Prepare for TAKS!

Test-taking strategies and practice from Glencoe/McGraw-Hill and The Princeton Review show you how to achieve success on the Texas Assessment of Knowledge and Skills Social Studies Grade 11 Exit Level test.

This Workbook:

- Familiarizes you with the TAKS Social Studies Grade 11 Exit Level test format
- Includes full-length diagnostic and practice tests
- Provides comprehensive strategies and practice for the TAKS Social Studies Grade 11 Exit Level test
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ABOUT THIS BOOK
This book is designed to help you practice for the social studies section of the Texas Assessment of Knowledge and Skills (TAKS), a test that you will take in eleventh grade. The book includes three sections.

1. Diagnostic Test
2. Lessons
3. Practice Test

The Diagnostic Test is similar to the social studies TAKS. It includes forty multiple-choice questions with four answer choices for each question. The purpose of the Diagnostic Test is to identify your strengths and weaknesses early in the school year so you can review the skills you need to improve your score on the TAKS.

The nine Lessons will help you review specific skills you need to do well on the social studies TAKS. Each lesson includes two sections: Learn It and Use It. The Learn It section will help you answer multiple-choice questions by guiding you through a step-by-step process. The Use It section will give you practice answering multiple-choice questions on your own.

The Practice Test is similar to the social studies TAKS. It includes forty multiple-choice questions with four answer choices for each question. You will take this test to apply what you’ve learned in this book and in your eleventh-grade social studies class. After you take the Practice Test, you will get an idea of how much you improved from the time you took the Diagnostic Test.

THE TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS
The TAKS is a standardized test that is intended to show what you have been learning in your classes. In grade eleven, the social studies section of the test is administered along with sections in reading, mathematics, and science.

Most of the questions on the social studies TAKS will ask about U.S. history and the geographic, economic, cultural, and political influences on it. Keep in mind that there will also be some questions that test your general knowledge of world history and world geography. These questions will often ask you to use social studies skills, such as reading and interpreting information on maps, charts, or graphs.

The social studies TAKS is a multiple-choice test. Each question on the test will require you to select the correct answer from four answer choices. Because all of the questions will be scored, you should not leave any of the questions unanswered. If possible, do not take a wild guess. Use the process of elimination to eliminate at least one answer choice, and pick one of the remaining choices. You will learn more about using the process of elimination in the first lesson in this book.
Test Tips and Techniques

Try to apply these strategies as you work through the lessons and tests in this book. Get in the habit of using them. They should be second nature by the time you take the TAKS test.

- **Pace yourself.** If you work too quickly, you are more likely to make careless mistakes. Instead, pace yourself by working carefully through each question. When there is a question that you can’t answer, do not get stuck and waste valuable time. Skip it and come back to answer it at the end. It is better to move on to other questions that you might find easier.

- **Read questions carefully.** It is easy to make careless mistakes if you read too quickly.

- **Be systematic.** Some of the lessons in this book suggest steps for you to take so you can answer the questions correctly. Think about the steps you use to answer each question in the book, not just the ones that come with suggested steps.

- **Make educated guesses.** When you reach the end of the test, be sure to go back and answer the questions that you initially skipped. Any question left blank will be marked wrong, so it is better to take your best guess and maybe get the question correct than to leave it blank and guarantee that you will get it wrong. Remember to always use the process of elimination to narrow the possibilities. Then make your guess from the remaining choices.

- **Check your work.** If you finish the test with time to spare, use the extra time to check your work. You do not get any extra points for finishing early, so it is better to check over as many of your answers as you can. Make sure you didn’t make any silly mistakes!

- **Be comfortable.** It is important to feel rested and comfortable on the test day in order to do your best. Try to get plenty of sleep for several nights before the test. Make sure to eat a good breakfast and lunch on test day. Be prepared: Bring several pencils, a sharpener, a watch, and tissues (if you need them). Use the bathroom just before test time.

- **Stay positive.** Realize that you’ll encounter some questions that you will find difficult—that is natural. Keep a positive attitude while you work through the book, and remind yourself that practice makes perfect.
Diagnostic Test
DIRECTIONS
Read each question and choose the best answer. Then mark the answer you have chosen.

SAMPLE A

In the early 1800s, expansion west of the Appalachian Mountains led to—
A forced removal of Native Americans in those areas
B increased freedom of religion
C increased reliance on slave labor
D spread of disease among settlers
1. Martin Luther King, Jr., was best known for his contributions in which of the following areas?
   A. Educational reforms
   B. The civil rights movement
   C. Industry safety
   D. Separation of church and state

2. Which of the following was NOT a contributing factor to the Great Depression?
   F. More goods were produced than Americans could afford to buy.
   G. A surplus of agricultural goods led to a drop in farm prices.
   H. High tariffs interfered with world trade.
   J. Oil prices soared to an all-time high.

3. President Woodrow Wilson’s Fourteen Points were aimed at—
   A. describing the United States’s policy of isolationism
   B. eliminating the general causes of war
   C. protecting the Americas from European colonization
   D. widening the scope of United States imperialism
Use the quotation and your knowledge of social studies to answer question 4.

“It is a fearful thing to lead this great, peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of . . . free peoples as shall bring peace and safety to all nations and make the world itself at last free.”

—President Woodrow Wilson, 1917,
to the United States Congress

4 In this speech, President Woodrow Wilson encouraged Congress to—

F  continue the United States’s policy of isolationism
G  send troops and aid to the Soviet Union
H  declare war on Germany
J  support his policy of avoiding all war
5 What was the primary purpose of the Articles of Confederation in 1777?
A To declare independence from British rule
B To unite the states under the Continental Congress
C To list the rights guaranteed to all Americans
D To make a peace treaty between Britain and the colonies

6 The urbanization of the United States in the late 1800s resulted in all of the following EXCEPT—
F the rise of slums
G an increase in the crime rate
H the growth of the percentage of the rural population
J the ability of disease to spread more rapidly

7 How did the desire of the United States to build a canal in Panama affect the government in Panama?
A The United States defended Panama against an attack from Nicaragua.
B The Panamanians were encouraged to revolt against their government.
C The stimulated economy kept the government in power.
D The United States claimed Panama as a colony.

8 The main goal of the Equal Rights Amendment was to—
F give women the right to vote
G grant women equal protection under the law
H grant African Americans equal protection under the law
J give Native Americans the right to vote
Use the cartoon and your knowledge of social studies to answer question 9.

This cartoon is from around 1940. What main idea does this cartoon express?

A  The German government had unfairly seized control of farming production.
B  Even small towns could push out the giant forces of the Nazis.
C  The German forces seemed unstoppable.
D  The Nazis acted as a protective wall against the Russians.

10  What do the Federal Deposit Insurance Corporation and the Social Security system have in common?

F  They are both New Deal programs that are still in effect today.
G  They both provide security in the banking industry.
H  They are both programs to protect the elderly and the disabled.
J  They will both be phased out in the next twenty years.

Use the information in the box and your knowledge of social studies to answer question 11.

Fourteenth Amendment (1868) granting African Americans equal protection
Fifteenth Amendment (1870) guaranteeing African Americans the right to vote

11  During which of the following periods in American history were the above amendments ratified?

A  The Reform Era
B  The Reconstruction Era
C  The Industrial Revolution
D  The Civil Rights Era
Use the chart and your knowledge of social studies to answer question 12.

