



Effects of WWII on the Cost of the Automobile & American Way of Life

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Submitted by: Tommy Fallon and Priscilla Organtini

- A. Content and area of emphasis
 - U.S History
 - 9th grade, The Automobile

- B. Essential questions
 - How did the automobile change the American society?
 - How did the affordability of the automobile affect American life?
 - How did World War II affect the automobile industry?
 - How did the post-war period change the American way of life?

- C. Goals of the Unit

What do I want them to know?

- I. Roaring 20s
 - a. Role of the Automobile
 - b. Flappers
 - c. 18th Amendment
 - d. Moving assemble Line
 - e. President Hoover
- II. The Great Depression
 - a. Stock Market Crash
 - b. Hoovervilles
 - c. Role of the Automobile
 - d. Dust Bowl - 1934-1936
 - e. National Highway System 1927
 - f. President Franklin D. Roosevelt
- III. World War II
 - a. Pearl Harbor
 - b. New Deal
 - c. Factories

- d. Propaganda
- e. Role of Women
- f. The Automobile during WWII
- g. President Truman
- h. Rationing

IV. Post War

- a. National Interstate and Highway Defense Act
- b. President Eisenhower
- c. Consumer Culture
- d. Baby Boomers
- e. The Automobile after WWII
- f. Cold War Introduction
- g. End of Route 66
- h. Marshall Plan

D. Skills you want the students to do to develop and demonstrate knowledge

- Compare and Contrast
- Analyze specific period
- Analyze and apply Primary Sources
- Discussion

E. List prior knowledge students need to have

- understanding of the selected periods in U.S History
- Battles
- Economy / unemployment
- major players
- importance of family structure in U.S History

F. List all major standards that will be covered in the unit

Standard - CC.8.6.9-10.C

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard - CC.8.5.9-10.C

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Standard - CC.8.5.9-10.B

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Standard 8.3.8.C

Summarize how continuity and change have impacted U.S. history. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations

G. Benchmarks

- a. Quiz - 12 Questions in Lesson 4, covering the 1920s through WWII
- b. Test- 29 Questions about the entire Unit

H. Performance Task

- a. Route 66 Road Trip - Students design their ideal family vacation along Route 66

Topic WWII and the Automobile - 1920s

Class: 9th Grade U.S History

Lesson 1

Essential Question:

How did the roaring 20s affect the growth of the automobile industry?

Objective:

Each student will analyze the main components of the 1920s and then compare and contrast their viewpoints with a partner

Standard: CC.8.5.9-10.C

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Activating Strategy:

Play clip from Cars (2006) - Life Could be a Dream --

https://www.youtube.com/watch?v=R_N8skhI9s0

Then show Iconic images from the 1920s about prohibition, and rebellion

These images allow the students to visualize what it would be like to live in the 1920s, a time of prosperity. Students would be asked, at random, what they see in the image and why it was important to this period in history.

Game Plan: Step-by-Step

- A/S - see above
- Intro LP - Discuss the importance of the American Dream, 18th Amendment, roaring 20s and the growth of industry. Make sure to include the moving assemble line, National Highway System, the role of the automobile on society and end with President Hoover.

Everything included in a The Interwar Years - ppt 1-3

- S/S - see below

Summarizing Strategy-

T chart graphic organizer - 1920s v. 1930s --- only the 1920s column

Differentiation

How will the needs of EVERY child be met? What can the early finishers do?

- Visual - Images and Power-point Auditory - Video Clip
- Early finishers, research a president from the 1920s and create a fact sheet of 5 items: 1) Name, 2) Date of Birth and Date of Death, 3) Years he was President, 4) What he is best known for as President, 5) something you found interesting about him

List of materials you need for the lesson

- Graphic Organizer
- Computer

Name: _____

Date: _____

1920s

1930s

Topic WWII and the Automobile - Great Depression

Class: 9th Grade U.S History

Lesson 2

Essential Question:

How did the Great Depression change the American way of life?

Objectives:

Students will analyze the main components of the 1930s and the compare and contrast them with the 1920s

Standard: CC.8.5.9-10.C

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Activating Strategy:

Play clip from Cars (2006) - The Story of Route 66.

<https://www.youtube.com/watch?v=ggtH05LFF3k>

Then show iconic images from the Great Depression including the Dust Bowl, Hoovervilles, Bank Runs, Soup Kitchens, and what people would do to get money (Sell kids, Car)

These images allow the students to visualize what it would be like to live during the Great Depression, Students would be asked, at random, what they see in the image and why it was important and how it contrasts with the 1920s.

