

Answer Key for Chapter Tests

Understanding Pennsylvania: Our Geography, History, Economics, and Government

Chapter 1 Test – Understanding Our Geography

Multiple Choice

- | | | | |
|------|-------|-------|-------|
| 1. D | 6. C | 11. C | 16. C |
| 2. A | 7. B | 12. B | 17. A |
| 3. B | 8. A | 13. C | 18. B |
| 4. C | 9. A | 14. D | 19. D |
| 5. A | 10. D | 15. B | 20. B |
| | | | 21. C |

Matching

- 9 A.
- 17 B.
- 20 C.
- 16 D.
- 1 E.
- 22 F.
- 21 G.
- 12 H.
- 4 I.
- 3 J.
- 10 K.
- 19 L.
- 11 M.
- 7 N.
- 2 O.
- 13 P.
- 5 Q.
- 18 R.
- 8 S.
- 15 T.

#s 6, landform, and 14,
petroleum were not used

For the Labeling section, use the maps on
pages v, 8 and/or 12 as an answer key.

Short Answer

1. If an illustration is drawn, use page 7 as an answer key. If words are used, there are basically 4 parts to the process: evaporation, absorption, condensation, precipitation. Cold air blows over the warmer waters of Lake Erie. This warms the air allowing it to absorb evaporated moisture (water vapor) from the lake. As warm air rises, it becomes loaded with moisture. As air rises and cools, the water in it condenses, forming clouds. As the clouds rise farther closer to land, they can no longer hold their moisture. The result is heavy snow or rain, or lake effect precipitation.
2. routes for shipping freight or goods; drinking water; recreation (boating, fishing, swimming); cool nuclear reactors; store water supply; prevent flooding or flood control; wildlife refuges; etc.
3. all kinds of food associated with agricultural activity; forests; mineral resources, such as clay, stone, limestone, slate, sand, etc. and their associated products
4. paper; furniture; lumber; wood products; fuel for cooking and heating; recreation areas; maple syrup; wildlife shelters for animals (products related to animals)
5. A. to settle a border dispute between the Penns (PA) and the Calverts (MD)

B. as a dividing line between the Northern (free) and Southern (slave) states
6.

<u>Renewable</u>	<u>Non-renewable</u>
air, soil, humans	coal, natural gas, petroleum, mineral resources
water, forests,	such as iron ore, sand, limestone, slate, etc.
humans, animals	

Chapter 2 Test – Understanding Our History – Lesson 5 – Native American Inhabitants of PA

Multiple Choice

- | | |
|------|------|
| 1. D | 5. D |
| 2. A | 6. C |
| 3. B | 7. B |
| 4. A | |

Classifying

- | | | |
|------|-------|-------|
| 1. B | 6. I | 11. A |
| 2. I | 7. B | 12. A |
| 3. A | 8. I | 13. A |
| 4. I | 9. I | 14. B |
| 5. A | 10. I | 15. B |

Short Answer

- | | | |
|---|--|---|
| <p>1. <u>Men</u>
fought, hunted, made tools
made canoes</p> | <p><u>Women</u>
planted garden, picked berries
gathered food, skinned animals,
made clothing, cooked meals</p> | <p><u>Children</u>
respect their elders, learned
skills of mother, or father,
appreciate life</p> |
|---|--|---|
2. They lived by a rule of right and wrong. Lying, stealing, and murder were wrong. They believed in “an eye for an eye, a tooth for a tooth” system. If you stole from someone, you gave away your possessions to him/her. If you murdered someone, the victim’s family could kill you.
3. Only need 3 out of 4 kinds of trails: hunting, fighting, trading, visiting

Chapter 2 Test – Understanding Our History – Lessons 6, 7, and 8 – European Settlements of PA

Multiple Choice

1. D
2. B
3. D
4. C
5. A
6. C
7. B
8. A
9. B
10. C

Matching

- A. 9
- B. 5
- C. 4
- D. 10
- E. 8
- F. 2 (could be 7)
- G. 1
- H. 7 (could be 2)
- I. 6

Fill-in-the-Blank

1. conflict
2. ethnocentrism
3. reform
4. emigrate
5. culture
6. persecuted
7. heretic
8. ancestry
9. immigrant
10. stereotyping
11. general assembly
12. council

Short Answer (complete sentences are not necessary)

1. The Swedes contributed cows and log cabins. The Dutch contributed sleighs, ice skates, St. Nicholas, geographical names, and the Dutch door.
2. William Penn started: freedoms of religion and press, government by the people, trial by jury, penal codes, vocational training, process for amending laws
3. The Treaty of Friendship was designed to keep friendly, peaceful relations with the Native Americans.
4. Martin Luther suggested 95 ways the Catholic Church could reform or change its religious practices.
5. William Penn treated the Native Americans fairly, and with respect. Land that he acquired was paid for.

This **Labeling** section is **OPTIONAL**. For this section, students will have to reference external resources, such as a classroom atlas or online resources, to locate these European countries.

