Assessment

• Read each problem carefully and think about ways to solve the problems before you answer.
• Relax. Most people get nervous when they are being assessed. 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 it later.
• Think positively. Some problems may seem hard at first, 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 you are working on.
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Overview

What Is the CST?

The CST, or California Standards Test, is a series of multiple-choice tests administered by the state of California. All California high school students must pass the CST in order to graduate. Currently the subjects that are tested by the CST include Written Composition, History-Social Science, and Science.

How This Book Helps You Succeed on the CST

This book is designed to help you review and apply United States history content and practice test-taking skills. This book includes the following sections:

1. Assessing Your Knowledge
2. Standards Practice
3. Final Assessment

Assessing Your Knowledge uses the same format as the CST. It includes 50 multiple-choice questions. The purpose of the Assessing Your Knowledge section is to identify your test-taking strengths and weaknesses so that you can review the skills you need to perform well on the CST.

The Standards Practice will help you review specific skills you need to do well on the CST. 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.

Final Assessment contains another 50 practice questions that will help you determine how your test-taking skills are improving and what you are learning in this book.

Both Assessing Your Knowledge and Final Assessment questions have been correlated to meet the standards tested on the CST. These correlation codes are located inside boldfaced brackets below each test question.
Guide to Analyzing Graphics

On the CST 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 CST, 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.
California Content Standards and Objectives in This Book

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<th>11.1</th>
<th>Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</th>
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<tr>
<td>11.1.1</td>
<td>Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</td>
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<td>11.1.2</td>
<td>Analyze the ideological origins of the American Revolution, the Founding Fathers’ philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</td>
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<td>11.1.3</td>
<td>Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.</td>
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<td>11.1.4</td>
<td>Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.</td>
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<th>Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</th>
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<td>11.2.1</td>
<td>Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s <em>The Jungle</em>.</td>
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<td>11.2.2</td>
<td>Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.</td>
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<td>11.2.3</td>
<td>Trace the effect of the Americanization movement.</td>
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<td>11.2.4</td>
<td>Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</td>
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<td>11.2.5</td>
<td>Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</td>
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<td>11.2.6</td>
<td>Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.</td>
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<td>11.2.7</td>
<td>Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).</td>
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<td>11.2.8</td>
<td>Examine the effect of political programs and activities of Populists.</td>
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<td>11.2.9</td>
<td>Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).</td>
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<thead>
<tr>
<th>11.3</th>
<th>Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</th>
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<tr>
<td>11.3.1</td>
<td>Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).</td>
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<td>11.3.2</td>
<td>Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.</td>
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<td>11.3.3</td>
<td>Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).</td>
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<td>11.3.4</td>
<td>Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.</td>
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<td>Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.</td>
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<td>11.4</td>
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<td>Explain Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy, drawing on relevant speeches.</td>
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<td>Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.</td>
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<td>11.5.2</td>
<td>Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.</td>
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<tr>
<td>11.5.3</td>
<td>Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).</td>
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<td>11.5.4</td>
<td>Analyze the passage of the Nineteenth Amendment and the changing role of women in society.</td>
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<tr>
<td>11.5.5</td>
<td>Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).</td>
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<td>11.5.6</td>
<td>Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.</td>
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<td>11.5.7</td>
<td>Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.</td>
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<td>11.6</td>
<td>Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</td>
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<tr>
<td>11.6.1</td>
<td>Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.</td>
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<td>11.6.2</td>
<td>Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.</td>
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<td>11.6.3</td>
<td>Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</td>
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<td>11.6.4</td>
<td>Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).</td>
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<tr>
<td>11.6.5</td>
<td>Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.</td>
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<td><strong>11.7</strong></td>
<td>Students analyze America’s participation in World War II.</td>
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<tr>
<td>11.7.1</td>
<td>Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</td>
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<td>11.7.2</td>
<td>Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.</td>
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<tr>
<td>11.7.3</td>
<td>Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).</td>
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<tr>
<td>11.7.4</td>
<td>Analyze Roosevelt’s foreign policy during World War II (e.g., Four Freedoms speech).</td>
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<tr>
<td>11.7.5</td>
<td>Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; the roles and growing political demands of African Americans.</td>
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<tr>
<td>11.7.6</td>
<td>Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.</td>
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<td>11.7.7</td>
<td>Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).</td>
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<td>11.7.8</td>
<td>Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.</td>
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<td><strong>11.8</strong></td>
<td>Students analyze the economic boom and social transformation of post–World War II America.</td>
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<tr>
<td>11.8.1</td>
<td>Trace the growth of service sector, white collar, and professional sector jobs in business and government.</td>
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</table>
11.8.2 Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

