

All Possible Questions You Will Find in Reading Quiz G

These questions are used as quizzes. These questions are **also** 1/3 of the questions for the objective part of the Exam that ends the Unit, with the other 2/3rds coming from the two other quizzes in this Unit.

These questions are from Chapter **10** (starting with the heading “The Expanding Role of Religion” or—if you are using the 4th edition, “Reform and Religion”), 11, and 12.

G 1

This demographic trend is most associated with the period from about 1830 to about 1860:

- a. Migration from the east to west to the Mississippi River
- *b. Immigration of Irish and Germans
- c. Decline in number and size of cities in the Northeast

G 2 **All** of these phrases accurately apply to this section in the period from about 1830 to about 1860: large cities, impoverish Irish immigrants who came for any work that was available (including working in factories), depleted farmland with some farmers leaving the land to work in factories, many canals and railroads. Which section is it?

- *a. Northeast
- b. Northwest
- c. Southeast (upper South)
- d. Southwest (lower South)

G 3

Which of the following was **NOT** an essential feature of the factory system?

- a. A supervised work force
- b. The use of interchangeable parts
- c. The work force being located in one place
- *d. Each product being produced by one worker

G 4 **All** of these phrases accurately apply to this section in the period from about 1830 to about 1860: some large cities, immigrants from such countries as Germany and Scandinavia who had resources to buy farms, fertile farmland with farmers using agricultural innovation and technology to increase production, many east-west railroads. Which section is it?

- a. Northeast
- *b. Northwest
- c. Southeast (upper South)
- d. Southwest (lower South)

G 5 **All** of these phrases accurately apply to this section in the period from about 1830 to about 1860: predominantly rural, slaves (but declining in proportion to whites because of such issues as sales to another region), depleted farmland with some planters undertaking agricultural innovation to increase production and moving from one-crop agriculture to diversified farming, relying on rivers for transportation of goods. Which section is it?

- a. Northeast
- b. Northwest
- *c. Southeast (upper South)
- d. Southwest (lower South)

G 6 **All** of these phrases accurately apply to this section in the period from about 1830 to about 1860: predominantly rural, numerous slaves and a high proportion of slaves to whites (increasing feelings of insecurity among whites), new and fertile farmland used to grow King Cotton, relying on rivers for transportation of goods. Which section is it?

