Exploring America

Student Review

Exploring America Student Review (2019 Edition)
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A Note to Parents

The *Exploring America Student Review Pack* is a tool to measure your student's progress as he or she studies *Exploring America*. It includes three books: the *Student Review*, the *Quiz and Exam Book*, and an *Answer Key*. This material is intended to enhance your student's study of American history. Please do not let it become a burden. Students should focus on learning about the issues, the people, and the scope of American history, as they enjoy the literature and the primary documents and grow in their understanding of God's Word. We pray you and your student have a successful journey through the history of America!

Student Review

The *Student Review* includes review questions and literary analysis of the twelve literature titles we suggest students read as they study *Exploring America*. The material in the *Student Review* is arranged in the order in which a student will come to it as he studies the course. The assignment box at the end of each lesson in *Exploring America Part 1* and *Part 2* prompts your student to refer to the questions, commentary, and literary analysis at the appropriate time.

Review Questions. The *Student Review* includes review questions on each lesson, questions on selected readings from *American Voices*, and questions on each of the twelve literature titles. Many parents require their students to write out answers to these questions on paper or on a computer; however, that is certainly not required. Other parents and students discuss the questions orally, and some parents use them for family discussion.

Literary Analysis. We love good books. We have carefully selected the literature titles that are assigned with this course. If you want your student simply to read and enjoy the books, we think that is wonderful. If you would like them to dig a little deeper and analyze the literature, the tools for that are included in this book. As we said above, please do not let any of this material become a burden.

After this Note to Parents, we have included "Who, What, How, Why, and Why Not: A Primer for Literary Analysis of Fiction" (to be read after Lesson 15) and "What Do You Think About What He Thinks? A Primer for Analysis of Non-Fiction" (to be read after Lesson 35). Your student will be given a reminder when it is time to read these sections.

Quiz and Exam Book

The *Quiz and Exam Book* contains unit quizzes and comprehensive exams in history, English, and Bible. The assignment box at the end of each lesson in *Exploring America Part 1* and *Part 2* prompts your student to take a quiz at the end of each unit and to take the comprehensive exams six times throughout the course. Each of these exams includes material from five units. The quizzes and exams have been designed so that you can tear out one at a time and have your student write directly on that piece of paper.

Preparing for Quizzes. To prepare for a unit quiz, the student should study the review questions from the lessons in that unit which the quiz covers. The quizzes for Units 1-3 cover all five lessons; the quizzes for Units 4-30 cover the first four lessons in each unit, except that the quiz for Unit 23 only covers the first three lessons in that unit. The appropriate information is shown at the top of each quiz.

Preparing for Exams. To prepare for the comprehensive exams in history, the student should study the quizzes for the previous five units. The history exams only ask questions from the quizzes, but the exam might not phrase a question in the same way that it appears on a quiz. For the English and Bible exams, the student should study the material listed at the top of each of those exams. Some questions, especially later in the course, are subjective essay questions. These require thought and analysis of the material that the student has studied.

The exams ask the student to list from memory the Presidents they have studied to that point. The ability to list the Presidents helps a student understand the flow of American history. It is good knowledge to have. The student should probably make a list of the Presidents and work on memorizing it before taking the exam.

You might want to go over the quizzes and exams with the student before he or she takes them, at least in the early part of the course. The goal for these tests is to help the student know and understand the material, not just to have something to grade or to give the student a hoop to jump through.

Please note: There are no questions that cover readings in *American Voices* on the history quizzes and exams. The English and Bible exams do cover the literature and selected readings from *American Voices.* The material that the student should review for each exam is shown at the top of the exam page.

Answer Key

The *Answer Key* contains the answers to the review questions, Bible assignments, quizzes, and exams, as well as the answers to questions posed in the literary analysis. The number in parentheses after an answer indicates the page number on which that answer is found in *Exploring America Part 1* and *Part 2* and *American Voices*.

Who, What, How, Why, and Why Not: A Primer for Literary Analysis of Fiction

People read books. Some books (think Shakespeare, Charles Dickens, and Jane Austen) are still widely read decades and even centuries after they were written. Many, many books (think of the highly forgettable ones you see in used book sales—over and over) are a flash in the pan or are even less noticeable. What's the difference? Is it just that most people like this book and most people dislike that one? Sort of, but it is more nuanced than that.

Literary analysis is studying the parts of a work of literature (such as plot, setting, characters, and narration) to see how the author uses them to create the overall meaning of the work as a whole. Professors, teachers, students, critics, and everyday people analyze works of literature: novels, short stories, poems, and non-fiction. They think about the story or plot of the book, how it develops, the characters in the book, the words and structure that the author uses, and other elements of the work.

People who analyze literature have developed standard methods. Primarily, this involves looking for elements that are found in most literary works. The purpose of literary analysis is to understand how a piece of literature works: how the writer constructs his or her story, and why the work affects readers the way it does.

Did you ever see yourself doing literary analysis? Does the phrase "literary analysis" make washing dishes or chopping firewood seem exciting? I understand. But it is more interesting than it might sound. Think of it as finding the answers to some big questions: "What makes a story good?" "What are the building blocks of great writing?" "Why do I keep thinking about that book and want to read it again?" "What is the difference between a book you stay up late to read and one that should be re-purposed as a fire starter?" Even if you don't want to make a lifelong habit of literary analysis, as an educated person you should know the basics of how it works. It can also be kind of fun.

Literary analysis can help you appreciate the power of a work of literature. It can provide you with insights for a deeper appreciation of the next novel (or poem or history) you read. On a practical level, literary analysis is often what a classroom teacher wants students to do in order to understand a book. So literary analysis is good as long as it is a means to a good end and achieves a worthy goal. However, if literary analysis becomes an end in itself, or a way to show how much someone knows or thinks he knows about literature, or something that gets in the way of enjoying a work of literature, it no longer serves a good purpose. In other words, literary analysis has its place; but it is not the purpose of literature.

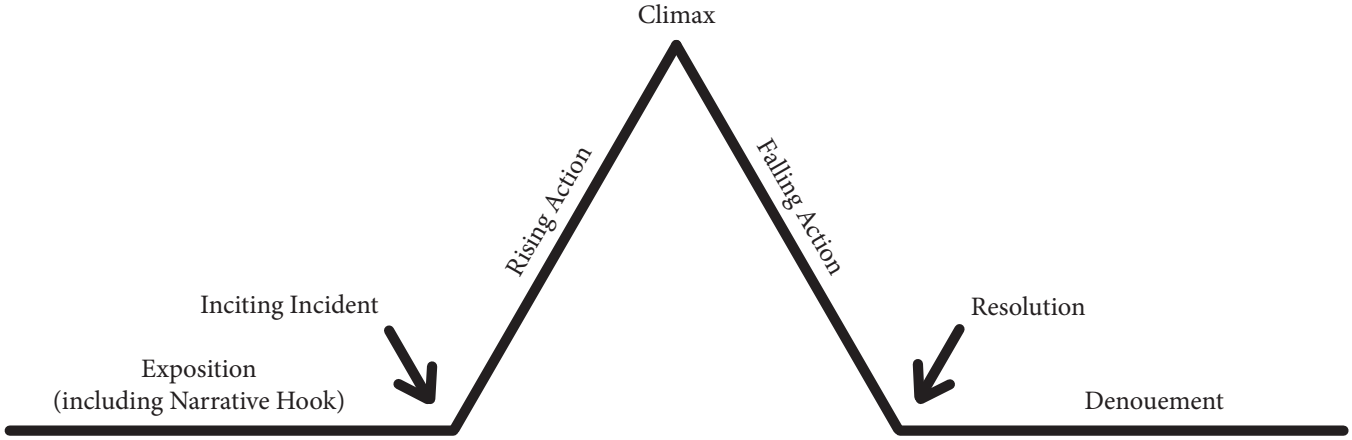
Writers do not write in order to have their work subjected to literary analysis. Nathaniel Hawthorne did not write *The Scarlet Letter*, nor did Charles Dickens write *A Tale of Two Cities*, for English teachers to analyze them to death or so that professors would have material for exams. They wrote because they had stories to tell; they wanted to connect on an emotional level with readers. These authors were successful because they did that well, and this is why their books are considered classic works of literature.

Here are some standard elements of literary analysis.

Plot

The **plot** is the story of a piece of **fiction**. Fiction is a work of imagined narrated prose, usually either a novel or a short story. The plot is what happens to make it a story.

Gustav Freytag was a nineteenth-century German novelist who found a typical pattern of plot development in Greek and Shakespearean dramas. The same pattern is found in most fictional literature. Freytag depicted it as a pyramid.



The examples below refer to *The Lion, the Witch, and the Wardrobe*.

Exposition*: laying out the situation and background, introducing the characters. (Within this element will often be a* **narrative hook***, an event or description that gets you interested in the story and wanting to read more.)* Four children come to stay in a professor's country home. The narrative hook is when Lucy finds a magic wardrobe in a back room and visits Narnia: what will happen next?

Inciting incident*:* something that gets the story moving.
Lucy meets the faun, who expresses inner conflict over what he is doing.

Rising action: building drama; each significant event is called a complication.
All four children go to Narnia, they meet the Beavers, Edmund betrays his siblings to the White Witch, and so forth.

Climax: the single key event or turning point; the moment of greatest tension.
Aslan sacrifices his life on behalf of Edmund.

Falling action: events that occur as a result of the climax.
The good and evil creatures in Narnia have a battle.

Resolution: the event in which the main issue is resolved.
Aslan's side wins. The four children are established as kings and queens.

Denouement (day-new-maw): the finishing out and tying up of the details of the story.
The four children grow up, rule Narnia, and then return to their own world.

Freytag's Pyramid is only a typical plot development. It accurately describes the plots of many pieces of fiction, but there are many variations and exceptions. Writers do not necessarily write to the Freytag Pyramid. Don't try to force a work into the pyramid if it doesn't seem to fit. In addition, people will sometimes have different ideas about what is the narrative hook, inciting incident, resolution, or even the climax in a really dramatic story.

The key question to ask about the plot of a piece of literature is, "What is the **conflict**?" What is the issue that the main character needs to resolve? Is it conflict within himself, perhaps between what he wants and what he actually has? Is it a conflict between himself and another character, or between himself and the expectations of others? Is it the conflict of wanting to reach a goal but being unable to do so? What keeps or moves the character out of stability and causes tension? The tension between Pip and Estella is one conflict in *Great Expectations*. The quest for the ring is a continuing conflict in *The Hobbit* and *The Lord of the Rings*. A skillful writer might

have several lines of conflict in a work and interweave them into a gripping **narrative**. Conflict and struggle are how we grow as persons, so the conflict in a story is an important way for us to identify with the characters in the story.

The time, place, and social environment of a story is the **setting**. The plot unfolds in these surroundings. Is the story set among the working class of early ninteenth-century England, among fishermen of first-century Israel, among slaves in the southern United States just before the Civil War, or among homeschooling families of twenty-first century America? The setting will affect what characters know, their assumptions and aspirations, and how they act and speak. The geographical setting always impacts the development of the story: isolated mountain villagers will act and speak differently from urban dwellers.

Another key element of the plot is the **structure** of the story, how it is told. A straight **chronological narrative** is simplest, but an author might want to use **flashbacks** (descriptions of events that happened earlier, out of chronological order) and **foreshadowings** (hints at things that will come later) to convey attributes of characters or particular feelings to the story.

