

Introduction - Grade 11 U.S. History–Social Science

The following released test questions are taken from the Grade 11 U.S. History–Social Science Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content and skills standards in Grade 11 U.S. History–Social Science. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, and 2007. First on the pages that follow are lists of the standards assessed on the Grade 11 U.S. History–Social Science Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content and skills (where applicable) standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
1. Foundations of American Political and Social Thought	10	13
2. Industrialization and the U.S. Role as a World Power	13	16
3. United States Between the World Wars	12	15
4. World War II and Foreign Affairs	12	15
5. Post–World War II Domestic Issues	13	16
TOTAL	60	75

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 11 U.S. History–Social Science Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education’s Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

REPORTING CLUSTER 1: Foundations of American Political and Social Thought

The following two California content standards (indicated by bold type) are included in Reporting Cluster 1 and are represented in this booklet by 13 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 11 California U.S. History–Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Foundations of American Political and Social Thought

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|---------------|--|
| US11.1 | Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. |
| US11.1.1. | Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded. |
| US11.1.2. | Analyze the ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights. |
| US11.1.3. | Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization. |
| US11.1.4. | Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19 th century of the United States as a world power. |
| US11.3 | Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty. |
| US11.3.1. | Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities). |
| US11.3.2. | Analyze the great religious revivals and the leaders involved, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in 19 th century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times. |
| US11.3.3. | Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism). |
| US11.3.4. | Discuss the expanding religious pluralism in the United States and California as a result of large-scale immigration in the twentieth century. |
| US11.3.5. | Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state. |
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REPORTING CLUSTER 2: Industrialization and the U.S. Role as a World Power

The following two California content standards (indicated by bold type) are included in Reporting Cluster 2 and are represented in this booklet by 16 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 11 California U.S. History–Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**Industrialization and the U.S. Role as a World Power**

US11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.

US11.2.1. Know the effect of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.

US11.2.2. Describe the changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class.

US11.2.3. Trace the effect of the Americanization movement.

US11.2.4. Analyze the effect of urban political machines and responses by immigrants and middle-class reformers.

US11.2.5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

US11.2.6. Trace the economic development of the U.S. and its emergence as a major industrial power, including the gains from trade and advantages of its physical geography.

US11.2.7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).

US11.2.8. Examine the effect of political programs and activities of Populists.

US11.2.9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the 16th Amendment, Theodore Roosevelt, Hiram Johnson).

US11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century.

US11.4.1. List the purpose and the effects of the Open Door policy.

US11.4.2. Describe the Spanish-American War and U.S. expansion in the South Pacific.

US11.4.3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.

US11.4.4. Explain Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy, drawing on relevant speeches.

US11.4.5. Analyze the political, economic and social ramifications of World War I on the homefront.

US11.4.6. Trace the declining role of Great Britain and the expanding role of the U.S. in world affairs after World War II.



REPORTING CLUSTER 3: United States Between the World Wars

The following two California content standards (indicated by bold type) are included in Reporting Cluster 3 and are represented in this booklet by 15 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 11 California U.S. History–Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

United States Between the World Wars

US11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

- US11.5.1. Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.
- US11.5.2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
- US11.5.3. Examine the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).
- US11.5.4. Analyze the passage of the 19th Amendment and the changing role of women in society.
- US11.5.5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
- US11.5.6. Trace the growth and effects of radio and movies and their role in the wide world diffusion of popular culture.
- US11.5.7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

US11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

- US11.6.1. Describe the monetary issues of the late 19th and early 20th centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's.
- US11.6.2. Understand the explanations of the principal causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis.
- US11.6.3. Discuss the human toll of the Depression, natural disasters, unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
- US11.6.4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam).
- US11.6.5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organization to current issues of a post-industrial multinational economy, including the United Farm Workers in California.

REPORTING CLUSTER 4: World War II and Foreign Affairs

The following two California content standards (indicated by bold type) are included in Reporting Cluster 4 and are represented in this booklet by 15 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 11 California U.S. History–Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**World War II and Foreign Affairs****US11.7 Students analyze the American participation in World War II.**

- US11.7.1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- US11.7.2. Explain United States and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
- US11.7.3. Identify the role and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Codetalkers).
- US11.7.4. Analyze Roosevelt’s foreign policies during World War II (e.g., Four Freedoms speech).
- US11.7.5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; the role and growing political demands of African Americans.
- US11.7.6. Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.
- US11.7.7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
- US11.7.8. Analyze the effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and the importance of a rebuilt Europe to the U.S. economy.

