Preventing the Indiana End-of-Course Assessment

Test-taking strategies from Glencoe help students prepare for success when taking standardized tests. This workbook includes:

- Test-taking tips
- Correlations to the Indiana Academic Standards
- Diagnostic and practice tests
Test-Taking Tips

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

The Student Edition of the Preparing for the Indiana End-of-Course Assessment presents a systematic approach to preparing students to do their best when they take the Indiana End-of-Course Assessment (ECA) for United States History. This book provides a Diagnostic Test to help identify areas of strength and weakness in students’ knowledge and application of social studies content, Standardized Test Practice Lessons to review and strengthen those skills, and a Practice Test that gives students more opportunity to simulate the United States History ECA test-taking experience. The Diagnostic Test, the Standardized Test Practice Lessons, and the Practice Test feature items that are correlated to the Indiana Academic Standards for United States History. This systematic approach helps students become familiar with the types of questions that are commonly found on standardized tests and learn strategies for answering those questions effectively. Such in-depth preparation enhances students’ competence, boosts their confidence, and puts them at ease in a testing situation—requisites for top test-taking performance.

About This Workbook

The Student Edition of the Indiana End-of-Course Assessment is designed to help students practice for the United States History ECA. This book includes a Diagnostic Test, a series of Standardized Test Practice Lessons, and a Practice Test.

The Diagnostic Test includes 50 test questions. The purpose of the Diagnostic Test is to identify students’ test-taking strengths and weaknesses so they can review the skills they need to perform well on the United States History ECA.

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

The Practice Test contains another 50 practice questions that will help students determine how their test-taking skills are improving and what they are learning in this book.

Both the Diagnostic Test and the Practice Test questions have been correlated to meet the Indiana Academic Standards for United States History. These correlation codes are printed in boldfaced text below each test question.
Guide to Analyzing Graphics

On the Indiana United States History ECA, 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 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.** Remember that the text that may be provided with a graph, chart, map, or political cartoon is intended to give the reader a better understanding of the information on the graphic.

3. **Read the question and answers carefully.** Read the question carefully to find out exactly what you need to determine from the graphic. Also, read carefully to ensure that you select the best possible answer from the choices provided.

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.

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

**Tip:**

As part of your preparation for the test, look at newspapers, magazines, atlases, and textbooks for examples of charts, graphics, 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.
### Academic Standards for US History Practice Lesson Correlation

<table>
<thead>
<tr>
<th>United States History Academic Standards</th>
<th>Student Edition Pages</th>
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<tbody>
<tr>
<td><strong>Standard 2</strong></td>
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<tr>
<td>Development of the Industrial United States: 1870 to 1900</td>
<td></td>
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<tr>
<td>Students will examine the political, economic, social, and cultural development of the United States during the period from 1870 to 1900.</td>
<td></td>
</tr>
</tbody>
</table>

2.1 Describe economic developments that transformed the United States into a major industrial power and identify the factors necessary for industrialization. (Economics)

**Example:** Growth of the railroads, major inventions, and the development of big business, such as the oil and steel industry by John D. Rockefeller and Andrew Carnegie.

Lesson 3

<table>
<thead>
<tr>
<th><strong>Standard 3</strong></th>
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<tbody>
<tr>
<td>Emergence of the Modern United States: 1897 to 1920</td>
<td></td>
</tr>
<tr>
<td>Students will examine the political, economic, social, and cultural development of the United States during the period from 1897 to 1920.</td>
<td></td>
</tr>
</tbody>
</table>

3.1 Identify the events and people central to the transformation of the United States into a world power. (Government, Geography)

**Example:** Events—Spanish-American War (1898), Annexation of Hawaii (1898), Open Door Policy (1899), building the Panama Canal (1903–1914), and World War I (1914–1918); People—William McKinley, John Hay, William Randolph Hearst, Theodore Roosevelt, Woodrow Wilson, Alfred Thayer Mahan, and John J. Pershing.

Lesson 11

<table>
<thead>
<tr>
<th><strong>Standard 4</strong></th>
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<tbody>
<tr>
<td>Modern United States Prosperity and Depression: 1920s to 1939</td>
<td></td>
</tr>
<tr>
<td>Students will examine the political, economic, social, and cultural development of the United States during the period from 1920 to 1939.</td>
<td></td>
</tr>
</tbody>
</table>

4.4 Describe the stock market crash of 1929 and the impact it had on politics, economics, and America’s standard of living. (Government, Economics)

**Example:** Breadlines and Hoovervilles, Smoot-Hawley Tariff, *Near v. Minnesota* (1931), Bonus Army Marchers (1932), founding of the Congress of Industrial Organizations (CIO), New Deal policies and programs (1933–1938), Wagner Act (1935), Court Packing Controversy (1937), the Dust Bowl, and *West Coast Hotel v. Parrish* (1937).

Lesson 8

4.5 Identify and describe the contributions of political and social reformers during the Great Depression. (Government, Economics, Sociology)

**Example:** Herbert Hoover, Franklin and Eleanor Roosevelt, Senator Huey Long, Dorothea Lange, Mary McLeod Bethune.

Lesson 12
<table>
<thead>
<tr>
<th>4.7 Describe technological developments during the 1920s and their impact on rural and urban America. (Economics, Geography, Sociology, Anthropology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: The introduction of the automobile, Henry Ford’s assembly line production, mechanization of agriculture, introduction of modern conveniences, increased urbanization, and growing economic difficulties.</td>
</tr>
<tr>
<td>Lesson 3</td>
</tr>
</tbody>
</table>

**Standard 6**

**Postwar United States: 1945 to 1960**

Students will examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960.

<table>
<thead>
<tr>
<th>6.2 Summarize the early struggle for civil rights and identify events and people associated with this struggle. (Government, Economics, Sociology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.4 Summarize the economic and social changes in American life brought about by converting a wartime economy to a peacetime economy. (Economics, Sociology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Growth of suburbia, the baby boom generation, opportunities for African Americans and women, and the influence of popular culture.</td>
</tr>
<tr>
<td>Lesson 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.1 Explain the civil rights movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders; grassroots movements; and central organizations that were active in the movement. (Government, Economics, Sociology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: John F. Kennedy, Robert Kennedy, Lyndon B. Johnson, Reverend Martin Luther King, Jr., Malcolm X, Stokely Carmichael, George Wallace, Earl Warren, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Congress of Racial Equality (CORE), Student Non-Violent Coordinating Committee (SNCC), the American Indian Movement (AIM), March on Washington (1963), Medgar Evers and University of Mississippi desegregation (1962); civil rights protests in Birmingham and Selma, Alabama (1963 &amp; 1965).</td>
</tr>
<tr>
<td>Lessons 1, 5, 10</td>
</tr>
</tbody>
</table>
7.7 Describe the United States’ involvement in Vietnam and reactions by Americans to this involvement.