Archetypes (ARK-eh-types) are typical or standard plot elements, such as a character on a quest, the pursuit of an elusive goal, the loss of innocence, or an initiation into a new situation. Many of America's most famous works of literature include one or more of these elements because these situations make for a good story. Everyone goes through these times or has these dreams.

Characters and Characterization

- The **characters** are the people in a story.
- The **protagonist** is the main character of the story (Jo in *Little Women*).
- The **antagonist** is the character who works against the protagonist and provides some degree of conflict (the White Witch in *The Lion, the Witch, and the Wardrobe*).
- The **confidant** is someone to whom a character reveals his thoughts and motives (Margaret plays this role for Bessy and Mr. Bell plays this role for Margaret in *North and South*).
- The mentor teaches another character about life (Marmee in *Little Women*).
- A **foil** is often a minor character who by being a contrast illuminates another character (for instance, the slick operator who serves to highlight the integrity of the protagonist).
- Other typical characters are the **hero** (Sir Percy Blakeney, the Scarlet Pimpernel), the **scapegoat** (Tom Robinson in *To Kill a Mockingbird*), and the **buddy pair** (Don Quixote and Sancho Panza).
- A **round character** is three-dimensional, one whose personality is well-developed and who has some internal struggles expressed. In other words, he is believable and realistic. David Copperfield is a round character. A **flat character** is not developed in the story (Jethro in *The Cat of Bubastes*). A **stock character** portrays a stereotypical role, such as the cruel stepmother in *Cinderella*, the slow and dimwitted policeman, or the unemotional accountant. A stock character might be round or flat. A **dynamic character** changes during the story (matures or regresses, as Margaret Hale does in *North and South*), while a **static character** does not change (Fanny in *North and South*). A good author uses each character to advance the story in some way, not just to clutter the pages.

Characterization is the way that the author reveals the nature and personality of the characters. This is how the author makes a character real. What do you learn about a character in the course of the story? How do you learn about him or her? The narrator might tell the reader about a character (**direct characterization**), or the author might reveal a character's attributes by what the character says or does (**indirect characterization**). Typical methods of indirect characterization include a character's actions and his effect on others, a character's dress and appearance, how he talks and what he says, and the thoughts he reveals. The author might convey information about a character through his interactions with others, by what others say about the character, or by discrepancies between the character's reputation and his real actions or between what he says and what he does. A narrator (and through the narrator the author) might express an evaluation of a character by comments he or she makes. If a character grows or changes, how does the author show this: insights that she gains, experiences that teach her lessons, or by demonstrating different ways of acting or speaking over the course of the story?

Conflict within a character or between characters can be distinct from conflict in the story. In *A Tale of Two Cities*, for example, the conflict between the Defarges and the other French revolutionaries on one hand and the French aristocracy on the other is different from the conflict within Sydney Carton himself. What does a character do about conflict? Does he try to escape it, does he repress it, or does he address it?

Narrative

The Narrator. Who is telling the story? One key element of the narrative is the point of view of the narrator. The narrator might be **first person**, a character in the story. A first person narrator might be a major or a minor character in the story. The character David Copperfield is the first person narrator of the Charles Dickens novel by that name; the first-person narrator Ishmael in *Moby Dick* is a relatively minor character in that book. A narrator might be **third person**, one who is not a character in the story. The narrator might be **omniscient**, meaning that he or she knows the thoughts and motives of each character, or he might be **limited omniscient**, knowing the thoughts and motives of just one person. A narrator might be **objective**, not knowing anything about the inner thoughts of the characters except what the characters themselves reveal. One way to describe an objective narrator is that he knows and conveys only what a camera sees. A rare form of narration is **second person**, by which the author describes the reader himself going through the events of the story. Another rare form of narration is the **stream of consciousness** approach, in which the narrator relates the jumble of his own (or one character's own) thoughts as they occur to him. William Faulkner's *The Sound and the Fury* is told in a stream of consciousness approach.

An author chooses the narrative approach for a reason. In *Great Expectations*, the reader has much more sympathy for Pip, the main character and first person narrator, than he would if the story were told by a third person narrator, although Dickens used third person narrators in many of his works.

Narrative Mood. What is the **mood** or **tone** of the narration? Is the narrator light-hearted, angry, skeptical, condescending, or sad and defeated? The mood of the characters might be different from the tone the author conveys. The characters might be harsh and judgmental, but the narrator could be sympathetic to the victims of the harshness. Simon Legree is a harsh character in *Uncle Tom's Cabin*; but the author/narrator Harriet Beecher Stowe is sympathetic to Tom, the target of Simon's harshness. The author might have an agenda or cause she is trying to get across through the way the book is narrated. A rare approach is the unreliable narrator

who is so prejudiced that the reader cannot trust what the narrator says and has to filter what the narrator says to determine the truth. It is possible for an author to have a tone or agenda that is different from the tone or agenda of the narrator. For instance, the author might want to condemn the lifestyle of the rich and famous. To do so he makes the narrator so fawning toward and accepting of the rich and famous that it turns the reader off. This is a subtle form of sarcasm as a tone.

Narrative Style. An author will use a particular **style**, such as formal or colloquial language, or take a logical or emotional approach to the story. Does the author use **dialog**, which is the recording of direct quotes of conversations between characters, to advance the story?

Literary Techniques. How does the author use words to tell his story? He has several tools at his disposal.

- **Imagery** is using descriptive language to convey appearance or other attributes. It is painting pictures with words. Compare "We walked between two large rocks and came to a big field" to "The narrow passage between the towering cliffs opened into a meadow lush with wildflowers."
- **Simile** is a comparison using like or as. "His encouragement was like a breath of fresh air to me."
- **Metaphor** is a comparison in which one thing is said to be another. "You are a rock of stability to me."
- **Symbolism** is the use of one thing to represent another. Literature often uses **archetypical symbols** to convey certain ideas: night often portrays mystery or evil; a mountain can represent an obstacle to overcome; winter and spring can represent death and rebirth.
- **Allegory** is an extended comparison, in which every or almost every character or event represents something else. *Animal Farm* is an allegory of the Russian Revolution.
- **Apostrophe** is addressing someone who is not present or something that is not human. "Caesar, thou are revenged" (from *Julius Caesar*, spoken after Caesar was dead).
- **Synecdoche** (sih-NEK-doh-key) is using a part for the whole. "Ten thousand feet marched down the street to an endless beat of drums" (people marched, not just feet).
- **Metonymy** (meh-TONN-eh-mi) is substituting one term for another because of the close association between the two. "The White House announced a new economic stimulus package today" (meaning the President or an administration official did so, not the physical structure at 1600 Pennsylvania Avenue in Washington, D.C.).
- **Hyperbole** is intentional overstatement. "I think of you a million times a day."
- **Litotes** (LIH-tuh-teez) is intentional understatement. "His donation to the charity was not insignificant" (meaning it was significant).
- **Irony** is a contrast between appearance and reality. Irony can be situational (a man proposing marriage to a woman in a comical setting such as being stuck in a elevator, or characters trying to keep from laughing out loud in a quiet museum), verbal (one character doing something foolish and another character saying the opposite, such as, "That was an intelligent thing to do!"), or dramatic (the reader knows more than the character does, so the reader knows that it is ironic that the character is doing this because it is fruitless or dangerous).

- **Oxymoron** (ox-ee-MORE-on) is a contradiction in terms. "The silence was deafening."
- **Paradox** is a phrase or statement that appears to be contradictory but in fact might convey a deep truth. "I know that I know nothing at all."
- **Antithesis** is putting together two opposite ideas to achieve the effect of a contrast. "It was the best of times, it was the worst of times."
- **Personification** is the giving of human traits to non-human things. "The trees waited eagerly for the rising of the sun."
- **Alliteration** is the repetition of the same initial verbal sound. "Billy bounced a ball by the backyard barbecue." To be more specific: assonance is the repetition of the same vowel sound; consonance is the repetition of the same consonant sound. Alliteration gives rhythm to a statement or phrase that can increase its emotional impact. "And the raven, never flitting, still is sitting, still is sitting/On the pallid bust of Pallas just above my chamber door."

Topic and Theme. A book will usually have a topic and a theme. These are two different attributes even though they sound similar. A **topic** is a brief description of the book, such as, "The American Revolution," "How cattle drives worked," or "Life in an early twentieth-century Appalachian community." A **theme** can usually be stated in one sentence and often expresses a universal idea that the story conveys. The theme of *The Giver*, for example, is the discovery and pursuit of truth.

How does the author deal with the conflict and the theme? The author might convey his belief that the conflict is a result of the protagonist's outdated or irrational mindset; if the character would be more open-minded, he would not have this conflict. The theme might be the privilege of the wealthy, which the author approaches with sarcasm because he thinks the wealthy ought not to have such privilege.

Your Response to the Story

As you read a work of literature, whether fiction, poetry, or non-fiction, interact with the text. Even more, interact with what the text is saying about life, or history, or whatever the topic is, and what the text says to you and about you. Are the plot and characters realistic and plausible? If they are unreal, does the author intend for them to be unreal and does this approach work? How are the characters products of their time and place and social setting and how do they transcend their setting? What is especially meaningful to you in terms of particular scenes, characters, dialog, or overall impact? How does the story make you feel, which is different from what you think about it? How does it make a difference for you?

Literary analysis is helpful when it clarifies how the author constructed the work. You can more deeply appreciate what he or she did and how the work conveys the intended message and mood. However, literary analysis can sometimes be emphasized to the point of making it seem more important than the work itself; and an analyst can come up with ideas about a work that the author never had in mind. Much of literary analysis is and should be subconscious on the part of the reader, the way we enjoy a good meal without over-analyzing all of the individual ingredients (although you should compliment the cook, and, if you are interested, ask how he or she prepared it). As you give thought to literary analysis, you can better appreciate the mental feast offered to you by what you read.

What Do You Think About What He Thinks? A Primer for Analysis of Non-Fiction

A non-fiction article, essay, or book has a different approach from a work of fiction. It will likely make an argument, teach, or convey information. Of course, a work of fiction might also be an attempt to make an argument, teach, or convey information; but non-fiction presents the information and the author's perspective in a straightforward manner. The non-fiction piece might be in the form of a story; but it is a story from real life, as in a biography.

Part of education is considering perspectives other than your own and developing your response to them. In a persuasive work, a writer has something to say that he hopes others will at least consider and perhaps agree with. Even the author of a biography writes for a purpose, not only to inform but perhaps also to convince readers about something regarding his subject: that he was instrumental in a war, or influential in Congress, or had some other significant impact.

By reading a work of non-fiction, you might be confirmed in what you believe about something or you might be convinced that you need to change your opinion. You might obtain more information that helps you have a more realistic perspective on an issue. You shouldn't fear this process. You don't want to cast aside basic truth and fall for every new idea you hear, but part of growing and maturing is gaining a more complete understanding of truth. No one has a grasp of all truth or the perfect application of that truth in every situation. Everyone can grow in some areas of life, whether that means learning more truth or learning the application of the truth you know to more situations. This process is part of growing in what the Bible calls discernment (see Hebrews 5:13-14).

A text can be any written material. We analyze every text that we read, whether it is an encyclopedia article, a book of political commentary, or an advertisement, even if only briefly and subconsciously. As with the analysis of fiction, we don't want to lose the joy of reading by over-analyzing, but it is good to do serious and conscious analysis for several reasons. Analysis will help you understand the meaning and purpose of a text; you might even discern a meaning beneath the surface. It can help you connect the text with its background, such as the time in which it was written or something about the author. You can profitably compare the text with other texts to see which are more consistent and believable. Analyzing a text can help you prove a thesis. A summary of a text is a report of its content, but an analysis of a text is an evaluation of its meaning and significance.