The National Governments of the United States and Canada

<table>
<thead>
<tr>
<th>United States</th>
<th>Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive</strong></td>
<td><strong>Executive</strong></td>
</tr>
<tr>
<td>President</td>
<td>British Monarch</td>
</tr>
<tr>
<td>Vice President</td>
<td>Governor-General</td>
</tr>
<tr>
<td>Cabinet</td>
<td>Prime Minister</td>
</tr>
<tr>
<td>Departments and Agencies</td>
<td>Cabinet</td>
</tr>
<tr>
<td></td>
<td>Departments and Agencies</td>
</tr>
<tr>
<td><strong>Legislative</strong></td>
<td><strong>Legislative</strong></td>
</tr>
<tr>
<td>Congress</td>
<td>Parliament</td>
</tr>
<tr>
<td>House of Representatives</td>
<td>House of Commons</td>
</tr>
<tr>
<td>Senate</td>
<td>Senate</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Judicial</strong></td>
<td><strong>Judicial</strong></td>
</tr>
<tr>
<td>Supreme Court</td>
<td>Supreme Court</td>
</tr>
<tr>
<td>Federal Courts</td>
<td>Federal Courts</td>
</tr>
<tr>
<td>State and Local Courts</td>
<td>Provincial Courts</td>
</tr>
</tbody>
</table>

12 In what way does Canada’s government differ from that of the United States?

- **F** Canada does not have a governmental body similar to the U.S. Congress.
- **G** Canada’s legislative branch has two main bodies.
- **H** Canada’s executive branch includes a cabinet and various departments.
- **J** The Canadian government includes a monarch in a symbolic role.
Prohibition led to which of the following?

A  An increase in liquor consumption
B  A rise in the crime rate
C  The “packing” of Congress with anti-Prohibitionists
D  An increase in the number of women in the workplace
Use the map and your knowledge of social studies to answer question 14.

14 The map above shows that the places in North Africa and Southwest Asia with the most dense populations are—

- **F** in the north
- **G** in the desert
- **H** near water
- **J** along 30º north latitude
Use the diagram and your knowledge of social studies to answer question 15.

15 Which of the following causes would fit best in the circle above?

A World War I
B World War II
C The Korean War
D The Cold War

16 During World War II, the U.S. government claimed that it interned Japanese Americans in order to—

F save precious wartime resources for the government
G prevent Japanese Americans from sabotaging the government
H protect Japanese Americans from discrimination
J encourage the loyalty of Japanese Americans to the U.S. government

17 Immigrants to the United States in the late 1800s primarily settled in cities because—

A the trains brought them to the cities
B they were unwelcome in rural areas
C they enjoyed the activities and nightlife in the cities
D the most available jobs were located in the cities
Use the map and your knowledge of social studies to answer question 18.

**Colonial Trade Routes**

According to the map, during the colonial era Africa imported rum from—
- F South America
- G North America
- H England
- J Spain

Use the graphs and your knowledge of social studies to answer question 19.

**Canada**

- Climate Graph: Quebec, Canada
  - Location: 47° N/71° W
  - Elevation: 296 ft.

**United States**

- Climate Graph: Seattle, Washington
  - Location: 48° N/12° W
  - Elevation: 125 ft.

19 In which of the following months is the average temperature in Quebec most similar to the average temperature in Seattle?
- A January
- B March
- C June
- D November

GO ON
20  All of the following are environmental effects of industrialization EXCEPT—
   F  acid rain
   G  water pollution
   H  thinning of the ozone layer
   J  weathering of minerals

21  The Civil Rights Act of 1964 and the Voting Rights Act of 1965 both—
   A  dealt with the abolition of slavery
   B  ensured that women had the right to vote
   C  were passed while President Kennedy was in office
   D  strengthened African Americans’ right to vote

22  Which of the following is one of the reasons the United States became involved in World War I?
   F  The United States hoped to gain more territory.
   G  Germany sank four American merchant ships.
   H  The United States was in danger of invasion.
   J  Great Britain broke its alliance with the United States.
23. Both the Red Scare and McCarthyism—
   A. were revolutions in the labor industry
   B. involved a fear of communism
   C. resulted in increased hiring of Russian immigrants
   D. were based on clear evidence

24. How did the idea of Manifest Destiny affect the demographic pattern of the United States?
   F. Immigrants arrived from European countries.
   G. Africans were enslaved.
   H. Americans settled in the West.
   J. Americans moved from the United States to Latin America.

25. How did Henry Ford’s innovation of using an assembly line in the automotive industry affect the average American?
   A. The average American could own an automobile because of the reduced cost.
   B. The average American lost his or her job to a machine.
   C. The price of handmade goods increased beyond the average American’s ability to afford them.
   D. Most American workers joined a labor union.
Use the pie graphs and your knowledge of social studies to answer question 26.

The United States and Canada: Religions

According to the information presented in the pie graphs above, which of the following bar graphs correctly represents the religions of Canada?

26

26 According to the information presented in the pie graphs above, which of the following bar graphs correctly represents the religions of Canada?

F

H

G

J
27. In the United States, newspapers are able to express opinions critical of the government because of—

A. copyright protections on the printed word
B. the right to free speech
C. government shares in newspaper profits
D. limited resources to keep watch over newspapers

28. In the early 1900s, the progressives’ work to expand democracy led to which of the following?

F. the Sixth Amendment, which guarantees a speedy trial
G. the Thirteenth Amendment, which abolished slavery
H. the Seventeenth Amendment, which allowed for direct election of senators
J. the Twenty-first Amendment, which repealed Prohibition

29. Which of the following is NOT one of the unalienable rights mentioned in the Declaration of Independence?

A. Liberty
B. The right to vote
C. The pursuit of happiness
D. Life
Use the cartoon and your knowledge of social studies to answer question 30.

30 What is the cartoon saying about big business?

F It supplies goods, such as oil, to many other industries.
G It is an efficient way to unite several resources.
H It has an unfair control of small businesses.
J It is disorganized in how it uses its resources.

31 Which of the following presidents sent troops to Mississippi and Alabama to enforce desegregation of universities?

A Richard M. Nixon
B Dwight D. Eisenhower
C John F. Kennedy
D Lyndon B. Johnson
32  The U.S. Constitution has a system of checks and balances. This system is an example of—
   F  popular sovereignty
   G  republicanism
   H  federalism
   J  the separation of powers

33  The decision in *Brown v. Board of Education* overturned the basis for the—
   A  Thirteenth Amendment
   B  Jim Crow laws
   C  Civil Rights Act of 1964
   D  voting rights of African Americans

34  In the 1960s and 1970s, many Native Americans sought—
   F  economic compensation for the loss of their land
   G  the abolishment of all reservations in order to join the United States
   H  legalized gambling rights
   J  the desegregation of Native Americans and whites in schools
Use the illustration and your knowledge of social studies to answer question 35.

35 This illustration is of coal miners around the beginning of the 1900s. It shows that before 1914—

A there were high standards of hygiene in the workplace
B there were few laws against child labor
C there was plenty of work for anyone who wanted it
D there were height and weight regulations for miners

36 The refinement of oil affected the economy of the United States in the late 1800s in all of the following ways EXCEPT—

F oil grew into a huge and profitable industry
G oil fueled new machines, which fed the industrialization of the United States
H the United States became dependent on foreign sources of oil
J prices for land in areas with oil skyrocketed
Use the graph and your knowledge of social studies to answer question 37.

**Stock Prices: 1920–1932**

Dow-Jones Industrial Averages
- annual high
- annual low

37 In what year was the difference between the annual high and the annual low of the Dow Jones Industrial Average the most extreme?

A 1926
B 1929
C 1930
D 1932

Use the chart and your knowledge of social studies to answer question 38.

**Unemployment: 1929–1932**

<table>
<thead>
<tr>
<th>Year</th>
<th>Unemployment (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929</td>
<td>3.2</td>
</tr>
<tr>
<td>1930</td>
<td>8.7</td>
</tr>
<tr>
<td>1931</td>
<td>15.9</td>
</tr>
<tr>
<td>1932</td>
<td>23.6</td>
</tr>
</tbody>
</table>

38 Which of the following bar graphs correctly represents the unemployment rate during these years, according to the data on the chart?
Use the map and your knowledge of social studies to answer question 39.