Chapter 3 Test – Understanding Our History: A New Nation Emerges

Multiple Choice

- | | | |
|------|-------|-------|
| 1. B | 6. B | 11. D |
| 2. C | 7. A | 12. A |
| 3. A | 8. B | 13. C |
| 4. D | 9. C | 14. D |
| 5. A | 10. B | 15. D |

Fill-in-the-Blank

1. Friedrich Von Steuben
2. George Washington
3. Betsy Ross
4. Robert Morris
5. Mary Hays
6. Thomas Jefferson
7. Sam Wetherill
8. Anthony Wayne
9. Ben Franklin
10. Sarah Bache

Matching

- A. 9
- B. 13
- C. 2
- D. 6
- E. 8
- F. 7
- G. 1
- H. 3
- I. 12
- J. 4 or 11

Short Answer

1. The British invaded Philadelphia. Congress needed a safe place to run the government.
2. It allowed time for the American army to become better trained to fight the British.
3. The weaknesses of the Articles of Confederation: did not allow the states to levy (impose) or collect taxes, regulate trade, no way to raise an army, no way to settle disagreements among the states, a weak central government.
4. Because Southern states/colonies would never agree to the Declaration unless slavery was allowed.
5. The Americans had no army or navy, no money, no flag, no supplies, no uniforms, no government, no transportation, no training
6. smaller states had equal status by allowing 2 Senators per state; larger states had equal status by allowing representatives based upon population

Chapter 4 Test – Understanding Our History: Early Growth and Development in Pennsylvania

Multiple Choice

- | | | |
|------|-------|-------|
| 1. B | 6. B | 11. D |
| 2. C | 7. A | 12. A |
| 3. A | 8. B | 13. C |
| 4. D | 9. C | 14. D |
| 5. A | 10. B | 15. D |

Matching

- A. 14
- B. 7
- C. 16
- D. 8
- E. 13
- F. 9
- G. 11
- H. 2
- I. 14
- J. 5
- K. 1
- L. 4
- M. 3

Fill-in-the-Blank

1. derrick
2. secession
3. civil war
4. investors
5. portage
6. aqueduct
7. forges
8. tollgate
9. good
10. boomtowns
11. hearth stove
12. coke
13. pike
14. locks
15. service
16. bankrupt

Chapter 4 test cont'd

Short Answer (complete sentences are not necessary)

1. Answers will vary. The canal system was a more efficient, faster means of transportation. It replaced the Conestoga wagon as a way of moving people, trade goods, and raw materials. Likewise, the railroad came along to replace the canal system as a better means of transporting people, trade goods, and raw materials.
2. to keep the U.S. government together; to eliminate slavery
3. Once a traveler paid his bill at the pike (gate), it was turned to allow the traveler to move on.
4. The Conestoga wagon was a heavier vehicle meant to move heavy trade goods; the prairie schooner was lighter, stripped down for pioneer travel on the prairies.
5. Canals moved more people, trade goods, and raw materials faster to the frontier regions of the state.
6. Conestoga wagon and canal system

Chapter 5 Test – Understanding Our History: Pennsylvania Becomes an Industrial Giant

Matching

- A. 6
- B. 14
- C. 10
- D. 1
- E. 13
- F. 3
- G. 15
- H. 5
- I. 2
- J. 9
- K. 8
- L. 7
- M. 11
- N. 4

Fill-in-the-Blank

1. monopolistic
2. competitive
3. supply
4. demand
5. economics
6. good
7. service
8. producers
9. consumers
10. exports
11. imports
12. scarcity
13. retail
14. loss

Fill-in-the-Blank

1. strike
2. alloys
3. union
4. philanthropist
5. telecommunications
6. coke
7. suburbs
8. mass produce
9. revolution
10. bauxite
11. industrialists
12. innovation
13. immigrants
14. refine
15. cable cars
16. trolley cars

Short Answer

1. A. labor force B. raw materials C. money (capital)
D. transportation system E. adequate selling market (any four will do)
2. This was a time when businesses grew very rapidly; or a time when production went from small scale to large scale production
3. Answers will vary. In 1889, heavy rains at a neglected, earthen South Fork Dam caused water to overflow the dam. The weakened dam gave way at 3:10 sweeping away everything in its path with a 40 foot wall of water. Over 2,000 people were killed in the disaster.
4. More people went to work in factories instead of working on the farm. There was a shift from farm life to urban life.
5. Manufacturing of products shifted from small scale production to large scale production.
6. Answers will vary. The Bessemer process allowed for a faster, cheaper means of producing steel. Steel was a stronger product than iron. Or, when the steam engine was placed on a train, it allowed for a faster, cheaper way to transport goods.
7. crowded living conditions; poor working conditions; land; water; or air pollution; no planning or zoning for cities
8. explosions; poisonous gases; cave-ins; flooding; injuries

Chapter 6 Test – Understanding Our Government

Multiple Choice

1. C
2. D
3. A
4. A
5. B
6. C
7. C
8. B
9. D
10. B
11. D
12. B
13. C
14. D
15. C

Matching

- A. 10
- B. 14
- C. 16
- D. 1
- E. 9
- F. 3
- G. 4
- H. 6
- I. 12
- J. 15
- K. 13
- L. 7
- M. 2
- N. 5

Fill-in-the-Blank

1. bill
2. zones
3. preamble
4. audit
5. ordinances
6. municipalities
7. supervisors
8. council
9. commissioners
10. veto
11. appeal
12. legislative
13. revenue
14. mayor
15. tax

Short Answer

1. A. right to vote B. freedom of speech C. protection of accusations of crime D. right to bear arms
E. freedom of religion F. freedom of the press G. right to own property H. right to gather peaceably
I. right to choose a political party J. any of the Bill of Rights
2. In our State Constitution, the rights of citizens were guaranteed first, then the structure of government was set up. Our Federal Constitution was in reverse.
3. County leaders perform the following tasks (any three will do, plus students could list items that are not in the book): prepare budgets; maintain bridges; run the county prison system; provide services for seniors; military veterans; children; establish, collect, spend tax monies; fund the court system; maintain county roads; etc.
4. Borough and township leaders (any 3 will do, plus students could list items that are not in the book): prepare budgets; maintain local roads, establish land use zones; provide fire and ambulance services; make local laws and ordinances; provide water and sewer services; some provide trash removal services; some provide recycling; etc.