U.S. HISTORY EOC
STAAR® Preparation and Practice

- Over 300 authentic STAAR questions
- 3-step approach for efficient remediation
- Cumulative Review of Readiness TEKS

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- What was the impact of westward expansion on American Indians? (H.3A, H.3C, H.12A, H.13A, H.15A, H.26B)

### 1.2 The Gilded Age


## 2 The Progressive Era

### 2.1 Political and Economic Reforms

- Who were the Progressives? (H.2B, H.5B, H.25A)

### 2.2 Social Reforms


## 3 Rise of World Power

### 3.1 American Expansionism


### 3.2 World War I

- What were the causes of World War I, and why did the United States enter the war? (H.2D, H.4C, H.4F, H.4G, H.26F)
- What were the Fourteen Points, and how did they shape the Treaty of Versailles? (H.2B, H.4F, H.12B, H.15D, H.19E)

## 4 The Twenties

### 4.1 Culture and Innovations

- How did a fear of foreigners and radical ideas affect American society? (H.2B, H.6A, H.15C)
- Why were different areas of society in conflict during the 1920s? (H.6A, H.6B, H.13A)

### 4.2 Politics of the 1920s

- How did the economic situation after World War I affect U.S. politics? (H.15B, H.16A, H.19C)
- How did the Coolidge administration promote business? (H.16A, H.16B, H.28A)
- Why did Herbert Hoover easily win the presidency in 1928? (H.15B, H.16A)

## 5 The Thirties

### 5.1 The Great Depression

- What were the major causes of the Great Depression? (H.2B, H.2D, H.16B)

### 5.2 The New Deal

- What were the major policies of the New Deal? (H.2B, H.2D, H.16B, H.16E, H.19A)

## 6 World War II

### 6.1 Path to War

- Why did aggressive dictators gain control of some nations in the 1920s and 1930s? (H.2B, H.7A)
- What German actions led to the outbreak of war? (H.2B, H.7D, H.7A)
- Why did the United States join the war? (H.2B, H.7A, H.7B)

### 6.2 Homefront U.S.A.

- How did the war provide new opportunities for some Americans? (H.2B, H.7D, H.7G, H.17A)
- What was Executive Order 9066? (H.7D, H.19B)
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Dear Students,

The STAAR U.S. History assessment measures your knowledge of the U.S. History TEKS. STAAR tests are not designed to measure many important qualities of character and intelligence—as this cartoon shows. But performing well on the STAAR tests is necessary to graduate, so you want to do all you can to succeed on them. That’s where this workbook comes in!

This workbook was designed to help you score higher on the STAAR U.S. History EOC exam. This workbook provides concise TEKS instruction and lots of authentic STAAR practice questions. We created this workbook using two released STAAR tests—so we know it really matches the test. As helpful as this book is, it only works if you use it. So please use this workbook!

Practicing Smart Is the Secret to STAAR Success

There is a secret to success on the STAAR tests—practice, practice, and more practice. This is good news because you are in control of how much effort you put in practicing. And your effort practicing—especially over a long period of time—will make the difference. But not all practice is the same . . . you need to practice smart.

First, practice with test questions that are very similar to the actual STAAR test. That’s easy, since this workbook is full of them. Next, focus on your weaknesses—spend extra time on problems you have trouble with. Think of it like this: if your basketball shot needs improvement, you don’t practice dribbling. Instead, you practice shooting.

Focusing on your weaknesses also means carefully analyzing each problem you get wrong. Why did you get it wrong? Why is the correct answer correct? You learn more from test questions you get wrong, so don’t be afraid of making mistakes. These are your best opportunities to learn. So again, it’s like basketball: if your shot is off, you identify what you are doing wrong (too far left) and correct it with your next shot (aim right).

When you practice, give each question your full attention. Do not take a break until after you answer the question. Your attention is like a muscle that you build by using it, one practice test question at a time. Do you believe unfocused, sloppy practice of your basketball shot will help you perform during a big game? No! Your attention is your greatest power. Develop it with practice.

Preparing for the STAAR test can be a fun challenge. And when you practice smart, you are building life skills while you prepare for the STAAR test!

Your partners in STAAR success,

The Sirius Education Team
How to Use This Book for STAAR Success

This interactive workbook is a comprehensive program that includes TEKS instruction and STAAR practice. It is easily adapted for different needs and includes a 3-step approach to efficiently prioritize and individualize remediation when preparation time is limited.

STEP 1 Identify Your Needs—Chapter Diagnostic Tests

Use each of the 11 Chapter Diagnostic Tests to identify what you know and what you need to review. Record your results in the Student Progress Recording Chart.

STEP 2 Focus Intervention—Lesson Instruction and STAAR Practice

Use your Diagnostic results to focus TEKS instruction and STAAR practice to meet your unique needs.

STEP 3 Monitor Your Progress—Chapter Post Tests

Use each Chapter Post Test to monitor progress and to identify additional lessons for review. The Post Tests use the same TEKS in the same order as the Diagnostic Test.
Focused Intervention is provided by 23 lessons with TEKS Instruction and STAAR Practice.

Lesson TEKS Instruction

Concise and student-friendly instruction reviews each TEKS and applies it to solve STAAR test items from the Chapter Diagnostic Test.

Students revisit Diagnostic Test Item 1 for H.4.A.

Lesson STAAR Practice

Each lesson includes 2 pages of authentic STAAR practice. Questions include test-taking tips and TEKS references so you can quickly find supporting instruction.

Test-taking tips address common errors and provide useful strategies.

Practice emphasizes Readiness TEKS.

Over 300 authentic STAAR questions

Students revisit Diagnostic Test Item 2 for H.4.B.

Questions match the STAAR test in content and format.

Questions correlate to content and skill TEKS.
Chapter Introduction — See the Big Picture

Chapters are divided into eras and each chapter introduction includes activities on visual literacy, critical thinking skills, and chapter vocabulary.

Chapter Study Guide and Review

Provides a review of the vocabulary and main ideas in the Chapter. Students also apply social studies TEKS skills.

Study Guide and Review

Comparing the Fourteen Points and the Treaty of Versailles

Comparing Points of View on the League of Nations

Critical thinking exercises to test skills and content knowledge
STAAR Strategies

Strategies use actual STAAR test items so you can learn how to think through STAAR questions.

1. Read the question carefully. The question will help you understand what to look for in a visual or test question. Make sure you understand the question.

2. Identify the task. The question often tells you what the task is.

3. Read the entire question stem before looking at the answer choices. The question stem tells you what information or why you need to search for.

4. If there is a diagram, read the question to be sure you understand what the diagram is depicting. Then, scan the diagram carefully.

5. Look for key words in the question that indicate the type of question you are being asked to answer. These words are often in italics.

6. The question asks about the person named in the handbill.

(a) By supporting the formation of labor unions by African American workers

(b) By organizing voter-registration drives for African Americans

(c) By preventing vocational training for African Americans

(d) By organizing boycotts of businesses that refused service to African Americans

7. Because of theU.S. Constitution, slavery was legal in the United States until the Civil War ended in 1865.

8. Americans support the formation of labor unions by African American workers.

9. The question asks for basic information about the person named in the handbill.

(a) Right below the name Booker T. Washington are the words “The Great Negro Educator.”

