

## United States History EOCT Multiple Choice Questions

**SSUSH1 The student will describe European settlement in North America during the 17th century.**

a. Explain Virginia's development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon's Rebellion, and the development of slavery.

**The Virginia House of Burgesses was significant because it**

- A negotiated the treaty of the French-Indian War.
- B attempted to subvert English rule before the Revolution.
- C acted as the first legislative body in the Americas.
- D granted early equal rights to non-white American settlers.

**The British established the Virginia Company in order to**

- A protect new Puritan settlers in North America.
- B build ships to travel from Virginia to England.
- C establish settlements on the coast of North America.
- D import African slaves into America.

**Powhatan and Bacon's Rebellion are connected because they both relate to which colonial issue?**

- A issues with Native Americans
- B taxation without representation
- C religious tension in the colonies
- D formally declaring independence

**Which crop was significant to the early growth of the North American colonies in the 1600s?**

- A tobacco
- B cotton
- C uranium
- D gold

**SSUSH1 The student will describe European settlement in North America during the 17th century.**

b. Describe the settlement of New England: include religious reasons; relations with Native Americans (King Phillip's War); the establishment of town meetings and development of a legislature; religious tensions that led to the founding of Rhode Island; the half-way covenant; Salem Witch Trials; and the loss of the Massachusetts charter and the transition to a royal colony.

**The Salem Witch Trials were primarily instigated by**

- A a desire to acquire Native American land.
- B prejudice against New England Catholics.
- C religious hysteria and social turmoil.
- D propaganda from various British spies.

**Which describes the importance of town meetings in colonial New England?**

- A They were used primarily to resolve religious issues.
- B They represent the first instances of direct democracy in the colonies.
- C Events like the Salem Witch Trials were conducted in town meetings.
- D It was through town meetings that the colonists interacted with Native Americans.

**Why was the loss of the Massachusetts Charter in 1684 significant to the inhabitants of the colony?**

- A They were now subject to more direct control from England as a royal colony.
- B The half-way covenant no longer applied to them.
- C Other colonies were angry over the loss and threatened to invade Massachusetts.
- D With no charter in place, many colonists left to form the colony of Rhode Island.

**King Philip's War and Bacon's Rebellion are similar in that both are examples of**

- A weaknesses in the Articles of Confederation.
- B colonial conflicts with Native Americans.
- C battles that took place during the American Revolution.
- D unfair uses of taxation without representation.

**SSUSH1 The student will describe European settlement in North America during the 17th century.**

c. Explain the development of the mid-Atlantic colonies; include the Dutch settlement of New Amsterdam and subsequent English takeover, and the settlement of Pennsylvania.

**How did the colony of New York form?**

- A Persecuted religious groups from England settled there.
- B French merchants set up a prosperous trading port there.
- C The Duke of York founded it after taking Iroquois land in several wars.
- D The British created it after taking the Dutch settlement New Amsterdam.

**Why is it correct to say the settlement of Pennsylvania has more in common with Jamestown than with New York?**

- A The Dutch had to agree to the settlements in Pennsylvania and Jamestown, but only the king had to approve New York.
- B Jamestown and Pennsylvania were settlements granted by the king, whereas New York was acquired through a treaty.
- C Pennsylvania's geography and land structure looks nearly identical to Jamestown because they are in the same state.
- D The same group of settlers were responsible for Pennsylvania and Jamestown.

**SSUSH1 The student will describe European settlement in North America during the 17th century.**

d. Explain the reasons for French settlement of Quebec.

**By the late 1500's the French had already established contact with indigenous people in modern day Canada. Why was establishing a permanent settlement in Quebec important?**

- A** The French wanted a permanent place to conduct their profitable fur trade with the Indians.
- B** There was a plan to remove the Indians as soon as possible and Quebec provided a base camp to start that removal.
- C** Quebec was quickly becoming the most significant part of the triangle trade because of the Indian labor.
- D** The Indians would only trade with the French if they established a permanent settlement.

**Use the following list to answer question # 1 :**

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|--|
| <ul style="list-style-type: none"><li>• <b>Easy access to water</b></li><li>• <b>Good location for the capital of New France</b></li><li>• <b>Provided permanent place for the French to conduct fur trade with Native Americans</b></li></ul> |
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**The list above describes the**

- A** location of New Amsterdam.
- B** French and Indian War.
- C** Louisiana Purchase.
- D** French settlement of Quebec.

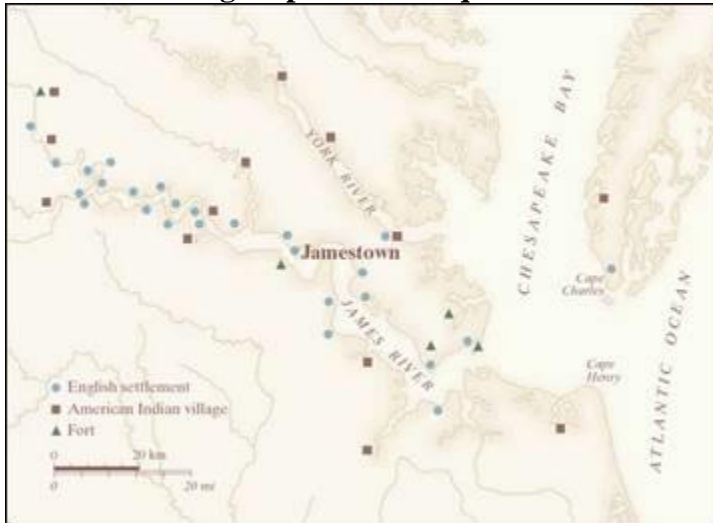
**SSUSH1 The student will describe European settlement in North America during the 17th century.**

e. Analyze the impact of location and place on colonial settlement, transportation, and economic development; include Jamestown and New York City.

**Which BEST describes the impact of location on the settlements of Jamestown and New York City?**

- A** Since both settlements were landlocked, Native American access to the sea was critical to their survival.
- B** Being right next to each other meant that there was much trade between Jamestown and New York.
- C** Both settlements had great access to the fur trade in Canada because of their location.
- D** Access to important rivers and the Atlantic Ocean played a big role in their success.

Use the following map to answer question # \_\_\_:



(Map from National Park Service)

**According to the map above, which statement explains the success of Jamestown as a colony?**

- A Native American settlements outnumbered Jamestown's.
- B Jamestown's primary settlements were along major waterways.
- C Native Americans did not have settlements close to the English.
- D The English were not concerned with security and built fewer forts.

**SSUSH2 The student will trace the ways that the economy and society of British North America developed.**

a. Explain the development of mercantilism and the trans-Atlantic trade.

**During the 16<sup>th</sup> and 17<sup>th</sup> centuries many European countries adopted the belief that the best way to have a prosperous country was to heavily regulate the economy and limit imports from other countries while trying to accumulate as much gold and capital as possible.**

**What is the name for this set of practices?**

- A trans-atlantic trade
- B imperialism
- C mercantilism
- D nationalism

**Mercantilism is MOST related to which other topic?**

- A Civil War
- B cotton gin
- C trans-Atlantic trade
- D type of government

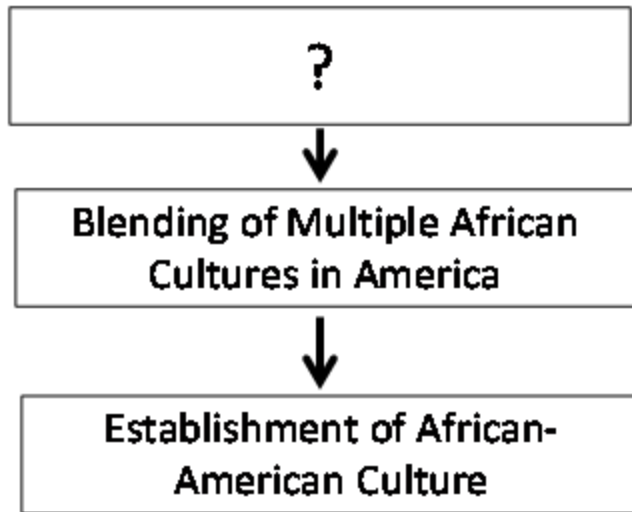
**SSUSH2 The student will trace the ways that the economy and society of British North America developed.**

b. Describe the Middle Passage, growth of the African population, and African-American culture.

**The Middle Passage forever transformed American society by**

- A bringing millions of Africans to America for slavery.
- B providing a quick trade route for American merchants.
- C introducing the first Puritan settlers to New England.
- D allowing the first British settlers to arrive in Jamestown.

