

CliffsTestPrep®

CSET®: Social Science

by

Shana Pate, Ph.D. and Tony Napoli



Wiley Publishing, Inc.

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Table of Contents

Introduction	1
About the Exam	1
How to Use This Book	1
Frequently Asked Questions	2
Test-Taking Tips	3
How to Approach the Multiple-Choice Questions	3
Different Types of Multiple-Choice Questions	4
Practice the Multiple-Choice Questions	6
Answer Explanations to the Multiple-Choice Questions	9
How to Approach the Constructed-Response Questions	9
Practice the Constructed-Response Questions	10

PART I: SUBJECT AREA REVIEW

World History	15
Prehistory to 500 C.E.	15
India and China (3000 B.C.E.-500 C.E.)	16
Ancient Greece (1900-133 B.C.E.)	16
Rome and the Rise of Christianity (600 B.C.E.-500 C.E.)	17
The World of Islam (600-1500 C.E.)	18
Early African Civilizations (2000 B.C.E.-1500 C.E.)	18
The Asian World (400-1500 C.E.)	19
Emerging Europe and the Byzantine Empire (400-1300 C.E.)	19
Europe in the Middle Ages (1000-1500)	19
The Americas (400-1500 C.E.)	20
Renaissance and Reformation (1350-1600)	20
The Age of Exploration (1500-1800)	20
Crisis and Absolutism in Europe (1550-1715)	21
The Muslim Empires (1450-1800)	21
The East Asian World (1400-1800)	22
Revolution and the Enlightenment (1550-1800)	22
The French Revolution and Napoleon (1789-1815)	22
Industrialization and Nationalism (1800-1870)	23
Mass Society and Democracy (1870-1914)	23
The Height of Imperialism, East Asia Under Challenge (1800-1914)	24
War and Revolution (1914-1919)	25
The West Between the Wars, Nationalism Around the World (1919-1939)	25
World War II (1939-1945)	26
Cold War and Postwar Changes (1945-1970)	27
The Contemporary Western World (1970-Present)	27
Latin America (1945-Present)	28
Africa and the Middle East (1945-Present)	28
Asia and the Pacific (1945-Present)	28
Challenges and Hopes for the Future	29
Practice Multiple-Choice and Constructed-Response Questions	30
Answer Explanations	34

U.S. History	37
Physical Geography of North America	37
Native American Peoples	37
European Exploration and Colonization	38
The New England Colonies	39
The Middle Colonies	39
The Southern Colonies	39
American Revolution	39
Establishing a New Nation: Early Years and Continued Development	41
Nationalism	42
Reform	43
Manifest Destiny	44
Civil War Era	44
Important Events Leading to the Civil War	44
Military Campaigns	45
Domestic and Foreign Affairs	45
Emergence of the Modern United States	46
Industrialization	47
Political Parties	47
Progressive Era and World War I through the New Deal	47
Progressivism	48
World War I	49
Postwar and New Deal	49
World War II	50
Axis Powers	50
Allied Powers	50
United States Joins the War	50
Post-World War II Period	51
More Recent Developments	51
The New Frontier and the Great Society	52
Major Events in the Civil Rights Movement	52
The Vietnam War	53
The Protests of the 1960s	53
Societal Changes (1968-Present)	53
Practice Multiple-Choice and Constructed-Response Questions	55
Answer Explanations	60
Geography	63
The World In Spatial Terms	63
Latitude, Longitude, and Location	63
Winkel Tripel Projection	64
Robinson Projection	64
Goode's Interrupted Equal-Area Projection	65
Mercator Projection	65
Types of Maps	66
Using Scale on a Map	66
Places and Regions	67
Physical Systems	72
Earth-Sun Relationships and Climate	73
Human Systems	73
United States and Canada	73
Latin America	74
Europe	75
Russia	75

North Africa, Southwest Asia, and Central Asia	76
Africa South of the Sahara	76
South Asia	77
East Asia	77
Southeast Asia	77
Australia, Oceania, and Antarctica	78
Environment and Society	78
United States and Canada	79
Latin America	79
Europe	79
Russia	79
North Africa, Southwest Asia, and Central Asia	80
Africa South of the Sahara	80
South Asia	80
East Asia	80
Southeast Asia	80
Australia, Oceania, and Antarctica	81
The Uses of Geography	81
Practice Multiple-Choice and Constructed-Response Questions	82
Answer Explanations	85
Civics	87
Political Theory	87
Major Political Theorists	87
Economic Theories	88
Political Orientations	89
United States Government and Politics	89
Federalism	89
Civil Liberties and Civil Rights, Political Beliefs and Behaviors	90
Political Parties	91
Interest Groups	92
Public Opinion	92
Mass Media	92
Comparative Government and Politics	93
Major Regime Types	93
Foreign Policy	93
International Relations	94
Practice Multiple-Choice and Constructed-Response Questions	95
Answer Explanations	98
Economics	101
Microeconomics I: Supply and Demand	101
Demand	101
The Demand Curve and Elasticity of Demand	101
The Law of Supply and the Supply Curve	101
Putting Supply and Demand Together	101
Microeconomics II: Marketing	102
Competition and Market Structures	102
Market Failures	102
The Role of Government	102
The Changing Role of Marketing	102
The Marketing Mix	103
Distribution Channels	103
Poverty and the Distribution of Income	103

Macroeconomics I: Institutions	103
Business Cycles and Fluctuations	103
Unemployment	103
Inflation	104
Macroeconomics II: Policies	104
Measuring the Nation's Output	104
GDP and Changes in the Price Level	104
GDP and Population	104
Economic Growth	105
The Functions and Characteristics of Money	105
History of American Money and Banking	105
Types of Money in the United States	105
International and Global Economies	105
Characteristics of Developing Nations	106
The Process of Economic Development	106
Obstacles to Growth in Developing Nations	106
Industrialization and the Future	106
The Growth of E-Commerce	106
A New Economy?	106
Issues in Cybernomics	107
Practice Multiple-Choice and Constructed-Response Questions	108
Answer Explanations	111
California History	113
Physical Geography of California	113
Native American Peoples	113
Spanish Exploration and Colonization	114
Establishment of Missions, Presidios, and Pueblos	114
Mexican Rule and the Mexican-American War	115
The Discovery of Gold	116
The Golden State and the Railroads	117
The Progressive Era and New Economic Growth	118
The Depression and Postwar Expansion	118
Problems and Progress in Recent Years	119
Practice Multiple-Choice and Constructed-Response Questions	121
Answer Explanations	123
 PART II: FULL-LENGTH PRACTICE TESTS	
Practice Test 1	129
Answer Key for Practice Test 1	155
Answer Explanations for Practice Test 1	157
Practice Test 2	169
Answer Key for Practice Test 2	195
Answer Explanations for Practice Test 2	197
References for Additional Study	209

Introduction

You are going to be a social studies teacher! You have chosen an admirable, rewarding, challenging profession, and for that you should be congratulated. To be a professional, however, you must be licensed. If you are sick, you go to a licensed doctor; if you need legal help, you go to a licensed attorney; if you need a haircut, you go to a licensed cosmetologist; if you want an education, you go to a licensed teacher. So, let's get you licensed! One step in the licensing process is to pass the state's required content knowledge test—the California Subject Examination for Teachers (CSET) in social science. This book will help you prepare for that test.

About the Exam

The CSET: Social Science is designed to determine your knowledge and skills—the knowledge and skills that are necessary for a beginning teacher of social studies in a secondary school. The test requires you to understand and apply social studies knowledge, concepts, methodologies, and skills across the fields of world history, United States history, geography, civics, economics, and California history. The test is divided into three subtests:

- Subtest I consists of World History (35 multiple-choice questions, 1 extended-response, and 1 short [focused] response) and World Geography (4 multiple-choice questions and 1 short [focused] response).
- Subtest II presents U.S. History (35 multiple-choice questions, 1 extended-response, and 1 short [focused] response) and U.S. Geography (4 multiple-choice questions and 1 short [focused] response).
- Subtest III tests Civics (18 multiple-choice questions and 1 short [focused] response), Economics (15 multiple-choice questions and 1 short [focused] response), and California History (7 multiple-choice questions and 1 short [focused] response).

A number of the questions are interdisciplinary, reflecting the complex relationships among the social studies fields. Answering the questions correctly requires knowing, interpreting, and integrating history and social science facts and concepts.

Some questions are based on knowledge. Some questions are based on interpreting material such as written passages, maps, graphs, tables, cartoons, and diagrams. Some questions contain content reflecting the diverse experiences of people in the United States as related to gender, culture, and/or race; and/or content relating to Latin America, Africa, Asia, or Oceania.

The test and this book use the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

How to Use This Book

This book is divided into two sections. Part I contains the subject review material. Each of the six major areas is presented in an easy-to-understand summary format. Part II contains two complete practice tests of 127 questions each, with answer explanations. You should take each section as you would an actual test. Each section is timed, and it would be helpful to take the tests in a quiet room, with no distractions. The purpose of taking these practice tests is to help you become familiar with the types of questions you will encounter on the CSET: Social Science. Complete the practice tests, self-correct, and then study the answer explanations.

Frequently Asked Questions

Q. How do I register for the test?

A. You can register online, by U.S. mail, or over the telephone. Contact the Subject Examination for Teachers Web page (www.cset.nesinc.com) for details.

Q. How do I know which test to take?

A. Contact the California Subject Examination for Teachers Web page: www.cset.nesinc.com.

Q. What score do I need to pass the test and earn my teaching license?

A. Each subject test has its own passing score. You should contact the California Department of Education for this answer (www.cde.ca.gov/).

Q. Is the test required for teacher licensure?

A. Yes. You must take and pass the test in order to be licensed to teach in California.

Q. What materials should I take to the test?

A. Be sure to take with you your admission ticket, some form of photo and signature identification, several sharpened number 2 pencils with good erasers, and a watch to help pace yourself during the test. You may also want to dress in a way that you can adapt to the temperature of the room. No scratch paper, books, or other aids will be permitted in the exam center.

Q. Should I guess on the test?

A. YES! There is no penalty for guessing, so guess if you have to. On the multiple-choice section, first try to eliminate some of the choices to increase your chances of choosing the right answer. But do not leave any of the answer spaces blank.

Q. What, generally, are the questions like?

A. The multiple-choice questions will be based on best practices (what you learned in your university courses, not always what you have seen in public schools). Typically, one of the choices will be borderline ridiculous. The other three choices will be pretty good, but only one of the three will be best—it will answer the question exactly, whereas the other two may not address the question thoroughly. This idea will be addressed later in this introduction. There are also constructed-response questions that will require you to write out the answers. Some of these constructed-response questions are short (focused) response questions and some are extended-response questions. More details about these types of questions will be addressed later in this introduction.

Q. How long does it take to get my scores back?

A. You will usually get your scores in four to six weeks. You can also view your score online. To access your unofficial scores on the Internet, go to www.cset.nesinc.com, select “Score Reporting,” and follow the instructions provided. You may view your unofficial scores *only once* for security reasons.

Q. Are there any modifications available to test takers?

A. Yes. Test takers with disabilities and those whose primary language is not English may apply for test-taking modifications. More information is available at www.cset.nesinc.com/ or in the CSET registration booklet.

Q. What’s the best way to prepare for the CSET: Social Science?

A. You’re doing it! Become familiar with the format of the test, the types of questions, and the content of the test. After you’re familiar with what will be on the test, it’s best to complete the two practice tests in this book. Go back and review the specific content if you answer a question incorrectly, and then analyze why the right answer is the right answer and the wrong answers are the wrong answers.

Test-Taking Tips

Once you have studied the subject areas and taken the practice tests in this book, and then reviewed necessary content, you should be ready to take the test. Here are some tips for your last-minute preparation:

- Make sure you know where you will be going to take your test, and know how long it will take to get there. Allow yourself plenty of driving time.
- Get a good night's sleep the night before the test.
- Eat a balanced breakfast the morning of the test.
- Take plenty of sharpened number 2 pencils with good erasers.
- Dress in layers in case you get hot or cold in the exam room.
- Bring along some mints or gum to enliven you during the test if need be.
- Once you have been given your test, begin to work. Try to avoid getting too bogged down in any one question. Remember the way the CSET: Social Science is written. Make sure you choose the answer that best fits the question.