In analyzing a work of non-fiction, you want to ask questions of the text. You probably won't answer every question below about every text, but here are things to consider when analyzing non-fiction:

- What is the author's point or purpose?
- What is the argument he is making?
- What is the motivation for the piece? What problem does it address?
- What evidence or logic does he use to support his thesis?
- What is the context from which the author writes (time, place, point of view, background and experience)?

- What assumptions does the author bring to writing this piece?
- What words or ideas are repeated? These will often be clues to the author's point.
- What word choices seem significant? Does the author use any figures of speech to make his argument more persuasive?
- What is the structure of the text? How does the author build his argument through the work? How does the structure help make the author's point?
- What are the key passages in the work, and why are they important?
- What is surprising, odd, or troubling in the text? (These parts are likely challenging your current understanding.)
- What contradictions and inconsistencies do you find in the text?
- What assumptions do *you* bring to the text?
- Is the text convincing to you? Why or why not? (It is entirely likely that you will agree with some things and disagree with others.)
- What questions do you have after reading it? What further study do you need to do?

When you write an analysis of a non-fiction work, gather your information, impressions, and answers to these questions, then write a coherent essay that responds to the piece. Depending on the length of your essay, you will probably want to summarize the author's purpose and argument, emphasize the central points as you see them, note where you think the author is correct and where he is mistaken, and where he is effective and where he could have expressed his ideas differently. Keep in mind the nature of your assignment, what the teacher expects from you, and what the reader of your analysis needs to understand about the work you are analyzing and about your response to it.

The author whose work you have read wants you to think. Show that you have thought. Expressing your thoughts on paper indicates how well you understand what he has said and, more importantly, how well you understand your own thoughts about the subject.

Analysis of Poetry

You cannot read poetry the way you read a novel, a newspaper, a textbook, or other non-fiction writing. Poetry aims for the heart, for an emotional response, as well as for the mind. Poetry is concentrated language, so how the poem expresses thoughts is extremely important. Don't be afraid to read a poem aloud and slowly. You will probably have to read it more than once to grasp its message fully.

As you read a poem, ask these questions:

- Who is speaking? Is the poem first-person, or is it a third-person speaker?
- What is the occasion?
- Is it a monologue of one person speaking to another? Is it an elegy or a remembrance honoring the dead? Is it a lyric or an ode that meditates on a particular subject? Is it a narrative poem that tells a story?

- What is the tone, the mood, the atmosphere that the poem expresses? Does it suggest floating through the air? Is it a dirge or lament? Does it have a military beat? Does it express longing or joyful praise?
- Is the language of the poem stately, colloquial, humorous, or mysterious, or can you characterize it in another way?
- What literary techniques does the poet use (see the list in the analysis of fiction)?
- Are there important thoughts that are unexpressed in the poem, such as any background information that it assumes?
- Is it effective in generating the desired emotion, attitude, or memory in you?

Poetry traditionally utilizes the rhythm of words, called meter. The determination of meter is called scansion or scanning the lines. Traditional poetry also uses rhyme to produce a particular emotion. Rhyming can occur at the end of lines (end rhyme) or within lines (internal rhyme). Approximate rhyme uses words that sound similar but do not rhyme exactly. Blank verse has a defined rhythm but does not rhyme. Free verse does not use consistent rhyme or meter. At this point, simply take note of how the poem's use of words, rhyme, and rhythm affect you.

When you are called upon to analyze a poem, use your responses to these questions to write an essay that addresses the main points of the poem. Analysis tends to focus on the mind, but remember to include your heart-response to the poem as well.

Lesson 50

1. What does God care about more than material success?
2. What is the Bible's view of Egypt compared to secular history's view?
3. How were appearances deceiving in the case of Saul?
4. How are kings of Israel and Judah evaluated in the books of Kings and Chronicles?
5. How important is Israel in the story of the Bible and in secular history?
6. How is Rome portrayed in the book of Revelation?
7. Why is the rich young ruler a surprising figure?
8. What are some examples of success and failure in American history?
9. How might God view people and events in American history differently from the way secular historians do?
10. How do you define success?

Questions on "The Great Stone Face"

1. On what geological formation is the story based?
2. What is the main character's name? How is his name significant?
3. What prophecy was believed in the region?
4. What three figures came to the valley but were disappointments?
5. With whom did the main character feel a connection?
6. Why did the poet say he was not the fulfillment of the prophecy?
7. Who was the fulfillment of the prophecy?
8. What did this person think about being the fulfillment?
9. What does this story teach you about how to define success?
10. What does this story teach you about keeping your eyes on Jesus and becoming like Him?

Unit 11

Lesson 51

1. What eventually contributed to the breakup of the Union?
2. When and where did the idea of secession first come up in the United States?
3. What was the occupation of the majority of southern men before the Civil War?
4. What fraction of southern families owned slaves?
5. What was the key element of the southern economy?
6. Who made up the southern middle class?
7. How widespread in the South was support for slavery?
8. What petitions were presented in Congress year after year? How were they stopped?
9. What was the Wilmot Proviso?
10. What middle ground was proposed to help solve the issue of slavery in the territories?

Lesson 52

1. What development in the West heightened the question of slavery in the territories?
2. What was President Taylor's position on California statehood?
3. What did the Nashville Convention call for?
4. What were the provisions of the Compromise of 1850?

5. Who organized the compromise package and guided it through Congress?
6. What was Millard Fillmore's position on the Compromise proposals?
7. How did the Compromise pass Congress?
8. What were some objections to the Fugitive Slave Law?
9. Who won the presidential election of 1852 and what party did he represent?
10. What was the effect of the 1852 election on the Whig party?
11. Who promoted Chicago as the eastern terminus for a transcontinental railroad?
12. What was his plan regarding the organization of the Kansas and Nebraska territories?
13. What happened in Kansas Territory?
14. Who gave a speech in the Senate strongly denouncing slave interests?
15. What happened to him as a result?

Questions on "Crime Against Kansas"

1. Where does Sumner say that Kansas is located geographically?
2. What is the crime that Sumner says is being committed against Kansas?
3. What is Sumner's attitude toward Senator Andrew Butler of South Carolina?
4. How does Sumner portray Butler's loyalty to slavery?
5. What does Sumner predict about Kansas and South Carolina?

Lesson 53

1. What state did Henry Clay represent in Congress?
2. Politically, Clay was known for crafting what?
3. What Cabinet position did Clay hold?
4. What two states did Daniel Webster represent in Congress?
5. For what skill was Webster known?
6. What Cabinet position did Webster hold?
7. What state did John C. Calhoun represent in Congress?
8. Calhoun was a defender of what controversial practice?
9. What Cabinet positions did Calhoun hold?
10. What office did all three men want but never win?

Questions on the Speeches by Henry Clay, Daniel Webster, and John C. Calhoun

1. What does Clay say is his country?
2. Who does Clay say will be guilty if blood is spilled?
3. What does Webster say is impossible to conceive?
4. Instead of talk about secession, what does Webster encourage?
5. What does Calhoun say is the cause for the danger to the Union?
6. How does Calhoun say the Union can be preserved?

Lesson 54

1. What was the Ostend Manifesto?
2. Who was elected President in 1856 and what party did he represent?
3. Who was the main opposition in the election, and what party did he represent?
4. Describe the Dred Scott case.
5. Summarize the Supreme Court's decision in the Dred Scott case.
6. What was the effect of the Dred Scott decision?

7. In what contest and in what year did the Lincoln-Douglas debates take place?
8. What was the outcome of that contest between Lincoln and Douglas?
9. On what did John Brown lead a raid in October of 1859?
10. List the first fifteen Presidents of the United States in order.

Questions on the "House Divided Speech"

1. When did Lincoln give this speech?
2. If the country cannot remain divided, what does Lincoln say will happen?
3. What does he say is the tendency of the country?
4. Lincoln says that Douglas, if he is not a dead lion, is what?
5. How confident is Lincoln of victory?

Lesson 55

1. What are some ways in which people differ from one another?
2. How might differences be a source of conflict?
3. How can differences be a source of strength?
4. What major ethnic and religious difference did Christ bridge?
5. Why are Christians able to have unity?
6. What are some differences in which at least one person is wrong?
7. How should Christians handle having different gifts and talents?
8. How does Romans 14 say that Christians should handle differences in matters of opinion?
9. Why is it difficult to apply this passage today?
10. How can unity among Christians be a powerful message to the world?

Questions on *Uncle Tom's Cabin*

1. Who is Mr. Shelby?
2. Who is Uncle Tom?
3. Who is Eliza?
4. Who is Augustine St. Claire?
5. Who is Simon Legree?
6. What are some of the attitudes displayed by white southerners in the book?
7. What are some of the attitudes displayed by white northerners in the book?
8. What are the attitudes of slaves displayed in the book?
9. What impact do you think that Stowe wanted her book to have?
10. What is Stowe's attitude toward a society that tolerates slavery?
11. What are the author's suggestions for dealing with slavery?

Literary Analysis—*Uncle Tom's Cabin* by Harriet Beecher Stowe

What do you think about slavery? Do you believe that the race-based slavery once practiced in the United States was wrong? Does it trouble you that the Bible does not speak strongly against slavery but only regulates its practice? If you believe that states in our country have the right to deal with issues that are not specifically assigned to the Federal government by the Constitution, were states justified in accepting slavery before it was outlawed by the Thirteenth Amendment? Can you imagine owning another human being as a piece of property?

Whatever you think about slavery, step back into the mid-1800s when slavery was practiced in the United States and the subject was hotly debated throughout the country. Were slave states (and non-slave states and other countries that benefited from their labor) truly dependent on

the peculiar institution for their economic well-being? Should slavery have been allowed in the territories and in any new states that might be formed? Could the white race and the black race live together peaceably?

Then, in the midst of that cauldron of political, social, moral, and spiritual debate, a story in serial form appeared in an abolitionist journal and subsequently was published as a novel. The book exposed the realities of slavery and put the issue in personal terms. Slaves were real persons, with names and families. Slave owners were real persons also, which meant that some were kind, others were detached, and still others were cruel. Everyone, from an innocent child to a cruel slave hunter, was affected by the institution of slavery. What was the nation to do?

Uncle Tom's Cabin is probably the most influential novel ever to be published in the United States. It forced people to confront the meaning of slavery for the country and for every person affected by it, which meant every person in the country. Harriet Beecher Stowe wrote the book in great measure as a response to the Fugitive Slave Act of 1850, which forbade giving assistance to runaway slaves and required all citizens to assist in capturing and returning runaways. That law, however, was only the culmination of a long-running controversy over slavery, a controversy that eventually led to disunion and war.

This is a difficult book to read. It is difficult because through it all, over every scene, hangs the heavy specter of slavery. But then, that is how life was in the United States in the 1850s. Hanging over every political debate was the issue of slavery. Hanging over the conscience of a growing number of Americans was the burden of slavery. Most important, hanging over the lives of some four million human beings in this country was the reality that they were slaves themselves. Reading about slavery, difficult as it is, is a far cry from being a slave.

