Test-Taking Tips

• Go to bed early the night before the test. You will think more clearly after a good night’s rest.
• Read each problem carefully and think about ways to solve the problems before you try to answer the question.
• Relax. Most people get nervous when taking a test. It’s natural. Just do your best.
• Answer questions you are sure about first. If you do not know the answer to a question, skip it and go back to that question later.
• Think positively. Some problems may seem hard to you, but you may be able to figure out what to do if you read each question carefully.
• When you have finished each problem, reread it to make sure your answer is reasonable.
• Make sure that the number of the question on the answer sheet matches the number of the question on which you are working in your test booklet.
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Overview

What Is the Subject Area Testing Program?
To ensure that all high school students have mastered a minimum level of knowledge and skills in key content areas, the Mississippi Board of Education has developed tests in four subject areas—Algebra I, Biology I, U.S. History from 1877, and English II with a writing component. Depending on when you entered the ninth grade, you will be required to pass the Subject Area Tests to graduate.

The U.S. History from 1877 Subject Area Test measures important historical knowledge as well as real-world skills. The test consists of 70 multiple-choice questions and one open-ended question. Some multiple-choice questions include a chart, map, or other graphic that you must interpret accurately in order to arrive at the correct answer. The open-ended question requires you to analyze a question and form a written response.

How This Book Helps You Succeed on the U.S. History from 1877 Subject Area Test
This book is designed to help you practice for the U.S. History from 1877 Subject Area Test by reviewing and applying United States history content and practicing test-taking skills. This book includes the following sections:
1. Diagnostic Test
2. Standardized Test Practice Lessons
3. Practice Test

The Diagnostic Test uses the same format as the U.S. History from 1877 Test. It includes 70 multiple-choice questions and one open-ended response question. The purpose of the Diagnostic Test is to identify your test-taking strengths and weaknesses so that you can review the skills you need to perform well on the test.

The Standardized Test Practice Lessons will help you review specific skills you need to do well on the U.S. History from 1877 Test. Each lesson leads you step-by-step toward finding the correct answer, with strategies on how to interpret and answer the practice question. After this assistance, there are additional practice questions at the end of each skill lesson.

The Practice Test contains another 70 multiple-choice practice questions and one open-ended response question that will help you determine how your test-taking skills are improving and what you are learning in this book.

Both the Diagnostic Test and the Practice Test questions have been correlated to meet the competencies and objectives of the U.S. History from 1877 course in the Social Studies Framework. The correlation code is located inside boldfaced brackets below each test question. You will also see the appropriate assessment strand (International Relations, Domestic Affairs, Geography, Economics, or Civics) listed with the correlation.
### Scoring Rubric for Open-Ended Responses

When you are writing a response to the open-ended question on the U.S. History from 1877 Test, keep the following rubric in mind. Your response will be graded on a scale from 0 to 4 as outlined below.

<table>
<thead>
<tr>
<th>Score</th>
<th>The student response</th>
</tr>
</thead>
</table>
| 4 | exhibits a complete understanding of social studies content and concepts.  
• is correct and all supporting facts are accurate.  
• thoroughly addresses issues relevant to the concept, but may contain minor inaccuracies or irrelevant information that does not detract from the overall quality of the response.  
• is clearly focused, well organized, and shows an understanding of all sides of the issue.  
• contains sufficient detail to convey thorough understanding. |
| 3 | exhibits an adequate understanding of social studies content and concepts.  
• is generally correct, but may have some inaccuracy in supporting facts.  
• generally and somewhat accurately addresses issues relevant to the concept with minor errors that do detract from the overall quality of the response.  
• is clearly focused, well organized, but fails to show a full understanding of all sides of the issue.  
• lacks enough significant detail to convey a thorough understanding. |
| 2 | exhibits a partial understanding of social studies content and concepts.  
• is incomplete, with few supporting facts indicting little understanding of the issue.  
• partially addresses issues relevant to the concept with significant errors that detract from the overall quality of the response.  
• provides some evidence of reasoning but there are gaps in focus and organization.  
• offers weak supporting detail that conveys limited understanding. |
| 1 | exhibits a minimal understanding of social studies content and concepts.  
• attempts to answer the question, but offers little understanding of the issue.  
• vaguely touches on the issues relevant to the concept with numerous errors that significantly detract from the overall quality of the response.  
• offers little or no supporting detail that conveys limited understanding. |
| 0 | exhibits no understanding of relevant social studies content and concepts.  
• attempts but fails to touch on the issues relevant to the concept.  
• does not address the issue or concept.  
• offers an incorrect interpretation unsupported by fact.  
• is off-topic.  
• is written in a foreign language.  
• is written illegibly.  
• is a copy of the item.  
• is a refusal to respond.  
• is blank.  
• is incomprehensible. |
Guide to Analyzing Graphics

On the U.S. History from 1877 Test, you may need to refer to graphs, charts, maps, and political cartoons to help you correctly answer questions. For any question that involves a graphic, take the following steps:

1. **Look closely at all the details.** You will find a great deal of information in the graph, chart, or map if you look at the specifics as well as the big picture.

2. **If there is text, read it carefully.** Any text that goes with a graph, chart, map, or political cartoon is provided to give the reader an understanding of the information in the graphic.

3. **Read the question and answers carefully.** Read the question carefully to find out exactly what you need to find from the graphic. Also, always read the answer choices closely to ensure that you choose the best possible answer from your choices.

4. **Decide if there is a special way the graph, chart, or map presents the information.** For example, look to see if there is a time order on a graph, or examine a map to see if it is current or not.

5. **Determine the point of view of a political cartoon.** Ask yourself the following questions: What event is the cartoon about? What are the two sides of the event? Which side does the cartoon represent?

---

**Tip:**

When you are preparing for the U.S. History from 1877 Test, look at newspapers, magazines, atlases, and textbooks for examples of charts, graphs, maps, and political cartoons. The more comfortable you are with finding information in a graphic, the more skilled you will be at answering a test question that uses one.
### Mississippi Competencies and Objectives for United States History: 1877 to the Present Tested in This Book

<table>
<thead>
<tr>
<th><strong>1. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.</strong> (H, G, E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).</td>
</tr>
<tr>
<td>b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women’s Movement, Civil Rights Movement, the New Deal, etc.).</td>
</tr>
<tr>
<td>c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).</td>
</tr>
<tr>
<td>d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2. Describe the impact of science and technology on the historical development of the United States in the global community.</strong> (H, G, E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).</td>
</tr>
<tr>
<td>b. Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).</td>
</tr>
<tr>
<td>c. Describe the effects of transportation and communication advances since 1877.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3. Describe the relationship of people, places, and environments through time.</strong> (C, H, G, E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).</td>
</tr>
<tr>
<td>b. Analyze how changing human, physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).</strong> (C, H, G, E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interpret special purpose maps, primary/secondary sources, and political cartoons.</td>
</tr>
<tr>
<td>b. Analyze technological information on graphs, charts, and timelines.</td>
</tr>
<tr>
<td>c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>5. Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.</strong> (C, H)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Examine various reform movements (e.g., Civil Rights, Women’s Movement, etc.).</td>
</tr>
<tr>
<td>b. Examine the government’s role in various movements (e.g., arbitration, 26th Amendment, etc.).</td>
</tr>
<tr>
<td>c. Examine the role of government in the preservation of citizens’ rights (e.g., 19th Amendment, Civil Rights Act of 1964).</td>
</tr>
<tr>
<td>d. Examine individuals’ duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).</td>
</tr>
</tbody>
</table>

Content Strands Key: Civics (C)  History (H)  Geography (G)  Economics (E)
Diagnostic Test
1. What effect did the cotton gin have on slavery in the South?

A  It eliminated the need for slavery.
B  The demand for slave labor skyrocketed.
C  It created more dangerous working conditions for enslaved persons.
D  It allowed enslaved persons to focus on crops other than cotton.

[Domestic Affairs 2a]

2. The passage describes the rise of which of the following in the North in the 1800s?

A  The family farm
B  The cotton gin
C  Utopian societies
D  Victory gardens

[Economics 1b]

3. Which of the following best defines the Cold War between the United States and the Soviet Union that took place after the end of World War II?

A  A single battle over free elections in Poland
B  An era of competition and confrontation
C  The United States invasion of Cuba
D  The division between Capitalist East Germany and Communist West Germany

[International Relations 1c]
“Our chiefs are killed. . . . The little children are freezing to death. My people . . . have no blankets, no food. . . . Hear me, my chiefs; I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.”

—Chief Joseph, 1877

4. The passage describes which of the following events?
   
   A The Battle of Little Bighorn
   B The Ghost Dance
   C The Dakota Sioux Uprising
   D The surrender of the Nez Perce

   [Geography 1d]

5. Which of the following could BEST replace X?

   A Bonanza farming
   B Volstead Act
   C Promoting railroad construction
   D Promoting dry farming

   [Domestic Affairs 3a]
6. Horace Mann was instrumental in the movement for —
   A  abolition.
   B  voting rights for women.
   C  public education.
   D  child labor laws.
   [Domestic Affairs 1b]

7. Most labor strikes between 1870 and 1890 took place in the —
   A  Northwest.
   B  Southeast.
   C  Northeast.
   D  Southwest.
   [Domestic Affairs 4a]
8. What does the time line suggest about the effect of Americans on the war effort?

A. Americans were unable to affect the stalemate that had developed.
B. Americans helped turn the war in favor of the Allies.
C. Americans were unable to make up for the loss of Russia.
D. American inexperience caused heavy damage to the Allies.

[International Relations 1c]

9. In 1955 Rosa Parks, an African American woman, refused to give up her seat on a bus to a white man. What was significant about Parks’s refusal and arrest?

A. It led to the Supreme Court’s anti-segregation decision in Brown v. Board of Education.
B. It led to the states’ rights versus national law showdown in Little Rock, Arkansas.
C. It led to the Montgomery bus boycott and the Supreme Court ruling against the Montgomery bus segregation law.
D. It led to the end of nonviolent protest in the civil rights movement.

