

Name: \_\_\_\_\_

## 2<sup>nd</sup> Semester Final Study Guide, U.S. History

### Materials:

- The Americans Text: Chapters 14 - Chapter 25, selected sections
- All classroom notes and discussions
- All previous study guides will serve you well!

### Ideas and Concepts

1. What were some of the warning signs of the Great Depression?
2. What are the four main causes of the Great Depression?
3. Describe the impact of the great depression on: workers, farmers, and banks.
4. Describe President Hoover's response to the Great Depression. Was this a surprising role for government to take? Why or why not?
5. Identify what the Dust Bowl was. How did farmers respond?
6. Identify Roosevelt's key accomplishments in his first 100 days in office.
7. Name and describe key "Alphabet Soup" new deal agencies.
8. Describe how closing the banks help with the Great Depression.
9. Identify the purpose of the Social Security System.
10. Describe what became known as the court packing scheme.
11. Explain what caused the recession of 1937.
12. Explain how Americans tried to cope with the Great Depression.
13. Identify the lasting impact the New Deal still has today.
14. Explain why America remained neutral in the early part of WWII. (Include Neutrality Acts, Stimson Doctrine, Cash and Carry)
15. Describe the significance and reasons for FDR running for a third term of office in 1940.
16. Describe how American's isolationism softened. Include the Lend Lease Act and the Atlantic Charter.)
17. Know the date Pearl Harbor was attacked.
18. Know the definition and date of D-day, V-E Day, and V-J Day.
19. Discuss the diversity present in the U.S. armed forces (442 Regiment, Navajo code talkers, Tuskegee Airmen)
20. Why did America first launch its attack against the Axis powers in Africa and Italy?
21. Describe the U.S. strategy of Island Hopping.
22. Discuss the war effort at home, including bonds, rationing, victory gardens and total war.
23. Discuss the role of women in the war effort and the significance of Rosie the Riveter.
24. Discuss the issue of Japanese internment and the role of Japanese Americans during WWII. (Korematsu v. United States)
25. Define the term Cold War.
26. Explain the differing goals of the United States and the Soviet Union that led to the Cold War.
27. Explain how the Yalta and Potsdam Conferences set the stage for the Cold War.
28. Describe Containment.
29. Explain what the Truman Doctrine was. What did it say?
30. Describe the Marshall Plan. What did it accomplish?
31. Identify NATO, its philosophy and the Warsaw Pact.
32. Describe the events and occurrences surrounding the Berlin Airlift.
33. Describe the issues surrounding the Korean War. What brought about the conflict? Why did the Chinese enter the war? How did the war lead to MacArthur's firing? How did the war end?
34. Describe the ways communism was investigated in America. Include McCarthyism and the HUAC.
35. Describe the events and significance of the Cuban Missile Crisis.
36. After the French left Vietnam, describe the turn of events that led to the formation of the Vietcong and the opposition to Ngo Dinh Diem.
37. Describe the Gulf of Tonkin Resolution and the events that led up to it.
38. Describe the American strategy and tactics used in Vietnam.
39. Describe the opposition movement that developed during the Vietnam War.
40. Identify the Tet Offensive. How did it change American opinion on the war?

# Us History Semester 2 Study Guide

**Kansas State Teachers College of  
Emporia**



## Us History Semester 2 Study Guide:

**Latin American History II** Russell S. Spindler,1962      **Defiance** Defiance College,1914      *The Independent Study Catalog* National University Continuing Education Association (U.S.),1989      **AP U.S. History 2017-2018** Krista Dornbush,2017-02-07 4 realistic practice tests 1 full length diagnostic test      **Resources in Education** ,2001-04      *DOD Pam* United States. Office of Armed Forces Information and Education,      **Educational Research Document Summaries** Educational Research Information Center (U.S.),1966      *Naval Training Bulletin* ,1966      *El-Hi Textbooks in Print* ,1981      **General Catalogue** ,1916      **Catalog** Kansas State Teachers College of Emporia,1914      *Research in Education* ,1974      **To Amend the Older Americans Act of 1965, Hearings Before the Select Subcommittee on Education...,92-2, on H.R. 12017, 13925, 13451, and Related Bills...** United States. Congress. House Education and Labor,1972      **Monthly Catalog of United States Government Publications** United States. Superintendent of Documents,1993      *Colleges and Universities in the United States Having Courses for the Study of Latin America* Pan American Union. Division of Education,1948      **The Social Studies** ,1925      **Courses of Study in Junior and Senior High Schools. Social Studies, 1928** Missouri. Department of Education,1928      **Coaching Students with Executive Skills Challenges** Peg Dawson,Richard Guare,2023-05-24 This manual presents an evidence based coaching model for helping students whose academic performance is suffering due to deficits in executive skills including time and task management planning organization impulse control and emotional regulation In just a few minutes a day coaches can provide crucial support and instruction tailored to individual students needs From leading experts the book provides detailed guidelines for incorporating coaching into a response to intervention framework identifying students who can benefit conducting each session and monitoring progress Special topics include how to implement a classwide peer coaching program      **Teachers' Guide to Child Development** Arch Oliver Heck,California. State Curriculum Commission,Edith Anna Lathrop,Fletcher Bascom Dresslar,Frank Kale Foster,Gabriel E. Loftfield,James Frederick Abel,James Frederick Rogers,Walter Herbert Gaumnitz,Ward W Keesecker,Haskell Pruett,1930      *Hearings, Reports, Public Laws* United States. Congress. House. Committee on Education and Labor,1967

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## **Table of Contents Us History Semester 2 Study Guide**

1. Understanding the eBook Us History Semester 2 Study Guide
  - The Rise of Digital Reading Us History Semester 2 Study Guide
  - Advantages of eBooks Over Traditional Books
2. Identifying Us History Semester 2 Study Guide
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Us History Semester 2 Study Guide
  - User-Friendly Interface
4. Exploring eBook Recommendations from Us History Semester 2 Study Guide
  - Personalized Recommendations
  - Us History Semester 2 Study Guide User Reviews and Ratings
  - Us History Semester 2 Study Guide and Bestseller Lists
5. Accessing Us History Semester 2 Study Guide Free and Paid eBooks
  - Us History Semester 2 Study Guide Public Domain eBooks
  - Us History Semester 2 Study Guide eBook Subscription Services
  - Us History Semester 2 Study Guide Budget-Friendly Options
6. Navigating Us History Semester 2 Study Guide eBook Formats

- ePub, PDF, MOBI, and More
  - Us History Semester 2 Study Guide Compatibility with Devices
  - Us History Semester 2 Study Guide Enhanced eBook Features
7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Us History Semester 2 Study Guide
    - Highlighting and Note-Taking Us History Semester 2 Study Guide
    - Interactive Elements Us History Semester 2 Study Guide
  8. Staying Engaged with Us History Semester 2 Study Guide
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Us History Semester 2 Study Guide
  9. Balancing eBooks and Physical Books Us History Semester 2 Study Guide
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Us History Semester 2 Study Guide
  10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
  11. Cultivating a Reading Routine Us History Semester 2 Study Guide
    - Setting Reading Goals Us History Semester 2 Study Guide
    - Carving Out Dedicated Reading Time
  12. Sourcing Reliable Information of Us History Semester 2 Study Guide
    - Fact-Checking eBook Content of Us History Semester 2 Study Guide
    - Distinguishing Credible Sources
  13. Promoting Lifelong Learning
    - Utilizing eBooks for Skill Development
    - Exploring Educational eBooks
  14. Embracing eBook Trends
    - Integration of Multimedia Elements
    - Interactive and Gamified eBooks

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