**East Asia: Economic Activity**

39 Which theory is supported by the map?

A. The soil on islands is usually not sufficiently rich to support farming.

B. Centers of manufacturing and trade are frequently located near a river or coastline.

C. The borders between countries are often active economic sites.

D. Nomadic herding usually occurs near a major water source.
Based on the list above, which of the following conclusions could be drawn concerning the Columbian Exchange?

F  Citrus fruits are now only grown in North America.
G  Europeans brought beans from Spain into Africa.
H  Peanuts were brought from the Americas to Europe.
J  Honeybees were brought from the Americas to Europe.
Learn It

Many of the questions on the TAKS ask you to recall facts and definitions. Eliminating wrong answer choices can help you to answer these questions. Use the process of elimination when you do not know the correct answer to a multiple-choice question. First, rule out answer choices you know are wrong. Then, choose the best answer from the answer choices that remain. Learn how to use the process of elimination by completing the following practice question.

1. The Constitution gives the legislative branch the power to—
   A. declare executive actions unconstitutional
   B. grant pardons to federal offenders
   C. impeach and remove judges
   D. create local school districts

   **Step 1**
   You may not know all of the functions of the legislative branch, but you might know which answer choices are *not* functions of the legislative branch. Is answer choice (A) correct?
   - ☐ Yes, it is correct. I’ll read the other answer choices just in case.
   - ☐ No, it is not correct because ____________________________.
     Eliminate it.
   - ☐ I do not know. I’ll keep it and read the other answer choices.

**Test Tip**

Use process of elimination on every multiple-choice question you don’t know the answer to right away. Even if you can get rid of only one choice, your chances of getting the right answer increase significantly.
Step 2 Is answer choice (B) correct?
☐ Yes, it is correct. I’ll read the other answer choices just in case.
☐ No, it is not correct because _________________________________.
    Eliminate it.
☐ I do not know. I’ll keep it and read the other answer choices.

Step 3 Is answer choice (C) correct?
☐ Yes, it is correct. I’ll read the other answer choices just in case.
☐ No, it is not correct because _________________________________.
    Eliminate it.
☐ I do not know. I’ll keep it and read the other answer choices.

Step 4 Is answer choice (D) correct?
☐ Yes, it is correct. I’ll read the other answer choices just in case.
☐ No, it is not correct because _________________________________.
    Eliminate it.
☐ I do not know. I’ll keep it and read the other answer choices.

Step 5 Which answer choices remain? __________
If more than one answer choice remains, consider which parts of the government make up the legislative branch. Think about what functions those parts of the government serve. Then take your best guess at the correct answer.
The answer is __________.
Use It

DIRECTIONS

Read each question carefully and then choose the best answer.

1 Thomas Jefferson is known as the principal author of which of the following?
   A  The Declaration of Independence
   B  The Emancipation Proclamation
   C  The Bill of Rights
   D  The New Deal

2 The efforts of W.E.B. Du Bois had the most impact on—
   F  woman suffrage
   G  civil rights
   H  child labor
   J  safety standards

3 Which of these is NOT a right guaranteed by the Bill of Rights?
   A  The right to bear arms
   B  The right to freedom of religion
   C  The right of equal treatment for women
   D  The right to a speedy, fair trial

4 Thomas Edison’s improvements on the light bulb mainly affected the American economy because—
   F  the technology for the filament was applied to other machines
   G  the production of light filaments supplied many jobs
   H  light bulbs became a primary export for the United States
   J  people could work longer hours

5 Which of the following was NOT one of the grievances against King George III listed in the Declaration of Independence?
   A  The quartering of troops in the homes of the colonists
   B  The imposition of taxes without the consent of the colonists
   C  The lack of military support for the colonists
   D  Depriving the colonists of trial by jury

6 Early labor unions formed primarily to—
   F  limit the participation of women and children in the workplace
   G  demand segregation of employees in the workplace
   H  demand higher wages and shorter working hours
   J  restrict the number of new immigrants in the workplace
7 Which of the following is an aspect of the Mayflower Compact that influenced the United States’s system of government?

A  Powers of government are to be separated.
B  Citizens have the right to appeal in courts.
C  People should elect their own leaders.
D  Women have the right to vote.

8 The nullification crisis concerned which of the following issues?

F  States’ rights
G  Labor unions
H  Urbanization
J  Civil rights

9 “Initiative,” “referendum,” and “recall” are examples of—

A  powers of the legislative branch
B  Progressive Era reforms
C  ways to amend the Constitution
D  New Deal programs

10 The Treaty of Paris of 1783 marked the end of which of the following?

F  The American Revolution
G  World War I
H  World War II
J  The Vietnam War

11 Which of the following people was seen as symbolic of the times in the 1920s?

A  Charles A. Lindbergh
B  Martin Luther King, Jr.
C  Marilyn Monroe
D  John Marshall

12 Which U.S. president “traded” U.S. destroyers to Britain before the United States entered World War II?

F  Harry S Truman
G  Franklin D. Roosevelt
H  Calvin Coolidge
J  Herbert Hoover
Learn It

Some questions on the TAKS may ask you to identify the similarities or differences between two or more items by categorizing them or naming an idea or theme that they represent. Learn how to answer these questions by completing the following practice question.

1. What do all of the above have in common?
   A. They were passed in the 1960s.
   B. They expanded African Americans’ rights.
   C. They expanded voting rights for various groups.
   D. They are all Constitutional amendments.

What do all of the above have in common?
A. They were passed in the 1960s.
B. They expanded African Americans’ rights.
C. They expanded voting rights for various groups.
D. They are all Constitutional amendments.

Step 1
This question asks about some amendments and acts. Write briefly what you know about each.

The Thirteenth, Fourteenth, and Fifteenth Amendments:
________________________________________________________________________
________________________________________________________________________

The Civil Rights Act of 1875:
________________________________________________________________________
________________________________________________________________________

The Voting Rights Act:
________________________________________________________________________
________________________________________________________________________

Test Tip
It is important to read every answer choice before you choose one. Even though you may think you have found a good answer, do not assume it is correct until you have looked at all of the choices.
Step 2: Were ALL of these passed in the 1960s? If not, eliminate answer choice (A).

Step 3: Did ALL of these expand African Americans’ rights? If not, eliminate answer choice (B).

Step 4: Did ALL of these expand voting rights? If not, eliminate answer choice (C).

Step 5: Are ALL of these constitutional amendments? If not, eliminate answer choice (D).

Step 6: Look at the remaining answer choices. Choose the one that seems most logical. Explain your choice below.
DIRECTIONS
Read each question carefully and then choose the best answer.

1. The House of Representatives initiates the impeachment of political officials, but who determines if they are innocent or guilty?
   A. The Supreme Court
   B. The Senate
   C. The president
   D. The Cabinet

2. Which of the following inventions led to the greatest increase in product manufacturing?
   F. Interchangeable parts
   G. Steamboat
   H. Telegraph
   J. Incandescent light

3. How was President Roosevelt’s Second New Deal different from the first one?
   A. It addressed the failure of the banking system.
   B. It was intended to appeal to labor unions and African Americans.
   C. It benefited the owners of large corporations.
   D. It concentrated more on local businesses.

4. What do all of the rights listed above have in common?
   F. They are all rights that were denied to African Americans until the 1960s.
   G. They were all granted in the Civil Rights Acts.
   H. They are all part of the Bill of Rights.
   J. They are all listed in the Magna Carta.

