

U.S. History EOI Sample Test Questions

PASS 1.1

Standard 1. The student will demonstrate process skills in social studies.

PASS OBJECTIVE 1.1: Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, photographs, documents, newspapers, media, and computer-based technologies).

1.

In the 1950s, Senator Joseph McCarthy (R-Wisconsin) made unsubstantiated [unsupported] claims that the State Department and other areas had been infiltrated [entered for purposes of spying] by communist activity. His accusations started a wave of anti-Communist hysteria and ruined careers of many people, particularly those in the film industry. The word "McCarthyism" was coined to describe the practice of accusing people of political disloyalty with insufficient evidence.

Which statement best describes the viewpoint of the author?

- A** The author condemns Senator McCarthy without providing reasons for doing so.
- B** The author believes Senator McCarthy had no basis on which to make his claims.
- C** The author considers Senator McCarthy an important defender of the United States.
- D** The author suggests that Senator McCarthy was working in the U.S. film industry.

PASS 1.1

2.

Neither slavery nor involuntary servitude . . . shall exist within the United States, or any place subject to their jurisdiction.

—from the 13th Amendment to the U.S. Constitution

What is the main purpose of the 13th Amendment?

- A** Citizens cannot be denied the right to vote.
- B** Citizens cannot be forced to serve on a jury.
- C** Citizens cannot be denied the right to free speech.
- D** Citizens cannot be forced to work for someone else.

PASS 1.1

3.

We think the enforced separation of the races . . . neither abridges the privileges . . . of the colored man, deprives him of his property without due process of law, nor denies him the equal protection of the laws.

—Plessy v. Ferguson, 1896

We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal.

—Brown v. Board of Education, 1954

Which conclusion can be reached from the court decisions shown?

- A** Both court decisions received wide public support throughout the country.
- B** Both courts supported a strict interpretation of the 14th Amendment.
- C** The Supreme Court has shifted its focus to ensure the civil rights of individuals.
- D** The Supreme Court has continued to maintain a consistent viewpoint over the years.

PASS 1.3

Standard 1. The student will demonstrate process skills in social studies.

PASS OBJECTIVE 1.3: Distinguish between fact and opinion in examining documentary sources.

4.

Which quotation from President Woodrow Wilson’s 1917 declaration of war against Germany is a statement of fact instead of opinion?

- A “It is a fearful thing to lead this great peaceful people into war...”
- B “The present German submarine warfare against commerce is a warfare against mankind.”
- C “On the third of February last I officially laid before you the extraordinary announcement of the Imperial German Government...”
- D “I have said nothing of the government allied with the Imperial Government of Germany because they have not made war upon us...”

5.

“Communism is based on the belief that man is so weak and inadequate that he is unable to govern himself, and therefore requires the rule of strong masters.”

—Harry S. Truman, inaugural speech, 1949

Which sentence best explains why Truman’s statement is most likely an opinion?

- A He does not address the foundations of communism.
- B He uses terms that suggest he is personally against communism.
- C He offers no proof that his belief concerning communism is true.
- D He uses the public’s fear of communism to add excitement to his words.

PASS 1.4

Standard 1. The student will demonstrate process skills in social studies.

PASS OBJECTIVE 1.4: Construct timelines of United States history (e.g., landmark dates of economic changes, social movements, military conflicts, constitutional amendments, and presidential elections).

6.

Some Events in United States History

1945 — Creating the Marshall Plan
1947 — Joining the North Atlantic Treaty Organization
1949 — Sending troops to Korea
1950 — Detonating first hydrogen bomb
1952 —
1955 —

The events on the timeline reflect a United States foreign policy of

- A neutrality.
- B retaliation.
- C containment.
- D appeasement.

PASS 1.4

7.

The events on the timeline are most likely a result of efforts by the United States

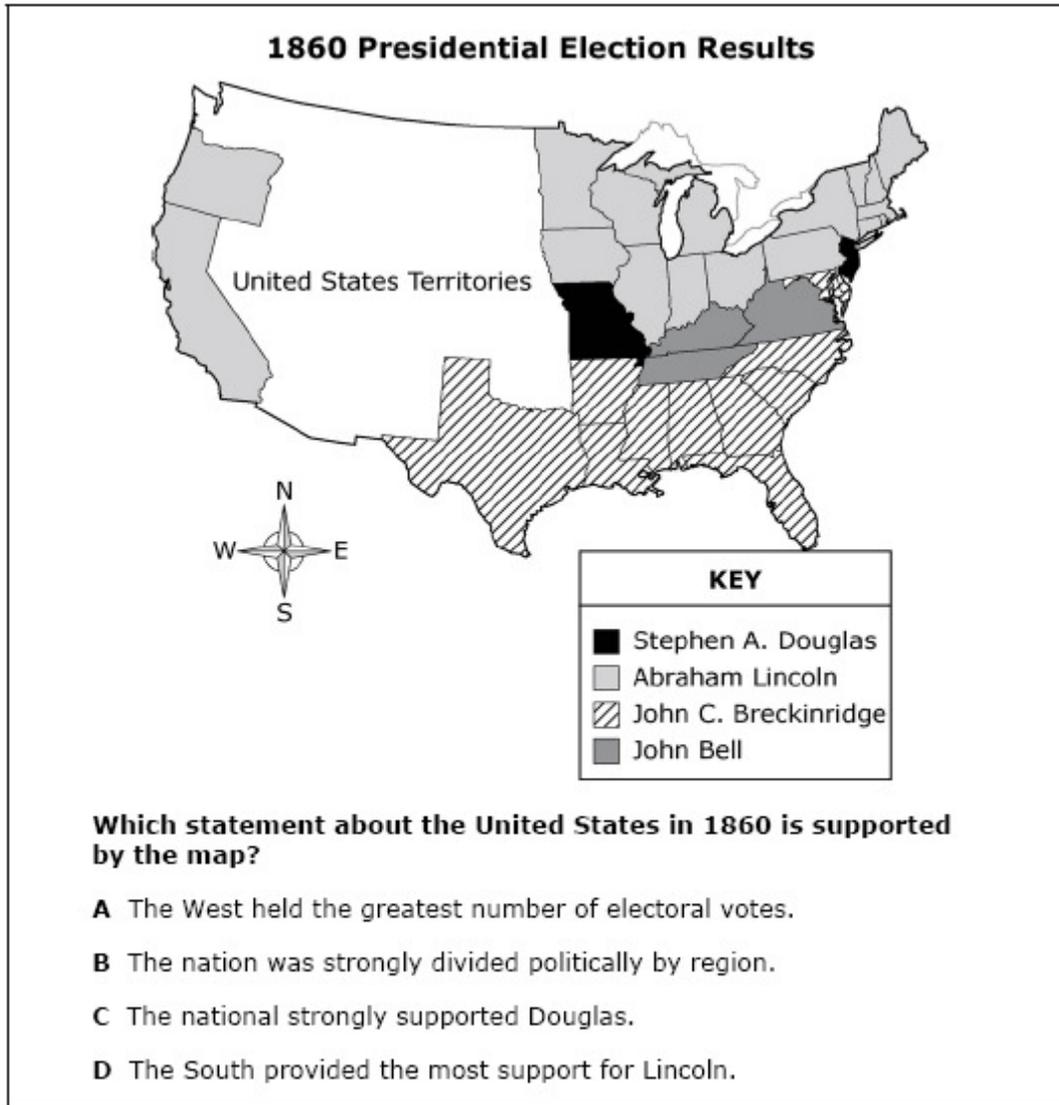
- A to expand its territories.
- B to limit its role in world affairs.
- C to halt the spread of communism.
- D to reduce tensions between the United States and Germany.

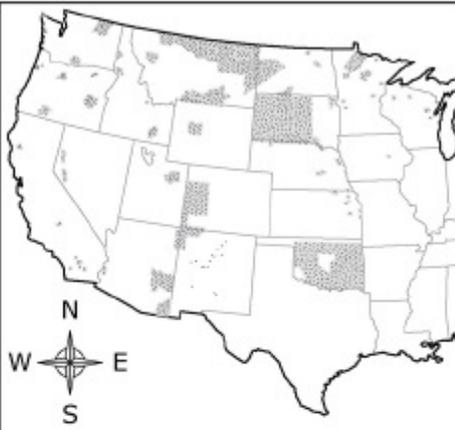
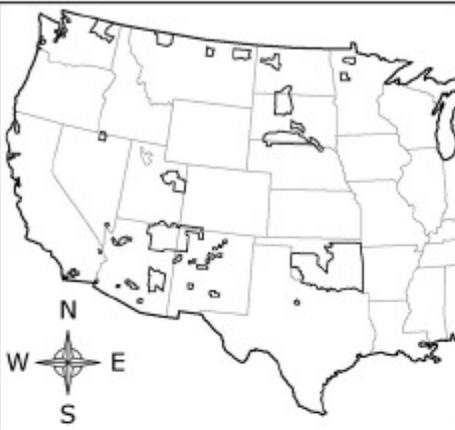
PASS 1.5

Standard 1. The student will demonstrate process skills in social studies.