How to Approach the Multiple-Choice Questions

In the CSET: Social Science, there are 118 multiple-choice questions, each with four answer choices. Answering multiple-choice questions is a skill, and the better you are at it, the better you will do on this test. There are some things about the CSET: Social Science, though, that will help you answer the questions:

- Keep in mind that the test is based on “best practices” and “best answers.” So, remember the things you have been taught in your content areas and your preparatory classes to become a teacher. As you’re deciding on your answers to the multiple-choice question, refer to the question and make sure your answer correlates to the question.
- Remember that often all four answer choices, if looked at independently of the question, may seem like best practices. You must refer to the question and see which answers tie in with the question. Read and reread the question.
- Once you have read the question, try to formulate an answer in your head before you even look at the answer choices. Then see if one of the answer choices matches your answer. If you know the answer, of course, finding the correct answer will be easy.
- If, when you read the question, you are unable to formulate an answer, look at the answer choices. If you know the material fairly well, the correct answer will probably be clear to you. If it is not immediately clear to you, a little thought and reflection may sift out the right answer.

In many cases you can use the process of elimination to answer a question correctly. This process involves eliminating the wrong answers so that you’re left with the correct one, or at least you’ve narrowed down the answer choices. Multiple-choice tests like the CSET: Social Science follow patterns in their answer choices. There is the correct answer, and then there are “distracters.” Usually, there is one choice that is completely incorrect—almost laughable—and you can quickly eliminate that choice. Then there will be two choices that are pretty good choices, but not the best answer for that particular question, and there may be clues in the answers that make them incorrect. The question setup may be something like this:

1. Question
 - A. Totally incorrect choice
 - B. Almost but not quite correct
 - C. Correct choice
 - D. Good, best-practices answer, but doesn’t address the question

Look for giveaway words such as *always*, *never*, or *not*. Most things in the world are not *always* or *never*, and you should be careful if a question asks, “Which of the following is NOT ...”

By using the process of elimination, you increase your chances of getting the right answer. Remember that you are not penalized for incorrect answers on the test, so it's worth taking a chance. What this means is that if you just guess, you have a one in four chance—25 percent— of guessing correctly. But if you are able to eliminate one of the choices because it was so wrong, it made you laugh, you have a one in three chance of selecting the correct answer. That's 33 percent—better odds than one in four! If you can narrow it down to only two choices, you have a 50–50 chance.

Different Types of Multiple-Choice Questions

Complete the Statement

In this type of question, you are given an incomplete statement, and you must choose the answer that makes the completed statement correct.

1. The legal basis for the escalation of United States involvement in the Vietnam War was the
 - A. declaration of war by Congress.
 - B. passage of the Gulf of Tonkin Resolution by Congress.
 - C. United Nations' resolution condemning the North Vietnamese invasion of South Vietnam.
 - D. Mutual defense provisions of the North Atlantic Treaty Organization (NATO).

Which of the Following...

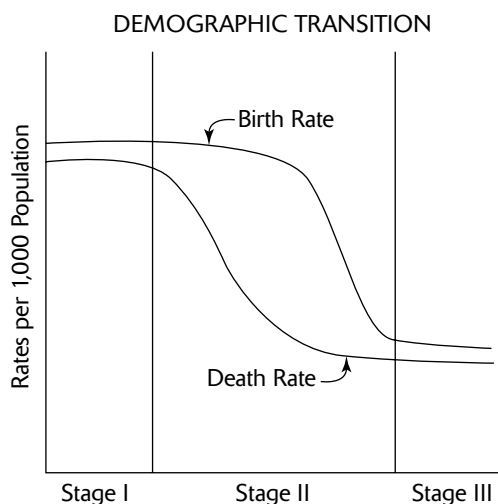
The best way to answer this type of question is to replace “which of the following” with the words in the answer choices and figure out which “fits” the best.

1. In which of the following fields did Islamic civilization most influence Europeans at the time of the Crusades?
 - A. Music
 - B. Theology
 - C. Mathematics
 - D. Law

Roman Numeral Choices

In this format, more than one correct answer is in the list, and you must select the answer choice that includes the two correct answers.

1. The following graph indicates that rapid population growth is most likely to occur in

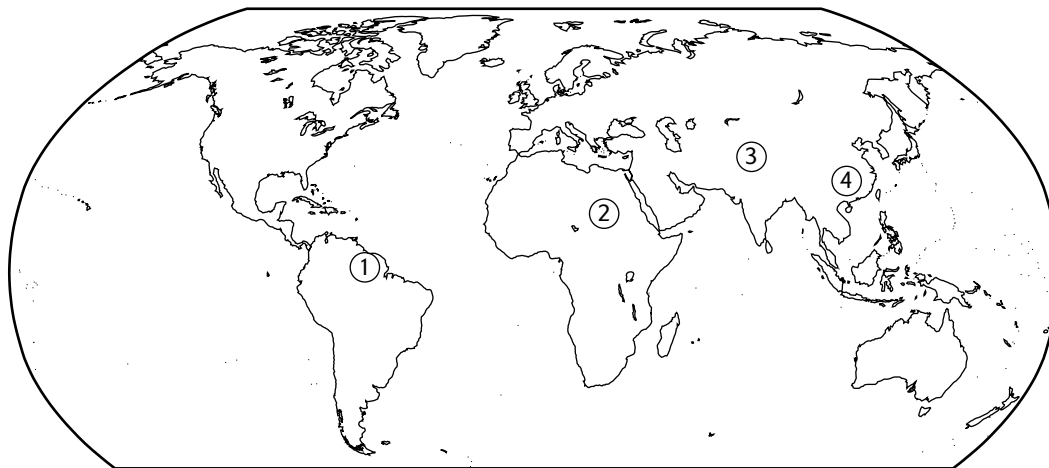


- A. stage I only.
- B. stage II only.
- C. stages I and III only.
- D. stages II and III only.

Questions Containing “NOT,” “LEAST,” or “EXCEPT”

In this type of question, you must select the answer that does *not* fit. Be careful with this type of question—it is easy to forget that you are selecting the *exception*. Always refer to the question.

1. On the following map, which number indicates a region that was NOT a center of early urban civilization?



- A. 1
- B. 2
- C. 3
- D. 4

Questions About Graphs, Tables, or Reading Passages

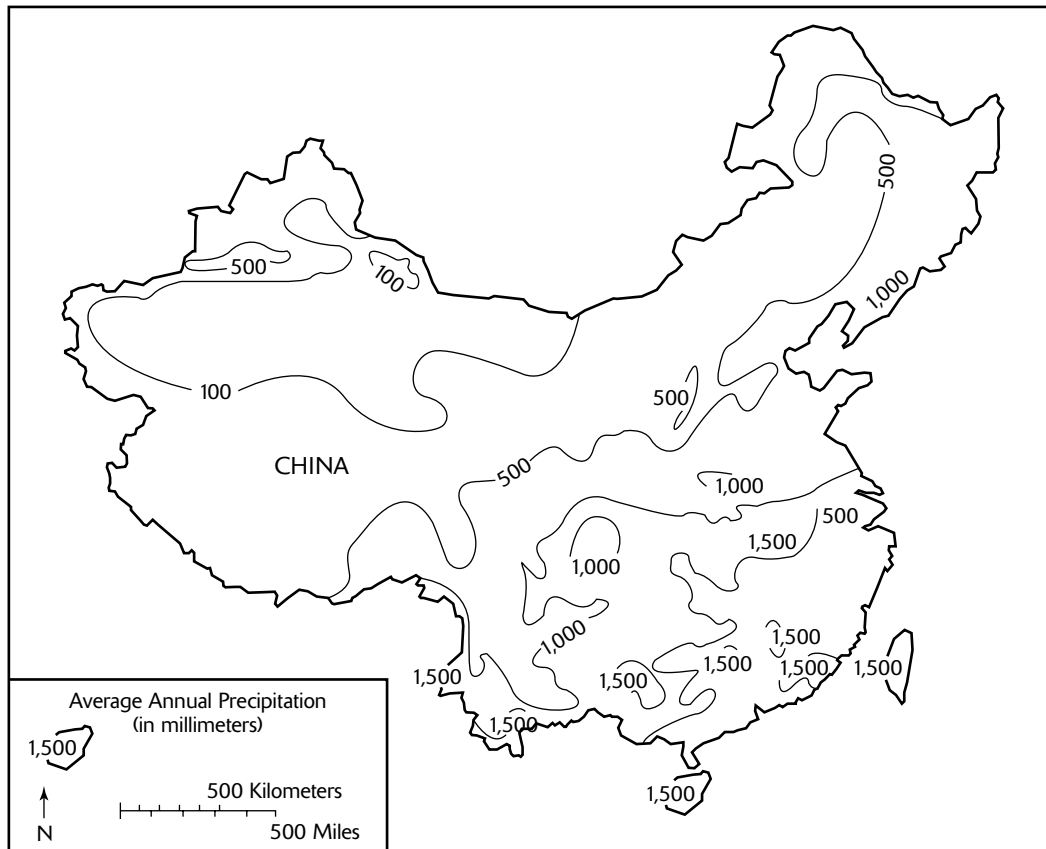
In questions about graphs, tables, or reading passages, you should provide only the information that is asked for in that question. You may want to read the questions first and then look at the map or graph. Again, always refer to the question.

Practice the Multiple-Choice Questions

For ease, we will use the previous questions along with some additional questions. Use these practice questions to become familiar with the various types of multiple-choice questions. The answer explanations follow the questions.

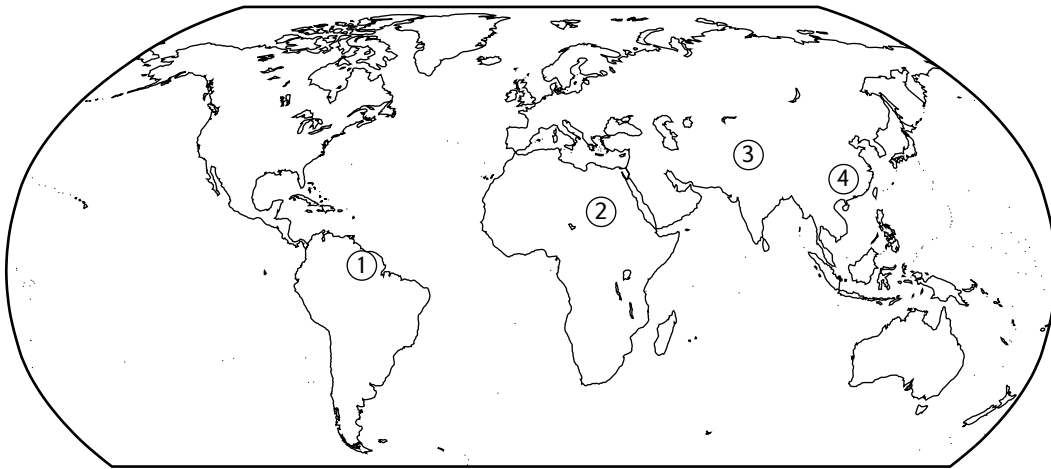
1. President Abraham Lincoln's Emancipation Proclamation declared free only those slaves who
 - A. were living in the areas still in rebellion.
 - B. were serving in the Union armies.
 - C. were living in the border states.
 - D. had escaped to Northern states.
2. The legal basis for the escalation for United States involvement in the Vietnam War was the
 - A. declaration of war by Congress.
 - B. passage of the Gulf of Tonkin Resolution by Congress.
 - C. United Nations' resolution condemning the North Vietnamese invasion of South Vietnam.
 - D. mutual defense provisions of the North Atlantic Treaty Organization (NATO).
3. In which of the following fields did Islamic civilization most influence Europeans at the time of the Crusades?
 - A. Music
 - B. Theology
 - C. Mathematics
 - D. Law
4. The term "Cold War" refers to the
 - A. race between the United States and the Soviet Union to claim ownership of Antarctica.
 - B. contest between the United States and the European Common Market for economic domination in the West.
 - C. struggle between the United States and the Soviet Union to gain political hegemony in world affairs.
 - D. competition between the Soviet Union and China for the resources of the Pacific Rim.
5. With which of the following statements would both Thomas Hobbes and John Locke probably have agreed?
 - A. Government exists as a contract between the ruler and the ruled.
 - B. Government must enforce religious law to prevent moral decay.
 - C. Government must enforce the majority's will regardless of the wishes of the minority.
 - D. Government must bend to the will of the educated minority.
6. Which of the following is an example of a concurrent power?
 - A. The printing and coining of money
 - B. The power to declare war
 - C. The process of naturalization
 - D. The levying of taxes

7. According to Erik Erikson, the primary dilemma faced in adolescence is
- A. industry vs. inferiority.
 - B. identity vs. identity confusion.
 - C. generativity vs. stagnation.
 - D. integrity vs. despair.
8. The following map shows which of the following to be true about precipitation in China?