[Domestic Affairs 1b]
“There is filth on the floor and it must be scraped up with the muck-rake.”
—President Theodore Roosevelt

10. The above quote coined the term “muckrakers.” Muckrakers were journalists who —

A exposed President Roosevelt’s embezzlement of public funds.
B wrote feature stories on the lives of the rich and famous.
C discovered technologically-advanced methods for better agricultural practices.
D investigated social conditions and exposed political corruption.

[Civics 5a]

11. Woodrow Wilson’s “New Freedom” approach argued that —

A monopolies should be supported by government funding.
B monopolies should be destroyed, not regulated.
C tariffs should be lowered.
D child labor laws were too strict.

[Economics 1b]

12. Which of the following BEST describes Theodore Roosevelt’s presidential legacy?

A Growth of big business
B Loss of natural resources
C Lack of awareness about consumer issues
D Strengthened executive branch and federal government

[Domestic Affairs 1b]

13. The Eighteenth Amendment reflected the ideals of the Progressive Movement because it called for —

A woman suffrage.
B direct-election.
C the prohibition of alcohol.
D the abolition of slavery.

[Domestic Affairs 5b]
“[Our] present need is not heroics, but healing; not nostrums, but normalcy; not revolution, but restoration; not agitation, but adjustment; not surgery, but serenity; not the dramatic, but the dispassionate; . . . not submergence in internationality, but sustainment in triumphant nationality.”
—Warren G. Harding, 1920

14. The above quote shows Harding’s desire to put an end to which of the following?
   A  World War I
   B  The Red Scare
   C  Race riots
   D  Progressivism
   [Civics 5a]

15. What doctrine stated that philanthropy was a responsibility of the wealthy?
   A  Individualism
   B  Gospel of Wealth
   C  Social Darwinism
   D  Gold standard
   [Domestic Affairs 5d]

16. Social Darwinism is BEST defined as which of the following?
   A  Social Darwinism is the policy that the government should interfere as little as possible in the nation’s economy.
   B  Social Darwinism is an organization of workers formed for the purpose of advancing its members’ interests.
   C  Social Darwinism is a belief in the “survival of the fittest,” meaning the strong will survive and the weak will not.
   D  Social Darwinism is extreme nationalism marked by aggressive foreign policy.
   [International Relations 1d]
17. The situation referred to in the headline was one of the main causes of —
   A the Great War.
   B the Russo-Japanese War.
   C the Hundred Years’ War.
   D the League of Nations.
   [International Relations 1c]

18. Militarism is —
   A the belief that the military should govern a nation.
   B the phobia of a strong military base.
   C the desire to join the military.
   D the aggressive preparation for war.
   [International Relations 1c]

19. If you wanted to travel from New York City to Santa Monica, California, via the most direct route, which road(s) would you take?
   A The Lincoln Highway only
   B The Lincoln Highway and Route 40
   C The Lincoln Highway, Route 40, and Route 66
   D Route 66 only
   [Geography 4a]
20. Which of the following BEST completes the diagram?

A  Sinking of the Maine
B  Discovery of sugarcane on Cuba
C  Yellow journalism
D  Spanish control of the Philippines

[International Relations 1c]

21. Which of the following most accurately describes the Open Door policy?

A  U.S. willingness to open its borders to immigrants
B  U.S. willingness to accept imports from foreign countries
C  U.S. willingness to export goods to foreign countries
D  U.S. support for all countries to trade with China

[Geography 1c]

22. Consider the poster. Why might this poster have provoked an American citizen to enlist in the army during World War I?

A  It depicted the drowning of innocent American citizens by German submarines off the coast of England.
B  It depicted the women and children who were killed as the German army marched through Belgium.
C  It depicted the drowning of German civilians off the coast of England due to British naval firepower.
D  It depicted the deaths that occurred as German zeppelin planes bombed England, flooding the cities.

[Civics 5d]
23. One of the occurrences that pushed American opinion toward war in 1917 was the Zimmermann telegram, which was intercepted by British intelligence. What was the subject of this telegram?

A In the Zimmermann telegram, Germany promised Mexico that it would regain Texas, New Mexico, and Arizona if it supported Germany.
B This telegram made it clear to the United States that Germany intended to resume unrestricted submarine warfare against American merchant ships.
C The Zimmermann telegram promised German support for Japan if Japan would attack U.S. territories in the Pacific.
D The Zimmermann telegram proposed to the allies of Germany how Europe would be divided after the war, eliminating England and France as independent countries.

[International Relations 1c]

24. How did Congress ensure that the U.S. would have enough troops to serve in World War I?

A Congress allowed women to serve in the armed forces.
B The Selective Service Act of 1917 required all men ages 21 to 30 to register for the draft.
C Congress allowed African Americans to serve in the armed forces.
D Congress offered a free education and cheap land to anyone willing to serve.

[Civics 5d]

25. Which of the following BEST describes the kind of domestic policy suggested by President Eisenhower’s quotation?

A Liberal
B Conservative
C Moderate
D Democratic

[Domestic Affairs 4a]
26. Which of the following BEST completes the diagram?
   A  Loss of German territory
   B  Establishment of the League of Nations
   C  Breakup of Ottoman Empire
   D  Annexation of colonial territories by the Allies
   [International Relations 1c]

27. In 1924, the Dawes Plan was adopted to stop runaway inflation in —
   A  Germany.
   B  England.
   C  France.
   D  the United States.
   [Economics 1c]

28. In political cartoons such as the one shown, what does the eagle symbolize?
   A  It is used to show anger.
   B  It is used to represent the United States.
   C  It is used to represent endangered species.
   D  It is used to represent irresponsible statements.
   [International Relations 4a]
29. Why was the League of Nations unable to maintain peace in Europe?
   A  There were not enough member countries.
   B  It could use only economic sanctions to stop aggression.
   C  There was conflict with the Warsaw Pact.
   D  The Great Depression led to economic self-interest.
   [International Relations 1c]

30. The Harlem Renaissance was a product of —
   A  the Great Migration, a movement of African Americans to the South.
   B  the immigration of talented people from the west coast of Africa.
   C  the Great Migration, a movement of African Americans from the rural South to Northern cities.
   D  new anti-segregation laws.
   [Geography 3a]

31. Why did high unemployment contribute to anti-immigrant feelings in the United States in the 1930s?
   A  People were more likely to make trouble because they were idle.
   B  Expatriates were stirring up trouble.
   C  Anarchists were usually foreign-born.
   D  People feared that immigrants would take their jobs.
   [Economics 3a]
I, Too

I, too, sing America.

I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I’ll be at the table  
When company comes.  
Nobody’ll dare  
Say to me,  
“Eat in the kitchen,”  
Then.

Besides,  
They’ll see how beautiful I am  
And be ashamed—

I, too, am America.

—Langston Hughes

32. The above poem is an example of a work from —

A  the Harlem Renaissance.
B  the Roaring Twenties.
C  the Great Migration.
D  the Bohemian Movement.

[Domestic Affairs 3b]
33. A major cause of the Great Depression was —

A overproduction, leading to inexpensive goods which flooded the market but left underpaid factory workers unable to consume the surplus.
B underproduction, which left workers unemployed while demand still existed for more goods.
C price hikes for manufactured goods, leading to surpluses when underpaid factory employees could not buy the goods they produced.
D importation of too many foreign goods, resulting in lower demand for competing domestic goods.

[ Economics 2b ]

34. Sales of American goods abroad were damaged in 1930 due to the —

A ban on imports from abroad.
B ban on sales of exports abroad.
C Hawley-Smoot Tariff.
D Tariff of Abominations.

[ Domestic Affairs 1a ]

35. Which of the following are Rocky Mountain states?

A Montana, Idaho, and Colorado
B Wyoming, Nebraska, and Kansas
C Washington, Oregon, and California
D Pennsylvania, West Virginia, and Alabama

[ Geography 4a ]
The First New Deal, 1933–1935

<table>
<thead>
<tr>
<th>Agency</th>
<th>Established</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civilian Conservation Corps</td>
<td>March 1933</td>
<td>Employed single young men for natural resource conservation</td>
</tr>
<tr>
<td>Tennessee Valley Authority</td>
<td>May 1933</td>
<td>Built hydroelectric plants and dams aimed at improving and attracting industry to the South</td>
</tr>
<tr>
<td>Public Works Administration</td>
<td>June 1933</td>
<td>?</td>
</tr>
</tbody>
</table>

36. Which of the following BEST completes the chart?

A  Employed people to construct parks, schools, and roads
B  Guaranteed bank deposits up to $2,500
C  Regulated the stock market to avoid dishonest practices
D  Reduced agricultural surplus and raised prices for struggling farmers  
[Domestic Affairs 4b]

37. According to the map, which of the following Tennessee Valley Authority dams built during the New Deal is located in Alabama?

A  Norris Dam
B  Cherokee Dam
C  Douglas Dam
D  Wheeler Dam 
[Domestic Affairs 4a]
38. One method used by African Americans such as Martin Luther King, Jr., to oppose segregation during the 1950s and 1960s was —

A civil disobedience.
B armed robbery.
C prohibition.
D armistice.

[Civics 5a]

39. The diagram is BEST completed by which of the following?

A Crime
B Increased dependence on agriculture
C World War II
D Homelessness

[Domestic Affairs 4b]

40. In 1933, what problem(s) had made the United States fearful?

A High unemployment and weak economy
B A German invasion of the U.S. homeland
C Woman suffrage
D Temperance and conservation

[Domestic Affairs 4a]
41. **What can songs such as this one, popular with civil rights protestors in the 1960s, reveal to historians?**

A  Protest events  
B  Various reforms protestors wanted to see  
C  The level of anger and unrest in the 1960s  
D  The broad goals and dreams of the protestors  

[Civics 5a]
42. According to the map, why did John F. Kennedy consider Cuba’s building of missile sites to be a threat to the United States?

A Nuclear weapons were new and dangerous.
B The Cuban missiles were untested.
C Nuclear weapons could reach the United States.
D Nuclear weapons could not reach the United States.