US11.9 Students analyze United States foreign policy since World War II.

- US11.9.1. Discuss the establishment of the United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order.
- US11.9.2. Understand the role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War.
- US11.9.3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
- The era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting
 - The Truman Doctrine
 - The Berlin Blockade
 - The Korean War
 - The Bay of Pigs invasion and the Cuban Missile Crisis
 - Atomic testing in the American west, the “mutual assured destruction” doctrine, and disarmament policies
 - The Vietnam War
 - Latin American policy

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- US11.9.4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
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- US11.9.5. Analyze the role of the Reagan Administration and other factors in the victory of the West in the Cold War.
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- US11.9.6. Describe the U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
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- US11.9.7. Examine U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues.
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REPORTING CLUSTER 5: Post-World War II Domestic Issues

The following three California content standards (indicated by bold type) are included in Reporting Cluster 5 and are represented in this booklet by 16 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 11 California U.S. History–Social Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**Post-World War II Domestic Issues**

US11.8	Students analyze the economic boom and social transformation of post-World War II America.
US11.8.1.	Trace the growth of service sector, white collar, and professional sector jobs in government and business.
US11.8.2.	Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
US11.8.3.	Examine Truman’s labor policy and congressional reaction to it.
US11.8.4.	Analyze new federal government spending on defense, welfare, interest on the national debt, and Federal and state spending on education, including the California Master Plan.
US11.8.5.	Describe the increased powers of the presidency in response to the Great Depression, World War II and the Cold War.
US11.8.6.	Discuss the diverse environmental regions in North America, their relation to local economies, particular forms of economic life, and the origins and prospects of environmental problems in those regions.
US11.8.7.	Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
US11.8.8.	Discuss forms of popular culture with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).
US11.10	Students analyze the development of federal civil rights and voting rights.
US11.10.1.	Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.
US11.10.2.	Examine and analyze the key events, policies and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.
US11.10.3.	Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.
US11.10.4.	Examine the role of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King’s “Letter from Birmingham Jail” and “I Have a Dream” speech.

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- US11.10.5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
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- US11.10.6. Analyze the passage and effect of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the 24th Amendment with an emphasis on equality of access to education and to the political process.
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- US11.10.7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the 19th Amendment to the movement launched in the 1960s, including differing perspectives on the role of women.
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- US11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**
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- US11.11.1. Discuss the reasons for the nation's changing immigration policy with emphasis on the way the Immigration Act of 1965 and successor acts have transformed American society.
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- US11.11.2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., education, civil rights, economic policy, environmental policy).
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- US11.11.3. Describe the changing role of women in society as reflected in the major entry of women into the labor force and the changing family structure.
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- US11.11.4. Explain the constitutional crisis originating from the Watergate scandal.
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- US11.11.5. Trace the impact, need, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
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- US11.11.6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform and other social policies.
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- US11.11.7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt to Sunbelt migration, international migration, decline of family farm, increase in out-of-wedlock births, and drug abuse.
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CALIFORNIA ANALYSIS SKILLS STANDARDS FOR GRADE 11

Historical and Social Science Analysis Skills (Grade 11)

Chronological and Spatial Thinking

- CS1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- CS2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- CS3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- CS4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

- HR1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
- HR2. Students identify bias and prejudice in historical interpretations.
- HR3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of author's use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- HR4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- HI1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- HI2. Students recognize the complexity of historical causes and effects, including the limitations of determining cause and effect.
- HI3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.
- HI4. Students understand the meaning, implication, and impact of historical events recognizing that events could have taken other directions.
- HI5. Students analyze human modifications of landscape, and examine the resulting environmental policy issues.
- HI6. Students conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

At least twenty-five percent of the content questions must include an element of the skills standards.