11.8.3 Examine Truman’s labor policy and congressional reaction to it.

11.8.4 Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.

11.8.5 Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.

11.8.6 Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

11.8.7 Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

11.8.8 Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

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<tr>
<th>11.9</th>
<th>Students analyze U.S. foreign policy since World War II.</th>
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<td>11.9.1</td>
<td>Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.</td>
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<tr>
<td>11.9.2</td>
<td>Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.</td>
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<tr>
<td>11.9.3</td>
<td>Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:</td>
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<td></td>
<td>• The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting</td>
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<td></td>
<td>• The Truman Doctrine</td>
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<td></td>
<td>• The Berlin Blockade</td>
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<td>• The Korean War</td>
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<td>• The Bay of Pigs Invasion and the Cuban Missile Crisis</td>
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<td></td>
<td>• Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies</td>
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<td>• The Vietnam War</td>
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<td>• Latin American policy</td>
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<td>11.9.4</td>
<td>List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).</td>
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<td>11.9.5</td>
<td>Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.</td>
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<tr>
<td>11.9.6</td>
<td>Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.</td>
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<tr>
<td>11.9.7</td>
<td>Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.</td>
</tr>
</tbody>
</table>
### 11.10 Students analyze the development of federal civil rights and voting rights.

- **11.10.1** Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.

- **11.10.2** Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and *California Proposition 209*.

- **11.10.3** Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.

- **11.10.4** Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.

- **11.10.5** Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

- **11.10.6** Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

- **11.10.7** Analyze the women’s rights movement from the era of Elizabeth Cady Stanton and Susan B. Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

### 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

- **11.11.1** Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

- **11.11.2** Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).

- **11.11.3** Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

- **11.11.4** Explain the constitutional crisis originating from the Watergate scandal.

- **11.11.5** Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

- **11.11.6** Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

- **11.11.7** Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.
Assessing Your Knowledge
Study the following passage.

... At the head of the 2nd. party which urges amendments are the [governor] & Mr. Mason. These do not object to the substance of the [government] but contend for a few additional Guards in favor of the Rights of the States and of the people. I am not able to enumerate the characters which fall in with their ideas, as distinguished from those of a third Class, at the head of which is [Patrick] Henry.

—letter from James Madison to Thomas Jefferson, December 8, 1787

What was the major change to the proposed Constitution that many in Patrick Henry’s group of critics wished to see enacted?

A. the creation of an executive branch run by a committee
B. permanent trade regulations that favored Great Britain over France
C. the elimination of the federal judicial branch
D. the addition of a federal bill of rights

[11.1.2]

Montesquieu’s most lasting contribution to political thought was his

A. analysis of the governmental system of checks and balances.
B. identification of the natural laws that governed human society.
C. theory that the government should interfere with religious matters.
D. idea that punishments should be brutal to be effective.

[11.1.1]

Which of the following contributed significantly to the end of the “range wars” between competing groups of ranchers and farmers during the closing of the frontier?

A. barbed wire
B. railroads
C. government subsidies
D. revolvers

[11.2.2]

The theory that if the federal government did something unconstitutional, the state could interpose between the federal government and the people to stop the action is called

A. interposition.
B. nullification.
C. implied powers.
D. sedition.

[11.1.3]
The production of _____ was one of the first industries to be affected by the Industrial Revolution.

A automobiles  
B cotton cloth  
C toys  
D furniture  

What was a major development in popular culture during the 1920s?