5. How did Malcolm X’s early views differ from those of Martin Luther King, Jr.?
   A. Malcolm X demanded justice for all African Americans.
   B. Malcolm X was in favor of public protests.
   C. Malcolm X advocated violence if necessary.
   D. Malcolm X wanted to boycott public transportation.
6. Fascism in Germany and Italy in the 1930s was characterized by—
   F  direct democracy
   G  private enterprise
   H  totalitarian government
   J  government control of the economy

7. Because many young men were drafted during World War II, the U.S. workforce decreased. This gave employment opportunities to women and—
   A  Japanese Americans
   B  African Americans
   C  immigrants
   D  German Americans

8. All of the following are common to the U.S. Bill of Rights and the English Bill of Rights EXCEPT—
   F  protection from arbitrary arrest and punishment
   G  protection on freedom of speech
   H  limitations on the taxes citizens must pay
   J  protection of the right to a jury trial

9. How did the colonists protest both the Stamp Act and the Townshend Acts?
   A  They initiated the Boston Tea Party.
   B  They boycotted British goods.
   C  They created a flag to signify their independence.
   D  They created their own taxation.

10. During the Revolutionary War, Patriots were those who—
    F  wanted to break from British rule
    G  purchased goods produced only in America
    H  remained loyal to the British monarchy
    J  wrote the Declaration of Independence

11. What do the items in the box have in common?
    A  They are all part of the Bill of Rights.
    B  They were all passed in the 1960s.
    C  They all apply only to federal elections.
    D  They all increased voting rights.

   Amendments
   Nineteenth Amendment: Woman Suffrage
   Twenty-fourth Amendment: Elimination of Poll Tax
   Twenty-sixth Amendment: Eighteen-Year-Old Vote
Learn It

Some questions on the TAKS may ask you to identify cause-and-effect relationships. Learn how to answer these questions by completing the following practice questions.

1 The Allies and Germany signed the Treaty of Versailles, which—

A brought the United States into the League of Nations
B caused Germany to resent the Allied Powers
C gave Germany more territory
D secured the Louisiana Purchase for the United States

Step 1

This question is asking you about one of the effects of the Treaty of Versailles. In the space below, briefly explain the effects of the Treaty of Versailles.

Step 2

Consider all of the answer choices. Are there any that can be eliminated immediately based on your knowledge of the Treaty of Versailles? If so, briefly explain why those choices are incorrect.

Step 3

Look at the remaining answer choices. Based on what you wrote in step 1, choose the one that seems correct and explain why you chose it.

Test Tip

After reading a question, answer it in your own words before you read the answer choices. When you read all of the choices, you may find one that is similar to the one you thought of on your own!
Now try another example of a cause-and-effect question.

2. Franklin D. Roosevelt’s New Deal program called for the government to invest money in the economy in order to—
   F stop labor union strikes
   G implement the Social Security system
   H create jobs
   J increase foreign trade

   This question is asking you about one of the intended effects of the New Deal. In the space below, briefly write about the causes and effects of the New Deal.

   ____________________________
   ____________________________

   Step 1

   Consider answer choice (F). Did the government put money into the economy in order to end labor union strikes? If not, eliminate choice (F).

   Step 2

   Consider answer choice (G). Did the government put money into the economy in order to implement Social Security? If not, eliminate choice (G).

   Step 3

   Consider answer choice (H). Did the government put money into the economy in order to help create jobs? If not, eliminate choice (H).

   Step 4

   Consider answer choice (J). Did the government put money into the economy in order to help increase foreign trade? If not, eliminate choice (J).

   Step 5

   Look at the remaining answer choices. Based on what you wrote in step 1, choose the most logical choice and briefly explain why you chose it.

   ____________________________
   ____________________________
Use It

DIRECTIONS
Read each question carefully and then choose the best answer.

1. What was one of the major outcomes of the civil rights movement in the 1960s?
   A. Women were given the right to vote.
   B. Segregation in public facilities was made illegal.
   C. Protesters were allowed to demonstrate in public.
   D. Draft laws were repealed.

2. After the 1995 Oklahoma City bombing, people questioned the government’s increased use of wiretapping to prevent future terrorist acts because—
   F. they were not sure it would be effective
   G. it would interfere with telecommunications
   H. it would cause more terrorism
   J. it would infringe on civil liberties

3. Which event on the timeline most directly led to the drafting of the Constitution?
   - 1773
   - 1776
   - 1781
   - 1787
   A. The Declaration of Independence
   B. British surrender at Yorktown
   C. Boston Tea Party
   D. Shays’s Rebellion

4. During World War II, President Truman avoided sending troops to Japan by—
   F. signing a peace treaty with Emperor Hirohito
   G. limiting the war to a battle on Midway Island
   H. dropping atomic bombs on Japan
   J. fighting sea battles only

5. What was the result of the Cuban missile crisis of 1962?
   A. Fidel Castro’s ascent to power in Cuba
   B. The Bay of Pigs invasion
   C. The creation of the Peace Corps
   D. America’s promise not to invade Cuba

6. One of the immediate effects of Reconstruction was—
   F. the rebuilding of the North
   G. the division of the South into military districts
   H. the destruction of the resources of the Confederate army
   J. the amendment of the Constitution

7. In the early 1800s, the first labor unions were formed to—
   A. improve working conditions
   B. increase employment opportunities
   C. decrease the number of machine operations
   D. train unskilled workers
Lesson 3: Relating Cause and Effect

8 After World War II, the United Nations was formed to—
   F lend money to developing countries
   G regulate trade between world powers
   H maintain peace between nations
   J provide medical care to people in poor nations

9 What finally repealed Prohibition?
   A The decrease in liquor consumption
   B The ineffectiveness of the Prohibition Bureau
   C An amendment to the Constitution
   D The Saint Valentine’s Day Massacre

10 Which of the following happened during Herbert Hoover’s presidency?
    F A commission determined that Prohibition should continue.
    G “The Star-Spangled Banner” became the national anthem.
    H Federal and state income taxes remained high.
    J Unemployment rates decreased.

11 In 1957 the Soviet Union showed interest in the Middle East, so Congress approved the Eisenhower Doctrine, which—
    A provided military aid to help countries resist Communist attacks
    B allowed foreign soldiers to enter all European territories
    C brought Soviet military forces to the Middle East
    D allowed countries to remain neutral

12 In 1941 Hitler broke his treaty with the Soviet Union and invaded Russia. What effect did this have on World War II?
    F It weakened the German army, leading to the end of the war.
    G It allowed Hitler to conquer Russia and move troops to the Chinese border.
    H It placed Russian factories under German control, providing the Axis powers with more weapons.
    J It drove China and Korea to join the Allies and fight against the Axis powers.
Some questions on the TAKS may ask you to put events into sequence, according to the order they occur. Learn how to answer these questions by completing the following practice questions.

**Step 1**

<table>
<thead>
<tr>
<th>Event</th>
<th>Time Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown v. Board of Education decision</td>
<td>Kennedy sends troops to enforce desegregation in southern schools</td>
</tr>
</tbody>
</table>

Which of the following best completes the time line above?

A  Freedom March from Selma to Montgomery  
B  Rosa Parks inspires Montgomery bus boycott  
C  Watergate scandal  
D  Civil Rights Act of 1964 passed

**Step 2**

Many time lines in your textbooks or on the TAKS follow the development of an idea or have a common theme. What idea do most of these events relate to? In the space below, briefly explain the common thread in this time line and approximately when each of these events occurred.

__________________________________________________________________________

**Step 3**

Now look at all of the answer choices. The correct answer is the event that occurred shortly AFTER the last event on this time line. Think about when each answer choice occurred. Are there any you can eliminate immediately? If so, list them and explain why those answer choices are incorrect.

__________________________________________________________________________

**Step 4**

Look at the remaining answer choices. Based on what you wrote in steps 1 and 2, choose the most logical answer choice and explain why you chose it.

__________________________________________________________________________
Now try another question that asks about major historical periods.

Which period in United States history best completes the time line above?

