

## Practice Test 14

### Multiple Choice

*Identify the choice that best completes the statement or answers the question.*

- \_\_\_\_ 1. What led to the flood of Irish immigrants entering the United States in the mid-1840s?
- potato blight
  - violent revolution
  - unsafe working conditions
- \_\_\_\_ 2. What did the Know-Nothing Party support?
- immigration restrictions to protect the jobs and culture of native-born Americans
  - border patrol to keep sick foreigners from bringing diseases into the country
  - one year residency period before immigrants could gain U.S. citizenship
- \_\_\_\_ 3. The majority of German immigrants who came to the United States in the late 1840s came because the United States had
- economic opportunity and freedom from government control.
  - freedom of religion.
  - political refuge and support for the revolutionaries at home.
- \_\_\_\_ 4. What led to the emergence of the middle class during the 1800s?
- the growth of industry and cities
  - declining interest in manufacturing
  - improved factory conditions
- \_\_\_\_ 5. During the mid-1800s, the rate at which a city grew was closely linked to
- the number of manufacturing jobs available in the region.
  - the number of middle class women having babies in the region.
  - how accepting the citizens in the region were of immigrants.
- \_\_\_\_ 6. The term “middle class” refers to the
- social and economic level between the wealthy and the poor.
  - political term for citizens who vote for moderate candidates.
  - factory standard used for goods of average cost and quality.
- \_\_\_\_ 7. In the mid-1800s, which city dwellers most commonly lived in tenements?
- immigrants
  - sanitation workers

c. skilled workers

\_\_\_\_\_ 8. What did most cities rely on to fight crime in the mid-1800s?

- a. volunteer night watches
- b. police forces
- c. salaried war veterans

\_\_\_\_\_ 9. Which of the following was commonly found in American cities in the mid-1800s?

- a. criminal activity
- b. public fire departments
- c. crowded subways

\_\_\_\_\_ 10. Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau were all

- a. transcendentalist thinkers.
- b. social reformers.
- c. Romantic artists.

\_\_\_\_\_ 11. The utopian communities founded in the early 1800s were

- a. attempts to form perfect societies.
- b. based on European customs.
- c. based on government institutions.

\_\_\_\_\_ 12. The writings of transcendentalist thinkers often touched upon which theme?

- a. revolution
- b. devotion
- c. self-reliance

\_\_\_\_\_ 13. Nathaniel Hawthorne, Edgar Allen Poe, and Emily Dickinson were

- a. writers during the Romantic period.
- b. founders of the common-school movement.
- c. leaders of the Second Great Awakening.

\_\_\_\_\_ 14. In late 18th century America, the Second Great Awakening was a period of

- a. Christian renewal that began in the northeastern United States.
- b. reform that focused on improving the quality of life of the poor.
- c. rebirth that led to the development of a culture centered on education.

\_\_\_\_\_ 15. The temperance movement was a

- a. commercial bid to ban the manufacture of hard liquor and beer by private sellers.
- b. reform effort to urge people to use self-discipline to stop drinking hard liquor.
- c. faith-based initiative to restrict the use of alcohol to religious ceremonies.

\_\_\_\_ 16. What inspired the temperance movement to begin in the 1830s?

- a. Alcoholism was labeled a “disease” for the first time in medical history.
- b. Alcohol consumption rose to an all-time high of fifteen gallons per year.
- c. Countless Americans blamed alcohol abuse for social problems such as crime.

\_\_\_\_ 17. What did reformer Dorothea Dix do to contribute to the prison reform movement in the early 1800s?

- a. founded an organization of women that worked together to provide education for imprisoned criminals
- b. spoke of the horrid conditions of prisons and inspired the building of separate facilities for the mentally ill
- c. brought America’s attention to the need for prison reform by writing novels detailing the condition of prisons

\_\_\_\_ 18. Members of the common-school movement believed that all children should

- a. learn a trade in school rather than study academic subjects.
- b. receive the bulk of their education at home.
- c. learn in the same place regardless of their backgrounds.

\_\_\_\_ 19. Which of these contributions did Horace Mann make to the education reform movement in the 19th century?

- a. He developed new ways of instructing students with handicaps.
- b. He was responsible for the integration of public schools.
- c. He extended the length of the school year.

\_\_\_\_ 20. What did Catherine Beecher do to reform education in the United States in the mid-1800s?