Game Plan: Step-by-Step

- A/S - see above
- Intro LP - Discuss the importance of the Stock Market Crash, Passage of the 18th Amendment, Hoovervilles, Dust Bowl, the Automobile in society, FDR v. Hoover, and a New Deal Introduction. Everything included in a The Interwar Years - ppt 1-3
- S/S - see below

Summarizing Strategy

T chart graphic organizer - 1920s v. 1930s --- only the 1930s column

Differentiation

How will the needs of EVERY child be met? What can the early finishers do?

- auditory - Video Clip, visual - Images and Power-point
- Early finishers, research a president from the 1930s- 1940s and create a fact sheet of 5 items: 1) Name, 2) Date of Birth and Date of Death, 3) Years he was President, 4) What he is best known for as President, 5) something you found interesting about him

List of the materials you need for the lesson

- Graphic Organizer
- Computer

Topic WWII and the Automobile - WWII

Class: 9th Grade U.S History

Lesson 3

Essential Question:

What impact did WWII have on America?

Objective:

Determine and discuss the importance of rationing in the United States

Standards: Standard 8.3.8.C

Summarize how continuity and change have impacted U.S. history. • Belief systems and religions • Commerce and industry • **Technology** • **Politics and government** • **Physical and human geography** • Social organizations

Activating Strategy- K-W-L. Ask students to think of what they already know about WWII. Give them 2-3 minutes to work with a partner about what they want to know about WWII. Have the students share with the class.

Game Plan: Step-by-Step

A/S - See Above

Teaching- Discuss the effect Pearl Harbor had on the United States decision to enter WWII. Be sure to include the conversion of factories during wartime, the role the automobile played during the war, and how women took over previously male dominated jobs. Conclude with how rationing changed the American way of life, and the Automobile industry.

Use Power-point entitled - WWII - Post War - ppt 2-3

Take a few minutes to complete the K-W-L Chart as a class

S/S - See Below

Summarizing Strategy-

3-2-1- 3 facts or events about WWII, 2-2 theaters of fighting, and 1 major player in each one. 1- favorite food (will use in next lesson)

Differentiation- Visual - Images

Assessment/Assignment & Materials needed

Formative assessment-check student learning by ticket out the door.

Study for Quiz

List of the materials you need for the lesson

K-W-L Chart, and 3-2-1. Notebooks/packet for lesson.

Name: _____

Period: ____

Date: _____

| K | W | L |
|----------|----------|----------|
| | | |

Name: _____

Period: _____

Date: _____

3 - facts or events about WWII

2 - major theaters of fighting and 1 major
player in each

1 - favorite food

Topic WWII and the Automobile - Rationing

Class 9th Grade U.S. History

Lesson 4

Essential Question:

How did rationing affect the daily life of American families during WWII?

Objectives:

Analyze and apply Primary Sources to better understand the effects rationing had on the American Society.

Standards: Standard - CC.8.5.9-10.B

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Activating Strategy:

Using list of favorite foods from previous lesson, create a “menu” for the class. As students enter the classroom, they are really entering a Café along Route 66. Students are looking at menus, to determine what to order when, a few students menus are taken away to show how rationing quickly affected the American Society.

Game Plan: Step-by-Step

A/S - See Above

Before handing out the books, read through the section of the book called, Instructions, a primary source from a U.S. WWII ration book. Explain how the book will be used to complete the task for the day.

Students will then take the Route 66 Quiz

As students finish:

Students will be assigned a partner, which will form a family for the purpose of this activity.

Highlight the main points students need to know in "How to use your new ration book." Explain that each family will receive one book, and will be able to use stamps from that book to plan the meals. Students may use less points than they have, but students may not use more points than are in the book.

Post the “Item, Weight, Point Value” chart in the room for students to have access to throughout the activity.

Write down the amount of food to be consumed by the family. Using stampers, blot out each stamp as it is used in a meal. The students will work to plan a total of 9 meals over a span of three, simulated, days.

Differentiation- Quiz - Accommodations as needed

Preferential partners given as needed

Summarizing Strategy-

On the last page of the booklet, have the students create a postcard. In the large blank space, they will create a propaganda poster about gas rationing. They will explain the meaning of their poster.

Assessment/Assignment & Materials needed

The students will be assessed on the completion of the meal plans. Ensure that students are assigning the correct amount of points to each item.

List of the materials you need for the lesson

Rationing booklet

Ink stampers

Chart of point values

Calculators

Copies of Quiz

(optional) physical representations of serving size of food.

Name: _____ Period: _____ Date: _____

Directions: Write the letter of the BEST answer in the space in front of the number.