F  Cold War
G  Civil Rights Era
H  Roaring Twenties
J  Industrial Revolution

This question is testing your knowledge of the main eras in United States history. In the space below, try to write the approximate dates for each of the eras in the time line.

Step 2
Now consider answer choice (F). Did this occur between World War I and the Great Depression? If not, eliminate choice (F).

Step 3
Consider answer choice (G). Did this occur between World War I and the Great Depression? If not, eliminate choice (G).

Step 4
Consider answer choice (H). Did this occur between World War I and the Great Depression? If not, eliminate choice (H).

Step 5
Consider answer choice (J). Did this occur between World War I and the Great Depression? If not, eliminate choice (J).

Step 6
Consider the remaining answer choices. Choose the most logical answer choice and briefly explain why you chose it.
Use It

DIRECTIONS
Read each question carefully and then choose the best answer.

1. Which of the following best completes the time line above?
   A. Dred Scott decision is reversed
   B. Seven states secede from Union
   C. Repeal of the Nullification Act
   D. United States goes to war with Mexico

2. Which of the following correctly puts these amendments in order from earliest to latest?
   F. 1, 2, 3
   G. 3, 1, 2
   H. 2, 1, 3
   J. 3, 2, 1

3. Which of these events occurred first?
   A. Japan attacks Pearl Harbor
   B. Nuclear weapons are first used
   C. Germany invades Poland
   D. Allies invade Normandy

4. Which of the following best completes the time line above?
   F. French and Indian War
   G. Revolutionary War begins
   H. Georgia, the last British colony, is established
   J. Wilson issues Fourteen Points

5. Which of the following correctly puts these events in order from earliest to latest?
   A. 1. Austria-Hungary declares war on Serbia
   B. 2. Black Tuesday: stock market crash
   C. 3. Spanish-American War

GO ON
Lesson 4: Putting Events into Sequence

6 Which of these events occurred first?
F Transcontinental railroad is completed
G Colorado grants women the right to vote
H Standard Oil Trust is formed
J Time zones are created

7

<table>
<thead>
<tr>
<th>Number</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>McCarthyism</td>
</tr>
<tr>
<td>2.</td>
<td>Red Scare</td>
</tr>
<tr>
<td>3.</td>
<td>Successful orbit of Sputnik I</td>
</tr>
</tbody>
</table>

Which of the following correctly puts these events in order from earliest to latest?
A 1, 2, 3
B 2, 1, 3
C 2, 3, 1
D 3, 2, 1

8

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language of Constitution does not include women in the right to vote</td>
</tr>
<tr>
<td>Seneca Falls Convention meets</td>
</tr>
<tr>
<td>Woman Suffrage Association forms</td>
</tr>
<tr>
<td>Women march in New York for rights</td>
</tr>
<tr>
<td>New Zealand grants women right to vote</td>
</tr>
</tbody>
</table>

Which of the following best completes the sequence above?
F Colorado grants women full suffrage
G National Organization for Women founded
H Amendment passed, granting African Americans the right to vote
J Labor unions develop throughout the country

9

<table>
<thead>
<tr>
<th>Number</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Truman Doctrine</td>
</tr>
<tr>
<td>2.</td>
<td>Marshall Plan</td>
</tr>
<tr>
<td>3.</td>
<td>NATO established</td>
</tr>
</tbody>
</table>

Which of the following correctly puts these events in order from earliest to latest?
A 1, 2, 3
B 3, 2, 1
C 2, 3, 1
D 3, 1, 2

10 Which of these events occurred first?
F Protesters rally against U.S. involvement in Vietnam
G North Korea invades South Korea
H Castro comes to power in Cuba
J United States sends troops to Vietnam
Learn It

Some questions on the TAKS may ask you to use the information shown on maps. Learn how to answer these questions by completing the following practice question.

1. According to the map above, which of these states has the highest annual rainfall?
   - A  New York
   - B  Nevada
   - C  Washington
   - D  Wisconsin

   **Step 1**
   This question tests your map-reading skills and your knowledge of the states. First, find the key. How is high annual rainfall depicted?
Step 2  
Find the shading that indicates high annual rainfall on the map. What are the names of the states with this shading?

__________________________

__________________________

Step 3  
Look at all the answer choices. Are there any that can be eliminated immediately, based on what you wrote in steps 1 and 2? If so, briefly explain why you think those choices are incorrect.

__________________________

__________________________

__________________________

Step 4  
Look at the remaining answer choices. Find them on the map and see what shading is used to depict their annual rainfall. Which of the remaining answer choices has the highest annual rainfall? Choose the most logical answer choice and briefly explain why you chose it.

__________________________

__________________________

__________________________
DIRECTIONS
Read each question carefully and then choose
the best answer.

1. According to the map above, which states
split their electoral votes in the election of
1800?
   A. Massachusetts and Vermont
   B. Rhode Island and New York
   C. Indiana Territory and Northwest
       Territory
   D. Pennsylvania and North Carolina

According to the map above, which states
split their electoral votes in the election of
1800?
   A. Massachusetts and Vermont
   B. Rhode Island and New York
   C. Indiana Territory and Northwest
       Territory
   D. Pennsylvania and North Carolina

2. What do the shaded areas on the map most
likely represent?
   F. Time zones
   G. Elevations
   H. Climates
   J. Population densities

What do the shaded areas on the map most
likely represent?
   F. Time zones
   G. Elevations
   H. Climates
   J. Population densities

3. According to the map, U.S. forces
attacking Santiago de Cuba arrived
from—
   A. Cervera
   B. Spain
   C. Florida
   D. Puerto Rico

According to the map, U.S. forces
attacking Santiago de Cuba arrived
from—
   A. Cervera
   B. Spain
   C. Florida
   D. Puerto Rico
Lesson 5: Reading and Interpreting Maps

Use the cartogram and your knowledge of social studies to answer questions 4 and 5.

### Population by State, 1900

According to the cartogram above, which of the following areas had the greatest population in 1900?

- **F** Mountain states
- **G** Southwest
- **H** Northwest
- **J** Northeast

Which state had the smallest population in 1900?

- **A** New York
- **B** Washington
- **C** Nevada
- **D** Idaho
Some questions on the TAKS may ask you to draw conclusions from the information in charts or tables. Learn how to answer these questions by completing the following practice question.

<table>
<thead>
<tr>
<th>State</th>
<th>Year Admitted to the Union</th>
<th>Population (1990)</th>
<th>Land Area (sq. mi.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJ</td>
<td>1787</td>
<td>7,730,188</td>
<td>7,418</td>
</tr>
<tr>
<td>MA</td>
<td>1788</td>
<td>6,016,425</td>
<td>7,838</td>
</tr>
<tr>
<td>NH</td>
<td>1788</td>
<td>1,109,252</td>
<td>8,969</td>
</tr>
<tr>
<td>NC</td>
<td>1789</td>
<td>6,628,637</td>
<td>48,718</td>
</tr>
<tr>
<td>KY</td>
<td>1792</td>
<td>3,685,296</td>
<td>39,732</td>
</tr>
</tbody>
</table>

Which of the following is an accurate conclusion about the states listed in the chart?

A Massachusetts manufactures more goods than any other state.

B New Jersey had more representatives in Congress in 1990 than the other states on the chart.

C New Hampshire is the smallest state on the eastern seaboard.

D North Carolina was the last state admitted to the Union.

Step 1

Become familiar with the kind of information in the chart. Then consider answer choice (A). Is there any information in the chart that is related to manufacturing? If not, eliminate the answer choice. If so, which piece of data is it, and does it support the claim made in answer choice (A)?

Test Tip

Answering questions about charts may require you to use some outside knowledge. If the answer to the question is not directly stated in the chart, find the answer choice that is supported by what is directly stated in the chart.
Lesson 6: Reading and Interpreting Charts and Tables

Step 2
Consider answer choice (B). Is there any information in the chart that relates to the number of members each state has in Congress? If not, eliminate the answer choice. If so, which piece of data is it, and does it support the claim made in answer choice (B)?

