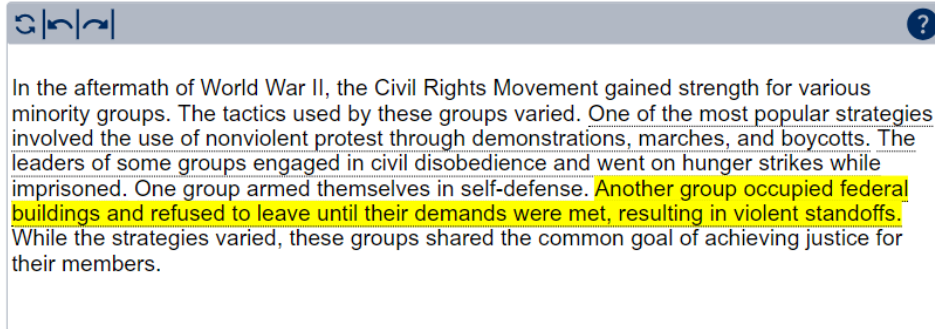


# U.S. History ONLINE TOOLS TRAINING (OTT) ANSWER KEY 2024-2025

## Question 1: Standard USH 9.3

The paragraph below describes the tactics used by various groups during the Civil Rights Movement. Click on the sentence in the text that describes actions of the American Indian Movement (AIM).

(Practice Hint: Click on one underlined sentence to make a selection.)

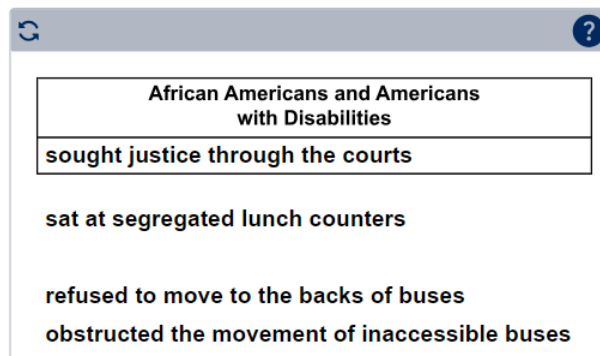


In the aftermath of World War II, the Civil Rights Movement gained strength for various minority groups. The tactics used by these groups varied. One of the most popular strategies involved the use of nonviolent protest through demonstrations, marches, and boycotts. The leaders of some groups engaged in civil disobedience and went on hunger strikes while imprisoned. One group armed themselves in self-defense. Another group occupied federal buildings and refused to leave until their demands were met, resulting in violent standoffs. While the strategies varied, these groups shared the common goal of achieving justice for their members.

## Question 2: Standard USH 9.3

Many minority groups worked to obtain civil rights in the United States during the twentieth century. From the list below, select the phrase that describes a way that both groups attempted to obtain civil rights.

(Practice Hint: Click and drag the phrase from the list below into the box in the chart.)

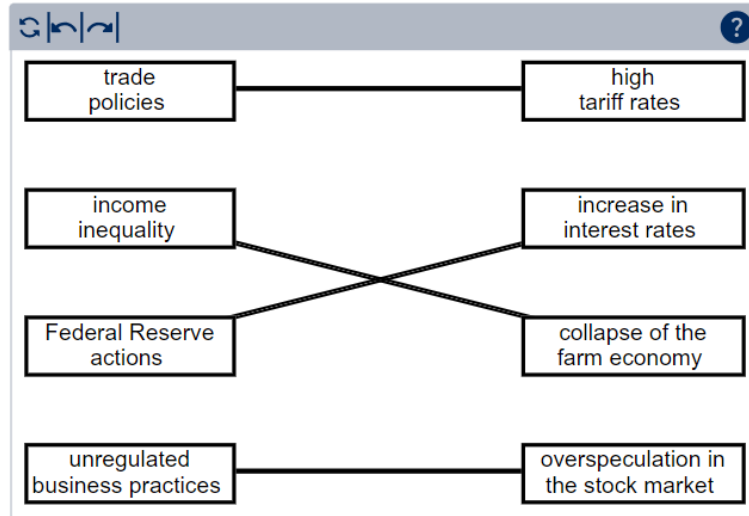


African Americans and Americans with Disabilities
sought justice through the courts
sat at segregated lunch counters
refused to move to the backs of buses
obstructed the movement of inaccessible buses

### Question 3: Standard USH 6.1

Match each cause of the Great Depression to an example of the cause.