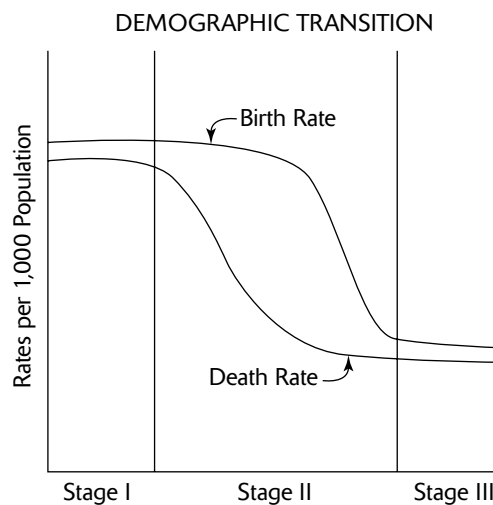


- A. The North receives more precipitation than the South.
 - B. The driest region is the Northeast.
 - C. The Southeast receives the most precipitation.
 - D. The West receives more precipitation than the East.
9. If the tax rate for a single person with \$25,000 in taxable income is 24 percent, and the tax rate for a single person with \$20,000 in taxable income is 20 percent, the tax rate over this income range is
- A. regressive.
 - B. progressive.
 - C. proportional.
 - D. revenue-neutral.

10. On the following map, which number indicates a region that was NOT a center of early urban civilization?



- A. 1
B. 2
C. 3
D. 4
11. Which of the following people would benefit most if the value of the United States dollar increased relative to the Japanese yen?
- A. A United States car dealer importing Japanese cars
B. A Japanese tourist vacationing in the United States
C. A worker in the United States beer industry
D. A Japanese baker buying United States wheat
12. The following graph indicates that rapid population growth is most likely to occur in



- A. stage I only.
B. stage II only.
C. stages I and III only.
D. stages II and III only.

Answer Explanations to the Multiple-Choice Questions

1. **A.** The Emancipation Proclamation freed only those slaves who were living in the states or parts of states still in rebellion. Lincoln feared that complete emancipation would cost the Union the loyalty of the border states (Missouri, Kentucky, Maryland, and Delaware), slave states that remained loyal to the Union. Moreover, Lincoln did not believe he had the constitutional authority to declare free those slaves living in areas loyal to the Union.
2. **B.** There was no declaration of war by Congress. However, Congress did pass the Gulf of Tonkin Resolution, which authorized the president to “take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.”
3. **C.** At the time of the Crusades, when contact increased between Europe and the Islamic world, Islamic mathematicians were using sophisticated mathematical tools and concepts (algebra, zero, Arabic numerals) that were unfamiliar to Europeans. In the twelfth century, European scholars became more aware of and interested in the contributions of Islamic mathematicians, and they made this knowledge available to the West in Latin translations.
4. **C.** The term “Cold War” is used to describe the tense relationship that developed between the United States and the Soviet Union in the years immediately following World War II. During the Cold War, both the United States and the Soviet Union sought to extend their economic, diplomatic, and, at times, military influence in many parts of the world. Beginning in the late 1980s, dramatic changes in the Soviet Union and eastern Europe led to a reduction in U.S.-Soviet tension and the end of the Cold War.
5. **A.** Hobbes and Locke both agreed that a contract existed between the governed and those governing, although their views on the nature of the contract differed.
6. **D.** A concurrent power is a power shared by the federal and state governments. Both the federal and state governments have the power to levy taxes. The powers described in choices A, B, and C are reserved for the federal government alone.
7. **B.** Erikson stated that an adolescent needs to integrate previous experiences in order to develop a sense of “ego identity.”
8. **C.** The map shows that the greatest amount of precipitation (1,500 millimeters on average) is in southeast China, compared to other areas that receive far less precipitation (less than 500 millimeters on average).
9. **B.** A progressive tax rate is one in which the tax rate increases as income rises. In this example, someone earning \$25,000 a year is taxed at a higher rate than someone earning a lower income; thus, the tax rate is progressive.
10. **A.** Early city civilizations developed along the Nile River, the Sindhu (Indus) River, and the Tangtze, but not along the Amazon.
11. **A.** Appreciation in the value of the dollar results in a decline in the relative cost of importing foreign goods. An importer of foreign goods would thus benefit. U.S. goods would be relatively more expensive, so choices B and D are incorrect. C is also incorrect; a change in the value of the dollar would have no beneficial effect on a worker in the U.S. beer industry.
12. **B.** In stages I and III, birth and death rates are approximately equal. Therefore, the rate of natural increase (population growth) would be quite low, even in the first stage in which the birth rate is high. In stage II, a decline in the death rate precedes a decline in the birth rate. It is in this middle stage that rapid and dramatic population growth would occur.

How to Approach the Constructed-Response Questions

The constructed-response questions will ask you to use your knowledge about a topic to analyze, compare, or discuss events or situations.

The following performance characteristics guide the scoring of the short (focused) response questions:

- 2.** Use a graphic organizer to list and thoroughly explain three or more arguments for and against this statement: “The greatest power of the media is the way it defines reality for the American people.” Then explain why you agree or disagree with the statement.

[illegible]

PART I

SUBJECT AREA REVIEW

World History

The following topics are covered in the World History portion of the test:

- Prehistory to 500 C.E.
- India and China (3000 B.C.E.-500 C.E.)
- Ancient Greece (1900-133 B.C.E.)
- Rome and the rise of Christianity (600 B.C.E.-500 C.E.)
- The world of Islam (600-1500 C.E.)
- Early African civilizations (2000 B.C.E.-1500 C.E.)
- The Asian world (400-1500 C.E.)
- Emerging Europe and the Byzantine Empire (400-1300 C.E.)
- Europe in the Middle Ages (1000-1500)
- The Americas (400-1500 C.E.)
- Renaissance and Reformation (1350-1600)
- The age of exploration (1500-1800)
- Crisis and absolutism in Europe (1550-1715)
- The Muslim Empires (1450-1800)
- The East Asian world (1400-1800)
- Revolution and the Enlightenment (1550-1800)
- The French Revolution and Napoleon (1789-1815)
- Industrialization and nationalism (1800-1870)
- Mass society and democracy (1870-1914)
- The height of imperialism, East Asia under challenge (1800-1914)
- War and revolution (1914-1919)
- The west between the wars, nationalism around the world (1919-1939)
- World War II (1939-1945)
- Cold war and postwar changes (1945-1970)
- The contemporary Western world (1970-present)

Prehistory to 500 C.E.

Paleolithic peoples learned how to adapt to their nomadic lifestyle, improve on their primitive tools, and use fire to their advantage, thus enabling them to create a more sophisticated human culture. The agricultural revolution of the Neolithic Age gave rise to more complex human societies that become known as the first civilizations. In this time period, there were significant cultural change, movement, and technological innovations. Early humans learned how to control fire and make tools, caves were painted with religious and decorative art, Neolithic peoples domesticated animals, and early agricultural villages evolved into highly complex societies. Early humans migrated to warmer climates during the Ice Ages, and Neanderthals inhabited Europe and Asia.

The Sumerians in Mesopotamia were among the first groups to build a civilization, and they were the first to develop a system of writing. Due in large part to the Nile, early Egyptian civilization was stable and prosperous. Massive monuments, the pyramids, were built to honor the deaths of the pharaohs. The Israelites emerged as a distinct people. Of the

other empires that came into being in Southwest Asia, the longest lasting and most powerful were the Assyrian and Persian Empires. The peoples of this time period utilized their environment and invented new technologies:

Environment: Egypt used floodwaters for farming; Phoenicia set up a trading empire on the sea; Mesopotamia created irrigation and flood control systems.

Cooperation: Assyria developed an empire-wide communication system; Mesopotamia built temples and houses for religious leaders; Palestine adhered to sacred law to maintain separateness.

Cultural Diffusion: Assyria acquired iron making from the Hittites; Persia acquired architecture from the Assyrians, Babylonians, and Egyptians; Egypt acquired bronze making from the Hyksos.

Innovation: Mesopotamia invented the arch, dome, wheel, and system of writing; Phoenicia invented an alphabet; Persia created a standing army.

India and China (3000 B.C.E.–500 C.E.)

Buddhism, Hinduism, Confucianism, Daoism, and Legalism profoundly affected the way of life of the early Indians and Chinese. The Silk Road provided a means for prosperous trade. The ruler of the Zhou overthrew the Shang dynasty and established the longest-lasting dynasty in Chinese history. The Great Wall of China was built to keep out enemies.

Chinese and Indian civilizations were remarkable for their achievement and innovation. The key elements of their culture included the following:

In India:

Religion/Philosophy: Hinduism, Buddhism

Key People: Siddhartha Gautama, Asoka, Chandragupta II

Innovation: Iron plow, caste system, concept of zero, decimal system

Literature: *Mahabharata*, *Ramayana*, *Arthashastra*, *Vedas*

Government/Society: Patriarchal, monarchy

In China:

Religion/Philosophy: Confucianism, Daoism, Legalism

Key People: Confucius, Laozi, Qin Shihuangdi

Innovation: Bronze casting, crossbow, paper, iron plowshare, silk

Literature: *Analects*, Confucian classics, *Tao Te Ching*, poetry

Government/Society: Patriarchal, monarchy

Ancient Greece (1900–133 B.C.E.)

Athens and Sparta emerged as the leading Greek city-states. The Greek military defeated the Persian army. Greek theater, arts, and architecture flourished during the Classical Age. Greek philosophers such as Socrates, Plato, and Aristotle established the foundations of Western philosophy. Although Greek civilization had unique problems, all four groups of Greek cultures—the Minoans, the Mycenaeans, the Spartans, and the Athenians—faced common challenges in several areas, as summarized in the following table.

	<i>Minoans</i>	<i>Mycenaeans</i>	<i>Spartans</i>	<i>Athenians</i>
Environment				
a. Location	a. Crete	a. Peloponnesus	a. Peloponnesus	a. Attica
b. Factors	b. Tidal waves	b. Earthquakes	b. Farming	b. Lack of fertile land
Movement				
a. Origin	a. Unknown	a. Indo-European	a. Greek-speaking invaders	a. Greek-speaking invaders
b. Trade	b. Sea trading empire	b. Pottery	b. Trade discouraged	b. Pottery
Regionalism				
a. Government	a. King	a. Monarchies forming a loose alliance of independent states	a. Military state, oligarchy	a. Oligarchy, direct democracy
b. Values, interests, beliefs	b. Sports, nature	b. Heroic deeds	b. Discipline, military arts	b. Philosophy, art, theater, architecture
Conflict				
a. With other Greeks	a. Invaded by Mycenaeans	a. Conquered Minoans	a. Conquered other Greeks, fought Athenians	a. Fought Spartans
b. With foreign invaders		b. Fell to Greek-speaking invaders	b. Fought Persians, Macedonians	b. Fought Persians, Macedonians

Rome and the Rise of Christianity (600 B.C.E.–500 C.E.)

Romans overthrew the last Etruscan king and established a republic. Romans crushed Hannibal and won the Second Punic War. Augustus became the first emperor, signifying the beginning of the Roman Empire. Constantine proclaimed official tolerance of Christianity. Germanic tribes defeated the Romans, and the empire fell.

A series of causes and effects shaped historical events of ancient Rome:

Cause: Rome defeated Carthage and took Sicily.

Effect: Hannibal brought the Second Punic War into Italy, defeating the Romans at Cannae.