[International Relations 1c]

43. Steel mills were built close to the sources of iron ore to —

A increase production costs.
B reduce production costs.
C slow down transportation.
D comply with regulations.

[Geography 2b]
44. The above passage describes which of the following?

A  Japanese internment camps
B  Peace Corps camps
C  Nazi concentration camps
D  Prisoner-of-war camps in the U.S.

[Domestic Affairs 1b]

45. Based on the charts and your own knowledge, which of the following statements is TRUE?

A  The United States relied mostly on European tanks during World War II.
B  Producing tanks to help win the war took precedence over producing automobiles.
C  Labor strikes damaged wartime production.
D  Americans had little use for automobiles during the war.

[Domestic Affairs 4b]
46. D-Day refers to —

- A  the Allied invasion of Morocco.
- B  the Allied offensive in the Battle of Midway.
- C  the Axis bombing of London.
- D  the Allied invasion of Normandy.

[International Relations 1c]

47. What was unique about the casualties of World War II compared to World War I?

- A  More women died than men in World War II.
- B  In World War II, more men died in the USSR than in the United States.
- C  In World War II, more civilians died than soldiers.
- D  More people died after World War II ended than during the war itself.

[International Relations 4b]
48. Examine the time line. What conclusion can be drawn?

A  Nixon resigned because of Watergate.
B  Nixon was re-elected because of Watergate.
C  The Saturday Night Massacre led to Watergate.
D  John Dean was implicated in Watergate.

[Civics 5c]

49. In the 1950s, millions of African Americans and Hispanics moved to the cities looking for jobs. One result of this migration was —

A  “white flight,” as increasing numbers of white people moved from the cities to the suburbs.
B  increased job opportunities as more factories were moved to the cities to take advantage of all the new workers.
C  a decrease in racial discrimination because all races lived with each other for the first time.
D  white people replaced minorities in agricultural jobs.

[Domestic Affairs 3b]
50. Briefly explain what policy for foreign involvement Truman expressed in this statement.

“I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [conquest] by armed minorities or by outside pressures.”
—President Harry S Truman, the “Truman Doctrine”

[Domestic Affairs 4a]

51. Which president ended segregation in the military as part of a broad civil rights agenda?
   A Harry S Truman
   B Herbert Hoover
   C Dwight D. Eisenhower
   D Franklin D. Roosevelt

[Domestic Affairs 5c]

52. The events listed on the time line are associated with —
   A the Vietnam War.
   B the United States invasion of China.
   C World War II’s Pacific Front.
   D the Korean War.

[International Relations 1c]
“You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is certainly that it will go over very quickly. . . . Asia, after all, has already lost 450 million of its peoples to the Communist dictatorship, and we simply can’t afford greater losses. . . .”

—President Dwight Eisenhower

53. The above passage defines what is best known as —
   A the Geneva Accords.
   B guerrilla warfare.
   C the Domino Theory.
   D the Red Scare.
   [International Relations 4a]

54. What Supreme Court decision eliminated segregation in schools?
   A Abington School District v. Schempp
   B Brown v. Board of Education
   C Baker v. Carr
   D Escobedo v. Illinois
   [Domestic Affairs 5c]

55. What social value that encouraged consumerism is most linked to the 1950s?
   A creativity
   B conformity
   C frugality
   D rationality
   [Economics 1b]
56. Voting rights improved for African Americans when which amendment eliminated poll taxes in federal elections?

A Twenty-second Amendment  
B Twenty-third Amendment  
C Twenty-fourth Amendment  
D Twenty-fifth Amendment  
[Domestic Affairs 5c]

57. The Civil Rights Act of 1957 was intended primarily to —

A protect African Americans’ right to education.  
B protect African Americans’ right to employment.  
C protect African Americans’ right to vote.  
D protect African Americans’ right to own property.  
[Domestic Affairs 5c]

“On February 1, 1960, four friends entered the Woolworth’s. They purchased school supplies and then sat at the lunch counter and ordered coffee. When they were refused service, [Ezell] Blair [one of the students] said, “I beg your pardon, but you just served us at [the checkout] counter. Why can’t we be served at the counter here? The students stayed at the counter until it closed, then announced that they would sit at the counter every day until they were given the same service as white customers.”

—From Civilities and Civil Rights

58. The above passage describes which of the following?

A The Freedom Riders  
B Labor union strikes  
C Japanese internment  
D The sit-in movement  
[Domestic Affairs 5a]
59. Volunteers in the Peace Corps established by President John F. Kennedy were sent to countries that had —
   A  communist governments.
   B  requested assistance.
   C  lost in a war.
   D  special training camps.
   [International Relations 1c]

60. What is one area in which the United States and the Soviet Union competed for superiority during the Cold War?
   A  Human rights
   B  Automobile production
   C  Housing development
   D  Space exploration
   [International Relations 2c]

61. During President Kennedy’s administration, the greatest advances were made in the area of —
   A  white collar crime.
   B  gender discrimination.
   C  price fixing.
   D  taxation.
   [Domestic Affairs 5a]

62. A nuclear test ban treaty followed from which event, which had brought the world closer to nuclear war that any other event since World War II?
   A  The Bay of Pigs Invasion
   B  The Cuban Missile Crisis
   C  The Korean War
   D  The Vietnam War
   [International Affairs 1c]
63. President John F. Kennedy’s domestic agenda was known as the —

A  New Deal.
B  Fair Deal.
C  New Frontier.
D  Space Race.

[Domestic Affairs 5a]

64. According to Keynesian economics, recessions like the one of 1937 can be remedied by —

A  government spending, even if a deficit must be incurred.
B  government spending, but not to the point of deficit.
C  tax hikes.
D  trade protection.

[Economics 1b]

65. Which of the following BEST describes President Franklin D. Roosevelt’s “Fireside Chats”?

A  Plans to burn surplus crops
B  Plans to revitalize the economy
C  Direct radio talks to the American people to let them know what he was trying to accomplish
D  Establishment of industrial programs

[Domestic Affairs 2c]

66. What was Truman’s rationale for dropping the atomic bomb on Japan during World War II?

A  It would serve as a retaliation for Pearl Harbor.
B  It would save American lives by preventing a ground invasion of Japan.
C  It would save Russian lives by preventing a Russian attack.
D  The atom bomb had already been used with less destructive consequences.

[International Relations 1c]
67. Which of the following most accurately describes the Open Door policy?

A  America’s willingness to open its borders to immigrants
B  America’s willingness to accept imports from foreign countries
C  America’s willingness to export goods to foreign countries
D  America’s support for all countries to trade with China

[International Relations 1c]

68. The Marshall Plan provided —

A  money to struggling domestic farmers.
B  subsidies to collapsing domestic industries.
C  economic aid to European nations.
D  sales of arms to anti-communists’ war efforts.

[International Relations 1c]

69. What did the Securities Act of 1933 do?

A  Built dams for the Tennessee Valley
B  Regulated the stock market
C  Insured bank deposits
D  Created jobs and built bridges

[Domestic Affairs 5c]

70. The Federal Deposit Insurance Corporation (FDIC) greatly increased confidence in the banking system. Why?

A  The FDIC provided government insurance for bank deposits guaranteeing the safety of the depositor’s money.
B  The FDIC closed the banks that were insolvent, thereby protecting depositors.
C  The FDIC was established to guarantee the value of United States currency.
D  The FDIC was established to regulate the stock market.

[Economics 1b]
Standardized Test Practice Lessons
Many of the questions on the test may 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.

**Learning to Use the Process of Elimination**

Use the following guidelines to help you eliminate wrong answer choices.

- Find a statement that just doesn’t make sense and eliminate it.
- Eliminate an answer that states just the opposite of what the paragraph says.
- Look for something in the answer choice that is not mentioned in the paragraph.

**Practicing the Skill**

Read the passage below. Complete the activity that follows.

**Martin Luther King, Jr.**

Martin Luther King, Jr., had his roots in the Southern Baptist church—both his father and maternal grandfather were Baptist preachers. King skipped two grades in high school and entered college at the age of 15. Instead of going into law as he originally intended, his father encouraged him to go into the ministry. King was ordained as a minister in 1947 and went on to obtain his bachelor’s and doctorate degrees. He studied the ideas of several philosophers and theologians. In his studies, he became particularly interested in Mohandas Gandhi’s philosophy of nonviolence and Henry David Thoreau’s 1849 essay, Civil Disobedience, which defended nonviolent resistance to oppression.

In 1954 King became the pastor of Dexter Avenue Baptist Church in Montgomery, Alabama. In December 1955, Rosa Parks was arrested in Montgomery for refusing to give up her seat on a bus to a white passenger. This event spurred black activists in that city to form the Montgomery Improvement Association, which coordinated the efforts to boycott the city’s public bus system. At the age of 26, King was chosen as their leader. This moved him from being a relatively unknown preacher to becoming a voice that was recognized throughout the nation. Intelligent, articulate, and well educated, he turned into a powerful leader in the civil rights movement. He was able to mobilize and unify the black masses by appealing to their roots in the African American church. Instead of seeking vengeance against the white majority, he offered brotherhood. At the heart of King’s leadership was promoting equality for all people through nonviolent means.

In a speech at the annual NAACP convention on July 27, 1956, King stated:

“Where segregation exists, we must be willing to rise up en masse and protest courageously against it. I realize this type of courage means suffering and sacrifice. It might mean going to jail. If such is the case, we must honorably fill up the jailhouses of the South. It might even lead to physical death. But if such physical death is the price that we must pay to free our children from a life of permanent...
psychological death, then nothing could be more honorable. This is really the meaning of the method of passive resistance. It confronts physical force with an even stronger force, soul force."