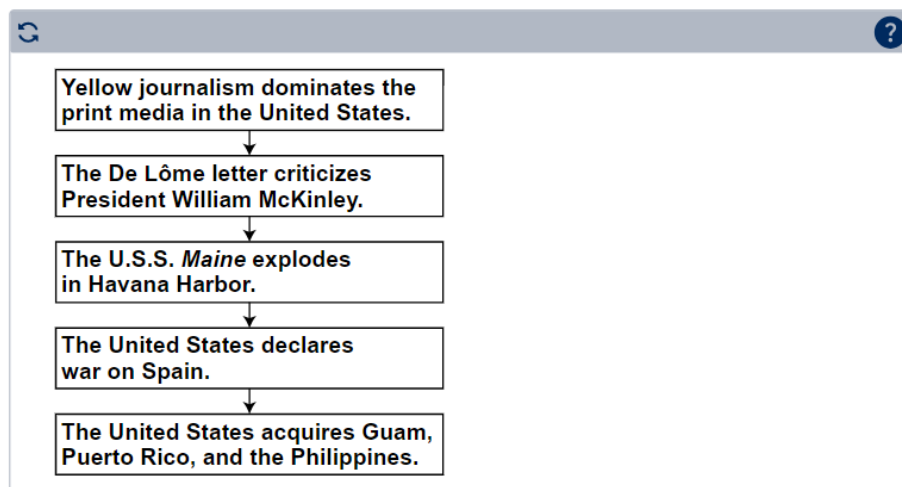
(Practice Hint: Click on each cause on the left side. Then click on the example that corresponds to each cause on the right side and a black line connects them.)



### Question 4: Standard USH 4.1

Complete the time line by dragging and dropping the description for each late nineteenth-century event onto the time line in the order in which the events occurred.

(Practice Hint: Click and drag each statement from the right to the correct box on the time line.)



### Question 5: Standard USH 7.2

Match the names of the World War II leaders with the roles that they played during the war by clicking on the name of each leader in the left-hand column and then clicking on the role each leader played in the war in the right-hand column.

(Practice Hint: Click on each name on the left side. Then click on the role that describes the role each leader played on the right side and a black line connects them.)

General George S. Patton	became commander in chief on April 12, 1945; made the decision to drop atomic bombs on Japan
President Harry S. Truman	was a tank commander in the European theater; was very successful at rapid deployment tactics
General Dwight D. Eisenhower	was commander of Allied forces in the European theater; organized the D-Day invasion
President Franklin D. Roosevelt	prepared the nation for war by supporting programs such as lend-lease; met with Winston Churchill to form the Atlantic Charter

### Question 6: Standard USH 1.2

(Practice Hint: Click on the drop-down arrow to see the list of answer choices. Then click on the answer choice that best completes the statement.)

Those who worked in the agricultural industry during the late nineteenth century experienced problems such as declining crop prices, high transportation costs, and property foreclosures. As a response to these problems, many agriculturists first joined the  and later joined the Populist Party.

### Question 7: Standard USH 5.8

Which term refers to the outpouring of African American artistic and intellectual work celebrating black culture during the 1920s?

(Practice Hint 1: Click on the Cross-Off button to turn on the Cross-Off tool. Use the Cross-Off tool to cross off incorrect answer choices.)

(Practice Hint 2: Click on the Pointer button when you are ready to answer the question. Use the Pointer tool to select the correct answer choice.)

- (a) the Jazz Age
- (b) the Lost Generation
- (c) the Harlem Renaissance
- (d) the Charleston Renaissance

### Question 8: Standard USH 7.10

This excerpt, describing the lives of Japanese Americans during World War II, comes from an article on the Library of Congress website.