Cause: Marius recruited armies by promising them land. He required an oath of loyalty to him.

Effect: The Roman army was no longer under government control; military power rested in the hands of individual generals.

Cause: Sulla used his army to seize governmental power.

Effect: Sulla restored power to the government with a strong Senate, but his actions set the precedent for military coups.

Cause: Julius Caesar filled the Senate with his own supporters.

Effect: The power of the Senate was weakened. Julius Caesar was assassinated in 44 B.C.E.

Cause: Economic and social policies of Diocletian and Constantine were based on control and coercion.

Effect: The policies of these two emperors contributed to the empire's eventual collapse.

The World of Islam (600-1500 C.E.)

Muhammad and his followers spread the beliefs and practices of Islam. At its peak, the Arab Empire extended west and north through Spain and into France. In the seventh century, a split in Islam created two groups, the Shiite and the Sunni Muslims.

Islamic civilization was renowned for the following:

- **Innovation:** Irrigation; astrolabe; algebra; large-scale paper manufacturing
- **Movement:** Trade routes; Arab expansion in Africa, Asia, and Europe; movement of Arab center of power from Makkah to Baghdad to Cairo
- **Cultural Diffusion:** Bureaucracy relied on non-Arabs; Arabs translated Greek philosophers; Ibn Sina's medical textbook was standard in Europe

Early African Civilizations (2000 B.C.E.-1500 C.E.)

The continent's immense size and distinct geographical and climatic zones influenced where civilizations developed and how they survived. The introduction of Christianity and Islam affected the way civilizations developed and interacted. The development of trade led to the exchange of goods and cultural ideas.

African civilizations did not develop in a vacuum. As far back as the ancient Egyptians, African civilizations were open to contact with outside groups. Contact came about either through trade, migration, or war, and led to the introduction of new ideas, new ways of living, and the development of multicultural societies. The major concepts associated with cultural diffusion and contact were trade, migration, and warfare:

Trade:

Ghanaian gold was exchanged for salt from the Sahara.

Muslim traders brought cotton, silk, and Chinese porcelain from India to East Africa.

Malian farmers produced surplus crops for export.

Ivory and gold from inland Africa were brought to East Africa.

Cotton cloth, brass, copper, and olive oil were imported by Axum.

The Kingdom of Mali (one of the greatest trading societies in West Africa which rose in place of Ghana) became rich from the profitable salt and gold trades.

Migration:

Bantu peoples slowly migrated into East Africa.

Arab merchants settled along the east coast of Africa.

Islamic scholars moved to Timbuktu, a new center for learning.

Warfare:

Kushites conquered Egyptians.

Muslim merchants gained control of Axum's trade.

Moroccan armies occupied Songhai's gold-trading centers.

Assyrians drove the Kushites out of Egypt.

The Asian World (400–1500 C.E.)

Innovations in agricultural production, the reemergence of trade routes, and a unified central government allowed China to prosper under the Sui, Tang, and Song dynasties. Japan's geography isolated it from other countries and caused the island nation to develop its own unique culture. The Muslim expansion made both Islam and Hinduism powerful religions in the Indian subcontinent. Because of the geography of the region, Southeast Asian countries developed into a series of separate states with their own culture, religion, and language. In the Asian world, countries developed different political systems and forms of government. Each country, however, had strong leaders:

China: Sui, Tan, and Song dynasties; Mongols

Japan: Yamato and Fujiwara clans; Kamakura shogunate; Ashikaga family

Korea: Koryo and Yi dynasties

India: Mahmud; Timur Lenk

Southeast Asia: Vietnam—emperors; Angkor—Jayavarman; Thailand and Burma—kings; Malay—overlords

Emerging Europe and the Byzantine Empire (400–1300 C.E.)

The new European civilization was formed by the coming together of three major elements: the Germanic tribes, the Roman legacy, and the Christian church. The collapse of a central authority in the Carolingian Empire led to feudalism. In the 1100s, European monarchs began to build strong states. While a new civilization arose in Europe, the Byzantine Empire created its own unique civilization in the eastern Mediterranean.

Europe and the Byzantine Empire changed and developed during the Middle Ages in many ways:

- **Movement:** Anglos and Saxons settled in England. Monks came to England to convert the Anglo-Saxons to Christianity. Vikings, Magyars, and Muslims invaded areas of Europe.
- **Cooperation:** The Frankish ruler Clovis converted to Christianity and gained the support of the Roman Catholic Church. Benedictine rule emphasized the need for monks to work together within the monastery. The system of feudalism, based on the granting of land to nobles in exchange for military service, spread throughout Europe.
- **Conflict:** Charlemagne's death led to the decline and division of the Carolingian Empire. Schism divided the Eastern Orthodox Church and the Roman Catholic Church. William the Conqueror defeated Harold Godwinson in the Battle of Hastings.
- **Uniformity:** The emperor Justinian restored the Roman Empire in the Mediterranean. Eastern Orthodox Christianity became the state religion of Kiev. The Magna Carta guaranteed rights to all English freemen.

Europe in the Middle Ages (1000–1500)

The revival of trade led to the growth of cities and towns, which became important centers for manufacturing. The Catholic Church was an important part of people's lives during the Middle Ages. During the fourteenth and early fifteenth centuries, Europeans experienced many problems including the Black Death, the Hundred Years' War, and the decline of the Church.

The Middle Ages was a period marked by cultural diffusion, innovation, and conflict:

- The Crusades increased the exchange of goods and ideas between European and non-European cultures. European monarchs gained strength through new taxes and through the new armies required for the Crusades. Increased trade, especially of luxury goods, led to new importance for Italian cities. Classical texts were translated and reintroduced into Europe, leading to a revival in learning.

- The rise of towns and the middle class led to advances in all areas of society. As trade increased, the importance of towns and guilds grew. A money economy replaced bartering. Universities were founded. Literature and poetry flourished and were increasingly written in the vernacular rather than in Latin. The Romanesque style of architecture gave way to the Gothic style.
- The Hundred Years' War and the Great Schism strengthened the authority of some and weakened the authority of others. After the Hundred Years' War, the French monarchy gained power. Conflict within the English monarchy led to the War of the Roses. Conflict, corruption, and challenges by reformers weakened the authority of the Catholic Church.

The Americas (400–1500 C.E.)

The early inhabitants of the Americas probably traveled from Asia across a Bering Strait land bridge produced by the Ice Age. The Mayan, Aztec, and Incan civilizations developed and administered complex societies. Diseases that Europeans brought to the Americas contributed to the downfall of several cultures.

The following table summarizes the factors that helped shape early cultures in the Americas.

<i>Location</i>	<i>People</i>	<i>Economics</i>	<i>Architecture</i>
Eastern Woodlands	Mound Builders, Iroquois	Hunting and gathering, some agriculture	Longhouses, some urban centers
Central Plains	Plains	Hunting and gathering	Tepees
Southwest	Anasazi	Extensive farming	Cliff dwellings
Mesoamerica	Olmec, Maya, Aztec	Farming, trade	Large cities, religious and political structures
South America	Moche, Inca	Farming, trade	Large cities, religious and political structures

Renaissance and Reformation (1350–1600)

Between 1350 and 1550, Italian intellectuals began to reexamine the culture of the Greeks and Romans. Historians later referred to this period of European history as the Renaissance. Martin Luther's break with the Catholic Church led to the emergence of the Protestant Reformation. During the period known as the Catholic Reformation, the Catholic Church enacted a series of reforms that were successful in strengthening the Church.

The Renaissance was a period of great intellectual and artistic achievement. Religious rebirth followed in the 1500s. Italy experienced an artistic, intellectual, and commercial awakening. Ideas quickly spread from Italy to northern Europe. Protestant reformers began to challenge both secular and religious rules and practices. In response, the Catholic Church enacted reforms to reform the papacy and reaffirm traditional Catholic teachings, spreading Catholicism throughout Europe.

The Age of Exploration (1500–1800)

Europeans risked dangerous ocean voyages to discover new sea routes. Early European explorers sought gold in Africa then began to trade slaves. Trade increased in Southeast Asia, and the Dutch built a trade empire based on spices in the Indonesian Archipelago. The age of exploration brought the peoples of Europe, Asia, the Americas, and Africa into direct contact for the first time and led to a transfer of ideas and products. However, the European colonization took a great toll in human life and often had a negative impact on cultures that were conquered.

Crisis and Absolutism in Europe (1550-1715)

The French religious wars of the sixteenth century pitted Protestant Calvinists against Catholics. From 1560 to 1650, wars, including the devastating Thirty Years' War, and economic and social crises plagued Europe. European monarchs sought economic and political stability through absolutism and the divine right of kings. The rulers of Europe during the sixteenth, seventeenth, and early eighteenth centuries battled to expand their borders, power, and religion.

Conflict:

Spanish and English monarchs engaged in a dynastic struggle.

Philip II, a champion of Catholicism, resented English tolerance of Protestants.

The defeat of the Spanish Armada in 1588 meant that England would remain Protestant.

Dynastic and religious conflicts divided the German states.

Two German states, Prussia and Austria, emerged as great powers in the seventeenth and eighteenth centuries.

Prussia built an army to protect its borders. Austria was diverse with no common culture or political rule.

Change:

Tudor monarchs brought stability and prosperity to England.

The Act of Supremacy was passed.

Foreign policy was moderate. Queen Elizabeth Tudor tried to keep Spain and France from becoming too powerful by balancing power.

Spain hoped to successfully invade England, overthrow Protestantism, and begin a return to Catholicism. The Spanish Armada, however, was defeated by England in 1588.

Uniformity:

France's Louis XIV strengthened absolute monarchy in France and limited the rights of religious dissenters.

He removed nobles and princes from royal council and kept them busy with court life.

He bribed people to make sure his policies were followed in the provinces.

Innovation:

Peter the Great attempted to modernize Russian society by introducing Western customs, practices, and manners.

He wrote a Russian book of etiquette to teach Western manners, and he mixed the sexes for conversation and dancing.

The Muslim Empires (1450-1800)

Muslim conquerors captured vast territory in Europe and Asia using firearms. Religion played a major role in the establishment of the Ottoman, Safavid, and Mogul Empires. Trade and the arts flourished under the Muslim Empires.

The following table shows the characteristics of the Ottoman, Safavid, and Mogul Empires.

	<i>Ottomans</i>	<i>Safavids</i>	<i>Moguls</i>
Warfare	Trained janissaries Conquered Constantinople	Battled Ottomans Allied with European states	Conquered India Battled Persians and British

(continued)

	<i>Ottomans</i>	<i>Safavids</i>	<i>Moguls</i>
Arts	Made magnificent mosques, pottery, rugs, and jewelry	Blended Persian and Turkish influences Excelled at carpet making and painting	Combined Persian and Indian motifs Excelled at architecture and painting
Government	The sultan governed through local rulers called pashas	The shah trained administrators	The emperor controlled semi-independent states
Trade	Merchants were the privileged class	Geography limited trade	Traded with Europeans
Religion	Sunni Muslim Religious tolerance	Shiite Muslim Religious orthodoxy	Muslim, Hindu Religious tolerance
Women	Social restrictions Can own land, inherit property, seek divorce, and hold senior government posts	Social restrictions Were kept secluded and made to wear veils	Some social restrictions Served as warriors, landowners, political advisors, and businesspeople

The East Asian World (1400-1800)

China closed its doors to the Europeans during the period of exploration between 1400 and 1800. The Ming and Qing dynasties produced blue-and-white porcelain and new literary forms. The Chinese viewed Europeans as barbarians. Both sides, however, benefited from the early cultural exchange. The Qing rulers eventually attempted to limit contact with European traders. The Qing government tried to preserve its distinct identity within Chinese society. However, the Qing brought Chinese into the top ranks of the imperial administration, sharing important government positions equally with them. Emperor Yong Le began renovations on the Imperial City, which was expanded by succeeding emperors. By the nineteenth century, Japanese and Chinese societies had changed as a result of the decisions and policies of their leaders.