PASS OBJECTIVE 1.5: Explain the relationships between geography and the historical development of the United States by using maps, graphs, charts, visual images, and computer-based technologies.

8.



| Native American Reservations in 1875 | Native American Reservations in 1890 | | | | |
|---|--|---|----------------------|---|----------------------|
|  |  | | | | |
| <p>Native American Reservations, 1875 and 1890³</p> <table border="1"><tr><td></td><td>Reservations in 1875</td></tr><tr><td></td><td>Reservations in 1890</td></tr></table> | |  | Reservations in 1875 |  | Reservations in 1890 |
|  | Reservations in 1875 | | | | |
|  | Reservations in 1890 | | | | |
| <p>Based on the maps, which statement can <u>best</u> be concluded about Native Americans in the late 1800s ?</p> <ul style="list-style-type: none">A They were given back much of the land previously taken from them.B They were forced to give up some of their land as settlers moved west.C They were required to absorb into society by moving away from reservations.D They were encouraged to combine their territories into one centralized reservation. | | | | | |

PASS 2.1

Standard 2. The student will analyze causes, key events, and effects of the Civil War era.

PASS OBJECTIVE 2.1: Examine the economic and philosophical differences between the North and South, as exemplified by such persons as Daniel Webster and John C. Calhoun.

10.

Which belief was held by Southerners prior to the Civil War?

- A Voting rights should be extended to all citizens.
- B A constitutional amendment should be passed making slavery illegal.
- C High tariffs should be imposed on all goods to protect domestic companies.
- D States' rights should be considered as important as the rights of the federal government.

PASS 2.1

11.

"I hold the idea of a separation of these States, those that are free to form one government, and those that are slave-holding to form another, as such an impossibility."

—excerpt from a speech given by Daniel Webster, March 7, 1850

Based on the excerpt, with which statement would Daniel Webster most likely agree?

- A Each state should determine whether to allow slavery.
- B States should be prohibited from forming a new country.
- C Each state should have the right to overturn federal laws.
- D States' rights should be left up to the federal government.

PASS 2.2

Standard 2. The student will analyze causes, key events, and effects of the Civil War era.

PASS OBJECTIVE 2.2: Trace the events leading to secession and war (e.g., the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott case).

12.

Senator Stephen Douglas sparked new problems between the North and South in the 1850s when he sponsored the

- A Dred Scott Decision.
- B Kansas-Nebraska Act.
- C Missouri Compromise.
- D Emancipation Proclamation.

PASS 2.2

13.

Which statement describes the Supreme Court's decision in *Dred Scott v. Sanford*?

- A African Americans could not bring lawsuits in court.
- B Slavery was a matter to be decided by the individual states.
- C Any slave that escaped to the North should be considered free.
- D Dred Scott should be considered a free man, since he lived on free soil.

PASS 2.3

Standard 2. The student will analyze causes, key events, and effects of the Civil War era.

PASS OBJECTIVE 2.3: Identify leaders on both sides of the war (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison).

14.

Which historical figure played a role in the Union's victory in the Civil War?

- A Robert E. Lee
- B Stonewall Jackson
- C Ulysses S. Grant
- D Stephen Douglas

PASS 2.3

15.

Which statement about the life of Frederick Douglas is true?

- A He was born a free man.
- B He published an abolitionist newspaper.
- C He received little attention during his lifetime.
- D He fought in the Union army during the Civil War.

PASS 2.4

Standard 2. The student will analyze causes, key events, and effects of the Civil War era.

PASS OBJECTIVE 2.4: Interpret the importance of critical developments in the war, such as major battles (e.g., Fort Sumter, Gettysburg, and Vicksburg), the Emancipation Proclamation, and Lee's surrender at Appomattox.

16.

Site of the Vicksburg Campaign, 1863



The map shows the southeastern United States with state boundaries. A star marks Vicksburg on the Mississippi River. A key in the bottom right corner shows a star next to the word 'Vicksburg'. A compass rose is also present on the right side of the map.

Which statement describes an important effort of the Union victory at Vicksburg?

- A** It caused Arkansas and Louisiana to rejoin the Union.
- B** It led directly to General Robert E. Lee's surrender at Appomattox.
- C** Union control of the Mississippi River split the Confederacy.
- D** Union forces were able to move men and supplies into Alabama and Georgia.

PASS 2.4

17.

Gettysburg

- **Site of the largest battle of the Civil War**
- **Fought over three days in 1863**
- **Union casualties: 23,000; Confederate casualties: 28,000**
- **Stopped the invasion of the North by Robert E. Lee's "Army of Northern Virginia"**

Which statement best describes what the Battle of Gettysburg represents?

- A** the final event of the Civil War
- B** the lack of support the North gave the war
- C** a financial burden on both the North and the South
- D** a major turning point in the Civil War

PASS 2.5

Standard 2. The student will analyze causes, key events, and effects of the Civil War era.

PASS OBJECTIVE 2.5: Relate the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the Constitution.

18.

What is the purpose of the 15th Amendment?

- A to make slavery illegal
- B to protect the right of African Americans to vote
- C to allow United States citizens to vote in other countries
- D to make it easier for immigrants to become United States citizens

PASS 2.5

19.

Which event resulted directly from the signing of the Emancipation Proclamation?

- A the seizure of Union funds
- B the surrender of the Confederacy
- C the passage of the 13th Amendment
- D the election of Abraham Lincoln as president

PASS 2.5

20.

The 13th, 14th, and 15th Amendments to the Constitution all

- A enacted limits on presidential powers.
- B increased legal protections for African Americans.
- C nullified certain provisions of previous amendments.
- D extended voting rights to different groups of United States citizens.

PASS 2.6

Standard 2. The student will analyze causes, key events, and effects of the Civil War era.

PASS OBJECTIVE 2.6: Evaluate the continuing impact of Reconstruction policies on the South, including southern reaction (e.g., sharecropping, Black Codes, Ku Klux Klan, *Plessy v. Ferguson*, and Jim Crow laws).

21.

All persons born or naturalized in the United States . . . are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States.

—14th Amendment, Section 1

What is the main purpose of this section of the amendment?

- A** to prohibit racial discrimination
- B** to guarantee the civil rights of immigrants
- C** to increase the political rights of women
- D** to assist the efforts of settlers in the west

PASS 2.6

22.

If any apprentice shall leave the employment of his or her master or mistress without his or her consent, said master or mistress may pursue and recapture said apprentice and bring him or her before any justice of the peace of the county, whose duty it shall be to remand [return] said apprentice to the service of his or her master or mistress.

All freedmen . . . over the age of eighteen years found . . . with no lawful employment or business, or found unlawfully assembling themselves together either in the day or nighttime, and all white persons . . . associating with freedmen . . . on terms of equality . . . shall be deemed vagrants; and, on conviction thereof, shall be fined . . . and imprisoned.

—Mississippi Black Codes, 1865

Based on the excerpts, it can be concluded that the codes were meant

- A** to force the newly freed slaves to migrate North.
- B** to help former slaves adjust to their new status as free people.
- C** to continue the economic and social restrictions previously placed on slaves.
- D** to use the freedmen to aid in the economic and political revival of the South.

PASS 3.1

Standard 3. The student will analyze the impact of immigration and Westward Movement on American society.

PASS OBJECTIVE 3.1: Detail the contributions of various immigrant, cultural, and ethnic groups (e.g., Irish, Chinese, Italians, and Germans).

23.

Chinese and Irish immigrants in the mid-1800s contributed to the development of a transcontinental railroad system by

- A funding its construction and maintenance
- B providing low-cost labor for its construction
- C lobbying Congress for approval of its construction
- D granting permission for its construction on privately owned land

PASS 3.1

24.

Which statement is true about immigrants to the United States in the late 1800s?