In a speech to a large crowd at the St. John A.M.E. Church on December 20, 1956, King declared: “This is the time that we must evince calm dignity and wise restraint. Emotions must not run wild. Violence must not come from any of us; for if we become victimized with violent intents, we will have walked in vain, and our twelve months of glorious dignity will be transformed into an

Choose the correct answer:

1. The basis of Martin Luther King, Jr.’s, efforts toward equality was —
   A covert violence
   B education
   C segregation
   D nonviolence

Step 1. The question asks you to identify an important part of the reading. Don’t expect to memorize the reading, just read it carefully once and then look back at it to answer each question. Look back at the paragraph that has this information. Is this answer choice correct?
   □ Yes, it is correct. I’ll read the other answer choices just in case.
   □ No, it is not correct because
   Eliminate it.
   □ I don’t know. I’ll keep it and read the other answer choices.

Step 2. Use the same process of elimination for answer choices (B), (C), and (D).

Step 3. Which answer choices remain? __________________________________________________________________________
If more than one answer remains, look back at the passage again and reread to answer the question. Choose the most logical answer.

Standardized Test Practice

2. According to the passage which of the following statements is accurate?
   A The unequal treatment of African Americans was an acceptable practice.
   B Segregation was not a problem in the United States.
   C Passive resistance was a more powerful and honorable way to protest inequality.
   D The best way to fight for equal rights was with violent means.

3. According to the excerpts, King believed that the courage to protest nonviolently —
   A would require suffering and sacrifice.
   B might result in being sent to jail.
   C could lead to physical death.
   D All of the above.

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LESSON 2
Interpreting Maps to Answer Test Questions

A test question may ask you to read and interpret a map in order to determine the correct answer. You know from your textbook that general purpose maps can direct you down the street, across the country, or around the world. These maps show a wide range of general information about a particular area. Sometimes maps will also be paired with a reading or a chart that gives you more information.

★ Learning to Read Maps to Answer Test Questions

Use the following guidelines to help you interpret maps.

- Determine what kind of map is presented by reading the map title and the map key.
- Look for special symbols in the map key, if it exists, that represent information on the map.
- Read any additional material that accompanies the map.
- Read the test question and decide what it is asking you, then examine the map to find the answer.

★ Practicing the Skill

Examine the map below. Complete the activity that follows.
Step 1. Where do you look on a map to determine how many miles or kilometers are represented by a particular measure, such as an inch? What does 3/4 inch represent on this map?

Step 2. Follow the route that Lindbergh took in his flight. Between which cities did he travel?

Step 3. Measure the distance informally using the scale provided. Use the process of elimination to eliminate the incorrect answers. Which answer is left?

**Test Tip**
Maps that appear in tests are often special purpose maps that are made to present specific kinds of information, such as the population density of a region, the distribution of natural resources, or historical information. Pay special attention to the title of the map and the map key to determine what it is showing.

4. How many miles did Charles Lindbergh travel?
   A 4,000 miles
   B 3,800 miles
   C 3,700 miles
   D 2,200 miles

5. According to the map, what is the distance across the Atlantic where there is no land, only ocean?
   A About 500 miles
   B About 1,000 miles
   C About 1,500 miles
   D About 2,000 miles

6. About how many fewer miles would Lindbergh have flown if he had departed from St. John’s rather than New York City?
   A About 250 miles
   B About 500 miles
   C About 1,000 miles
   D About 1,500 miles
LESSON 3
Interpreting Charts and Tables

A test question may ask you to locate and use information that is presented in a chart or table. After studying the data in a chart or table, you will be able to analyze patterns or compare information. For example, one chart may show population trends over a period of time. Another chart may compare the population during certain time periods with its average life span.

★ Learning to Interpret Charts and Tables

Use the following guidelines to help you interpret charts and tables.

- Read the chart’s or table’s title to determine its subject.
- Read each column’s heading and each row’s label.
- Study the data vertically in each column and horizontally across the rows.
- Identify relationships and draw conclusions.

★ Practicing the Skill

Read the paragraph and examine the table below. Complete the activity that follows.

The Assembly Line

Another major industrial development enormously increased manufacturing efficiency. First adopted by carmaker Henry Ford, the assembly line divided operations into simple tasks that unskilled workers could do and cut unnecessary motion to a minimum. In 1914, Ford installed the first moving assembly line at his plant in Highland Park, Michigan. By the following year, workers were building automobiles every 93 minutes. Previously, the task had taken 12 hours. By 1925 a Ford car was rolling off the line every 10 seconds. “The way to make automobiles,” Ford said, “is to make one automobile like another . . . to make them come through the factory all alike, just as one pin is to another pin when it comes from the pin factory.”
7. What was the highest price that a Model T sold for between 1908 and 1925?
   A  $800
   B  $950
   C  $500
   D  $350

Step 1. Breaking down a chart into its specific parts will help you to interpret it. Examine the chart on the previous page. What is its subject? What are the column headings? Row labels?

Step 2. Consider answer choice (A). Was the Model T ever sold for as much as $800? If yes, what year? If not, eliminate the answer choice. If so, was this the highest price shown on the graph?

Step 3. Use this format to interpret and eliminate the remaining answer choices (B), (C), and (D).

Step 4. Look at the remaining answer choices. Choose the answer that is most logical based on the data in the chart. Explain why you chose this answer.

8. Why did the cost of the Model T decrease in the rapid manner shown in the graph?
   A  Ford was forced to lower prices due to competitive pressures.
   B  Consumers would only buy the cheapest automobile available.
   C  The assembly line reduced the cost of manufacturing, which allowed for lower sale prices.
   D  Ford pledged to undersell his competition, regardless of the damage to his business.

9. By how much did the cost of a Model T decrease between 1910 and 1924?
   A  $300
   B  $650
   C  $950
   D  $1,250
Drawings that present statistical data are known as graphs. Different kinds of graphs may be used to show different kinds of information. Line graphs show how data changes over time. Bar graphs compare data. Circle graphs show relationships among parts of a whole. Some of the questions on the test may ask you to draw conclusions from the information presented in a graph.

★ Learning to Interpret Graphs to Answer Test Questions

Use the following guidelines to help you understand graphs.

- Read the graph’s title and determine which type of graph is presented.
- Read all the labels identifying parts of the graph.
- Analyze the data, make comparisons, and draw conclusions.

★ Practicing the Skill

Study the bar graph below. Complete the activity that follows.

10. Between 1951 and 1960, what percentage of population growth was in the central cities?
   
   A 40%
   B 65%
   C Less than 10%
   D 20%

★ Test Tip

Sometimes you must use your own knowledge to arrive at the best answer. To be valid, your conclusion should be supported by the evidence in the graph, not your opinion.
Step 1. The question asks you to find the percentage of population growth between 1951–1960. Use the process of elimination to determine the best answer choice based on the data presented in the graph.

☐ Yes, it is correct. I’ll read the other answer choices just in case.
☐ No, it is not correct because ______________________________ .
   Eliminate it.
☐ I don’t know. I’ll keep it and read the other answer choices.

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 don’t 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 don’t 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 don’t know. I’ll keep it and read the other answer choices.

Step 5. Which answer choice remains? ______________________________

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**Standardized Test Practice**

**11.** It can be best concluded from the information in the graph that —

- **A** there were no American suburbs before 1910.
- **B** in each decade, the number of suburban dwellers increased.
- **C** the rural areas in America were becoming dangerous places to live.
- **D** only central cities lost their populations to the suburbs.

**12.** What was the change in the percentage of suburban dwellers from 1920 to 1960?

- **A** 20%
- **B** 45%
- **C** 65%
- **D** 85%
LESSON 5
Reading a Time Line

The test may include questions that are based on time lines. A time line is a visual way to show in what order key events happened during a certain period of history. Time lines are divided into sections that mark different periods of time, and time lines can represent short periods such as individual years or long periods such as centuries. Each event on a time line appears beside or linked to the date when the event took place. Time lines can also be horizontal or vertical.

★ Learning to Read a Time Line

Use the following guidelines to help you read a time line.

• Read the time line’s title to determine its purpose.
• Look at the span of years the time line covers and note the time between dates on the time line.
• Study the order of the events.
• Analyze the relationship among the events or look for trends.

★ Practicing the Skill

History of the Civil Rights Movement

1954 — Brown v. Board of Education ruling issued by Supreme Court
1955 — Rosa Parks refuses to give up bus seat; Montgomery bus boycott begins in Alabama
1957 — Eisenhower sends troops to Little Rock, Arkansas, high school to ensure integration
1960 — Sit-in protests begin across Southern states
1963 — Over 200,000 civil rights supporters march on Washington, D.C.
1965 — Malcom X assassinated; race riots erupt in Los Angeles neighborhood of Watts
1968 — Civil Rights Act of 1968 passed; Martin Luther King, Jr., assassinated

★ Test Tip

Before you answer a question associated with a time line, study the time line and be sure you know which event is associated with which date. Dates on a time line are always in order, so events associated with these dates will also appear in the correct sequence.
Step 1. The question asks you to determine which event of the list happened first. This means that you should check each event’s position on the time line and then determine whether it occurred earliest of this group.

Step 2. It is helpful to go through each answer one at a time. First ask, is the answer choice (A) close to the earliest date on the time line?

☐ Yes, it is very close. I’ll read the other answer choices just in case.

☐ It is not close at all to the earliest date, so I’ll eliminate it for now.

Step 3. Is answer choice (B) close to the earliest date on the time line?

☐ Yes, it is very close. I’ll read the other answer choices just in case.

☐ It is not close at all to the earliest date, so I’ll eliminate it for now.

Step 4. Follow the same steps for answer choices (C) and (D).

Step 5. Which answer choice(s) are left?

Step 6. Compare these answer choices. Which one came earliest?

**Standardized Test Practice**

14. Which entry on the time line comes before the start of the Montgomery bus boycott?

- A  *Brown v. Board of Education* ruling announced by the Supreme Court
- B Troops sent to Little Rock, Arkansas
- C The march on Washington begins
- D Malcolm X assassinated

15. Which president used his power as commander-in-chief to uphold the Supreme Court’s decision in *Brown v. Board of Education*?

- A Kennedy
- B King, Jr.
- C Johnson
- D Eisenhower
Most of the time, the answers to test questions can be found in the reading passage or on the map or chart. Sometimes, however, you have to infer. Inferring means that you must think beyond the information in the passage or graphic. To answer a question by inferring, you must base your answer on the information in the passage or graphic, analyze this information, and decide which answer makes the most sense. Sometimes you may even have to use information you already know to answer the question.

