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| **American History II Benchmark 1 [863289]** |
| **1.** | **Which statement best describes how the construction of the Transcontinental Railroad contributed to the closing of the American frontier?**  |
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| **A.** | The markets of Asia were opened to American products.  |

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| **B.** | The coasts of America were connected by industry.  |

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| **C.** | The landscapes of the West were protected from commercial development.  |

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| **D.** | The resources of the East were used to develop Midwestern cities.  |

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| **2.** | **Advances in manufacturing aided the development of the United States as an industrial power by**  |
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| **A.** | increasing production levels.  |

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| **B.** | expanding the agricultural workforce.  |

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| **C.** | increasing government regulations.  |

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| **D.** | stimulating the demand for immigrant workers.  |

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| **3.** | **Use the table below to answer the question.**

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|  Before  |  After  |
| One worker makes a product from start to finish  | One worker makes a component of the product  |
| One item is produced at a time  | Many items are produced at the same time  |
| Cost of item is high  | Cost of item is reduced  |

**Which event caused these changes?**  |
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| **A.** | an increase in wages  |

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| **B.** | the development of assembly lines  |

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| **C.** | a decrease in safety regulations  |

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| **D.** | the support of labor unions  |

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| **4.** | **Which early 1900s group is best characterized by this list?**

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|  • Overcrowded tenement apartments • Dangerous working conditions • Segregated ethnic neighborhoods  |

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| **A.** | migrant laborers in mining towns  |

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| **B.** | inner-city political machines  |

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| **C.** | immigrants in urban areas  |

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| **D.** | labor union leaders  |

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| **5.** | **In the late 1800s, federal policies such as the Dawes Act encouraged the division of tribal landholdings among individual tribe members. How did the Dawes Act negatively affect American Indians?**  |
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| **A.** | Many American Indian tribes were relocated to poor quality land in Oklahoma.  |

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| **B.** | Tribal lands were lost as tribe members were forced to sell their lands cheaply.  |

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| **C.** | Tribes had to sue to have water rights restored in exchange for complying with the act.  |

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| **D.** | American Indians were banned from West Coast cities such as Seattle and San Francisco.  |

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| **6.** | **Which of the following acts by the United States government ended religious expression for the Sioux Nation and closed the American Frontier?**  |
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| **A.** | Sand Creek Massacre  |

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| **B.** | Massacre at Wounded Knee  |

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| **C.** | Fetterman Massacre  |

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| **D.** | Custer’s Last Stand  |

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| **7.** | **Use the list below to answer the question.**

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| •  | Corrupt public officials  |
| •  | Industrialized economy  |
| •  | Increased immigration  |

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**What is the best title for this list?**  |
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| **A.** | The Results of a Depression on the Financial System  |

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| **B.** | Factors That Influenced the Growth of Political Machines  |

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| **C.** | The Effects of Government-Imposed Regulations  |

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| **D.** | Factors That Led to the Creation of Political Parties  |

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| **8.** | **Use the information to answer the question that follows.**

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|  “Black Codes” were laws and constitutional amendments passed by Southern states after the Civil War. In North Carolina, for example, the code enacted in 1866 allowed a black person to testify in court if the case involved African Americans; if the case involved two white people, then both had to agree to allow a black person to testify. If one black person sold property worth more than ten dollars to another black person, the transaction had to be witnessed by a white person who could read or write.  |

**What best explains the reason why codes like this were enacted in Southern states?**  |
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| **A.** | to maintain the control of whites over African Americans  |

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| **B.** | to guide newly freed slaves as they gained experience as citizens  |

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| **C.** | to ensure that African Americans had the same legal rights as whites  |

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| **D.** | to meet federal standards on civil rights required for rejoining the Union  |

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| **9.** | **Use the passage to answer the question.**

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| To-day three-fourths of its people live in the tenements, and the nineteenth century drift of the population to the cities is sending ever-increasing multitudes to crowd them . . . . We know now that there is no way out; that the “system” that was the evil offspring of public neglect and private greed has come to stay . . . . Nothing is left but to make the best of a bad bargain . . . .The greed of capital that wrought the evil must itself undo it . . .—Jacob Riis, *How the Other Half Lives*, 1890  |

**Why did Jacob Riis call the tenements “a bad bargain”?**  |
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| **A.** | Reformers would only help people living in tenements if they agreed to change their lifestyles.  |

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| **B.** | Negotiations between labor unions and businesses made small strides in improving the lives of workers, but it was not enough.  |