- A They settled mainly in rural areas.
- B They came mostly from Africa and Asia.
- C They were drafted to fight in the Civil War.
- D They helped industrialize the nation's economy.

PASS 3.3

Standard 3. The student will analyze the impact of immigration and Westward Movement on American society.

PASS OBJECTIVE 3.3: Investigate changes in the domestic policies of the United States relating to immigration.

25.

Which **best** explains trends in European immigration to the United States after 1910?

- A Prosperity in the United States increased incentives for many Europeans to emigrate.
- B The United States government set quotas in order to restrict the number of immigrants.
- C Economic prosperity in Europe meant that few people left Europe for the United States.
- D The Industrialization of the United States economy failed to attract Europeans who were skilled in farming.

PASS 3.3

26.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That . . . the coming of Chinese laborers to the United States be . . . suspended; and during such suspension it shall not be lawful for any Chinese laborer to come . . . [and] to remain within the United States.

—Chinese Exclusion Act, May 1882

Which of these was **most likely** the reason for passing the Act?

- A The cities on the West Coast could not keep up with the growing population rate.
- B American workers on the West Coast saw the Chinese as competitors for their jobs.
- C Immigration was being restricted from all countries because of an oversupply of labor.
- D The Chinese were becoming United States citizens at a higher rate than other immigrants.

PASS 3.4

Standard 3. The student will analyze the impact of immigration and Westward Movement on American society.

PASS OBJECTIVE 3.4: Compare and contrast the attitudes toward Native American groups as exhibited by federal Indian policy (e.g., establishment of reservations, assimilation, and the Dawes Act) and actions of the United States Army, missionaries, and settlers.

27.

An act to provide for the allotment of lands [individual and separate ownership] to Indians on the various reservations, and to extend the protection of laws of the United States and the Territories over the Indians. . . .

Be it enacted by [Congress] . . . that in all cases where any tribe or band of Indians has been . . . located upon any reservation created for their use . . . the President of the United States . . . is authorized whenever in his opinion any reservation or any part thereof of such Indians is advantageous for agricultural and grazing purposes . . . to allot the lands . . . as follows:

To each head of a family, one-quarter of a section. . . .

—excerpt from the Dawes Act, 1887

In what way did the federal government, as shown by the Dawes Act, impact the Native American groups?

- A** changed their way of life
- B** increased their political sovereignty
- C** increased their economic independence
- D** improved their right to regain tribal lands



The photograph on the left shows three Native American boys upon their arrival at the Carlisle Indian School in Pennsylvania. This school taught Native American students from 1879 to 1918. The photograph on the right shows the same boys at a later date.

Based on the photographs, which phrase best describes a main objective of the school?

- A** to train Native Americans to become tribal leaders
- B** to help Native Americans become United States citizens
- C** to assist Native Americans in adjusting to reservation life.
- D** to impose the dominant American culture on Native Americans

PASS 4.1

Standard 4. The student will examine effects of the Industrial Revolution on the economy of the United States.

PASS OBJECTIVE 4.1: Identify the impact of new inventions and industrial production methods, including new technologies in transportation and communication.

29.

Which invention helped revolutionize farming in the 1800s?

- A elevator brake
- B spinning jenny
- C sewing machine
- D mechanical reaper

PASS 4.1

30.

Which phrase describes an immediate result of the use of new production methods during the Industrial Revolution?

- A an increase in the cost of goods
- B an increase in demand for unskilled workers
- C an increase in the amount workers were paid
- D an increase in the amount of time to build products

PASS 4.2

Standard 4. The student will examine effects of the Industrial Revolution on the economy of the United States.

PASS OBJECTIVE 4.2: Evaluate the significance of immigration on the labor supply and the movement to organize workers.

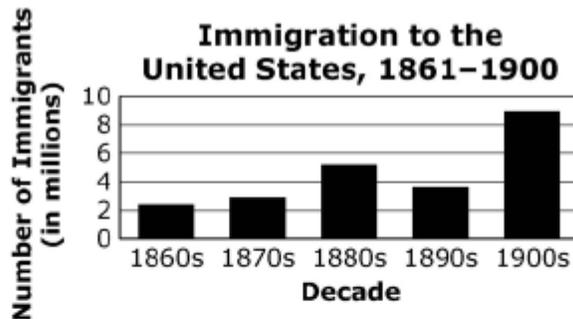
31.

Which statement is true about immigrants to the United States in the late 1800s?

- A Most immigrants settled in rural areas.
- B Immigrants enjoyed equal opportunity with other Americans.
- C Immigrants provided labor that allowed the nation to industrialize.
- D Most immigrants possessed wealth that allowed them to start businesses.

PASS 4.2

32.



Source: US Citizenship and Immigration Service

Which of these contributed most to the immigration trend shown in the graph?

- A the abolition of slavery
- B the growth of small farms
- C the need for skilled workers
- D the development of large-scale production

PASS 4.3

Standard 4. The student will examine effects of the Industrial Revolution on the economy of the United States.

PASS OBJECTIVE 4.3: Describe the effects of the "muckrakers" and reform movements (e.g., women's suffrage and temperance) that resulted in government policies affecting child labor, wages, working conditions, trade, monopolies, taxation and the money supply.

33.

| Date | Act | Provision |
|-------------|------------------------------|---|
| 1906 | Food and Drug Act | Established laws to protect consumers from unsafe medicines and foods |
| 1906 | Meat Inspection Act | Required meat inspection of cattle and other animals |
| 1914 | Federal Trade Commission Act | Created a commission that enforced laws of fair business practices |

Which action had the greatest effect on the passage of these acts?

- A** lawsuits by consumers regarding the actions of businesses
- B** actions of social reformers that led to increased public awareness of social problems
- C** pressure from foreign trading partners over the safety of United States products
- D** government concern that a lack of consumer confidence would harm the United States economy

PASS 4.3

34.

"The tremendous and highly complex industrial development which went on . . . during the latter half of the nineteenth century brings us face to face at the beginning of the twentieth century with very serious social problems. The old laws, and the old customs . . . are no longer sufficient."

—President Theodore Roosevelt, 1901

Which group would share President Roosevelt's opinion?

- A** muckrakers
- B** isolationists
- C** expansionists
- D** carpetbaggers

PASS 4.5

Standard 4. The student will examine effects of the Industrial Revolution on the economy of the United States.

PASS OBJECTIVE 4.5: Evaluate the rise of the Progressive Movement in relation to political changes at the national and state levels (e.g., workers' compensation, the direct primary, initiative petition, referendum, and recall).

Some Progressive Era Reforms

| Year | Reform | Effect |
|-------------|---------------------------|---|
| 1902 | Initiative and Referendum | By means of petition, citizens may propose legislation; they may also have a proposed law put to a popular vote. (First adopted as an amendment to the Oregon state constitution) |
| 1903 | Recall | Voters are able to remove an elected official from office before the end of a term. (First incorporated into the Los Angeles charter) |
| 1913 | Seventeenth Amendment | United States senators are elected by popular vote, instead of by state legislatures. |

Use the chart above to answer questions 33 and 34 to practice PASS objective 4.5.

35.

The reforms in the table were designed to

- A allow voters to repeal state and federal laws
- B make elected officials more responsive to citizens
- C reduce restrictions on the actions of elected officials
- D prohibit third-party candidates from running for political office

36.

The reforms in the table were meant to

- A make government more democratic
- B increase the power of state legislatures
- C increase the influence of political parties
- D change the structure of the federal government

PASS 5.1

Standard 5. The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.

PASS OBJECTIVE 5.1: Identify the goals of imperialism, explaining its impact on developed and developing nations.

“Despite a superior geographical location, the United States is . . . unready to assert its influence. . . . Whether they will or not, Americans must now begin to look outward. The growing production of the country demands it.”

—Admiral Alfred T. Mahan, 1890

“The United States have always protested . . . international law which permits the [domination] of the weak by the strong. A self-governing state cannot accept sovereignty over an unwilling people.”

—the American Anti-Imperialist League, 1890s

Use the quotes above to answer questions 37 and 38 to practice PASS objective 5.1.

37.

The quotations are arguments for and against the

- A formation of a league of nations to prevent future wars
- B expansion of United States political and economic power abroad
- C restriction of immigrants to protect the jobs of domestic workers
- D creation of a United States agency to provide relief for natural disaster victims

38.

Which event was most likely a major point of disagreement between the authors?