- a. Northeast
 - b. Northwest
 - c. Southeast (upper South)
 - *d. Southwest (lower South)
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- G 7 In the **lower or Deep South**, the principal slave-produced commodity was:
- Tobacco
 - *b. Cotton
 - Corn
 - Wheat
 - Indigo
-
- G 8 The term _____ can be defined as the view that the United States was justified by God and history to expand its land. This movement became national policy with the election of President Polk in 1844 and his campaign for acquisition of both Oregon and Texas.
- Abolitionist
 - Antislavery
 - *c. Manifest destiny
 - Nativism
 - Popular sovereignty
-
- G 9 The rise of American _____ was encouraged by fears of Catholic influences and of radical influences in American politics and by concerns about native-born Americans losing jobs. The political group most associated with this movement was the Know-Nothings.
- Abolitionist
 - Antislavery
 - Manifest destiny
 - *d. Nativism
 - Popular sovereignty
-
- G 10 The political position that the people should, by their votes, be the ones to decide on the matter of slavery in the territories was called _____. This position became a national issue because of expansion into the Kansas-Nebraska territories.
- Abolitionist
 - Antislavery
 - Manifest destiny
 - Nativism
 - *e. Popular sovereignty
-
- G 11 All of the following were reforms in the pre-Civil War era **EXCEPT**:
- Reform of prisons and treatment of the insane
 - Temperance or stopping the consumption of alcohol
 - *c. Using antibiotics to treat illness
 - Various organizations trying to deal with slavery in America
-
- G 12 Horace Mann
- was a reformer and a successful advocate for public education.
 - believed that public education was necessary to protect democracy
 - was a reformer and advocate for prison reform.
 - was the creator of new types of insurance for working people
 - *e. Both a and b
-
- G 13 Herman Melville, Walt Whitman, and Nathaniel Hawthorne are representative of this group:
- *a. Writers who helped to create a distinctly American literature, dealing with American themes and in American settings
 - Transcendentalists who rejected the focus on reason and observation as a way to know (a focus that was inherent in the Enlightenment) and who instead stressed personal insights
 - Women's rights advocates
 - Abolitionist or anti-slavery advocates or authors
-
- G 14 Ralph Waldo Emerson and Henry David Thoreau are representative of this group:
- Writers who helped to create a distinctly American literature, dealing with American themes and in American settings
 - *b. Transcendentalists who rejected the focus on reason and observation as a way to know (a focus that was inherent in the Enlightenment) and who instead stressed personal insights
 - Women's rights advocates
 - Abolitionist or anti-slavery advocates or authors
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- G 15 Brook Farm, New Harmony, Oneida, and the Shakers are all representative of this type of reform:
- Antislavery
 - Medical or health practices
 - Temperance
 - *d. Utopian commune (either secular or religious)
-
- G 16 The Church of Jesus Christ of Latter-Day Saints was founded in the 1820s by Joseph Smith. Its funds were communal; its members also practiced polygamy. Its members migrated repeatedly to try to avoid the intense hatred of local citizens and created a paramilitary group to protect its members. Its members eventually settled in the Great Salt Lake region of Utah and increased its communal organization to survive there. The group is also known as:
- Moravians
 - *b. Mormans
 - Oneida settlers
 - Shakers
 - Washingtonians
-
- G 17 Lucretia Mott, Elizabeth Cady Stanton, and Susan B. Anthony are representative of this group:
- Writers who helped to create a distinctly American literature, dealing with American themes and in American settings
 - Transcendentalists who rejected the focus on reason and observation and a way to know (a focus that was inherent in the Enlightenment) and who instead stressed personal insights
 - *c. Women's rights advocates
 - Abolitionist or anti-slavery advocates or authors
-
- G 18 Interconnected with the antislavery movement was the women's rights movement, whose leaders were frequently active in both. This document, expressing their position, stated that "all men and women are created equal":
- Uncle Tom's Cabin*
 - Democracy in America*
 - *c. Seneca Falls Declaration
 - The Liberator*
-
- G 19 This organization proposed the idea of compensation for owners who freed their slaves and removal of freed blacks from the United States, with some going to Africa to what became Liberia:
- *a. American Colonization Society
 - Free Soilers
 - American Antislavery Society
-
- G 20 This movement was antislavery, but not abolitionist. It wanted to keep slavery out of the Western territories and therefore attracted wider public support than abolitionism:
- American Colonization Society
 - *b. Free Soilers
 - American Antislavery Society
-
- G 21 This organization was abolitionist and called for the immediate end of slavery.
- American Colonization Society
 - Free Soilers
 - *c. American Antislavery Society
-