1 What effect did the Enlightenment have on political thought in the colonies?

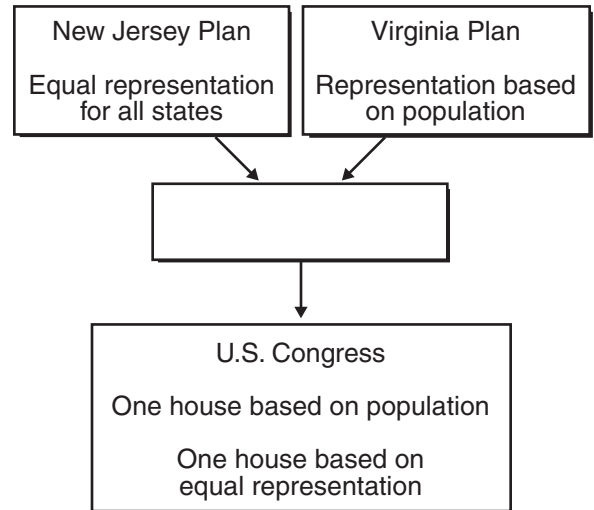
- A Colonial leaders began extending voting rights to all citizens.
- B The First Continental Congress determined a need for a federal bill of rights.
- C Colonial leaders began advocating the adoption of a state-supported church.
- D Colonists began to question the authority of the British monarchy.

CSH10443

2 The Declaration of Independence elaborates on the Enlightenment idea of

- A natural rights.
- B collective ownership.
- C religious freedom.
- D political equality.

CSV10109

3

Which of the following belongs in the empty box above?

- A The Missouri Compromise
- B The Great Compromise
- C *The Federalist* papers
- D The Articles of Confederation

CSV219759

4

Key decisions of the Supreme Court under the leadership of John Marshall solidified the power of the Supreme Court to

- A try cases between states.
- B accept appeals from lower federal courts.
- C try cases involving foreign diplomats.
- D review the constitutionality of state and federal laws.

CSH00324

Released Test Questions

5 The acquisition of an American overseas empire during the late 1890s created legal controversies concerning the

- A power of the government to make and ratify peace treaties.
- B role of the President as Commander in Chief.
- C Constitutional rights of the inhabitants of the new American territories.
- D rights of American businesses to operate in the territories.

CSH00355

6 Reconstruction comes to an end in the South.



White government officials regain power in the South.



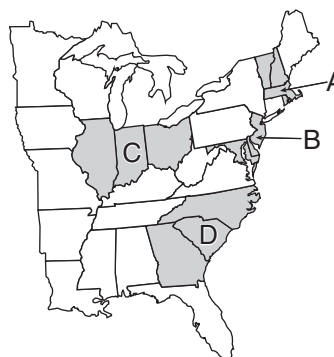
Southern states begin to implement poll taxes, literacy tests, and grandfather clauses.

During the late 19th century, the above sequence of events resulted in the

- A disfranchisement of most African Americans in the South.
- B movement to repeal the 14th Amendment to the Constitution.
- C strengthening of the Republican Party in the South.
- D expansion of free public education to all children.

CSH10439

7 Eastern United States



Which shaded area on the map was *least* industrialized in the second half of the 1800s?

- A area A
- B area B
- C area C
- D area D

CSV22098

8 The railroad building boom during the nineteenth century contributed to

- A increasing agricultural production in the Northeast.
- B the establishment of trade relations with Mexico.
- C dramatic population decreases in Southern cities.
- D the rapid industrialization of the United States.

CSV22413

- 9** The First Great Awakening of the 1730s and 1740s was *primarily* a
- A movement to increase colonial loyalty to the British monarchy.
 - B revival of evangelical religion that spread through the colonies.
 - C process of assimilating immigrants into colonial American culture.
 - D period of economic prosperity brought about by colonial trade.

CSV21147

- 10** Lord Baltimore established the Maryland colony in response to
- A Spanish attempts to seize lands along the Chesapeake Bay.
 - B the overcrowding of England's large industrial centers.
 - C the growing demand for cotton in English textile mills.
 - D discrimination against Roman Catholics in England.

CSH10117

- 11** The primary religious issue of the 1960 presidential election in the United States was
- A the Catholic faith of John F. Kennedy.
 - B Richard Nixon's upbringing as a Quaker.
 - C the teaching of creationism in public schools.
 - D the Mormonism of George Romney.

CSH10099

- 12** Which religious group has had the greatest increase in membership due to the increasing immigration from Latin American countries to the United States over the last fifty years?
- A Catholics
 - B Muslims
 - C Jews
 - D Protestants

CSH10539

- 13** The First Amendment to the U.S. Constitution, prohibiting the federal government from making any law "respecting an establishment of religion," was one response to the
- A attempts by Maryland to make Catholicism the official state religion.
 - B increasing number of Puritans arriving in the country.
 - C religious persecution exhibited by the Church of England.
 - D antireligious sentiments expressed during the Great Awakening.