★ Practicing the Skill

Read the passage below. Complete the activity that follows.

The Election of 1960

On September 26, 1960, at 9:30 P.M. eastern standard time, streets all across the United States grew strangely still. An estimated 75 million people sat indoors, focused on their television sets, where they saw two men standing behind lecterns. One was John F. Kennedy, and the other was Richard M. Nixon.

For the first time, thanks to the wonders of television, two presidential candidates were coming right into the nation’s living rooms to debate. Americans were enthralled: “You hear each man directly,” observed one. “There’s nothing between you and what he says,” added another. “You can see which man gets rattled easily.”

The man who seemed to get rattled easily was Nixon. Kennedy, the Democratic nominee, looked healthy, strong, and confident. Nixon, the Republicans’ choice, came across as tired and frazzled. “He appeared ill,” one viewer commented. In fact, Nixon had been ill recently. Kennedy had a glowing tan, while Nixon’s face was pale and drawn, shadowed by the stubble of a beard. As one observer noted, “Nixon’s eyes darted around, perspiration was clearly noticeable on his chin, and with the tight shots . . . these things were more obvious.”

★ Test Tip

You infer every day. Seeing snow on the ground in the morning, you infer that it snowed over night. The thinking you do every day will help you answer questions by inferring.
Answer the following question:

16. Based on the reading, which of the following describes the importance of the debate described?

A  Americans wanted a young president.

B  Technology was changing how the president was perceived by the voters.

C  Future presidents maintained their health better than Richard Nixon.

D  This event made the American people lose trust in Richard Nixon.

How to determine the best answer:
You know after you have looked at the answer choices that this question involves inferring. Look at each possible answer and see what makes the most sense. Refer back to the reading and underline key words and phrases to help you.

Step 1. The reading does not indicate that Americans wanted a young president. Answer A is not correct.

Step 2. The reading does show that technology was making a new impact on campaigns. Answer B may be correct.

Step 3. The reading does not indicate that presidents in the future became more concerned about healthy living as a result of this debate. Answer C is not correct.

Step 4. The American people would one day lose faith in Nixon, but the reading does not indicate that it was due to this debate. Answer D can’t be right.

Step 5. Answer B is therefore correct. You can infer that new technology was changing the way presidential campaigns were to be run.

Standardized Test Practice

Using the passage on the previous page, answer the following questions by using inference.

17. Based on the passage, what inference can you make about the historical importance of this event?

A  Presidential debates had never been televised.

B  The American people were not impressed by this event.

C  The event had no historical value.

D  Nixon won the election regardless of his performance in the debate.

18. Why were the American people “enthralled” by this event?

A  This debate was the final deciding factor in a very tight race.

B  The Supreme Court had allowed the debate to occur at the very last minute.

C  This was the final political action in the famous career of Richard Nixon.

D  The American voters had never had the opportunity to experience their presidential candidates in this setting.
Some questions on the test may ask you to identify the similarities or differences between two or more items. When you compare two or more subjects, you explain how they are similar. When you contrast them, you explain how they are different. You also explore relationships and draw conclusions.

★ Practicing the Skill

Use the information in the passage and your knowledge of social studies to answer the question that follows.

Carter and Reagan on Government

“A president cannot yield to the shortsighted demands, no matter how rich or powerful the special interests might be that make those demands. And that is why the president cannot bend to the passions of the moment; however popular they might be. And this is why the president must sometimes ask for sacrifice when his listeners would rather hear the promise of comfort.

...The only way to build a better future is to start with realities of the present. But while we Democrats grapple with the real challenges of a real world, others talk of a world of tinsel and make-believe.

...A world of good guys and bad guys, where some politicians shoot first and ask questions later.

No hard choices. No sacrifice. No tough decisions. It sounds too good to be true—and it is.”
—President Jimmy Carter, August 1980

“The American people, the most generous people on earth, who created the highest standard of living, are not going to accept the notion that we can only make a better world for others by moving backwards ourselves. Those who believe we can have no business leading the nation.

I will not stand by and watch this great country destroy itself under mediocre leadership that drifts from one crisis to the next, eroding our national will and purpose.

“Trust me” government asks that we concentrate our hopes and dreams on one man; that we trust him to do what’s best for us. My view of government places trust not in one person or one party, but in those values that transcend persons and parties. The trust is where it belongs—in the people.”
—Republican presidential candidate Ronald Reagan, July 1980
19. Which of these characteristics applies to Carter’s and Reagan’s view of government?

A  They both expected state governments to share the burden for governing.
B  They both believed that helping other nations was of vital importance.
C  They both focused on problems of trust.
D  They both viewed the other candidate as wrong for the nation.

★ Test Tip
It is important to read every answer choice. Even if you think you have found a good answer, do not assume it is correct until you have looked at all of the choices.

How to determine the best answer:
Step 1. The question is asking that you compare and contrast based on the information provided. One way you can explore the similarities and differences is to use a graphic organizer such as a Venn diagram. Draw two circles that overlap.

Carter’s view  Reagan’s view

Step 2. Label each circle with the general topics you are comparing and contrasting. The ways in which the two things are alike are written in the middle. The ways that they are different are written in the area of each circle where there is no overlap.

Step 3. Read each answer choice, then look at the diagram. Ask yourself, “Does information in my diagram support this idea?” Use the process of elimination to rule out unsupported answers.

Step 4. Which answer choices remain?  
If more than one answer remains, reread. Choose the most logical answer.

Standardized Test Practice

20. How does Carter’s message differ from Reagan’s?

A  Carter believes that a president sometimes must ask the people to make sacrifices.
B  Carter believes that government should put its trust in the people, not just the president.
C  Carter believes that it is most important for a president to make decisions that are popular.
D  Carter believes that some politicians focus too much energy on dealing with crises.
**Standardized Test Practice**

**LESSON 8**

**Relating Cause and Effect**

An event or condition that makes something happen is known as a cause. What happens as a result is called the effect. Some questions on the test may ask you to identify cause-and-effect relationships. Learn how to answer these questions by completing the following activities.

★ **Learning Cause-and-Effect Relationships**

*Use the following guidelines to help you perceive cause-and-effect relationships.*

• Select an event.
• Compare what it was like before the event happened (causes) and after it happened (effects).
• Look for vocabulary clues to help decide whether one event caused another. Words or phrases such as *brought about, produced, resulted in,* and *therefore* indicate cause-and-effect relationships.
• Describe the causes and effects of the event.

★ **Practicing the Skill**

*Read the passage below. Complete the activity that follows.*

**The Roots of the Great Depression**

Most economists agree that overproduction was a key cause of the Depression.

More efficient machinery increased the production capacity of both factories and farms.

Most Americans did not earn enough to buy up the flood of goods they helped produce. While manufacturing output per person-hour rose 32 percent, the average worker’s wage increased only 8 percent. In 1929 the top 5 percent of all American households earned 30 percent of the nation’s income. By contrast, about two-thirds of families earned less than $2,500 a year, leaving them little expendable income.

During the 1920s many Americans bought high-cost items, such as refrigerators and cars, on the installment plan, under which they would make a small down payment and pay the rest in monthly installments. Some buyers reached a point where paying off their debts forced them to reduce other purchases. This low consumption then led manufacturers to cut production and lay off employees.

The slowdown in retail manufacturing had repercussions throughout the economy. When radio sales slumped, for example, makers cut back on their orders for copper wire, wood cabinets, and glass radio tubes. Montana copper miners, Minnesota lumberjacks, and Ohio glassworkers, in turn, lost their jobs. Jobless workers had to cut back purchases, further reducing sales. This kind of chain reaction put more and more Americans out of work.

★ **Test Tip**

Some standardized test practice questions may ask you to recall the results of a certain event. In these questions, first determine that it is a cause-and-effect question. Then use the process of elimination to help you choose the correct response.
21. According to the article, purchasing on credit contributed to the Great Depression because —
   A  it made people work longer hours.
   B  people bought more items than their wages could afford.
   C  more people chose to work in that economic sector, causing layoffs in other sectors such as glassblowing and timber farming.
   D  the government was not willing to put an upper limit on interest rates.

How to determine the best answer:
Step 1. The question is asking you to understand what the reading is saying about the buying patterns (causes) of American consumers prior to the Great Depression (effect). Creating a graphic organizer might help you arrange your thoughts:

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>use of credit to purchase goods</td>
<td></td>
</tr>
</tbody>
</table>

You can “fill in” the graphic organizer with each answer in turn to see whether it fits. Since this question gives you multiple answer choices, you use the process of elimination, too.

If more than one answer remains, reread the passage to answer the question. Choose the most logical answer.

Standardized Test Practice

22. What was an effect of low consumption?
   A  More efficient machinery
   B  Installment buying
   C  A decrease in production
   D  An increase in prices

23. Which of the following was both a cause and an effect of cuts in production?
   A  Unemployment
   B  A decrease in consumption
   C  Small wage increases
   D  Greater productivity
LESSON 9
Identifying the Main Idea

The question “What is this writing about?” is answered in the main idea. Every section in your textbook has a main idea. Sometimes titles and headings reveal it. Individual paragraphs are built around a main idea. The rest of the sentences explain, give details about, or support the idea. The main idea is often stated in the topic sentence of the paragraph. Sometimes the main idea is implied rather than stated.

★ Learning to Identify the Main Idea

Use the following guidelines to help you identify the main idea.

• Read the selection carefully.
• Look for the main idea and jot it down in your own words.
• Look for the same main idea in a topic sentence.
• Reread the selection to see whether other sentences support the main idea.

★ Practicing the Skill

Read the selection below. Complete the activity that follows.

A Determined Enemy

United States military leaders underestimated the Vietcong’s strength. They also misjudged the enemy’s stamina. American generals believed that continuously bombing and killing large numbers of Vietcong would destroy the enemy’s morale and force them to give up. The guerrilla, however, had no intention of surrendering, and they were willing to accept huge losses in human lives.

