

The American Yawp  
Chapter 15 – Reconstruction  
Quiz

1. When did Reconstruction begin?
  - a. **Before the war ended**
  - b. With Lee's surrender at Appomattox
  - c. After the assassination of Abraham Lincoln
  - d. When the racial Republicans seized control of Congress
2. Black codes, including vagrancy laws had which of the following effects?
  - a. Criminalized black leisure
  - b. Limited black mobility
  - c. Locked many into exploitative farming contracts
  - d. **All of the above**
3. How did the Fourteenth Amendment change American governance?
  - a. Made slavery illegal in all American states
  - b. **Asserted the federal government's power to enforce the Bill of Rights over the authority of the states**
  - c. Abolished vagrancy laws in the South
  - d. Divided the U.S. South into five military zones to ensure the creation fair state governments
4. Black delegates actively participated in revising the state constitutions of southern states. In addition to election reform, what other major accomplishment did these delegates achieve?
  - a. **Established public school systems**
  - b. Forming racially integrated mental asylums
  - c. Reinstated an important tariff on Egyptian cotton
  - d. Created hundreds of new racially integrated churches
5. General William T. Sherman's Special Field Order No. 15 was intended to do which of the following?
  - a. Destroy railroads in Georgia to weaken the Confederate war effort
  - b. Create voting rights for African Americans in temporary Union southern legislatures
  - c. **Set aside land in Georgia and South Carolina as homesteads for freed people**
  - d. None of the above
6. Which of the following goal of freedpeople was the least successful?
  - a. Reuniting families
  - b. Attending schools
  - c. **Gaining access to land**
  - d. Establishing independent churches
7. How did black churches help to develop political organization in black communities?
  - a. Providing gathering places for political meetings
  - b. Training leaders for both preaching and political work
  - c. Creating opportunities for women
  - d. **All of the above**
8. Why did women's rights leaders oppose the Fourteenth Amendment?
  - a. **It introduced the word "male" into the Constitution for the first time**

# American Odyssey Us History Answers

**Joel Spring**



## **American Odyssey Us History Answers:**

*From Uncle Tom's Cabin to The Help* C. Garcia,V. Young,C. Pimentel,2014-08-13 This book surveys the cultural literary and cinematic impact of white authored films and imaginative literature on American society from Harriet Beecher Stowe's *Uncle Tom's Cabin* to Kathryn Stockett's *The Help* Sick Schools David V. Anderson,2020-01-10 Who's afraid of for profit education Those who work in non profit or government owned and operated schools Many parents and other stakeholders have been made fearful by this education establishment What's more important to humans nutrition or education Nutrition is more important because it is the prerequisite for other human activities including education What organizations provide food and who pays for the food Food is provided by for profit farmers for profit processors for profit wholesalers and for profit retailers Most food is purchased with the consumers own money but a significant amount is purchased by low income individuals using food stamps Why can't education be provided similarly using education stamps We trust for profit enterprises to provide our food Why can't we trust for profit enterprises to provide K 12 education Fearmongers have frightened us and made us into gullible compliant socialists who despise commercial activities in education Go to the supermarket and ponder its marvelous array of foods and then contemplate how a for profit K 12 education sector would please and amaze its customers *Whitewashing War* Christopher Leahey,2015-04-24 *Whitewashing War* explores perhaps the most critical issue social studies educators presently face How do we teach our students about war In this timely book Christopher Leahey investigates how the political struggles over the social studies curriculum the corporate domination of the textbook and testing industry and the curricular constraints of the No Child Left Behind Act combine to stifle historical inquiry and deprive students of meaningful social studies instruction Using the controversial Vietnam War as a case study Leahey holds textbook narratives up to the light illuminating how the adoption process interpretive framework and selection of evidence combine to transform the past into thinly veiled historical myths By attending to questions traditionally ignored in history education this dynamic book Challenges educators to rethink their pedagogical approaches to military conflict American and otherwise Calls on teachers to develop students critical sensibilities to ask questions conduct research evaluate evidence and make meaning of the past Provides classroom lessons for history educators and students to engage in rich intellectual encounters with the historical record Christopher R Leahey teaches world history in upstate New York His articles have appeared in *Social Education* and *The Social Studies* If students are to be prepared for the challenges of the 21st century then we need to provide inspired interdisciplinary instruction that can provide the skills values and knowledge to enable our future citizens with the possibility promise and perspective to transform their world *Whitewashing War* provides that solid interdisciplinary framework for teachers and students to teach and learn about the myth of war Critical Education Leahey echoes a concern expressed by others that history textbooks fail to address the realities of war CHOICE The crowning achievement of *Whitewashing War* is that it clearly illustrates the necessity of pursuing rational answers about