Revolution and the Enlightenment (1550-1800)

The ideas of the Scientific Revolution and the Enlightenment laid the foundation for a modern worldview based on rationalism and secularism. Enlightenment was a movement of intellectuals who were greatly impressed with achievements of the Scientific Revolution. Enlightenment thought led some rulers to advocate such natural rights as equality before the law and freedom of religion. The American colonies formed a new nation and ratified the Constitution of the United States. As the Scientific Revolution and the ideas of the Enlightenment spread across Europe, innovations based on science and reason came into conflict with traditional beliefs.

The French Revolution and Napoleon (1789-1815)

The fall of the Bastille marked the beginning of the French Revolution. The Committee of Public Safety began the Reign of Terror. Napoleon Bonaparte created the French Empire. Allied forces defeated Napoleon at Waterloo. The French Revolution was one of the great turning points in history. The years from 1789 to 1815 in France were chaotic, and change came about in unexpected ways. Some of the major changes from this time period were:

- From the meeting of the Estates-General, the creation of the National Assembly
- From the Great Fear, the adoption of important reforms by nobility in the National Assembly
- From the Declaration of Rights, the spread of liberal beliefs

- From the March on Versailles, the return of Louis XVI to Paris
- From the Reign of Terror, the Fall of Robespierre and establishment of the Directory
- From Napoleon's coup d'état, the creation of the French Empire
- From the Battle of Trafalgar, the safety of Great Britain and birth of the Continental System
- From the Invasion of Russia, the deaths of hundreds of thousands and the downfall of Napoleon

Industrialization and Nationalism (1800-1870)

The Industrial Revolution saw a shift from an economy based on farming and handicrafts to an economy based on manufacturing by machines and industrial factories. Three important ideologies—conservatism, nationalism, and liberalism—emerged to play an important role in world history. Romanticism and realism reflected changes in society in Europe and in North America.

During this period, there were developments from industry to art, faith to science, liberalism to conservatism.

Advances:

- Steam and coal became new sources of power.
- Higher-quality iron led to better railroads.

Conflict:

- Nationalism and liberalism became forces for change.
- Conservatives attempted to suppress nationalism.

Change:

- People moved to cities for factory work.
- Italy unified.
- Germany emerged as a strong European power.

Reaction:

- Russian czars opposed the forces of liberalism and nationalism.
- Science had a greater impact on people, undermining religious faith.

Diversity:

- Austria-Hungary contained many different ethnic groups seeking self-rule.
- Romanticism and realism were opposite artistic styles.

Mass Society and Democracy (1870-1914)

The Second Industrial Revolution resulted in changes in political, economic, and social systems. After 1870, higher wages and improved conditions in cities raised the standard of living for urban workers. The late 1800s and early 1900s were a time of political conflict that led to the Balkan crises and, eventually, World War I. New discoveries radically changed scientific thought, art, architecture, and social consciousness between 1870 and 1914.

Innovations in technology and production methods created great economic, political, social, and cultural changes between 1870 and 1914. The development of a mass society led to labor reforms and the extension of voting rights. New scientific theories radically changed people's vision of the world. Change also brought conflict as tensions increased in Europe and new alliances were formed.

Economics:

The Second Industrial Revolution, combined with the growth of transportation by steamship and railroad, fostered a true world economy.

Industrial growth and the development of new energy resources led to increased production of consumer goods.

Politics:

Growth of mass politics led to the development of new political parties.

Labor leaders used ideas of socialism and Marxism to form unions.

Society:

Women fought for equal rights.

Society adopted middle-class values.

Unions fought for labor reforms.

Mass leisure developed because people had more money.

Culture:

Many artists rejected traditional styles and developed new art movements.

New scientific ideas radically changed people's perception of the world.

Conflict:

Nationalism and imperialism created conflict in the Balkans and eventually led to World War I.

Growth of nationalism led to increased anti-Semitism.

The Height of Imperialism, East Asia Under Challenge (1800-1914)

Competition among European nations led to the partition of Africa. Colonial rule created a new social class of Westernized intellectuals. British rule brought order and stability to India, but with its own set of costs. The United States practiced many of the same imperialist policies as European nations.

The imperialist powers of the nineteenth century conquered weaker countries and carved up the lands they seized. Their actions had a lasting effect on the world, especially the conquered peoples of Asia and Africa. There were four themes surrounding these events:

- **Movement:** Imperialistic nations set up colonies and protectorates. Christian missionaries preached in Africa and Asia. British policy in South Africa was influenced by Cecil Rhodes, who made a fortune in South Africa by founding diamond and gold companies. He gained control of a territory north of the Transvaal, which he named Rhodesia, after himself.
- **Change:** Ferdinand de Lesseps completed the Suez Canal in 1869. King Leopold II of Belgium colonized the Congo Basin. The United States gained new territory after the Spanish-American War. The Panama Canal opened in 1914.
- **Reaction:** The British East India Company controlled India. Afrikaners set up independent republics.
- **Nationalism:** The United States created the Monroe Doctrine in 1823. In May 1857, the sepoy's rebelled against British commanders. Afrikaners fought the British in the Boer War from 1899 to 1902.

Western nations used political persuasion and military strength to gain trading privileges with China and Japan. China's internal problems made it easier for Western nations to penetrate the country and strengthen their influence. Japan's ability to adopt Western ways and to maintain its own traditions enabled it to develop into a modern, powerful nation.

Imperialist powers advanced into China and Japan in the nineteenth century. China's government fell, but Japan's modernized and endured.

- **Movement:** British secured trade outlets at five coastal ports in China. Commodore Perry sailed into Edo Bay. Japan invaded Port Arthur, Manchuria.
- **Change:** Japan's Tokugawa shogunate and China's Qing dynasty collapsed. Meiji reformers instituted compulsory military service in Japan. John Hay, U.S. secretary of state, proclaimed that all major states with economic interests in China had agreed that the country should have an Open Door policy. The Open Door policy reflected American concern for the survival of China.
- **Reaction:** Tai Pin Rebellion broke out in China. Sat-Cho leaders demanded the resignation of Japan's shogun. Boxer Rebellion occurred in China.
- **Nationalism:** Meiji government reformed Japan. Japan adopted the Meiji constitution. Sun Yat-sen established the Republic of China.

War and Revolution (1914-1919)

Archduke Francis Ferdinand was assassinated by a Serbian nationalist. Militarism, nationalism, and alliances drew nations into war. The United States' entry into the war helped the Allies. The impact of the war at home led to an increase in the federal government's powers and changed the status of women. The Russian Revolution ended with the Communist Party in power. Peace settlements caused lingering resentment. The League of Nations was formed. Four themes emerged during this time period:

- **Cooperation** (Alliance System): Two loose alliances formed in Europe: the Triple Alliance (Germany, Austria-Hungary, and Italy) and the Triple Entente (France, Great Britain, and Russia). Alliances drew France and Great Britain into a conflict in which they had no direct interest.
- **Conflict** (World War I): Combat took the forms of trench warfare on the Western Front, a war of movement on the Eastern Front, and German submarine warfare in the waters surrounding Great Britain. For the first time in history, airplanes were used for reconnaissance, combat, and bombing.
- **Revolution** (Russian Revolution): Military and economic crises led to a spontaneous revolution that ended the reign of the czars. The Bolsheviks overthrew the provisional government and established a communist regime.
- **Internationalism** (Peace of Paris): The peace was a compromise between international and national interests. Germany's reparation payments, military reduction, and territorial losses created a lasting bitterness that helped spark World War II.

The West Between the Wars, Nationalism Around the World (1919-1939)

Europe faced several economic problems after World War I, including inflation and the Great Depression. Dictatorial regimes began to spread into Italy, Germany, and across eastern Europe. The uncertainties and disillusionment of the times were reflected in the art and literature of the 1920s and 1930s. Between 1919 and 1939, the West experienced great economic and political challenges.

Political and Economic Changes:

- In Britain, the Conservative Party implemented traditional economic policies.
- In the United States, President Roosevelt developed the New Deal, a policy of active government intervention in the economy.
- In France, the Popular Front established the French New Deal, which promoted workers' rights.

Rise of Totalitarianism:

- In Italy, Mussolini led the Fascists to power.
- Stalin became dictator of the Soviet Union and purged the Communist Party of Old Bolsheviks.
- In Germany, Adolf Hitler established a totalitarian Nazi regime and started the large-scale persecution of Jews.

Innovations and Ideas:

- The artistic movements of Dadaism and surrealism reflected the uncertainty of life created by World War I.
- Radio and film transformed communications and entertainment.
- Literary techniques reflected an interest in the unconscious.
- Werner (Karl) Heisenberg's uncertainty principle suggested that physical laws are based on uncertainty.

The Balfour Declaration issued by the British foreign secretary in 1917 turned Palestine, a country with an 80 percent Muslim population, into a homeland for the Jews. Chian Kai-shek positioned his nationalist forces against Mao Zedong's communists. Key oil fields were discovered in the Persian Gulf area in 1938.

Between the two World Wars, a growing sense of nationalism inspired many countries to seek their independence from foreign rulers:

- **Middle East:** The decline of the Ottoman Empire resulted in the emergence of many new Arab states.
- **Africa and Asia:** Black Africans who fought in World War I became more politically active. They organized reform movements then called for independence.
- **China:** In 1923, the nationalists and the communists formed an alliance to oppose the warlords and drive the imperialist powers out of China.
- **Latin America:** After the Great Depression, Latin American countries worked to become economically independent by creating new industries to produce goods that were formerly imported.

World War II (1939-1945)

Adolf Hitler's philosophy of Aryan superiority led to World War II in Europe and was also the source of the Holocaust. Two separate and opposing alliances, the Allies and the Axis Powers, waged a worldwide war. World War II left lasting impressions on civilian populations.

World War II was the most devastating total war in human history. Events engaged four continents, involved countless people and resources, and changed subsequent history. The following table summarizes some of the themes and developments.

Country	Movement	Cooperation	Conflict
United States	Retook Japanese positions in Southeast Asia	Relaxed neutrality acts Met with Allies at Tehran, Yalta, and Potsdam	Led war effort Conducted island-hopping counterattacks Dropped atomic bombs on Japan
Great Britain	Made huge troop movements in Dunkirk and Normandy	Met with Allies at Tehran, Yalta, and Potsdam	Stopped Rommel at El Alamein Withstood heavy German bombing
Soviet Union	Occupied Kuril and Sakhalin Islands Took control of much of eastern Europe	Met with Allies at Tehran, Yalta, and Potsdam	Defeated Germany and Stalingrad Forced Germany to fight war on two fronts

Country	Movement	Cooperation	Conflict
Germany	Took over Austria, Poland, and Sudetenland	Formed Rome-Berlin Axis Signed Anti-Comintern Pact	Used blitzkrieg tactics Conducted genocide of Jews and others Besieged Leningrad
Italy	Invaded Ethiopia	Formed Rome-Berlin Axis	Became German puppet state (northern Italy)
Japan	Seized Manchuria and renamed it Manchukuo Invaded China	Signed Anti-Comintern Pact	Attacked Pearl Harbor Conquered Southeast Asia from Indochina to Philippines

Cold War and Postwar Changes (1945-1970)

At the end of World War II, the United States and the Soviet Union engaged in a Cold War that was fought around the globe. The two new superpowers competed for political domination of the world. The United States fought in Korea and Vietnam to prevent the spread of communism. The Soviet Union used armies to maintain Soviet regimes in eastern Europe. The creation of NATO and the European Economic Community helped western Europe move toward political and economic unity during the Cold War. Some changes/conflicts and their results are listed in the following table.

	Conflict/Crisis	Significant Event(s)	Result(s)
Greece (1944-1949)	Civil war erupted	Great Britain aided government forces against communism	United States created Truman Doctrine
Berlin (1949)	Soviets and Western powers divided Germany	Western powers airlifted supplies to Soviet-blockaded West Berlin	Blockade was lifted
Korea (1950-1953)	Civil war began when North Korea invaded South Korea	United Nations forced fight to save South Korea from communism	United States extended military alliances around the world
Berlin (1961)	Refugees escaped from East to West Berlin	Soviets built Berlin Wall	Berlin Wall became symbol of divided Germany
Cuba (1962)	Soviets supported Castro's totalitarian regime in Cuba	United States invaded Bay of Pigs; Soviets placed nuclear missiles in Cuba; United States blockaded Cuba	Soviets withdrew missiles; hotline was established between Moscow and Washington, D.C.
Vietnam (1964-1973)	Civil war erupted between North and South Vietnam	United States intervened to prevent North Vietnam from taking over South Vietnam	United States withdrew from Vietnam; Vietnam was reunited by communists

The Contemporary Western World (1970-Present)

Political and social changes led to the end of the Cold War and the fall of communism in eastern Europe and the Soviet Union. Economic challenges helped bring about and accompanied these sweeping political and social changes. Society and culture reflected these changes with the advent of the women's movement, the growth of technology, and a rise in terrorism.