A a strong interest in Hollywood and “talking” pictures  
B a preference for watching television over listening to the radio  
C an increase in regional interests and a decline in mass media  
D a declining interest in sports and sports heroes
Most labor strikes between 1870 and 1890 took place in the
A Northwest.
B Southeast.
C Northeast.
D Southwest.

Study the following passage.

I just get [housing] for them, buy clothes for them if their clothes were burned up, and fix them till they get things runnin’ again. It’s philanthropy, but it’s politics too. . . .

–George Plunkitt

The speaker of the above quote is describing how _____ operate.
A political machines
B nativists
C industrialists
D Federalists

Booker T. Washington’s Atlanta Compromise urged his fellow African Americans to
A protest for civil rights.
B lobby government for representation.
C educate themselves and focus on economic goals.
D organize in order to influence government.
Consider the following quote.

“There is filth on the floor and it must be scraped up with the muck-rake.”

—President Theodore Roosevelt

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.

[11.2.1]

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.

[11.4.4]

Before the United States could build the Panama Canal,

A Colombia had to agree to a price for use of the land.
B Nicaragua had to agree to a price for use of the land.
C Panama had to gain independence from Nicaragua.
D Panama had to gain independence from Colombia.

[11.4.3]

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.

[11.5.3]
14 Study the following passage.

“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

[11.5.1]

15 What doctrine stated that philanthropy was a responsibility of the wealthy?

A individualism
B Gospel of Wealth
C Social Darwinism
D gold standard

[11.2.6]

16 Study the quote carefully.

“[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

The above quote shows Harding’s desire to put an end to which of the following?

A assimilate.
B segregate.
C diversify.
D resist.

[11.2.3]

“This quote stresses the speaker’s belief in the importance of immigrants to

—Abraham Cahan

“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

‘If you want to be treated with respect you must know how to speak English,” he explained to her. “It won’t take you more than ten minutes, dear. When you have lived in America for some time you will understand how necessary it is to know how to say ‘all right,’ ‘hurry up,’ ‘street’ and such words. . . .”

—Abraham Cahan
From about 1870 until 1920, reformers worked to better conditions in cities according to biblical ideas of charity and justice in the

A  Reform Darwinism movement.
B  Salvation Army.
C  Social Gospel movement.
D  Young Men’s Christian Association.

[11.3.2]

Study the headline below.

June 28, 1914
HEIR TO AUSTRIA’S THRONE IS SLAIN WITH HIS WIFE BY A BOSNIAN YOUTH TO AVENGE SEIZURE OF HIS COUNTRY

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.

[11.4.5]

Despite their name, the Black Muslims do not hold the same beliefs as mainstream Muslims, but preach

A  nonviolence.
B  black nationalism.
C  cultural assimilation.
D  integration.

[11.3.4]
Study the diagram below.

Factors Contributing to the Spanish-American War

- Sympathy for the Cuban Revolution
- Need to protect U.S. investments in Cuba
- ?

Which of the following BEST completes the diagram?

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

[11.4.2]

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

[11.4.1]
Consider the poster above. 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.

[11.4.5]

Migrant farmworkers became an important part of the Southwest’s agricultural system as a result of

A. the planting of victory gardens.
B. a relaxation of immigration quotas.
C. the Bracero Program.
D. the Great Migration.

[11.8.2]
What became the fastest-growing industry in the United States during the 1950s?

A. construction  
B. food  
C. advertising  
D. medical research  

25

Increases in workers' wages, increased credit, and built-up demand for postwar goods led to the creation of what some people have called the

A. socialist state.  
B. consumer society.  
C. mall.  
D. “Good Buy America” program.  

26

Student protests of the late 1960s were reactions against all of the following EXCEPT

A. the Vietnam War.  
B. university policies and administrations.  
C. alienation of the individual from society.  
D. communism.  