Use the following flow chart to help answer question #: \_\_\_\_\_



**Which statement should go in the box at the top to complete the cause and effect chart?**

- A Development of African trade routes with European powers.
- B America's increased desire to establish colonies in Africa.
- C England sends Ambassadors to open relations with Africa.
- D Growth of the African population in America due to slavery.

**SSUSH2 The student will trace the ways that the economy and society of British North America developed.**

c. Identify Benjamin Franklin as a symbol of social mobility and individualism.

**Which American historical figure symbolizes social mobility in the way he worked his way up from humble beginnings as a printer to become an inventor, ambassador, and major player in creating documents like the Declaration of Independence and the Constitution?**

- A John Locke
- B George Washington
- C Thomas Paine
- D Benjamin Franklin

**SSUSH2 The student will trace the ways that the economy and society of British North America developed.**

d. Explain the significance of the Great Awakening.

**The Great Awakening was a significant national event because it**

- A** reformed the Southern churches and distinguished them from Northern churches.
- B** revived emotional Christianity throughout the nation for both whites and blacks.
- C** helped an early democratic movement emerge from rational churches in the North.
- D** weakened the influence of religion in the colonies by introducing rationalism.

**Use the following items to answer question #\_\_\_:**

- Unified 4/5 of colonists under a common understanding of Christianity
- Baptists, Presbyterians, and Methodists grew in numbers
- Greater emphasis on education in the colonies

**The items in the list above most directly relate to which historical event?**

- A** Civil War
- B** Gilded Age
- C** Great Awakening
- D** American Revolution

**SSUSH3 The student will explain the primary causes of the American Revolution.**

a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.

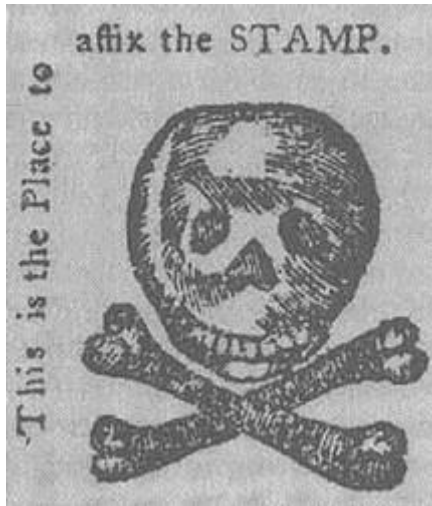
**How did the 1763 Treaty of Paris - which ended the French and Indian (Seven Year's) War – help start the American Revolution?**

- A** The treaty led to an increase in British military presence in the colonies, including having colonists quarter soldiers in peace time.
- B** Since the treaty reduced the French threat, the British wanted to reduce their military presence, but still get the colonies to pay for the war.
- C** Once the treaty was signed, the colonies had more in common with France than with Great Britain.
- D** The treaty gave Great Britain access to more land and they began to completely ignore the original colonies.

**SSUSH3 The student will explain the primary causes of the American Revolution.**

b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.

Use the following picture to answer question #\_\_\_\_\_:



**The picture above was published in an American newspaper shortly after the Stamp Act was passed in Britain. How does this help explain colonial response to the Stamp Act?**

- A It was obviously welcomed since American newspapers were reporting about it.
- B The use of the skull and crossbones indicates that Americans were opposed to the Stamp Act.
- C The colonies were using the skull and crossbones as their primary symbol and they welcomed it.
- D The Stamp Act was barely even noticed and this picture indicates the Act was dying.

**SSUSH3 The student will explain the primary causes of the American Revolution.**

c. Explain the importance of Thomas Paine's *Common Sense* to the movement for independence.

**What was the significance of Thomas Paine's pamphlet *Common Sense*?**

- A It presented a convincing case for independence, using plain language.
- B It counteracted the Great Awakening by arguing against religion.
- C It clearly described how increased trade could benefit the colonies.
- D It considered early arguments against using slave labor in America.

**SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.**

a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and the role of Thomas Jefferson.

**John Locke was influential to the drafting of the Declaration of Independence because his**

- A belief in conquering the entire continent was popular here but opposed in England.
- B belief that Americans were unique from Britons motivated colonists to seek freedom.
- C theory that all taxes were unjust and should be banned was popular with the signers.
- D theory that rulers needed the consent of citizens inspired and justified the document.

**The largest section of the Declaration of Independence lists the**

- A men who signed the document.
- B description of the legislative branch.
- C grievances the colonists had with England.
- D reasons the Constitution was desired and needed.

**Thomas Jefferson relied on the writings of which historical figure when drafting the Declaration of Independence?**

- A John Locke
- B William Penn
- C Thomas Paine
- D George Washington

**SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.**

b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.

**What role did France play in the American Revolution?**

- A It made a pact with Spain to divide American territory after the war.
- B It sold weapons and services to both sides in order to make a profit.
- C It allied itself with the revolutionaries in order to weaken Britain.
- D It assisted the British, for its rulers feared a similar French revolution.

**During the Revolutionary War, Benjamin Franklin served as a**

- A spy in Britain.
- B diplomat in France.
- C commander in Boston.
- D politician in Philadelphia.

**SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.**

c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.



**As a military leader during the American Revolution, one of George Washington's toughest challenges was to**

- A create a professional military from small state militias.
- B set precedents for future presidents to adhere to.
- C put down the Whiskey Rebellion in a timely fashion.
- D try to contribute to the Declaration of Independence from the battlefield.

**Use the following list to answer question # \_\_\_\_ :**

- \*Harsh winter of 1777-1778**
- \*Scarce food and clothing**
- \*Marquis de Lafayette**
- \*Baron Freidrich von Steuben**
- \*Military test of will-power**

**The items in this list all DIRECTLY relate to which event?**

- A crossing the Delaware River
- B Washington's encampment at Valley Forge
- C colonial victory at the Battle of Yorktown
- D weaknesses in the Articles of Confederation

**SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.**

d. Explain the role of geography at the Battle of Yorktown, the role of Lord Cornwallis, and the Treaty of Paris, 1783.

**How was the geographical location of Yorktown pivotal to General Washington's decisive victory there?**

- A It was far inland, so supplies and reinforcements couldn't arrive from the sea in time.
- B It was surrounded on all sides by trees and hills, giving Washington's soldiers ample cover.
- C It was on the coast, and French ships blockaded it during the Continental Army's assault.
- D It was in the valley of the Appalachian mountains, giving the colonists elevated positioning.

**SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.

**Weaknesses in the Articles of Confederation, along with skirmishes like Shays' Rebellion led to**

- A a call for a stronger central government.
- B George Washington declaring martial law.
- C multiple new amendments being added to the Articles.
- D the need for a Bill of Rights to be added to the Constitution.

**Shays' Rebellion was an indication that the central government was too weak under which document?**

- A the Constitution
- B the Mayflower Compact
- C the Articles of Confederation
- D the Declaration of Independence

**SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution as put forth in *The Federalist* concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.

**Alexander Hamilton, John Jay and James Madison tried to argue through the *Federalist Papers* that**

- A a small government with a weak leader would best control factions.
- B the anti-federalists had the best ideas for more states rights and smaller government.
- C in order to control factions, there should be a large, powerful government with checks and balances.
- D ratifying the Constitution without a Bill of Rights would have disastrous consequences for America.

**Franklin Roosevelt's "court packing bill" was a direct challenge to which principle of the Constitution?**

- A federalism
- B checks and balances
- C equal protection
- D freedom of speech

**SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers (the influence of Montesquieu), limited government, and the issue of slavery.

**The Great Compromise at the Constitutional Convention essentially established**

- A a bicameral legislature for the federal government.
- B a Supreme Court that oversaw all other federal courts.
- C an electoral college for choosing the head executive officer.
- D a system that allowed for amending the Constitution.

**The fact that the economies of the southern colonies were primarily based on agriculture while the northern colonies were not directly caused conflict over which issue at the constitutional convention of 1787?**

- A trial by jury
- B rule of law
- C role of the president
- D debate over slavery

**The fact that the Constitution denies the federal government several powers indicates that the framers believed strongly in which principle?**

- A slavery
- B a Bill of Rights
- C equal opportunity
- D limited government

**SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

d. Analyze how the Bill of Rights serves as a protector of individual and states' rights.

**By limiting the power of the National Government, the Bill of Rights ultimately serves as**

- A a protector of individual and states' rights.
- B a reminder of the anti-federalists arguments.
- C the final list of all citizens natural rights and freedoms.
- D the appendix to Article I, Section 9 of the Constitution that denies powers.