- A the declaration of war on Germany
- B the annexation of the Hawaiian Islands
- C the abolition of slavery around the world
- D the organization of a league of nations

PASS 5.2

Standard 5. The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.

PASS OBJECTIVE 5.2: Identify the role of the Spanish-American War in the development of the United States as a world power.

39.

After which war did the United States first emerge as an imperialistic world power?

- A Civil War
- B Spanish-American War
- C World War I
- D World War II

PASS 5.2

40.

Which statement explains an immediate effect of the Spanish-American War on the United States?

- A It gained Texas, California, and the New Mexico territories from Mexico.
- B It developed a policy of containment to stop the spread of communism.
- C It was given control over territories in the Pacific Ocean and the Caribbean Sea.
- D It experienced a deep economic depression as war-time production of goods.

PASS 5.3

Standard 5. The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.

PASS OBJECTIVE 5.3: Evaluate the role of United States foreign policy and presidential leadership in the construction of a canal in Panama.

41.

"I took the [Panama] Canal Zone and let Congress debate; and while the debate goes on the canal does also."

—President Theodore Roosevelt, 1911

What of these caused the debate in Congress described in the quotation?

- A the financial cost of acquiring the canal zone area
- B the amount of foreign labor used in constructing the canal
- C the engineering difficulties faced during the construction of the canal
- D the aggressive tactics used in securing the land for the canal zone area

PASS 5.3

42.

Which statement best describes how the building of the Panama Canal and the transcontinental railroad were similar?

- A They were built outside the United States.
- B They united regions that had been previously separated.
- C They were built in areas where yellow fever was widespread.
- D They expanded the amount of land controlled by the United States.

PASS 5.4

Standard 5. The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.

PASS OBJECTIVE 5.4: Describe the strengths and weaknesses of Theodore Roosevelt's "Big Stick Diplomacy."

43.

President Theodore Roosevelt's "Big Stick Diplomacy" is associated with the

- A exercise of international police power by the United States.
- B withdrawal of the United States from international organizations.
- C loaning of military technology to United States allies.
- D use of economic sanctions against enemies of the United States.

PASS 5.4

44.

A weakness of Roosevelt's "Big Stick Diplomacy" was that

- A the United States became responsible for the creation of the Panama Canal.
- B the United States prevented European intervention in the Western Hemisphere.
- C United States citizens were prohibited from purchasing products from European countries.
- D United States military forces became responsible for enforcing foreign policy in Central America.

PASS 5.5

Standard 5. The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.

PASS OBJECTIVE 5.5: Analyze the causes and effects of United States involvement in World War I.

45.

The Zimmerman Note

On the first of February we intend to begin submarine warfare unrestricted. In spite of this, it is our intention to endeavor to keep neutral the United States of America.

If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona.

—Arthur Zimmerman, German Ambassador to Mexico

Which action by the United States government was influenced by this statement?

- A declaration of war against Germany
- B increased intervention in Latin American nations
- C protection of United States interests in the Philippines
- D sending of troops to fight in the Spanish-American War

PASS 5.5

46.

“America’s present need is not heroics, but healing; not nostrums [ineffective remedies], 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 campaign speech

In the election of 1920, President Harding won by a landslide. Based on his speech, after World War I, the American people were most likely inclined

- A to encourage toleration of radical political activities.
- B to endorse the reduction in arms to avoid a naval arms race.
- C to support the continuation of the reforms of the Progressive Era.
- D to send relief aid to Germany and other countries devastated in the war.

PASS 5.6

Standard 5. The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.

PASS OBJECTIVE 5.6: Examine the rationale for the failure of the United States to join the League of Nations and the nation's return to isolationism.

47.

The League of Nations served as a model for the United Nations, which was formed after World War II. What does the timing of the creation of these two organizations suggest?

- A** The United States was too busy with domestic problems to join either organization.
- B** Defeated countries are usually forced to join international organizations.
- C** The value of peace organizations is often realized only after an intense war.
- D** Most countries tend towards a policy of neutrality following a war.

PASS 5.6

48.

The Members of the League undertake to respect and preserve as against external aggression the territorial integrity and existing political independence of all Members of the League. In case of any such aggression or in case of any threat or danger of such aggression the Council shall advise upon the means by which this obligation shall be fulfilled.

—excerpt from the Covenant of the League of Nations, 1924

According to the excerpt, which issue became the underlying reason for the United States' failure to join the League of Nations?

- A** the lack of support from the general public
- B** the high cost of maintaining an armed force
- C** the fear of being dragged into another European war
- D** the belief that the other League members were too weak

PASS 6.1

Standard 6. The student will describe the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.

PASS OBJECTIVE 6.1: Evaluate literature, music, dance, and forms of entertainment, including the Harlem Renaissance, the Jazz Age, and "talkies."

49.

The influence of the Harlem Renaissance on American society in the 1920s was that it

- A led to renewed efforts to improve living conditions in urban areas
- B resulted in increased numbers of new political parties being formed
- C increased the recognition of the art and music of African American artists
- D increased the number of European immigrants moving to cities in the North

PASS 6.1

50.

Movie theaters enjoyed a burst of popularity during the 1920s. When the Great Depression hit in 1929, many theaters went out of business and movie companies lost money. However, in the mid-1930s, movie theaters prospered again, offering new types of movies that appealed to the public. Horror movies, such as *Dracula* (1931), were popular, as were comedies and musicals.



Unemployed men attend the morning movies in Oklahoma City, Oklahoma. (1937)⁵

Based on the information, movie theaters prospered in the 1930s because

- A most people were now fully employed.
- B movies captured the serious issues of the times.
- C the country had recovered from the effects of the depression.
- D movies offered people a temporary escape from their problems.

PASS 6.2

Standard 6. The student will describe the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.

PASS OBJECTIVE 6.2: Investigate the long term effects of reform movements, such as women's suffrage and prohibition (e.g., the 18th, 19th, and 21st Amendments to the Constitution).

51.

A long-term effect of the Progressive Era reform movement was that

- A citizens were prohibited from joining unions.
- B the government acquired new territories overseas
- C the government prevented the growth of new industries
- D citizens were granted more rights under the constitution

52.

"It is impossible to tell whether prohibition is a good thing or a bad thing. It has never been enforced in this country."

"The liquor traffic is going on just the same."

—testimony of Fiorella H. LaGuardia before the United States Senate, a New York Representative, 1926

"The conditions . . . where there is no State enforcement law, which is required by the eighteenth amendment . . . are bad. The only remedy, it seems to us, as women, is not a change of law which is satisfactory to the majority of the States, but to do what the Constitution requires to make the law enforceable. Perhaps we as women, not being in the position to select men who should administer these laws trusted too much and needed the awakening which has come."

—testimony of Mrs. Henry W. Peabody before the United States Senate, President of the Women's National Committee for Law Enforcement, 1926

According to the quotations, LaGuardia and Peabody agreed that

- A prohibition led to a better standard of living.
- B prohibition led to an increase in illegal activity.
- C prohibition laws were not being strictly enforced.
- D prohibition of alcohol sales should be kept in place.

PASS 6.3

Standard 6. The student will describe the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.

PASS OBJECTIVE 6.3: Analyze the impact of the automobile, and urban and rural electrification on society.

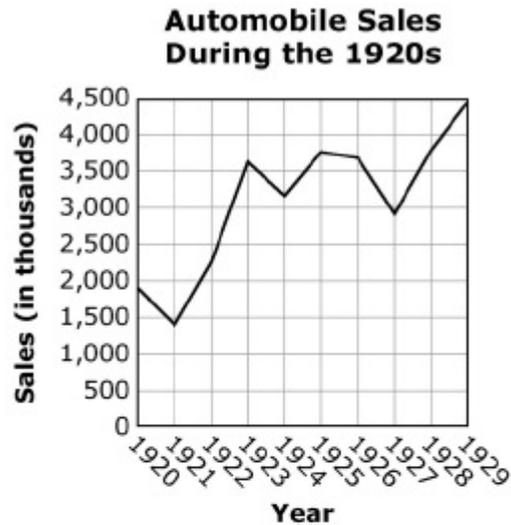
53.

Which factor is most closely associated with the development of the assembly line?

- A decrease costs of manufacturing goods
- B decreased availability of consumer goods
- C increased demand for skilled labor
- D increased wages for farm workers

PASS 6.3

54.



Source: *Historical Statistics of the United States: Colonial Times to 1970* (1975).