27

The Marshall Plan was designed to

A. prevent Soviet involvement in Angola.  
B. restore the economic stability of European nations after World War II.  
C. develop a comprehensive military strategy for the defense of Canada.  
D. make Western European nations stronger than nations under Soviet control.
Theories of Social Darwinism can be used by imperialists to justify the

A evolution of life on Earth.
B exploitation of weak nations.
C need for welfare for the poor.
D separation of church and state.

[11.2.7]

U.S. fears about the spread of communism were increased when _____ became a Communist nation in 1949.

A South Korea
B China
C East Germany
D Yugoslavia

[11.9.3]

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.

[11.5.5]

The African American leader from Jamaica who championed “Negro Nationalism” was

A Booker T. Washington.
B Marcus Garvey.
C Claude McKay.
D Langston Hughes.

[11.5.5]

Study the following poem.

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

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.

[11.5.5]
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.

[11.6.2]

The Committee for Industrial Organization set out to organize

A  all workers in Michigan.

B  all workers in GM’s Flint, Michigan, plant.

C  all unskilled workers in the automobile industry.

D  all skilled and unskilled workers in the automobile industry.

[11.6.5]

What action, if taken by the Federal Reserve Board, could possibly have prevented the Great Depression?

A  closing the stock market

B  raising interest rates

C  bringing antitrust lawsuits

D  printing currency

[11.6.1, 11.6.2]
The Scopes trial tested a law that banned the
A manufacture, transport, and sale of liquor.
B Ku Klux Klan.
C teaching of creationism.
D teaching of evolution.
[11.3.5]

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
[11.6.4]
38 The Securities Act of 1933
   A commissioned dams for the Tennessee Valley Authority.
   B regulated the stock market.
   C insured bank deposits.
   D created public works jobs.
   [11.6.4]

39 Study the diagram below.

The diagram is BEST completed by which of the following?
   A Crime
   B Increased dependence on agriculture
   C World War II
   D Homelessness
   [11.6.3]

40 During the 1920s, unions declined in part because corporations instituted
   A cooperative individualism.
   B reparations.
   C Sociological Departments.
   D welfare capitalism.
   [11.6.5]
Why did Hoover’s early efforts at public works projects to alleviate the Great Depression have only modest success?

A Nobody wanted to take public works jobs.
B Tax increases or deficit spending were necessary to fund public works, yet both would further damage business.
C Public works jobs were too poorly paid.
D There were too few projects and too many unemployed people.

What created the impression that Roosevelt was trying to interfere with the Constitution’s separation of powers and undermine the Court’s independence?

A cutting federal programs
B the recession of 1937
C the court-packing plan
D the broker state plan

Great Britain and France declared war on Nazi Germany when German troops

A entered a demilitarized zone.
B occupied Austria.
C threatened the Sudetenland.
D invaded Poland.

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.
45 Which U.S. president signed into law the Civil Rights Act?

A  John F. Kennedy  
B  Dwight Eisenhower  
C  Gerald Ford  
D  Lyndon Johnson  

[11.10.6]

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.  

[11.7.2]

47 As a result of a presidential order allowing the military to declare any part of the United States to be a military zone,

A  many areas of the West became off-limits to civilians.  
B  many Japanese Americans were moved to internment camps.  
C  much of the Nevada desert became a weapons testing ground.  
D  many military installations sprang up along the West Coast.  

[11.8.5]
President Truman ended the miners’ strike by ordering government seizure of the mines while

A pressuring owners to grant most union demands.
B pressuring strikers to accept a minimal pay increase.
C pushing through a law that banned strikes in energy industries.
D pushing through a law that required mine owners to negotiate with unions.

[11.8.3]

Which World War II battle put an end to the Japanese offensive in the Pacific?

A Battle of Bataan
B Battle of the Coral Sea
C Battle of Midway
D Battle of the Java Sea

[11.7.2]

About how many Jews were killed in the Holocaust?

A 2 million
B 6 million
C 10 million
D 14 million
[11.7.5]
Standards Practice
Many of the questions you see 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 eve of gloomy catastrophe.”

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.

Standards 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.
A 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 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.
How many miles did Charles Lindbergh travel?