(b) The question asks about the person named in the handbill.

(c) The question asks about the person named in the handbill.

(d) The question asks about the person named in the handbill.

10. Which of the following best completes the diagram?

(a) Rapidly increasing use of Model Ts

(b) Knocking down the few remaining buffalo

(c) Decrease in buffalo population over time

(d) Use of Model Ts by farmers

11. Mixed review of previous chapters in a random order

12. The question asks about the person named in the handbill.

(a) By supporting the formation of labor unions by African American workers

(b) By organizing voter-registration drives for African Americans

(c) By preventing vocational training for African Americans

(d) By organizing boycotts of businesses that refused service to African Americans

13. Which of the following best completes the diagram?

(a) Open range in Texas gradually enclosed (1870–1880)

(b) Congress approves the Homestead Act (1862)

(c) U.S. Civil War (1861–1865)

(d) American settlers spread across the West (1870–1880s)

Common Misconceptions

23 common student misconceptions with corrections to help you succeed on the test.

1. INCORRECT: The “Wild West” of the 1850s was populated only by white Americans and American Indians.

2. INCORRECT: The free enterprise system of the late 1800s thrived due to the lack of government involvement in the economy.

3. INCORRECT: No women in the United States had the right to vote before the Nineteenth Amendment to the Constitution was ratified in 1920.

4. INCORRECT: The African American civil rights movement did not exist in the 1850s and 1860s.

5. INCORRECT: The United States maintained a policy of isolationism (staying out of foreign conflicts) before World War I.
Most STAAR questions test your knowledge of U.S. History. But the STAAR EOC also tests social studies skills—your ability to use information to draw conclusions. About 50% of the STAAR questions include a stimulus such as a quote, photo, illustration, cartoon, or diagram and your job is to interpret this given information. The examples below show you how to select the correct answer.

**STAAR Strategy 1  Finding Key Details in a Visual**

Some questions have a visual or a text excerpt, and you only need to recognize one key detail in order to find the correct answer.

1. **Read the question carefully.** The question will help you understand what to look for in a visual or test excerpt. Make sure you understand the question.

   How did the person named in this 1909 handbill work to improve the lives of African Americans?

   - **F** By organizing voter-registration drives for African Americans
   - **G** By supporting the formation of labor unions by African American workers
   - **H** By promoting vocational training for African Americans
   - **J** By organizing boycotts of businesses that refused service to African Americans

2. **Reread the question and make sure you understand it.**

   The question asks for basic information about the person named in the handbill.
   - The person named is Booker T. Washington. If you have the background knowledge and are certain you know who this person was you can answer the question.
   - Right below the name Booker T. Washington are the words “The Great Negro Educator.”
Use the Diagnostic Tests to identify lessons for review. Chart your progress using the steps below.

1. **Diagnostic**  
   Mark a ✓ in the box under each question that you answered correctly. Find the total correct.

2. **Completed**  
   For each unchecked question in 1, circle the Lesson number. After you study the lesson, mark a ✓ in the box for Completed.

3. **Post Test**  
   Mark a ✓ in the box for each question that you answered correctly. Find the total correct.  
   (The Post Test questions are in the exact same order as the Diagnostic Test.)

### Chapter 1  The Late 1800s

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### Chapter 2  The Progressive Era

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### Chapter 9  JFK, LBJ, and Vietnam

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### Chapter 11  A Changing World

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© Sirius Education Solutions
As the United States entered a new century, Americans were looking outward. Seeking new political and economic influence, the country gained overseas territories, opened new markets, and expanded its navy. Though the country only reluctantly entered World War I, its involvement in that conflict solidified its new role as a world power.

**Analyzing Visuals**

This photo shows soldiers in France during World War I.

*What feature of World War I are the soldiers standing in, and how did that feature affect the war?*

**Mapping American Expansionism**

As the United States moved out of isolationism and sought new spheres of influence, it expanded economically and gained territory. Several key events shaped the nation’s transformation into a major world power.
# Vocabulary Preview

Cover the definitions and see how well you know each term. Verify the definition and place a check under “Must Study” for all terms you need to review.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Alfred Thayer Mahan</td>
<td>A historian and naval officer, Alfred Thayer Mahan promoted the idea that powerful countries needed strong navies.</td>
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<tr>
<td>Henry Cabot Lodge</td>
<td>Republican senator Henry Cabot Lodge wanted to expand American spheres of economic influence and opposed the League of Nations.</td>
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<tr>
<td>annex</td>
<td>To add territory to an already existing state is to annex it.</td>
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<tr>
<td>Spanish-American War</td>
<td>The Spanish-American War was fought mainly in Cuba during 1898 between the United States and Spain.</td>
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<tr>
<td>Theodore Roosevelt</td>
<td>Leader of the Rough Riders, Theodore Roosevelt led a successful charge in the Spanish-American War and later became president of the United States.</td>
</tr>
<tr>
<td>imperialism</td>
<td>A policy of empires, imperialism involves taking control of and governing dependent territories.</td>
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<tr>
<td>Roosevelt Corollary</td>
<td>While president, Theodore Roosevelt announced the Roosevelt Corollary, stating that the United States would intervene in Latin American countries if problems arose.</td>
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<tr>
<td>isolationism</td>
<td>The American policy of remaining distant from the affairs of other countries was referred to as isolationism.</td>
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<tr>
<td>Central Powers</td>
<td>The Central Powers were one of the two major alliances in World War I and included Germany, Austria-Hungary, and the Ottoman Empire.</td>
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<tr>
<td>Allied Powers</td>
<td>One of the two major alliances in World War I, the Allied Powers included Britain, France, and Russia.</td>
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<tr>
<td>Zimmermann Telegram</td>
<td>A telegram from a German official asking Mexico to join World War I on the side of Germany against the United States was intercepted. It became known as the Zimmermann Telegram, named for the man who sent it.</td>
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<tr>
<td>Espionage and Sedition Acts</td>
<td>To silence critics of U.S. involvement in World War I, the government passed the Espionage and Sedition Acts, making it illegal to undermine the war effort or speak out against the U.S. government.</td>
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<tr>
<td>Fourteen Points</td>
<td>President Wilson proposed a peace plan for World War I based on Fourteen Points designed to prevent future wars.</td>
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<tr>
<td>League of Nations</td>
<td>The League of Nations was created by the Treaty of Versailles. Wilson envisioned it as an organization to prevent future wars, but the United States never joined.</td>
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<tr>
<td>Treaty of Versailles</td>
<td>The Treaty of Versailles was the peace treaty that ended the war with Germany in World War I; the U.S. Senate refused to approve it.</td>
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*Study these words as they appear in the text. Then test your understanding by completing the Chapter Study Guide and Review.*
Whether they will or not, Americans must now begin to look outward. The growing production of the country demands it.