Step 3
Consider answer choice (C). Is there any information in the chart that relates to the size of the states? If not, eliminate the answer choice. If so, which piece of data is it, and does it support the claim made in answer choice (C)?

Step 4
Consider answer choice (D). Is there any information in the chart that relates to the time frame for admitting states to the Union? If not, eliminate the answer choice. If so, which piece of data is it, and does the data support the claim made in answer choice (D)?

Step 5
Look at the remaining answer choices. Based on the data in the chart, choose the most logical answer choice and explain why you chose it.
DIRECTIONS
Read each question carefully and then choose the best answer.

1. Which of the following is most responsible for the decline in all types of agricultural production in the South from 1860 to 1870?
   A. The lack of technological advances
   B. The outcome of the Civil War
   C. Harsh weather conditions
   D. The Industrial Revolution

2. If the Republican candidate needed to win all the disputed electoral votes in order to win the presidency, how many of the disputed electoral votes did the Democratic candidate need to win?
   F. 1
   G. 2
   H. 10
   J. 20

3. Based on the information in the chart, in which ten-year period did the Native American population decline the least?
   A. 1860–1870
   B. 1870–1880
   C. 1880–1890
   D. 1890–1900
Which of the following groups saw the greatest percent increase in population from 1980 to 1990?

F  Whites and African Americans
G  Whites and Hispanics
H  African Americans and Asians or Pacific Islanders
J  Hispanics and Asians or Pacific Islanders

Which two countries listed in the chart probably produce a surplus of sugar?

F  Cuba and Grenada
G  Cuba and Barbados
H  Dominican Republic and Haiti
J  Haiti and Cuba

Which of the following groups saw the greatest percent increase in population from 1980 to 1990?

F  Whites and African Americans
G  Whites and Hispanics
H  African Americans and Asians or Pacific Islanders
J  Hispanics and Asians or Pacific Islanders

According to the table, which of these statements is true?

F  The invention of new technologies was dependent on private investment.
G  The textile industry benefited from some inventions of the 1700s and 1800s.
H  Transportation inventions primarily benefited people in the United States.
J  Advances in technology improved people’s quality of life.
Some questions on the TAKS may ask you to draw conclusions from the information in graphs. Learn how to answer these questions by completing the following practice question.

1.

Which of the following is a valid conclusion based on the information in the graph?

A Non-OPEC nations decreased their oil production in the 1980s.
B OPEC nations cooperate in determining the price of oil.
C OPEC nations produced more oil than non-OPEC nations in 1970.
D Non-OPEC nations consume more crude oil than they produce.

Step 1

Read the graph and become familiar with the kind of information it contains. Then consider answer choice (A). Is there any information in the graph about non-OPEC production in the 1980s? If not, eliminate the answer choice. If so, describe the piece of data and explain if it helps you determine if non-OPEC nations decreased their oil production in the 1980s.
Lesson 7: Reading and Interpreting Graphs

Step 2

Consider answer choice (B). Is there any information in the graph that relates to the price of oil? If not, eliminate the answer choice. If so, describe the piece of data and explain whether it helps you determine if OPEC nations cooperate to determine oil prices.

Step 3

Consider answer choice (C). Is there any information in the graph that relates to the production of oil in 1970? If not, eliminate the answer choice. If so, describe the piece of data and explain whether it helps you determine if OPEC nations produced more oil than non-OPEC nations.

Step 4

Consider answer choice (D). Is there any information in the graph that relates to the consumption of crude oil? If not, eliminate the answer choice. If so, describe the piece of data and explain whether it helps you determine if non-OPEC nations consume more oil than they produce.

Step 5

Look at the remaining answer choices. Based on the data in the graph, choose the most logical answer choice and briefly explain why you chose it.
DIRECTIONS
Read each question carefully and then choose the best answer.

1 Which of the following conclusions can be drawn from the graph?
   A Registered voters are more likely to vote in presidential elections than other elections.
   B About one-half of the voting-age population did not vote for president in 1988.
   C There was an increase in the voting-age population in 1996.
   D Presidential elections are of greatest concern to voters over the age of 50.

2 Based on the information in the graph, in which period did the federal government experience a budget surplus?
   F 1992–1993
   G 1994–1995
   H 1996–1997
   J 1998–1999
3. Which of the following is a valid conclusion based on the information in the graphs?

A. Employment taxes are scheduled to be reduced.
B. Corporate income and profits taxes are negligible in terms of overall revenue.
C. Individual income tax is the biggest source of government revenue.
D. Excise taxes increased dramatically from 1980 to 1990.

4. Which of the following trends is best supported by the graphs?

F. Developed countries will continue to share their resources.
G. Developed countries require an increase in their share of natural resources.
H. Developing countries are increasing their share of the world’s population.
J. The population of developing countries will peak in 2020.
Some questions on the TAKS may ask you to interpret historical quotations. Learn how to answer these questions by completing the following practice question.

Which of the following laws would be in violation of the First Amendment?

A  A law limiting the amount of the federal deficit
B  A law enforcing the obligations of jury duty
C  A law prohibiting trade with a foreign country
D  A law prohibiting public protests

Summarize the First Amendment on the lines below.

Use your summary of the First Amendment to consider each of the answer choices.

Test Tip
For questions accompanied by historical quotations, summarize the text of the quotations in your own words before you answer the question. Doing so will help you identify the correct answer more easily.
Lesson 8: Interpreting Quotations

Step 2
Consider answer choice (A). Does the First Amendment refer to the federal deficit? If not, eliminate the answer choice. If so, which part of the First Amendment refers to the federal deficit?

Step 3
Consider answer choice (B). Does the First Amendment refer to the obligations of jury duty? If not, eliminate the answer choice. If so, which part of the First Amendment refers to the obligations of jury duty?

Step 4
Consider answer choice (C). Does the First Amendment refer to foreign trade? If not, eliminate the answer choice. If so, which part of the First Amendment refers to foreign trade?

Step 5
Consider answer choice (D). Does the First Amendment refer to public protests? If not, eliminate the answer choice. If so, which part of the First Amendment refers to public protests?

Step 6
Look at the remaining answer choices. Select the answer choice that most violates the First Amendment. Explain why you chose this answer on the lines below.
DIRECTIONS
Read each question carefully and then choose the best answer.

1

Be it therefore enacted by the General Assembly, That no man shall be compelled to frequent or support any religious worship, place of ministry whatsoever, nor shall be enforced, restrained, molested, or burdened in his body or goods, nor shall otherwise suffer on account of his religious opinions or belief; but that all men shall be free to profess, and by argument to maintain, their opinion in matters of religion, and that the same shall in no wise diminish, enlarge or affect their civil capacities.

According to the Virginia Statute for Religious Freedom of 1786—
A all citizens must attend places of religious worship
B all citizens are free to practice their own religions
C only church members may hold political office
D religious beliefs interfere with civil duties

2

According to the Monroe Doctrine, any attempt by a European power to oppress an independent government in the Western Hemisphere—
F is a violation of the Declaration of Independence
G is considered a hostile act toward the United States
H will be taken under consideration by the other nations of Europe
J is a violation of the unalienable rights of humankind
3
The great rule of conduct for us, in regard to foreign nations, is in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith.