The end of the Cold War brought dramatic economic, political, and social changes to Europe and North America. Many of these changes can be understood through the themes of conflict, change, regionalism, and cooperation. Some of the major events in postwar society are categorized according to these themes:

Conflict:

- Serb forces carried out “ethnic cleansing” of Muslims.
- Terrorism became a regular aspect of modern society.
- Soviet troops crushed a reform movement in Czechoslovakia.
- Nicolae Ceausescu was arrested and executed.

Change:

- The Soviet Union adopted a policy of perestroika under Gorbachev.
- Lech Walesa became the first freely elected president of an eastern European nation in 40 years.
- The national debt tripled in the United States during Ronald Reagan’s presidency.
- Television, movies, and music spread American culture throughout the world.

Regionalism:

- Ethnic Albanians declared Kosovo an independent province.
- Bosnia Serbs fought Bosnia Muslims and Croats.
- Bands of German youths attacked immigrants.
- Intense fighting broke out between Protestants and Catholics in Northern Ireland.

Cooperation:

- British women protested against nuclear weapons.
- East Germany and West Germany were reunited into one nation.
- The Soviet Union and the United States signed the INF Treaty.

Latin America (1945-Present)

Many Latin American nations have experienced severe economic problems, and their governments have been led by military dictators. Successful Marxist revolutions in Cuba and Nicaragua fed fears in the United States about the spread of communism in the Americas.

Africa and the Middle East (1945-Present)

From the 1950s to the 1970s, most African nations gained independence from colonial powers. Israel declared statehood on May 14, 1948, creating conflict and struggle between the new state and its neighbors.

Asia and the Pacific (1945-Present)

Communists in China introduced socialist measures and drastic reforms under the leadership of Mao Zedong. After World War II, India gained its independence from Britain and divided into two separate countries, India and Pakistan. Japan modernized its economy and society after 1945 and became one of the world’s economic giants.

Challenges and Hopes for the Future

Today's world faces the challenges of protecting and preserving the environment, addressing economic and social changes, implementing new technologies, resolving political conflicts, and eliminating international terrorism. The world's inhabitants must adopt a cooperative global vision to address the problems that confront all humankind. At the beginning of the twenty-first century, the world has become a global society. Nations are politically and economically dependent on one another, and the world's problems are of a global nature:

Cultural Diffusion:

Jumbo jetliners transport passengers around the world.

Many corporations have offices in more than one country.

Advances in communication, such as the Internet, connect people around the globe.

Technological Innovation:

The science of ecology is born.

American astronauts landed on the moon in 1969, and exploration of space continues to be a world-changing development.

Super strains of corn, rice, and other grains produce greater crop yields.

Health care advances prolong lives.

Developments in transportation and communication transform the world community.

Cooperation:

The Earth Summit met in Rio de Janeiro in 1992 to examine the challenges to the environment and propose new solutions.

Nations enact recycling programs and curb the dumping of toxic materials.

The United Nations promotes world peace.

Nongovernmental organizations advocate social and environmental change.

Conflict:

Massive growth in world population causes overcrowding and hunger in many countries.

Regional, ethnic, and religious differences continue to produce violence around the world.

International terrorists remain a threat to peace and security.

Practice Multiple-Choice and Constructed-Response Questions

Directions: The following multiple-choice and constructed-response questions are similar to the World History questions on Subtest II of the CSET: Social Science. Use these questions to help you become familiar with the exam. The answer explanations follow the questions.

1. All of the following were contributions of the Greeks to Western civilization EXCEPT:

- A. Art
- B. Government
- C. Philosophy
- D. Architecture

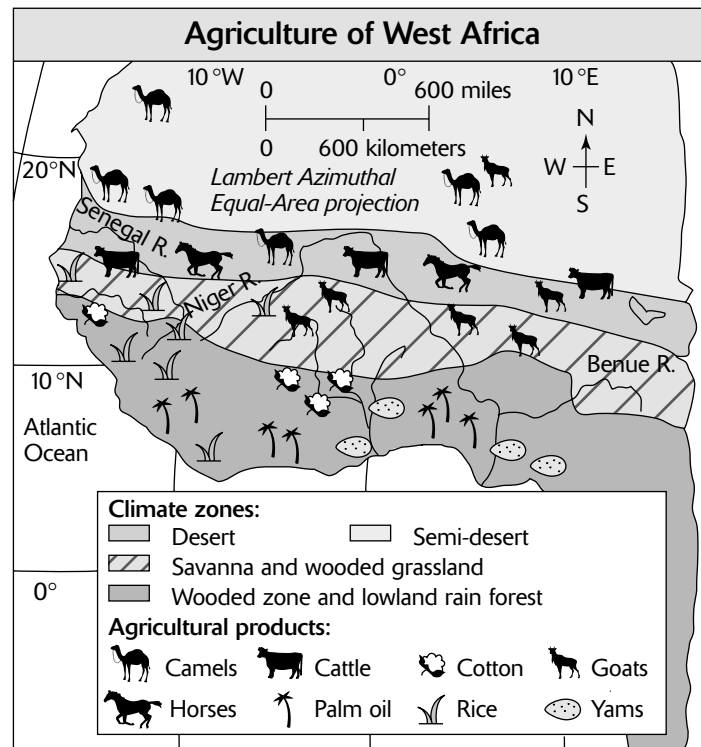
2. Read the following quote describing a political rally in Tehran in 1978:

“On Sunday, December 11, hundreds of thousands of people held a procession in the center of Tehran ... Slogans against the shah rippled in the wind—’Death to the Shah!’ ‘Death to the Americans!’ ‘Khomeini is our leader,’ and so on. People from all walks of life could be found in the crowd.”

What is meant by the phrase “people from all walks of life”?

- A. People of all ages
 - B. People who walked to the political rally
 - C. People who work in all types of jobs, from all classes
 - D. Americans and Iranians
3. All of the following were effects of colonial rule on the Southeast Asian colonies EXCEPT:
- A. Development of plantation agriculture
 - B. High taxes
 - C. Development of an export market
 - D. Independence

4. Study the following map and then answer the question.



In what zone was palm oil produced?

- A. Desert
 - B. Semi-desert
 - C. Savanna and wooded grassland
 - D. Wooded zone and lowland rain forest
5. Southeast Asia has a mainland region and an extensive _____, or chain of islands.
- A. archipelago
 - B. khanate
 - C. daimyo
 - D. samurai
6. According to John Locke, what was the purpose of government?
- A. To provide citizens with money
 - B. To protect citizens' rights
 - C. To keep peace with neighbors
 - D. To lighten the people's burdens

7. Rachel Carson cautioned about the dangers of harmful chemicals in her book, *Silent Spring*:

“It is not my contention that chemical pesticides must never be used. I do contend that we have put poisons and biologically potent chemicals into the hands of persons largely or wholly ignorant of their potentials for harm ... Future generations are unlikely to condone our lack or prudent concern for the integrity of the natural world that supports all life.”

How has *Silent Spring* influenced how people view the relationship between humans and the natural world?

- A. It began the modern movement to protect the environment.
 - B. It got people to stop using pesticides.
 - C. It prepared future generations for a damaged natural world.
 - D. It made Rachel Carson famous.
8. All of the following institutions of European society were brought to the Americas by European missionaries EXCEPT:
- A. Parishes
 - B. Schools
 - C. Hospitals
 - D. Factories
9. Greek citizens assembled in an open area called a(n) _____ that also served as a market.
- A. acropolis
 - B. phalanx
 - C. agora
 - D. oracle
10. Which of the following is a true statement about the relationship between World War I and nationalism?
- A. World War I brought nationalist movements to a standstill.
 - B. Most nationalist movements had reached their goals by the conclusion of World War I.
 - C. The weakening of European countries fostered national independence movements.
 - D. World War I helped the European economy, which fueled nationalist movements.
11. What is the oldest political party in the Western world?
- A. The Republicans
 - B. The Conservatives
 - C. The Liberals
 - D. The Democrats
12. On which side did Japan fight in World War I?
- A. None, it was neutral
 - B. With Germany against the United Kingdom
 - C. With the United Kingdom against Germany
 - D. Against Russia, but on its own
13. After being released from prison in 1953, to which country was Fidel Castro exiled?
- A. Honduras
 - B. Haiti
 - C. Mexico
 - D. Spain

- 14.** Compare the isolationist periods of China and Japan. Discuss each government's reasons for isolation and the impact of this policy.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- 15.** Imagine that you are the leader of a country and must decide whether or not to explore outer space. What are the benefits and risks involved in undertaking space exploration? Compare and contrast modern space explorations with European voyages of exploration. Consider the technologies used, the ways explorations were funded, and the impact of these ventures on human knowledge.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Answer Explanations

1. **B.** You are looking for the *exception* in this question, so you want to locate the answer choice that was *not* something contributed by the Greeks to Western civilization. The Greeks contributed democracy, philosophy, art, and architecture. The Romans contributed government, law, and engineering. So the correct answer is “government,” choice B.
2. **C.** The term “people from all walks of life” cannot be taken literally. “People from all walks of life” means people of all types—different classes, different occupations, etc., so C is the correct answer.
3. **D.** Again, you are looking for the *exception* in this question. Colonial rule over the Southeast Asian colonies introduced representative institutions, developed plantation agriculture, instituted high taxes, introduced a modern economic system, built railroads and highways, developed an export market, and began resistance movements. It did not bring about independence—it actually made Southeast Asia dependent upon Europe, so the correct answer is D.
4. **D.** To answer this question, you must study the map key and the map. The symbol for palm oil production is a palm tree. The region in which there are palm trees is the lowest region—the wooded zone and lowland rain forest, making the right choice D.
5. **A.** This question asks for a definition. A khanate is one of the several separate territories into which Genghis Khan’s empire was split, each under the rule of one of his sons. Daimyo means “great names” and are heads of noble families in Japan who controlled vast landed estates and relied on samurai for protection. Samurai means “those who serve” and are Japanese warriors similar to the knights of medieval Europe. An archipelago is a chain of islands, so A is the correct answer.
6. **B.** John Locke believed that humans had certain natural rights to life, liberty, and property. He believed that the government had a duty to protect the rights of the people and, when it fails, that the people have a right to form a new government. With this information, the best answer choice is B, to protect the citizens’ rights.
7. **A.** Remember that you are looking for the answer that best answers the question. While Rachel Carson contends that chemical pesticides can cause long-lasting damage to the environment, and her work may have made her famous, *Silent Spring* was a groundbreaking book because it was the first book to draw attention to the problems of pesticides. Thus, her work began the modern movement to protect the environment, making the best answer choice A.
8. **D.** You must find the *exception* in this question. With the arrival of the missionaries came parishes, schools, and hospitals. Native American social and political structures were torn apart and replaced by European systems of religion, language, culture, and government. The only institution listed that was *not* brought by the missionaries was factories, so D is the correct answer.
9. **C.** You must find the correct definition for this question. An acropolis is a fortified gathering place at the top of a hill that was sometimes the site of temples and public buildings. A phalanx is a wall of shields created by foot soldiers marching close together in a rectangular formation. An oracle is a sacred shrine where a god or goddess was said to reveal the future through a priest or priestess. An agora is an open area that served as a gathering place and as a market. So, the right answer choice is C.
10. **C.** Read each answer choice carefully and eliminate any statements that you know are false. This process of elimination will help you find the correct answer. Many nationalist movements began after World War I, so A and B are not correct. D is not correct because it does not make sense for nationalist movements to increase if there had been a heightened economy. There was a weakening of European countries during World War I, and nationalism led to the creation of the modern states of Turkey, Iran, and Saudi Arabia. Therefore, C is the best answer choice.
11. **B.** The Republicans were established in the United States in the 1850s. The Conservatives were established in the United Kingdom in 1832. The Liberals were established in Canada in 1867. The Democrats were established in the United States in 1844. The correct answer is B, the Conservatives.