____ 1. What event brought the United States into World War II?

- A. Zimmerman Note
- B. Pearl Harbor
- C. The United States was not involved in WWII
- D. XYZ Affair

____ 2. What was the Manhattan Project?

- A. Rebuilding of New York after the Great Depression
- B. Creation of a Naval Base in the New York Harbor
- C. Developed the Atomic Bomb
- D. Development of the New York Subway System

____ 3. What was the New Deal?

- A. FDR's response to the Great Depression
- B. Plan for U.S. involvement in WWI
- C. Agreement for the U.S. to remain neutral in WWII
- D. Plan for U.S. involvement in WWII

____ 4. What event caused the Great Depression?

- A. Death toll in WWI
- B. Inflation
- C. Stock Market Crash
- D. High Unemployment

____ 5. What was the 18th Amendment?

- A. Women granted the right to vote
- B. Banned the manufacture, sale, or transportation of alcohol
- C. Abolition of Slavery
- D. Allows the manufacture, sale, or transportation of alcohol

____ 6. How did the Dust bowl contribute to the Great Depression?

- A. Removed fertile soil from farmers' fields, collapsing the Agricultural Industry
- B. Cereal Industry Collapse
- C. Lead to the U.S. manufacturing boom
- D. Vacuum factory explodes

- ____ 7. What is the main difference between the 1920s and the 1930s?
- A. Westward expansion
 - B. Growth of the Automobile industry
 - C. Growth of Suburban areas
 - D. Prosperity of the United States
- ____ 8. What is the National Highway System (NHS)?
- A. Creation of underground pipelines
 - B. Creation of the Erie Canal
 - C. Development of the National Interstate system
 - D. Network of strategic roads within the U.S
- ____ 9. Who revolutionized the automobile industry by implementing the moving assembly line?
- A. Gerald Ford
 - B. William Durant
 - C. Henry Ford
 - D. John and Horace Dodge
- ____ 10. The GI Bill affected American society after World War II by
- A. Expanding educational and housing opportunities
 - B. Eliminating child labor
 - C. Increasing spending on space exploration
 - D. Expanding voting rights
- ____ 11. What role did women play during World War II?
- A. They were not important
 - B. Took over jobs in previously male dominated industries
 - C. Prepare their sons for war
 - D. Cook, clean, and take care of the husband after returning from work
- ____ 12. Why did veterans march to Washington, after the stock market crashed?
- A. They wanted retribution for their service in WWII
 - B. They were unhappy with the government
 - C. Lack of appropriate job opportunities
 - D. They wanted retribution for their service in WWI

Name: _____ Period: _____ Date: _____

Directions: Write the letter of the BEST answer in the space in front of the number.

 B 1. What event brought the United States into World War II?

- A. Zimmerman Note
- B. Pearl Harbor**
- C. The United States was not involved in WWII
- D. XYZ Affair

 C 2. What was the Manhattan Project?

- A. Rebuilding of New York after the Great Depression
- B. Creation of a Naval Base in the New York Harbor
- C. Developed the Atomic Bomb**
- D. Development of the New York Subway System

 A 3. What was the New Deal?

- A. FDR's response to the Great Depression**
- B. Plan for U.S. involvement in WWI
- C. Agreement for the U.S. to remain neutral in WWII
- D. Plan for U.S. involvement in WWII

 C 4. What event caused the Great Depression?

- A. Death toll in WWI
- B. Inflation
- C. Stock Market Crash**
- D. High Unemployment

 B 5. What was the 18th Amendment?

- A. Women granted the right to vote
- B. Banned the manufacture, sale, or transportation of alcohol**
- C. Abolition of Slavery
- D. Allows the manufacture, sale, or transportation of alcohol

 A 6. How did the Dust bowl contribute to the Great Depression?

- A. Removed fertile soil from farmers' fields, collapsing the Agricultural Industry**
- B. Cereal Industry Collapse
- C. Lead to the U.S. manufacturing boom
- D. Vacuum factory explodes

- D 7. What is the main difference between the 1920s and the 1930s?
- A. Westward expansion
 - B. Growth of the Automobile industry
 - C. Growth of Suburban areas
 - D. Prosperity of the United States**
- D 8. What is the National Highway System (NHS)?
- A. Creation of underground pipelines
 - B. Creation of the Erie Canal
 - C. Development of the National Interstate system
 - D. Network of strategic roads within the U.S**
- C 9. Who revolutionized the automobile industry by implementing the moving assembly line?
- A. Gerald Ford
 - B. William Durant
 - C. Henry Ford**
 - D. John and Horace Dodge
- A 10. The GI Bill affected American society after World War II by
- A. Expanding educational and housing opportunities**
 - B. Eliminating child labor
 - C. Increasing spending on space exploration
 - D. Expanding voting rights
- B 11. What role did women play during World War II?
- A. They were not important
 - B. Took over jobs in previously male dominated industries**
 - C. Prepare their sons for war
 - D. Cook, clean, and take care of the husband after returning from work
- D 12. Why did veterans march to Washington, after the stock market crashed?
- A. They wanted retribution for their service in WWII
 - B. They were unhappy with the government
 - C. Lack of appropriate job opportunities
 - D. They wanted retribution for their service in WWI**

Topic: WWII and the Automobile - Post War

Class: 9th Grade U.S History

Lesson 5

Essential Question:

What impact did WWII have on America?