Which statement best explains the trend shown on the graph?

- A Many people began to use public transportation during the 1920s.
- B During the 1920s, people became less dependent on government programs.
- C Changes in the economy during the 1920s resulted in an overall decrease in purchasing power.
- D The popularity of installment buying during the 1920s resulted in more people being able to buy luxury items.

PASS 6.4

Standard 6. The student will describe the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.

PASS OBJECTIVE 6.4: Describe rising racial tensions and labor unrest common in the era (e.g., the Tulsa Race Riot and the sit-down strikes).

55.

After World War I ended, many strikes began to take place across the United States. Which phrase best describes the main goal of these strikes?

- A to protest children being allowed to work in factories
- B to discourage other workers from joining labor unions
- C to force companies to allow women to keep their jobs
- D to demand higher wages and better working conditions

PASS 6.4

56.

Which statement describes one way sit-down strikes helped workers obtain their demands?

- A Strikers were able to decrease their dependency on labor unions.
- B Management could not bring in police officers to remove the strikers.
- C Management could not bring in outside workers to take the strikers' jobs.
- D Strikers were able to continue working at the factory as long as the strike continued.

PASS 6.6

Standard 6. The student will describe the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.

PASS OBJECTIVE 6.6: Identify causes contributing to an unstable economy (e.g., the increased reliance on installment buying, a greater willingness to speculate and buy on margin in the stock market, and government reluctance to interfere in the economy).

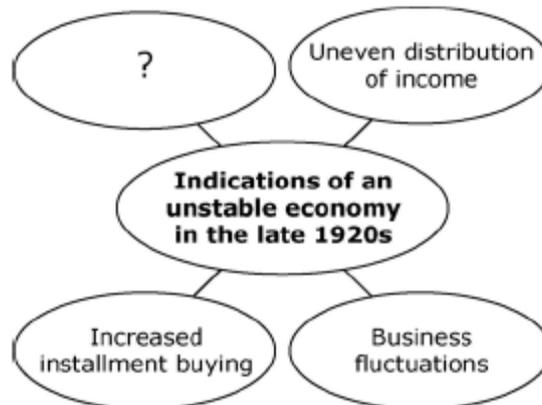
57.

The change in consumer behavior following World War I was that consumers

- A became more willing to buy on credit.
- B became more likely to save money.
- C paid less attention to advertising.
- D had less access to household goods.

PASS 6.6

58.



Which of these best completes the diagram?

- A Secure banking system
- B Increased foreign trade
- C Stock market speculations
- D Strict government regulations

PASS 7.1

Standard 7. The student will investigate and analyze the causes and legacy of the Great Depression.

PASS OBJECTIVE 7.1: Examine changes in business cycles, weaknesses in key sectors of the economy, and government economic policies in the late 1920s.

59.

Stock Sales 1924–1929

| Year | Stock Volume (in shares) |
|------|--------------------------|
| 1924 | 1,000,000 |
| 1925 | 1,700,000 |
| 1926 | 1,600,000 |
| 1927 | 2,000,000 |
| 1928 | 3,100,000 |
| 1929 | 3,900,000 |

Which factor contributed to the trend shown on the graph?

- A low demand for stocks
- B buying of stocks on margin
- C low confidence in the stock market
- D strict government regulation of the stock market

PASS 7.1

60.

Business Cycle

```
graph TD; Upturn[Upturn  
increase in  
business activity] --> Expansion[Expansion  
high rates of selling,  
buying, production,  
and employment]; Expansion --> Downturn[Downturn  
decrease in  
business activity]; Downturn --> Contraction[Contraction  
low rates of selling,  
buying, production,  
and employment]; Contraction --> Upturn;
```

Which factor most likely contributed to the downturn in the business cycle prior to the Stock Market Crash of 1929?

- A overproduction of goods
- B shortage of skilled laborers
- C increased purchasing power of consumers
- D introduction of new timesaving household goods

PASS 7.2

Standard 7. The student will investigate and analyze the causes and legacy of the Great Depression.

PASS OBJECTIVE 7.2: Analyze the effects of the Stock Market Crash.

61.

Which reason **best** explains why many companies failed after the stock market crash of 1929?

- A Prices for the companies' stocks were too high.
- B Companies were unable to hire enough workers.
- C Consumer money shortages led to a decline in purchases.
- D Production could not keep up with the demand for goods.

PASS 7.2

62.

The Crash

| Company | High Stock Price Sept. 3, 1929 | Low Stock Price Nov. 13, 1929 |
|----------------------------------|---|--|
| American Telephone and Telegraph | 304 | 197 $\frac{1}{4}$ |
| General Electric | 396 $\frac{1}{4}$ | 168 $\frac{1}{8}$ |
| General Motors | 72 $\frac{3}{4}$ | 36 |
| Montgomery Ward | 137 $\frac{7}{8}$ | 49 $\frac{1}{4}$ |
| United States Steel | 261 $\frac{3}{4}$ | 150 |
| Woolworth | 100 $\frac{3}{8}$ | 52 $\frac{1}{4}$ |

Which statement explains the situation reflected in the chart?

- A The price of stocks began to decrease before September of 1929.
- B Investors stopped buying stocks between August and September.
- C Investors who feared stock prices would decline began to sell their shares.
- D The companies listed on the chart abruptly stopped offering shares of stock.

PASS 7.3

Standard 7. The student will investigate and analyze the causes and legacy of the Great Depression.

PASS OBJECTIVE 7.3: Evaluate the impact of the Great Depression, the Dust Bowl, and the New Deal economic policies on business and agriculture, and on the American people, their culture and political behavior.

63.

“...I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact to be invaded by a foreign foe.”

- President Franklin D. Roosevelt, First Inaugural Address, 1933

The view expressed in the excerpt directly led to the

- A passage of new banking laws.
- B United States joining the United Nations.
- C United States becoming involved in World War II.
- D increased use of the military to address social problems.

PASS 7.3

64.

New Deal Programs

| Relief | Recovery | Reform |
|---|--|---|
| Bank Holiday—only sound banks allowed to reopen after federal inspection. | Agricultural Adjustment Act—paid farmers to reduce production. | Social Security Act—set up benefits for retired workers and the unemployed. |
| Civilian Conservation Corps—2.5 million men put to work on public projects. | National Industrial Recovery Act—set fair prices, wages, and hours for businesses. | Federal Deposit Insurance Corporation—insured deposits against bank failures. |

The information in the chart supports the conclusion that the New Deal

- A created programs that were stop-gap economic measures.
- B established a new role for the government in the economy.
- C failed to solve the problems created by the Great Depression.
- D recommitted the nation to the principals of laissez faire economics.

PASS 7.4

Standard 7. The student will investigate and analyze the causes and legacy of the Great Depression.

PASS OBJECTIVE 7.4: Identify the contributions of key individuals of the period (e.g., Will Rogers, Eleanor and Franklin Roosevelt, Charles Lindbergh, and Woody Guthrie).

65.

During the Great Depression, Eleanor Roosevelt helped establish the National Youth Administration, which helped high school and college students stay in school by giving them funds in exchange for work. The NYA also found work for others who were not in school, but unemployed.

Stated Mrs. Roosevelt, "It is a question of the right to work, and the right to work should know no color lines."

According to the information, Mrs. Roosevelt hoped that the National Youth Administration would

- A teach traditional skills to women
- B provide equal opportunities for all youth
- C offer the unemployed a college education
- D require all young people to stay in school

PASS 7.4

66.

Some information about Eleanor Roosevelt

- **Member of the National Consumers' League**
- **Member of the National Association for the Advancement of Colored People**
- **Chair of the United Nations Human Rights Commission**
- **Chair of the National Commission on the Status of Women**

Based on the information, what is a goal of Eleanor Roosevelt?

- A promotion of social reform
- B revision of immigration laws
- C reform of the political party system
- D conservation of natural resources

PASS 7.5

Standard 7. The student will investigate and analyze the causes and legacy of the Great Depression.

PASS OBJECTIVE 7.5: Assess the impact of the expanded role of government in the economy since the 1930s.

67.



In 1933, Congress established the Federal Emergency Relief Administration (FERA), which provided aid for the needy by funding state and local agencies. The Civil Works Administration (CWA) and the Works Progress Administration (WPA) provided jobs for millions of men and women.