The topic of the book is expressed in its subtitle, "Life among the lowly." It showed northern white readers what slavery was really like so that they would be moved to work for its abolition. The theme is that slavery is bad. Even in "good" situations, with owners such as Arthur Shelby and Augustine St. Claire who are kindly and not cruel, slaves are victims. Slavery not only treats other humans as beasts; it has a negative effect on slave owners, who become uncaring and sometimes become beastly themselves.

Plot. The novel has two plot lines. The central characters are two slaves who are sold by a Kentucky slaveholder in order to pay off his debts. Uncle Tom goes with the slave trafficker in a docile manner, committed as he is to living a submitted Christian life. Tom endures the vagaries of his life that are brought on by the actions of his different owners and is eventually killed by the hateful actions of his final owner. The other slave who is sold, Eliza, escapes with her young son by a daring flight across the Ohio River. She is cared for by various people in the North, while enduring skepticism by some people and the pursuit of slave hunters. She is reunited with her husband and they begin a new life in Canada.

The narrative hook is the selling of the slaves on the Shelby plantation. The inciting incident is Eliza's escape, which symbolizes the conflict over slavery. She makes the transition from slavery to freedom with great difficulty by crossing the Ohio River, which was the border between the slave state of Kentucky and the free states to the north of it. The climax is the confrontation between Tom and the cruel Simon Legree, which results in Tom's death. Each plot line has a resolution. Eliza and her husband are reunited with family members on their way north. Young George Shelby frees his slaves on what had been his father's plantation in Kentucky and points to Tom's cabin as a reminder of Tom's goodness and commitment to Christ.

Conflict exists on several fronts, primarily with the conflict between slaves and slave owners. Slaves also have conflict with slave hunters. Several whites have conflicts within themselves, such as Augustine St. Claire and the northern legislator who dislikes slavery but lacks the political courage to take a clear stand for abolition. The conflict between Uncle Tom and Simon Legree is deadly.

Characters and Characterization. Tom is the central protagonist in the book. Eliza and George are also protagonists. The leading antagonists are the slave owners and slave hunters. Even the kindly slave owners are antagonists because they keep the slaves from being free. Eva St. Claire is a confidant for Tom in their conversations.

Some characters are round and well-developed. We know a great deal about Uncle Tom's internal thoughts and struggles. Augustine St. Claire is perhaps the most complicated character in the book. He is thoughtful, but he is in anguish about slavery. He decries it, but he is unwilling to do anything about it because his lifestyle depends on his owning slaves. Does he care about people, or is he a hypocrite? Tom Loker is a ruthless slave hunter who is wounded, then he is cared for by Quakers. Having a change of heart, he begins to works against slavery.

Many characters are fairly flat and stereotypical. They are what you would expect from people in those roles. For instance, the wives of slave owners are haughty and uncaring. Legree is the embodiment of evil. The more important question, however, is whether these characters are believable to any significant extent; and I believe they are. All of the characters represent people who filled various roles with regard to slavery, such as those who own slaves, those who mistreat slaves, those who help slaves, and those who are well-meaning but leave slaves in their plight. It is this last group whom Stowe wants to move to action.

Characterization takes place both indirectly, as we see what characters do and say, and directly by the narrator's comments and descriptions. Stowe leaves little doubt as to where characters stand on the issue of slavery.

Narrator. The narrator is third person omniscient. The mood or tone is one of sadness about the practice of slavery that builds to a resolve to do something about it. One literary technique that the author uses is melodrama, which is a style of drama or literature that seeks to bring about an emotional response to dramatic scenes. The death of young Eva St. Claire is the most vivid example of this technique. Eliza's escape across the icy Ohio River is melodramatic, but Stowe claims that such an escape actually took place. The author is appealing to the reader's emotions to generate a response about slavery. The author also sprinkles her narrative with direct comments to the reader, ending in the last chapter ("Concluding Remarks"), all of which emphasize her desire to elicit a response. However, Stowe has some prejudiced ideas about blacks; and her proposed solution to slavery of sending freed slaves to Liberia is unrealistic and avoids the question of whether blacks and whites can live in peace together in the United States.

Other Issues. Symbolism. Identifying elements in a work that are symbols of other things can be tricky and subjective, but some elements of *Uncle Tom's Cabin* do serve to symbolize major points. For instance, it is no coincidence that the escaped slaves who move ever further north obtain freedom and ever-greater hope and are treated more humanely, while the enslaved Tom moves ever further south and becomes increasingly dehumanized and hopeless in this life even to the point of losing his life. Faithful Tom, dying at the hands of his evil oppressor because Tom did what was right, is a Christ-figure, as is Eva St. Claire, who dies in innocent youth and has a redeeming effect on others. Tom Loker symbolizes the change that Stowe wants her readers to experience, going from one who profits from slaves to one who works to end slavery. The closing scene of Uncle Tom's empty cabin symbolizes the sadness of slavery and specifically Tom's death but also the hope that all slave cabins would one day be emptied when slavery is abolished.

Christianity. The supernatural is an important element of the book. When Eliza is crossing the Ohio River, she is imbued with "strength such as God gives only to the desperate." Tom and Eva have visions of better things that give them hope. By contrast, Simon Legree is terrified by what he thinks is a vision of ghosts. The Quakers let their faith lead them to action. The larger question is how Christian Americans will see slavery after reading the book. Will they continue to condone slavery, or will their faith move them to action? A comfortable neglect of the issue is

not an option that Stowe wishes to leave open to people.

Women. Slave women are strong and decisive. Some southern women are detached and even cruel. Women in the Underground Railroad are dedicated servants who help fugitive slaves. Significantly, it was a concerned woman who cared enough to write the book. All this was true at a time when women could not vote. They could only seek to influence men to do the right thing in their roles as family and political leaders.

Your Response. This was Stowe's whole purpose. She says in her "Concluding Remarks" that she wants all people to "feel right," that is, to have the right thoughts and emotions about slavery that will prompt action. She wants people to pray. She wants people to take up the cause of helping freed slaves become educated so that they can move to Liberia and establish a successful nation. She warns of God's judgment coming upon the church and the nations for failing to act in justice and mercy.

Injustice is around us today. The current term for the practice is human trafficking. Will we stand idly by, or will we put our faith into practice to help right wrongs and to take action to help people receive justice and mercy?

Assignment

Write a one-paragraph character sketch of one of the main characters in *Uncle Tom's Cabin*.

Unit 12

Lesson 56

1. What were the key issues in the slavery debate?
2. What happened at the 1860 Democratic National Convention, and who were the party's nominees?
3. Where was the 1860 Republican convention held, and who was its nominee?
4. Why was William Seward not nominated by the Republicans?
5. Who was the fourth national candidate for President, and what party did he represent?
6. What political experience did Abraham Lincoln have before 1860?
7. Who won the 1860 presidential election?
8. What action did South Carolina take after the election?
9. What other states followed suit?
10. Where was the Confederate government formed, and who was chosen to lead it?

Questions on the Constitution of the Confederate States of America and the "Cornerstone Speech"

1. What did the Confederate Constitution say about the importation of slaves?
2. What did the Confederate Constitution say about guaranteeing slavery in the states and any future territories?
3. What did Alexander Stephens say about internal improvements in the Confederacy?
4. What arrangement did the new Confederate government have about Cabinet members and heads of executive departments?
5. What did Stephens say was the cornerstone on which the Confederate government rested?

Unit 20

Lesson 96

1. Who were the three main candidates for President in 1912 and what party did each represent?
2. What two positions had Woodrow Wilson held immediately before becoming President?
3. How did Congress change the tariff during Wilson's presidency?
4. What new tax did Congress enact to get more revenue?
5. What banking system was created in 1913?
6. What new commission was formed to oversee companies involved in interstate commerce?
7. Tumultuous events in what western hemisphere country dominated Wilson's foreign policy during his first term as President?
8. Who was Wilson's Secretary of State for most of Wilson's first term?
9. Against whom did Wilson run in 1916?
10. What phrase did the Democrats use about Wilson in the 1916 campaign?

Lesson 97

1. What were three factors contributing to an explosive situation in Europe?
2. What were the opposing alliances that had formed in Europe?
3. What was the spark that erupted into a world war?
4. What was the long-running military aspect of the war?
5. What was the original American position on the war?
6. How was American public opinion divided regarding the combatant nations?
7. What policy of Germany challenged American neutrality?
8. What British passenger liner was sunk on May 7, 1915?
9. Why did Secretary of State Bryan resign?
10. What did Wilson say that he wanted to see?

Lesson 98

1. What was the Zimmerman telegram?
2. When did the United States formally enter the war?
3. Who led the first American forces to Europe?
4. How did the U.S. get more men to become soldiers?
5. What programs were instituted on the home front to help the war effort?
6. What steps did the government take to influence and control public opinion?
7. How did Russia conclude its participation in the war?
8. What was Wilson's plan, revealed in January of 1918, for settling war issues?
9. What was the date when the war ended?
10. Who was the greatest individual hero of the war?

Lesson 99

1. What partisan steps did Wilson take concerning preparations for peace?
2. How was Wilson received when he went to Europe?
3. Who were the three leaders of other nations who influenced the treaty negotiations most?
4. What expectations did Wilson have to contend with as negotiations began?
5. What were the feelings of the Allied leaders about how to treat Germany?

6. What was Wilson's main agenda item for the treaty and the peace?
7. How was Germany punished by the terms of the treaty?
8. What did Wilson do to make sure that the League of Nations was included in the treaty?
9. What was the proposed structure of the League of Nations?
10. What complaints were voiced in America about the treaty?
11. How did Senate Republicans respond to the treaty?
12. What happened to Wilson while he was trying to build public support for the treaty?
13. What happened to the Treaty of Versailles in the Senate?
14. What problems did the U.S. face after the war?

Lesson 100

1. How did people come to live in various parts of the earth?
2. How did people come to speak various languages?
3. What emphasis does the Bible make on racial divisions?
4. How did the Jews categorize people?
5. Who were the Samaritans?
6. How did Jesus look at people?
7. What does the Greek word translated "nations" in Matthew 28:19 mean?
8. What was the first step in taking the gospel to all nations?
9. In what kind of churches is the Christian faith most alive in China?
10. What did Christians give to children in Nigeria that helped to save Christians' lives later?

Unit 21

Lesson 101

1. Who were the Democratic and Republican presidential nominees in 1920?
2. Who were the vice presidential nominees?
3. What were some of the scandals that took place during the Harding Administration?
4. What were some actions favorable to business that took place during Harding's term?
5. Who were the two major party candidates in 1924?
6. What farm pricing system did the McNairy-Haugen Bill propose?
7. What complicated war debt and reparation payments?
8. What eventually happened with war debt and reparation payments?
9. What treaties did the Washington Armaments Conference lead to?
10. What did the Kellogg-Briand Pact (or the Treaty of Paris) call for?

Lesson 102

1. How much did the U.S. population grow over the decade of the 1920s?
2. What population shift was first indicated in 1920?
3. What changes in immigration laws were made in the 1920s?
4. What were some of the reasons for these changes?
5. What was the reaction to these changes?
6. What sources of energy grew during the decade?

7. How did the strength of unions change during the 1920s?
8. How did automobile ownership increase during the 1920s?
9. How much did radio grow during the decade?
10. What was the first talking movie?

Lesson 103

1. What was "the noble experiment"?
2. What happened to it?
3. What happened to the sale and consumption of liquor during Prohibition?
4. What kind of people became involved in the liquor business?
5. What living pattern change did the black population undergo during this period?
6. What group to help blacks was founded in 1910?
7. Who was the leading proponent of black nationalism?
8. What group's rebirth troubled blacks, Jews, Catholics, and other minorities?
9. The Great War touched off what attitude in many young people during the 1920s?
10. What scientific theories challenged the traditional way of looking at the world?