—Alfred Thayer Mahan

1. Mahan suggests that an end to isolationism is necessary because —  
   (H.4A, H.29H)  
   A. the country’s economy is expanding  
   B. it is a Christian duty  
   C. the country is too small  
   D. the United States is facing a depression

2. The writer of this text would most likely disagree with the idea that —  
   (H.4B, H.29B)  
   F. the most successful economies thrive on competition among foreign powers  
   G. the United States should remain neutral with regard to foreign affairs  
   H. the most effective governments derive power from the people whose will is expressed through their elected representatives  
   J. the United States should take control of less-developed nations to improve how they are governed

3. The United States wanted to annex Hawaii because —  
   (H.4A)  
   A. it needed to protect the missionaries there  
   B. it would provide a military base and open up new markets  
   C. the Hawaiian monarchy was discriminating against Americans  
   D. Sanford B. Dole was promised the position of governor
4  The immediate cause of the outbreak of World War I was —  (H.4C)
   F  the sinking of the British passenger ship *Lusitania*
   G  the assassination of Archduke Franz Ferdinand
   H  the numerous alliances among countries in Europe
   J  the Japanese attack on Pearl Harbor in Hawaii

---

The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve.

—President Woodrow Wilson, Message to Congress, 1917

5  In his message asking Congress to enter World War I, Wilson —  (H.4F, H.29H)
   A  seems reluctant to enter the war
   B  expresses the idea of expansionism
   C  calls on the ideals of democracy and liberty
   D  implies that the United States will take the lead

6  During World War I, a stalemate occurred on the Western Front when military forces developed the defensive strategy of —  (H.4E)
   F  submarine warfare, which enabled troops to establish blockades
   G  trench warfare, which limited the success of offensive tactics
   H  smoke screening, which concealed soldiers entering “no man’s land”
   J  aerial spotting, which allowed troops to observe enemy lines from above

---

A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

—The Fourteen Points

7  To which of the Fourteen Points is Wilson referring in this passage?  (H.4F, H.29H)
   A  Freedom of the seas
   B  The League of Nations
   C  Arms reduction
   D  No secret alliances
LESSON 3.1 American Expansionism

How did the United States become a world power?  

By the end of the 1800s, the United States was looking beyond domestic issues and thinking about its position in the world. The country began to take a more assertive foreign policy, acquiring new lands and expanding its economic influence.

Expanding Influence Overseas  For several decades after the Civil War, the growth of the country’s navy stagnated. In books and lectures, an influential naval officer and historian named Alfred Thayer Mahan argued that any powerful country needed a powerful navy, both for defense and for commerce. His ideas had a huge impact on the government. Congress allocated funds to expand the navy, and by the 1890s, the U.S. Navy ranked among the top five navies in the world.

Diagonal Test Item

Whether they will or not, Americans must now begin to look outward. The growing production of the country demands it.

― Alfred Thayer Mahan

1  Mahan suggests that an end to isolationism is necessary because —
   A  the country’s economy is expanding
   B  it is a Christian duty
   C  the country is too small
   D  the United States is facing a depression

Explanation
   A  is correct. As the economy grows, it needs expanded markets for the products created.
   B  is incorrect. Although some Christian missionaries supported imperialism, Mahan says nothing about being motivated by religion.
   C  is incorrect. Mahan does not refer to the size of the country; the United States is already large.
   D  is incorrect. While it might be inferred that not expanding could hurt the economy, the quote says nothing about a depression.

Mahan’s ideas influenced many American politicians, including Senator Henry Cabot Lodge. Lodge believed that protecting Americans’ interests meant having an expanded sphere of economic influence. The strengthened navy would help achieve that influence. New overseas ports would serve the navy; they would also provide centers from which to extend trade and influence. American business leaders, eager to expand international trade, embraced these ideas.
Americans fulfilled these goals in Hawaii, an island chain in the middle of the Pacific. Protestant missionaries had arrived in the islands beginning in the 1820s to spread Christianity and American ideals. Over time, these missionaries, along with investors, developed sugarcane and pineapple plantations and began profitable businesses. They pressured the Hawaiian government to make generous concessions to the United States. For example, the United States received permission to use Pearl Harbor on the island of Oahu for naval purposes. The United States aided planters in Hawaii by allowing sugar grown there to be imported without being subject to U.S. tariffs (taxes on imports).

The Spanish-American War  In 1895, a rebellion broke out in Cuba to overthrow its Spanish colonial government. Several newspapers influenced the American public to support the rebels. Politicians and business leaders also joined the cause. Though they gave their support for the cause of independence, they were primarily interested in gaining more influence in the region, which would help their own interests.

In 1898, the battleship USS Maine exploded and sank in the harbor of Havana, Cuba. The United States had sent the ship to protect Americans in Cuba from the increasing chaos of the rebellion. Americans blamed the sinking of the Maine on Spain. President William McKinley asked Congress to declare war. Congress obliged, but included a provision in the war resolution (known as the Teller Amendment) that stated the United States had no interest in annexing, or taking control of, the island.

The Spanish-American War lasted only a few months. The American forces and resources greatly outnumbered those of Spain, and the United States defeated the Spanish. Assistant Secretary of the Navy Theodore Roosevelt led an all-volunteer regiment in the war effort. Nicknamed the Rough Riders, the regiment made a successful uphill charge during the Battle of San Juan Hill. The battle was colorfully reported in the American media, turning Roosevelt into a national hero.

New American Territories  The Treaty of Paris ended the war. It was signed in December 1898 and granted Cuba independence. Two other Spanish colonies were ceded (given) to the United States. These were the islands of Guam, strategically located in the Pacific, and Puerto Rico in the Caribbean. Finally, the treaty gave the United States control of the Philippine Islands, for the price of $20 million.

The acquisition of these territories sparked a great debate over imperialism. The territories were essentially colonies of the United States, a country that had fought a war to escape British colonial rule. Supporters of imperialism argued that acquiring overseas territory brought economic and military benefits to the United States. Some argued that the people of these territories would benefit from being ruled by the United States.

Opponents of imperialism, however, generally believed that becoming an imperial power violated American principles about the right to self-government. They also argued that the United States could gain the same economic and military benefits by negotiating treaties with these territories, without claiming sovereignty over them.

What characterized American expansionism?  


With its new status as a world power, the United States continued to expand its influence in foreign affairs. Specific government policies as well as the actions of influential individuals contributed to a forceful new foreign policy.
Annexing Hawaii  The ideas of people like Mahan and Lodge continued to influence the nation. These ideas encouraged expansionism, or the policy of territorial and economic growth. One of the first examples of expansionism involved Hawaii.

In the 1890s, a new monarch, Queen Liliuokalani, took power in Hawaii. She disliked the strong influence of Americans in Hawaii. She issued a new constitution that gave her more power. In response, a group of American planters, aided by U.S. Marines, took control of the islands in 1893. The United States annexed Hawaii in 1898. Sanford B. Dole became the territory’s first governor. Hawaii opened up new markets for the United States. It also continued to be a strategic military location.

Theodore Roosevelt as President  Returning from the Spanish-American War, Theodore Roosevelt used his new status as war hero to advance his political career. After serving as Republican governor of New York, he ran for vice president with President McKinley in 1900. When McKinley was assassinated in 1901, Roosevelt became the youngest person ever to serve as president of the United States.