New Deal programs helped the economy by

- A** raising the costs of goods and services.
- B** creating more competition between the workers.
- C** offering volunteer work to women and children
- D** lowering the jobless rate and stimulating business activity

**Statements Regarding Relief for the Unemployed
During the Depression**

"I hold that . . . the proper separation of functions of the Federal and local governments requires the maintenance of the fundamental principle that the obligation of distress [hardship] rests upon the individuals, upon the communities and upon the states."

—President Herbert Hoover, 1932

"Relief funds . . . will be expended on behalf of rural families in a manner and to an extent that will enable them to achieve self-support. . . . The needy unemployed living in cities and towns . . . should receive . . . adequate assurance of means to maintain themselves. . . . The Federal Government has no intention or desire to force either upon the country or the unemployed themselves a system of relief which is repugnant [offensive] to American ideals of individual self-reliance. . . . Labor on [work programs] . . . will be confined to those needy unemployed who can give adequate return for the unemployment benefits which they receive."

—President Franklin Roosevelt, 1934

What do the quotations illustrate about the shift in the role of government during this period?

- A** The federal government began to play a greater role in meeting the basic needs of individuals.
- B** State governments became more powerful by setting up relief programs for the unemployed.
- C** The federal government replaced the idea of self-reliance with generous cash benefits for all.
- D** Local governments became less dependent on state and federal governments for relief assistance.

PASS 8.2

Standard 8. The student will analyze the major causes, events, and effects of U.S. involvement in World War II.

PASS OBJECTIVE 8.2: Investigate appeasement, isolationism, and the war debates in the United States prior to the outbreak of war.

69.

"We have weakened ourselves for many months, and still worse, we have divided our own people by dabbling in Europe's wars. While we should have been concentrating on American defense, we have been forced to argue over foreign quarrels."

**—Charles Lindbergh, a member of America First Committee
April 23, 1941**

"If we are to retain our own freedom, we must do everything within our power to aid Britain . . . we cannot live in the world alone, without friends and without allies. . . . We would be alone in the world, facing an unscrupulous military economic bloc that would dominate all of Europe, all of Africa, most of Asia, and perhaps even Russia and South America."

—Harold Ickes, Secretary of the Interior, May 18, 1941

Based on the quotations, what was one issue in the debate over United States involvement in World War II?

- A concern that the United States would be unsuccessful
- B uncertainty as to whether assistance from the United States was wanted by other nations
- C difference of opinions as to whether the United States' interests were at risk because of the war
- D disagreements over whether United States troops should be removed from other areas in order to assist in Europe

PASS 8.2

70.

"We ask only to live our own life in our own way, in friendship and sympathy with all, in alliance with none."

- Senator Hiram W. Johnson, 1922

In the 1930s, those who agreed with Hiram Johnson would most likely have wanted the United States to

- A pursue imperialist interests abroad
- B adopt a foreign policy of isolationism
- C become a member of the League of Nations
- D offer military assistance to its World War I allies

PASS 8.3

Standard 8. The student will analyze the major causes, events, and effects of U.S. involvement in World War II.

PASS OBJECTIVE 8.3: Evaluate the impact of preparation and mobilization for war, including the internment policies and their effects (e.g., *Korematsu v. United States*).

71.

“Exclusion of those of Japanese origin was deemed necessary...We uphold the exclusion order... Hardships are part of war [and] ... we are at war with the Japanese Empire ... The military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily ...”

- Korematsu v. United States, 1944

What action by the United States government was declared constitutional by the Supreme Court in 1944?

- A requiring Japanese Americans to return to Japan
- B forcing Japanese Americans into internment camps
- C restricting the number of Japanese immigrants to the United States
- D forbidding acts of discrimination against Japanese immigrants

PASS 8.3

72.



Mrs. Naguchi and two children at internment camp in Manzanar, California.

Photograph by Ansel Adams⁶

“Before the war, peoples of Japanese ancestry were a small but valuable element in our population. . . . Their contributions . . . were indisputable evidence that the majority of them believed in America. . . . Then war came with the nation of their parental origin. . . . Among the casualties of war has been America’s Japanese minority.”

**—Harold L. Ickes,
Secretary of the Interior,
July, 1944**

Which event was most responsible for this situation?

- A Japan’s attack on Pearl Harbor.
- B Japan’s occupation of Indochina.
- C Japanese Americans committing acts of sabotage
- D Japanese Americans refusing to join the military

PASS 8.4

Standard 8. The student will analyze the major causes, events, and effects of U.S. involvement in World War II.

PASS OBJECTIVE 8.4: Detail major battles, military turning points, and key strategic decisions in both European and Pacific theaters.

73.

Why was the Battle of Midway an important military turning point in World War II?

- A It led to the immediate surrender of Japan.
- B It forced German troops to retreat from France.
- C It stopped Japanese dominance of lands in the Pacific Ocean.
- D It showed nations involved in the war that United States forces were invincible.

PASS 8.4

74.

The strategy of “island hopping” in the Pacific theater involved

- A bypassing smaller islands to attack Japan directly.
- B launching all attacks from Pearl Harbor in Hawaii.
- C recapturing all Japanese held islands and territories.
- D seizing key islands to close in on the Japanese mainland.

PASS 8.5

Standard 8. The student will analyze the major causes, events, and effects of U.S. involvement in World War II.

PASS OBJECTIVE 8.5: Analyze public and political reactions in the United States to the events of the Holocaust.

75.

Newspapers in the United States reported Nazi atrocities against European Jews as early as 1942. Which of the following describes the reaction of the general public to these reports?

- A suggestions for covert operations against Nazi camps
- B demand for immediate military action in Europe
- C support for economic sanctions against Germany
- D denial that such reports could be true

PASS 8.5

76.

After receiving early reports of the Holocaust during World War II, the immediate response of President Roosevelt and the United States government was to

- A focus on winning the war as quickly as possible.
- B allow greater numbers of refugees into the United States.
- C notify the public of the reports of German actions against Jews.
- D begin taking steps to invade concentration camps to free those held there.

PASS 8.5

77.

"The defendants in this case are charged with murders, tortures, and other atrocities committed in the name of medical science. The victims of these crimes are numbered in the hundreds of thousands. A handful only are still alive; a few of the survivors will appear in this courtroom. But most of these miserable victims were slaughtered outright or died during the tortures to which they were subjected."

—from Prosecution's Opening Statement Against All Defendants, Nuremberg Medical Trials, December 9, 1946

What was the prosecutor accusing the defendants of doing?

- A fighting against the Allies while in the German Army
- B helping the Allies while the war was going on in Europe
- C committing crimes against humanity during the Holocaust
- D inventing weapons that were used against the United States

PASS 9.1

Standard 9. The student will assess successes and shortcomings of U.S. foreign policy since World War II.

PASS OBJECTIVE 9.1: Identify the origins of the Cold War, and its foreign and domestic consequences, including confrontations with the Soviet Union in Berlin and Cuba.

78.

It is my duty to place before you certain facts about the present position in Europe...

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe...in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence, but to a very high and, in some cases, increasing measure of control from Moscow...

- Winston Churchill, 1946

Which situation is most closely related to the excerpt above?

- A the beginning of the Cold War
- B the collapse of Communism in Russia
- C the political division of Europe after World War I
- D the efforts by the United States to gain influence in Asia

PASS 9.1

79.

“Europe’s requirements for the next three or four years of foreign food and other essential products – principally from America – are so much greater than her present ability to pay that she must have substantial additional help or face economic, social, and political [decline] of a very grave character.”

- Secretary of State George Marshall, 1947

What was a primary goal of the program George Marshall described?

- A to repay loans made by the United States
- B to stop the spread of communism in Europe
- C to take over western European governments
- D to help the Soviet Union rebuild its military strength

PASS 9.2

Standard 9. The student will assess successes and shortcomings of U.S. foreign policy since World War II.

PASS OBJECTIVE 9.2: Examine the proliferation of nuclear weapons and the arms race.