CSV21156

- 14** Which of the following was an effect of the publication of Upton Sinclair's *The Jungle* (1906)?
- A It aided the growth of federal social services.
 - B It contributed to the development of settlement houses.
 - C It influenced the passage of the Meat Inspection Act.
 - D It led to the development of child labor laws.

CSH10035

Released Test Questions

U.S. History

11

15 The Americanization movement of the early twentieth century sought to

- A assimilate ethnic immigrant groups into the dominant culture.
- B restrict the military involvement of the United States in foreign conflicts.
- C protect domestic businesses from foreign competition.
- D diminish the role of government in the regulation of industry.

CSV21144

16 During the late 19th and early 20th centuries, urban immigrants generally supported local political machines that

- A discouraged the new immigrants from participating in civic affairs.
- B were usually supported by urban reformers.
- C provided essential services to the immigrants.
- D reminded immigrants of political practices in their homelands.

CSH00215

17 The muckraking journalists associated with the Progressive Era were known *primarily* for their

- A willingness to expose the corruption of U.S. society.
- B articles supporting the economic benefits of laissez-faire economics.
- C use of the media to advocate the passage of the Equal Rights Amendment.
- D support for the formation of U.S. military alliances with European countries.

CSV20882

18 Ford's production of Model Ts in the early 20th century demonstrated the economic relationship between specialization and

- A reduced labor demand.
- B greater efficiencies in production.
- C higher production costs.
- D decreased union organization.

CSH00291

19 During the late nineteenth and early twentieth centuries, the U.S. government attempted to facilitate the growth of domestic industry by

- A placing high tariff barriers on foreign imports.
- B encouraging the growth of labor unions.
- C repealing the Sherman Antitrust Act.
- D providing subsidies to small businesses.

CSV22445

20 How did the growth of U.S. manufacturing affect the country's international relations during the late nineteenth century?

- A Increasing industrial production led to support for an isolationist foreign policy.
- B Increasing demand for natural resources led to the U.S. acquisition of African colonies.
- C Increasing demand for markets contributed to support for an Open Door policy in China.
- D Increasing need for trading partners encouraged the United States to lower tariff rates.

CSV22406

21 The followers of the Social Gospel movement believed that organized religion must place greater emphasis on

- A reconstructing American society.
- B raising funds.
- C supporting the Populist Party.
- D stopping immigration to the United States.

CSH00269

22 During President Theodore Roosevelt's administration, Congress gave the Interstate Commerce Commission the power to

- A enforce legislation regulating railroad rates.
- B construct a national canal system.
- C impose lower import tariffs on foreign goods.
- D mint a national currency.

CSV22470

23 In 1900 the United States declared an Open Door Policy that reflected which of the following beliefs?

- A The Chinese were secretly negotiating trade privileges with European countries.
- B Japan might conquer China and cut off all foreign trade.
- C All countries should have equal trading rights in China.
- D American consumers would be hurt by international trade.

CSH00172

24 The United States supported a revolution in Panama at the turn of the 20th century in order to

- A stop human rights abuses in Latin American countries.
- B prevent the spread of communism in Latin America.
- C secure the right to build a canal through Central America.
- D end European colonialism in Central America.

CSH10091

25 Theodore Roosevelt's "Speak softly and carry a big stick" policy relied on the United States having a

- A competitive economy.
- B system of military alliances.
- C strong navy.
- D tax on imports.

CSH00352

26 What did the Roosevelt Corollary to the Monroe Doctrine state?

- A The United States would permanently station troops in the Philippines and other Pacific islands.
- B The United States reserved the right to intervene in the affairs of Central America and the Caribbean.
- C The United States had the right and duty to expand its colonial possessions in Asia.
- D The United States would provide military aid to Europe to resist communism.

CSV20896

Released Test Questions

27

The Espionage Act of 1918 included punishments for speaking or writing “disloyal, scurrilous or abusive language about the American form of government, the Constitution, the armed forces, or the flag. . . .”

—The Espionage Act of 1918

The passage and the enforcement of the Espionage Act by the Wilson Administration reflected the belief that the

- A Fourteenth Amendment permitted suspending the Bill of Rights in wartime.
- B nation’s war effort would be threatened if dissenters were allowed free speech.
- C public should be shielded from hearing about the reality of the war.
- D other countries at war had already curtailed civil liberties.

CSH00151

28

The “Red Scare” in the United States immediately following World War I was a reaction to

- A President Wilson’s attempts to include the U.S. in the League of Nations.
- B the perceived growth of organized crime in major urban areas.
- C a perceived threat of a communist revolution in the United States.
- D a rise in the number of immigrants from Germany.