Objectives:

Students will discuss the importance of the Automobile during the Post-war era.

Standards: Standard - CC.8.6.9-10.C

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Activating Strategy-“Get Your Kicks on Route 66” class discussion-ask who has heard the song before, and what they think it might mean...why would someone write a song about a road? -

<https://www.youtube.com/watch?v=OytIQGf5zfw>

Students will be exposed to different content areas, to promote greater literacy across disciplines.

Game Plan: Step-by-Step

A/S - See above

Teaching- Discuss the conclusion of WWII while referencing the importance of the Automobile during and after the war. Afterwards, discuss the importance of consumer culture, the end of Route 66, and touch on the beginning of Cold War.

Use Powerpoint entitled - WWII - Post War - ppt 2-3

S/S - See Below

Summarizing Strategy-quick write

Explain how the role of the Automobile has evolved from the 1920s to the present day.

Differentiation- Pictures - Visual

Song - Auditory

Visual/ Auditory Impairment - Online Access to Ppt and headphones and the use of Speech Software

S/S - Computer Access as needed

Assessment/Assignment & Materials needed

Formative assessment-quick write.

List of the materials you need for the lesson

Paper for quick write. Notebooks/packet for lesson.

Topic WWII and the Automobile - Marshall Plan

Class: 9th Grade U.S History

Lesson 6

Essential Questions:

What role did the United States play in the rebuilding of Europe following WWII?

Objectives:

Analyze the Marshall Plan and apply previous knowledge to support their argument.

Standard: Standard - CC.8.5.9-10.B

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Activating Strategy:

Quick write - If you were living during this time, and you could donate 100 Million Dollars to a country of your choice, to whom would you donate and why?

Pre and Post War images of Europe to illustrate the devastation caused by the war to show why the Marshall Plan was necessary

Use Powerpoint entitled - Then and Now - ppt 3-3

Game Plan: Step-by-Step

- A/S - see above -- have a few students share
- Intro LP - Read paragraph A to the class, then have students finish reading individually. When completed, students will write an argumentative essay on the following question: **Should the United States have sent 11 billion dollars to Europe following WWII or spent it on advancements in the United States?** Using the Transcribed Marshall Plan document, cite at least two phrases from the text to support your argument.

Summarizing Strategy-What have the students learned?

Write - Pair - Share: The students have already written their response to the assigned question, will pair with another student, at random, and share what they wrote. Repeat 2-4 times, as time allows.

Differentiation

How will the needs of EVERY child be met? What can the early finishers do?

- For students who have trouble reading, allow access to document online and the use of the Speech Feature (Headphones required)
- Trouble writing / spelling - allow to use computer to write essay
- Visual Learners - Before and After WWII pictures

Assessment/Assignment

Homework; formal & informal assessments

- Study for Test

List of the materials you need for the lesson

- Copy of Transcribed Marshall Plan
- Headphones for Differentiation

Name: _____ Period: _____ Date: _____

Should the United States have sent 11 billion dollars to Europe following WWII or spent it on advancements in the United States? Using the Transcribed Marshall Plan document, cite at least two phrases from the text to support your argument.

European Recovery Program

Basic Document No. 1

(Objectives Committee)

- 1 -

^A Less than three years ago this country was still associated with a number of other countries in a great military effort designed to prevent the peoples of Europe from being enslaved by the aggressive and tyrannical power of Hitlerism. In that struggle each of the major participants contributed what it could. These individual contributions involved in varying degrees sacrifices in life, in physical values, and in the security and comfort of individuals. Some nations contributed predominantly in the destruction of human life and property which they suffered by direct armed action. Others contributed outstandingly in the heroism and self-denial of underground resistance. Our own effort bought us grievous losses of life and much individual sacrifice; but the emphasis of our effort naturally lay on production, for which we were uniquely well equipped.

^B We in this country are not inclined to draw comparisons between the individual war efforts of the respective countries. We stand with heads bared in reverence before all the suffering and heroism which went into the common cause. We find no human standards by which to measure and compare the supreme individual sacrifices which crowned this common effort.

^C But it is clear that the varied nature of the contributions left the individual victor countries in diverse positions with respect to the problems of post-war adjustment and recovery. Here in this country we had given generously of our labor and our resources; yet

- 2 -

our productive power had increased, rather than diminished, during the war. Similarly, the patterns of life in our country had not been disrupted, as they had elsewhere, by the destruction of war and the dislocations of foreign occupation and oppression.