12. C. Japan was originally neutral during WWI, but with a request from the British government for assistance in destroying the German raiders of the Kaiserliche Marine in and around Chinese waters, Japan became involved—with the United Kingdom, against Germany. So, C is the correct answer.
13. C. After being imprisoned in 1953, Fidel Castro was released from prison, and he went to Mexico to train men for guerilla warfare. So, the correct answer is C.
14. The Chinese isolationist period began as the Qing dynasty was declining. European traders were confined to a small island just outside Guanzhou, and they could reside there for only a few months each year and deal with only a few Chinese firms. In this way the Qing hoped to limit contact between Chinese and Europeans. Japan entered its isolationist phase as the country was in the process of unifying. The Jesuit practice of destroying shrines led to the prohibition of Christian activities and the expulsions of all missionaries. Later, merchants were expelled, and only Dutch ships were permitted to dock at Nagasaki once a year, but only for two or three months.
15. There are some drawbacks to space exploration. It is more expensive to perform certain tasks in space with humans rather than by robots or machines because they need large spacecraft and provisions. There is also the question of the security of the spacecraft as whole; losing a robot is nowhere near as dramatic as human loss. Some people argue that having human beings aboard instead of robots can provide more efficient work and studying. Some critics contend that space travel has never achieved any major scientific breakthroughs. Others have argued that, besides the large (and otherwise unavailable) amount of planetary data returned by spacecraft, there have been many indirect scientific achievements; including development of the modern computer and lasers. Some people believe that human space travel will never achieve more than an earth orbit or a visit to our closest neighbors in the solar system. Space travel and exploration is very expensive, and some people believe the money could be spent more wisely. Overall, the public remains largely supportive of both manned and unmanned space exploration. Twenty-first-century space advocates continue to work toward more advanced spacecraft, rotating space stations, lunar bases, and colonies on Mars. Some of these visions will most likely come true, though significant obstacles remain.

U.S. History

The following topics are covered in the United States History portion of the test:

- Physical geography of North America
- Native American peoples
- European exploration and colonization
- American Revolution
- Establishing a new nation: early years and continued development
- Civil War era
- Emergence of the modern United States
- Progressive Era and World War I through the New Deal
- World War II
- Post-World War II period
- More recent developments

Physical Geography of North America

The last Ice Age made the sea level drop to reveal the land bridge between Asia and America. The Bering Strait that now separates Alaska and Siberia was dry land. Across this so-called land bridge, bands of fur-clad hunter-gatherers from Asia trekked to the northwestern corner of North America.

Settlers may have made their way to the Americas other ways: From northeast Asia, people traveled by boat along the coastline to North and South America; people from southeast Asia crossed the Pacific Ocean, hopping from island to island; people from southwestern Europe crossed the North Atlantic, passing by Iceland and Greenland; and people migrated from Africa.

Native American Peoples

The Native Americans of what is today the United States had diverse social structures and religions. Different Native American groups lived in different regions in North America. In the West were the Zuni, Hopi, and other Pueblo peoples. They depended on corn to survive. In the lands bordering the Pacific Ocean, there were the Tlingit, Haida, Kwakiutls, Nootkas, Chinook, and Salish peoples. They relied on fish from the coastal waters and deer, roots, and berries from the Rocky Mountains for their survival.

In the Great Plains, the Sioux followed the migrating buffalo herds and lived in tepees. Life for the Sioux changed dramatically after they began taming horses.

Two different Native American groups made their homes in the Far North. The Inuit and Aleut depended upon hunting seals, walruses, whales, polar bears, and caribou for their survival.

East of the Mississippi lay almost a million square miles of woodlands. Most of the peoples of the Northeast were divided into two major language groups—those who spoke Algonquian languages and those who spoke Iroquoian languages. Many peoples in the Northeast, including the Algonquians of New England and the Iroquoians of New York, practiced slash-and-burn agriculture. The early peoples of the Northeast used several types of houses. Many villages, enclosed by wooden stockades, had large rectangular longhouses with barrel-shaped roofs covered in bark. Others built wigwams, which were either conical or dome-shaped, and were made using bent poles covered with hides or bark. The Iroquois

League was formed by five Native American groups to keep the peace. According to Iroquois tradition, Dekanawidah, a shaman or tribal elder, and Hiawatha, a chief of the Mohawk, founded the League.

Almost all of the people in the Southeast lived in towns. The Cherokee were the largest Native American group in the Southeast.

By the 1500s, Native Americans had created a wide array of cultures and languages. They had also developed economies and lifestyles well suited to the geography and climate of their particular corners of North America.

European Exploration and Colonization

Pope Urban II's call to arms launched nearly two centuries of armed struggle to regain the Holy Land. The expeditions were called the Crusades, from the Latin word *crux*, meaning "cross." The Crusades helped pry western Europe out of centuries of isolation and triggered a series of events that revolutionized European society and encouraged a new desire for exploration. For centuries the Roman Empire had dominated much of Europe, imposing a stable social and political order. By 500 C.E. the Roman political and economic system had collapsed, isolating western Europe from the rest of the world. Trade declined. Cities, bridges, and roads fell into disrepair. Law and order vanished, and money was no longer used. For most people, life did not extend beyond the tiny villages where they were born, lived, and died. This period, lasting roughly from 500 to 1400 C.E., is known as the Middle Ages. With the weakening of central government, a new political system known as feudalism developed in western Europe. By 1100 C.E. feudalism had spread throughout much of Europe.

The Crusades broadened European horizons and stimulated interest in luxury goods. Monarchs of new states wanted to acquire gold to strengthen their rule. The Renaissance promoted a scientific and practical view of the world. New technology such as the compass and astrolabe made exploration possible. With these changes, an exchange of goods and ideas between Europe and the Americas began. However, European diseases devastated Native American populations, American diseases spread to Europe, and Europeans became increasingly involved in the West African slave trade.

The political and economic changes that encouraged western Europeans to begin exploring the world would not have mattered had they not had the technology necessary to launch their expeditions. They needed navigational instruments that would enable sailors to travel out of sight of land and still find their way home. They also needed ships capable of long-distance travel across the ocean. By studying Arab texts, western Europeans learned about the astrolabe, a device invented by the ancient Greeks and refined by Arab navigators. They also acquired the compass from Arab traders. In the 1400s a Portuguese ship called the caravel incorporated all the necessary technology for long sailing trips. The Portuguese explorers became the first Europeans to find a sea route to Asia.

Christopher Columbus sought financial backing for a sea route to Asia. In 1492, King Ferdinand and Queen Isabella of Spain agreed to give Columbus the funding to reach Asia by going east around Africa, so he and his three ships—the *Nina*, the *Pinta*, and the *Santa Maria*—finally left Spain.

The arrival of European colonists in the Americas set in motion a series of complex interactions between peoples and environments. Native Americans taught the Europeans local farming methods and introduced them to new crops. The Europeans introduced Native Americans to wheat, oats, barley, rye, rice, coffee, dandelions, onions, bananas, and oranges, and other new citrus fruits, none of which existed in North America.

The French colonies were established to expand fur trade. The colonization effort grew slowly. The population of New France was increased by promotion of immigration. Enslaved Africans were imported to work plantations in Louisiana.

The Spanish colonies were established to gain wealth and spread Christianity and European culture. Their structured society was based on birth, income, and education. The economy was dominated by mining and ranching.

The Dutch colonies were founded to make money in the fur trade. Settlers from many countries populated New Netherlands. The need for laborers led to Dutch involvement in the slave trade. The territory eventually surrendered to Britain.

The British colonies were established as places to earn profits and to practice religion freely. They provided a place for the poor to start a new life. They offered the right to elect legislative assembly. The colonies were used as a source of raw materials and markets for British goods.

The New England Colonies

New Hampshire, Connecticut, Rhode Island, Massachusetts

In the 1600s, English Puritans feeling religious persecution and economic difficulties founded several colonies in New England. Puritan religious beliefs shaped the cultural history of the New England colonies.

Geography: Coastal areas with good natural harbors; inland areas with dense forests; poor rocky soil and short growing season.

Economy: Small farms, lumber mills, fishing, shipbuilding, and trade flourished; cities developed along the coast.

People and Society: Most people organized as congregations lived on farms; in the cities, merchants controlled trade, artisans made goods, unskilled workers and enslaved Africans provided labor.

The Middle Colonies

New York, New Jersey, Pennsylvania, Delaware

After the English Civil War, economic, strategic, and religious factors led to the founding of seven new English colonies along the Atlantic seaboard. The middle colonies were part of these new colonies. A diverse economy supported many large port cities.

Geography: Fertile soil and long growing season; rivers ran into backcountry.

Economy: Colonies grew large amounts of rye, oats, barley, potatoes, and wheat as cash crops to sell; cities developed on the coast.

People and Society: Wealthiest people owned large farms and other businesses. Most farmers produced a small surplus. Tenant farmers rented land from large landowners or worked for wages.

The Southern Colonies

Maryland, Virginia, North Carolina, South Carolina, Georgia

The southern colonies developed labor-intensive agricultural economies that relied heavily upon enslaved labor.

Geography: Favorable climate and soil for agriculture; wide rivers made cities unnecessary.

Economy: Tobacco, rice, and indigo grown on large plantations emerged as cash crops.

People and Society: Wealthy elite controlled most of the land. Cash crops required a large amount of labor, which was supplied on large farms by indentured servants and enslaved Africans.

American Revolution

In the early colonial period, roughly 1754 to 1763, the colonies grew accustomed to running their own affairs. When Britain tried to reestablish control, tensions mounted over taxes and basic rights. In 1775 these tensions led to battle, and in 1776 the colonists declared their independence from Britain. With the help of France and Spain, the colonists defeated the British in 1781. The Treaty of Paris in 1783 formally ended the war.

The American Revolution changed American society in a variety of ways. The following timeline highlights major events before and during the American Revolution:

1763: French and Indian War ended; Proclamation of 1763 issued. The Proclamation drew a line from north to south along the Appalachian Mountains and declared that colonists could not settle west of the line without the British government's permission. This enraged many farmers and land speculators, who wanted access to the land.

1764: Sugar Act and Currency Act passed. The Sugar Act changed the tax rates levied on raw sugar and molasses imported from foreign colonies. It also placed new taxes on silk, wine, coffee, pimentos, and indigo. The Currency Act banned the use of paper money in the colonies, because it tended to lose its value very quickly. The act angered colonial farmers and artisans. They liked paper money precisely because it lost its value quickly. They could use paper money to pay back loans, and since the money was not worth as much as when they borrowed it, the loans were easier to pay back.

1765: Stamp Act passed; colonists staged protests. The Stamp Act required stamps to be placed on most printed materials, including newspapers, pamphlets, posters, wills, mortgages, deeds, licenses, and even diplomas, dice, and playing cards. The stamp tax was different from other taxes the colonies had paid to Britain. Parliament had imposed many taxes on trade, but the stamp tax was the first direct tax Britain had ever placed on the colonists.

1766: Stamp Act repealed; Declaratory Act asserted Parliament's supremacy. The Declaratory Act asserted that Parliament had the power to make laws for the colonies.

1767: Townshend Acts passed. The Townshend Acts were a series of new regulations and taxes.

1768-1769: Colonists boycotted British imports to protest the Townshend Acts. During the winters of 1767 and 1768, John Dickinson published a series of essays in which he reasserted that only assemblies elected by the colonists had the right to tax them. Additionally, Dickinson called on the colonies to become "firmly bound together" to "form one body politic" to resist the Townshend Acts. Less than a month later, the Massachusetts assembly began organizing resistance against Britain. Among the leaders was Sam Adams, a passionate defender of colonial rights and cousin of John Adams, who would become the nation's second president. Sam Adams was particularly skilled in uniting Bostonians of different social classes. The merchants of Boston and New York signed nonimportation agreements, promising not to import any goods from Britain. Philadelphia's merchants joined the boycott. As the boycott spread throughout the colonies, Americans stopped drinking British tea or buying British cloth.