**Standard 8**

**The Contemporary United States: 1980 to the Present**
Students will examine the political, economic, social, and cultural development of the United States during the period from 1980 to the present.

| 8.1 Describe United States domestic issues and identify trends that occurred from 1980 to the present. | Lesson 7 |

| 8.6 Analyze the impact of globalization on U.S. economic, political, and foreign policy. (Government, Economics, Geography) | Lesson 12 |
| Example: Kosovo, Chile, China, Rwanda, and Sudan; outsourcing; the dependence of the United States on foreign oil; and terrorism. | |

**Standard 9**

**Historical Thinking**
Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting findings with documentation.

| 9.1 Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change. | Lesson 2 |
| Example: Using maps, databases, and graphic organizers, such as flow charts, concept webs, Venn diagrams; identify and describe patterns of change regarding the relationship of the United States and Soviet Union leading up to and during the Cold War. | |

| 9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past. | Lesson 11 |
| Example: Use electronic and print sources—such as autobiographies, diaries, maps, photographs, letters, newspapers, and government documents—to compare accounts and perspectives related to America’s involvement in the Vietnam conflict. | |

| 9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved. | Lessons 1, 11 |
Diagnostic Test
SOCIAL STUDIES

Please mark your answer for each multiple-choice question by completely filling in the circle on the accompanying answer sheet. Mark only one answer for each question. If you do not know the answer, make your best guess.

1. Many steel mills were built close to sources of iron ore to
   A. increase production costs.
   B. reduce production costs.
   C. slow down transportation.
   D. comply with regulations.

   Indiana Academic Standard 2.1

2. Some Americans, believing that the modern consumer culture, relaxed ethics, and growing urbanism symbolized the nation’s moral decline, joined a religious movement known as
   A. Scientology.
   B. Moral Escapism.
   C. Fundamentalism.
   D. the Great Awakening.

   Indiana Academic Standard 4.3
3 Based on the charts and your knowledge, which of the following statements is true?

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

Indiana Academic Standard 5.6

4 From the 1970s to today, a technological revolution has been taking place. Computers are at the heart of the revolution. As computer technology becomes more common and manufacturers produce more computers, the price of computers

A  has increased.
B  is still too high for most Americans.
C  has stayed the same.
D  has decreased.

Indiana Academic Standard 8.4
5. To move goods southeast from Minneapolis, what transportation method would be used?
   A. railroad  
   B. canal boat  
   C. sawmill  
   D. ship
   Indiana Academic Standard 2.1

6. After the failure of Reconstruction, what economic system led African Americans back into forced labor?
   A. serfdom  
   B. indentured servitude  
   C. debt peonage  
   D. carpetbagging
   Indiana Academic Standard 1.4
7. President Reagan’s proposal to stimulate the economy by increasing the production of goods and services was called
   A. supply-side economics.
   B. deregulation.
   C. glasnost.
   D. revenue sharing.

Indiana Academic Standard 8.5

8. Which of the following factors concerning the threat to wetland areas belongs in the empty box?
   A. Nuclear testing
   B. Growing populations
   C. U.S. relations with Canada and Mexico
   D. Biogenetic engineering

Indiana Academic Standard 8.4
“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

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

Indiana Academic Standard 4.4

10 In 1954 the Supreme Court declared segregation in schools to be unconstitutional, and schools in the United States were ordered to desegregate. When Arkansas Governor Orval Faubus refused to obey the Supreme Court ruling to integrate schools, who was ultimately responsible for enforcing the national law?
   A  the state police
   B  the Arkansas National Guard
   C  the Supreme Court
   D  the president

Indiana Academic Standard 7.3

<table>
<thead>
<tr>
<th>Act</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Rights Act of 1957</td>
<td>Congress sets up commission on civil rights and creates a civil rights division in the Justice Department</td>
</tr>
<tr>
<td>Equal Pay Act of 1963</td>
<td>bans wage discrimination based on race, gender, religion, or national origin</td>
</tr>
<tr>
<td>Civil Rights Act of 1964</td>
<td>strengthens Fourteenth Amendment protections; bans discrimination in employment, voting, and public accommodations</td>
</tr>
<tr>
<td>Voting Rights Act of 1965</td>
<td>empowers the federal government to intervene in voter registration discrimination</td>
</tr>
</tbody>
</table>

11 **What legislation banned racial discrimination in public places?**

A Civil Rights Act of 1957  
B Civil Rights Act of 1964  
C Equal Pay Act of 1963  
D Voting Rights Act of 1965  

Indiana Academic Standard 7.1

12 **The term Final Solution referred to which of the following?**

A U.S. entry into World War II  
B development of trench warfare  
C the Treaty of Versailles  
D extermination of Jews in Nazi concentration camps  

Indiana Academic Standard 5.4
"The world must be made safe for democracy. . . . It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars...But the right is more precious than peace... . . .”

—President Woodrow Wilson

13 What was Wilson’s attitude toward the United States entering World War I?
A He was eager to put an end to German aggression.
B He thought it was wrong, but had been pressured into it.
C He was reluctant, recognizing the cost, but he felt it was right.
D He was uncertain and unclear of his duty.
Indiana Academic Standard 3.1

14 During the 1930s, the central region of the United States was called the Dust Bowl because
A farmers planted crops in bowl-shaped patterns.
B plowed soil blew away as a result of arid conditions.
C farmers turned dust into soil with irrigation.
D layers of soil were discovered under the dust.
Indiana Academic Standard 4.4

15 Which of the following best represents the Square Deal?
A FDR’s plan to meet the country’s economic crisis through the implementation of new programs
B movement for woman suffrage
C Theodore Roosevelt’s promise of fair and equal treatment for all through his reform programs
D Theodore Roosevelt’s conservation plan
Indiana Academic Standard 3.5

16 Based on the graph above, which of the following is a true statement?
A The deficit dropped when Reagan left office.
B The deficit tripled in the decade of the 1980s.
C The deficit leveled out when Reagan’s second term was up.
D The deficit decreased as military spending stayed stable.
Indiana Academic Standard 8.5
17 Under military pressure, Japan agreed to a treaty with the U.S. called the Treaty of Kanagawa. This treaty
   A gave Japan control of the Philippines.
   B opened two Japanese ports to Western traders.
   C gave the U.S. control of Hong Kong.
   D established colonial expansion into China.