^D It was only natural that this country should do what it could, when the war was over, to assist those whose war-time experiences had left them in a less favorable position than ourselves to recover from the effects of conflict. This was readily recognized by the United States people; and it was from this basic consideration, as well as from a genuine humanitarian concern for human suffering anywhere, that this country promptly extended, during the immediate post-hostilities period, aid to Europe in an amount exceeding eleven billion dollars. These sums were made available by the United States people cheerfully and generously, in the hope that they would suffice to bring all the peoples of a war-torn continent back to the point where their own economic strength and initiative could be brought full into play and enlisted, along with our own, in the movement toward a more stable and abundant world economy.

^E When the smoke of battle had cleared away from the fields of Europe and the pattern of post-war development had begun to emerge, it became clear that the difficulties with which Europe was contending were more far-reaching and serious than anyone here could have foreseen at the termination of hostilities.

^F Some of these difficulties, to be sure, reflected long-term trends of development which were already

-3-

discernible before the war and which, even in the best of circumstances would sooner or later have imposed serious problems of adjustment. These had been aggravated by war-time developments.

^G Others arose from the normal consequences of an armed conflict of such vast dimensions. These proved to be more severe than had originally been anticipated.

^H Still others, however, arose from unexpected post-war developments which people in this country viewed with immense concern and regret: from the arbitrary division of the Continent into East and West; from the effective removal of certain once productive areas from the economic life of the Continent; from the lack of unity among the principal allied nations; and from the political insecurity and uncertainty which inhibited everywhere the natural forces of recovery.

¹ Despite formidable obstacles, the Allied nations of Western Europe made considerable progress toward recovery during the first year and a half after the end of the conflict in Europe. By the beginning of this year, however, the effect of these basic factors began to make itself evident and there emerged with increasing clarity the fact that the efforts of the Europeans and the aid we had already given would not be sufficient to do the whole job. Meanwhile, new difficulties were added by a winter of great severity. The total result was that as the year wore on the economic situation began to deteriorate and the recovery already achieved was gravely threatened.

Name: _____

Period: _____

Date: _____

Exam

Section 1: Multiple Choice - 1 point each - 10 total

Directions: Write the letter of the BEST answer in the space in front of the number.

- ____ 1. What event caused the Great Depression?
- A. Death toll in WWI
 - B. Stock Market Crash
 - C. Inflation
 - D. High Unemployment
- ____ 2. What is the National Highway System (NHS)?
- A. Creation of underground pipelines
 - B. Creation of the Erie Canal
 - C. Development of the National Interstate system
 - D. Network of strategic roads within the U.S
- ____ 3. What role did women play during World War II?
- A. They were not important
 - B. Took over jobs in previously male dominated industries
 - C. Prepare their sons for war
 - D. Cook, clean, and take care of the husband after returning from work
- ____ 4. Which country was NOT part of the Allied Powers during WWII?
- A. United States
 - B. Great Britain
 - C. Japan
 - D. France
- ____ 5. What did the 21st Amendment accomplish?
- A. Repealed the 18th Amendment
 - B. Nothing important
 - C. Repealed the 19th Amendment
 - D. Gave states the right to increase taxes
- ____ 6. The GI Bill affected American society after World War II by
- A. Expanding educational and housing opportunities
 - B. Eliminating child labor
 - C. Increasing spending on space exploration
 - D. Expanding voting rights
- ____ 7. What country was a member of the Axis Powers during WWII?
- A. Germany
 - B. United States
 - C. Great Britain
 - D. USSR

- ___ 8. Which statement best illustrates a basic idea of President Franklin D. Roosevelt's New Deal?
- A. Unemployed workers should rely on the states rather than on the federal government for help.
 - B. The United States reached its economic peak in the 1920s and is now a declining industrial power.
 - C. The economy sometimes needs public money to encourage business activity.
 - D. Communism provides the only real solution to economic problems.
- ___ 9. To help pay for World War II, the United States government relied heavily on the
- A. Money borrowed from foreign governments
 - B. Sale of war bonds
 - C. Printing of additional paper money
 - D. Sale of United States manufactured goods to neutral nations
- ___ 10. During World War II, many Japanese Americans living on the West Coast were relocated to detention centers primarily because they
- A. Refused to serve in the United States military
 - B. Were known spies for Japan
 - C. Expressed their support for Italy and Germany
 - D. Were seen as a security threat

Section 2: Matching - 1 point each - 5 total

Directions: Match the word from Column A to its definition in Column B. Write the letter of the definition next to the appropriate word in the space in Column A.