**Use the following list to answer question #:**

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|--|
| <p>Proposed Bills</p> <ul style="list-style-type: none"><li>• No person may carry a firearm.</li><li>• No publishing of documents criticizing the government</li><li>• State's may not make their own laws</li></ul> |
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**Why are the proposed bills in the list above unlikely to ever become laws in the United States?**

- A Most states already have laws similar to these.
- B They represent ideas that the executive branch cannot enforce.
- C The Bill of Rights protects these individual and states' rights.
- D The Declaration of Independence specifically prevents them from becoming law.

**SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.**

e. Explain the importance of the Presidencies of George Washington and John Adams; include the Whiskey Rebellion, non-intervention in Europe, and the development of political parties (Alexander Hamilton).

**How did the Whiskey Rebellion affect George Washington's Presidency?**

- A It showed his skills in negotiating state interests in Congress.
- B It exposed the President as powerless to intervene in state and local matters.
- C It forced him to utilize a national army to stop domestic unrest.
- D It made his popularity legendary once he repealed the unpopular Whiskey Tax.

**The first political parties in America arose primarily because of**

- A disagreements over whether to keep or prohibit slavery in newly acquired lands.
- B opposition to Alexander Hamilton's influence in Washington's administration.
- C divisions among the American public over whether to trade with Britain or France.
- D support of a stronger Congress that had oversight over presidential appointments.

**Why was George Washington's presidency so important?**

- A He was the only president elected by popular vote
- B Since he was popular, he was able to rule with disregard for the people
- C With no guideline to follow, he created many precedents for future presidents
- D His presidency helped clarify the purpose of the Declaration of Independence

**SSUSH6 The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.**

a. Explain the Northwest Ordinance's importance in the westward migration of Americans, and on slavery, public education, and the addition of new states.

**How did the Northwest Ordinance lead to the creation of new states?**

- A It allowed the United States to seize lands from Canada and divide them into states.
- B It granted the U.S. military the power to create states west of the Mississippi River.
- C It allowed western territories to apply for statehood once they reached a certain size.
- D It established Illinois and Michigan as free states to balance the number of slave states.

**SSUSH6 The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.**

b. Describe Jefferson's diplomacy in obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark.

**Meriwether Lewis and William Clark were important to westward expansion because they**

- A set up many permanent settlements in the west.
- B eliminated all Native American threats in the west.
- C negotiated the price and timing of the Louisiana Purchase.
- D explored and mapped out the area received in the Louisiana Purchase.

**Which event is an example of Thomas Jefferson's keen diplomatic skills?**

- A the Embargo Act
- B the War of 1812
- C the Louisiana Purchase
- D the Sally Hemmings Affair

**SSUSH6 The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.**

c. Explain major reasons for the War of 1812 and the war's significance on the development of a national identity.

**How did British naval vessels help instigate the War of 1812?**

- A They smuggled goods to France, hurting American merchant's trade with France.
- B They routinely seized American crew and cargo illegally.
- C They occasionally helped runaway slaves escape the United States.
- D They provided Canadian militias with weapons for border raids against Americans.

**SSUSH6 The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.**

d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation's infrastructure.

**The Erie Canal was significant for early America because it**

- A provided vital irrigation for the farmlands in the northern territories.
- B aided the rebels in transporting supplies and troops during the revolution.
- C connected New York's ports to the western interior for increased commerce.
- D allowed ships to travel from the northern states to southern states quickly.

**SSUSH6 The student will analyze the impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation.**

e. Describe the reasons for and importance of the Monroe Doctrine.

**The Monroe Doctrine was important to American history because it**

- A expressed America's willingness to intervene in the internal conflicts of Europe
- B directly opposed further European colonization anywhere in the world
- C showed that the United States would protect the Americas as a sphere of influence
- D accepted Spanish and French expansion in the Americas in order to form an alliance

**SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.**

a. Explain the impact of the Industrial Revolution as seen in Eli Whitney's invention of the cotton gin and his development of interchangeable parts for muskets.

**Which idea of Eli Whitney's had major consequences for the production of other goods, even to this day?**

- A assembly line
- B interchangeable parts
- C cotton gin
- D steamboat

**The invention of the cotton gin is an example of the types of technological improvements associated with which historical era?**

- A Cold War
- B Great Awakening
- C American Revolution
- D Industrial Revolution

**SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.**

b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.

**Manifest Destiny and the Monroe Doctrine are similar in that both relate to**

- A issues related to United States territory.
- B problems with the Articles of Confederation.
- C debates over the components of the Constitution.
- D reasons for the start of the American Revolution.

**Americans used the concept of Manifest Destiny to justify**

- A the use of slavery by believing myths of whites' racial superiority over blacks.
- B westward expansion by claiming they had to spread democracy.
- C an increase in industry by arguing that they had to become a global power.
- D a military in Latin America by reasoning that the area was a sphere of influence.

**SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.**

c. Describe reform movements, specifically temperance, abolitionism, and public school.

**Temperance, abolitionism, and public school are similar in that all three**

- A were movements started by the same person.
- B began as part of social reform movements.
- C are guaranteed by constitutional amendments.
- D were issues addressed in the Declaration of Independence.

**Abolitionism was a reform movement dedicated primarily to trying to eliminate which social problem?**

- A slavery
- B suffrage
- C absolutism
- D alcoholism

**SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.**

d. Explain women's efforts to gain suffrage; include Elizabeth Cady Stanton and the Seneca Falls Conference.

**What was the main purpose of the Seneca Falls Conference?**

- A To promote the temperance movement and other religious agendas
- B To settle the debates about creating new states in the Western Territories
- C To argue that women deserved to be socially and politically equal to men
- D To consolidate growing opposition to slavery in the United States

**SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it.**

e. Explain Jacksonian Democracy, expanding suffrage, the rise of popular political culture, and the development of American nationalism.

**One of the most distinctive features of "Jacksonian democracy" was its**

- A opposition to supposedly wealthy, elitist interests and agendas
- B peaceful negotiations between white settlers and Native Americans
- C promotion of Congressional superiority over the executive branch
- D rejection of awarding government posts to party loyalists

**Andrew Jackson's presidency, economic growth, manifest destiny, and the rise of popular culture all helped what other ideology develop in the first half of the 19th century?**

- A quaker beliefs
- B American nationalism
- C Monroe Doctrine
- D the independence movement

**SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.**

a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglas, and the Grimke sisters).

**The Grimke sisters famously argued that**

- A women should sympathize with the oppression of blacks and thus oppose slavery.
- B the racist treatment of Native Americans was worse than that of African-Americans.
- C slavery was necessary for the economy and the union, as their family was slaveholders.
- D women should not damage their quest for equality by supporting abolitionists.

**William Lloyd Garrison, Frederick Douglas, and the Grimke Sisters would all be MOST LIKELY to support which newspaper headline?**

- A “Compromise allows for slavery in the south, but not the north”
- B “Constitution ratified, slavery allowed until 1808”
- C “Prohibition bill passes, all alcohol sales stop”
- D “Slavery completely abolished in all states”

**SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.**

b. Explain the Missouri Compromise and the issue of slavery in western states and territories.

**How did the Missouri Compromise affect the expansion of slavery into western territories?**

- A It allowed slavery only in Missouri and western territories south of Missouri.
- B It permitted Missouri to have slaves but forbade slavery in all other Western territories.
- C It forced Missouri to be a free state but permitted western states to choose slavery.
- D It allowed all western areas to become slave states as long as they didn't outnumber free states.

**SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.**

c. Describe the Nullification Crisis and the emergence of states' rights ideology; include the role of John C. Calhoun and development of sectionalism.

**How did the Nullification Crisis threaten the unity of the United States?**

- A It indicated that some states would try to ignore federal law within their borders.
- B It showed that President Jackson could disregard decisions of the Supreme Court.
- C It forced slave states and free states to confront each other over abolition.
- D It almost enabled the President to nullify federal laws passed by Congress



**SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.**

d. Describe the war with Mexico and the Wilmot Proviso.

**Why was the Wilmot Proviso controversial in 19<sup>th</sup> Century America?**

- A** It tried to prevent slavery in territories America won in the Mexican War.
- B** It denounced the invasion of Mexico as immoral imperialist expansionism.
- C** It advocated the complete destruction of Native American tribes in Mexican lands.
- D** It argued that conquered Mexican citizens should replace blacks as slaves.

**SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.**

e. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.

Use the following list to answer question #\_\_\_\_\_:

- **Organization of the Utah Territory**
- **The division of Territory in Texas**
- **Admitting California to the Union**
- **Returning Fugitive Slaves in all states**

**The items in this list are territorial issues that are related directly to the**

- A** Great Compromise.
- B** Compromise of 1850.
- C** Missouri Compromise.
- D** Compromise of 1820.

**SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.**

a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.