Indiana Academic Standard 3.1

We Shall Overcome
We shall overcome, we shall overcome
We shall overcome someday
Oh deep in my heart, I do believe
That we shall overcome someday

We’ll walk hand in hand, we’ll walk hand in hand
We’ll walk hand in hand someday
Oh deep in my heart, I do believe
We shall overcome someday

We shall live in peace, we shall live in peace
We shall live in peace someday
Oh deep in my heart I do believe
That we shall overcome someday

18 What can songs such as this one, popular with civil rights protestors in the 1960s, reveal to historians?
   A that era’s interpretation of past events
   B what songs were popular during that era
   C popular forms of entertainment during the era
   D broad dreams and goals of the protestors

Indiana Academic Standard 9.2
19 According to the map above, most labor strikes between 1870 and 1890 took place in the
A  Northwest.
B  Southeast.
C  Northeast.
D  Southwest.
Indiana Academic Standard 2.4

20 During the 1930s, the federal government began influencing incomes to some extent by establishing a
A  maximum wage.
B  minimum wage.
C  limit on number of hours worked in a week.
D  standard of living.
Indiana Academic Standard 4.6
21 Why was it President Truman who made the decision to drop atomic bombs on Japan during World War II?

A General Eisenhower was reluctant to do it.
B Congress refused to be responsible for the act.
C The president is commander-in-chief of the armed forces.
D There was no time to wait for a Supreme Court ruling.

Indiana Academic Standard 5.3

22 Which of the following answer choices provides a reason for the data shown on the graph above?

A War production made job opportunities scarce.
B New Deal legislation helped industrial workers join unions.
C The bombing of Pearl Harbor made unions less threatening.
D The Great Depression forced workers to accept fewer workplace perks.

Indiana Academic Standard 4.6

23 The list shows events that led to

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

Indiana Academic Standard 3.1

24 Rosie the Riveter symbolized women’s participation in

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

Indiana Academic Standard 5.6
25 This diagram shows business innovations that led to U.S. economic growth and prosperity in the 1920s. Which of the following business innovations belongs in the empty box?

A  The invention of the railroad linked cities and towns across the United States.
B  The development of the joint-stock company boosted investment.
C  New consumer goods fueled a manufacturing boom.
D  The growth of credit cards made it easier for consumers to finance purchases.

Indiana Academic Standard 3.7

26 What was the term for farmers who paid a portion of their crops as rent in the post-Reconstruction South?

A  tenant farmers
B  serfs
C  furnishing merchants
D  sharecroppers

Indiana Academic Standard 1.4
27 How is the editorial’s view of the effects of immigration different from that of the nativists?

A. The editorial views immigration positively and focuses on economic benefits.
B. The editorial calls for more restrictive immigration laws.
C. The editorial agrees with the nativists’ views.
D. The editorial reacts more favorably to “old” immigration than to “new” immigration.

Indiana Academic Standard 2.3

28 Theodore Roosevelt was not opposed to big business; rather, he believed that the most effective way to keep big business from abusing its power was through

A. heavy taxes.
B. knowledge and publicity of the facts.
C. breaking up powerful trusts.
D. imposing large fines for transgressions.

Indiana Academic Standard 2.5

“In the very act of coming and traveling to reach his destination, he [the immigrant] adds . . . to the immediate prosperity and success of certain lines of business. . . . Not only do the ocean steamers . . . get very large returns in carrying passengers of this description, but in forwarding them to the places chosen by the immigrants as their future homes the railroad companies also derive great benefit and their passenger traffic is greatly swelled. . . . These immigrants not only produce largely . . . but having wants which they cannot supply themselves create a demand for outside supplies . . . .”

—Commercial and Financial Chronicle, 1882 editorial
29 After a long struggle for suffrage, women won the right to vote in 1920. Which amendment guaranteed women the vote?

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

Indiana Academic Standard 3.8

30 The above diagram lists the ways that business leaders in the late 1800s and early 1900s tried to eliminate competition. Which of the following BEST completes the diagram?

A Labor Unions
B Strikes
C Monopolies
D Advertising

Indiana Academic Standard 2.1
31 **During World War I**

A no draft was needed because so many Americans volunteered for military service.

B women served in combat positions in the military.

C many African Americans migrated to Northern cities to take wartime factory jobs.

D the War Industries Board sold Liberty Bonds to pay for the war.

**Indiana Academic Standard 3.7**

- “Let people do as they choose”
- Rely on supply and demand, rather than the government, to regulate prices and wages
- Free markets lead to greater efficiency and more wealth for everyone
- Low taxes ensure that private individuals, not the government, will decide how the nation’s wealth is spent
- Free trade

32 **Supporters of the above list would most likely agree with**

A liberals.

B socialists.

C high tariffs on foreign goods.

D laissez-faire.

**Indiana Academic Standard 2.1**
33 Which of the following statements BEST completes the diagram?
   A  Women should have the right to vote
   B  Government should stay out of economic affairs
   C  Journalists should be censored
   D  Enslaved African Americans should be freed

Indiana Academic Standard 3.8

34 The United States under President 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.

Indiana Academic Standard 4.8
35 The Truman Doctrine resulted in
A the economic recovery of Europe after World War II.
B policies with the intent to fight communism.
C the rearming of West Germany.
D the Red Scare.
Indiana Academic Standard 6.1

36 What major economic and historical event is depicted in this graph?
A the stock market crash of 1932
B the end of the Great Depression in 1922
C the creation of the stock market in 1920
D the stock market crash of 1929
Indiana Academic Standard 4.4

37 All of the above terms can be linked to which of the following?
A Imperialism
B Conservatism
C Liberalism
D Realism
Indiana Academic Standard 3.1

38 The legislative effect of Watergate was
A a proposed legislation to eliminate the executive branch.
B a Constitutional Amendment redefining impeachment.
C Congress’s increased control and oversight of the FBI.
D a series of laws intended to limit the power of the executive branch.
Indiana Academic Standard 7.8
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1872</td>
<td>The first U.S. ski club is founded in Berlin, New Hampshire.</td>
</tr>
<tr>
<td>1874</td>
<td>Mary E. Outerbridge sees English officers play tennis while vacationing and introduces the game of tennis to America.</td>
</tr>
<tr>
<td>1882</td>
<td>The American Baseball Association is founded.</td>
</tr>
<tr>
<td>1891</td>
<td>James Naismith, a Canadian working in Massachusetts, invents basketball.</td>
</tr>
<tr>
<td>1893</td>
<td>The longest recorded boxing match—110 rounds in 7 hours, 4 minutes—takes place in New Orleans.</td>
</tr>
</tbody>
</table>

39 Based on your knowledge and the events outlined in the table above, you can conclude that in the late 1800s,

A professional sports declined in importance.
B industrialization brought changes that gave some people more leisure time.
C Americans put little emphasis on sports.
D skiing became the most popular sport in the United States.

