Answer KEY

Answers are given here for items that have straightforward answers.

Unit 1 (pages 1–25)
Understanding the Reading: Comprehension Check (page 12)
The intended concept matches are given. However, students may make other connections. Those that can be justified are acceptable alternatives.

<table>
<thead>
<tr>
<th>immigration</th>
<th>growing cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>bribery</td>
<td>factory owners</td>
</tr>
<tr>
<td>agriculture</td>
<td>farmers</td>
</tr>
<tr>
<td>Mother Jones</td>
<td>child laborers</td>
</tr>
<tr>
<td>muckraking</td>
<td>newspaper reporters</td>
</tr>
<tr>
<td>Prohibition</td>
<td>alcohol drinkers</td>
</tr>
<tr>
<td>suffrage</td>
<td>women</td>
</tr>
</tbody>
</table>

Using Suggestion Phrases (page 19)
Answers may vary, but a possible one is:

- It’s a good idea to
- You could
- Why don’t you
- Let’s
- You might want to
- You should
- You ought to

Unit 2 (pages 27–48)
Understanding the Reading: Comprehension Check (page 39)
The choice of the correct answer from a word pair demonstrates comprehension of the text and are therefore fixed.

- passenger
- itself
- wild
- fun
dances and movies
progressive
rejected
panicked
ruined
unemployment and homelessness
help Americans
jobs and hope

Unit 3 (pages 49–66)
Understanding the Reading: Comprehension Check (page 59)
1. True. The production needs for fighting the war overseas created factory jobs at home.
2. False. The U.S. was more concerned with issues at home and did not want to become involved in other countries’ issues at that time.
3. False. More than 50 countries were involved in World War II by the time it ended in 1945.
4. False. The entire structure of U.S. society changed after World War II with a huge population shift to the suburbs and growth of the middle class.
5. True. Large-ticket items for new homes (such as appliances and automobiles) were common purchases.
6. False. The middle class grew drastically—partly due to returning war veterans buying homes and starting families.
7. True. Most of the new products and innovations of post-war America were strongly linked to and served a suburban and mobile culture.
8. False. Many people of the older generation did not like Presley’s music. They considered him to be immoral and a threat to ordered society.
9. True. The acceptance of new musical forms by younger generations was an early sign of loosening values and of more liberal social structures in the United States.

Talking about Art (page 61)
These questions were designed to elicit student observation and opinion about a chosen painting. Answers will vary, but should address at some level these ideas:
1. Most of Warhol’s work was a criticism of mass production and was intended to be ironic. By producing repetitions of common objects and famous people, his aim was to satirize that process and poke fun at the media and modern American life.
2. Most of the criticism centers around dehumanization through consumption and capitalism.
3. This is open to interpretation and debate, however, many believe that the repetition points toward a harshness that is part of the message.
Unit 4 (pages 66–86)

Understanding the Reading: Comprehension Check (pages 78–80)

1. b. A Jim Crow law is a law forcing racial segregation in public.
2. c. African-American children living in the Southern U.S. in the early 1950s were not allowed to go to school with white children.
3. a. Different public places for black and white citizens were constitutional if the quality was similar.
4. b. The bus company in Montgomery, Alabama, began allowing African Americans to sit wherever they wanted to on their busses because they lost so much money when African Americans stopped riding the bus. (Eventually, they were forced to by a Supreme Court decision, but this was after the company changed its own policies for economic reasons.)
5. a. protests by whites
6. c. Little Rock, Arkansas
7. d. The governor of Arkansas tried to prevent nine black children from attending school by bringing in Arkansas National Guard soldiers to block the doorway.
8. a. In order to make sure that black children were allowed into white schools, President Eisenhower sent federal troops to accompany the students to class.
9. d. 1963
10. c. confused but progressive

Learning More about Martin Luther King, Jr.’s “I Have a Dream Speech” (page 81)

These questions were designed to get students to think about the speech and to interpret it for themselves. Answers will vary, but ideally would include some of these themes:

1. King’s speech is a speech of hope and promise. It is his portrait of an America that he believed could be a reality someday if people lived up to the ideals of the founders of the country. To this effect, he quoted from the Declaration of Independence: “We hold these truths to be self evident—that all men are created equal. . . .” He also refers to an unmet promise made in Lincoln’s Gettysburg address when slavery was ended after the Civil War. His speech is meant to encourage people to stand up and peacefully demand the equality that was promised so long ago.

2. Answers will be based on student observations. There are many examples of successful attempts to eliminate racial barriers—especially through Affirmative Action and other civil laws. However, much evidence exists to the contrary, including disparities in income, graduation rates, test scores, etc.

3. Reverend King was a Baptist preacher and his sermonizing style of speech is typical of the “call and response” type of oratory common to the pulpit in African-American churches. He uses rising and falling intonation and pauses effectively to drive his points home. This keeps listeners attuned and engaged.
Unit 5 (pages 87–105)
Understanding the Reading: Comprehension Check (page 97)

Students may use any word that demonstrates understanding of the text, as long as it conforms to the part of speech indicated in the blank. Some possible answers are listed.