Lesson 104

1. Who were the two major party candidates for President in 1928?
2. What two issues swirled around the Democratic nominee?
3. What long-term impact in the party came from the Democratic nominee's candidacy?
4. What did the Agricultural Marketing Act do?
5. Name two of the factors that led to the stock market crash and depression in 1929.
6. What date known as Black Tuesday saw a 13 percent loss of value in the stock market?
7. What did the Hawley-Smoot Bill do, and how did it affect the nation's recovery?
8. What did the Reconstruction Finance Corporation do?
9. What did the Bonus Expeditionary Force want?
10. Who led the break-up of the Bonus Army's camp?

Lesson 105

1. What was strongly challenged and strongly defended during the 1920s?
2. What did the 1925 Butler Act in Tennessee forbid?
3. What group proposed a challenge to the Butler Act?
4. Where was the test case held?
5. Who was the teacher charged with violating the Butler Act?
6. Who were the two lead attorneys in the case?
7. What was the highlight of the trial?
8. What was the outcome of the trial and its appeal?
9. What happened to Bryan after the trial?
10. What work misrepresented what happened in the trial?

Questions on *Miracle in the Hills*

1. What resolve did Mary make to the Lord when she was five years old?
2. What did a person have to do for Mrs. Sloop to give him or her a Bible?
3. What did Mrs. Sloop see as a tragic practice for adolescents that she worked to discourage?
4. How did Mrs. Sloop finance sending girls to school in another town?
5. On what issue did the Crossnore community have a close vote?

Exploring America

Quiz and Exam Book

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Quiz on Unit 11

Review the Student Review questions on Lessons 51-54.

Matching, Part 1

_____ 1. Discovery of gold	A. Battleground for proslavery and antislavery forces
_____ 2. Ostend Manifesto	B. A proposed ban on slavery in territory acquired from Mexico
_____ 3. Popular sovereignty	C. A collection of provisions organized by Henry Clay to avoid disunion
_____ 4. Sectionalism	D. Called for the right to take slaves into all the territories
_____ 5. Gag rule	E. The forbidding in the House of Representatives of petitions regarding the abolition of slavery in the District of Columbia
_____ 6. Nashville Convention	F. The tendency of people in different parts of the country to have different and often conflicting views
_____ 7. Wilmot Proviso	G. An expression of U.S. interest in buying Cuba
_____ 8. Kansas Territory	H. Letting settlers in a territory decide for themselves whether or not to admit slavery
_____ 9. Compromise of 1850	I. 1848 event in California that heightened the debate over slavery in the territories
_____ 10. Fugitive Slave Law	J. Part of the Compromise of 1850 to which many northerners objected

quiz continued on the next page

Matching, Part 2

_____ 11. James Buchanan	K. Slave who lost a Supreme Court decision
_____ 12. John Brown	L. Republican presidential candidate in 1856
_____ 13. John C. Calhoun	M. Gifted orator, senator from Massachusetts
_____ 14. Henry Clay	N. Made vicious speech against slave interests
_____ 15. Stephen Douglas	O. The "Great Compromiser," senator from Kentucky
_____ 16. Millard Fillmore	P. Became President after Taylor's death, supported the Compromise of 1850
_____ 17. John C. Fremont	Q. Senator from Illinois, debated Lincoln
_____ 18. Dred Scott	R. Senator from South Carolina, defended slavery
_____ 19. Charles Sumner	S. Democrat elected President in 1856
_____ 20. Daniel Webster	T. Led raid against Harper's Ferry arsenal

Quiz on Unit 20

Review the Student Review questions on Lessons 96-99.

Matching

_____ 1. Federal Reserve System	A. Wilson's plan for settling war issues
_____ 2. Theodore Roosevelt	B. His assassination led to the Great War
_____ 3. Zimmerman Telegram	C. Formed to oversee companies involved in interstate commerce
_____ 4. Mexico	D. Rejected by the Senate
_____ 5. John J. Pershing	E. Republican nominee for President in 1916
_____ 6. Fourteen Points	F. Governor of New Jersey before becoming President
_____ 7. Charles Evans Hughes	G. Long-running military aspect of the Great War
_____ 8. Archduke Francis Ferdinand	H. German practice that challenged U.S. neutrality
_____ 9. League of Nations	I. Secretary of State for most of Wilson's first term
_____ 10. Treaty of Versailles	J. Enabled by the 16th Amendment, enacted by Congress
_____ 11. Reparations	K. British passenger liner sunk on May 7, 1915
_____ 12. Neutrality	L. Greatest individual hero of the Great War
_____ 13. Submarine warfare	M. American position when the Great War began
_____ 14. Trench warfare	N. 1912 Progressive Party presidential nominee
_____ 15. Personal income tax	O. Wilson's main objective at Versailles
_____ 16. Woodrow Wilson	P. Leader of the first American forces in Europe
_____ 17. William Jennings Bryan	Q. German overture to Mexico to fight against the U.S.
_____ 18. *Lusitania*	R. What Germany had to pay to victorious nations
_____ 19. Federal Trade Commission	S. Banking system begun in 1913
_____ 20. Alvin York	T. Dominated foreign policy in Wilson's first term

History Exam on Units 16-20

Review the quizzes on Units 16-20.

1. The main purpose of the Interstate Commerce Act was to regulate what industry? 1. _____

2. What is the term for the policy of using gold and silver as the standard for money? 2. _____

3. What was the third party formed in the early 1890s primarily by farmers who felt overlooked by the Republicans and Democrats? 3. _____

4. Who was the President assassinated in 1881 and succeeded by Chester Arthur? 4. _____

5. What term was used to describe southern Democrats after Reconstruction? 5. _____

6. Who was a pioneer in catalog sales? 6. _____

7. Who was the wealthiest leader in the oil industry? 7. _____

8. What is the name for a chartered business that is considered a legal person? 8. _____

9. Who was the black educator who founded Tuskegee Institute and accepted social segregation and discrimination? 9. _____

10. What Wisconsin Senator was a leading spokesman for Progressivism? 10. _____

11. What was the 1896 Supreme Court decision that upheld the practice of separate but equal facilities for blacks and whites? 11. _____

exam continued on the next page

12. What is the term used for journalists and authors who exposed the abuses and failings of American life? 12. _____

13. John Dewey was influential in what field? 13. _____

14. What was the movement that brought speakers and entertainment to many towns and cities? 14. _____

15. What term was given to the practice of Theodore Roosevelt's Administration of filing suits to break up business trusts? 15. _____

16. Who is the President most associated with encouraging the construction of the Panama Canal? 16. _____

17. What is the banking system begun in 1913? 17. _____

18. What was the British passenger liner sunk on May 7, 1915? 18. _____

19. What treaty that had been negotiated to end the Great War was defeated by the U.S. Senate? 19. _____

20. Who was the Secretary of State for most of Wilson's first term? 20. _____

English Exam on Units 16-20

This exam is based on the books In His Steps, Up from Slavery, *and* Mama's Bank Account. *Write a well-worded paragraph of about 75 words on each of the following subjects. You might want to review the literary analysis of these books in the Student Review.*

1. Based on your reading of *In His Steps*, what do you see as some of the costs and blessings of doing what you believe Jesus would do in every situation regardless of the consequences?

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2. Based on your reading of *Up from Slavery*, what were some of the struggles that Booker T. Washington endured and overcame?

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exam continued on the next page

3. Based on your reading of *Mama's Bank Account*, what are some of the benefits of having a parent you can respect and count on?

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Bible Exam on Units 16-20

1. *During these units you read these hymns: "Let the Lower Lights Be Burning," "More Holiness Give Me," "Hallelujah! What a Savior!" "Blessed Assurance," "Tell Me the Story of Jesus," "A Wonderful Savior," and "O Master, Let Me Walk with Thee." Go back and re-read these hymns if necessary. Choose one and write a 100-word paragraph that tells why the message of the hymn is especially meaningful to you and how it helps your faith.*

exam continued on the next page

2. *In Lesson 85, we discussed how the social gospel movement attempted to put the message of Jesus into action to help people with their physical needs. However, more extreme proponents left behind teachings about personal salvation. Write a 100-word paragraph that expresses what you believe is the proper balance between helping others in their everyday lives and helping them become and grow as Christians. Cite Scripture in your paragraph.*

Exploring America Answer Key

The number in parentheses after an answer indicates the page number on which that answer is found in the text. An AV before the page number indicates that the answer is found on that page in American Voices.

Unit 1

Lesson 1

1. What are four reasons for studying history? *History is our story; history helps us understand the present; history helps us learn from the past; God teaches us that history is important. (3-5)*
2. What are some ways in which studying history helps you know more about yourself? *We are descendants of immigrants; we are influenced by the section of the country in which we live; our grandparents' experiences influenced our parents and they influence us. (3-4)*
3. How does learning about both heroes and charlatans help us? *We are ennobled by those who have done good and convicted by those who have done wrong. (4)*
4. How does history help us to evaluate what we hear from the media today? *It helps us see that we have faced and survived other serious crises, that today's products may someday be only memories, and that today's brilliance may be tomorrow's nonsense. (4)*
5. What did George Santayana say about people who cannot remember the past? *They are condemned to repeat it. (5)*
6. How are the abolitionist movement and the pro-life movement parallel? *They both have stood for ideas that are out of the mainstream. (5)*
7. What are some incidents in Scripture that show that history is important to God? *Moses' reminders to the Israelites about events during their journey; Joshua's reminders of the Israelites' history; the Levites' prayer after the captives had returned from captivity; Stephen's defense before the Jewish leaders (5,6)*
8. What was one purpose of the annual festivals that God commanded Israel to observe? *To help their history be personal and help Israel stay faithful (6)*
9. How is the timing of Jesus' coming presented in the Bible? *At a specific time in history (6)*
10. God is working out His plan for human history until when? *Until time on earth ends and eternity begins (6)*

Questions on "Knowing History and Knowing Who We Are"

1. What did McCullough mean when he said that no one has ever lived in the past? *People never think of themselves as living in the past. Everyone lives in the present—their present. (AV 394)*
2. What information did the student at the University of Missouri learn from McCullough? *That all of the thirteen original colonies were on the east coast (AV 396)*
3. What did McCullough say we need to know in order to know who we are and where we are headed? *We have to know who we were. (AV 397)*
4. Where did McCullough say that the teaching and the appreciation of history should begin? *At home (AV 397)*
5. What did Abigail Adams say would have been unpardonable in John Quincy Adams? *For him to turn out to be a blockhead with all of the opportunities he had had (AV 400)*

Lesson 2

1. The hand of God guides, blesses, protects, and chastens. What are four other threads that weave through the story of America? *Expansion, power and control, a mixture of good and evil, ethnocentricity (7,8)*
2. In what four ways has America expanded? *Geographic, cultural, intellectual, personal rights (7)*
3. What are some of the prices that have been paid for American expansion? *As America has expanded, Native Americans have been treated shamefully. Economic expansion came at the expense of slaves. (8)*
4. What are some examples of the exercise of power and control in American history? *People immigrated so they could own property and businesses. Blacks had few rights because of the desire of whites to control. Political parties want to control government. (8)*
5. What are some examples of people and events being a mixture of good and evil? *Bill Clinton helped economic growth but was a moral failure. Industrial growth helped people materially, but workers suffered. (8)*
6. What is ethnocentricity? *The tendency of a people to see their ways as better than others. (8)*
7. What does the phrase "the fabric of history" mean? *Lives and events are connected with what happened yesterday and they influence what will happen tomorrow. (10)*
8. Why do we see the same issues over and over again? *Because people are the same as they have always been. (10)*
9. In what sense does history not repeat itself? *Every situation is unique in some way. (10)*
10. What does learning from the patterns of history help us do? *It helps us to live well in today's world. (10)*