Roosevelt used his power as president to define an expanded role for the United States in the world. He believed that as a “civilized” nation, the United States had the responsibility to lead and spread American-style democracy, beginning with the newly acquired American territories of Guam, Puerto Rico, the Philippines, and Hawaii.
The Panama Canal   Roosevelt looked to Latin America in his expansion plans. Ships going between the East and West Coasts of the United States had to travel around the continent of South America. Many people had dreamed of cutting a canal through Central America. When Roosevelt became president, Panama was the northernmost province of Colombia. In 1903, the United States supported the secession of Panama from Colombia and the creation of Panama as an independent Central American nation.

In return for its support, the United States gained rights to a strip of land in Panama between the Pacific and Atlantic Oceans on which to build a canal. Construction of the Panama Canal involved tens of thousands of workers and caused many deaths. When completed, it cut nearly 8,000 miles from the distance it took ships to sail between the U.S. Atlantic and Pacific Coasts and gave the United States military and economic advantages.

The Roosevelt Corollary   With the U.S. role in Latin America expanding, Roosevelt issued the most important foreign policy doctrine of his presidency in 1904. Later called the Roosevelt Corollary, it built on a policy issued by President James Monroe in 1823. The Monroe Doctrine had declared that the Western Hemisphere was off-limits for further European colonization or interference.

The Roosevelt Corollary took that doctrine further. It said that the United States would intervene in the internal affairs of Latin American countries if issues arose, such as the inability to maintain order or pay debts owed to other countries. Essentially Roosevelt was declaring that the United States would act as the police force in the region. The Roosevelt Corollary warned the rest of the world that the nation in charge of the Western Hemisphere was the United States.

Roosevelt described his approach to foreign policy as “speak softly and carry a big stick.” The Panama Canal was an example of the “big stick,” as were his assertions in the Roosevelt Corollary. In contrast, Roosevelt’s actions in the Russo-Japanese War of 1904–1905 showed his soft voice. Though the United States was not involved in the conflict, Roosevelt served as mediator at the peace conference concluding the war. His actions there confirmed the role of the United States as a world leader.
Lesson 3.1  American Expansionism


Read each question carefully and choose the best answer.

U.S. Economic Growth in the Late 1800s

1. Which of the following best completes the diagram above?
   
   (H.15D, H.29B)
   
   A. United States becomes increasingly urbanized
   B. United States increases its money supply
   C. United States gains access to more resources
   D. United States creates new foreign enemies

   Test-Taking Tip
   When a question includes a graphic organizer, think about the form of the organizer. What is it telling you? For example, boxes with arrows to other boxes can sometimes indicate cause and effect, or one thing leading to another.

2. How did the United States gain sovereignty over Puerto Rico?
   
   (H.12B)
   
   F. By forcing Spain to cede Puerto Rico after the Spanish-American War
   G. By purchasing Puerto Rico from Spain under the provisions of the Treaty of Paris of 1898
   H. By overthrowing the Puerto Rican monarchy and formally annexing the territory
   J. By defeating Mexican forces in Puerto Rico during the U.S.-Mexican War

There is a homely adage which runs, “Speak softly and carry a big stick; you will go far.” If the American nation will speak softly and yet build and keep at a pitch of the highest training a thoroughly efficient navy, the Monroe Doctrine will go far.

—Theodore Roosevelt

3. Which characteristic of Progressive Era political thought is exemplified in the quote above?
   
   (H.2B, H.29H)
   
   A. A duty to help the less fortunate
   B. A desire to assert U.S. leadership in regional affairs
   C. A push for universal suffrage
   D. A move to reform U.S. industry to protect workers’ rights
Chronic wrongdoing . . . [may] ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power. If every country washed by the Caribbean Sea would show the progress in stable and just civilization . . . all question of interference by this Nation with their affairs would be at an end.

—Theodore Roosevelt, Corollary to the Monroe Doctrine, 1904

4 Which of the following best describes the purpose of the text above? (H.4A, H.29H)

F  To defend the U.S. traditions of isolationism and neutrality
G  To illustrate the economic benefits of U.S. expansionism
H  To justify U.S. intervention in other countries
J  To gain U.S. support for anti-imperialist policies

Test-Taking Tip
Reading a quote more than once can help you fully understand its meaning. Try reading and restating long or difficult quotes in smaller pieces to make sense of the overall statement.

5 This political cartoon suggests that the building of the Panama Canal will — (H.12A, H.29H)

A  make New York City the main center of trade in the United States
B  increase the political influence of the United States throughout South America
C  make the trip around South America increasingly expensive
D  shorten the shipping distance from the eastern United States to the Pacific Ocean
What were the causes of World War I, and why did the United States enter the war?  

World War I began in 1914 and quickly spread to most of the countries of Europe and into the Middle East. Within three years, the United States abandoned isolationism and entered the war.

Causes of War World I  

By the early 1900s, the relations among the countries of Europe had become tense and complicated. Many countries had political goals that threatened the stability of others. Other countries were in dispute over changing national borders and overseas territories. Rising nationalism had led many countries to compete for power.

Many European nations began forming alliances. The specific terms of these alliances were often secret. The alliances were meant to give each nation greater security in case of conflict. European countries also competed to outdo each other in building large armies and navies.

An event in June 1914 in a province of the Austro-Hungarian Empire in Eastern Europe set off a powder keg. The heir to the throne of Austria-Hungary, Archduke Franz Ferdinand, was assassinated. The assassin was a Serbian nationalist who thought the province should be part of neighboring Serbia. Austria-Hungary blamed Serbia for the attack. Both countries began mobilizing their militaries and declared war on each other. Their respective allies also began mobilizing their militaries. Within a few months, most of the nations of Europe were at war.

Diagnostic Test Item

4. The immediate cause of the outbreak of World War I in 1914 was —

F. the sinking of the British passenger ship Lusitania
G. the assassination of Archduke Franz Ferdinand
H. the numerous alliances among countries in Europe
J. the Japanese attack on Pearl Harbor in Hawaii

Explanation

F is incorrect. The sinking of the Lusitania occurred after the war had begun and pushed the United States toward entering the war.
G is correct. The assassination of the archduke triggered a crisis between Austria-Hungary and Serbia that led to a much wider war.
H is incorrect. While alliances were a factor in the outbreak of World War I, they were not the immediate cause of the war.
J is incorrect. While the attack on Pearl Harbor did start a war, it occurred in 1941 and caused the United States to enter World War II.

Central and Allied Powers  

Though other countries were involved, the alliance known as the Central Powers included Austria-Hungary, Germany, and the Ottoman Empire (a vast empire that included present-day Turkey and much of the Middle East). In opposition, the Allied Powers included Britain, France, and Russia.
**American Neutrality**  The United States remained largely isolationist with regard to Europe. The Monroe Doctrine had emphasized that—just as the United States expected Europe not to interfere in the Americas—the United States would not interfere in the affairs of Europe. When World War I began, President Woodrow Wilson adhered to that policy.