CSH10530

29

President Wilson proposes the Fourteen Points at Paris Peace Conference in 1919.

Thirty-nine U.S. Senators sign petition against U.S. entry into the League of Nations.

Which action belongs in the empty box above as it relates to World War I?

- A The U.S. Senate approves a military alliance with Great Britain.
- B The U.S. Senate refuses to ratify the Treaty of Versailles.
- C The U.S. Senate fails to pass the Selective Service Act.
- D The U.S. Senate authorizes the use of troops in Europe.

CSV22447

30

Marcus Garvey’s program in the 1920s emphasized

- A vocational training.
- B a back-to-Africa movement.
- C integration into mainstream society.
- D separate-but-equal doctrines.

CSH00233

31 What organization was formed in the 1920s to ensure that the individual rights of citizens were protected from government abuse?

- A House Un-American Activities Committee
- B American Civil Liberties Union
- C American Liberty League
- D United Services Organization

CSV21863

32 Marcus Garvey's "Back to Africa" movement and the creation of the National Association for the Advancement of Colored People (NAACP) were both early-twentieth-century responses to

- A the passage of more restrictive immigration laws.
- B the growth of communism in the South.
- C the practice of racial discrimination in the United States.
- D the desegregation of World War I combat units.

CSV22882

33 Why did the number of votes cast in the U.S. Presidential election rise by 8.2 million from 1916 to 1920?

- A The Nineteenth Amendment gave millions of women the right to vote.
- B The people were excited about voting on the issue of Prohibition.
- C Demobilization of the military released millions of men for voting.
- D Warren G. Harding's call for "normalcy" energized the voters.

CSH00498

34 Zora Neale Hurston and Langston Hughes had which of the following in common?

- A They were leaders involved with the 1960s civil rights movement.
- B They were initial members of President Franklin Roosevelt's Black Cabinet.
- C They were writers associated with the Harlem Renaissance.
- D They were outspoken opponents to U.S. involvement in Vietnam.

CSH10440

35 The *primary* objective of Harlem Renaissance writers was to

- A encourage militant protest among African Americans.
- B support educational programs for African Americans.
- C improve literacy rates among African Americans.
- D generate pride in African-American culture.

CSV21876

36 Which of these was an outgrowth of mass production techniques used during the 1920s?

- A an increase in the advertising industry
- B a decrease in the need for female workers
- C an increase in environmental protection laws
- D a decrease in demand for unionization

CDV20526

Released Test Questions

U.S. History

11

37 Why did industrialists oppose the increased coinage of silver during the nineteenth century?

- A It would have led to greater political power for southern states.
- B It would have caused economic inflation.
- C It would have made it more difficult to secure business loans.
- D It would have limited the amount of money in circulation.

CSV20756

38 Early in the Depression, the Hoover Administration established the Reconstruction Finance Corporation to

- A make direct grants to unemployed workers.
- B loan money to banks, insurance companies, and other depressed businesses.
- C purchase American manufactured goods for export to foreign markets.
- D guarantee a minimum income to all of the nation's farmers.

CSH00270

39 Which event *most* contributed to the establishment of the United States Securities and Exchange Commission (SEC)?

- A the Panic of 1893
- B the formation of the Standard Oil Trust
- C the Teapot Dome Scandal
- D the 1929 crash of the stock market

CSV21865

40 Franklin Roosevelt's immediate response to the banking crisis after becoming president was to

- A declare a bank holiday that closed banks in the United States for several days.
- B nationalize the banks to ensure they were following federal regulations.
- C establish the Federal Reserve to reduce the possibility of another bank emergency.
- D borrow money from foreign banks to support the U.S. banking industry.

CSV22652

41 To many Californians, the arrival of the Dust Bowl refugees of the mid-1930s represented

- A a welcome addition to the labor force.
- B a source of much-needed capital investment.
- C new markets for California businesses.
- D unwanted additions to the ranks of the unemployed.

CSH00363

42 Social Security was a New Deal program designed to

- A foster the growth of trade unions.
- B promote recovery through economic development.
- C give direct aid to American businesses.
- D provide a minimum retirement income.

CSH00174

43 Many business groups opposed the Tennessee Valley Authority (TVA) in the 1930s on the grounds that it

- A unfairly competed with private power companies.
- B charged too much for the electricity it sold.
- C did not treat its electric customers equally.
- D generated electricity with obsolete methods and equipment.