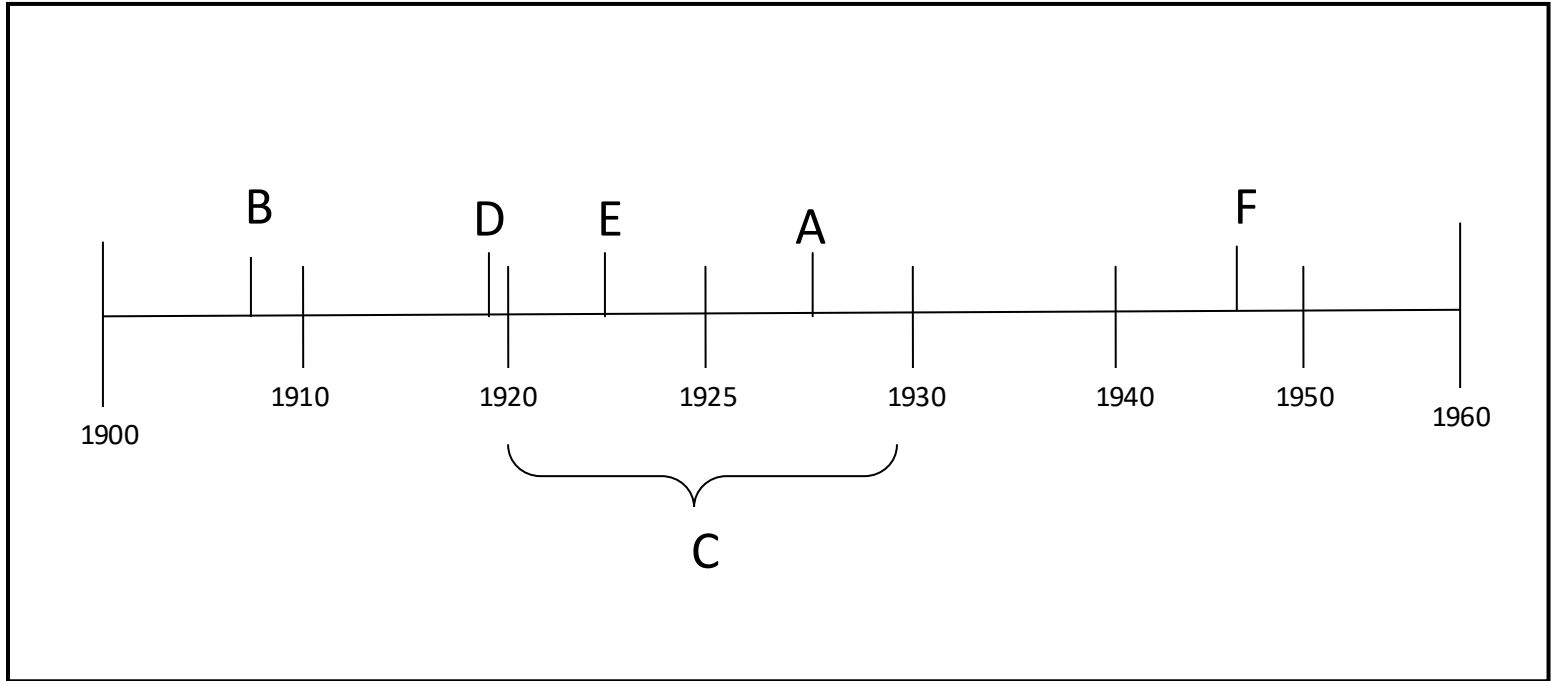
Column A

Column B

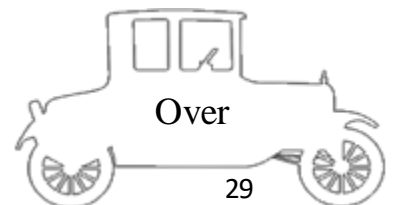
- | | |
|--------------------------|--|
| ___ 11. Propaganda | A. WWI Soldiers demanding advanced payments for service |
| ___ 12. Dust Bowl | B. Helped increase supplies to U.S. Troops |
| ___ 13. Great Depression | C. Drought and high winds displace fertile soil out west |
| ___ 14. Bonus March | D. Biased or misleading information |
| ___ 15. Rationing | E. Period of economic downturn in the U.S. |

Section 3: Matching on a Timeline - 1 point each - 6 total

Directions: Using the timeline below, write the letter which BEST answers each question. Each option will be used only once.



- ___ 16. Production shifts to River Rouge Plant
- ___ 17. Ford Model T Debut
- ___ 18. Henry Ford dies
- ___ 19. Moving Assembly Line
- ___ 20. Period where the Automobile Industry boomed
- ___ 21. Production of the Model T ended



Section 4: True or False - 2 points each - 14 total

Directions: Read each question and in the space in front of the number, write True if the answer is correct or False if it is incorrect. If false, make the statement true by rewriting the sentence on the line below.

_____ 22. The United States entered World War II because of the Zimmerman Note.

_____ 23. The 18th Amendment banned the manufacture, sale, or transportation of alcohol.

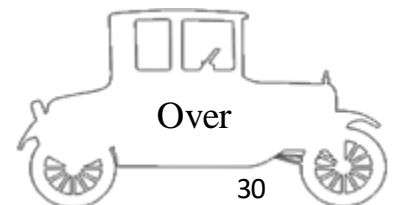
_____ 24. The United States refused to accept the Treaty of Versailles because it wanted to return to a policy of isolationism.