However, events in Europe challenged American neutrality. In 1915, Germany declared the waters around Britain a war zone. When the British passenger liner *Lusitania* neared the end of its journey, a U-boat (German submarine) torpedoed and sank it. Some 1,200 passengers were killed, including more than one hundred Americans. Americans were outraged, and the United States sent official protests to Germany over the killing of civilians.

In 1916, another U-boat sank the French passenger ship *Sussex*. Wilson threatened war with Germany. Germany did not want the United States joining the Allied Powers and strengthening them. Thus, Germany issued the Sussex Pledge, promising to sink no more merchant ships without warning.

**Zimmermann Telegram**  In early 1917, Americans learned of the Zimmermann Telegram, a message from a German official to the Mexican government. The message proposed an alliance. If Mexico would join the war on Germany’s side, Germany offered the return of U.S. land that had once been part of Mexico. Shortly after this incident, Germany announced that it was resuming unrestricted submarine warfare. These acts led the United States to declare war and join the Allies in April 1917.

**The United States at War**  In asking Congress to declare war, President Wilson stated that the United States had to make the world “safe for democracy.” He further stated the nation’s mission was to fight for “the ultimate peace of the world and for the liberation of its peoples.”

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**Diagnostic Test Item**

The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve.

—President Woodrow Wilson, Message to Congress, 1917

5  In his message asking Congress to enter World War I, Wilson —

A  seems reluctant to enter the war  
B  expresses the idea of expansionism  
C  calls on the ideals of democracy and liberty  
D  implies that the United States will take the lead

**Explanation**

A  is incorrect. On the contrary, Wilson’s words strongly assert the need to fight the war.  
B  is incorrect. Wilson states that the United States has no “selfish” aims, meaning that it is not seeking to win territory in the war.  
C  is correct. Wilson invokes the ideals of democracy and political liberty.  
D  is incorrect. Wilson says nothing about whether the United States intends to take a leading role in the conflict.
Wilson appointed General John J. Pershing to lead American troops in Europe. Pershing asked for, and received, four million American troops. The force, called the American Expeditionary Force (AEF), went to France to fight with French and British forces against the Germans. The AEF was instrumental in one of the last series of battles in the war, the Battle of Argonne Forest, in France. Though the AEF suffered heavy losses, its actions there helped force the Germans into retreat. On November 11, 1918, Germany signed an armistice, or agreement to end the fighting.

Several men were awarded the Congressional Medal of Honor for distinguished service in World War I. One recipient was Alvin York, a blacksmith from Tennessee who captured 132 German soldiers. African Americans, although serving in segregated units, also fought with distinction. Members of the all-black unit known as the Harlem Hellfighters were awarded the Croix de Guerre (a medal given for bravery) by France.

Women also served in the military. They worked as nurses, drivers, and radio operators. During the war, both women and African Americans worked jobs that had traditionally been reserved for white men in U.S. factories.

**New Technology** The war gave rise to a number of new technologies that would shape the military and American business. In some cases, military needs encouraged innovation. For example, new machine guns meant men did not have to stop to reload their weapons, making it easier to defend a position. These guns were deadly and highly efficient.

Much of the war was fought from trenches. To protect themselves from artillery fire, soldiers dug networks of trenches along battlefronts. Armored tanks were developed to enable soldiers to advance against fixed defensive positions unharmed. This technology, although often unreliable, helped break down the stalemate caused by trench warfare on the Western Front.

### Diagnostic Test Item

**6** During World War I, a stalemate occurred on the Western Front when military forces developed the defensive strategy of —

- **F** submarine warfare, which enabled troops to establish blockades
- **G** trench warfare, which limited the success of artillery attacks
- **H** smoke screening, which concealed soldiers entering “no man’s land”
- **J** aerial spotting, which allowed troops to observe enemy lines from above

**Explanation**

**F** is incorrect. Although submarine warfare was used during World War I to attack enemies and establish blockades, this was not the strategy that resulted in a stalemate on the Western Front.

**G** is correct. By fighting defensively from behind trenches, troops were able to protect themselves from enemy attacks. However, this resulted in long stalemates in which few significant advances were made.

**H** is incorrect. Military forces did use poison gas to create smoke screens, which concealed attackers. However, this was not the strategy that resulted in a stalemate on the Western Front.

**J** is incorrect. Military forces did use airplanes during World War I to observe enemy lines from above. However, this was not the strategy that resulted in a stalemate on the Western Front.
In other cases, the development of existing technologies was sped up by the war. Airplanes had been around for a few years. At first they were employed by the military as spotters. When people recognized their potential, they built bigger and faster airplanes that could bomb enemy targets. Chemists began developing poison gases to be used in battle. These led to the development of related technologies, such as gas masks.

**What changes did World War I bring to government and business?**

In fighting World War I, the government took many actions that raised constitutional issues. The U.S. government’s relationship to private business also underwent changes at this time.

**Espionage and Sedition Acts**  Some Americans at home opposed U.S. involvement in the war and publicly spoke out against it. The U.S. government moved to silence criticism with two laws. The *Espionage Act of 1917* made it illegal to undermine the war effort through speech or actions. The *Sedition Act of 1918* prohibited people from speaking out against the U.S. government. Hundreds of people were convicted under these acts and subjected to heavy fines and long prison sentences.

**Taking Control of Key Industries**  The U.S. government exerted unprecedented control over the economy during the war in order to make the war effort run smoothly. For example, the War Industries Board was created to coordinate the manufacturing and purchasing of war supplies. The production of these materials increased considerably, giving a boost to many industries.

The Railroad Administration was established to increase efficiency in the nation’s railways and remove any competition among railway companies that might hinder the war effort. The Food Administration was responsible for increasing food production to help feed U.S. troops and allies. It also encouraged Americans to reduce their consumption of certain foods and grow their own vegetables in “victory gardens.”

**A Changing Society**  Waging war was a huge, complex task that had far-reaching effects. The American economy grew dramatically as a result of the war. Some key industries, such as the airplane industry, boomed. Innovations developed during the war made their way into American life. Wages, stimulated by increased production, rose. Though over 100,000 Americans lost their lives, that number was small compared to European losses. And having fought on another continent, the United States did not suffer the physical destructiveness of having a war on its territory.

**Analyzing Visuals**

Though the U.S. government did not require food rationing during World War I, the Food Administration worked to convince Americans to practice voluntary rationing.

*What is the meaning of the figure’s dress and gesture? What basic ideal does this poster appeal to?*
The government grew along with the economy. Establishing agencies to manage certain industries caused the government to take a role in private business in ways that it had not before. New departments were formed, and new taxes assessed. Because of its many loans to European governments during the war, the United States became a creditor nation, holding debts owed to it by other nations.

Finally, the perception of government’s role changed. People had seen firsthand that the government could successfully mobilize for a huge war. The idea that the government could solve problems in big ways would be an important one in later decades.

**Constitutional Issues** Certain government actions raised constitutional concerns. Many people saw the Espionage and Sedition Acts as restrictions on the freedom of speech guaranteed by the First Amendment of the U.S. Constitution. When a man was convicted of violating the Espionage Act, his case went to the Supreme Court. The Court upheld his conviction, essentially saying that certain rights could be limited if they caused a danger to the greater good. In his ruling, Justice Oliver Wendell Holmes used the analogy that there is no right to falsely shout “Fire!” in a crowded theater. The case, *Schenck v. United States* (1919), became an important test case for free speech rights for decades to come.