**Which is a reason why the Supreme Court's Dred Scott decision increased tensions between slave and free states?**

- A** Slave states could no longer import blacks for the purpose of slavery.
- B** Slave states could now enslave any free blacks passing through their territory.
- C** A slave who entered a free state would now be considered a free U.S. citizen.
- D** A slave's status of enslavement would now be recognized within free states.

**SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.**

b. Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.

**President Abraham Lincoln's Gettysburg Address primarily expressed**

- A his personal disgust at southern racism.
- B boastful pride about the Union's military might.
- C profound regret about the Civil War's violence.
- D his determination to maintain the Union.

**Which decision by President Lincoln was controversial because it involved limiting people's civil liberties?**

- A his suspension of habeas corpus
- B delivering the Gettysburg Address
- C use of military force to preserve the union
- D the issuance of the Emancipation Proclamation

**SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.**

c. Describe the roles of Ulysses Grant, Robert E. Lee, "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.

**How did General William T. Sherman mainly contribute to the Union's victory in the Civil War?**

- A He stopped General Robert E. Lee at Gettysburg, turning the tide of the conflict.
- B He defeated Stonewall Jackson at the Second Battle of Bull Run, thus removing Jackson.
- C He inspired successful slave uprisings throughout the South and hurt the Confederacy.
- D He marched from Atlanta to Savannah and destroyed a main supply-line for the rebels.

**In terms of position in government and role in decision-making, Jefferson Davis shared the most similarities with whom?**

- A Abraham Lincoln
- B Robert E. Lee
- C William T. Sherman
- D John C. Calhoun

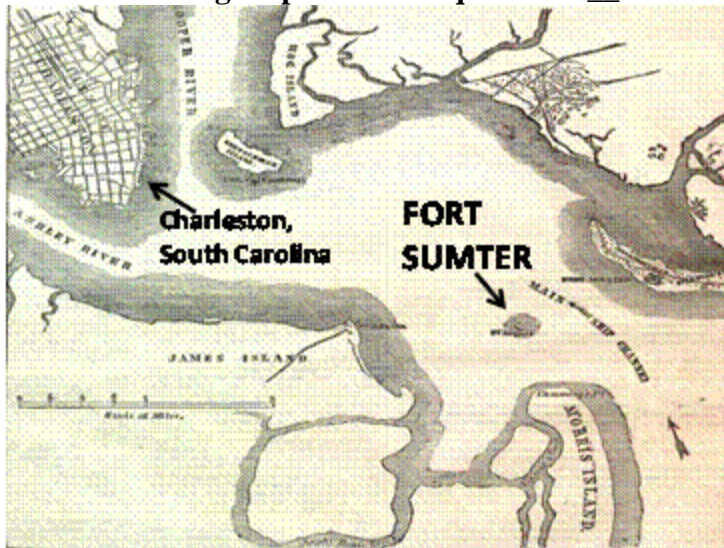
**SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.**

d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.

**The Battle of Antietam was important in the Civil War because it**

- A marked the formal surrender of all Confederate forces and the official end of the Civil War.
- B prevented Confederate forces from taking Washington D.C. and encouraged Lincoln to issue the Emancipation Proclamation.
- C enabled Union troops to finally march into Southern territory unopposed and marked the beginning of the March to the Sea.
- D featured the first submarine battle between the *Monitor* and *Merrimack* which eventually changed the way the Civil War was fought.

Use the following map to answer question #\_\_:



(original image from Harper's Weekly, 1861)

**Confederate control of Fort Sumter offered what strategic advantage during the Civil War?**

- A It protected Charleston from Union Naval attacks.
- B The South was able to win the war at sea because of its location.
- C All trade was able to be conducted from the fort, rather than Charleston.
- D Fort Sumter provided a key location for attacking Washington, D.C.

**SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.**

e. Describe the significance of the Emancipation Proclamation.

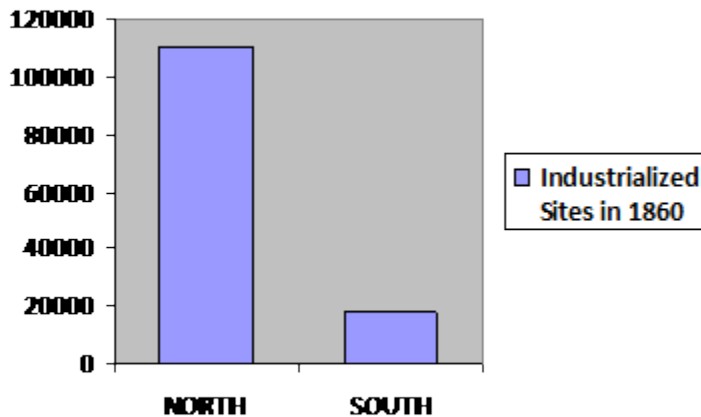
**Which statement is correct concerning the Emancipation Proclamation?**

- A The actual effects of the Proclamation were more symbolic than practical.
- B It represented the major turning point of the Civil War.
- C Without the Proclamation it is doubtful any slaves would have been set free.
- D It was the major reason the Dred Scott decision was made.

**SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.**

f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

Use the following chart to answer question #\_\_\_\_\_:



**Which conclusion is supported by the data in the chart?**

- A Heading into the Civil War, the North was guaranteed to win.
- B The North had more industry because they did not use slave labor.
- C There was great economic disparity between the North and the South.
- D During the Civil War, the South relied mainly on industry for their economy.

**SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.

**Which was a MAJOR difference between Andrew Johnson's view of Reconstruction and the view of the Radical Republicans?**

- A Whether or not the southern states should be a part of the union
- B How quickly southern states should be re-admitted to the Union
- C Whether or not slavery should be allowed to continue in the southern states
- D How many southern states should be re-admitted to the Union

Use the following list to answer question #\_\_:

- Desired to rebuild the Union as quickly as possible
- Opposed to drastic punishments of the south
- Issued dozens of pardons to southern rebels

The list above BEST describes which Reconstruction plan?

- A Johnson's Presidential Reconstruction
- B Jefferson Davis's Confederate Plan
- C Radical Republican Reconstruction
- D The Freedmen's Bureau Plan

**SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education (e.g., Morehouse College) and describe the role of the Freedmen's Bureau.

The primary goal of colleges like Morehouse College in the 1800s was to

- A create faith-based colleges that hadn't existed since colonial times.
- B provide advanced education to former slaves and blacks in the south.
- C teach history from a southern perspective and enforce existing beliefs.
- D meet demands from the Federal government as a reconstruction requirement.

**SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

c. Describe the significance of the 13th, 14th, and 15th amendments.

The Fourteenth Amendment forever shaped post-Civil War America by

- A ending slavery in Confederate states.
- B making former slaves official citizens.
- C granting universal suffrage to American adults.
- D providing reparations to former slaves.

The 13<sup>th</sup> amendment was significant following the Civil War because it ended which practice?

- A slavery
- B voting
- C racism
- D discrimination

**SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.

**The Black Codes were basically**

- A discriminatory laws against blacks passed prior to the Civil War.
- B racist state laws passed against Southern blacks in reaction to Reconstruction.
- C temporary laws in occupied states that allowed blacks to vote and hold office.
- D federal laws that punished Southern states for their mistreatment of blacks.

Use the following list to answer question # \_\_\_:

- **Founded in 1865 by members of the Confederate Army**
- **Strongly Opposed to Racial Equality**
- **Used violent tactics to express their beliefs**

The list above describes which historical group?

- A Union Army
- B Ku Klux Klan
- C Freedmen's Bureau
- D John Brown's Raiders

**SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction.

**How did the impeachment of Andrew Johnson affect Reconstruction?**

- A It accelerated Reconstruction because Johnson became compliant to the Republicans.
- B It delayed Reconstruction because a conflict arose between the President and Congress.
- C It stopped Reconstruction because an impeached President wasn't able to appoint necessary officials.
- D It spread Reconstruction to all states because the impeachment was unpopular and provoked riots.

**SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

f. Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.

**Which event helped bring about the end of Reconstruction?**

- A The near impeachment of Andrew Johnson.
- B The passage of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments.
- C The bargain allowing Rutherford B. Hayes to become President.
- D The passage of Jim Crow Laws throughout many Southern States.

## SSUSH11

**The expansion of the railroad industry in the 1800's was a positive development for**

- A Native Americans who got jobs from the railroads.
- B other industries, like steel, who provided resources to the railroad companies.
- C poor Americans who could now afford to travel west on the free cars.
- D Lewis and Clark because it made their expedition more efficient.

**The use of Chinese labor to build railroads in the west had which unintended consequence?**

- A The Chinese took control of social and political power.
- B China refused to trade with the United States.
- C There was a major social backlash against the Chinese.
- D Only Chinese citizens could get jobs in the west.