A 4,000 miles
B 3,800 miles
C 3,700 miles
D 2,200 miles

★ 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.

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 $\frac{3}{4}$ 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?

Standards Practice

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

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
A 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.”
Step 1. Breaking down a chart into its specific parts will help you to interpret it. Examine the chart on page 27. 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.

Standards Practice

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 standards questions may ask you to draw conclusions from the information presented in a graph.

★ Learning to Interpret Graphs to Answer 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.

Between 1951 and 1960, what percentage of population growth was in the central cities?

A. 40%
B. 65%
C. Less than 10%
D. 20%

★ 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? ________________________________

Standards 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 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

Some questions may be based on timelines. 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

Study the time line below. Complete the activity that follows.

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 — Malcolm X assassinated; race riots erupt in Los Angeles neighborhood of Watts
1968 — Civil Rights Act of 1968 passed; Martin Luther King, Jr., assassinated

★ 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.
Choose the correct answer:

13  According to the time line, which event occurred first?

A  Sit-in protests begin across the South.

B  Race riots begin in Watts.

C  Martin Luther King, Jr., is assassinated.

D  Civil Rights Act of 1968 is passed.

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? ______________________

Standards 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 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.

★ Learning to Make Inferences

Use the following guidelines to help you use data to make accurate inferences.

- Observe key features and details of the source.
- Decide what general topic is being presented or illustrated.
- Review what you already know about the topic.
- Use logic and common sense to form a conclusion about the topic.
- If possible, find specific information that proves or disproves your inference.

★ Practicing the Skill

Read the passage below. Complete the activity that follows.

The Great Awakening

While some Americans turned away from a religious worldview in the 1700s, others renewed their Christian faith. Throughout the colonies, ministers held revivals—large public meetings for preaching and prayer—where they stressed piety and being “born again,” or emotionally uniting with God. This widespread resurgence of religious fervor is known as the Great Awakening.

The Great Awakening reached its height around 1740 with the fiery preaching of Jonathan Edwards and George Whitefield. Churches soon split into factions over a movement called pietism, which stressed an individual’s devoutness. Those who embraced the new ideas—including Baptists, Presbyterians, and Methodists—won many converts, while older, more traditional churches lost members.

In the South, the Baptists gained a strong following among poor farmers. Baptists also welcomed enslaved Africans at their revivals and condemned the brutality of slavery. Hundreds of Africans joined Baptist congregations and listened to sermons that taught that all people were equal before God. Despite violent attempts by planters to break up Baptist meetings, about 20 percent of Virginia’s whites and thousands of enslaved Africans had become Baptists by 1775.

★ 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 social movement described?

A Jonathon Edwards and George Whitefield used their popularity to run for political office.

B New religious movements undermined traditional authority and helped lead to political independence.

C The Great Awakening emphasized rational thought over emotional feelings.

D This movement made Americans more reliant upon Great Britain’s leadership.

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 these men entered politics. Answer A is not correct.

Step 2. The reading does show that traditional authority was weakened by the Great Awakening. Answer B may be correct.

Step 3. The reading does not indicate that the Great Awakening strengthened the use of the rational thought process. Answer C is not correct.

Step 4. This reading does not support the idea that the Great Awakening helped increase reliance upon Great Britain. Answer D can’t be right.

Step 5. Answer B is therefore correct. You can infer that traditional authority was challenged by the spread of the Great Awakening’s ideas.

Standards 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 nature of this social event?

A The Great Awakening led to a widening of Christian religious faith.

B The American people were not significantly influenced by this event.

C The Great Awakening had no historical value.

D Only white Americans were influenced by the Great Awakening.

18 The Great Awakening was significant because

A it emphasized the importance of a separation between Church and State.

B it helped shape the First Amendment following the Revolutionary War.

C it helped end the South’s reliance upon enslaved labor.

D it helped solidify the importance of religious individualism in the American colonies.
LESSON 7
Comparing and Contrasting

Some questions 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.