**What were the Fourteen Points, and how did they shape the Treaty of Versailles?**  

When World War I ended in 1918, much of Europe was devastated. President Wilson took the lead in forging peace and exploring ways to stave off future wars.

**The Fourteen Points** Even before the war ended, President Wilson began formulating his ideas for how the peace would be worked out in a meaningful and lasting way. In January 1918, he laid out his Fourteen Points to the U.S. Congress. Among other things, this plan for peace included:

- the end to secret treaties
- freedom of the seas
- free trade among nations
- reduction of armed forces
- the creation of a **League of Nations**

The creation of a League of Nations was Wilson’s Fourteenth Point. He envisioned the league as an international body that would guarantee each nation’s territorial and political borders and resolve international conflicts without resorting to war.

In the spring of 1919, representatives from the various countries began to meet in France to begin talks on the peace treaty. This meeting was known as the Paris Peace Conference. President Wilson attended and expected his Fourteen Points to be the basic framework for the peace treaty.

**The Treaty of Versailles** President Wilson, the British prime minister, and the French president dominated the conference. German representatives had no say. The Treaty of Versailles, named after the palace of Versailles where it was signed, was essentially given to German representatives to sign. The German delegation felt betrayed because the terms of the treaty were much harsher than those outlined in Wilson’s Fourteen Points.

The treaty reflected the desire of France and Britain to punish Germany as harshly as possible. Germany’s size was reduced by ten percent, with chunks of its land area given to other countries. It lost all of its overseas territories. Germany had to agree to a “war guilt” clause, which blamed Germany as the main aggressor in the war and required Germany to pay steep reparations to the Allied nations. The treaty also reduced the size of Germany’s military and limited its production of weapons.
Most of the ideas that Wilson had proposed to prevent future wars were ignored. Trade barriers and freedom of the seas, for example, were not addressed. The reduction of military forces applied only to the loser, Germany. Wilson did, however, get the League of Nations included as part of the final treaty.

**Reactions to the Treaty**  
Despite Wilson’s role in producing the treaty, there was no guarantee that it would be accepted by the United States. According to the U.S. Constitution, two-thirds of the Senate must vote to ratify, or approve, a treaty.

The treaty met with opposition in the Senate, mainly over the League of Nations. Some senators were concerned that membership in the League of Nations would repeatedly draw the United States into European conflicts. Others, including Senator Henry Cabot Lodge, thought that joining the League of Nations would mean a loss of political independence for the United States. These critics pointed out that the U.S. Constitution reserved for Congress the right to declare war and that belonging to the League of Nations could force the United States into foreign conflicts without the consent of Congress.

In the end, the Senate refused to ratify the Treaty of Versailles, and the United States never joined the League of Nations. In fact, in the next decade, the United States became isolationist. Feeling that Wilson’s idealism had failed, and fearful of involvement in any more European conflicts, Americans increasingly turned inward.

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**Diagnostic Test Item**

A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

—*The Fourteen Points*

7. To which of the Fourteen Points is Wilson referring in this passage?

A. Freedom of the seas  
B. The League of Nations  
C. Arms reduction  
D. No secret alliances

**Explanation**

A. is incorrect. Freedom of the seas was one of the Fourteen Points, but it is not mentioned in this passage.

B. is correct. The passage calls for the League of Nations, which is an “association of nations.”

C. is incorrect. While one of the Fourteen Points did call for a reduction of the size of countries’ militaries, this particular excerpt does not refer to arms.

D. is incorrect. While an end to secret treaties was one of the Fourteen Points, it is not mentioned in this passage.
Read each question carefully and choose the best answer.

German War-Zone Proclamation of 1915

- Declared British waters an official war zone
- Warned Allied and neutral ships not to travel in disputed waters
- ?

1 Which of the following should be added to the list above?  
(H.4C, H.4E)

A  Threatened to break economic ties with neutral nations  
B  Threatened to form a military alliance with Mexico  
C  Threatened to declare war against the United States  
D  Threatened to use unrestricted submarine warfare

2 World War I affected the U.S. economy by —  
(H.19E)

F  creating debt from loans owed to European nations  
G  decreasing factory production due to labor shortages  
H  limiting the federal government’s regulation of businesses  
J  causing an increase in foreign exports to military allies

World War I: Aerial Warfare

Airplanes are used to observe enemy lines.  
Airplanes are adapted for combat.  
Pilots use handheld machine guns to shoot down other planes.  
?

3 Which of the following best completes the diagram above?  
(H.4E, H.4G)

A  The primary domain of the war moves from the land to the air.  
B  Airships replace airplanes as the primary aerial weapons.  
C  Airplanes are armed with bombs to attack enemy lines.  
D  Improved ground-based weapons make airplanes obsolete.
Military Advantages
- Increased the short-range power of individual soldiers
- ?

Military Disadvantages
- New technology not fully developed
- Machines heavy and difficult to keep cool

4 Which of the following best completes the diagram above? (H.2E, H.29B)

F. Controlled only by the Allied Powers
G. Developed by Hiram Maxim in the late 1800s
H. Improved trench conditions for soldiers
J. Made it difficult for enemies to cross defended ground

Test-Taking Tip
When reading a question that asks you to complete a diagram, carefully read the question and the diagram, including the title and headings, to determine what you are being asked to provide.

5 What was the main significance of the Battle of Argonne Forest? (H.2A)

A. It established blockades that prevented Russian forces from entering the Western Front.
B. It forced a German retreat and contributed greatly to the end of World War I.
C. It introduced aerial warfare that drove German forces away from the Western Front.
D. It set a lasting precedent for the use of trench warfare to cause military stalemates.

U.S. Debate over the League of Nations

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
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<tbody>
<tr>
<td>• Would work to establish international peace and prevent conflicts</td>
<td>• Threatens U.S. sovereignty and reduces U.S. ability to defend its own interests</td>
</tr>
<tr>
<td>• Would protect the United States from foreign aggression through a system of alliances</td>
<td>• Would involve the United States in Europe’s complicated political issues</td>
</tr>
<tr>
<td>• Guarantees the territorial boundaries of its member nations</td>
<td>• ?</td>
</tr>
</tbody>
</table>

6 Which of the following should be added to the chart above? (H.19E, H.29B)

F. Would outline procedures for settling international disputes
G. Could protect the political independence of the United States
H. Could force the United States to send military support in defense of foreign nations
J. Would harm the U.S. economy by imposing economic sanctions on the United States
Reviewing Key Terms of the Rise of World Power

Enter the appropriate word(s) to complete the statement.

Alfred Thayer Mahan  expansionism  Sanford Dole
Allied Powers  Fourteen Points  Spanish-American War
annexation  Henry Cabot Lodge  Theodore Roosevelt
Central Powers  Panama Canal

1. President Wilson drafted the ________________ as a peace plan for ending World War I.

2. ________________ encouraged economic ________________.