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8. What was the American Party sometimes called? *The Know-Nothing Party (271)*
9. What was the motivation for increasing funding for public education? *A belief that formal schooling provided an opportunity for people to better themselves economically and would improve the nation by reducing crime and ignorance (271)*
10. What are some examples of popular social causes during this period? *Sabbath-keeping, the outlawing of duels, reform of prisons and institutions for the mentally ill, the abolition of slavery, and temperance (272-273)*

Questions on the Seneca Falls Declaration

1. Which complaints in the Seneca Falls Declaration seem valid to you and which do not? *Answers will vary. (AV 143-145)*
2. What appeals to God are made in the document? *Reference to Nature's God (AV 143); God as Creator gave women inalienable rights (AV 143); God intended woman to be man's equal (AV 145); God gave woman the same capabilities as man (AV 145); God assigns sphere of action (AV 144).*
3. Are these appeals legitimate? *Answers will vary.*
4. Women were guaranteed the right to vote by a Constitutional amendment ratified in 1920. What cause would you be willing to fight for all of your life and yet still not see it resolved? *Answers will vary.*

Bible Assignment: Read Mark 8:27-37. List three common temptations to sin that a person faces as he or she becomes economically successful. *Having less gratitude toward or realization of dependence on God. Ignoring the needs of others. Focusing on becoming even more economically successful. Other answers possible.* List three ways that immigrants might define success. *Providing a safe home for one's family. Establishing a productive farm or business. Being able to send money back to relatives in the home country. Other answers possible.*

Lesson 50

1. What does God care about more than material success? *Faithfulness (274)*
2. What is the Bible's view of Egypt compared to secular history's view? *History considers Egypt a great civilization, but the Bible portrays it as the place of slavery and an enemy of God. (274-275)*
3. How were appearances deceiving in the case of Saul? *Saul looked impressive physically but he was a failure spiritually. (275)*
4. How are kings of Israel and Judah evaluated in the books of Kings and Chronicles? *By whether or not they were faithful to God (275)*
5. How important is Israel in the story of the Bible and in secular history? *Israel is central to the Bible but was a relatively minor country in the ancient world. (275)*
6. How is Rome portrayed in the book of Revelation? *Rome is the great harlot and the persecutor of the church. (276)*
7. Why is the rich young ruler a surprising figure? *He looked successful in worldly terms but was a failure spiritually. (276)*
8. What are some examples of success and failure in American history? *Answers will vary*
9. How might God view people and events in American history differently from the way secular historians do? *God considers the heart and whether people are faithful to Him.*
10. How do you define success? *Answers will vary.*

Questions on "The Great Stone Face"

1. On what geological formation is the story based? *The Old Man of the Mountain in New Hampshire (AV 159)*
2. What is the main character's name? How is his name significant? *Ernest (AV 160); he wanted to be earnest in his life.*
3. What prophecy was believed in the region? *That someone would come along one day who would be the "greatest and noblest personage of his time" and who would look like the Great Stone Face (AV 160)*
4. What three figures came to the valley but were disappointments? *The rich Gathergold (AV 161), the soldier Old Blood and Thunder (AV 163), and the statesman Old Stony Phiz (AV 166)*
5. With whom did the main character feel a connection? *The poet (AV 167)*
6. Why did the poet say he was not the fulfillment of the prophecy? *His life did not match up with the words he had written. (AV 169)*
7. Who was the fulfillment of the prophecy? *Ernest (AV 170)*
8. What did this person think about being the fulfillment? *He did not think that he deserved the honor, and he hoped that another would come along to fulfill it. (AV 170)*
9. What does this story teach you about how to define success? *How people usually define success often involves things that are not truly worthwhile. Other answers possible.*
10. What does this story teach you about keeping your eyes on Jesus and becoming like Him? *Just like Ernest believed the prophecy and took on the hoped-for characteristics of its fulfillment, so we can become like Christ if we continually look on Him and learn from Him. Other answers possible.*

Bible Assignment: List three ways in which you can "fix your eyes on Jesus" (Hebrews 12:2) and so become like Him (2 Corinthians 3:18). *Spend time reading about His life. Contrast His way of life with that of other prominent figures in history. Imitate the example of others who follow Him. Other answers possible.*

Quiz on Unit 10

1. c (251); 2. d (252); 3. b (259); 4. d (258); 5. d (264); 6. a (269); 7. c (257); 8. a (271); 9. a (267); 10. b (270)

History Exam on Units 6-10

Matching, Part 1

1. I (168-169); 2. J (227); 3. D (235, 239); 4. E (174, 200, 239-240); 5. C (175, 206-207, 222); 6. B (137, 161); 7. F (234); 8. G (258); 9. H (137, 142-143), 10. A (164-165)

Matching, Part 2

11. C (225); 12. E (259); 13. G (199-202); 14. F (165); 15. H (227); 16. A (240-242); 17. B (218); 18. D (137, 150)

Matching, Part 3

19. Z (182); 20. Y (233); 21. W (197); 22. X (139)

List of Presidents

Washington, John Adams, Jefferson, Madison, Monroe, John Quincy Adams, Jackson, Van Buren, Harrison, Tyler, Polk

English Exam on Units 6-10

1. Francis Scott Key (AV 107); 2. Walt Whitman (AV 186); 3. Emily Dickinson (AV 176); 4. Henry Wadsworth Longfellow (AV 138); 5. Oliver Wendell Holmes (AV 129); 6. Henry David Thoreau (146); 7. Nathaniel Hawthorne (AV 159); 8. Frances E. W. Harper (AV 183) 9. David Crockett (assigned book); 10. Herman Melville (230); 11. James Fenimore Cooper (229); 12. Francis Parkman (229); 13. stanza (236); 14. meter (237); 15. alliteration (237)

Bible Exam on Units 6-10

1. Civil religion is a belief system that blends love of country, belief in God, and trust in God's guidance of the United States. People from diverse Christian backgrounds—and even those from other religious backgrounds—can accept it. (156-157)
2. John Jay (155)
3. Cane Ridge (185-186)
4. Second Great Awakening (186)
5. To do away with them and be simply Christians (187)
6. Over-Soul (210)
7. Charles G. Finney (210)
8. Joseph Smith (211)
9. The second coming of Christ (212)
10. Utopian (213)
11. He drove out the sellers and moneychangers. (247)
12. Faithfulness (274)

Unit 11

Lesson 51

1. What eventually contributed to the breakup of the Union? *Sectional differences (281)*
2. When and where did the idea of secession first come up in the United States? *New England during the War of 1812 (282)*
3. What was the occupation of the majority of southern men before the Civil War? *Small farmers (232)*
4. What fraction of southern families owned slaves? *About one-fourth (282)*
5. What was the key element of the southern economy? *Plantation-owning interests (282)*
6. Who made up the southern middle class? *Plantation overseers, small farmers, skilled workers, and shopkeepers (283)*
7. How widespread in the South was support for slavery? *A majority of white southerners supported slavery. (283)*
8. What petitions were presented in Congress year after year? How were they stopped? *Petitions to abolish slavery in the District of Columbia. The House adopted a gag rule to kill such petitions. (285)*
9. What was the Wilmot Proviso? *A proposed amendment that would forbid slavery in any territory gained by the U.S. from the appropriation to negotiate with Mexico. (285)*
10. What middle ground was proposed to help solve the issue of slavery in the territories? *Popular sovereignty: letting people of a territory decide whether the territory would be slave or free (286)*

Bible Assignment: Read Romans 12:3-13. List three good ways to handle the fact that we have differences, as described in this passage. *Think more of other people and less of yourself. Recognize that different does not always mean better or worse. Work hard to be at peace with others. Other answers possible.*

Lesson 52

1. What development in the West heightened the question of slavery in the territories? *The discovery of gold in California (287)*
2. What was President Taylor's position on California statehood? *He supported California becoming a free state. (288)*
3. What did the Nashville Convention call for? *The right to take slaves into all territories (288)*
4. What were the provisions of the Compromise of 1850? *California would be admitted as a free state; Utah and New Mexico territories would be organized and would decide for themselves about slavery; a border dispute between Texas and New Mexico would be settled in favor of New Mexico but Texas would receive compensation from the Federal government for pre-admission debts; the slave trade would be abolished in the District of Columbia; a tougher Fugitive Slave Law would be enacted. (288)*
5. Who organized the compromise package and guided it through Congress? *Henry Clay (288-89)*
6. What was Millard Fillmore's position on the Compromise proposals? *He supported them. (289)*

7. How did the Compromise pass Congress? *The proposals were presented as individual bills and different coalitions supported them. (289)*
8. What were some objections to the Fugitive Slave Law? *It applied to any slave who had ever run away, and it forced northerners to assist in something to which they were morally opposed. (289)*
9. Who won the presidential election of 1852 and what party did he represent? *Franklin Pierce, Democrat (290)*
10. What was the effect of the 1852 election on the Whig Party? *The Whig Party died out after the election. (290)*
11. Who promoted Chicago as the eastern terminus for a transcontinental railroad? *Stephen Douglas (291)*
12. What was his plan regarding the organization of the Kansas and Nebraska territories? *For them to decide on slavery by popular sovereignty (291)*
13. What happened in Kansas Territory? *Proslavery and antislavery forces fought each other. (291-292)*
14. Who gave a speech in the Senate strongly denouncing slave interests? *Charles Sumner (292)*
15. What happened to him as a result? *He was attacked by Preston Brooks, a Congressman and a nephew of South Carolina Senator Andrew Butler. (293)*

Questions on "Crime Against Kansas"

1. Where does Sumner say that Kansas is located geographically? *At the center of North America (AV 188)*
2. What is the crime that Sumner says is being committed against Kansas? *People who oppose slavery are being forced to accept slavery. (AV 189)*
3. What is Sumner's attitude toward Senator Andrew Butler of South Carolina? *He strongly condemns Butler and is mocking and denigrating toward him. (AV 190-191)*
4. How does Sumner portray Butler's loyalty to slavery? *As being loyal to a harlot (AV 190-191)*
5. What does Sumner predict about Kansas and South Carolina? *Kansas will be a "ministering angel" when South Carolina "lies howling." (AV 192)*

Bible Assignment: Read Romans 14:1-23. List three attitudes discussed in this passage that we should have toward other believers who have different opinions from ours. *We should honor other believers and not hold them in contempt. We should trust God to work on their consciences if necessary. We should be willing to give up our rights for their good. Other answers possible.*

Lesson 53

1. What state did Henry Clay represent in Congress? *Kentucky (294)*
2. Politically, Clay was known for crafting what? *Compromises (294-295)*
3. What Cabinet position did Clay hold? *Secretary of State (295)*
4. What two states did Daniel Webster represent in Congress? *New Hampshire and Massachusetts (296)*
5. For what skill was Webster known? *Oratory (295)*
6. What Cabinet position did Webster hold? *Secretary of State (296)*
7. What state did John C. Calhoun represent in Congress? *South Carolina (297)*
8. Calhoun was a defender of what controversial practice? *Slavery (297)*
9. What Cabinet positions did Calhoun hold? *Secretary of War and Secretary of State (297)*
10. What office did all three men want but never win? *The presidency (294)*