**How did Standard Oil attain its immense wealth?**

- A It encouraged unions in order to keep the most competent and productive workers.
- B It consolidated power by taking over its competitors and becoming a monopoly.
- C It acted for several years as the only oil company to export oil to other countries.
- D It was the first oil company to drill for oil in the Northeastern United States.

**Which is a Thomas Edison invention that had an impact on American lives?**

- A telephone
- B telegraph
- C cotton gin
- D phonograph

## SSUSH12

**How did the immigration into the United States change in the late 19<sup>th</sup> century?**

- A Most immigrants now came from unstable parts of Southern and Eastern Europe.
- B A growing number of immigrants were wealthier, as they could afford to travel.
- C The largest percentage of immigrants now came from poor South and Latin America.
- D Most immigrants settled into countryside farms because of the newly available land.

Use the following list to answer question #\_\_:

- New York Harbor
- Over 12million immigrants during late 1800's-early 1900's
- Intense health inspections

The list above BEST describes which location?

- A Jamestown
- B Fort Sumter
- C Ellis Island
- D Panama Canal

Samuel Gompers was important to the growth of labor unions as the leader of the

- A NAACP.
- B Pullman Strike.
- C Seneca Falls Conference.
- D American Federation of Labor.

Sitting Bull greatly affected relations between Native Americans and the United States by

- A attacking miners and battling Custer at Little Bighorn.
- B gathering Native American support for the Dawes Act.
- C resisting federal troops as they carried out the Trail of Tears.
- D negotiating the surrender of the Nez Perce after their military victories.

What was the main cause of the Pullman strike of 1894?

- A President Cleveland's use of armed force to break up strikes, which this strike protested
- B The arrest of Eugene V. Debs for advocating labor unions and better working conditions
- C Pullman's policy of hiring cheap immigrant labor to construct their railroads
- D Pullman's reducing workers' wages without reducing prices in the company town

**SSUSH13**

How did Upton Sinclair's book *The Jungle* address social issues important to the Progressive Movement?

- A It pointed out that women weren't being treated like humans when denied suffrage.
- B It showed how lax regulations in the food industry endangered public health.
- C It explained why national forests and wildlife needed to be preserved.
- D It gave a realistic portrayal of racial tension in the Southern states.



**Why did Jane Addams establish the Hull House in Chicago?**

- A To raise support for women's suffrage
- B To organize a powerful political machine
- C To press for safety reform in industries
- D To provide assistance for the poor in slums

**How did the Supreme Court's decision in *Plessy v. Ferguson* affect African-Americans?**

- A It extended the 14<sup>th</sup> Amendment to private individuals.
- B It permitted the segregation of blacks and whites.
- C It prohibited more Jim Crow laws from being passed.
- D It allowed poll taxes to be applied to blacks.

**In 1909, W.E.B. Dubois and others founded the NAACP in order to**

- A address issues in the meat-packing industry.
- B fund, support, and implement the Jim Crow laws.
- C assist Seneca Falls in order to help women get the right to vote.
- D provide legal and political support to the African American community.

**Ida Tarbell played an important role the American Progressive Movement by**

- A organizing workers into a labor union at Carnegie's steel mills.
- B pressing for political rights of African-Americans.
- C reporting on and exposing Rockefeller's business practices.
- D organizing a large movement for women's suffrage.

**The direct election of Senators by a state's population was a main agenda of**

- A business owners, who found it difficult to influence Senators elected by state legislatures
- B progressives, who wanted to reform a Senate that didn't answer directly to citizens
- C governors, who by and large sought to wrest power away from the state legislatures
- D conservatives, who wanted to separate the interaction of federal and state governments

**Why would a majority of poor people living in cities in the late 1890s and early 1900s be likely to support progressive leaders?**

- A Progressive leaders promised to get everyone a job and safe house by 1920.
- B Almost all of the progressive leaders were poor, city dwellers with little education.
- C Most progressives sought to resolve problems caused by industrialism and urbanization.
- D Unlike politicians, progressives sought to resolve problems without using any government help.

**Theodore Roosevelt affected the Conservation Movement in the United States by**

- A limiting conservation in order to develop more farmland.
- B only supporting conservationists in order to win their political support.
- C proposing legislation that hindered early conservation efforts.
- D enthusiastically promoting conservation of America's wilderness.

## **SSUSH14**

**What was a major reason for Congress passing the Chinese Exclusion Act of 1882?**

- A fierce job competition in the west caused by a surplus of low-paid Chinese labor
- B sour diplomatic relations between the United States and China at the time
- C constant rioting in Chinese neighborhoods due to poor living conditions
- D the discovery of vast gold deposits on Chinese-owned lands in the southwest

**At the end of the nineteenth century, America fought a war in the Philippines in order to**

- A resolve the Spanish-American War, as many Spanish soldiers were there.
- B set up a democracy there by overthrowing the Japanese military presence.
- C put down an independence movement there and initiate an overseas empire.
- D open up trade routes to Asia but not establish a long-lasting presence there.

**What was primarily at issue in the Spanish-American War?**

- A Atomic bombs found on Cuban property.
- B The border of Mexico and the United States.
- C Immigration from Spain to the United States.
- D Cuba's (and other colonies') relationship with Spain.

**How did U.S. involvement in Latin America affect the creation of the Panama Canal?**

- A The United States oversaw its creation after invading much of Central America.
- B The Mexican-American War slowed down its construction for many years.
- C America prevented its construction until Panama repaid European creditors.
- D The U.S. aided its construction after recognizing Panama's independence.

Use the following quote to answer question # \_\_\_:

**“...in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States...to the exercise of an international police power.”**

- *The Growth Of the United States*

**The quote above BEST states the position of the**

- A Roosevelt Corollary
- B Seneca Falls Conference
- C Chinese Exclusion Act
- D Declaration of Independence

**SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.**

a. Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.

**How did unrestricted submarine warfare lead to direct U.S. engagement in World War I?**

- A Unrestricted submarine warfare against American civilians provoked the U.S.
- B Germany used unrestricted submarine warfare in an attempt to invade the U.S.
- C The U.S. developed unrestricted submarine warfare as a way to defeat Germany.
- D Unrestricted Submarine Warfare was needed by the U.S. to defend its own ports.

**SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.**

b. Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.

**World War I contributed to the Great Migration by prompting millions of African Americans to**

- A leave the country in order to avoid being drafted.
- B relocate to farms, which paid much more in wartime.
- C settle on the east coast as for purposes of national defense.
- D move into urban areas to fill newly available industrial jobs.

Use the following list to answer question #\_\_:

- Multi-time presidential candidate of the Socialist party
- Arrested during WWI under the Espionage Act
- Associated with several major labor unions

The list above describes which historical figure?

- A Eugene Debs
- B Woodrow Wilson
- C Joseph McCarthy
- D Phillip Randolph

**SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.**

c. Explain Wilson's Fourteen Points and the proposed League of Nations.

**Woodrow Wilson supported the creation of the League of Nations in order to**

- A form an alliance against the new, expanding Soviet Union
- B prevent another global conflict like the first World War
- C colonize unconquered territories in Asia and Africa
- D establish an American military presence in Europe

**SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.**

d. Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.

**The Eighteenth Amendment effectively**

- A established a beginning date for the terms of elected federal officials.
- B banned the transport, sale, and manufacturing of alcohol in America.
- C permitted alcohol to be sold and consumed after its prohibition.
- D imposed an income tax on all citizens of the United States.

**SSUSH16 The student will identify key developments in the aftermath of WW I.**

a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.

**The Bolshevik Revolution gave rise to Communism in Russia. What was the impact of this American society?**

- A The Communist Party became a popular political party.
- B America's military was immediately more involved in Europe.
- C Public sympathy increased for refugees from communist countries.
- D There was an increase of anti-communist police raids against suspected immigrants.

**SSUSH16 The student will identify key developments in the aftermath of WW I.**

b. Identify Henry Ford, mass production, and the automobile.

**Henry Ford had a great impact on American society by**

- A further dividing the classes by making only a few cars for wealthy buyers.
- B discovering a way refine crude oil into cheap gasoline for automobiles.
- C developing numerous railroad systems that connected the entire country.
- D using an assembly line to mass-produce cheap and efficient cars.

**SSUSH16 The student will identify key developments in the aftermath of WW I.**

c. Describe the impact of radio and the movies.

**At first, radio and movies had a direct impact on American society because they**

- A allowed families to broadcast their lives.
- B quickly spread news and information.
- C replaced the television for entertainment.
- D were required to be placed in every home.

**SSUSH16 The student will identify key developments in the aftermath of WW I.**

d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.