*(Practice Hint 1: Click on the Line Guide button to turn on the Line Guide tool. Use the Line Guide tool by dragging the blue handle on the right to help guide you as you read. Turn off the Line Guide tool by clicking on the Line Guide button again.)*

*(Practice Hint 2: Click on the Highlighter button to turn on the Highlighter tool. Use the Highlighter tool to highlight important information. To remove highlighting and turn off the tool, click on the Highlighter button and select Clear All.)*

*(Practice Hint 3: Click on the Magnifier button and select x 1.5 or x 2.0 to turn on the Magnifier tool. Use the Magnifier tool to enlarge the letters. Turn off the Magnifier tool by clicking on the Magnifier button again and selecting Off.)*

Japanese Americans were required to register [with the U.S. government] and received identification numbers. . . . They were given just days to divest themselves of all that they owned, including businesses and family homes. Bringing only what they could carry, they were told to report to assembly centers.
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Which justification did the U.S. government give for the actions described in the excerpt?

- (a) The actions were taken to identify potential soldiers.
- (b) The actions were taken to increase the population of rural areas.
- (c) The actions were taken to ensure the national security of the country.
- (d) The actions were taken to identify potential workers for war-related industries.

### Question 9: Standard USH 1.4

This chart includes several factors.

?
bimetallism
graduated income tax
direct election of U.S. senators
government ownership of railroads

Which title **best** completes the chart?

- (a) Goals of the Populist Party
- (b) Conditions of the Dawes Act
- (c) Failures of Gilded Age Politics
- (d) Successes of the Roaring Twenties

### Question 10: Standard USH 11.2

This chart shows African American voter registration rates by percentage for elections held in some southern states in 1965 and 1988.

State	March 1965	November 1988
Alabama	19.3%	68.4%
Georgia	27.4%	56.8%
Louisiana	31.6%	77.1%
Mississippi	6.7%	74.2%
North Carolina	46.8%	58.2%
South Carolina	37.3%	56.7%
Virginia	38.3%	63.8%

Source: United States Department of Justice, Civil Rights Division

The change in African American voter registration rates between 1965 and 1988 was prompted by

- (a) executive orders issued by Franklin D. Roosevelt.
- (b) civil rights legislation signed by Lyndon B. Johnson.
- (c) anti-war sentiment during Richard M. Nixon's administration.
- (d) judicial decisions during Dwight D. Eisenhower's administration.

### Question 11: Standard USH 3.3

The following sections of the Mississippi Constitution of 1890 describe election regulations.

Sec. 241. Every male inhabitant of this State . . . who is a citizen of the United States, twenty-one years old and upwards, who has resided in this State two years, and one year in the election district, . . . who has paid . . . all taxes . . . for the two preceding years . . . is declared to be a qualified elector. . . .

Sec. 243. A uniform poll tax of two dollars . . . is hereby imposed on every male inhabitant of this State between the ages of twenty-one and sixty years. . . .

Sec. 244. . . . Every elector shall . . . be able to read any section of the constitution of this State; or he shall be able to understand the same when read to him, or give a reasonable interpretation thereof.

What was the purpose of these constitutional regulations?

- (a) to limit access to voting
- (b) to end the one-party system
- (c) to ensure the orderly collection of tax revenue
- (d) to allow local governments to determine polling places

**Question 12: Standard USH 8.4**

During President Dwight Eisenhower's administration, brinkmanship became the policy of the United States.

The strategy of brinkmanship meant that the United States was willing to commit to all-out war to contain communism. People in the United States were prepared for nuclear conflict.

How did President Eisenhower's support of brinkmanship affect society in the United States?

- (a) Media appearances by political leaders were limited.
- (b) Government funding for science education was expanded.
- (c) Immigrant laborers found advancement in the workplace to be difficult.
- (d) Minority groups found discrimination in the workplace to be widespread.

**Question 13: Standard USH 2.3**

In 1894, President Grover Cleveland used federal troops to break up a railroad strike. What does this event indicate about the relationship between business and government?

- (a) Businesses were committed to government monitoring of collective bargaining.
- (b) The government was determined to exert legislative action to control business.
- (c) The government was willing to use legal authority to protect business.
- (d) Businesses were willing to accept government regulation of industry.

**Question 14: Standard USH 6.3**

What was a reason for the establishment of the Securities and Exchange Commission?

- (a) to regulate farm subsidies
- (b) to regulate stock transactions
- (c) to provide employment for artists
- (d) to provide insurance for mortgages

**Question 15: Standard USH 11.3**

These events occurred during the Civil Rights Movement.