Indiana Academic Standard 2.3

40 The Eighteenth Amendment reflected the ideals of the Progressive Movement because it called for

A women’s suffrage.
B direct-election.
C the prohibition of alcohol.
D the abolition of slavery.

Indiana Academic Standard 3.8
41 The Dust Bowl led to

A an increase in population in New England states.
B a decrease in population in West Coast states.
C an increase in population in West Coast states.
D a decrease in population in Southeastern states.

Indiana Academic Standard 4.4

I The assassination of Archduke Franz Ferdinand
II France and Great Britain’s declaration of war on Hungary
III Germany’s use of unrestricted submarine warfare, endangering neutral ships
IV The mobilization of Russian troops to defend Serbia against Austria-Hungary

42 Which of these was the most significant cause for the U.S. entry into World War I?

A I
B II
C III
D IV

Indiana Academic Standard 5.2
43 Why did the Populist Party support government ownership of railroads?
   A They thought that government ownership would allow prices to fluctuate.
   B They thought that government ownership would keep prices high.
   C They thought that government ownership would keep prices stable.
   D They thought that government ownership would create more railroads.

Indiana Academic Standard 2.2

44 The interstate highway system changed U.S. life in many ways. Which of the following effects of interstate highways belongs in the bottom box of this diagram?
   A Growth of suburbs and urban sprawl
   B Cutback in government spending on the military
   C Growing conflict between Eastern and Western states
   D Further expansion of U.S. territories

Indiana Academic Standard 6.4
45 Who lived in Hoovervilles?
   A The wealthy friends of President Hoover still lived well during the Depression. The areas where they lived were sarcastically called Hoovervilles.
   B The people who were newly homeless because of the Great Depression lived in shantytowns known as Hoovervilles.
   C The people who lived in small farm communities hurt by the Dust Bowl were said to live in Hoovervilles.
   D Hoovervilles were hobo camps.

Indiana Academic Standard 4.4

46 One of the occurrences that pushed American opinion toward war in 1917 was the Zimmermann telegram, which was intercepted by British intelligence. What was the subject of this telegram?
   A In the Zimmermann telegram, Germany promised Mexico that it would regain Texas, New Mexico, and Arizona if it supported Germany.
   B This telegram made it clear to the United States that Germany intended to resume unrestricted submarine warfare against American merchant ships.
   C The Zimmermann telegram promised German support for Japan if Japan would attack U.S. territories in the Pacific.
   D The Zimmermann telegram proposed to the allies of Germany how Europe would be divided after the war, eliminating England and France as independent countries.

Indiana Academic Standard 3.1
47 Based on the map above and your own knowledge, during what time period were most of the railroad tracks in the map laid?

A the Industrial Revolution  
B the Great Depression  
C World War I  
D World War II  

Indiana Academic Standard 2.1

48 By what means were Communist rulers replaced with democratically elected governments in Poland, Hungary, Czechoslovakia, Romania, and Bulgaria?

A foreign intervention  
B bloody wars  
C peaceful revolutions  
D coups  

Indiana Academic Standard 8.2
Buying on Margin

<table>
<thead>
<tr>
<th>Initial Stock Purchase: $10,000</th>
<th>Situation A</th>
<th>Situation B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margin: $9,000</td>
<td>Stock Price: $12,000</td>
<td>Stock Price: $8,000</td>
</tr>
<tr>
<td>Investor’s Money: $1,000</td>
<td>$2,000 profit</td>
<td>$2,000 loss</td>
</tr>
</tbody>
</table>

49 According to the diagram above, which statement best explains how buying on margin works, its risks, and its rewards.

A Investors only buy on margin if the stock price is guaranteed to rise. Otherwise, the stock broker is not legally allowed to sell stock in this manner.

B Purchasing stocks on margin is only done by the wealthy, as it demands more initial money paid by the investor, but guarantees a return on that investment expense.

C Buying on margin allows investors to purchase stock with only a small down payment. If the stock rises, investors can make a quick profit. If the stock falls, investors can lose money.

D Buying on margin is a simple way for investors to purchase stock by paying no money at all. If the stock price rises, they can take home any profits, and if the stock falls, they are not required to pay for any losses.

Indiana Academic Standard 4.1

50 Two striking characteristics of Harlem Renaissance writing found in the poetry of Claude McKay are an expression of proud defiance and a bitter contempt of

A nationalism.
B anarchists.
C racism.
D communism.

Indiana Academic Standard 4.2
Preparing for the Indiana End-of-Course Assessment
Standardized Test Practice Lessons
STANDARDIZED TEST PRACTICE

LESSON 1 Using the Process of Elimination

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

★ Learning to Use the Process of Elimination

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

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

★ Practicing the Skill

Read the passage below. Complete the activity that follows.

Martin Luther King, Jr.

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

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

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

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

In a speech to a large crowd at the St. John A.M.E. Church on December 20, 1956, King declared:

“This is the time that we must evince calm dignity and wise restraint. Emotions must not run wild. Violence must not come from any of us, for if we become victimized with violent intents, we will have walked in vain, and our twelve months of glorious dignity will be transformed into an 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.

STANDARDIZED TEST PRACTICE

2  According to the passage, which of the following statements is accurate?

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

3  According to the excerpts, King believed that the courage to protest nonviolently

   A  would require suffering and sacrifice.
   B  might result in being sent to jail.
   C  could lead to physical death.
   D  All of the above.
STANDARDIZED TEST PRACTICE

LESSON 2 Interpreting Maps to Answer Test Questions

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

★ Learning to Read Maps to Answer Test Questions

Use the following guidelines to help you interpret maps.