In this excerpt from his Farewell Address, President George Washington advised his fellow U.S. citizens to—
A renegotiate all foreign treaties
B form strong alliances with the nations of the world
C have limited political relations with other countries
D fight all enemies, foreign and domestic

4
When in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

The language and argument of this opening paragraph from the Seneca Falls Declaration of 1848 is deliberately modeled on which of the following?
F The Preamble to the Constitution
G The Nineteenth Amendment
H The Declaration of Independence
J The Mayflower Compact

5
Excerpt from The Gettysburg Address
Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here have consecrated it far beyond our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

What is the main idea of this excerpt from the Gettysburg Address?
A No words can adequately commemorate the sacrifice of battle.
B The battlefield at Gettysburg is an unholy place.
C The end of the Civil War is near.
D Slavery is an unjust institution that must be ended immediately.
Some questions on the TAKS may ask you to read and interpret a cartoon or illustration. Learn how to answer these types of questions by completing the following practice question.

The different people in the illustration represent—
A  people from overseas who would like to move to America
B  foreign nations that have peace treaties with the United States
C  Americans of different ethnicities
D  international tourists who visit America

Step 1
Look at the people in the illustration. Can you identify what each person in the illustration represents?

Test Tip
Take some time to study an illustration before reading the questions about it. If you understand the illustration before you try to answer the questions, you will find the correct answers more easily.
Step 2 Look at the text. What is each character saying?

__________________________________________________________________________

Step 3 What do the characters’ actions and expressions in the cartoon tell you about what the artist is trying to say?

__________________________________________________________________________

__________________________________________________________________________

Step 4 Read the answer choices one at a time. After you have read an answer choice, look at the illustration. Ask yourself, “Is there any information in the illustration to support this answer choice?” Eliminate answer choices that are not supported by information in the illustration. List the answers you eliminated in the space below. Explain your reason for eliminating these answer choices.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Step 5 Look at the answer choices you have not eliminated. If only one answer remains, your work is done! Record your answer choice, and then move on to the next question. If more than one answer choice remains, look at the remaining answer choices. Which is most likely the correct answer, and why?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

The correct answer is ____________.
Lesson 9: Interpreting Illustrations and Political Cartoons

Use It

1. During which of the following periods was this cartoon probably published?
   A. Reconstruction
   B. Age of Imperialism
   C. Great Depression
   D. Civil Rights Era

2. This cartoon from the late 1800s best supports which of the following viewpoints of the time?
   F. Senators need to be watched to ensure that they get anything done.
   G. Big business has too much influence over our government.
   H. Reports of trusts bribing government officials are obviously false.
   J. The government needs to pass laws to help failing businesses.

DIRECTIONS
The poster below was created in the 1930s. Study the poster. Then answer questions 3 and 4.

3. The Illinois State Employment Service created this poster in order to—
   A. urge women to vote in an upcoming election
   B. remind women of the importance of going to school
   C. explain why jobs are difficult to find
   D. encourage women to apply for work

4. The poster advertises “household employment.” Which of the following is closest to what the poster means by the term “household employment”?
   F. Working on an assembly line
   G. Waiting tables in a restaurant
   H. Cleaning someone else’s home
   J. Managing a department store
This illustration of a scene from the 1930s supports which of the following statements?

A During the Great Depression, many women joined the workforce in new ways.

B During the Great Depression, employment rates remained level, due to various government programs.

C During the Great Depression, African Americans gained equality in the workplace.

D During the Great Depression, many people were too poor to afford food.

This reproduction of a painting represents which of the following?

F Imperialism—the United States colonizing other countries

G Manifest Destiny—the United States expanding to both coasts

H Trail of Tears—the forced removal of Native Americans from their land

J Civil rights—equal protection under the law for all Americans
Practice Test
DIRECTIONS
Read each question and choose the best answer. Then mark the answer you have chosen.

SAMPLE B

Which of these inventions had the greatest impact on the development of New Orleans in the 1800s?

A  The steamship  
B  The telegraph  
C  The steel plow  
D  The cotton gin
1 The Social Security Act of 1935 established federal financial support for—
   A state banks
   B the Supreme Court
   C political parties
   D retirement benefits

2 In the early 1900s, some Americans opposed immigration for all of the following reasons EXCEPT—
   F immigrants often spoke only their own languages
   G they believed immigrants were responsible for low wages
   H they felt immigration caused a decrease in farmland
   J the religion of many immigrants was unfamiliar to them

3 The totalitarian governments of Italy, Germany, and Russia were all based on the idea of—
   A nationalism
   B isolationism
   C communism
   D Nazism
4. At the beginning of the 1900s, the Progressive movement strived to—

- F meet with the president to discuss political issues
- G encourage people to join labor unions
- H resolve problems of the upper-middle class
- J improve economic conditions for the working class

5. The invention of the spinning mule in 1779 led to all of the following EXCEPT—

- A greater efficiency
- B a decrease in the amount of cloth imported from Asia
- C an increase in the number of factories
- D an increase in the price of finished goods
Use the map and your knowledge of social studies to answer question 6.

The above map supports which of the following statements?

F  Guangzhou is the most populated city in China.
G  Most of the people in China live in the Taklamakan Desert.
H  The Sichuan Basin is mostly uninhabited.
J  The North China Plain is one of the most populated areas in China.
Use the quotation and your knowledge of social studies to answer question 7.

“I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident, that all men are created equal.’”
— Martin Luther King, Jr.

7. In 1963, on the steps of the Lincoln Memorial, Martin Luther King, Jr., gave the speech quoted above in order to—
   A. express his desire for racial equality in the United States
   B. explain the history of slavery in the United States
   C. explain that women should receive the same pay as men for equal work
   D. address economic problems in Southern states

9. Laissez-faire economic policies led to the Great Depression in which of the following ways?
   A. The government failed to impose and collect taxes on large corporations.
   B. The lack of laws protecting workers led to low wages and a high unemployment rate.
   C. There were too few rules regarding the buying and selling of stocks.
   D. The government did not intervene to set prices on energy and farm products.

8. Which of the following events best illustrates the conflict between American colonists and the British government that led to the Revolutionary War?
   F. The Boston Tea Party
   G. The Constitutional Convention
   H. The Treaty of Paris
   J. The Treaty of Versailles

10. In the late 1800s, cities throughout the United States developed rapidly due to—
    F. the lack of railroad transportation
    G. the growth of industry
    H. the need for urban renewal
    J. improved computer technology
11 In the early 1900s, American women worked for urban reform, workers’ rights, and temperance. Which of the following happened as a result of this activism?

A Children were allowed to work in factories.
B Women gained the right to vote.
C Higher education was opened to all citizens.
D Affordable day care for workers’ children was provided.

12 The Declaration of Independence was mainly intended to—

F clarify the rules of the British government
G establish the United States as a nation
H list grievances against King George III
J nominate Thomas Jefferson for president

13 What was added to the United States Constitution to guarantee individual liberties?

A The Bill of Rights
B The Declaration of Independence
C The Preamble
D Constitutional restrictions

14 Impeachment cases for federal officials accused of unlawful activity are tried by the—

F president
G House of Representatives
H Senate
J secretary of state
Use the graph and your knowledge of social studies to answer question 15.

Coffee Beans Produced Within One Year

Mexico
Indonesia
Colombia
Brazil

15 Which of these is an accurate conclusion based on the information in the graph?

A  Colombia’s coffee-bean production will increase.
B  Mexico’s economy is in jeopardy.
C  All Latin American countries produce coffee beans.
D  Brazil has a good climate for growing coffee.

Use the information in the box and your knowledge of social studies to answer question 16.

Speaker A: The farm economy is weak. People are losing their jobs and fear is taking over. We cannot pay our rent and are losing our homes.

Speaker B: We are now enjoying all the liberties men have. This is a prolific time for art and literature. We are working and making money for ourselves, although many people still believe that the woman’s place is in the home.

Speaker C: This is a great age of science and technology. Many new inventions such as the telephone and the typewriter have made it easier to communicate with our loved ones. Railroads have made it easier to transport goods throughout the country.

Speaker D: We are able to manufacture and produce much more now that we have started large companies. We are receiving higher pay and are able to do our jobs more efficiently.