CSH00182

44 What New Deal program employed large numbers of artists and writers during the Great Depression?

- A National Recovery Administration (NRA)
- B Agriculture Adjustment Administration (AAA)
- C Works Progress Administration (WPA)
- D National Youth Administration (NYA)

CSH10448

45 Yesterday, December 7, 1941—a date that will live in infamy. . . .

—President Franklin Roosevelt,
December 8, 1941

What was President Roosevelt referring to in his speech?

- A a police attack on strikers in Detroit
- B the Japanese bombing of Pearl Harbor
- C an explosion in a West Virginia coal mine
- D the collapse of the New York Stock Exchange

CSH00257

46 Japanese attempts to create an empire prior to World War II were in conflict with the U.S. goal of

- A maintaining an open trade policy in Asia.
- B gaining a sphere of influence in Asia.
- C establishing a military presence in China.
- D creating a military alliance with China.

CSH10372

47 During World War II, what was the primary duty of the Navajo Code Talkers?

- A interpreting confiscated German battle plans
- B transmitting secret messages to U.S. forces during combat
- C translating confidential Japanese communications
- D informing the press about the number of Allied war casualties

CSV22761

48 In comparison to the earlier conferences at Casablanca and Teheran, the meetings at Yalta and Potsdam were more focused upon

- A postwar issues.
- B military supply issues.
- C long-term military planning.
- D technological developments.

CSH00356

49 The U.S. Congress passed a series of neutrality acts beginning in August 1935 in response to

- A British requests to blockade German ports.
- B American antiwar sentiment.
- C the German invasion of Poland.
- D the Japanese bombing of Pearl Harbor.

CSV20551

Released Test Questions

U.S. History

11

50 In 1944, the Supreme Court upheld the internment of Japanese Americans residing on the West Coast by ruling that the actions were

- A part of an international agreement with U.S. allies.
- B approved by both houses of Congress.
- C allowed under the Fourteenth Amendment.
- D necessary for national security.

CSV20758

51 Partly because Japanese Americans living on the West Coast during World War II were considered security risks, they were

- A forced to give up their U.S. citizenship.
- B barred from military service throughout the war.
- C moved from their homes to internment camps.
- D prohibited by law from seeking employment with the federal government.

CSV22762

52 The purpose of the Manhattan Project was to

- A provide economic aid to Latin American countries.
- B develop atomic weapons for the U.S. military.
- C bring about an end to poverty in U.S. urban areas.
- D offer assistance to relocated European refugees.

CSV21883

53 The purpose of the 1947 General Agreement on Tariffs and Trade (GATT) was to

- A use tariffs to restrict international trade with communist countries.
- B raise money through tariffs to rebuild Europe after World War II.
- C encourage countries to repay war debts by increasing tariffs.
- D expand international trade by mutual reduction of tariffs.

CSH00528

54 The United Nations statement of principles was based on the belief that

- A the development of nuclear weapons must be closely monitored.
- B Germany must be punished by being forced to pay war reparations.
- C an international peacekeeping organization could settle disputes without warfare.
- D a strong military alliance was needed to prevent the emergence of new fascist dictators.

CSH10315

55 President Eisenhower supported the establishment of the Southeast Asia Treaty Organization (SEATO) as an attempt to

- A assist nationalist movements in Asian countries.
- B counter British attempts to establish colonies in Asia.
- C restrict communist aggression in Asian countries.
- D initiate programs for the protection of human rights in Asia.

CSH10470

56 Which of these was a cause of the Korean War?

- A NATO air and naval forces blocked ships sailing to North Korea.
- B North Korean forces, with Soviet approval, invaded South Korea.
- C United Nations inattention allowed guerrillas to infiltrate South Korea.
- D Widespread anti-colonial riots forced the Korean government to begin the war.

CSH00353

57 Which of these was a formal statement of intention of the United States to aid any country threatened by communist aggression?

- A Truman Doctrine
- B Marshall Plan
- C Alliance for Progress
- D Vietnamization

CSH00341

58 Which of these events was the closest the United States and the Soviet Union actually came to fighting each other during the Cold War?

- A Suez Crisis, 1956
- B Bay of Pigs, 1961
- C Cuban Missile Crisis, 1962
- D Gulf of Tonkin, 1964

CSH00272

59 The Truman Doctrine was a pledge on the part of the United States to help Greece and Turkey

- A avoid engaging in a war over oil reserves.
- B recover land they had lost during World War II.
- C resist the spread of communism in the region.
- D prosecute captured military leaders for war crimes.