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

★ Practicing the Skill  Examine the map below. Complete the activity that follows.

[Map of Lindbergh’s Flight across the Atlantic Ocean with key events and locations marked.]
Choose the correct answer:

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

★ Test Tip

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

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

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

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

STANDARDIZED TEST PRACTICE

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

6 About how many fewer miles would Lindbergh have flown if he had departed from St. John’s rather than New York City?
   A  about 250 miles
   B  about 500 miles
   C  about 1,000 miles
   D  about 1,500 miles
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.”
**Test Tip**

Questions about charts and tables sometimes require outside knowledge to arrive at the correct answer. If the answer to the question is not stated directly in the chart, use the process of elimination to find the answer choice that is best supported by the data in the chart.

7 What was the highest price that a Model T sold for between 1908 and 1925?

- A $800
- B $950
- C $500
- D $350

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

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

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

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

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**STANDARDIZED TEST 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 The American 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
STANDARDIZED TEST PRACTICE

LESSON 4 Reading and Interpreting Graphs

Drawing that present statistical data are known as graphs. Different kinds of graphs may be used to show different kinds of information. Line graphs show how data changes over time. Bar graphs compare data. Circle graphs show relationships among parts of a whole. Some of the questions on the test ask you to draw conclusions from the information presented in a graph.

★ Learning to Interpret Graphs to Answer Test Questions

Use the following guidelines to help you understand graphs.

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

★ Practicing the Skill

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

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

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

★ Test Tip

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

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

☐ No, it is not correct because ____________________________
  Eliminate it.

☐ I 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?

STANDARDIZED TEST PRACTICE

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

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

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

A. 20%  B. 45%  C. 65%  D. 85%
STANDARDIZED TEST PRACTICE

LESSON 5 Reading a Time Line

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

★ Learning to Read a Time Line

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

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

★ Practicing the Skill

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

★ Test Tip

Before you answer a question associated with a time line, study the time line and be sure you know which event is associated with which date. Dates on a time line are always in order, so events associated with these dates will also appear in the correct sequence.
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. Is answer choice (C) 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 5. Is answer choice (D) 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 6. Which answer choice(s) are left? ________________________________

Step 7. Compare these answer choices. Which one came earliest? ____________

STANDARDIZED TEST PRACTICE

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

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

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

A Kennedy
B King, Jr.
C Johnson
D Eisenhower
On September 26, 1960, at 9:30 P.M. Eastern Standard Time, streets all across the United States grew strangely still. An estimated 75 million people sat indoors, focused on their television sets, where they saw two men standing behind lecterns. One was John F. Kennedy, and the other was Richard M. Nixon. For the first time, thanks to the wonders of television, two presidential candidates were coming right into the nation’s living rooms to debate. Americans were enthralled: “You hear each man directly,” observed one. “There’s nothing between you and what he says,” added another. “You can see which man gets rattled easily.”

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

★ Test Tip
You infer every day. Seeing snow on the ground in the morning, you infer that it snowed over night. The thinking you do every day will help you answer questions by inferring.
ANSWER THE FOLLOWING QUESTION:

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

A Americans wanted a young president.
B Technology was changing how the president was perceived by the voters.
C Future presidents maintained their health better than Richard Nixon.
D This event made the American people lose trust in Richard Nixon.

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

Step 1. The reading does not indicate that Americans wanted a young president. Answer A is not correct.
Step 2. The reading does show that technology was making a new impact on campaigns. Answer B may be correct.
Step 3. The reading does not indicate that presidents in the future became more concerned about healthy living as a result of this debate. Answer C is not correct.
Step 4. The American people would one day lose faith in Nixon, but the reading does not indicate that it was due to this debate. Answer D can’t be right.
Step 5. Answer B is therefore correct. You can infer that new technology was changing the way presidential campaigns were to be run.

STANDARDIZED TEST PRACTICE

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

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

A Presidential debates had never been televised.
B The American people were not impressed by this event.
C The event had no historical value.
D Nixon won the election regardless of his performance in the debate.

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

A This debate was the final deciding factor in a very tight race.
B The Supreme Court had allowed the debate to occur at the very last minute.
C This was the final political action in the famous career of Richard Nixon.
D The American voters had never had the opportunity to experience their presidential candidates in this setting.
STANDARDIZED TEST PRACTICE

LESSON 7 Comparing and Contrasting

Some questions on the test may ask you to identify the similarities or differences between two or more items. When you compare two or more subjects, you explain how they are similar. When you contrast them, you explain how they are different. You also explore relationships and draw conclusions.

★ 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
19 Which of these characteristics applies to Carter’s and Reagan’s view of government?

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

★ Test Tip

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

How to determine the best answer:

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

Carter’s view

Reagan’s view

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

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

Step 4. Which answer choices remain? _____________________________________________________________________

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

STANDARDIZED TEST PRACTICE

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

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

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

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

★ Test Tip
Some standardized test practice questions may ask you to recall the results of a certain event. In these questions, first determine that it is a cause-and-effect question. Then use the process of elimination to help you choose the correct response.
21 According to the article, purchasing on credit contributed to the Great Depression because

A it made people work longer hours.
B people bought more items than they could afford.
C more people chose to work in that economic sector, causing layoffs in other sectors such as glassblowing and timber farming.
D the government was not willing to put an upper limit on interest rates.

How to determine the best answer:

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

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

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

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

STANDARDIZED TEST PRACTICE

22 What was an effect of low consumption?

A more efficient machinery
B installment buying
C a decrease in production
D an increase in prices

23 Which of the following was both a cause and an effect of cuts in production?

A unemployment
B a decrease in consumption
C small wage increases
D greater productivity
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.
Determining the main idea:

Using the information from the selection, fill in the spaces below.

1. Topic sentence:

2. Detail sentence:

3. Detail sentence:

4. Concluding sentences:

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

“All of us were afraid,” Richmond later recalled, “but we went and did it.” On February 1, 1960, the four friends entered the Woolworth’s. They purchased school supplies and then sat at the lunch counter and ordered coffee.

When they were refused service, Blair said, “I beg your pardon, but you just served us at [the checkout] counter. Why can’t we be served at the counter here?” The students stayed at the counter until it closed, then announced that they would sit at the counter every day until they were given the same service as white customers.

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

**Test Tip**

_Sometimes opinions are supported by facts, which can make the opinions in a reading passage also seem true. Read carefully and ask yourself, can this be proved? Could I verify this?_
26 Which of the following is an OPINION based on the article?