3. The ________________ linked the Atlantic and Pacific Oceans.

4. After the ________________ of Hawaii, ________________ became the territory's first governor.

5. Future president ________________ was a hero of the ________________.

6. In World War I, the ________________ included Germany, Austria-Hungary, and the Ottoman Empire.

7. In World War I, the ________________ included Britain, France, Russia, and the United States.

8. ________________ urged the United States to develop a strong navy.

Match the term to its definition.

_____ 9. Pearl Harbor  A Identifying with one's country and its interests above all else
_____ 10. League of Nations  B Policy designating the United States as the police force of the Western Hemisphere
_____ 11. Zimmermann Telegram  C Policy of staying neutral in foreign conflicts
_____ 12. nationalism  D Document ending World War I between Allied Powers and Germany
_____ 13. Roosevelt Corollary  E International body established to settle disputes among nations through peaceful means
_____ 14. isolationism  F Strategic naval port in the Hawaiian Islands
_____ 15. Treaty of Versailles  G German communication asking Mexico to enter World War I against the United States
**Comparing the Fourteen Points and the Treaty of Versailles**

Wilson’s Fourteen Points were idealistic, fair, and acceptable to the German delegation. The Treaty of Versailles, in contrast, was more punitive toward Germany.

Use the diagram below to compare and contrast the two documents. Create a Venn diagram like the one below that compares the two. Have the characteristics unique to the Fourteen Points appear in the left circle. Those unique to the Treaty of Versailles should be written on the right. Characteristics that both the Fourteen Points and the Treaty of Versailles share should appear in the overlapping space.

**Comparing Points of View on the League of Nations**

“"The United States is the world’s best hope, but if you fetter her in the interests and quarrels of other nations, if you tangle her in the intrigues of Europe, you will destroy her power for good and endanger her very existence."”

—Senator Henry Cabot Lodge, 1919

“"There is one thing that the American people always rise to and extend their hand to, and that is the truth of justice and of liberty and of peace. We have accepted that truth and we are going to be led by it, and it is going to lead us, and through us the world . . .””

—President Woodrow Wilson, 1919

President Wilson and Senator Henry Cabot Lodge had opposing views about the League of Nations. How do both men appeal to nationalism in their viewpoints?
Post Test

Read each question carefully and choose the best answer.

1. How did Sanford B. Dole contribute to the United States’ development as a world power? (H.4A)
   
   A. He increased U.S. trade dominance by advocating for and helping to build the Panama Canal.
   
   B. He developed a vaccine for yellow fever that helped U.S. economic interests.
   
   C. He served as a Rough Rider during the Spanish-American War.
   
   D. He helped remove the Hawaiian monarchy from power and pushed for annexation of Hawaii.

2. Guam was an important territorial acquisition because it allowed the United States to — (H.4B)
   
   F. more easily conduct trans-Pacific commerce
   
   G. liberate Cuban citizens from Spanish rule
   
   H. end the Spanish-American War
   
   J. gain access to Pacific trade routes

3. Which of the following best completes the diagram above? (H.4A, H.29B)
   
   A. Served as a strategic base for the U.S. Navy
   
   B. Prevented Spain from taking over the Hawaiian government
   
   C. Ended Hawaiian aggression against the U.S. Navy
   
   D. Improved foreign relations established by the Roosevelt Corollary
We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona.

—Zimmermann Telegram, 1917

4 How did Germany’s proposal above influence the course of World War I? (H.4C, H.29H)

F  It led President Wilson to issue a proclamation reinforcing U.S. neutrality.
G  It influenced President Wilson to order attacks on German merchant ships.
H  It appealed to Mexicans and caused Mexico to join the war as a German ally.
J  It enraged Americans and generated U.S. popular support for a declaration of war.

5 How did the Treaty of Versailles differ from President Wilson’s Fourteen Points? (H.4F)

A  It forced Germany to pay war reparations to the Allies.
B  It demanded that Germany evacuate all French territory.
C  It adjusted borders and established new European countries.
D  It established terms for international free trade among nations.

6 Tanks were used during World War I to — (H.4E)

F  create a stalemate on the Western Front
G  break through the trenches on the Western Front
H  counter the effects of airship attacks by Germany
J  protect soldiers from chemical weapons by Germany

Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

—Woodrow Wilson’s Fourteen Points

7 Based on the excerpt, a main aim of the Fourteen Points was to prevent — (H.4F, H.29H)

A  the creation of international treaties
B  nations from developing military forces
C  the formation of secret alliances
D  countries from claiming overseas territories
Cumulative Review

Read each question carefully and choose the best answer.

Presidential Election of 1912

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Party</th>
<th>Electoral Vote</th>
<th>Popular Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodrow Wilson</td>
<td>Democratic</td>
<td>435</td>
<td>6,293,152</td>
</tr>
<tr>
<td>Theodore Roosevelt</td>
<td>Progressive*</td>
<td>88</td>
<td>4,119,207</td>
</tr>
<tr>
<td>William Howard Taft</td>
<td>Republican</td>
<td>8</td>
<td>3,483,922</td>
</tr>
</tbody>
</table>

* Broke off from the Republican Party

1. Based on the information above, what impact did a third-party candidate have on the presidential election of 1912? (H.5C, H.29B; see Lesson 2.1)
   - A. The third-party candidate captured a majority of the popular vote, revealing flaws in the Electoral College system.
   - B. The third-party candidate won only a few votes and reinforced the strength of the two-party system.
   - C. The third-party candidate turned the popular vote toward one major party by drawing votes from the other.
   - D. The third-party candidate dominated the election, resulting in a third-party win.

2. Alvin York received the Congressional Medal of Honor for his — (H.26F; see Lesson 3.2)
   - F. courage and persistence as a Rough Rider
   - G. technological improvements of military weaponry
   - H. bravery and leadership during World War I
   - J. success in improving education for war veterans

3. Which of the following best completes the diagram? (H.15A, H.29B; see Lesson 1.1)
   - A. Open range in Texas gradually enclosed (1870s–1880s)
   - B. Congress approves Chinese Exclusion Act (1882)
   - C. Union wins the Civil War (1865)
   - D. American settlers spread across the West (1870s–1880s)
4. During the late nineteenth century and early twentieth century, advocates of the doctrine of laissez-faire would most likely support — (H.15B; see Lesson 1.2)

F. federal anti-trust laws
G. low taxes on businesses
H. laws mandating safety in the workplace
J. the formation of unions for workers

5. This image supports the conclusion that — (H.6A, H.29H; see Lesson 2.2)

A. most families in urban areas supported the Eighteenth Amendment
B. women were instrumental in passing the Eighteenth Amendment
C. temperance movements used violence to pass the Eighteenth Amendment
D. women helped overturn the ban on alcohol with the Eighteenth Amendment

6. What was the main result of the building of the Panama Canal on the movement of U.S. goods? (H.12A; see Lesson 3.1)

F. It shortened the time and distance required.
G. It hampered transportation due to increased foreign taxes.
H. It prevented goods from reaching markets south of Central America.
J. It increased the number of South American goods exchanged for U.S. goods.
This workbook was created to help students succeed on the Texas STAAR U.S. History EOC assessment. We created this workbook after careful study of two years of released tests, so we know it closely matches the STAAR test.