CSV20762

60

Employment Figures for Three Economic Sectors*

Year	Agriculture	Manufacturing	Service
1900	11,050	7,252	6,832
1950	6,001	18,475	20,721

*numbers in millions

Sources: *Historical Statistics of the United States, Colonial Times to 1970*; *Statistical Abstracts of the United States, 1953, 1954, 1999*

What factor would be considered *most* responsible for the employment trend depicted in the chart?

- A the increasing use of technology
- B the issuance of an isolationist trade policy
- C the establishment of a restrictive immigration policy
- D the initiation of extensive farm subsidy programs

CSV20969

61 The federal government initiated the *bracero* program during World War II in an effort to

- A restore the agricultural industry in the Plains states.
- B provide financial support for irrigation projects.
- C address the urgent need for agricultural laborers.
- D increase the revenue of crop producers.

CSV21837

Released Test Questions

U.S. History

11

62 During the second half of the twentieth century, the largest source of labor in California agriculture was

- A unemployed Midwestern industrial workers.
- B relocated Southern sharecroppers.
- C displaced workers from the Plains states.
- D immigrants from Mexico.

CSV21835

63 One reason labor union leaders opposed the passage of the Taft-Hartley Act in 1947 was that the act

- A placed a limit on wage rates.
- B favored big business interests over union interests.
- C forced the consolidation of the AFL and CIO unions.
- D placed too much bargaining control in the hands of Congress.

CSV21049

64 Changes in the balance of power among the three branches of the Federal government during the 20th century have resulted from the

- A passage of Constitutional Amendments on voting.
- B expansion of executive power during periods of crisis.
- C loss of the Supreme Court's power to review Congressional actions.
- D revival of the authority of the states.

CSH00284

65 Use the excerpt to answer the following question.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression . . .

—Joint Resolution of Congress,
August 7, 1964

What effect did the 1964 joint resolution of Congress have regarding the deployment of U.S. troops to Vietnam?

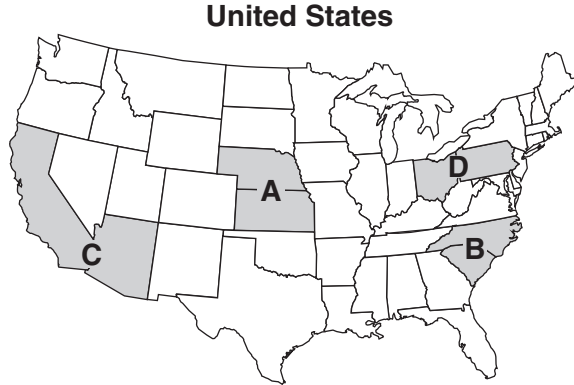
- A It limited the powers of Congress during time of war.
- B It limited the power of the President to use U.S. troops overseas.
- C It authorized the President to send troops into battle.
- D It granted the President the authority to declare war.

CSH10511

U.S. History

Released Test Questions

66



During the last half of the twentieth century, what region of the United States saw a decrease in its population due to a decline in factory jobs?

- A region A
- B region B
- C region C
- D region D

CSV20779

67

A major accomplishment of medical science since the end of World War II has been the virtual worldwide elimination of death caused by

- A malaria.
- B smallpox.
- C cholera.
- D tuberculosis.

CSH00227

68

The outstanding record of African Americans who served in the military forces during World War II was one reason President Truman decided in 1948 to

- A begin drafting African Americans into the armed forces.
- B order an end to racial segregation in the military.
- C create special African-American combat units.
- D continue the Tuskegee Airmen program.

CSH00164

69

What effect did the African-American civil rights movement have on other minority groups in the United States?

- A It brought about anti-discrimination legislation that applied to other groups.
- B The backlash caused other minority groups to limit the use of civil disobedience.
- C It convinced other groups to create one unified civil rights movement.
- D It convinced other groups to minimize the use of protests as a way to end discrimination.

CSH10409

70

The Supreme Court in *Brown v. Board of Education* (1954)

- A permitted affirmative action in admission to colleges.
- B ended Bible reading and prayer in public schools.
- C outlawed racial segregation in public schools.
- D authorized schools to censor student newspapers.

CSH00334

Released Test Questions

U.S. History

11

71 In 1957, President Eisenhower used federal troops in Little Rock, Arkansas, to

- A eliminate racial discrimination in housing.
- B allow African Americans to vote in local elections.
- C integrate the public schools.
- D admit African Americans to graduate programs.