A  The four protesters were aware of the civil rights movement prior to their sit-in at
    the Greensboro Woolworth’s.
B  The four protesters had a common interest in the civil rights movement.
C  The four protesters were wrong to challenge the state law in North Carolina.
D  The four men felt excited after the described event.

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

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

3. What is the purpose of the reading?

STANDARDIZED TEST PRACTICE

27 Which of the following is a FACT based on the article?

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

28 Why is the incident described in the article considered to be a challenge to the
South’s segregation policy?

A  because the incident involved members of both races
B  because it intentionally placed in conflict the desires of African Americans and the state law
of North Carolina
C  because it involved Martin Luther King, Jr.
D  because it happened at a store
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.

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.

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

The relentless pursuit of colonies and foreign trade heightened international tensions during the late 1800s and early 1900s. In 1914 this growing rivalry contributed to the outbreak of World War I.
Primary Source A
Much has been given to us, and much will rightfully be expected from us. We have duties to others and duties to ourselves, and we can shirk neither.

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

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

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

2. What kind of international relationships is Roosevelt suggesting?

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

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

STANDARDIZED TEST PRACTICE
After studying the two excerpts, answer the following questions.

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

30 Which of the following is the most likely position of the American Anti-Imperialist League?
   A support the annexation of the Philippines
   B oppose the annexation of the Philippines
   C support American entry into Spanish-American War
   D favor building a large navy

50 • Standardized Test Practice
LESSON 12 Interpreting Illustrations and Political Cartoons

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

★ Learning to Interpret Illustrations and Political Cartoons

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

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

★ Practicing the Skill

Study the illustration below and answer the question.

31 What does the character mean when he states that “the figs are next”?

A The Middle East had control over the American fruit supply.
B Oil-rich Arabs held influence over the U.S. by virtue of American dependence on gasoline.
C Changing to solar power would result in governmental reforms in the Middle East.
D A crisis in American obesity should be battled with more fruit consumption.

By permission of John L. Hart FLP and Creators Syndicate, Inc.

★ Test Tip

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

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

**Step 3.** Read the answer choices one at a time. After you have read an answer choice, look at the illustration. Ask yourself, “Is there any information in the illustration to support this idea?” Use the process of elimination to eliminate answer choices not supported.

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

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**STANDARDIZED TEST PRACTICE**

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

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

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

A. The wealthy care only about themselves.  
B. Roosevelt went against his wealthy upbringing to stand up for the poor and disadvantaged during the Great Depression  
C. America operates most efficiently when the wealthy are placed in charge of government.  
D. Eleanor Roosevelt disliked her husband and wanted to leave the White House.

*Come along. We’re going to the Trans-Lux to hiss Roosevelt.*
Practice Test
SOCIAL STUDIES

Please mark your answer for each multiple-choice question by completely filling in the circle on the accompanying answer sheet. Mark only one answer for each question. If you do not know the answer, make your best guess.

1. What did Dwight L. Moody, a prominent organizer of the American YMCA, believe was the way to help the poor?
   A. provide them with more government services
   B. encourage higher education
   C. provide them with practical life skills and job training
   D. redeem their souls and reform their characters

   Indiana Academic Standard 2.3

2. The Tennessee Valley Authority brought inexpensive electricity to Southern states during the Great Depression by using the power of
   A. coal.
   B. the sun.
   C. petroleum.
   D. water.

   Indiana Academic Standard 4.6

3. Why is October 29, 1929 known as “Black Tuesday”?
   A. It was the day the stock market fell most severely in the crash of 1929.
   B. This date is known as the beginning of the Dust Bowl.
   C. On this date, Hitler first came to power in Germany.
   D. More banks failed on this date than any other.

   Indiana Academic Standard 4.4
"I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [conquest] by armed minorities or by outside pressures.”

—President Harry S. Truman

4 What policy for foreign involvement is Truman expressing in this statement?

A America will be aggressive in attacking nations that are against freedom.

B America will be quick to defend a nation whose freedom is threatened.

C America is reluctant to enter another country’s conflicts.

D America will fight to maintain its freedom.

Indiana Academic Standard 6.1

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

A It led to the Supreme Court’s anti-segregation decision in Brown v. Board of Education.

B It led to the states’ rights versus national law showdown in Little Rock, Arkansas.

C It led to the Montgomery bus boycott and the Supreme Court ruling against the Montgomery bus segregation law.

D It led to the end of nonviolent protest in the civil rights movement.

Indiana Academic Standard 6.2

6 What impact did the assembly line have on industry?

A It was used only in the production of cars.

B It enabled factories to make large quantities of their products, thereby lowering prices.

C It increased the costs of production, and slowed the pace of the Industrial Revolution.

D It caused massive factory layoffs and led directly to the Great Depression.

Indiana Academic Standard 4.7

7 The above diagram lists the factors that helped the Nazi Party gain power in Germany. Which of the following best completes the diagram?

A Hitler encourages individual thinking

B Hitler implements tax reforms

C Hitler appeals to anti-Semitism

D Germany experiences continued economic difficulties

Indiana Academic Standard 5.1
8 What made it possible for the Organization of Petroleum Exporting Countries (OPEC) to keep the price of oil high in the 1970s?

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

Indiana Academic Standard 8.2

“Yet you say we’re fightin’ for democracy.
Then why don’t democracy
Include me?”

—Langston Hughes

9 What can you conclude about the state of racial equality at the time Hughes, an African American, wrote these lines?

A Democracy was thriving in the United States.
B All races were being treated equally.
C African Americans were still struggling to be treated equally.
D African Americans had made great strides in achieving equality.

Indiana Academic Standard 6.2

10 The North Atlantic Treaty Organization (NATO) was formed for the purpose of

A promoting free trade among members.
B spreading democracy.
C mutual defense.
D settling international disputes.

Indiana Academic Standard 6.1
11 Electronic technology links people around the world instantaneously. According to the time line, what technological development in the early 1960s relayed telephone calls and television programs to distant locations?

A the Internet  
B satellites  
C personal computers  
D microprocessors

Indiana Academic Standard 8.4

12 In times of emergency, such as during the Kent State riot during the Vietnam War, a state governor can call on what group to enforce the law?

A the Marines  
B the National Guard  
C the Army  
D the Green Berets

Indiana Academic Standard 7.7

13 Railroads made it possible for large numbers of people and goods to move across the country more easily. This led to

A expansion of industrial centers in the West.  
B eastern companies adding more departments.  
C expansion of industrial centers overseas.  
D eastern companies producing more goods.