**How did Langston Hughes contribute to African-American Culture in the 20<sup>th</sup> Century?**

- A He was a popular urban progressive politician.
- B He was an innovative musician who created jazz.
- C He was a prominent poet in the Harlem Renaissance.
- D He was the founder of the Back to Africa Movement.

**SSUSH17 The student will analyze the causes and consequences of the Great Depression.**

a. Describe the causes, including overproduction, under consumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.

**Since 1934, companies that wish to publicly sell stock are required to disclose information about their business practices and the risks involved in investing. This decision was made largely because**

- A poor and uninformed investing was one cause of the Great Depression.
  - B Franklin Roosevelt had promised the Supreme Court he would require it.
  - C it was the first time stocks could be purchased by the general public.
  - D citizens were worried that companies were selling stock to Hitler's administration.
- (correct answer A)

**SSUSH17 The student will analyze the causes and consequences of the Great Depression.**

b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.

**How did human factors contribute to the environmental devastation caused by the Dust Bowl?**

- A Industry cleared farmland to build more factories.
- B Farmers cleared forests for farmland, drying up soil.
- C Factory pollution poisoned water used for irrigation.
- D Farmers didn't rotate crops, leading to erosion.

**SSUSH17 The student will analyze the causes and consequences of the Great Depression.**

c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

**Hoovervilles can be described as**

- A charitable organizations set up by Republican supporters in the Great Depression.
- B camps set up by the Bonus Army in their march on Washington, D.C.
- C shantytowns set up by homeless citizens during the Great Depression.
- D the Hoover Administration's attempt to provide government housing.

(correct answer C)

**SSUSH18 The student will describe Franklin Roosevelt's New Deal as a response to the depression and compare the ways governmental programs aided those in need.**

a. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.

**President Franklin Roosevelt established the Tennessee Valley Authority in order to**

- A build railroads, renovate cities, and improve schools in the Southeast.
- B tear down rich forests and use their lumber to fund welfare programs.
- C provide employment, cheap electricity, and flood control in the South.
- D put down civil unrest in the Southern states with a military presence.

(correct answer C)

**SSUSH18 The student will describe Franklin Roosevelt's New Deal as a response to the depression and compare the ways governmental programs aided those in need.**

b. Explain the Wagner Act and the rise of industrial unionism.

**How did the Wagner Act of 1935 promote American labor unions?**

- A It forced the formation of unions upon industries with government contracts.
- B It merged the AFL with the CIO to create a powerful nationwide federation of unions.
- C It allowed secret elections in factories to see if workers wanted to unionize.
- D It granted tax breaks to factory-owners who allowed employees to unionize.

(correct answer C)

**SSUSH18 The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.**

c. Explain the passage of the Social Security Act as a part of the second New Deal.

**As part of the second New Deal, Franklin Roosevelt wanted to help guarantee retirement incomes of Americans. Which program was responsible for this?**

- A Tennessee Valley Authority
- B Social Security
- C Civilian Conservation Corps
- D Lend-Lease Program

(correct answer B)

**SSUSH18 The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.**

d. Identify Eleanor Roosevelt as a symbol of social progress and women’s activism.

**Of the following, Eleanor Roosevelt was most famous for her work**

- A as a diplomat and humans right activist.
- B in bringing Soviet spies to trial for stealing atomic secrets.
- C in shaping America’s military policy after World War II.
- D as a prominent Senator in the 1950s and 1960s.

(correct answer A)

**SSUSH18 The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.**

e. Identify the political challenges to Roosevelt’s domestic and international leadership; include the role of Huey Long, the “court packing bill,” and the Neutrality Act.

**Huey Long seriously challenged President Franklin Roosevelt by**

- A allying with various industrial interests to discredit and end New Deal programs
- B using charisma and popularity to push for greater national wealth redistribution
- C consolidating power as Louisiana’s governor to diminish federal influence there
- D forming a coalition within Congress that attempted to remove Roosevelt from office

(correct answer B)

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

a. Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.

**How did A. Philip Randolph’s proposed march on Washington affect President Franklin Roosevelt’s domestic policies during World War II?**

- A It forced Roosevelt to officially oppose racial discrimination in government hiring.
- B It proved to many in the Roosevelt administration that internment camps were needed.

- C It caused Roosevelt to withhold industrial jobs from women so more men could work.
  - D It convinced Roosevelt to build more public housing for farmers who lost their jobs.
- (correct answer A)

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans.

**All of these groups were singled out and interned during World War II EXCEPT**

- A Japanese
- B German
- C British
- D Italian

(correct answer C)

**Internment of Japanese-Americans was particularly harsh during World War II compared to other ethnic groups. Which explains the reason for this?**

- A Japan participated in a direct attack on Pearl Harbor.
- B German and Italian Americans were interned willingly.
- C America held a grudge for Japan's actions in World War I.
- D The internment camps were mainly placed in cold, snowy regions.

(correct answer A)

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.

**In the D-Day operation, the allies in World War II successfully**

- A launched an air assault on German cities.
- B liberated the Nazi's concentration camps.
- C overthrew Mussolini and made Italy an ally.
- D invaded Nazi-occupied France at Normandy.

(correct answer D)

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.

**Between 1941 and 1945 there was a significant decrease in the production and consumption of normal consumer goods like toys and tires. Which explains why this happened?**

- A More women entered the workforce and lacked skills to produce toys and tires.
- B The Great Depression caused all toy and tire factories to go out of business.
- C Factories converted to military goods instead of consumer goods.



**D** Citizens had no desire to purchase normal goods like toys.  
(correct answer C)

**Which describes the employment of women during World War II?**

- A** They were hired in large numbers in order to produce goods for the war effort.
  - B** They were only allowed to certain jobs if they didn't already have a family to care for.
  - C** Most employers, who were saving soldiers' jobs for when they returned, rejected them.
  - D** Like everyone else, they had trouble finding work because of economic downturn.
- (correct answer A)

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.

**The development of the atomic bomb was important to the scientific community because**

- A** scientists were the leading proponents of using the atomic bomb to end the war.
  - B** there was a race against Japan to build the first atomic bomb.
  - C** the time and money used for research led to several new physics discoveries.
  - D** it was the first airborne bomb to be developed for combat.
- (correct answer C)

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.

**Why were air and naval tactics important to the US in the Pacific Theater during World War II?**

- A** Many battles were fought on islands or on the ocean.
  - B** Rules of war prevented land battles in the Pacific.
  - C** All the US ground troops were fighting in Europe.
  - D** Japan could not compete with ships or planes.
- (correct answer A)

**SSUSH20**

**How did the Marshall Plan help stabilize Europe after World War II?**

- A** It pardoned most enemy soldiers in exchange for their cooperation.
- B** It proposed dividing Germany into two countries to appease Russia.
- C** It provided financial aid and supplies to countries suffering after the war.
- D** It established an active American military presence in unstable areas.

**How did the spread of communism after World War II aid in Joseph McCarthy's rise to prominence?**

- A He exploited the public's hysteria and held show trials to boost his own political career.
- B He united blacks and whites through a hatred of communism and encouraged civil rights.
- C He won public admiration for his military leadership in fighting communists in Korea.
- D He manipulated paranoia to sell nuclear weapons to the United States and Soviet Union.

**Which event is MOST connected with Joseph McCarthy's rise to power in the U.S. Senate?**

- A the spread of slavery
- B the rise of communism
- C the development of nuclear weapons
- D the construction of the US highway system

**What role did the US government play in the Bay of Pigs invasion of 1961?**

- A It set up a naval blockade around Cuba to prevent any Soviet interference.
- B It sought intervention from the United Nations to resolve the conflict.
- C It led the coalition of forces that attempted to overthrow Fidel Castro.
- D It funded and trained the invading forces but didn't assist in the fighting.

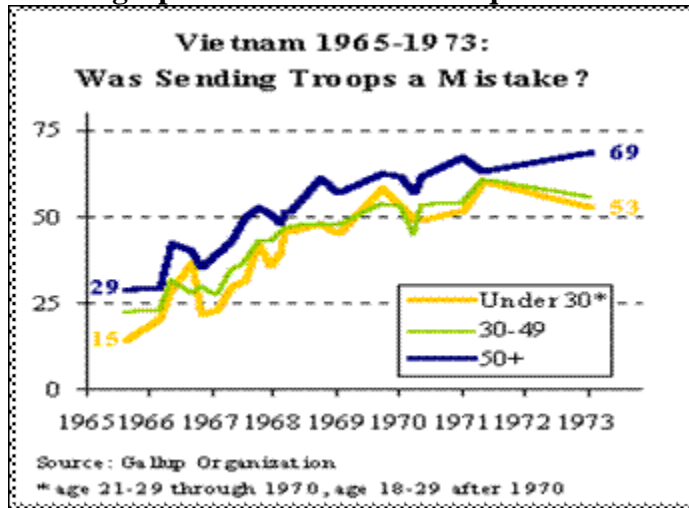
**The Cuban Missile Crisis involved a standoff between Russia and the United States concerning**

- A the atomic bomb
- B illegal immigrants
- C nuclear weapons
- D the spread of socialism

**Why was the Tet Offensive an important event in the Vietnam War?**

- A It marked North Vietnam's permanent capture of South Vietnam's capitol.
- B It stirred up strong disagreement among Americans about the Vietnam War.
- C It forced Lyndon Johnson to escalate the conflict by bombing bases in Cambodia.
- D It made the United States improve relations with China for military assistance.