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- G 22 This white abolitionist called for an immediate end to slavery, for full equality for women within the abolitionist movement, and eventually for the expulsion of slave states from the Union:
- *a. William Lloyd Garrison
 - b. Benjamin Lundy
 - c. Frederick Douglass
 - d. Elijah Lovejoy
-
- G 23 This person was the leading black abolitionist. He was born into slavery, ran away, and later bought his own freedom. He spent years lecturing in England against slavery, wrote a respected autobiography, and founded the newspaper *The North Star*:
- a. William Lloyd Garrison
 - b. Benjamin Lundy
 - *c. Frederick Douglass
 - d. Elijah Lovejoy
-
- G 24 Both an indicator and a cause of the growing division between North and South was this book, written by Harriet Beecher Stowe. It sold over 300,000 copies in 1852, its first year, and spread the message of abolitionism to an enormous new audience:
- *a. *Uncle Tom's Cabin*
 - b. *Democracy in America*
 - c. Seneca Falls Declaration
 - d. *The Liberator*
-
- G 25 The book *Uncle Tom's Cabin* was both an indicator and a cause of the growing division between North and South. It sold over 300,000 copies in 1852, its first year, and spread the message of abolitionism to an enormous new audience. Its author was:
- a. Susan B. Anthony
 - b. Frederick Douglass
 - c. Elizabeth Cady Stanton
 - *d. Harriet Beecher Stowe
-
- G 26 About half of the African Americans experiencing slavery worked
- a. in small southern towns.
 - b. in mines and small factories.
 - c. on farms.
 - *d. on plantations.
-
- G 27 The conditions of a slave's life:
- *a. Varied widely depending on a number of factors, such as the individual master, the differences in enforcement of slave codes (laws passed to control slaves), and the size of the master's farm or plantation
 - b. Were generally the same throughout the South
 - c. Were determined completely by the slave codes
 - d. Were often controlled by the largest plantation owner within a region
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- G 28 This area revolted from its mother country, Mexico, in the mid-1830s. For almost 10 years, it was a reluctant independent republic because United States administrations hesitated to add to national tensions with the admission--the annexation--of a large slave state. The Lone Star *Republic* became the Lone Star *State* of:
- a. Arizona
 - b. California
 - c. New Mexico
 - d. Oregon
 - *e. Texas
-
- G 29 This area was claimed by both Great Britain and the US, and there was talk of war in the 1840s on both sides when the two countries could not resolve their boundary dispute, with some in the US wanting 54°40' instead of the 49th parallel. In his campaign in 1844, Polk advocated expansion to this area to appeal to Northerners to balance his call for annexation of Texas, an expansion that appealed to Southerners. A treaty in 1846 resolved the boundary as it remains today:
- a. Arizona
 - b. California
 - c. New Mexico
 - *d. Oregon
 - e. Texas
-

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- G 30 This measure never became law. It prohibited slavery in any territory taken from Mexico. Its significance comes from the sectional division it provoked and represented:
- *a. Wilmot Proviso
 - b. Compromise of 1850
 - c. Gadsden Purchase
 - d. Kansas-Nebraska Act
-
- G 31 The war with this nation resulted in the United States gaining new territory in the 1840s:
- a. France
 - b. Great Britain
 - *c. Mexico
 - d. Russia
 - e. Spain
-
- G 32 All **EXCEPT** this area was acquired by the United States with the treaty that ended the Mexican War in 1848:
- a. Arizona
 - b. California
 - c. New Mexico
 - *d. Texas
-
- G 33 The gold rush in 1849 in this new territory resulted in the area quickly meeting the population requirement for statehood and therefore forcing a reluctant Congress to once again deal with the lethal combination of slavery and expansion:
- a. Arizona
 - *b. California
 - c. New Mexico
 - d. Oregon
 - e. Texas
-
- G 34 This measure was an attempt to deal with the sectional division over slavery escalated by the new lands acquired from Mexico, the rapid growth in population in California that made it a candidate for statehood (as a free state), and the political consequences to the balance of votes in the Senate. The measure admitted California, ended the slave trade (not slavery) in the nation's capital, gave the South an expanded Fugitive Slave Act, and established the principle of popular sovereignty for other territories:
- a. Wilmot Proviso
 - *b. Compromise of 1850
 - c. Gadsden Purchase
 - d. Kansas-Nebraska Act
-
- G 35 This measure was intended to make it technically possible to have the planned transcontinental railroad go through the South instead of the North. It provoked sectional divisions:
- a. Wilmot Proviso
 - b. Compromise of 1850
 - *c. Gadsden Purchase
 - d. Kansas-Nebraska Act
-
- G 36 This measure organized a territory key to the transcontinental railroad be able to run through the North. It applied the principle of popular sovereignty to these territories and repealed the Missouri Compromise of 1820. It increased sectional division:
- a. Wilmot Proviso
 - b. Compromise of 1850
 - c. Gadsden Purchase
 - *d. Kansas-Nebraska Act
-

The controversy in Kansas suggested that popular sovereignty:

a. Offer an effective solution to the problem of slavery

*b. Could result in civil war in a new territory

c. Was a solution wholeheartedly supported by both North and South

d. Was a solution wholeheartedly supported by abolitionist and antislavery groups

These questions are in some cases based on questions in the test database for American Passages.

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