

Regents Q #	Question	Action Plan
17 – 22%	After the Civil War, freedmen in the South had difficulty improving their economic condition because  (4) the system of sharecropping kept them in a cycle of poverty	Emphasize differences between Slavery → Sharecropping → Segregation, and use reading from 2012 on economic impact of sharecropping as part of curriculum (left out during review class last year)
25	The Scopes trial and the Sacco and Vanzetti case both involved  (2) clashes over cultural values	Creating schemas of knowledge and work with activities to have students categorize similar concepts together (could use Colon method of have students put MC questions into different units)
26	The prosperity of the United States in the mid-1920s resulted in part from  (1) increased demand for new consumer goods	Likely an issue of economics vocabulary. Make sure to directly teach the Tier 3 Economic vocabulary during Industrialization and 1920's Units
48	Which statement is a valid generalization about immigration to the United States?  (2) Few restrictions on European immigration existed before the 1920s	Seems to be an issue of Tier 2 vocabulary – “Generalization” was unclear to students. Also, do a Immigration timeline on Immigration periods, and immigration policy and Immigrants during that period (Old Immigration → Western European → Open but lower)
41	Which attitude about Cold War rivalries is expressed by President Ronald Reagan in this speech? (Quotation Question)  (4) Communist nations, not Western democracies, have threatened world peace	Teach strategies to pull out main ideas from quotations, and how to analyze them.  Make sure students know to first look at the Author of the quote
24	During World War I, what was President Woodrow Wilson's purpose in outlining the	Teach the 14 points...Its something that is usually glossed over in favor of simply teaching

	Fourteen Points? (2) suggesting a peace plan to prevent future wars	the Treaty of Versailles (which actually has the opposite goal of the 14 points). Make sure that students know that the League of Nations (which they know the purpose of) was part of Wilson's 14 points
15	What was a result of the railroad construction shown on the map?  (1) A national market developed in the United States.	Likely an issue of teaching the word “Market” in this context. Have students put into context with rivers, canals and transcontinental railroad as modes of improving trade
29	Poem on Dust Bowl:  Which region of the United States was most directly affected by the situation described in this song?  (3) Great Plains	Teaching geography – have students do a lot of map work in order to identify the different geographic regions and features of the country. Use the map that is from the Review lessons that has the Great Plains on it, and add the “Dust Bowl” to that area as well
27	“Bonus Army shacks burn on Anacostia flats, Washington, D.C., after being attacked by military, 1932. The Capitol is in the background” (Picture)  Many Americans responded to photographs such as this by  (4) criticizing the government for its treatment of World War I veterans	Go more in-depth into the Bonus Army. There is a video that should be used for it that is a part of that lesson. Also, make sure that when students are analyzing pictures that they see the captions as well, since that would have told them it was the Bonus Army, if they couldn't figure it out from the picture
47 – 39%	The growing use of the automobile in the 1920s and the Interstate Highway Act of 1956 both contributed to  (3) the growth of suburbs	Students should connect the Highways to the Growth of the Suburbs; however, adding in the 1920's to the question may have made them doubt that it related to suburbs which weren't around until the 1950's really.