Use the graph below to answer the question that follows:



The graph indicates that as the war in Vietnam continued into the 1970's

- A opposition to the war increased.
- B younger people liked the war.
- C Vietnam supported the war.
- D the war was more successful.

During the Cold War, America's Containment Policy was primarily trying to limit communism's spread to which geographic areas?

- A the Middle East
- B Eastern Europe and Asia
- C the United States
- D Latin America

Why did the American-sponsored Anti-Castro forces invade Cuba from the Bay of Pigs?

- A It was near an airfield where bombers could operate.
- B It was just north of the Cuban capitol Havana.
- C It was near a city that was high in anti-Castro sentiment.
- D It was a main supply line on the West coast.

How did America exploit Cuba's geography in order to resolve the Cuban Missile Crisis?

- A It effectively isolated key cities with covert military operations.
- B It threatened to spray chemical agents on Cuba's crop fields.
- C It airlifted weapons to anti-Castro rebels protected by hilly terrain.
- D It established a naval blockade that isolated the island.

**What was a crucial problem that American troops faced in the Vietnam War?**

- A They were unable to launch effective offensives because of bad weather.
- B They did not know the jungle terrain as well as the Viet Cong.
- C They faced harsh conditions in sparse, mountainous areas.
- D They were easy targets for enemy snipers in vast, treeless fields.

## **SSUSH21**

**SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975.**

a. Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act.

**What is the relationship between the baby boom and the Interstate Highway act?**

- A The baby boom increased the number of people living in suburbs, which increased the demand for highways.
- B The Interstate Highway act was designed to stop people from using the highways to move to suburbs.
- C Because of the large population increase, only Interstates could be used to move people around.
- D Most new places to live were only accessible by the new Interstates.

(correct answer A)

**SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975.**

b. Describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon,1960) and news coverage of the Civil Rights Movement.

**How did television affect the John F. Kennedy/Richard Nixon presidential debates in 1960?**

- A It made the debates shorter than past debates due to programming concerns.
- B It made the physical appearance of the candidates an important factor for viewers.
- C It made the candidates carefully rehearse their answers for the television audience.
- D It made the debates more frequent because they drew in big television ratings.

**Which was a result of televised coverage of major events during the civil rights movement?**

- A the major media outlets only showed white people on TV
- B political pressure increased because there was more awareness
- C the movement was not taken seriously because it was viewed as entertainment
- D only a few leaders of the movement had any power because they were TV stars

**SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975.**

c. Analyze the impact of technology on American life; include the development of the personal computer, the cellular telephone and the expanded use of air conditioning.

**How has technology like the cellular telephone and the personal computer affected American life in the United States?**

- A Americans can access information more freely and quickly.
- B Businesses have invested less money in developing technology.
- C Citizens in the United States rarely communicate outside the country.
- D The Government now requires all homes to have cellular phones and computers.

(correct answer A)

**Businesses can store and share information more quickly in modern society because of which technological developments?**

- A cotton gin and crop rotation
- B Sputnik I and the atomic bomb
- C Levittown and the highway system
- D cellular phone and personal computer

(correct answer D)

**SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975.**

d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions.

**Competition with the USSR during the "space race" was beneficial to the United States because it**

- A prevented any other country from developing nuclear weapons.
- B led to increase investments in math and science education.
- C eventually led to the Cuban Missile Crisis.
- D caused more emigration from the USSR.

**SSUSH22**

**President Truman's order to integrate the U.S. Military was important because it**

- A sent a message that integration was going to be a goal on a national level.
- B distracted media attention away from his decision to use the atomic bomb.
- C caused the United States to win the Korean War.
- D is the major issue that insured his reelection.

**Jackie Robinson was significant to the very early Civil Rights Movement because he**

- A** lobbied Congress early on for legislation removing racial questions on applications.
- B** had many discussions that influenced Martin Luther King, Jr.
- C** broke the racial barrier in Major League Baseball, a popular American sport.
- D** helped Lyndon Johnson develop several of his social programs related to the Great Society.

**How did *Brown vs. Board of Education* help shape the Civil Rights Movement?**

- A** It confirmed the states' right to enforce policies of segregation.
- B** It ruled that "separate but equal" policies were unconstitutional.
- C** It excused blacks from taxes for public services they could not use.
- D** It considered non-violent protest a criminal act that could be prosecuted.

**Martin Luther King Jr.'s Letter from a Birmingham Jail is significant to the Civil Rights movement because it**

- A** defended non-violent protests and sparked more protests and greater attention to the movement.
- B** caused a large number of violent protests that resulted in most of the Civil Rights leaders being killed.
- C** started an uprising at the jail that eventually led to King and other protestors escaping.
- D** was read on television by John Kennedy in an effort to convince congress to pass the Civil Rights Act.

**The Voting Rights Act of 1965 helped African Americans by**

- A** outlawing literacy tests and other discriminatory features used at polls
- B** granting them the legal right to vote in state and federal elections
- C** establishing direct federal monitoring of all elections held in Southern states
- D** forbidding the gerrymandering of congressional districts along racial lines

**Use the following list to answer question #\_\_\_:**

- |   |
|---|
| <ul style="list-style-type: none"><li>• <b>Outlawed segregation</b></li><li>• <b>Ended unequal voter registration procedures</b></li><li>• <b>Banned segregation at the workplace</b></li></ul> |
|---|

**The list above MOST LIKELY refers to which historical event?**

- A Plessy vs. Ferguson
- B The Civil War of 1861
- C Brown v. Board of Education
- D The Civil Rights Act of 1964

**SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.**

a. Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision.

**How did the Warren Court's Miranda decision expand the legal rights of individuals?**

- A Suspects became protected against evidence that had been improperly obtained.
  - B Suspects would now be protected against self-incrimination upon being arrested.
  - C Any arrested suspect would automatically be assigned a court-appointed attorney.
  - D People could no longer be arrested without being told a specific charge for the arrest.
- (correct answer B)

**Which court case is an example of the Warren Court's efforts to expand individual rights?**

- A Miranda vs. Arizona
  - B Marbury vs. Madison
  - C Plessy vs. Ferguson
  - D Bush vs. Gore
- (correct answer A)

**SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.**

b. Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.

**Which is true concerning the assassination of John F. Kennedy in relation to civil rights legislation?**

- A All civil rights legislation was stopped after Kennedy's assassination.
  - B The assassination forced Congress to pass Kennedy's bills immediately with little debate.
  - C When Lyndon Johnson took over he was more interested in starting the Vietnam War than civil rights.
  - D Lyndon Johnson was able to use Kennedy's assassination to help generate public support for the civil rights legislation.
- (correct answer D)

**SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.**

c. Explain Lyndon Johnson's Great Society; include the establishment of Medicare.

**One result of Johnson's Great Society was an increase in demand for elderly and geriatric nursing. This was largely because of the**

- A establishment of Medicare.
  - B Civil Rights act of 1964.
  - C funding used for the Head Start program.
  - D Economic Opportunity act.
- (correct answer A)

**Which program is MOST RELATED To Lyndon Johnson's Great Society programs?**

- A Social Security
- B Peace Care
- C Medicare
- D FDIC

(correct answer C)

**SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.**

d. Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.

**The 1968 assassinations of Martin Luther King, Jr, and Robert F. Kennedy were particularly devastating to the Democratic Party because**

- A both men were leaders of important social movements that democrats supported.
- B they were both likely to win the presidential nomination of the party.
- C as a pair, they were the top challenge to Richard Nixon and the Republicans.
- D they were scheduled to be the keynote speakers at the Democratic National Convention.

(correct answer A)

**SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.**

a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.

**The Southern Christian Leadership Conference affected African-Americans by**

- A encouraging the separation and independence of black communities from white ones.
- B establishing an institution where they could attain a basic technical education.
- C employing non-violent tactics successfully during the Civil Rights Movement.
- D preaching that the hardships of racism and oppression were necessary for salvation.