Questions on the Speeches by Henry Clay, Daniel Webster, and John C. Calhoun

1. What does Clay say is his country? *The Union (AV 171)*
2. Who does Clay say will be guilty if blood is spilled? *Those who promote disunion (AV 171)*
3. What does Webster say is impossible to conceive? *Peaceable secession (AV 172)*
4. Instead of talk about secession, what does Webster encourage? *Liberty and Union (AV 173)*
5. What does Calhoun say is the cause for the danger to the Union? *Discontent regarding the South over slavery and the loss of equilibrium between slave and non-slave states (AV 174)*
6. How does Calhoun say the Union can be preserved? *By protecting the rights of the South regarding slavery (AV 173-175*

Bible Assignment: Read 1 Corinthians 12:4-27. List three positive attitudes that are taught in this passage about the different gifts or abilities that God gives us. *The gifts that other people have complement our gifts. Instead of competing with other believes, we should be cooperating. We can support each other in suffering and celebrate with each other in blessing. Other answers possible.*

Lesson 54

1. What was the Ostend Manifesto? *A statement of the interest by the U.S. in purchasing or taking Cuba (299)*
2. Who was elected President in 1856 and what party did he represent? *James Buchanan, Democrat (299)*
3. Who was the main opposition in the election, and what party did he represent? *John C. Fremont, Republican (299)*
4. Describe the Dred Scott case. *An Army officer had taken his slave, Dred Scott, into a free state and a free territory. Scott later sued to obtain his freedom on the grounds that his residence in free areas made him free. (299-300)*
5. Summarize the Supreme Court's decision in the Dred Scott case. *The Court said that Scott was not a citizen and thus did not have the right to sue; that blacks were not citizens; and that the Missouri Compromise had denied citizens of their right to property by declaring certain areas as free and thus was unconstitutional. (300)*

6. What was the effect of the Dred Scott decision? *The decision strengthened the belief of proslavery people that antislavery forces were trying to rob them of their constitutional rights. On the other hand, it affirmed to opponents of slavery their belief that the Federal government was controlled by people who wanted to protect and extend slavery. (300)*
7. In what contest and in what year did the Lincoln-Douglas debates take place? *The U.S. Senate race in Illinois in 1858 (301)*
8. What was the outcome of that contest between Lincoln and Douglas? *Douglas was chosen by the Illinois legislature. (302)*
9. On what did John Brown lead a raid in October of 1859? *The U.S. military arsenal at Harper's Ferry, Virginia. (302)*
10. List the first fifteen Presidents of the United States in order. *Washington, John Adams, Jefferson, Madison, Monroe, John Quincy Adams, Jackson, Van Buren, Harrison, Tyler, Polk, Taylor, Fillmore, Pierce, Buchanan*

Questions on the "House Divided" Speech

1. When did Lincoln give this speech? *When he was accepting the Republican nomination to run for U.S. Senator from Illinois in 1858 (AV 193)*
2. If the country cannot remain divided, what does Lincoln say will happen? *Either slavery will end or it will spread to all the states (AV 193)*
3. What does he say is the tendency of the country? *He says the tendency is toward the spread of slavery. (AV 193)*
4. Lincoln says that Douglas, if he is not a dead lion, is what? *A caged and toothless lion (AV 196)*
5. How confident is Lincoln of victory? *He is very confident of victory. (AV 197)*

Bible Assignment: Read 1 Peter 4:7-11. List three ways that Christians are to act toward one another that are taught in this passage. *Love, be hospitable, serve, or speak God's Word.*

Lesson 55

1. What are some ways in which people differ from one another? *Answers will vary.*
2. How might differences be a source of conflict? *When there is jealousy and suspicion because of differences; when two countries differ and start a war; or when Christians do not get along and judge each other (305)*
3. How can differences be a source of strength? *When people appreciate the value of others who are not like them, when people grow from being with others who are different, and when differences result in a more well-rounded group (305)*
4. What major ethnic and religious difference did Christ bridge? *Division between Jews and Gentiles (306)*
5. Why are Christians able to have unity? *Because God gives unity (306)*
6. What are some differences in which at least one person is wrong? *When sin is present; when someone is teaching what is false (306)*
7. How should Christians handle having different gifts and talents? *Accept one another as valuable and see how each contributes to the body and to its mission (307)*
8. How does Romans 14 say that Christians should handle differences in matters of opinion? *By accepting those who have different views and being sure that you are not a cause of stumbling to others (307)*
9. Why is it difficult to apply this passage today? *People have differences of opinion about what is a difference of opinion. Christians often see their own opinions as truth and thus cannot accept those who differ with them. (308)*
10. How can unity among Christians be a powerful message to the world? *With the world divided in so many ways, Christian unity is a powerful way to say that the gospel can make people different. (308)*

Questions on *Uncle Tom's Cabin*

1. Who is Mr. Shelby? *Tom's first owner*
2. Who is Uncle Tom? *Slave who is sold twice and finally killed*
3. Who is Eliza? *Slave woman who escapes to freedom*
4. Who is Augustine St. Claire? *Tom's second owner who lives in Louisiana and dies before he is able to free Tom*
5. Who is Simon Legree? *Tom's cruel final owner*
6. What are some of the attitudes displayed by white southerners in the book? *Condescending, hateful toward slaves; see selves as powerless to do anything about slavery*
7. What are some of the attitudes displayed by white northerners in the book? *Many are helpful, but some do not want to help slaves*
8. What are the attitudes of slaves displayed in the book? *Accepting, eager to escape, fearful*
9. What impact do you think that Stowe wanted her book to have? *To shock northerners into action by showing them how slavery really was*
10. What is Stowe's attitude toward a society that tolerates slavery? *She believes that it is wrong and needs to change.*
11. What are the author's suggestions for dealing with slavery? *Right attitudes about slavery and blacks; prepare them for self-government; colonization in Africa*

Literary Analysis of *Uncle Tom's Cabin*

Answers will vary.

Quiz on Unit 11
1. I (287); 2. G (299); 3. H (286); 4. F (281); 5. E (285); 6. D (288); 7. B (285); 8. A (291-292); 9. C (288-289); 10. J (289); 11. S (299); 12. T (302); 13. R (297); 14. O (294-295); 15. Q (301); 16. P (289); 17. L (299); 18. K (299-300); 19. N (292); 20. M (296)

Unit 12

Lesson 56

1. What were the key issues in the slavery debate? *Was the main issue slavery or states' rights? Was the main question slavery in the territories or in the states? Should slavery be abolished or expanded? What should be the goal of Federal policy on slavery: protection, abolition, or limitation? (311)*
2. What happened at the 1860 Democratic National Convention, and who were the party's nominees? *Southern Democrats walked out. Northern Democrats nominated Stephen Douglas. Southern Democrats later nominated John Breckenridge. (311-312)*
3. Where was the 1860 Republican convention held, and who was its nominee? *Chicago; Abraham Lincoln (312)*
4. Why was William Seward not nominated by the Republicans? *He was perceived as being too strongly against slavery. (312)*
5. Who was the fourth national candidate for President, and what party did he represent? *John Bell, the Constitutional Union Party (made up mostly of former Whigs) (313)*
6. What political experience did Abraham Lincoln have before 1860? *He had served in the Illinois state legislature and one term in the U.S. House, and he had run for U.S. Senator against Stephen Douglas. (313)*
7. Who won the 1860 presidential election? *Abraham Lincoln (314)*
8. What action did South Carolina take after the election? *It seceded from the Union. (314)*
9. What other states followed suit? *Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas (other states followed later) (314-315)*
10. Where was the Confederate government formed, and who was chosen to lead it? *Montgomery, Alabama; Jefferson Davis as President, Alexander Stephens as Vice President (315)*

Questions on the Constitution of the Confederate States of America and the "Cornerstone Speech"
1. What did the Confederate Constitution say about the importation of slaves? *It was outlawed. (AV 204)*
2. What did the Confederate Constitution say about guaranteeing slavery in the states and any future territories? *Slavery was guaranteed in those areas. (AV 204)*
3. What did Alexander Stephens say about internal improvements in the Confederacy? *They should be paid for by the states in which they were to be built. (AV 206)*
4. What arrangement did the new Confederate government have about Cabinet members and heads of executive departments? *Cabinet members and heads of executive departments could also serve in the Confederate Congress. (AV 206)*
5. What did Stephens say was the cornerstone on which the Confederate government rested? *The idea that blacks were inferior to whites (AV 207)*

Lesson 57

1. What last-ditch proposals were put forward in Congress to avoid war? *Proposals to guarantee slavery where it existed and to allow it in territories south of the 36°30′ parallel (316)*
2. What Constitutional amendment was passed by Congress but not considered by the states? *An amendment which guaranteed slavery where it then existed (316)*
3. What position on slavery and secession did Lincoln express in his first inaugural address? *He said that he did not intend to do anything about slavery where it existed, and he said he believed that secession was wrong. (317)*
4. Who did Lincoln say had the responsibility for deciding about war? *The people of the South (317)*
5. What Federal action prompted the Confederate attack on Fort Sumter? *An attempt to resupply the fort (317-318)*
6. What move by President Lincoln led to other states seceding from the Union? *His call for 75,000 volunteers to join state militias (318)*
7. Name the eleven states of the Confederacy. *South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, North Carolina, Arkansas, Tennessee, and Virginia (314, 315, 318)*
8. What four other slave states remained in the Union? *Delaware, Maryland, Kentucky, Missouri (319)*
9. What areas of some southern states had strong unionist sentiment? *The mountainous region where slavery was rare (318)*
10. How did Lincoln keep Maryland in the Union? *By using every means he could, including suspending the writ of habeas corpus and putting Confederate supporters in jail (319)*

Questions on Abraham Lincoln's First Inaugural Address
1. What did Lincoln say about his position—had it changed or not from what he had said during the campaign? *He said that it had not changed. (AV 198)*
2. What did Lincoln say would be his policy regarding fugitive slaves? *He said that he would enforce the law. (AV 198)*

6. What were some factors in the failure? *A poor, unrealistic plan; lack of adequate technology and machinery; high death toll from diseases and accidents; corruption among those in charge of the project (541)*
7. What encouraged U.S. interest in building a canal? *The Spanish-American War (541)*
8. What political event made it easier for the U.S. to build a canal across Panama? *A revolution in Panama created a new nation there, and the new government wanted to negotiate a deal with the United States. (542)*
9. What President encouraged the canal project? *Theodore Roosevelt (542)*
10. How long did the U.S. construction project last? *From 1904 until 1914 (or ten years) (542,545)*

Lesson 95

1. Schools of theology in what country promoted liberal interpretation of Scripture? *Germany (546)*
2. How did people with these views see Scripture? *They questioned the inspiration and authority of Scripture, they saw Scripture as the product of evolutionary change, and they said it contains the word of God but is not the authoritative Word of God. (546-547)*
3. What parts of Scripture were especially subjects of debate? *The account of creation in Genesis and the Gospels (546-547)*
4. What doubts were raised about Jesus? *Whether He was really divine, whether He actually performed miracles, whether He really was raised from the dead, and whether He is really the exclusive means of salvation (546-547)*
5. Who were two popular conservative evangelists during this period? *Dwight L. Moody and Billy Sunday (547)*
6. Who promoted dispensational premillennialism? *John Darby and Cyrus Scofield (548)*
7. What denomination grew out of the Methodist Church? *The Church of the Nazarene (548-549)*
8. What two movements developed during this time? *Holiness and Pentecostalism (549)*
9. What was the series of booklets that explained traditional Biblical teachings? *The Fundamentals (549)*
10. What reform movement was largely promoted and led by Christians? *Prohibition (549)*