★ Learning to Compare and Contrast

Use the following guidelines to help you compare and contrast.

- Identify or decide what subjects are being compared or contrasted
- Determine common categories, or areas, in which comparisons or contrasts can be made.
- Look for similarities and differences in these areas.
- Organize your comparisons/contrasts by creating a graphic organizer, such as a Venn diagram, if necessary.

★ 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
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.

Standards Practice

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.
An event or condition that makes something happen is known as a cause. What happens as a result is called the effect. Some questions 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.

**Tip**

Some Standards 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.
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.

Standards 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.

★ 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:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

• Detail sentence:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

• Detail sentence:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Concluding sentences:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

 Standards Practice

Based on the previous selection, answer the following questions.

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.
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.”

**★ 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?
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?

**Standards Practice**

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.

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

Standards Practice

After studying the two excerpts, answer the following questions.

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.

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
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.*

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.

**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?

**Standards 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.
1. NATO formed for the purpose of
   A. promoting free trade among members.
   B. spreading democracy.
   C. mutual defense.
   D. settling international disputes.
   \[11.9.2\]

2. President Clinton, elected in 1992, claimed to be a new kind of Democrat, one who
   A. was younger than his opponent.
   B. promoted new ideas that the Republicans would not support.
   C. favored a number of what had been 1980s Republican policies.
   D. was from New England and lived in New Mexico.
   \[11.11.2\]
3. What did the Immigration Reform Act of 1965 eliminate that played a key role in changing the composition of the American population?
   A. all European immigration  
   B. the “national origins” system  
   C. Asian immigration  
   D. Mexican immigration  
   [11.11.1]

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.  
   [11.2.8]

5. Study the chart below.

<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>

The above chart shows the effects of technology on farming in the Great Plains. Which of the following would BEST complete the chart?
   A. Speeded plowing  
   B. Speeded harvesting  
   C. Kept livestock from roaming freely  
   D. Ended the long cattle drives  
   [11.2.2]

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.  
   [11.1.4]
Study the diagram below.

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  

[11.2.5]

Study the following quote.

“There would come all the way back from Europe old sausage that had been rejected, and that was moldy and white—it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption. . . . There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about upon it.”

—Upton Sinclair, *The Jungle*

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  

[11.2.1]
9 Study the chart below.

**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>
</tbody>
</table>

Which of the following BEST completes the chart?

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

[11.2.9]

10 To soothe some anti-Catholic sentiment aimed at him during his campaign, Kennedy spoke in support of

A  school prayer.  
B  individual choice over prayer in school.  
C  teaching creationism in school.  
D  separation of church and state.  

[11.3.3]
Study the diagram below.

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  

[11.1.4]

The government unwittingly encouraged residents of public housing to remain poor by

A  increasing the rent as they earned more money.  
B  evicting them as soon as they began to earn any money.  
C  requiring them to pay for maintenance.  
D  locating the housing too far from available jobs.  

[11.11.6]
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.

[11.2.7]

14 After the Korean War began, the United States embarked on a major

A military buildup.
B peace negotiation mission.
C trade agreement.
D capitalist education program.

[11.8.4]

15 In the 1990s, some women and men rejected or attempted to redefine the concept of “feminism” to mean

A balancing career, family, and leisure time.
B female superiority.
C coed sports teams.
D a return to femininity for women.

[11.11.3]

16 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

[11.10.7]

17 Study the following list.

- Growth of nationalism
- The military draft
- Socialist labor movements
- Assassination of Archduke Franz Ferdinand

The list shows events that led to

A the Triple Alliance.
B World War II.
C the Russian Revolution.
D World War I.