16 Which of the speakers above is talking about the Roaring Twenties?

F  Speaker A
G  Speaker B
H  Speaker C
J  Speaker D
17 Why was there conflict between Chief Tecumseh and American settlers?

A. Settlers did not think Tecumseh’s territory was in a suitable location.
B. Tecumseh’s people were being forced from their native land.
C. Native Americans felt abandoned by the settlers.
D. Tecumseh wanted to form a confederation, but the settlers refused.

18 Which of the following is NOT an effect of growing populations in developing countries?

F. Deforestation
G. Increased pollution
H. Increased tsunamis and tornadoes
J. Increased need for food production
Use the passage and your knowledge of social studies to answer question 19.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

19 In this excerpt from the Declaration of Independence, “He” refers to—
   A Thomas Jefferson
   B King George III
   C King Ferdinand III
   D George Washington

Use the graph and your knowledge of social studies to answer question 20.

20 Based on the graph, which of the following conclusions is valid?
   F The wages of American workers generally decreased in the 1920s.
   G During the 1920s, American workers’ wages peaked in 1929.
   H The average salary of an American worker in 1923 was $1,400.
   J Agricultural wages negatively affected wages in the late 1920s.
21 The purpose of the Truman Doctrine was to—
A put an end to World War II
B provide aid to Turkey and Greece to contain communism
C help the Soviet Union retain its power
D divide Germany into two nations

22 What prompted the United States to enter World War II?
F Japan bombed Pearl Harbor.
G Hitler invaded Poland.
H Italy declared war on Great Britain.
J The Selective Service Act was passed.

23 Truman’s policies that promoted equal opportunities and fair business dealings for all Americans were known as—
A the New Deal
B the Fair Deal
C Populism
D conservationism
24 The 1950s in the United States was characterized by—
   F prosperity due to advances in science and technology
   G the downfall of President Dwight D. Eisenhower
   H an increase in the number of women in the workplace
   J an economic recession

25 The U.S. federal government’s system of checks and balances is designed to—
   A elevate the executive branch above all others
   B ensure the authority of the Senate over the House of Representatives
   C encourage citizen participation in the drafting of legislation
   D maintain an equal division of power among its three branches

26 In 1845, more than forty-thousand Irish immigrants came to the United States, largely due to the fact that—
   F the U.S. government offered high salaries to Irish workers
   G a plant disease had wiped out a large portion of the potato crop in Ireland
   H in that year, an innovation in shipbuilding made travel overseas far safer
   J Ireland had experienced a huge population growth in 1844
Use the chart and your knowledge of the U.S. economy to answer question 27.

<table>
<thead>
<tr>
<th>Year</th>
<th>Gross National Product (in billions)</th>
<th>Unemployment (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929</td>
<td>203.6</td>
<td>0.2</td>
</tr>
<tr>
<td>1930</td>
<td>183.5</td>
<td>8.7</td>
</tr>
<tr>
<td>1931</td>
<td>169.3</td>
<td>15.9</td>
</tr>
<tr>
<td>1932</td>
<td>144.2</td>
<td>23.6</td>
</tr>
</tbody>
</table>

27 Which of the following is a valid conclusion based on the information provided in the chart?

A The U.S. economy has never been stronger than it is today.

B The Great Depression marked a period of severe economic downturn.

C The value of stocks on the New York Stock Exchange is directly related to the prime interest rate.

D The U.S. economy is highly diversified.

Use the graph and your knowledge of social studies to answer question 28.

28 Which conclusion can be drawn from the graph above?

F Many enslaved people in the South supported the Union cause.

G Many miles of railroad track were destroyed during the Civil War.

H Economic factors affected countries around the world.

J Economic factors influenced the outcome of the Civil War.
29 Based on the information in the graph, you can conclude that life expectancy in the United States—

A has increased because of immigration to the United States
B has changed along with U.S. policy about intervening in foreign conflicts
C will decline because of overpopulation
D has increased partly because of medical discoveries of the 1900s

30 In the 1900s, Panama played an important role in the development of—

F agriculture
G trade
H inflation
J religion
Use the graph and your knowledge of social studies to answer question 31.

### U.S. Territorial Expansions
(in % of total land mass)

- **Gadsden Purchase** 1853 0.9%
- **Mexican Cession** 1848 14.7%
- **Alaska** 1867 16.3%
- **Hawaii** 1898 0.2%
- **Oregon** 1845 7.8%
- **Texas Annexation** 1845 10.6%
- **Northwest Territory** 1790 24.6%
- **Louisiana Purchase** 1803 23.0%
- **Florida** 1819 1.9%
- **Mexican Cession** 1848 14.7%

31 Which conclusion can be drawn from the information in the graph above?

A The purchase of Alaska was nicknamed “Seward’s Folly.”

B The United States always tries to negotiate before going to war.

C The area of the United States increased dramatically in the 1800s.

D The Mexican Cession was the second-largest addition to the United States.

32 The Voting Rights Act of 1965 allowed—

F more minorities to register to vote

G the establishment of a poll tax

H women the right to vote

J the direct election of Senators
Use the graphs and your knowledge of social studies to answer question 33.

**U.S. Population Growth, 1941–1950**

- Suburban: 50%
- Rural: 16%
- Urban: 34%

**U.S. Population Growth, 1951–1960**

- Suburban: 64%
- Rural: 20%
- Urban: 16%

33  Which conclusion can be drawn from the graphs above?

A  Urban dwellers outnumbered suburban dwellers in 1951.

B  Rural dwellers had greater access to railroad transportation in the 1940s than they did in the 1950s.

C  Urban areas decreased in their percentage of population growth from 1941 to 1960.

D  More people lived in the suburbs in 1941 than in 1951.

Use the quotation and your knowledge of social studies to answer question 34.

No person shall . . . be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law.

—from the Fifth Amendment to the U.S. Constitution

34  The Fifth Amendment guarantees the—

F  right to bear arms

G  suffrage of women

H  rights of accused persons

J  right to freedom of speech
35 Which of the following contributed to U.S. involvement in World War I?
A The Treaty of Versailles
B Wilson’s Fourteen Points
C German U-boat attacks
D The Lend-Lease Act

36 What must happen to allow Congress to override a presidential veto?
F Congress must adjourn for ten days.
G Two-thirds of each house must approve the bill.
H A new election must take place.
J The vice president must support the bill.
37  How many of the fifty states are contiguous?
   A  46
   B  47
   C  48
   D  49

38  Secession was a primary cause of—
   F  World War II
   G  the Industrial Revolution
   H  the Civil War
   J  the Great Depression
Use the excerpt and your knowledge of social studies to answer question 39.

They had for more than a century before been regarded as beings of an inferior order . . . so far inferior that they had no rights which the white man was bound to respect, and that the negro might justly and lawfully be reduced to slavery for his benefit. He was bought and sold, and treated as an ordinary article of merchandise and traffic whenever a profit could be made by it. This opinion was at that time fixed and universal in the civilized portion of the white race. It was regarded as an axiom in morals as well as in politics which no one thought of disputing or supposed to be open to dispute, and men in every grade and position in society daily and habitually acted upon it in their private pursuits, as well as in matters of public concern, without doubting for a moment the correctness of this opinion.

—excerpt from Dred Scott v. Sandford Supreme Court decision, 1856

39 What does the excerpt reveal about American culture in the mid-1800s?

A African Americans made great advances toward achieving equal rights.
B Racism toward African Americans was fundamental.
C American sentiment easily influenced the Supreme Court.
D Most Americans thought that slavery was cruel and barbaric.
40  Which document establishes the minimum age requirement for a member of the U.S. House of Representatives?

F  The Declaration of Independence
G  The *Brown v. Board of Education* Supreme Court decision
H  The Emancipation Proclamation
J  The Constitution