This Sirius U.S. History EOC workbook organizes the TEKS content into a chronological sequence with 11 chapters that each focus on a particular time period or era. In each chapter, you can use its Diagnostic Test to identify tested TEKS that students need to practice, direct students to Lessons that teach those TEKS with corresponding STAAR Practice, and monitor progress using Post Tests.

Each Chapter also includes:

- **Chapter Introduction** with an Overview, an Analyzing Visuals activity, a Graphic Organizer, and a Vocabulary Preview of key terms students should know (and will learn).

- **Chapter Study Guide and Review** with an interactive review of key facts presented in the chapter and a variety of activities that focus on the tested Social Studies Skills (process TEKS).

Also included in this workbook are:

- **STAAR Strategies** provides 4 ways to approach different test items using released test items and a 3-step approach to identify the correct answer.

- **Common STAAR Misconceptions** provides 23 student misconceptions with a full correction and correlation to a lesson in the book.

- **Cumulative Review** after every 2 or 3 chapters provides STAAR practice items for the Readiness TEKS in a random order, as found on the actual test.

- **Are You Ready?** is a last minute study guide that provides a checklist of key people, places, events, and ideas that are likely to appear on the test.

This Teacher’s Edition includes explanations for each answer choice in the over 300 STAAR questions in this book, and sample answers for the Analyzing Visuals and Study Guide and Review activities.

The Sirius program can easily be adapted for individual use, small groups, or whole-class settings. Content can be selected by using the Diagnostic Tests for targeted intervention or by choosing chapter eras to correspond with those taught in class.

When preparation time is limited, we recommend that students begin by completing the 11 Chapter Diagnostic Tests (73 total items — actual test is 68 items). Since full answer explanations are provided, you can use this “needs assessment” as a student learning experience that can also uncover test-taking weaknesses.

We’d love to hear from you! Please contact us with suggestions for helping students succeed on the STAAR U.S. History test.

Your partners in STAAR success,

*The Sirius Education Team*
Chapter 3
Rise of World Power
1.1 American Expansion
1.2 World War I

Analyzing Visuals
This image focuses on the U.S. during World War I. When viewing the U.S. during this time, consider the following:

- How did the U.S. become involved in World War I?
- How did the U.S. contribute to the war effort?

Analyzing Visuals
This image highlights the U.S. territories in the Age of Expansionism. Consider the following:

- How did the U.S. gain sovereignty over Puerto Rico?
- How did the U.S. gain control of the Philippines?

Chapter 3
Analyzing Visuals
This chapter focuses on the rise of World Power. The U.S. sought new spheres of influence during World War I, leading to the U.S. playing a more significant role in global affairs.

Social Studies Skills
Mapping American Expansionism

Some questions on the STAAR tests require students to interpret information in maps. Review the purpose of maps and the different kinds of information that they can show. Most maps on the STAAR tests will be testing geographical or political knowledge.

STAAR Practice
Together the 23 Lessons, 5 Cumulative Reviews, 11 Diagnostic Tests, and 11 Post Tests provide over 300 authentic STAAR Practice questions. About 50% of the questions contain stimuli such as a quote, table, image, and graphic organizer. Full answer choice explanations are provided to facilitate remediation.

Question stimuli mirror type, style, format, and proportion of released STAAR test items.

Red boxes on reduced student page show correct answers.

Answer choice explanations are provided for ALL answer choices. This helps teachers identify student mistakes and patterns such as missing key details, misreading, and misunderstanding or confusing key content.
As the United States entered a new century, Americans were looking outward. Seeking new political and economic influence, the country gained overseas territories, opened new markets, and expanded its navy. Though the country only reluctantly entered World War I, its involvement in that conflict solidified its new role as a world power.

**Analyzing Visuals**

This photo shows soldiers in France during World War I. **What feature of World War I are the soldiers standing in, and how did that feature affect the war?**

**Mapping American Expansionism**

As the United States moved out of isolationism and sought new spheres of influence, it expanded economically and gained territory. Several key events shaped the nation’s transformation into a major world power.

- Panama Canal
- Guam
- Philippines
- Hawaii
- Puerto Rico
- Japan
- China
- Cuba
- Mexico

**Chapter 3 Analyzing Visuals**

This image is not of American soldiers, but rather Dogra troops from northern India, who fought in World War I as part of the British army. (India was part of the British Empire at the time.) The photo was taken in Fauquissart, France, in August, 1915.

World War I was an extensively photographed war. There are a great many images of the war, especially of the trenches. Analysis of photographs can be used to initiate class discussions about a variety of subjects, such as why trench warfare resulted in a stalemate, what life in the trenches was like, and why casualty rates from disease were so high.

**Answer to Analyzing Visuals**

Soldiers are standing in a trench. Trench warfare on the Western Front caused a stalemate.

**Social Studies Skills**

**Mapping American Expansionism**

Some questions on the STAAR tests require students to interpret information in maps. Review the purpose of maps and the different kinds of information that they can show. Most maps on the STAAR tests will be testing geographical or political knowledge.

Remind students to read **all** the information connected to a map, including the title and the key (if they are provided) and all labels. Students should understand the map as a whole before trying to find information in part of it.

Maps can also be excellent tools to help students, especially visual learners, understand historical content. Ask: Why might the various territories labeled on the map have increased the global influence of the United States? (Possible answer: Guam and the Philippines provided the United States a presence near Japan and China.) Why might the territories have improved U.S. trade? (Possible answer: Hawaii and Guam provide refueling points during Pacific Ocean crossings.)
Chronic wrongdoing . . . (may) ultimately require intervention by some civilized
nation, and in the Western Hemisphere the adherence of the United States
to the Monroe Doctrine may force the United States, however reluctantly,
in flagrant cases of such wrongdoing or impotence, to the exercise of an
international police power. If every country washed by the Caribbean Sea would
show the progress in stable and just civilization . . . all question of interference
by this Nation with their affairs would be at an end.

—Theodore Roosevelt, Corollary to the Monroe Doctrine, 1904

4 Which of the following best describes the purpose of the text above? (H.4.A, H.29.H)

F To defend the U.S. traditions of isolationism and neutrality
G To illustrate the economic benefits of U.S. expansionism
H To justify U.S. intervention in other countries
J To gain U.S. support for anti-imperialist policies

Test-Taking Tip
Reading a quote more than once can help you fully understand its meaning. Try reading and
repeating long or difficult quotes in smaller pieces to make sense of the overall statement.

5 This political cartoon suggests that the building of the Panama Canal will — (H.12.A, H.29.H)

A make New York City the main center of trade in the United States
B increase the political influence of the United States throughout South America
C make the trip around South America increasingly expensive
D shorten the shipping distance from the eastern United States to the Pacific Ocean

To obtain a copy of the remaining answers to this Sampler, email:

Teachers@SiriusEducationSolutions.com
Includes student Answer Sheets

Full explanations

Teacher's Edition

Student booklets

Practice Tests are sold in 10-packs: 10 Form A & 10 Form B student booklets with bubble sheets, and 1 Teacher's Edition