_____ 25. Factories were converted during WWII to facilitate the war making industry.

_____ 26. The increase of buying on credit instead of using currency, did not lead to the Stock Market Crash.

_____ 27. The Cold War was between the Soviet Union (USSR) and Germany.

_____ 28. The Interstate Highway bill of 1956, made Route 66 more popular than ever.



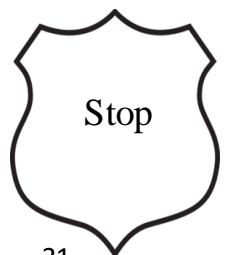
Section 5: Essay - 15 Points

Directions: Select one of the essays below. Use the space below to respond to the essay of your choice. Please write in complete sentences and indicate which question number you are answering, by circling the number.

29. How did rationing affect the daily life of American families during WWII?

OR

30. Compare and contrast the similarities and differences between the 1920s and the 1930s?



Name: _____

Period: _____

Date: _____

Exam

Section 1: Multiple Choice - 1 point each - 10 total

Directions: Write the letter of the BEST answer in the space in front of the number.

- B 1. What event caused the Great Depression?
- A. Death toll in WWI
 - B. Stock Market Crash**
 - C. Inflation
 - D. High Unemployment
- D 2. What is the National Highway System (NHS)?
- A. Creation of underground pipelines
 - B. Creation of the Erie Canal
 - C. Development of the National Interstate system
 - D. Network of strategic roads within the U.S**
- B 3. What role did women play during World War II?
- A. They were not important
 - B. Took over jobs in previously male dominated industries**
 - C. Prepare their sons for war
 - D. Cook, clean, and take care of the husband after returning from work
- C 4. Which country was NOT part of the Allied Powers during WWII?
- A. United States
 - B. Great Britain
 - C. Japan**
 - D. France
- A 5. What did the 21st Amendment accomplish?
- A. Repealed the 18th Amendment**
 - B. Nothing important
 - C. Repealed the 19th Amendment
 - D. Gave states the right to increase taxes
- A 6. The GI Bill affected American society after World War II by
- A. Expanding educational and housing opportunities**
 - B. Eliminating child labor
 - C. Increasing spending on space exploration
 - D. Expanding voting rights
- A 7. What country was a member of the Axis Powers during WWII?
- A. Germany**
 - B. United States
 - C. Great Britain
 - D. USSR

C 8. Which statement best illustrates a basic idea of President Franklin D. Roosevelt's New Deal?

- A. Unemployed workers should rely on the states rather than on the federal government for help.
- B. The United States reached its economic peak in the 1920s and is now a declining industrial power.
- C. The economy sometimes needs public money to encourage business activity.**
- D. Communism provides the only real solution to economic problems.

B 9. To help pay for World War II, the United States government relied heavily on the

- A. Money borrowed from foreign governments
- B. Sale of war bonds**
- C. Printing of additional paper money
- D. Sale of United States manufactured goods to neutral nations

D 10. During World War II, many Japanese Americans living on the West Coast were relocated to detention centers primarily because they

- A. Refused to serve in the United States military
- B. Were known spies for Japan
- C. Expressed their support for Italy and Germany
- D. Were seen as a security threat**

Section 2: Matching - 1 point each - 5 total

Directions: Match the word from Column A to its definition in Column B. Write the letter of the definition next to the appropriate word in the space in Column A.