Indiana Academic Standard 2.1
14 Place the events in the table in the proper chronological order.

A  I, II, III, IV
B  I, IV, II, III
C  I, III, II, IV
D  IV, II, I, III

Indiana Academic Standard 5.2

15 The best title to complete this graphic organizer is

A  U.S. and Soviet Tensions Ease
B  The Yalta Conference
C  Causes of the Cold War
D  Causes of the Korean War

Indiana Academic Standard 6.1
16 A major reason for the collapse of the U.S. economy after 1929 was
A high interest rates.
B decreased farm production.
C low tariffs at home and abroad.
D overproduction of consumer goods.

Indiana Academic Standard 4.4

17 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 trade regulation.

Indiana Academic Standard 4.6

18 What does the time line suggest about the effect of Americans on the war effort?
A They were unable to affect the stalemate that had developed.
B They helped turn the war in favor of the Allies.
C They were unable to make up for the loss of Russia.
D Their inexperience caused heavy damage to the Allies.

Indiana Academic Standard 3.1
“Now let us say that we are not advocating violence. . . . The only weapon we have in our hands this evening is the weapon of protest. If we were incarcerated behind the iron curtains of a communist nation—we couldn't do this. If we were trapped in the dungeon of a totalitarian regime—we couldn't do this. But the great glory of American democracy is the right to protest for right.”

19 This quote by Martin Luther King, Jr., reflects his belief that the only way to end segregation and racism is through
A violent armed resistance.
B quiet, steady persuasion within the political parties.
C peaceful protest made possible by democracy.
D the separation of African Americans from white society.

Indiana Academic Standard 7.1

20 Who was the leader of Tammany Hall during the 1860s and 1870s?
A William "Boss" Tweed
B Thomas Nast
C Thomas Pendergast
D James Pendergast

Indiana Academic Standard 2.2

21 The legislation that finally gave all citizens equal access to restaurants, parks, libraries, and theaters, as well as more power to the attorney general to bring lawsuits to force school desegregation, was
A the Civil Rights Act of 1957.
B the Civil Rights Act of 1964.
C the Fifteenth Amendment.
D the Twenty-fourth Amendment.

Indiana Academic Standard 7.3
### AmendmentsExtending the Suffrage and Power of Voters

<table>
<thead>
<tr>
<th>Amendments</th>
<th>Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifteenth</td>
<td>1870</td>
<td>Extended voting rights to African Americans by outlawing denial of the right to vote on the basis of race, color, or previous condition of servitude</td>
</tr>
<tr>
<td>Seventeenth</td>
<td>1913</td>
<td>Provided for the election of U.S. senators by direct popular vote instead of by the state legislators</td>
</tr>
<tr>
<td>Nineteenth</td>
<td>1920</td>
<td>Extended the right to vote to women</td>
</tr>
<tr>
<td>Twenty-third</td>
<td>1961</td>
<td>Granted voters in the District of Columbia the right to vote for president and vice president</td>
</tr>
<tr>
<td>Twenty-fourth</td>
<td>1964</td>
<td>Forbade requiring the payment of a poll tax to vote in a federal election</td>
</tr>
<tr>
<td>Twenty-sixth</td>
<td>1971</td>
<td>Extended the right to vote to 18-year-olds</td>
</tr>
</tbody>
</table>

22. **In what year was the voting age lowered to 18?**
   
   A. 1971 
   B. 1964 
   C. 1913 
   D. 1870 

   **Indiana Academic Standard 7.7**

   Factors Leading to U.S. Imperialist Policy
   - Feeling of superiority
   - Interest in expanding trade
   - European competition
   - ?

23. **This list names the factors that led to an imperialist policy in the United States in the 1800s. Which of the following completes the list?**
   
   A. Search for slave labor 
   B. Need for strategic military bases 
   C. Desire for resources such as coal and iron 
   D. Spanish-American War 

   **Indiana Academic Standard 3.1**
24 As business competition increased, some businesses became _____ by expanding overseas, locating themselves closer to important raw materials and benefiting from a cheaper labor pool.

A franchises
B multinational corporations
C government agencies
D computer companies

Indiana Academic Standard 2.1

25 _____ excited audiences of teenagers with his blend of rhythm and blues, rock ‘n’ roll, and provocative dance moves.

A Chuck Berry
B Elvis Presley
C Jack Kerouac
D Little Richard

Indiana Academic Standard 6.4

26 Which of the following choices best describes the diagram above?

A horizontal integration
B vertical integration
C trust company
D holding company

Indiana Academic Standard 2.1
27 Which of the following best describes life for Americans in the 1920s?

A Economic prosperity provided Americans with more leisure time and spending money.
B The postwar depression led to high unemployment and economic hardships for many Americans.
C Americans turned to radio shows and movies to escape the hardships of daily life.
D the increasingly industrial society resulted in less and less leisure time for Americans.

Indiana Academic Standard 2.2

- Anti-Communism Pact with Japan, 1936
- Munich Agreement, 1938
- Nonaggression pact with Soviet Union, 1939

28 The above events led to the aggressive expansion of which nation?

A Germany
B Italy
C China
D Japan

Indiana Academic Standard 5.2

29 Agreements between the United States and the Soviet Union during the Reagan presidency, especially the Intermediate-Range Nuclear Forces (INF) Treaty, helped lead to

A the Strategic Defense Initiative (SDI), or “Star Wars.”
B the end of the Cold War.
C the Iran-Contra scandal.
D the buildup of the U.S. military.

Indiana Academic Standard 8.2
30 According to the circle graphs, between 1890 and 1930 the largest percentage increase of immigrants came from
A  Eastern Europe and Russia.
B  Southern Europe.
C  Central Europe.
D  Canada.

Indiana Academic Standard 2.3

31 Henry Ford developed more efficient methods of manufacturing automobiles so he could
A  increase volume and increase prices.
B  decrease volume and decrease prices.
C  decrease volume and increase prices.
D  increase volume and decrease prices.

Indiana Academic Standard 4.7
32 Why were New Deal Programs considered to be public works?

A The jobs were available to the public.
B The roads, bridges, and dams that were built were used by the public.
C The whole process took place openly.
D Taxes were used to pay for the projects.