CSH00152

72 The successful formation of the United Farm Workers indicated that the ideals of the civil rights movement had influenced the actions of

- A Native Americans.
- B Hispanic Americans.
- C Korean Americans.
- D Chinese Americans.

CSH00389

73 The immigration policies in place since the 1960s have

- A reinforced the population patterns reflected in the laws of the 1920s.
- B greatly increased ethnic diversity in American society.
- C encouraged immigration from Western European countries.
- D discouraged immigration from Asian countries.

CSH00235

74 The passage of the Immigration Act of 1965 resulted in

- A the deportation of large numbers of political refugees.
- B an increase in the number of Eastern European immigrants.
- C the elimination of an immigration policy based on national origin quotas.
- D an increase in the deportation of Asian immigrants.

CSV21891

75

This administration, today, here and now, declares unconditional war on poverty in America, and I urge this Congress and all Americans to join with me in that effort.

—President Lyndon B. Johnson
State of the Union Address
January 8, 1964

The program President Lyndon B. Johnson created to wage his unconditional war on poverty was the

- A Alliance for Progress.
- B Fair Deal.
- C Great Society.
- D New Deal.

CSV20594

Question Number	Correct Answer	Standard	Skills	Year of Release
1	D	US11.1.1		2005
2	A	US11.1.1		2005
3	B	US11.1.2		2006
4	D	US11.1.3	HI 1	2004
5	C	US11.1.4	HI 1	2003
6	A	US11.1.4		2005
7	D	US11.1.4		2007
8	D	US11.1.4	HI 1	2007
9	B	US11.3.2		2006
10	D	US11.3.3		2005
11	A	US11.3.3		2006
12	A	US11.3.4	CS 2	2004
13	C	US11.3.5		2007
14	C	US11.2.1	HI 1	2004
15	A	US11.2.3		2007
16	C	US11.2.4		2004
17	A	US11.2.4		2006
18	B	US11.2.5		2003
19	A	US11.2.6		2006
20	C	US11.2.6		2007
21	A	US11.2.7		2003
22	A	US11.2.9		2006
23	C	US11.4.1		2003
24	C	US11.4.3		2005
25	C	US11.4.4		2004
26	B	US11.4.4		2006
27	B	US11.4.5		2004
28	C	US11.4.5		2005
29	B	US11.4.5	HI 2	2007
30	B	US11.5.2		2003
31	B	US11.5.2		2006
32	C	US11.5.2	HI 3	2007
33	A	US11.5.4	HI 3	2004
34	C	US11.5.5		2005
35	D	US11.5.5		2007

Released Test Questions

U.S. History

11

Question Number	Correct Answer	Standard	Skills	Year of Release
36	A	US11.5.7		2005
37	B	US11.6.1		2006
38	B	US11.6.2	HI 3	2003
39	D	US11.6.2	HI 3	2006
40	A	US11.6.2		2007
41	D	US11.6.3	HI 3	2003
42	D	US11.6.4		2003
43	A	US11.6.4		2004
44	C	US11.6.4		2004
45	B	US11.7.1		2004
46	A	US11.7.1		2007
47	B	US11.7.3		2006
48	A	US11.7.4		2003
49	B	US11.7.5		2005
50	D	US11.7.5		2005
51	C	US11.7.5		2007
52	B	US11.7.7		2006
53	D	US11.9.1		2004
54	C	US11.9.1		2005
55	C	US11.9.2		2005
56	B	US11.9.3	HI 1	2003
57	A	US11.9.3		2003
58	C	US11.9.3		2004
59	C	US11.9.3		2007
60	A	US11.8.1		2005
61	C	US11.8.2		2005
62	D	US11.8.2		2007
63	B	US11.8.3		2007
64	B	US11.8.5	HI 1	2003
65	C	US11.8.5	HI 3	2006
66	D	US11.8.6		2006
67	B	US11.8.7	HI 1	2004
68	B	US11.10.1	HI 1	2003
69	A	US11.10.1		2005
70	C	US11.10.2		2004

Question Number	Correct Answer	Standard	Skills	Year of Release
71	<i>C</i>	US11.10.5		2003
72	<i>B</i>	US11.10.5	HI 3	2003
73	<i>B</i>	US11.11.1		2004
74	<i>C</i>	US11.11.1		2007
75	<i>C</i>	US11.11.2		2006