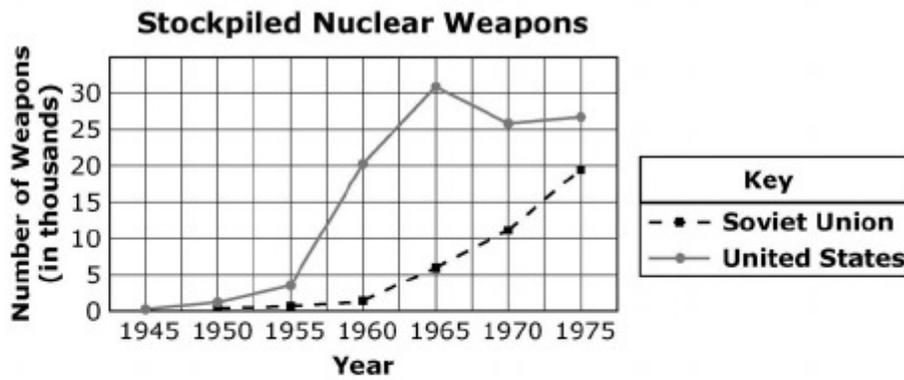
80.

Atomic Age Timeline

The timeline consists of a vertical line with a break between 1949 and 1963. Events are marked with dots on the line and connected to text boxes on the right. The events are: 1945: United States detonates first atomic bomb in New Mexico. 1946: United States tests atomic bomb at Bikini Island in the Pacific. 1949: Soviet Union detonates its first atomic device. 1963: Limited Test Ban Treaty is signed. 1968: Nuclear Non-proliferation Treaty is signed. 1969: Strategic Arms Limitation Treaty (SALT I) talks begin. 1972: SALT I agreements signed by United States and Soviet Union.

In which year did an event occur that started the nuclear weapons race between the United States and the Soviet Union?

- A** 1945
- B** 1949
- C** 1963
- D** 1968



Which action occurred immediately after the signing of the Strategic Arms Limitation Treaty (SALT I) in 1972?

- A The United States disarmed its nuclear weapons.
- B Both countries began to develop new types of nuclear weapons.
- C Both countries decreased the costs of producing nuclear weapons.
- D The Soviet Union continued to increase its number of nuclear weapons.

PASS 9.3

Standard 9. The student will assess successes and shortcomings of U.S. foreign policy since World War II.

PASS OBJECTIVE 9.3: Describe the role of the United States in the formation of the United Nations, NATO, and other alliances.

82.

Why did the United States play a role in the establishment of the North Atlantic Treaty Organization (NATO)?

- A Political conditions in Europe threatened the United States and its allies.
- B Efforts to provide humanitarian aid as an independent nation were failing.
- C The United States needed to borrow money to help the economy after the Great Depression.
- D The United States wanted to work with other nations to build canals in various parts of the world to improve international shipping.

PASS 9.3

83.

Which phrase explains a main goal of the United States in joining the North Atlantic Treaty Organization (NATO) in 1949?

- A to help rebuild countries ravaged by war
- B to reduce the number of nuclear weapons
- C to protect Western Europe from communist aggression
- D to increase trade between North America and communist nations

PASS 9.4

Standard 9. The student will assess successes and shortcomings of U.S. foreign policy since World War II.

PASS OBJECTIVE 9.4: Evaluate the role of the United States in attempts at the containment of communism in Europe, Asia, and Latin America, including the Truman Doctrine and the involvement of the United Nations in Korea.

84.

I believe that we must assist free peoples to work out their own destinies in their own way ... If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious.
- excerpt from the Truman Doctrine, 1947

How did the Truman Doctrine support the United States' policy of containment?

- A It encouraged trade between Greece and communist nations.
- B It halted the expansion of communism into Greece and Turkey.
- C It allowed citizens of Turkey refugee status in the United States.
- D It forced Greece and Turkey to sign treaties with the United States.

85.

[The United States must apply] "unalterably counterforce at every point where the Soviets show signs of encroaching upon the interests of a peaceful and stable world."
- George Kennan, 1947

Which policy or action taken by the United States reflects the foreign policy view stated in the excerpt?

- A sending troops to Korea
- B opening trade with China
- C remaining out of foreign conflicts
- D lending materials to allies in times of war

PASS 9.5

Standard 9. The student will assess successes and shortcomings of U.S. foreign policy since World War II.

PASS OBJECTIVE 9.5: Describe the fear of communist influence within the United States, including the McCarthy hearings.

“In my opinion the State Department . . . is thoroughly infested with communists. I have here in my hand a list of 205 . . . names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department.”

**—from a speech made by United States
Senator Joseph McCarthy, 1950**

Use the quote above to answer questions 86 and 87 to practice PASS objective 9.5.

86.

What was the purpose of the speech made by Senator McCarthy?

- A to defend the right of government workers to criticize the federal government
- B to praise State Department employees for their work in preserving democracy
- C to create fear that communists were making government decisions
- D to condemn those who opposed the right to join the Communist Party

87.

Four years after his speech, Senator McCarthy was

- A condemned by the Senate for his conduct.
- B facing charges of working for the Communist Party.
- C praised by the President for his investigations of communism.
- D leading the race to become the Republican candidate for President.

PASS 9.6

Standard 9. The student will assess successes and shortcomings of U.S. foreign policy since World War II.

PASS OBJECTIVE 9.6: Evaluate the causes and long term foreign and domestic consequences of United States military commitments in southeast Asia, especially Vietnam.

88.

The Vietnam War marked the first time when television cameras and reporters could truly capture the war effort. How did this new medium affect public opinion about the war at home?

- A Support rose since news programs selectively broadcast United States victories.
- B Support fell because the government censored negative footage of the war.
- C Support fell as news broadcast showed graphic shots of fighting and wounded soldiers.
- D Support rose because television reporters voiced their approval of U. S. involvement.

89.

Some Events in the History of Vietnam

1917 — France forms French Indochina (Vietnam, Laos, and Cambodia).

1940 — Japan begins occupation of French Indochina, leaving French government in place.

1945 — • Japan withdraws from French Indochina.

1946 — • Vietnamese communist leader Ho Chi Minh declares Vietnam independent.

— France and Vietnam begin struggle for rule over the country.

How did the events of the timeline lead to United States' involvement in Vietnam?

- A The United States supported the Vietnamese in their struggle for an independent country.
- B The Japanese drew the United States into their conflict with Vietnam during World War II.
- C The United States backed France in an attempt to stop the spread of communism to Southeast Asia.
- D The governments of Laos and Cambodia requested assistance from the United States in breaking away from Vietnam.

PASS 10.1

Standard 10. The student will analyze economic, social, and political transformation of U.S. since World War II.

PASS OBJECTIVE 10.1: Describe *de jure* and *de facto* segregation policies, attempts at desegregation and integration, and the impact of the Civil Rights Movement on society (e.g., *Brown v. Board of Education of Topeka, Kansas*).

90.

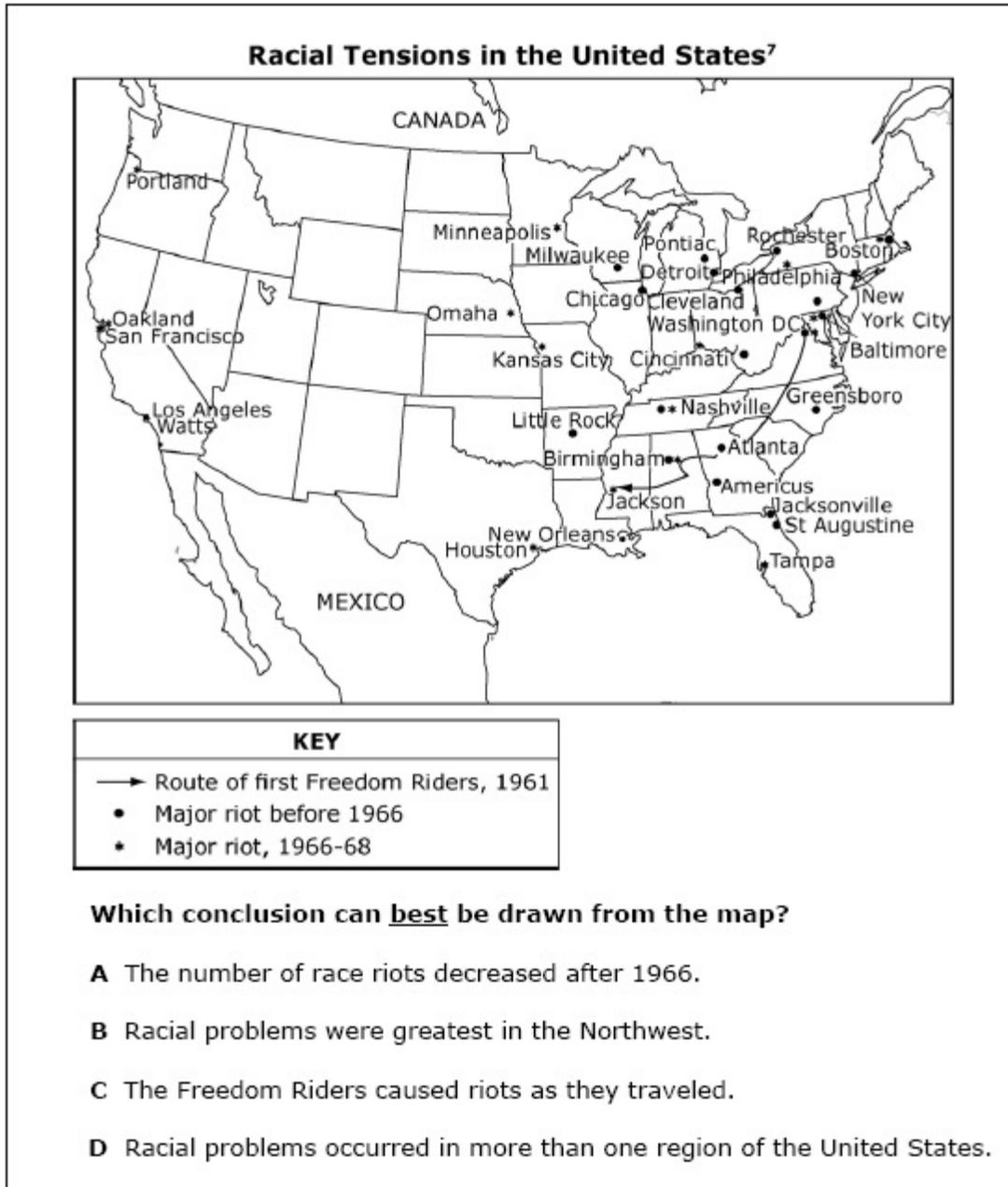
How did television aid the cause of the Civil Rights Movement?