In the Vietcong’s war effort, North Vietnamese support was a major factor. Although the Vietcong forces were made up of many South Vietnamese, North Vietnam provided arms, advisors, and significant leadership. Later in the war, as Vietcong casualties mounted, North Vietnam began sending regular North Vietnamese Army units to fight in South Vietnam.

North Vietnam sent arms and supplies south by way of a network of jungle paths known as the Ho Chi Minh trail. The trail passed through the countries of Cambodia and Laos, bypassing the border between North and South Vietnam. Because the trail passed through countries not directly involved in the war, President Johnson refused to allow a full-scale attack on the trail to shut it down.

★ Test Tip

Read the passage carefully once to find out what information the selection contains. After you read a question, then you can look back at the passage to find the answer.
Determining the main idea:
Using the information from the selection, fill in the spaces below.

1. Topic sentence:

2. Concluding sentences:

24. Which of the following sentences best states the main idea of the reading?
   
   A. Americans should have won the Vietnam War.
   
   B. American generals did not comprehend the commitment of their opposition during the Vietnam War.
   
   C. The Vietcong received arms and supplies.
   
   D. The United States was unable to win the Vietnam War.

25. What was the importance of the Ho Chi Minh trail?
   
   A. It aided American troops.
   
   B. Its pathway through neutral nations made it safer for enemies fighting the United States.
   
   C. The North Vietnamese used it to keep their president safe.
   
   D. Vietcong attacks against American troops traveling on the Ho Chi Minh trail angered the United States.
LESSON 10
Distinguishing Fact from Opinion

Learning to distinguish fact from nonfact can help you make reasonable judgments about what others say. A fact is a statement that can be proven by evidence such as records, documents, statistics, or historical sources. A nonfact, often expressed as an opinion, is a statement that may contain some truth but also contains a personal view or judgment.

★ Learning to Distinguish Fact from Opinion

Use the following guidelines to help you distinguish facts from nonfacts, or opinions, and to judge whether what you read is reliable.

• Identify the facts. Ask yourself, can these statements be proved? Where can I find information to verify them?
• Identify the opinions. Sometimes these contain phrases such as I believe, in my view, or I think.
• If you can, check the sources for the facts. Reliable sources include your textbook, almanacs, and encyclopedias.
• Identify the statement’s purpose. What does the speaker or author want you to believe or do?

★ Practicing the Skill

Read the passage below. Complete the activity that follows.

Challenging Segregation

In the fall of 1959, four young African Americans—Joseph McNeil, Ezell Blair, Jr., David Richmond, and Franklin McCain—enrolled at North Carolina Agricultural and Technical College in Greensboro. The four freshmen became close friends and spent evenings talking about the civil rights movement. In January 1960, McNeil told his friends that he thought the time had come to take action, and he suggested a sit-in at the whites-only lunch counter in the nearby Woolworth’s department store.

“All of us were afraid,” Richmond later recalled, “but we went and did it.” On February 1, 1960, the four friends entered the Woolworth’s. They purchased school supplies and then sat at the lunch counter and ordered coffee. When they were refused service, Blair said, “I beg your pardon, but you just served us at [the checkout] counter. Why can’t we be served at the counter here?” The students stayed at the counter until it closed, then announced that they would sit at the counter every day until they were given the same service as white customers.

As they left the store, the four were excited. McNeill recalled, “I just felt I had powers within me, a superhuman strength that would come forward.” McCain was also energized saying, “I probably felt better that day than I’ve ever felt in my life.”

★ Test Tip

Sometimes opinions are supported by facts, which can make the opinions in a reading passage also seem true. Read carefully and ask yourself, can this be proved? Could I verify this?
26. Which of the following is an OPINION based on the article?
   A. The four protesters were aware of the civil rights movement prior to their sit-in at the Greensboro Woolworth’s.
   B. The four protesters had a common interest in the civil rights movement.
   C. The four protesters were wrong to challenge the state law in North Carolina.
   D. The four men felt excited after the described event.

1 Identify the facts. How and when did these four men become friends? Was it before or after the sit-in occurred at the Woolworth’s?

2 Notice the unprovable statements or opinions. For example, was their feeling about that day colored by the experience or can it be verified that this was the best day they experienced?

3 What is the purpose of the reading?

Standardized Test Practice

27. Which of the following is a FACT based on the article?
   A. State laws must be obeyed, even if they are out-of-date.
   B. Protesting for a worthwhile cause should not result in jail time.
   C. Only strong friends can survive such a difficult ordeal.
   D. The four men were allowed access to only some of the store’s services.

28. Why is the incident described in the article considered to be a challenge to the South’s segregation policy?
   A. Because the incident involved members of both races
   B. Because it intentionally placed in conflict the desires of African Americans and the state law of North Carolina
   C. Because it involved Martin Luther King, Jr.
   D. Because it happened at a store
Original records of events made by eyewitnesses are called primary sources. Primary sources include letters, journals, autobiographies, legal documents, drawings, speeches, photographs, maps, and other objects made at the time. Each primary source can give some kinds of information but not necessarily the whole picture. For example, a letter from an immigrant to another country might tell about the difficult journey but will not tell how many people immigrated.

★ Learning to Interpret Primary Sources

Use the following guidelines to help you interpret primary sources.

- Determine the origins of the source, the author, and when and where it was written or produced.
- Analyze the data for the main idea or concept as well as supporting ideas.
- Learn what data are provided and what data are missing or needed for a full understanding.
- Consider the author’s personal beliefs and attitudes.

★ Practicing the Skill

Read the selection below and complete the activity that follows.

Imperialism

The term imperialism means a country's domination of the political, economic, and social life of another country. By the end of the 1800s, a handful of European countries, together with the United States, carried out policies of imperialism through which they controlled nearly the entire world. Not surprisingly, the era between 1800 and 1914 has come to be called the Age of Imperialism.

The imperialism of the 1800s and early 1900s resulted in three key developments. First, nationalism prompted rival nations to build empires in their quests for power. Second, the Industrial Revolution created a tremendous demand for raw materials and new markets. Finally, feelings of cultural and racial superiority inspired Americans and Europeans to impose their cultures on distant lands.

Imperial powers built roads, railroads, ports, and urban centers in the overseas lands they acquired. They also set up schools, health clinics, and hospitals. However, many ruling nations took advantage of their colonies by exploiting natural resources without providing economic benefits for most of the native people.

The relentless pursuit of colonies and foreign trade heightened international tensions during the late 1800s and early 1900s. In 1914 this growing rivalry contributed to the outbreak of World War I.
Primary Source A

Much has been given to us, and much will rightfully be expected from us. We have duties to others and duties to ourselves, and we can shirk neither.

We have become a great nation, forced by the fact of its greatness into relations with other nations of the earth, and we must behave as beseems a people with such responsibilities. Toward all other nations, large and small, our attitude must be one of cordial and sincere friendship. We must show not only in our words, but in our deeds, that we are earnestly desirous of their good will by acting toward them in a spirit of just and generous recognition of all their rights. But justice and generosity in a nation, as in an individual, count most when not shown by the weak but by the strong. While ever careful to refrain from wrongdoing others, we must be no less insistent that we are not wronged ourselves. . . . No weak nation that acts manfully and justly should ever have cause to fear us, and no strong power should ever be able to single us out as a subject for insolent aggression.

Source: Theodore Roosevelt’s Inaugural Address, March 4, 1904

1. How does Roosevelt see the role of the United States in a world dominated by imperialism?

2. What kind of international relationships is Roosevelt suggesting?

Primary Source B

We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist that the subjugation of any people is “criminal aggression”. . . .

Source: Platform of the American Anti-Imperialist League, October 17, 1899

Standardized Test Practice

After studying the two excerpts, answer the following questions.

29. Which of the following statements best describes Roosevelt’s view?
   A. The United States should not get involved with other nations.
   B. The United States should use force to get what it wants in the world.
   C. The United States should disarm its army, dismantle its navy, and rely strictly on diplomacy.
   D. The United States should treat other nations respectfully, but from a position of military strength.

30. Which of the following is the most likely position of the American Anti-Imperialist League?
   A. Support the annexation of the Philippines
   B. Oppose the annexation of the Philippines
   C. Support American entry into Spanish-American War
   D. Favor building a large navy
LESSON 12
Interpreting Illustrations and Political Cartoons

Historical illustrations and political cartoons show attitudes toward specific events or issues. Sometimes they can make people laugh or make them think. Symbols can also be used: for example, the figure of Uncle Sam often represents the United States, and a dove is used to stand for the idea of peace.

★★ Learning to Interpret Illustrations and Political Cartoons

Use the following guidelines to interpret the meaning of illustrations and political cartoons.

- Examine the illustration to get an overall impression. Is it funny or serious?
- Look for symbols and figures. Are they used to stand for something else?
- Read any words that are included in the cartoon.
- Decide what the cartoonist is trying to say and put the message into your own words.

★★ Practicing the Skill

Study the illustration below and answer the question.

31. What does the character mean when he states that “the figs are next”?
   A  The Middle East had control over the American fruit supply.
   B  Oil-rich Arabs held influence over the U.S. by virtue of American dependence on gasoline.
   C  Changing to solar power would result in governmental reforms in the Middle East.
   D  A crisis in American obesity should be battled with more fruit consumption.

★★ Test Tip

Political cartoons are meant to cause debate. If you are asked to analyze an illustration on your test, make sure you describe it rather than agreeing or disagreeing with it.
Step 1. The question asks you to draw a conclusion about the purpose of the illustration. Examine the illustration. What symbols do you notice? What characters are represented?

Step 2. This illustration is based on very simple symbolism. What kinds of stereotypes are present in this cartoon and are required for the reader to “get the joke”?

Step 3. 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 idea?” Use the process of elimination to eliminate answer choices not supported.

Step 4. Look at the answer choices you have not eliminated. If only one choice remains, verify that it makes sense. If more than one choice remains, compare them. Which is most likely correct and why?