1. (n) conformity, conservatism
2. (adj) unfair, shallow, old-fashioned
3. (adj) resentful, rebellious
4. (n) freedoms, values, social norms
5. (v) traveled, moved, roamed, hitchhiked, drifted
6. (adj) romantic, idealistic, carefree
7. (n) violence, unrest, injuries
8. (v) evaporate, dissolve, crumble, fade away
9. (v) altered, changed, revised

Looking at a Novel: On the Road by Jack Kerouac (pages 98–99)

1. Adjectives that describe the mood of the people in this excerpt include but are not limited to: excited, restless, happy, noble, focused, in their element. Some words from the text include: delighted and groovy.
2. They are probably somewhat like many Americans today, as many seem to enjoy taking road trips and using their cars as a means of transportation. Americans tend to move a lot, displaying a type of restlessness that is depicted in this paragraph.
3. It is hard to say whether he is prepared, but he is definitely excited and feeling in charge of the pending trip. Mentally, they feel focused, as they state that they are leaving confusion and nonsense behind.
4. For this group, the meaning of their generation is movement—this trip allows them to take part in the only thing that makes sense to them as their generation drifts through the reality of post-war society.

Applying What You've Learned from On The Road: Traveling Route 66 (page 100)

From East to West, Route 66 passes through these major cities and states:

1. Chicago, Illinois
2. Springfield, Illinois
3. St. Louis, Missouri
4. Tulsa, Oklahoma
5. Oklahoma City, Oklahoma
6. Amarillo, Texas
7. Sante Fe, New Mexico
8. Albuquerque, New Mexico
9. Flagstaff, Arizona
10. Los Angeles, California

**Unit 6 (pages 107–127)**

**Understanding the Reading: Comprehension Check (page 120)**

1. The U.S. and the Soviet Union were competing in an arms race, the space race and the ideological conflict between Communism and Democracy.
2. Americans believed that like a disease, Communism was contagious and would spread.
3. The U.S. invested monetary aid in countries threatened by Communism such as West Berlin/Germany and South Vietnam.
4. The domino effect states that if one country becomes Communist, so will the countries surrounding it.
5. President Kennedy sent military advisors and tried to maintain stability; President Johnson intensified the war effort but continued to deny that the U.S. was involved in war.

**Applying Your Understanding to Put Events in Historical Order (page 121)**

6. Congress passes the Tonkin Gulf Resolution, allowing President Johnson to officially order bombing raids against North Vietnam.
12. Vietnam Veterans are scorned and disrespected when they return from the war.
11. Protesting at Kent State University in Ohio leaves four students dead and nine wounded.
9. Richard M. Nixon is elected President of the United States.
1. World War II ends, leaving two superpowers in the world with opposing economic systems and ideologies.
13. The Vietnam Veterans Memorial is built and dedicated.
8. The draft threatens many young men, and some leave the U.S. for Canada.
10. 100,000 people march in Washington, DC, to show the government what they think about the Vietnam conflict.
2. The United States sends money and military aid to areas threatened by communism.
5. John F. Kennedy is assassinated. Vice President Lyndon B. Johnson is sworn in as president.
O’Brien does not use many adjectives in this description, so the words students come up with to describe the physical and emotional traits of the soldiers will vary. Based on the textbook author’s interpretation, possible adjectives include, but are not limited to:

**Physically:** in danger (men who might die—advanced under fire), dirty (crawled into tunnels), hurting (walked point—wound up muscles), tired (made their legs move—kept humping), strong (perfect balance and perfect posture under burden)

**Emotionally:** burdened (emotional baggage), fearful, ashamed, concerned for reputations, masculine (fear of blushing), duty bound (embarrassed not to die—avoiding of dishonor), determined (endured)

## Unit 7 (pages 129–146)

### Understanding the Reading: Comprehension Check (page 140)

Check for rewriting the main ideas of the reading in students’ own words. Key ideas that students should address in their letter to a friend include:

- Lingering domestic effects of recent conflicts revolving around civil rights, conflict in Vietnam and energy crisis
- The growing women’s movement and women’s stances toward issues such as equal pay and the right to make decisions about childbearing
- The victory of Billie Jean King and the effect of Title IX on women’s educational opportunities as well as the backlashes that resulted
- The emerging value clashes and the liberal to conservative shift in public values.

## Unit 8 (pages 147–169)

### Understanding the Reading: Comprehension Check (page 158)

Check for retelling the main ideas of the reading in students’ own words. Students’ verbal summaries should address these topics:

- Effects of the information age on the U.S. both domestically and internationally
- The effect of technology on workplace, disability accommodation, media, etc.
- The effect of media on private vs. public life
- Increased social polarization
- Social effects of World Trade Center attacks on September 11, 2001.