why things are as they are or were as they were It becomes clear upon reading this book that if we help our students pursue rational answers in the course of creating personally meaningful understandings of the world they will figure out just what it is that needs to be done From the Foreword by E Wayne Ross University of British Columbia The author has done a masterful job of exploring issues of historiography pedagogy textbook debates and critical thinking Through a deep examination of two historical turning points in the Vietnam War he has contrasted the known facts of these periods with the accounts contained in the textbooks Rick Ayers Graduate School of Education UC Berkeley A passionate and powerful analysis Christopher Leahey provides penetrating insight into how Americans teach about their wars As such his book is an invaluable aid to understanding the past and its connection to our current predicament Fredrik Logevall Cornell University *Whitewashing War* challenges the fundamental assumptions underlying the corporate regime of standards textbooks and testing and exposes the distortions manipulation and lies that result Leahey builds a compelling case for critical inquiry and dialogue Highly recommended Ronald W Evans San Diego State University author of *The Social Studies Wars* *American Book Publishing Record* ,2003

**Educating Democratic Citizens in Troubled Times** Janet S. Bixby, Judith L. Pace, 2014-03-14 This book offers a groundbreaking examination of citizenship education programs that serve contemporary youth in schools and communities across the United States These programs include social studies classes and curricula school governance and community based education efforts The book takes an interdisciplinary approach to exploring the experiences and perspectives of educators and youth involved in these civic education efforts The contributors offer rich analyses of how mainstream and alternative programs are envisioned and enacted and the most important factors that shape them A variety of theoretical lenses and qualitative methodologies are used including ethnography focus group interviews and content analyses of textbooks *American History* ,2003

[Rethinking Our Classrooms, Volume 1](#) , **Political Agendas for Education** Joel Spring, 2014-03-26 The Fifth Edition of Joel Spring's ongoing documentation and analysis of political agendas for education reflects the major political issues in education since 2008 This edition focuses on the education sections of the 2012 Republican Democratic Green and Libertarian Party platforms Taking a fresh look at the social and political forces educational research and ideologies shaping the educational agendas of these political parties and a comparative approach the book stimulates reflection and discussion New coverage in the Fifth Edition includes The political coup called Race to the Top Common Core State Standards and national testing based on the Standards Explosion of online instruction Debates about teacher evaluations and merit pay Growing for profit education industry New agenda for American Education Constitutional amendment long life and happiness environmental education Political Agendas for Education is essential reading for courses dealing with the politics of education foundations of education educational leadership and curriculum studies and for educational scholars professionals policymakers and all those concerned with the politics of education in the U S and its consequences for schools and society *America, History and Life* ,2005 Article abstracts and citations of

reviews and dissertations covering the United States and Canada      Frontiers and Boundaries in U.S. History Cornelis A. van Minnen, Sylvia L. Hilton, 2004 The essays collected in this volume explore the frontier theme in American history not only as it relates to issues of political jurisdiction territorial expansion and cultural interaction but also as a concept which is applicable to any different types of historically significant boundaries that have been used to differentiate and separate that have been renegotiated or that might be historiographically redefined Physical geography demographic movements international relations political culture social customs language religion and other cultural factors as they intertwined over time have all played roles in the historical processes of defining the nation its values and the limits of its power The same factors have also given rise to different social groups interests and jurisdictions within the nation These essays examine many kinds of frontiers and boundaries territorial economic ethnic literary artistic ideological political institutional administrative and even historiographical discussing theoretical and interpretative problems in their demarcation as well as their transgression and their relationship with the exercise of power from colonial times to the present      *Subject Guide to Books in Print* ,2001      Publishers' Weekly ,1893      **The American Bookseller** ,1890      *Circulars of Information of the Bureau of Education* United States. Office of Education,1900      *Current Magazine Contents* Kirke Mechem,1929      The American School Board Journal William George Bruce,William Conrad Bruce,1896      *USA Today Index* ,1995      *Searcher* ,2000

**Bibliographic Guide to Black Studies** Schomburg Center for Research in Black Culture,1995      **Dictionary Catalog of the Departmental Library** United States. Department of the Interior. Office of Library Services,1973

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