Column A

Column B

D 11. Propaganda

A. WWI Soldiers demanding advanced payments for service

C 12. Dust Bowl

B. Helped increase supplies to U.S. Troops

E 13. Great Depression

C. Drought and high winds displace fertile soil out west

A 14. Bonus March

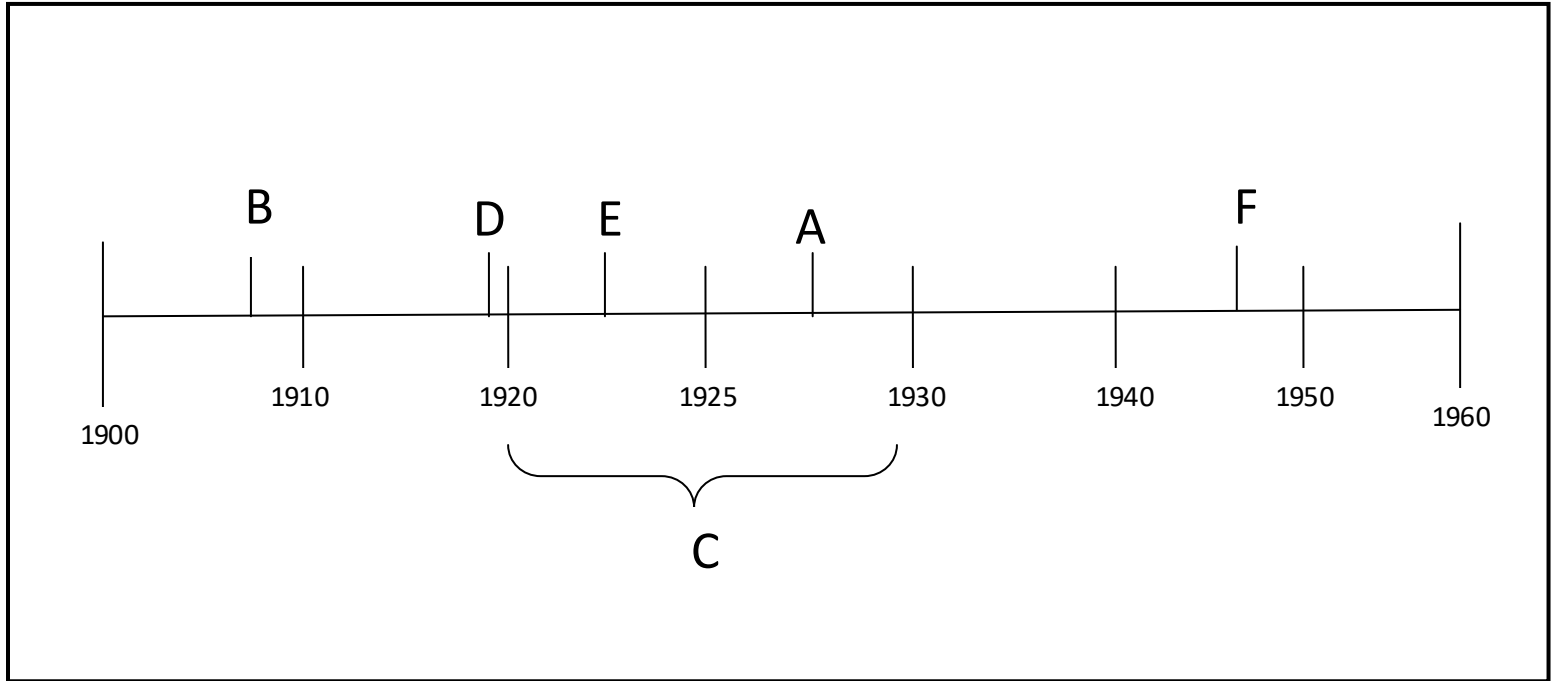
D. Biased or misleading information

B 15. Rationing

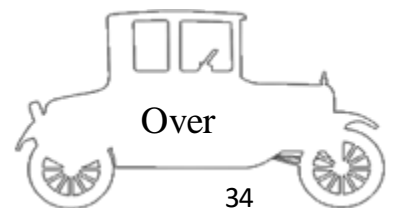
E. Period of economic downturn in the U.S.

Section 3: Matching on a Timeline - 1 point each - 6 total

Directions: Using the timeline below, write the letter which BEST answers each question. Each option will be used only once.



- D 16. Production shifts to River Rouge Plant
- B 17. Ford Model T Debut
- F 18. Henry Ford dies
- E 19. Moving Assembly Line
- C 20. Period where the Automobile Industry boomed
- A 21. Production of the Model T ended



Section 4: True or False - 2 points each - 14 total

Directions: Read each question and in the space in front of the number, write True if the answer is correct or False if it is incorrect. If false, make the statement true by rewriting the sentence on the line below.

False 22. The United States entered World War II because of the Zimmerman Note.

True 23. The 18th Amendment banned the manufacture, sale, or transportation of alcohol.

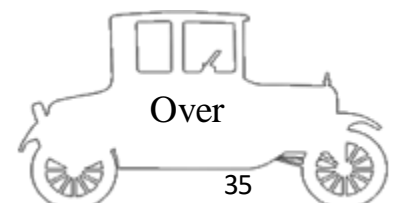
True 24. The United States refused to accept the Treaty of Versailles because it wanted to return to a policy of isolationism.

True 25. Factories were converted during WWII to facilitate the war making industry.

False 26. The increase of buying on credit instead of using currency, did not lead to the Stock Market Crash.

False 27. The Cold War was between the Soviet Union (USSR) and Germany.

False 28. The Interstate Highway bill of 1956, made Route 66 more popular than ever.



Section 5: Essay - 15 Points

Directions: Select one of the essays below. Use the space below to respond to the essay of your choice. Please write in complete sentences and indicate which question number you are answering, by circling the number.

29. How did rationing affect the daily life of American families during WWII?

OR

30. Compare and contrast the similarities and differences between the 1920s and the 1930s?

