. Urban/Science*, (C) *Black vs. White*, (D) *Labor/Socialist/Communist vs. Business/Democracy/Capitalism*, (E) *Native vs. Foreign*. Next, write a phrase for the item's main idea to complete the "Author/Illustrator Supported ..." column.

Quotation or Cartoon	Social/Political Division	Author/Illustrator Supported ...
1. "... the chief business of the American people is business. ... In all experience, the accumulation of wealth means the multiplication of schools, the increase of knowledge, the dissemination of intelligence, the encouragement of science, the broadening of outlook, the expansion of liberties, the widening of culture." - Calvin Coolidge, 1925	D	... the capitalist economic system
2. "Every Day is May Day," by Art Young, <i>Good Morning</i> , May 1, 1920 [text not shown: 'One Big Union for Capitalism; But Labor Must Stay in its Own Back Yard']	D	... regulation of capitalists; more power and wealth for labor
3. "Uncle Sam is Tremendously Interested in Disarmament," by Lorenzo Harris, <i>The Crisis</i> , December 1921 [text on brute's leg reads "Lynch Law"]	C	... federal action for black human, civil rights
4. "... instead of lowering our standards, we urge that the law be strengthened ... The closing of the saloon with its doors swinging both ways, an ever-present invitation for all to drink ... is an outstanding fact, and no one wants it to return ... children are born under better conditions, ... and the mother is delivered from the fear of a drunken husband. ... many a man has a bank account today who had none in the days of the saloon." - Ella Boole, WCTU president, 1926	A	... strengthening the enforcement of Prohibition
5. "Today, [America's] unity is threatened by hordes of immigrants ... who bring foreign ideas and ideals into our land." - KKK leader, 1920s	E	... immigration restrictions
6. "Is your honor going to put into that statute any theory contrary to creation as stated in the Bible with the words 'literally interpreted word by word' ... and 'The truth always wins and we are not afraid of it. ... The truth does not need the law. The truth does not need the force of government. The truth does not need Mr. Bryan. ... We feel we stand with progress. We feel we stand with science. We feel we stand with intelligence. We feel we stand with fundamental freedom in America.'" - Hays and Darrow, Day 5 of Scopes Monkey Trial, 1925	B	... non-literal interpretation of Bible and acceptance of scientific theory of evolution

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Activity 16 – Dust Bowl Diagram

Cut out the large boxes, analyze them, and compare them with each other. Label each box according to its correct location in the template. Using a sheet of 11" x 17" paper as a background, glue each box in its correct location to form the complete diagram.

Template:

- Causes of the Dust Bowl:** 1A. long-term (decades), 1B. mid-term (years), 1C. short-term cause
- Dust Bowl Events:** 2A. primary source evidence, 2B. secondary source evidence
- Dust Bowl Effects:** 3A. on farmland, fields, crops, 3B. on homes, equipment
- Migrations:** 4A. traveling, 4B. stopping to eat
- 5. starting over in California or elsewhere (many built makeshift structures/tents)

1A **1B** **1C**

2A **2B**

3A **3B**

4A **4B**

5

1C High Winds, Wind Storms

Areas Subject to Severe Wind Erosion, 1935-1938

Oklahoma Panhandle Annual Precipitation, 1925-1940

Long-term (1895-2013) average 19.56 in.

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