[11.4.4]
18. U.S. president _____ was forced to resign to avoid impeachment for his involvement in the Watergate scandal.
   A. Bill Clinton  
   B. Richard Nixon  
   C. Gerald Ford  
   D. Harry Truman  
   [11.11.4]

19. U.S. president Jimmy Carter faced a serious international crisis when 52 Americans were held hostage in
   A. Serbia.  
   B. Iran.  
   C. Russia.  
   D. Slovakia.  
   [11.9.6]

20. The United States participated in peacekeeping missions in Bosnia along with
   A. the United Nations.  
   B. NATO.  
   C. the European Union.  
   D. the French and British.  
   [11.4.6]

21. The book *Silent Spring* gave rise to a new field of science called
   A. ecology.  
   B. nuclear medicine.  
   C. computer gaming.  
   D. molecular biology.  
   [11.11.5]
Study the following quote.

“... In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

   The first is freedom of speech and expression—everywhere in the world.
   The second is freedom of every person to worship God in his own way—everywhere in the world.
   The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.
   The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.”

–President Roosevelt

In this excerpt from his Four Freedoms speech, Roosevelt repeatedly used the phrase “everywhere in the world.” Why did he say this when he was speaking of the four freedoms of the U.S. Constitution?

A  He believed all nations should be governed by the U.S. Constitution.
B  He believed these freedoms were universal for all people, regardless of nationality.
C  He believed these freedoms were lacking in the Constitution and should be implemented in the United States.
D  He was calling for other nations to change their governments to reflect these important freedoms.

[11.7.4]  

Study the chart below.

<table>
<thead>
<tr>
<th>Causes of the American Entrance into World War I</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Loss of innocent lives</td>
</tr>
<tr>
<td>• Loss of trade</td>
</tr>
<tr>
<td>• Defense of democracy against dictatorship</td>
</tr>
<tr>
<td>• Freedom of the seas</td>
</tr>
<tr>
<td>• The Zimmermann telegram</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

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

[11.4.5]
24 Tropical rain forests cover only 6 percent of the earth’s surface, but they support ____ of the world’s plant and animal species.

A 25 percent  
B 35 percent  
C 50 percent  
D 80 percent  
[11.11.5]

25 President Reagan believed that massive Soviet defense spending would

A collapse the Communist system.  
B lead to nuclear war.  
C maintain peace.  
D reduce U.S.-Soviet tensions.  
[11.9.5]

26 Study the passage below.

“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

The ideals presented in the above passage can best be defined as

A Realism.  
B laissez-faire.  
C emancipation.  
D imperialism.  
[11.4.2]
Study the following chart.

What explanation can be given for Mexico purchasing fewer goods from the United States after NAFTA went into effect?

A  Mexico was able to purchase everything from Canada.
B  Mexico could not afford the new taxes on goods from the United States.
C  Mexico’s workforce and employment were increasing, and they were able to make their own goods.
D  The United States targeted its products at Canada instead of Mexico.

[11.9.7]

In 1995, _____ was established as an international organization to deal with the rules of trade between countries.

A  the NGO
B  UNICEF
C  UNESCO
D  the WTO

[11.9.1]

Margaret Sanger, founder of what later came to be known as Planned Parenthood, was revolutionary in fighting for

A  child care in the workplace.
B  birth control availability for women.
C  woman suffrage.
D  equal pay for women.

[11.5.4]
The “Double V” campaign meant

A  victory in Europe and victory in the Pacific.
B  victory over Hitler’s racism abroad and victory over racism at home.
C  victory over the Nazis and victory over the Fascists.
D  victory on land and victory on the seas.

[11.10.1]

Review the chart below.

<table>
<thead>
<tr>
<th>Supreme Court Decisions on Civil Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plessy v. Ferguson</strong> (1896)</td>
</tr>
<tr>
<td><strong>Norris v. Alabama</strong> (1935)</td>
</tr>
<tr>
<td><strong>Morgan v. Virginia</strong> (1946)</td>
</tr>
<tr>
<td><strong>Sweatt v. Painter</strong> (1950)</td>
</tr>
<tr>
<td><strong>Brown v. Board of Education</strong> (1954)</td>
</tr>
</tbody>
</table>

Which of the Supreme Court rulings in the chart above condoned segregation?