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| **C.** | The lack of laws protecting workers allowed businesses to pay workers so little that the workers had to live in crowded, unsanitary conditions.  |

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| **D.** | People had more access to entertainment in the cities than in rural areas, but the trade-off was living in smaller and more crowded housing.  |

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| **10.** | **Which factor most motivates people from different countries to live in the United States?**  |
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| **A.** | the use of English for business transactions  |

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| **B.** | the opportunity to study in U.S. public schools  |

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| **C.** | the desire for democracy and economic opportunity  |

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| **D.** | the acceptance of the principles of laissez-faire capitalism  |

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| **11.** | **Following the end of Reconstruction, African-American people living in the South became increasingly disillusioned as they faced new Jim Crow laws, poor economic opportunities, and outright violence. Increasingly, African Americans moved to the North and West. In the 1920s alone, over 750,000 African Americans moved out of the South.****How did their migration change the politics of the United States?** |
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| **A.** | African Americans no longer faced racism |

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| **B.** | African Americans voted in increasing numbers |

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| **C.** | African Americans dominated the Democratic Party  |

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| **D.** | African Americans were not discriminated again politically |

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| **12.** | **What stimulated the growth of labor unions in the United States during the Industrial Revolution?** |
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| **A.** | The Sherman Antitrust Act of 1890 proved to be ineffective. |

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| **B.** | Workers were subjected to low pay and poor working conditions. |

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| **C.** | Progressives were elected to Congress in large numbers after 1890.  |

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| **D.** | The federal government supported railroad workers in the Baltimore and Ohio railroad strike. |

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| **13.** | **How did political bosses in major industrial cities affect the lives of immigrants to the United States in the late 1800s?** |
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| **A.** | The political machines exploited immigrants by buying votes with favors, jobs, and housing. |

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| **B.** | The political bosses were outnumbered; the immigrants seized control and passed laws similar to those in Europe. |

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| **C.** | The immigrants created ethnic neighborhoods to insulate themselves from controlling political bosses.  |

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| **D.** | The immigrants were unhappy with the corrupt political machines, and joined anarchist and socialist movements instead.   |

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| **14.** | **Treat all men alike. Give them the same laws. Give them all an even chance to love and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect all rivers to run backward as that nay man who was born a free man should be contented penned up and denied liberty to go where he pleases.** **-Nez Perce, Chief Joseph, Washington, D.C., 1879****Based on the quote above, which governmental policies did Chief Joseph oppose?** |
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| **A.** | Immigration and communal property  |

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| **B.** | Farming and damming of rivers   |

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| **C.** | Discrimination and resettlement   |

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| **D.** | Conservation and preservation  |

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| **15.** | **First, for open, competitive examinations for testing the fitness of applicants for the public service… Fifth, that no person in the public service is for that reason under any obligations to contribute to any political fund, or to render any political service, and that he will not be removed or otherwise prejudiced for refusing to do so.****-Pendleton Civil Service Act, 1883****How did the Pendleton Civil Service Act affect American politics?**  |
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| **A.** | It provided additional regulation of railroads. |

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| **B.** | It ended campaign contributions to political candidates.   |

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| **C.** | It ended patronage in the hiring of government employees. |

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| **D.** | It required government employees to pass a drug test.    |

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| **16.** | **What was an effect of “Jim Crow” laws?** |
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| **A.** | Expanded rights for minorities  |

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| **B.** | Enfranchisement of freedom  |

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| **C.** | Improved race relations in the south  |

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| **D.** | Limited freedom for minorities in the south  |

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| **17.** | **This group of white southerners wanted to prevent the Freedman from exercising their political, economic and social rights through violence, intimidation and fear tactics. What was the name given to this group of southerners?**  |
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| **A.** | Radicals |

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| **B.** | Sharecroppers  |

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| **C.** | Ku Klux Klan  |

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| **D.** | Carpetbaggers  |

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| **18.** | **The “new immigrants” to The United States between 1890-1915 came primarily from:** |
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| **A.** | Latin America. |

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| **B.** | Northern and Western Europe. |

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| **C.** | East Asia. |

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| **D.** | Southern and Eastern Europe.   |

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| **19.** | **The last Native American uprising occurred in 1890. It ended with a massacre of defenseless women and children by federal troops in South Dakota. What was this event?** |
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| **A.** | The Battle of Little Big Horn  |

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| **B.** | The Battle of the Black Hills  |