Indiana Academic Standard 4.6

“It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh.” —from Silent Spring

33 In her famous book Silent Spring, marine biologist Rachel Carson warned of the dangers to birds, fish, and other wildlife from the increasing use of

A animals in medical experimentation.
B chlorofluorocarbons.
C pesticides.
D nuclear energy.

Indiana Academic Standard 8.4

34 What major event contributed to the sharp rise in the number of women in the workforce between 1940 and 1950?

A World War I
B World War II
C the Great Depression
D the Roaring Twenties

Indiana Academic Standard 5.6

35 The Holocaust is a term that describes

A a deadly radiation created by a nuclear blast.
B a period of confrontation and competition between the United States and the Soviet Union.
C the murder of millions of European Jews by the Nazis.
D a cultural distance between children and their parents in the 1950s.

Indiana Academic Standard 5.4
36 The growth of industry has threatened the environment by
A increasing the planet’s overall water supply.
B endangering sensitive plant and animal life.
C improving people’s health, which has resulted in global overpopulation.
D providing more jobs and higher standards of living.
Indiana Academic Standard 8.4

Cuban Missile Crisis, October 1962

37 According to the map, why did John F. Kennedy consider Cuba’s building of missile sites to be a threat to the United States?
A Nuclear weapons were new and dangerous.
B The Cuban missiles were untested.
C Nuclear weapons could reach the United States.
D Nuclear weapons could not reach the United States.
Indiana Academic Standard 7.6
“The greatest advantage the United States enjoyed on the ground in the fighting was . . . the jeep and the two-and-a-half ton truck. These are the instruments that moved and supplied United States troops in battle, while the German army . . . depended on animal transport. . . . The United States, profiting from the mass production achievements of its automotive industry . . . had mobility that completely outclassed the enemy.”

—General George Marshall

38 What does this passage above tell us about the way World War II was won?

A. Having superior equipment intimidated the enemy.
B. Moving troops and supplies quickly was critical.
C. Ground troops had the most difficult job.
D. Without jeeps and trucks, soldiers had to walk.

Indiana Academic Standard 5.3

39 Which of the following sentences best explains the statement “[the GI Bill] made us a far more democratic people”?

A. The GI Bill prompted the building of more colleges and universities.
B. States increased support for higher education as a result of the GI Bill.
C. The bill sparked increased demand for homes.
D. The bill’s educational benefits enabled more Americans to participate in shaping their society.

Indiana Academic Standard 5.6
40 The development of the interstate highway system began in the 1950s during which of the following presidential administrations?

A  Eisenhower  
B  Kennedy  
C  Truman  
D  Reagan  

Indiana Academic Standard 6.1, 6.4

Pearl Harbor, Dec. 7, 1941

41 Using information from the map above, what is one of the factors that made American ships at Pearl Harbor vulnerable to Japanese attack?

A  The ships were clustered together in the middle of the harbor, making them vulnerable to an aerial attack.  
B  Most of the American ships were docked on the west side of the harbor, closest to the approaching Japanese ships.  
C  Railroad transportation was too slow to allow the Americans a quick retreat to mainland.  
D  The ships were docked far from the built-up areas of Pearl Harbor, making them vulnerable to an undetected aerial attack.  

Indiana Academic Standard 5.2
42 According to Keynesian economics, recessions like the one in 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 for corporations.
   D trade protection.
   Indiana Academic Standard 4.5

43 What did the Supreme Court decide in Korematsu v. United States (1944)?
   A Dropping the atomic bomb on Japan was a war crime.
   B The relocation of Japanese citizens was constitutional.
   C The relocation of Japanese citizens was unconstitutional.
   D Reparations would be paid in 1988 to Japanese citizens who had been interned.
   Indiana Academic Standard 5.5

44 Social Darwinism is best defined as which of the following?
   A the belief that government should interfere as little as possible in the nation’s economy
   B an organization of workers formed for the purpose of advancing its members’ interests
   C a belief that society progressed and improved because only the “fittest” people survived
   D extreme nationalism marked by aggressive foreign policy
   Indiana Academic Standard 2.2
45 What does this poster suggest about American culture in the 1920s?
A Most people had little leisure time.
B Women were still dominated by men.
C Movies had not been invented yet.
D Dramatic movies were a form of entertainment at that time.

Indiana Academic Standard 4.2

46 The situation referred to in the headline above had what impact on world affairs?
A It started World War I.
B It ended World War I.
C It turned world opinion against Great Britain.
D It was one factor that drew the U.S. into World War I.

Indiana Academic Standard 3.1

- Civil Rights Act of 1964
- Roe v. Wade Decision
- Title IX
- Publication of The Feminine Mystique

47 Which of the items in the list above represented advancement for women in the workplace?
A the Civil Rights Act of 1964
B the Roe v. Wade decision
C Title IX
D the publication of The Feminine Mystique

Indiana Academic Standard 7.3
### Muckraker’s Focus

<table>
<thead>
<tr>
<th>Large Corporations</th>
<th>Government</th>
<th>Social Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Edward Russell writes about the beef industry.</td>
<td>Lincoln Steffens writes a report on vote stealing.</td>
<td>Muckraker articles lead to public debates on social and economic problems.</td>
</tr>
</tbody>
</table>

**48** Based on the information provided in this chart, muckrakers are best defined as

A. elected officials concerned with improving foreign policy for the United States  
B. writers and journalists exposing corruption in areas of American society that needed reform.  
C. newspaper owners interested in increasing circulation  
D. Asian immigrants forced to work for low wages in unregulated industries

**Indiana Academic Standard 3.6**
<table>
<thead>
<tr>
<th>Leader</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King, Jr.</td>
<td>?</td>
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<tr>
<td>Malcolm X</td>
<td>Self-defense and separatism</td>
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<tr>
<td>Eldridge Cleaver</td>
<td>Revolution</td>
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<tr>
<td>Stokely Carmichael</td>
<td>African American self-direction</td>
</tr>
</tbody>
</table>

**49** The chart above lists major civil rights leaders of the 1960s and their views. Which of the following viewpoints did Martin Luther King, Jr., hold?

A physical self-defense  
B armed struggle  
C nonviolent protest  
D negotiations and compromise  

Indiana Academic Standard 7.1

**50** President Taft’s efforts in Latin America to place less emphasis on military force and more emphasis on business development was referred to as

A yellow imperialism.  
B sphere of influence policy.  
C laissez-faire.  
D dollar diplomacy.  

Indiana Academic Standard 3.1
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<td>25.</td>
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