A  *Plessy v. Ferguson*
B  *Norris v. Alabama*
C  *Morgan v. Virginia*
D  *Sweatt v. Painter*

[11.10.2]

In stock market speculation, buyers

A  overbid for stocks to make money quickly, rather than evaluating the real earnings and profits of companies.
B  underbid for stocks, causing stock market stagnation.
C  bought too many stocks and refused to sell them.
D  remained out of the market altogether, investing in land instead.

[11.6.1]
Study the following table.

### Crop Prices, 1910–1935

<table>
<thead>
<tr>
<th>Year</th>
<th>Wheat (price per bushel)</th>
<th>Corn (price per bushel)</th>
<th>Cotton (price per pound)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910</td>
<td>$2.60</td>
<td>$2.20</td>
<td>$0.60</td>
</tr>
<tr>
<td>1915</td>
<td>$2.20</td>
<td>$1.80</td>
<td>$0.60</td>
</tr>
<tr>
<td>1920</td>
<td>$1.80</td>
<td>$1.40</td>
<td>$0.40</td>
</tr>
<tr>
<td>1925</td>
<td>$1.40</td>
<td>$1.00</td>
<td>$0.30</td>
</tr>
<tr>
<td>1930</td>
<td>$1.00</td>
<td>$0.60</td>
<td>$0.20</td>
</tr>
<tr>
<td>1935</td>
<td>$0.60</td>
<td>$0.20</td>
<td>$0.20</td>
</tr>
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During which five-year span did crop prices fall most dramatically?

A 1910–1915  
B 1915–1920  
C 1920–1925  
D 1925–1930  

[11.6.1, 11.6.3]

Until 1965, the civil rights movement focused on

A changing attitudes rather than creating jobs.  
B violent protest rather than peaceful confrontation.  
C economic rather than social problems.  
D segregation and voting rights rather than economic and social problems.  

[11.10.5]

In an attempt to provide money for borrowers, the Hoover Administration established the

A Reconstruction Banking Corporation.  
B Federal Deposit Insurance Corporation.  
C Reconstruction Finance Corporation.  
D Third Bank of the United States.  

[11.5.1]

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.  

[11.6.4]
Study the following passage.

“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*

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.

[11.6.3]

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.

[11.6.1, 11.6.2]

In *University of California Regents v. Bakke*, the Supreme Court ruled that

A. schools could not use race in determining admissions.
B. schools could use racial quotas for determining admissions.
C. schools could use race but not quotas for determining admissions.
D. affirmative action was a form of discrimination and was therefore unconstitutional.

[11.10.3]
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  

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  

The United States under Franklin D. 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.
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.

44. In 1947 the conservative Congress set out to curb the power of organized labor by passing the
A. Fair Deal.
B. Federal Highway Act.
D. GI Bill.

45. While the film industry may not have been collapsing, it certainly did suffer after the war due to the popularity of
A. live theater.
B. television.
C. reading.
D. radio.

46. The Tuskegee Airmen, trained at Tuskegee, Alabama, were noteworthy because they represented an attempt by the Roosevelt Administration and the armed forces to
A. recruit African Americans.
B. recruit working-class people.
C. recruit Japanese American people.
D. recruit women.
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.

[11.7.2]
48 Why does Bill Gates think the information highway is beneficial?
   A. It leads to strong governments.
   B. It increases cultural stereotypes.
   C. It makes it easy to reach others with similar interests and values.
   D. It will lessen the economic gap between developed and developing nations.
   [11.8.7]

49 Taken together, the growth of southern California and the expansion of cities in the Deep South created a new industrial region—
   A. the Sunbelt.
   B. the Southwest Corridor.
   C. the Southbelt.
   D. Sun City.
   [11.8.6]

50 A law Congress passed that gave workers up to 12 weeks per year of unpaid family leave for the birth or adoption of a child or for the illness of a family member was called
   A. the Health Care plan.
   B. AmeriCorps.
   C. the Family Medical Leave Act.
   D. the Adoption and Safe Families Act.
   [11.11.7]
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