Questions on *Mama's Bank Account*

1. Why did Mr. Hyde not owe them anything? *Because he had enriched their lives by reading aloud to them from classic literature*
2. After Uncle Chris died, what good deeds that he had done were discovered? *He had paid for the medical care for several children.*
3. How did Katrin get the graduation present she wanted? *Mama traded her brooch for it.*
4. After the incident was all over, what did Papa do to show that he thought Katrin had grown up? *He let her drink coffee.*
5. What was done to help Uncle Elizabeth? *A sponge soaked in chloroform was put in his box.*
6. What profession did Nels pursue? *Doctor*
7. How are several characters a mixture of good and bad? *Uncle Chris was gruff but generous, Mama could be deceptive sometimes, Katrin adored her mother but could be selfish; other examples possible*
8. What are some character strengths that Mama showed? *Determination, fairness, wisdom; other answers possible*
9. What are some experiences that showed the difficult adjustments immigrants had to make? *Being taken by a renter, buying a farm, making arrangements for the reception; other answers possible*
10. Why did Mama say, looking back, that all of it was good? *She could see that through everything their family was strong and God worked everything for good.*

Literary Analysis of *Mama's Bank Account*

Answers will vary.

Quiz on Unit 19

1. c (521); 2. c (521); 3. b (522); 4. a (522); 5. d (524); 6. c (524); 7. a (530-531); 8. b (528); 9. a (531); 10. d (537); 11. b (540); 12. d (540-541); 13. d (541); 14. b (542); 15. b (538)

Unit 20

Lesson 96

1. Who were the three main candidates for President in 1912 and what party did each represent? *Democrat: Woodrow Wilson; Republican: William Howard Taft; Progressive: Theodore Roosevelt (553)*
2. What two positions had Woodrow Wilson held immediately before becoming President? *President of Princeton University and governor of New Jersey (554-555)*
3. How did Congress change the tariff during Wilson's presidency? *Congress lowered tariff rates significantly. (555)*
4. What new tax did Congress enact to get more revenue? *Personal income tax (555)*
5. What banking system was created in 1913? *Federal Reserve System (555)*
6. What new commission was formed to oversee companies involved in interstate commerce? *Federal Trade Commission (557)*
7. Tumultuous events in what western hemisphere country dominated Wilson's foreign policy during his first term as President? *Mexico (558)*
8. Who was Wilson's Secretary of State for most of Wilson's first term? *William Jennings Bryan (558)*

9. Against whom did Wilson run in 1916? *Charles Evans Hughes (558)*
10. What phrase did the Democrats use about Wilson in the 1916 campaign? *"He Kept Us Out of War." (558)*

Lesson 97

1. What were three factors contributing to an explosive situation in Europe? *Imperialism, nationalism, national and alliance rivalries (560-561)*
2. What were the opposing alliances that had formed in Europe? *Triple Alliance (Central Powers): Germany, Austria-Hungary, Italy; Triple Entente (Allies): Great Britain, France, Russia (560-561)*
3. What was the spark that erupted into a world war? *The assassination of Austrian archduke Francis Ferdinand in Sarajevo, Bosnia, in 1914 (561)*
4. What was the long-running military aspect of the war? *Stalemated trench warfare along a narrow western front near the French-German border. (562)*
5. What was the original American position on the war? *Neutrality (562)*
6. How was American public opinion divided regarding the combatant nations? *Most Americans supported Great Britain and France. German-Americans supported Germany. Irish-Americans disliked the British. Polish and Jewish Americans disliked Russia. (562-563)*
7. What policy of Germany challenged American neutrality? *Submarine warfare (563)*
8. What British passenger liner was sunk on May 7, 1915? *The* Lusitania *(563)*
9. Why did Secretary of State Bryan resign? *Because of a strongly-worded warning by Wilson to the German government (563)*
10. What did Wilson say that he wanted to see? *A peace without victory, a peace between equals (564)*

Lesson 98

1. What was the Zimmerman telegram? *A note from the German foreign minister to the German ambassador in Mexico, proposing that Mexico enter into an alliance with Germany if the U.S. and Germany should go to war. It suggested that Mexico might win back Texas, Arizona, and New Mexico. (565)*
2. When did the United States formally enter the war? *April 6, 1917 (565)*
3. Who led the first American forces to Europe? *General John J. Pershing (566)*
4. How did the U.S. get more men to become soldiers? *By the Selective Service or draft (566)*
5. What programs were instituted on the home front to help the war effort? *The War Industrial Board, the Food Administration, and the Fuel Administration (566)*
6. What steps did the government take to influence and control public opinion? *The Committee on Public Information and new laws that forbade criticism of the government (567)*
7. How did Russia conclude its participation in the war? *The Bolshevik government concluded a separate peace with Germany and pulled out of the war (568)*
8. What was Wilson's plan, revealed in January of 1918, for settling war issues? *The Fourteen Points (568-569)*
9. What was the date when the war ended? *November 11, 1918 (569)*
10. Who was the greatest individual hero of the war? *Alvin York (568)*

Lesson 99

1. What partisan steps did Wilson take concerning preparations for peace? *He asked for a Democratic Congress during the 1918 congressional election campaign; he did not name any Republicans to the peace delegation. (571)*
2. How was Wilson received when he went to Europe? *He was warmly received as a hero and savior. (574)*
3. Who were the three leaders of other nations who influenced the treaty negotiations most? *David Lloyd George of Britain, Georges Clemenceau of France, Vittorio Orlando of Italy (571)*
4. What expectations did Wilson have to contend with as negotiations began? *The expectations created by secret treaties made between countries at the start of the war about how to divide up the conquered nations and their colonies (572)*
5. What were the feelings of the Allied leaders about how to treat Germany? *They wanted to make Germany pay for damages and crush Germany's might. (572)*
6. What was Wilson's main agenda item for the treaty and the peace? *To see that the League of Nations was included in the treaty (572)*
7. How was Germany punished by the terms of the treaty? *It was made to accept the guilt for starting the war, it was forced to pay heavy war reparations, and its army was severely reduced. (573)*
8. What did Wilson do to make sure that the League of Nations was included in the treaty? *He compromised on the treatment of Germany and other issues. (572-573)*
9. What was the proposed structure of the League of Nations? *A secretary-general to administrate, a general assembly of all nations, a council composed of the Big Five (U.S., Britain, France, Japan, and Italy) to serve permanently as well as other nations on a rotating basis, and other agencies (573)*
10. What complaints were voiced in America about the treaty? *Too hard on Germany, Italy did not get enough, no call for an independent Ireland, the League of Nations would require a continued American commitment in world affairs (573-574)*
11. How did Senate Republicans respond to the treaty? *They opposed it. Henry Cabot Lodge drew up reservations to attach to the treaty. (573-574)*
12. What happened to Wilson while he was trying to build public support for the treaty? *He suffered a stroke. (574)*

13. What happened to the Treaty of Versailles in the Senate? *It was defeated twice. (574)*
14. What problems did the U.S. face after the war? *Unemployment and an economic slowdown; labor strikes, fears of Communists (574-575)*

Lesson 100

1. How did people come to live in various parts of the earth? *After the flood, the children of the sons of Noah spread out over the earth. (577)*
2. How did people come to speak various languages? *When God confused the languages at the tower of Babel (577)*
3. What emphasis does the Bible make on racial divisions? *Very little (577)*
4. How did the Jews categorize people? *As Jews or Gentiles (577)*
5. Who were the Samaritans? *Descendants of the tribes of the Northern Kingdom and Assyrians who repopulated the area (577)*
6. How did Jesus look at people? *Without stereotypes and prejudices; as individuals (577-578)*
7. What does the Greek word translated "nations" in Matthew 28:19 mean? *"Ethne" means ethnic groups more than it does our modern definition of political entities (578)*
8. What was the first step in taking the gospel to all nations? *The preaching of the gospel to Jews from many nations on the day of Pentecost (Acts 2) (578)*
9. In what kind of churches is the Christian faith most alive in China? *House churches (581)*
10. What did Christians give to children in Nigeria that helped to save Christians' lives later? *Pencils (581-582)*

Quiz on Unit 20

1. S (555); 2. N (553); 3. Q (565); 4. T (558); 5. P (566); 6. A (568-569); 7. E (558); 8. B (561); 9. O (572); 10. D (514); 11. R (573); 12. M (562); 13. H (563); 14. G (562); 15. J (555); 16. F (554-555); 17. I (563); 18. K (563); 19. C (557); 20. L (568)

History Exam on Units 16-20

1. Railroads (432)
2. Bimetallism (439)
3. Populist (or People's) Party (441, 444)
4. James A. Garfield (427)
5. Redeemers (or Bourbons) (474)
6. Aaron Montgomery Ward (461)
7. John D. Rockefeller (460)
8. Corporation (456)
9. Booker T. Washington (498-499)
10. Robert LaFollette (504)
11. *Plessy v. Ferguson* (498)
12. Muckrakers (504)
13. Education (524)
14. Chautauqua Movement (524)
15. Trust-busting (528)
16. Theodore Roosevelt (542)
17. Federal Reserve System (555)
18. *Lusitania* (563)
19. Treaty of Versailles (574)
20. William Jennings Bryan (563)

English Exam on Units 16-20

Here are some suggestions on what might be included in the assigned paragraphs:

1. Based on your reading of *In His Steps*, what do you see as some of the costs and blessings of doing what you believe Jesus would do in every situation regardless of the consequences?
It might cost you money, social standing, acceptance by family members and church members, and perhaps even your health and life. You will be blessed by knowing you are following the Lord, using your life well, and helping other people. You will be contributing good and not evil to the world.

2. Based on your reading of *Up from Slavery*, what were some of the struggles that Booker T. Washington endured and overcame?
He faced and overcame being born in slavery, poverty, a lack of education, discrimination by whites, a lack of funds for Tuskegee, the loss of two wives, blacks in America largely having no background in getting an education, disagreement by some blacks who wanted to press for social equality, the attitude of some blacks who wanted to avoid work by getting an education.

3. Based on your reading of *Mama's Bank Account*, what are some of the benefits of having a parent you can respect and count on?
Such a parent will always be there for you; he or she learns by living and shares her wisdom; she believes in you; she does what is best for you; she will sacrifice her own comfort for you; she will guide you in what is right; other answers possible.

Bible Exam on Units 16-20

1. *Answers will vary*; 2. *Answers will vary.*

Unit 21

Lesson 101

1. Who were the Democratic and Republican presidential nominees in 1920? *Democrat: James Cox; Republican: Warren G. Harding (585-586)*
2. Who were the vice presidential nominees? *Democrat: Franklin Roosevelt; Republican: Calvin Coolidge (585-586)*
3. What were some of the scandals that took place during the Harding Administration? *The head of the Veterans' Bureau stole medical supplies; the attorney general might have mishandled war reparation payments; the Teapot Dome scandal involved secret deals to tap oil on a government reserve (586)*