- A It broadcast trials of civil rights opponents.
- B It gave free air time to civil rights organizations.
- C It presented disturbing images of the segregated South.
- D It prevented segregationist politicians from broadcasting their message.

91.

Which statement describes a long-term societal result of the Civil Rights Movement?

- A State courts overturned federal laws they considered unjust.
- B African Americans played larger roles in state and federal politics.
- C Businesses offered workers guaranteed cost-of-living wage increases.
- D Government officials eliminated immigration quotas that discriminated against some ethnic groups.



PASS 10.2

Standard 10. The student will analyze economic, social, and political transformation of U.S. since World War II.

PASS OBJECTIVE 10.2: Evaluate the success of the women's liberation movement and the changing roles of women in society.

93.

Although passed by Congress in 1972, the Equal Rights Amendment failed to be ratified by three-fourths of the state legislatures before the 1982 deadline. According to its supporters, this amendment would have accomplished which of the following?

- A set quotas for the number of congressional seats held by women
- B protected women from unfair treatment in the workplace
- C eliminated restrictions on women's right to vote
- D abolished the traditional institution of marriage

94.

Historically women have made the greatest gains toward equality with men in the workplace by

- A joining labor unions
- B pursuing legal actions
- C forming letter writing campaigns
- D supporting an equal rights amendment

PASS 10.6

Standard 10. The student will analyze economic, social, and political transformation of U.S. since World War II.

PASS OBJECTIVE 10.6: Identify the contributions of political leaders, political activists, and civil rights leaders, and the major issues and trends in national elections (e.g., differences between the two major political parties, and the rise of third party candidates).

95.

With which group is Betty Friedan associated?

- A National Rifle Association (NRA)
- B Mothers Against Drunk Driving (MADD)
- C National Organization for Women (NOW)
- D Student Nonviolent Coordinating Committee (SNCC)

96.

In the 1968 United States presidential election, third party candidate George Wallace received about thirteen percent of the popular vote. Which statement is the main reason for this situation?

- A Candidates from the main parties held extremist views.
- B The third party addressed issues rejected by the main parties.
- C New election laws made it easier for third party candidates to become known to voters.
- D Efforts by the main parties encouraged people to study the platforms of all political candidates.

PASS 10.8

Standard 10. The student will analyze economic, social, and political transformation of U.S. since World War II.

PASS OBJECTIVE 10.8: Evaluate the impact of political scandals (e.g., Watergate, Iran-Contra, and the Clinton impeachment) on federal law, national policies, and political behavior.

97.

The Daily Herald

August 9, 1974

Yesterday President Richard Nixon resigned from office. During his resignation speech, he admitted making poor judgements while in office, referring to his role in the Watergate Crisis. If the president had not resigned, it is most likely that he would have had to face impeachment proceedings.

Which was a result of the events described in the article?

- A** Congress enacted laws to prevent future abuses of presidential power.
- B** The Secretary of Defense was made a member of the President's cabinet.
- C** Presidential candidates were required to keep records of campaign contributions.
- D** The Supreme Court ruled that a person can serve a maximum of two terms as President.

98.

The Watergate scandal and President Nixon's resignation led many Americans to

- A** conclude that elected officials are above the law.
- B** doubt the effectiveness of the Constitution of the United States.
- C** become increasingly cynical about government officials and politics.
- D** believe that the system of checks and balances fails to prevent abuses.

PASS 10.9

Standard 10. The student will analyze economic, social, and political transformation of U.S. since World War II.

PASS OBJECTIVE 10.9: Analyze how the principles and structures of the United States Constitution have changed through amendment and judicial interpretation (e.g., the 22nd and 25th Amendments, and *Gideon v. Wainwright* and *Miranda v. Arizona*).

99.

Section 1. In the case of the removal of the President from office . . . the Vice President shall become President.

Section 2. Whenever there is a vacancy in the office of Vice President, the President shall nominate a Vice President.

Section 3. Whenever the President transmits . . . his written declaration that he is unable to charge the powers and duties of his office . . . such powers and duties shall be discharged by the Vice President as Acting President.

—excerpts from the 25th Amendment

A goal behind the passage of the 25th Amendment was

- A** to allow all citizens to vote in state and federal elections.
- B** to ensure an orderly transition of presidential power in case of emergency.
- C** to prohibit citizens of one state from suing the government of another state.
- D** to prevent the executive branch of government from gaining too much power.

100.

"The right of [a poor] defendant in a criminal trial to have the assistance of counsel is a fundamental right essential to a fair trial, and petitioner's trial and conviction without the assistance of counsel violated the Fourteenth Amendment."

—*Gideon v. Wainwright*, 1963

According to this Supreme Court decision, which of these judicial actions would be unconstitutional?

- A** denying legal representation to any person accused of a serious crime
- B** requiring persons accused of crimes to testify against themselves in court
- C** allowing police to look for evidence in a criminal case without a warrant
- D** requiring witnesses to describe what they have seen during a criminal act

ANSWER KEY for U.S. HISTORY EOI SAMPLE QUESTIONS

- | | | |
|-------|-------|--------|
| 1. B | 41. D | 81. D |
| 2. D | 42. B | 82. A |
| 3. C | 43. A | 83. C |
| 4. D | 44. D | 84. B |
| 5. C | 45. A | 85. A |
| 6. C | 46. B | 86. C |
| 7. C | 47. C | 87. A |
| 8. B | 48. C | 88. C |
| 9. B | 49. C | 89. C |
| 10. D | 50. D | 90. C |
| 11. B | 51. D | 91. B |
| 12. B | 52. C | 92. D |
| 13. A | 53. A | 93. B |
| 14. C | 54. D | 94. B |
| 15. B | 55. D | 95. C |
| 16. C | 56. C | 96. B |
| 17. D | 57. A | 97. A |
| 18. B | 58. C | 98. C |
| 19. C | 59. B | 99. B |
| 20. B | 60. A | 100. A |
| 21. A | 61. C | |
| 22. C | 62. C | |
| 23. B | 63. A | |
| 24. D | 64. B | |
| 25. B | 65. B | |
| 26. B | 66. A | |
| 27. A | 67. D | |
| 28. D | 68. A | |
| 29. D | 69. C | |
| 30. B | 70. B | |
| 31. C | 71. B | |
| 32. D | 72. A | |
| 33. B | 73. C | |
| 34. A | 74. D | |
| 35. B | 75. D | |
| 36. A | 76. A | |
| 37. B | 77. C | |
| 38. B | 78. A | |
| 39. B | 79. B | |
| 40. C | 80. B | |