(correct answer C)

**SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.**

b. Describe the National Organization of Women and the origins and goals of the modern women's movement.



**Which would the National Organization of Women be MOST LIKELY to actively support?**

- A A campaign to increase the number of vegetarians in the United States.
- B Protests against increasing women's suffrage in foreign countries.
- C Legislation mandating equal pay for male and female business leaders.
- D Attempts to reduce pollution by enforcing electricity limits.

(correct answer C)

**SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.**

c. Analyze the anti-Vietnam War movement.

**An unpopular draft, lack of a clear rationale for engagement, and footage of gruesome war images had which consequence on the Vietnam War?**

- A Politicians used these items to encourage foreign support.
- B Many people joined anti-War movements and protests in the United States.
- C The Vietnamese army was distracted by the media attention and lost several key battles.
- D Soldiers in the military became rebellious and refused to fight anymore, thus ending the war.

(correct answer B)

**The Vietnam War was significantly different than most past wars in the United States for which reason?**

- A There was a mass social movement against the war
- B Citizens were drafted for the first time for a war
- C It was the first war that had ever been fought in Asia
- D The military was not under the control of the President

(correct answer A)

**SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.**

d. Analyze Cesar Chavez and the United Farm Workers' movement.

**Cesar Chavez and Martin Luther King Jr. were similar in that they both**

- A worked hard to improve conditions for California farmers.
- B relied on non-violent protests and boycotts to further their causes.
- C were considered to be enemies of the Kennedy administration.
- D started by getting federal laws passed that helped their causes.

**Cesar Chavez is MOST associated with which social movement?**

- A Conservative
- B Environmentalist
- C United Farm Workers
- D National Organization of Women

**SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.**

e. Explain the importance of Rachel Carson's *Silent Spring* and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmentalist movement.

**Which statement describes the correct cause and effect regarding the environmentalist movement in the United States?**

- A Rachel Carson's *Silent Spring* sparked early interest in environmental issues.
- B The Environmental Protection Agency hired Rachel Carson to investigate issues for *Silent Spring*.
- C Earth Day celebrations around the country led to the need to create the Environmental Protection Agency.
- D The first Earth Day celebration encouraged Rachel Carson to write *Silent Spring*.

**SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.**

f. Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).

**Barry Goldwater's presidential campaign in 1964 revitalized the conservative movement by**

- A helping Republicans win many seats in Congress in 1964
- B softening conservatism to make it more appealing to liberal voters
- C forcing President Johnson to reverse his earlier liberal policies
- D providing a very conservative agenda successfully used by later politicians

**Richard Nixon's election in 1968 was a signal that which movement had really become mainstream?**

- A Suffrage
- B Women's
- C Conservative
- D Environmental

**SSUSH25 The student will describe changes in national politics since 1968.**

a. Describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.

**One of the main factors for President Nixon's resignation over the Watergate Scandal was his**

- A admission of ordering the break-ins
- B attempts to remove members of Congress
- C refusal to cooperate with the investigations

**D** impeachment and impending convictions

**Which is a result of the way Gerald Ford became President?**

- A** Since he was elected by vast majority, he had more political power than Nixon.
- B** Because he was not elected, but appointed by Nixon, he faced much public disapproval.
- C** He disbanded the Electoral College because he proved you become president without it.
- D** Presidents are not longer allowed to appoint their Vice Presidents; they must be elected.

**SSUSH25 The student will describe changes in national politics since 1968.**

b. Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as *Roe v. Wade* (1973) and the *Bakke* decision on affirmative action.

**In terms of a right to privacy when dealing with abortions, the Supreme Court in *Roe v. Wade* (1973)**

- A** practically eliminated a woman's right to privacy.
- B** supported a right to privacy early in a pregnancy.
- C** left the issue completely up to states.
- D** agreed to revisit the issue in 20 years.

**SSUSH25 The student will describe changes in national politics since 1968.**

c. Explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.

**President Jimmy Carter held the Camp David Accords in order to**

- A** resolve the Iranian Hostage Crisis.
- B** make peace between Egypt and Israel.
- C** support Afghanistan against the Russian invasion.
- D** negotiate the global price of oil with OPEC.

**SSUSH25 The student will describe changes in national politics since 1968.**

d. Describe domestic and international events of Ronald Reagan's presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.

**Economic problems, combined with Ronald Reagan's diplomacy had what effect on the Soviet Union in the 1980s?**

- A** It became America's toughest competition for world power.
- B** Communism was widely supported for the first time.
- C** The Soviet's tried to invade several wealthy countries that were US allies.
- D** They began to make amends with the US and try more capitalist ideas.

**SSUSH25 The student will describe changes in national politics since 1968.**

e. Explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal.

**Which BEST describes the relationship between Bill Clinton and Congress from 1994 to 2000?**

- A Laws were passed quickly and with little debate since both parts of the government were controlled by democrats.
- B Bill Clinton vetoed nearly every bill that he received because of the hatred between himself and Congress.
- C Congress completely dominated the Clinton Presidency and eventually impeached him and removed him from office.
- D The powerful personalities of Clinton and Congress in the 1990's led to many highly publicized and controversial debates.

**Assume a publishing company approaches Bill Clinton and wants him to write a book about passing laws concerning international economics. Which of Clinton's achievements BEST qualifies him to write this book?**

- A His impeachment
- B the support and passage of NAFTA
- C passage of a national healthcare plan
- D involvement in the Iran-Contra scandal

**SSUSH25 The student will describe changes in national politics since 1968.**

f. Analyze the 2000 presidential election and its outcome, emphasizing the role of the electoral college.

**Which is one reason why the results of the 2000 Presidential election were controversial?**

- A Al Gore's running mate defected from the Democratic Party during the election.
- B George Bush won the majority of electoral votes but lost the popular vote.
- C Numerous electors pledged to Al Gore declined to vote for him, causing his defeat.
- D George Bush and his running mate were both from Texas, a violation of law.

**SSUSH25 The student will describe changes in national politics since 1968.**

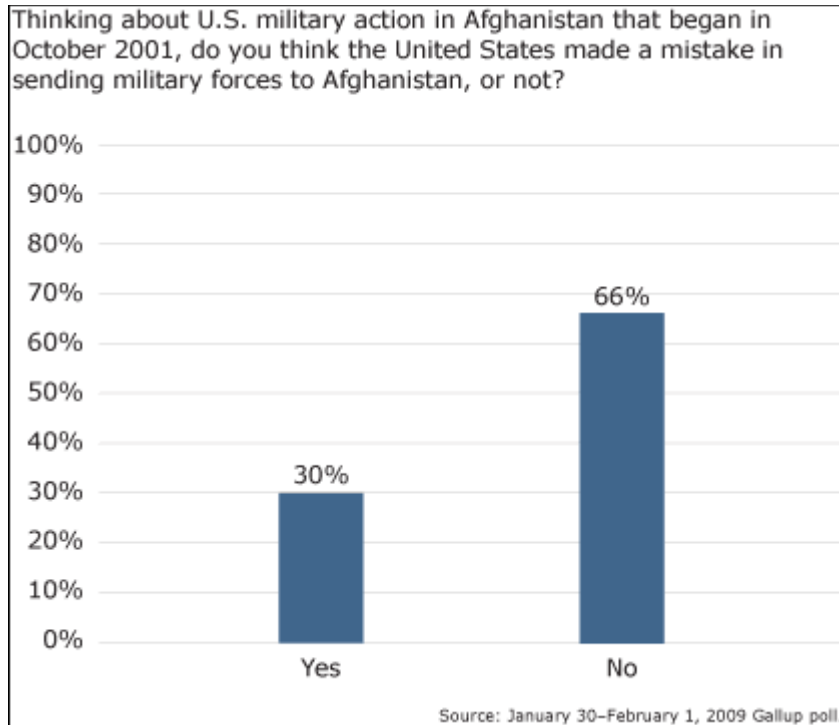
g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

**Which was a consequence of the attacks of September 11, 2001?**

- A Congress immediately increased spending on budget items like education and national parks.
- B American involvement in Afghanistan and Iraq increased.
- C There were more terrorist attacks on American soil.

D The economy was strengthened due to more people wanting to buy American goods.

Use the following information to answer question #:



Which newspaper headline would BEST fit this graphic?

- A "Citizens Oppose Bush's Post-September 11<sup>th</sup> Actions"
- B "Survey Demonstrates Most People Want More Troops In Iraq"
- C "Many Support George Bush's Decision to Increase Afghanistan Military Presence"
- D "Poll Supports Action Taken By U.S. Military Following Attacks on Pearl Harbor"

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