- 1955–Rosa Parks refused to give up her bus seat to a white man in Montgomery, Alabama.
- 1960–African Americans staged a sit-in at a lunch counter in Greensboro, North Carolina.
- 1965–Martin Luther King Jr. led a march from Selma, Alabama.

How did these events influence tactics used by other minority groups?

- (a) They revealed the effectiveness of economic boycotts.
- (b) They revealed the effectiveness of continued harassment.
- (c) They demonstrated the effectiveness of voter registration.
- (d) They demonstrated the effectiveness of civil disobedience.

**Question 16: Standard USH 3.3**

In 1896, the Supreme Court upheld this Louisiana law.

All railway companies carrying passengers in their coaches in this State shall provide equal but separate accommodations. . . . No person or persons, shall be admitted to occupy seats in coaches other than the ones assigned to them on account of the race they belong to.

What was a consequence of this ruling?

- (a) Exceptions were made based on economic status.
- (b) Facilities provided for African Americans were inferior.
- (c) Public funds were withheld from companies for refusing to comply.
- (d) Local governments passed laws protecting African American equality.

### Question 17: Standard USH 5.4

Which **two** statements explain why stock market speculation played a part in the economic crisis of the late 1920s?

- (a) Insider trading by government officials caused a shortage of available stocks for investors to purchase.
- (b) As more investors purchased stock, the prices rose to levels far beyond the true value of the companies.
- (c) Because most investors purchased bonds instead of stocks, they could not access their capital when the market crashed.
- (d) Investors purchased stocks on margin and were unable to repay bank loans on those stocks when the market crashed.
- (e) Government regulation of the stock market prevented investors from purchasing enough shares to stimulate business growth.

### Question 18 Part A & B: Standard USH 4.5

The following excerpt is from President Theodore Roosevelt's 1904 annual address to Congress.

Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, 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.

#### Part A

Why did Roosevelt propose this change in foreign policy?

- (a) By proposing to police the Western Hemisphere, Roosevelt hoped to annex more territory for Americans.
- (b) Roosevelt proposed this amendment to the Monroe Doctrine to decrease his own economic and political power.
- (c) Roosevelt proposed this amendment to the Monroe Doctrine to protect American economic and territorial interests.
- (d) By proposing to police the Western Hemisphere, Roosevelt hoped to protect European cultural and philanthropic interests.



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### Part B

How did the policy described in the excerpt affect America's geographic interests?

- (a) Due to the threat of rebellion, Puerto Rico became a territory of the United States.
- (b) The United States gained control of Puerto Rico, Guam, and the Philippines after a war with Spain.
- (c) The United States gained territory in Latin America by ending a blockade of Venezuela by European creditor nations.
- (d) Due to the threat of intervention by European creditor nations, the United States became a protector of Latin American countries.

### Question 19: Standard USH 12.1

Which statement describes the significance of the 1994 party policy document referred to as the "Contract with America"?

- (a) It helped Democrats gain 12 governorships.
- (b) It helped Democrats gain control of 20 state legislatures.
- (c) It helped Republicans gain control of both houses of Congress.
- (d) It helped Republicans gain support of key Democratic strategists.

### Question 20: Standard USH 10.2

This paragraph summarizes some of President George H. W. Bush's foreign policy experience.

When George H. W. Bush became president, he had one of the most impressive foreign policy résumés of any individual ever elected president. He had previously served as director of the U.S. liaison office to the People's Republic of China, director of the Central Intelligence Agency (CIA), U.S. ambassador to the United Nations, and Vice President of the United States. Some considered his greatest foreign policy strengths to be his significant foreign policy experience, his calm and pragmatic nature, and his ability to work well with other world leaders.

How did U.S. involvement in the 1991 Persian Gulf War reflect President Bush's foreign policy strengths as described in the paragraph?

- (a) He assembled an international coalition that led the liberation of Iraq.
- (b) He assembled an international coalition that led the liberation of Kuwait.
- (c) He decided to remain neutral and only supply Kuwait with weapons and training.
- (d) He tried to prevent other countries from attempting diplomacy before invading Iraq.