

US Unit four Test Preparation Sheet - Short answer - Friday, January 12, extended writing - Tuesday, January 16

1. Be prepared to define and explain the significance of the following terms based on how they were used in this unit. The best way to study for this section is to define the terms from the notes and documents, review why the term was significant and commit this information to memory)

Terms	Definition	Significance	Related document
Coverture Laws			
Declaration of Sentiments			
Alice Paul			
Amendment 19			
Suffrage			
<i>Muller v. Oregon</i>			
Rosie the Riveter			
Betty Friedan			
Margarett Sanger			
Comstock laws			
<i>Griswold v. Connecticut</i>			
<i>Roe v. Wade</i>			

2. Several of the cartoons we examined from the debate over women’s suffrage will be reproduced on the exam. You will be asked to identify whether each cartoon was pro or anti suffrage and then to explain in your own words what the specific argument made by the cartoon is. To study for this, review your completed template for the activity done in class. That template can be [here](#).
3. Based on the Life and Times of Rosie the Riveter video and notes template, answer the following questions:
What job opportunities did women have prior to the war?

What jobs were women able to do during the War? (cite at least 3 examples)

On the T chart below, describe three characteristics of propaganda aimed at women at the beginning of the war and then three examples of how the propaganda message aimed at women changed at the end and after the war.

Examples of the message from early war propaganda	Examples of the message from late/post war propaganda

Explain why this change occurs.

4. Review the Betty Friedan article. The Friedan article will be reproduced on the exam.

What is the “problem” Friedan writes of? Explain.

How does this problem relate to the experiences of the women from the Rosie video? Explain.

5. Review the Sanger excerpts. The Sanger excerpts will be reproduced on the exam. What argument does Margaret Sanger make about the connection between women’s equality and birth control?

6. Extended response

As with other exams, on the second day of the exam you will be give excerpts from several of the documents we used during the unit and asked to make an argument that is supported by these documents and what you have learned in class from this unit. The best way to prepare for this part of the exam is to review the documents used in class and to make sure that you understand what argument each document is making. Fill out the chart below using the linked documents and the materials you have from class activities

Document	Date of this document	What argument does this document make?
<u>The first letter from Abigail Adams to her husband John</u>		
<u>John Adams response to the above letter</u>		
<u>The Declaration of Sentiments</u>		
<u>Suffrage cartoon 1</u> (all suffrage cartoons are linked <u>here</u> . Cartoon 8 is between 7 and 9 :))		
<u>Suffrage cartoon 8</u>		
<u>Suffrage cartoon 9</u>		
<u>Suffrage cartoon 13</u>		
<u>Suffrage cartoon 14</u>		
<u>Muller v. Oregon</u>		
<u>The 19th amendment</u> (text of the amendment only)		
<u>The Feminine Mystique</u>		
<u>Birth control documents</u> (from presentation)		
<u>Status of women in Modern America chart</u> (from presentation)		