**Standardized Test Practice**

32. **Who do the people shown in the cartoon represent?**

   A. Typical members of the Democratic Party
   B. French aristocrats who disliked U.S. influence in Europe during World War II
   C. Wealthy Americans who felt FDR was targeting them to bring about Depression relief efforts
   D. Members of the Standard Oil board of directors

33. **Which of the following statements best reflects the cartoon’s message?**

   A. The wealthy care only about themselves.
   B. Roosevelt went against his wealthy upbringing to stand up for the poor and disadvantaged during the Great Depression
   C. America operates most efficiently when the wealthy are placed in charge of government.
   D. Eleanor Roosevelt disliked her husband and wanted to leave the White House.
Practice Test
1. The above diagram lists the reasons that the government’s plans to move the Plains Indians onto reservations failed. Which of the following BEST completes the diagram?

A Reservations were too far away from sources of food and water.
B It cost too much for many Native Americans to make the move.
C Reservations closed down before many Native Americans could arrive.
D Reservations were plagued by poverty, despair, and outside corruption.

[Domestic Affairs 3a]

2. The above diagram is BEST completed by which of the following?

A Ended the long cattle drives
B Led to the rise of the “range wars”
C Led to the annihilation of the buffalo
D Led to the concentration of wealth

[Geography 2a]
3. The Spanish-American War began due to uprisings in which Spanish Territory?
   A Guan
   B The Philippines
   C Puerto Rico
   D Cuba
   [International Relations 1c]

4. Populism faded when —
   A the supply of gold increased, making it easier for farmers to secure credit.
   B demand for agricultural products grew, increasing farmers’ revenues substantially.
   C agricultural shortages raised prices for farm goods, increasing farmers’ revenues.
   D Populists achieved all of their goals and farmers no longer needed the support of a political party advocating for them.
   [Economics 1b]

5. Explain the advantage for farmers in the Great Plains that would BEST complete the chart.

<table>
<thead>
<tr>
<th>Invention</th>
<th>Advantage for Farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical reapers</td>
<td>?</td>
</tr>
<tr>
<td>Mechanical binders</td>
<td>Tied stalks</td>
</tr>
<tr>
<td>Threshing machines</td>
<td>Knocked kernels loose</td>
</tr>
</tbody>
</table>

   [Economics 2a]

6. Supporters of laissez-faire believed the government could best help industry through —
   A higher taxes.
   B controlling supply.
   C regulating wages.
   D lower taxes.
   [Domestic Affairs 1a]
7. The above diagram lists the ways that business leaders in the late 1800s tried to eliminate competition. Which of the following BEST completes the diagram?

A  Labor unions  
B  Strikes  
C  Monopolies  
D  Advertising

[Economics 2b]

8. Which of the following was a DIRECT result of the publication of Sinclair’s book?

A  Meat Inspection Act  
B  Formation of the Agriculture Department  
C  Formation of the Bureau of Corporations  
D  Occupational Safety and Health Administration regulations

[Civics 5a]
Progressivism During the Wilson Administration

<table>
<thead>
<tr>
<th>Economic Reforms</th>
<th>Social Reforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Reserve Act</td>
<td>Keating-Owen Child Labor Act</td>
</tr>
<tr>
<td>Underwood Tariff</td>
<td>Adamson Act</td>
</tr>
<tr>
<td>Federal Trade Commission</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td></td>
</tr>
</tbody>
</table>

9. Which of the following BEST completes the chart?

A  Clayton Antitrust Act
B  Conservation Act
C  Pure Food and Drug Act
D  New Deal

[Domestic Affairs 1a]

10. After a long struggle for suffrage, women finally won the right to vote in 1920. Which amendment granted women the vote?

A  Fifteenth Amendment
B  Eighteenth Amendment
C  Nineteenth Amendment
D  Twenty-first Amendment

[Civics 5c]
11. The above diagram lists the effects of the development of a nationwide rail network in 1869. Which of the following BEST completes the diagram?

A  Promoted a national market  
B  Led to the development of a mobile laboring class  
C  Drove Native Americans farther north and south  
D  Led to extensive labor strikes  

[Geography 2c]

12. The Supreme Court ruling in *Plessy v. Ferguson* (1896) upheld which of the following kinds of laws?

A  Child labor laws  
B  Segregation laws  
C  International trade laws  
D  Voting rights laws  

[Domestic Affairs 1b]
13. Lester Frank Ward challenged the idea of Social Darwinism with the idea of Reform Darwinism. Reform Darwinism stated that —

A  people will evolve due to their environmental advantages.
B  evolution is based on chance alone.
C  people succeed because of their ability to cooperate, not their ability to compete.
D  people succeed because of their ability to compete, not their ability to cooperate.

[International Relations 1d]

14. The assembly line was a significant development in manufacturing, greatly improving efficiency by dividing work into simple tasks. Who developed the idea of the assembly line?

A  Thomas Edison
B  Andrew Carnegie
C  Ransom Olds
D  Henry Ford

[Domestic Affairs 2b]

15. By definition, what system of government has minimal interaction with domestic business practices?

A  Republican
B  Laissez-faire
C  Capitalist
D  Protective

[Domestic Affairs 1a]

16. Why did some Americans in the late 1800s support monopolies?

A  Monopolies could potentially foster greater competition in the marketplace.
B  Monopolies could potentially secure quality goods.
C  Monopolies could potentially encourage standardization across industries.
D  Monopolies could potentially keep prices down, because increasing prices would encourage competitors to come back into the marketplace.

[Domestic Affairs 1a]
The program of the world’s peace, therefore, is our program; and that program, the only possible program, as we see it, is this:

I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike. . . .

—President Woodrow Wilson, “The Fourteen Points”

17. In Woodrow Wilson’s Fourteen Points, an underlying theme is —

A a promise to end World War I.
B a threat to conquer nations.
C a hope for world peace.
D selfish aggression.

[International Relations 1c]

18. The United States assisted Panama in its quest for independence from Colombia because the United States —

A wanted to build a canal there.
B refused to sign a treaty with Colombia.
C favored smaller countries over larger ones.
D opposed Colombia’s human rights violations.

[International Relations 2c]
“The work which the English race began when it colonized North America is destined to go on until every land . . . that is not already the seat of an old civilization shall become English in its language, in its religion, in political habits and traditions, and to a predominant extent in the blood of its people.”

—John Fiske, Expansionists of 1898

19. A supporter of the above quote would most likely agree with —

A labor unions.
B socialism.
C laissez-faire.
D imperialism.

[International Relations 1d]

20. What did President Theodore Roosevelt believe was the role of the U.S. in the world?

A Roosevelt believed that the U.S. should concentrate on domestic issues.
B Roosevelt wanted to increase the influence of the U.S. around the world and become a world power.
C Roosevelt was concerned only with maintaining good relationships with Europe.
D Roosevelt did not really have a well-defined policy, which was a disadvantage to the United States.

[International Relations 1d]

21. What impact did the assembly line have on industry?

A It was used only in the production of cars.
B It enabled factories to make large quantities of their products, bringing prices down.
C It increased the costs of production, slowing down the Industrial Revolution.
D It caused massive factory layoffs, ushering in the Great Depression.

[Economics 2b]
22. According to the map, between 1890–1930 most immigrants to the United States came from —

A  Eastern Europe.
B  Southern Europe.
C  Central Europe.
D  Asia.

[Geography 3a]

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**Causes of the American Entrance into World War I**

- Loss of innocent lives
- Loss of trade
- Defense of democracy against dictatorship
- Freedom of the seas
- The Zimmermann telegram
- ?

---

23. Which of the following BEST completes the list?

A  Trench warfare
B  Historical/cultural ties to British/French
C  The Red Scare
D  Japan gains rights in Chinese territory

[International Relations 1c]
24. To move goods southeast out of Minneapolis, what transportation method would be used?
   A  Railroad
   B  Canal boat
   C  Sawmill
   D  Ship
   [Geography 4a]

25. Under military pressure, Japan agreed to a treaty with the U.S. called the Treaty of Kanagawa. This treaty —
   A  gave Japan control of the Philippines.
   B  opened two Japanese ports to Western traders.
   C  gave the U.S. control of Hong Kong.
   D  established colonial expansion into China.
   [Geography 1d]
“Mr. President, the times call for candor. The Philippines are ours forever. And just beyond the Philippines are China’s unlimited markets. We will not retreat from either. We will not abandon an opportunity in [Asia]. We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world.”

— Senator Albert Beveridge, 1900

26. The ideals presented in the above passage can BEST be defined as —
   A realism.
   B laissez-faire.
   C emancipation.
   D imperialism.
   [Geography 1c]

27. The above diagram shows the major issues covered in President Wilson’s Fourteen Points. Which of the following BEST completes the diagram?
   A Germany stripped of armed forces
   B Creation of the League of Nations
   C Germany pays reparations
   D Colonial rewards to Allies
   [International Relations 1c]
28. What does this graph show about the prices of stocks through the 1920s?

A Prices rose steadily and then leveled off.
B Prices declined steadily.
C Prices rose sharply in the late 1920s and then started a slow drop.
D Prices rose sharply in the late 1920s and dropped suddenly.

[Domestic Affairs 4b]

29. What made it possible for the Organization of Petroleum Exporting Countries (OPEC) to keep the price of oil high in the 1970s?

A OPEC negotiated high prices through collective bargaining.
B The worldwide demand for oil was high.
C OPEC paid its employees well.
D The supply of oil throughout the world was high.

[International Relations 1c]

30. What were the economic benefits of the efforts of the Tennessee Valley Authority?

A It gave young men jobs building bridges.
B It insured personal savings accounts.
C It set standards for prices and wages.
D It controlled flooding and brought electricity to rural areas.

[Economics 3b]
31. What political organization, formed from both parties, opposed the New Deal?
   A Federal Recovery Agency
   B American Liberty League
   C Civil Works Administration
   D Tennessee Valley Authority
   [Domestic Affairs 1b]

32. Which branch of government declared segregation of public schools unconstitutional?
   A The executive branch
   B The legislative branch
   C The judicial branch
   D The federal branch
   [Civics 5c]

33. During which five-year span did crop prices fall most dramatically?
   A 1910–1915
   B 1915–1920
   C 1920–1925
   D 1925–1930
   [Economics 4b]

Crop Prices, 1910–1935

34. President Franklin Roosevelt put together a large package of legislation and programs meant to get the U.S. out of the Depression. What was this legislation called?