- a. opened the first university in the United States focused on the education and enlightenment of women
- b. fought for improvements in the training of teachers and the quality of educational materials in the United States
- c. founded an all-female academy and wrote many essays stressing the importance women’s education

\_\_\_\_ 21. In the mid-1800s, leaders of free African American communities in the North were often influenced by

- a. the Second Great Awakening and its spirit of reform.
- b. utopian communities and their focus on cooperation.
- c. Romantic writers and their questioning of Puritanism.

\_\_\_\_\_ 22. What did the education reform movement bring about on behalf of free African Americans during the mid-1800s?

- a. schools for African American children in several cities
- b. scholarships for African Americans to attend top universities
- c. integrated public colleges

\_\_\_\_\_ 23. To spread the abolitionist message throughout the United States in the mid-1800s William Lloyd Garrison

- a. wrote many novels and poems about the injustices of slavery.
- b. published an antislavery newspaper called the *Liberator*.
- c. founded the American Colonization Society to help slaves obtain freedom.

\_\_\_\_\_ 24. What was Angelina and Sarah Grimké's contribution to the abolitionist movement?

- a. writing to attract other white southern women to the effort to abolish slavery
- b. representing the Quaker viewpoint, which challenged slavery on religious grounds
- c. providing jobs and financial support to many fugitive slaves living in the North

\_\_\_\_\_ 25. What contribution did Harriet Tubman make to the antislavery movement?

- a. As the founder of a southern antislavery group, she helped stage many peaceful slave strikes.
- b. As a conductor on the Underground Railroad, she led many fugitive slaves to freedom.
- c. She wrote many essays persuading southern slaveholders to join the abolition movement.

\_\_\_\_\_ 26. Study the quotation below and answer the question that follows.

“The blessings in which you, this day, rejoice, are not enjoyed in common ... The Fourth of July is *yours*, not *mine*. You may rejoice. I must mourn.”

—Frederick Douglass, quoted in *From Slavery to Freedom*  
by John Hope Franklin and Alfred A. Moss Jr.

What can you infer Frederick Douglass meant by “blessings”?

- a. faith and grace, which enslaved people did not find in the Christian church
- b. freedom and independence, which white Americans won for themselves in 1776
- c. joy and light-heartedness, which enslaved people like himself could not feel

- \_\_\_\_ 27. What did Frederick Douglass and Sojourner Truth have in common?
- They were both former slaves who contributed to the abolitionist cause.
  - The Anti-Slavery Society invited each of them to give regular lectures.
  - They had each learned to read and write as children, despite laws against it.

- \_\_\_\_ 28. What effect did Nat Turner's Rebellion of 1831 have on southern society?
- Many slaveholders freed their slaves.
  - Mob violence over the slavery issue increased dramatically.
  - People stopped discussing slavery openly.

- \_\_\_\_ 29. Which factor was largely responsible for making emancipation almost impossible in the South in the early 1800s?
- sectionalism linked to the division between the North and South
  - promotion by northern Christians of religious justifications for slavery
  - the South's economic dependence on slavery

- \_\_\_\_ 30. Read the quotation below and answer the question that follows.

“That man over here says that women need to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages or over mud puddles, or gives me any best place . . . Look at me! I have ploughed and planted and . . . no man could head [outwork] me. And ain't I a woman?”

—Sojourner Truth, quoted in *A History of Women in America* by Carol Hymowitz and Michaela Weissman

Which of these expresses the main idea of Sojourner Truth's speech given at a women's rights convention in 1851?

- Women should not be thought of as the weaker sex and they deserve equality.
- Women should use any means necessary to obtain equal rights in America.
- African American women and white women should be considered equals.

- \_\_\_\_ 31. The women's movement for equal rights was an offshoot of the
- education reform movement.
  - abolitionist movement.
  - prison reform movement.

- \_\_\_\_ 32. Why did Sarah Grimké decide never to get married?
- Laws of the day gave husbands complete control over his wife's property.

- b. She believed that couples should live together without being married.
- c. Her sister had been involved in an unhappy marriage.

\_\_\_\_ 33. Women's work in the reform movement benefited the movement for women's rights by

- a. attracting men to the women's movement.
- b. illustrating that the sexes were different, not unequal.
- c. raising money for the women's movement.

\_\_\_\_ 34. What right did Susan B. Anthony win for women in New York in 1860?

- a. integration of women at all public conventions and events
- b. participation by women in the voting and election process
- c. control by married women of their own wages and property

\_\_\_\_ 35. The Seneca Falls Convention in 1848 was significant because it

- a. marked the start of the organized women's rights movement.
- b. revealed the need for temperance and educational reforms.
- c. granted women the right to participate in the voting process.