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| **C.** | Sand Creek  |

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| **D.** | Wounded Knee  |

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| **20.** | **What precedent was established by Plessy v. Ferguson?** |
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| **A.** | Women’s suffrage   |

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| **B.** | Federal government’s right to regulate interstate commerce  |

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| **C.** | Separate but equal |

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| **D.** | Judicial Review   |

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| **21.** | **How did the invention of barbed wire transform the economy of the American West in the 1870s and 1880s?** |
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| **A.** | Many factories emerged in the West to manufacture the wire, creating large number of jobs for new immigrants. |

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| **B.** | Major meat-packing facilities moved from Chicago and Cincinnati to Abilene and Dodge City.  |

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| **C.** | The enclosure of the plains into farms and ranches ended the era of the great cattle drives from Texas to railroads in Kansas and Nebraska.  |

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| **D.** | Cattle production declined because herds no longer had free rein over the prairies.  |

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| **22.** | **The Industrial Revolution means the development of the factory system. In the early years of this factory system:** |
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| **A.** | Workers received high pay for short hours. |

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| **B.** | Employers would refuse to hire slaves to work in the factories.  |

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| **C.** | Employers took advantage of their powerful position over the workers.  |

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| **D.** | Employers would design machines to confirm the needs of the workers.  |

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| **23.** | **In urban settings immigrants and the poor were eventually provided help through churches that built gyms and provided social programs and child care. This is an example of:** |
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| **A.** | Social Darwinism  |

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| **B.** | Social Gospel   |

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| **C.** | Gospel of Wealth  |

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| **D.** | Americanization  |

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| **24.** | **What impact did the Homestead Act (1862) have on the United States?**  |
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| **A.** | It provided more land for reservations for Plains Indians. |

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| **B.** | It polarized the different sections of the country.  |

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| **C.** | It encouraged the settlement of the western Great Plains.  |

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| **D.** | It encouraged more people to purchase coffee.  |

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| **25.** | **What was the primary purpose of settlement houses like those founded by Jane Addams?** |
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| **A.** | To provide housing for orphans until suitable foster parents were found. |

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| **B.** | To provide newly arrived immigrants with temporary housing. |

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| **C.** | To register recent immigrants to vote in city and state elections. |

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| **D.** | To provide social and educational services to immigrants in poor neighborhoods. |

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| **26.** | **What was the most significant economic impact of immigration in the late 1800s?**  |
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| **A.** | Factories had a steady supply of cheap labor   |

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| **B.** | Farm production increased  |

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| **C.** | Immigrants invested money to start new businesses  |

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| **D.** | Demand for manufactured goods declined  |

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| **27.** | **Political machines provided new city dwellers with necessities such as jobs, housing and police protection in exchange for:**  |
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| **A.** | Kickbacks |

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| **B.** | Votes. |

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| **C.** | Grafts. |

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| **D.** | A portion of their wages. |

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| **28.** | **In her publication, ‘A Century of Dishonor’, what did Helen Hunt Jackson draw attention to:** |
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| **A.** | The killing of innocent settlers by angry Native Americans     |

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| **B.** | Self-government allowed on the reservations       |

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| **C.** | The slaughter of the buffalo by Plains Indian tribes       |

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| **D.** | Injustices suffered by Native Americans at the hands of the U.S. government     |

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| **29.** | **A significant contribution to the industrialization of the United States was Henry Ford's development of ...** |
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| **A.** | the assembly line. |

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| **B.** | the first holding company. |

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| **C.** | electric-powered vehicles. |

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| **D.** | a new process of making steel. |

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| **30.** | **This photograph shows the Pueblo Indian boys after they entered the Carlisle Indian School in Pennsylvania. Based on the photograph, which phrase describes the main objective of the Carlisle School?** |
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| **A.** | To assist American Indians in adjusting to reservation life  |

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| **B.** | To impose American culture on the American Indians       |

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| **C.** | To help American Indians become United States citizens   |

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| **D.** | To train American Indians to become tribal leaders  |

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**Answers**

1. **B**
2. **A**
3. **B**
4. **C**
5. **B**
6. **B**
7. **A**
8. **C**
9. **C**
10. **B**
11. **B**
12. **A**
13. **C**
14. **C**
15. **D**
16. **C**
17. **D**
18. **D**
19. **C**
20. **C**
21. **C**
22. **B**
23. **C**
24. **D**
25. **A**
26. **B**
27. **D**
28. **A**
29. **B**