A  The Great Society
B  The Square Deal
C  The New Deal
D  The Great Leap Forward

[Domestic Affairs 1b]

35. Why did the Populist Party support government ownership of railroads and telegraph lines?

A  Government ownership would allow prices to fluctuate.
B  Government ownership would keep prices high.
C  Government ownership would keep prices stable.
D  Government ownership would create more railroads.

[Domestic Affairs 1b]

36. The New Deal established the Securities and Exchange Commission (SEC) to —

A  regulate and prevent fraud in the stock market.
B  insure bank deposits.
C  institute Treasury Department licensing of banks.
D  facilitate industrial recovery through regulating trade.

[Civics 5c]
“The cars of the migrant people crawled out of the side roads onto the great cross-country highway, and they took the migrant way to the West. In the daylight they scuttled like bugs to the westward; and as the dark caught them, they clustered like bugs near to shelter and to water. And because they were lonely and perplexed, because they had all come from a place of sadness and worry and defeat, and because they were all going to a new mysterious place, they huddled together; they talked together; they shared their lives, their food, and the things they hoped for in the new country.”

—John Steinbeck, *The Grapes of Wrath*

37. The situation described in the above passage was mainly caused by —
   
   A  droughts and dust storms.
   B  World War I.
   C  World War II.
   D  Manifest Destiny.

[Geography 3b]

38. The main idea communicated by this time line is that during this period —
   
   A  Americans embraced a diversity of cultures.
   B  there was discrimination against many groups.
   C  civil rights laws corrected most injustices.
   D  race was the only factor in discrimination.

[Domestic Affairs 1b]
39. **Who lived in Hoovervilles?**

A The wealthy friends of President Hoover still lived well during the Depression. The areas where they lived were sarcastically called Hoovervilles.

B The people who were newly homeless because of the Great Depression lived in shantytowns known as Hoovervilles.

C The people who lived in small farm communities hurt by the Dust Bowl were said to live in Hoovervilles.

D Hoovervilles were hobo camps.

[Economics 1b]

40. **According to the map, which of the following states lost population as a result of the Dust Bowl?**

A Iowa

B Missouri

C Arkansas

D Oklahoma

[Domestic Affairs 4a]
41. Which U.S. president decided to drop the atomic bomb on two Japanese cities in order to prevent heavy U.S. casualties in the event of an invasion of the Japanese mainland?

A  Harry S Truman  
B  Theodore Roosevelt  
C  Winston Churchill  
D  Dwight D. Eisenhower  

[International Relations 1c]

42. The United States under Roosevelt originally followed a policy of neutrality during the tensions leading up to World War II because of the belief that —

A  war is bad for business.  
B  World War I arms sales had brought the U.S. into that war.  
C  tensions were not bad enough to produce a war.  
D  involvement in the conflict would make shipping U.S. goods overseas difficult.  

[International Relations 1c]

43. What was the Manhattan Project?

A  The Manhattan Project was one of FDR’s New Deal programs aimed at bringing employment to large cities.  
B  The Manhattan Project was the code name for the D-Day preparations.  
C  The Manhattan Project was the name of the American program to develop the atomic bomb.  
D  The plan developed to invade Japan was called the Manhattan Project. Because of the dropping of the atomic bombs, this invasion plan was never implemented.  

[Domestic Affairs 2a]

44. “Rosie the Riveter” was an emblem of women’s participation in —

A  agriculture.  
B  steel mills.  
C  factories related to war industries.  
D  the armed forces.  

[Domestic Affairs 1b]
45. What did the Supreme Court decide in *Korematsu v. United States* (1944)?

A  Dropping the atomic bomb on Japan was a war crime.
B  The relocation of Japanese citizens was constitutional.
C  The relocation of Japanese citizens was unconstitutional.

[Civics 5c]

46. What can historians learn about the effects of World War II from this poster?

A  U.S. crops were failing.
B  War was affecting the eating habits of people at home.
C  Soldiers were starving.
D  Farmers were getting rich because of the war.

[Domestic Affairs 4a]
47. Use the map and your own knowledge to finish the statement below.

The Americans adopted the policy of island-hopping to —

A acquire bases to move supplies and troops closer and closer to Japan.
B spy on Japanese military activity.
C acquire natural resources to further the war effort.
D force Germany to fight a war on more than one front.

[International Relations 4a]

48. Because powerful political party leaders were controlling the election of senators, what change did the Seventeenth Amendment make?

A Party leaders were no longer allowed to vote.
B Political parties were disbanded.
C Senators were elected directly by the people.
D Senators were elected by the state legislatures.

[Civics 5c]
49. U.S. presidential elections are won or lost depending on the number of electoral votes a candidate gets. The election of 2000 between George W. Bush and Al Gore was extremely close. Which of the following states would Gore have needed to win to give him enough electoral votes to beat Bush?

A Hawaii  
B Nevada  
C New Mexico  
D Mississippi  
[Civics 5d]

50. In the mid-1940s, the “Big Three” referred to —

A Germany, Italy, and Japan.  
B the Axis powers.  
C Churchill, Roosevelt, and Hitler.  
D the Soviet Union, the United States, and Great Britain.  
[International Relations 1c]

51. In August 1900, an international force that included U.S. troops squashed what attack on foreign embassies in China?

A The Boxer Rebellion  
B The Open Door policy  
C The Tiananmen Square uprising  
D The Japanese Rebellion  
[International Relations 1c]
52. Tensions leading to World War I began with the expansion of what empire?

A  Holy Roman
B  German
C  Russian
D  Ottoman

[Geography 4c]

53. America’s Harlem Renaissance was a product of what?

A  The Great Migration, a movement of African Americans to the South.
B  A movement of African Americans from the South to Harlem.
C  The Great Migration, a movement of African Americans from the rural South to Northern cities.
D  New anti-segregation laws.

[History 3a]

54. How did Congress ensure that the United States would have enough troops to serve in World War I?

A  Allowed women to serve in the armed forces
B  Selective Service Act of 1917 required men age 21 to 30 to register for the draft
C  Allowed African Americans to serve in the armed forces
D  Offered free education and cheap land for anyone willing to serve

[Domestic Affairs 5d]

55. During the Great Depression, most movies were intended to —

A  reflect reality.
B  reveal social problems.
C  hide propaganda.
D  lift people’s spirits.

[Domestic Affairs 2c]
56. In the summer of 1932, farmers began using the following tactics in an attempt to raise prices of farm goods —
   A bribing government officials for subsidies.
   B raising supply of farm goods.
   C destroying crops to lower supply.
   D lobbying to ban imports of farm goods.
   [Domestic Affairs 1b]

57. After the attack on Pearl Harbor, the Japanese attacked American airfields in the —
   A Caribbean.
   B Philippines.
   C Balkans.
   D Amazon.
   [Geography 4c]

58. The term “final solution” referred to which of the following?
   A The United States’s entrance into World War II
   B The development of trench warfare
   C The Treaty of Versailles
   D The extermination of Jews in Nazi death camps
   [International relations 1c]

59. What triggered the racial riot on June 20, 1943, in Detroit?
   A Work strikes
   B Gang fights
   C Antiwar demonstration
   D Pearl Harbor
   [Domestic Affairs 5a]
60. What was the specific goal of Soviet infiltration uncovered by the Gouzenko case?
   A. To spread communist propaganda
   B. To spy on military technology
   C. To misinform the government
   D. To research capitalism
   [International Relations 1c]

61. The Tet Offensive demonstrated to Americans that —
   A. the Vietcong won a major victory.
   B. the Vietnam War was almost over.
   C. the Vietcong was stronger than expected.
   D. their soldiers pillaged and burned villages.
   [International Relations 1c]

62. Allegations of what caused the 1965 Watts Riot in Los Angeles?
   A. Wrongful imprisonment
   B. Anarchism
   C. Bribery and fraud
   D. Police brutality
   [Civics 5c]

63. What did the Kerner Commission report to President Johnson as the cause for the majority of urban riots in the 1960s?
   A. Population density and living conditions
   B. Insufficient-income job opportunities
   C. White society and racism
   D. Selection and training of police officers
   [Domestic Affairs 5c]
64. The Equal Pay Act of 1963 prohibited —

A. paying men more than women to do the same job.
B. paying whites more than non-whites to do the same job.
C. paying American citizens more than immigrants to do the same job.
D. increasing workers’ pay due to experience in their field.

[Domestic Affairs 5a]

65. Members of the American Indian Movement (AIM) occupied Wounded Knee in 1973 to demand —

A. voting rights.
B. better jobs.
C. freedom of speech.
D. government adherence to treaty obligations with Native Americans.

[Civics 5c]

66. The goal of Malcolm X and the Black Muslims was a(n) —

A. restitution for slavery.
B. fully integrated society.
C. self-sufficient black nation.
D. end to racial distinctiveness.

[Civics 5a]

67. University of California Regents v. Bakke (1978) upheld which of the following?

A. Affirmative action
B. Land rights for Native Americans
C. Abortion rights
D. Civil rights

[Domestic Affairs 5c]
68. Under Gerald Ford's administration, the economy suffered from —

A boom and bust.
B inflation.
C stagflation.
D depression.

[Economics 1b]

69. The Reagan foreign policy plan known as “Star Wars” is best defined by which of the following statements?

A The development of weapons that could intercept and destroy incoming nuclear missiles
B Providing aid to counterrevolutionaries in Nicaragua
C Selling weapons to Iran in exchange for the release of American hostages
D Providing tax cuts to the wealthy

[Domestic Affairs 2a]

70. Which region became a major center of computer production in the United States in the 1960s?

A Microsoft Valley
B Apple Valley
C Napa Valley
D Silicon Valley

[Domestic Affairs 2b]