1770: Boston Massacre; Townshend Acts repealed. In the fall of 1768, Britain dispatched roughly 1,000 troops to Boston to maintain order. On March 5, 1770, a crowd of colonists began taunting and throwing snowballs at a British soldier. The troops began firing into the crowd. When the smoke cleared, three people lay dead, six others were wounded, and two more died later. The shooting became known as the Boston Massacre. A few weeks later, Britain repealed almost all of the Townshend Acts. Parliament kept one tax—the tax on tea.

1773: Tea Act passed; Boston Tea Party held in protest. The Tea Act refunded four-fifths of the taxes the company had to pay to ship tea to the colonies, leaving only the Townshend tax. East India Company tea could now be sold at lower prices than smuggled Dutch tea. The act also allowed the East India Company to sell directly to shopkeepers, bypassing American merchants who normally distributed the tea. The Tea Act enraged colonial merchants, who feared it was the first step by the British to squeeze them out of business. In December 1773, tea ships arrived in Boston Harbor. On the night before customs officials planned to bring the tea ashore, approximately 150 men boarded the ships. Several thousand people on shore cheered as the men dumped 342 chests of tea into the harbor. The raid came to be called the Boston Tea Party.

1774: Coercive Acts passed; First Continental Congress met. The Coercive Acts were four new laws that were intended to punish Massachusetts and end colonial challenges to British authority. The first act shut down Boston's port until the city paid for the tea that had been destroyed during the Boston Tea Party. The second act required all council members, judges, and sheriffs in Massachusetts to be appointed by the governor instead of being elected. The third act allowed the governor to transfer trials of British soldiers and officials to England to protect them from American juries. The final act required local officials to provide lodging for British soldiers at the scene of a disturbance, in private homes if necessary. The First Continental Congress met in Philadelphia on September 5, 1774. The 55 delegates to the Congress represented 12 of Britain's North American colonies. The delegates were searching for compromise.

1775: Battles of Lexington and Concord; Second Continental Congress met. Americans who backed Britain came to be known as Loyalists, or Tories. Those who believed the British had become tyrants were known as Patriots, or Whigs. On April 19, 1775, fighting began on Lexington Common; eight Americans died and ten more were wounded. Paul Revere was captured, and William Dawes, a fellow Patriot, turned back. At Concord's North Bridge, colonial militia inflicted 14 casualties on the British. In retreat to Boston, the British suffered over 250 casualties and Americans suffered 95. Three weeks after the battles at Lexington and Concord, the Second Continental Congress met in Philadelphia. The first issue was defense. On June 15, 1775, the Congress appointed George Washington as general and commander in chief of the new army.

1776: Declaration of Independence signed. Despite the fighting, many Americans were not prepared to break away from Great Britain. However, as the fighting continued, more and more Patriots began to think the time had come to declare independence. On July 4, 1776, the Continental Congress issued the Declaration of Independence, declaring themselves the United States of America. The American Revolution had begun.

1778: On February 6, 1778, the United States signed the first of two treaties. In the first, France became the first country to recognize the United States as an independent nation. The second treaty was an alliance between the United States and France.

1781: War of Independence ended when General Cornwallis surrendered at Yorktown. In the spring of 1781, Cornwallis decided to invade Virginia. As long as the Americans controlled Virginia, he believed, new troops and supplies would keep coming south. In late April 1781, Cornwallis marched into Virginia, where he linked up with forces under the command of Benedict Arnold. They began to conquer Virginia. Cornwallis retreated to the coastal town of Yorktown. His retreat created an opportunity for the Americans and their French allies. When he learned of the French fleet, Washington canceled the attack on New York and led his forces to Yorktown. As the American and French troops raced south, the French fleet grew closer. With the French fleet nearby, Cornwallis could not escape by sea or receive supplies. On September 28, 1781, American and French forces surrounded Yorktown and began to bombard it. Cornwallis began negotiations to surrender, and on October 19, 1781, approximately 8,000 British troops marched out of Yorktown and laid down their weapons.

1783: Treaty of Paris signed. In the Treaty of Paris, signed on September 3, 1783, Britain recognized the United States of America as a new nation with the Mississippi River as its western border. Britain also gave Florida back to Spain. France received colonies in Africa and the Caribbean that the British had seized from them in 1763. On November 24, 1783, the last British troops left New York City. The Revolutionary War was over, and the creation of a new nation was about to begin.

1786: Virginia Statute for Religious Freedom introduced. The statute declared that Virginia no longer had an official church and that the state could not collect taxes for churches.

Establishing a New Nation: Early Years and Continued Development

After the American Revolution, the new nation struggled to draw up a plan for government. Americans wanted to make sure the government did not have too much power. Eventually they came up with a way to balance federal and state power and to divide federal power into three branches. Promising to add a bill of rights helped win approval for the Constitution.

There were several challenges—and subsequent solutions—with establishing a new nation:

Problem: The newly independent colonies needed a central government.

Solution: The Articles of Confederation were adopted as the country's first constitution.

Problem: The weak central government created by the Articles led to diplomatic problems with other nations. The states began to act as independent countries to protect their trade rights.

Solution: Delegates at the Constitutional Convention adopted the Virginia Plan, which proposed the creation of a new federal government.

Problem: Opponents of the proposed new federal government feared that it would become too powerful.

Solution: The Constitution divided power between the federal government and the state governments and established three branches of power in the federal government.

Problem: Constitutional delegates feared that one branch of the federal government would become too powerful.

Solution: The Constitution gave each branch of the federal government the ability to limit the power of the other branches.

Problem: Delegates realized that the Constitution might need to be changed over time.

Solution: A system for making amendments was added, and the Constitution was ratified.

In the first government under the Constitution, important new institutions included the cabinet, a system of federal courts, and a national bank. Political parties gradually developed from the different views of citizens in the Northeast, West, and South. The new government faced special challenges in foreign affairs, including the War of 1812 with Great Britain.

Some of the more noteworthy figures of the new government included the following men:

- *George Washington:* Established legitimacy of the new government, created executive departments, favored neutrality, used troops to stop Native American resistance in the West.
- *Thomas Jefferson:* Republican leader; worked to limit the power of the national government, favored land ownership for all people, supported farmers over commerce and trade, negotiated purchase of the Louisiana Territory.
- *John Adams:* Federalist leader in favor of strong national government, supported neutrality; negotiated treaties with Britain and France to avoid war, angered farmer and landowners with taxes; angered political opponents with Alien and Sedition Acts.
- *James Madison:* Republican who favored neutrality, asked Congress to declare war on Britain to protect trade interest in the East and farmers and settlers in the West. Under his administration, the War of 1812 generated feelings of nationalism, and the Treaty of Ghent established fishing rights and boundaries with Canada.

Nationalism

After the War of 1812, a new spirit of nationalism took hold in American society. A new national bank was chartered, and Supreme Court decisions strengthened the federal government. The building of new roads and canals helped connect the country. Industry prospered in the North, while an agricultural economy dependent on slavery grew strong in the South. Regional differences began to define political life.

Americans developed powerful feelings of patriotism and national unity after the War of 1812. American leaders prepared an ambitious program to bind the nation together. The program included creating a new national bank, protecting American manufacturers from foreign competition, and building canals and roads to improve transportation and link the country together. The judicial philosophy of the Chief Justice of the United States, John Marshall, provided another boost to the forces helping unify the nation after the war. The wave of nationalism within Congress and among voters influenced the nation's foreign affairs as well. Feeling proud and confident, the United States under President Monroe expanded its borders and asserted itself on the world stage. The following key events helped establish nationalism in government:

- War of 1812 sparked national pride.
- Second Bank of the United States and protective tariffs were set up to promote the nation's economy.
- Supreme Court rulings gave federal government power over states.
- Spain ceded Florida.
- Monroe Doctrine established foreign policy.

Beginning in the early 1800s, revolutions in transportation and industry brought great changes to the North, and nationalism in society was strengthened. Along with dramatic changes in transportation, a revolution occurred in business and industry: the Industrial Revolution. The following key events contributed to nationalism in society:

- Steamboats and railroads linked the nation's regions.
- The telegraph established fast, long-distance communication.
- Rural farmers and immigrants came together in northern cities to find work.

Sectional disputes eroded the spirit of nationalism that swept the country after the War of 1812. The rise of a new political party represented a disagreement between those who wanted to expand federal power and those who wanted to limit it. The following key events led to sectionalism in the country:

- South's agricultural economy relied on slavery.
- Northern leaders viewed slavery as morally wrong.
- Missouri Compromise pitted Northern leaders against Southern leaders.
- Disputed election of 1824 led to return to two-party political system.
- Congress voted almost strictly along sectional lines.

Reform

Reform was a key theme of the 1830s and 1840s. Political reform came with the growth of popular democracy. President Jackson's election symbolized the new power of common citizens. For many Americans, social or religious reform was a goal. Some wanted to end slavery. Others wanted to expand education or women's rights. Throughout this period, sectional rivalries grew more bitter.

The election of Andrew Jackson ushered in a new era of American politics. The American political system became more democratic during the Jacksonian era:

- Nominating convention replaced caucus system of choosing presidential candidates.
- Voting rights were expanded for white males.
- Andrew Jackson's spoils system favored common people.

The United States underwent dramatic social and cultural changes during the early- and mid-1800s. Spurred on by a revival of religion and a heightened belief in the power of individuals, Americans engaged in reform efforts that sought to change American society, but in ways that upheld American ideals and values. Despite the reform movements, little changed for some groups:

- Women's movement gained attention but accomplished little else.
- Native Americans were driven out of the South.
- Nativism led to discrimination against immigrants.

The Second Great Awakening in the early 1800s increased support for many religious groups in the United States and inspired reform in the country:

- Commitment to religion swelled church congregations.
- New religions were established.
- American literature blossomed; romanticism and transcendentalism influenced art.
- Prison reform movement resulted in better facilities.
- Access to education was expanded.
- Abolitionist and temperance movements grew steadily.

In the midst of the nation's reform movement, a number of citizens embarked on a crusade known as abolitionism to end slavery in the United States. Abolitionist reformers challenged the morality and legality of slavery in the United States. Reform efforts further divided the country:

- Members of newly established religions were persecuted.
- Many Northerners opposed slavery but saw abolition as a threat to the existing social system.

- Some publishers of abolitionist literature were attacked.
- Southerners defended slavery as an economic necessity.
- The House of Representatives was pressured to impose a gag rule limiting debate on abolitionist petitions.

Manifest Destiny

During this period, from 1835 to 1848, Americans strove to expand the nation's boundaries. Many believed they had a "manifest destiny" to spread democratic ideals. Others simply wanted to go west to find a new and better life. In Texas, settlers came into conflict with Mexico, while those going west along the Oregon Trail came into conflict with Native Americans.

In the 1840s, Americans headed west to the frontier states of the Midwest and the rich lands of California and Oregon. Latecomers to the Midwest set their sights on California and Oregon. Oregon was divided. Great Britain and the United States claimed parts of Oregon, but the two countries divided the territory without conflict. The area was almost completely British until American missionaries arrived in the 1830s. Large numbers of Americans sought farmland in southern Oregon in 1840.

In 1821, after a bloody struggle, Mexico gained its independence from Spain, and their new nation included California. So, the territory was part of Mexico, although Americans still settled there. The local California government invited foreign settlers but was suspicious of them. The United States tried to purchase California from Mexico, but Mexico refused. An uprising overthrew the California government, and troops secured the territory during the war with Mexico.

The Midwest was also settled. In the early 1800s, squatters settled land that they did not own in Ohio, Indiana, Illinois, Michigan, and Wisconsin. The Preemption Act allowed squatters to buy up to 160 acres of land each.

Settlers emigrated from the United States to Texas and fought Mexico to gain independence. Mexico invited Americans and others to populate Texas. Mexico passed strict laws against American immigrants, which led to Texas's war for independence. Congress voted to annex Texas in 1845, and Texas also voted for annexation. Boundary disputes in Texas, along with the American attempt to purchase the California territory, led to the start of the war with Mexico. The United States won the war and gained Texas, California, and much of the territory that is now the West and Southwest.

Civil War Era

The growing sectional crisis in the 1800s led to the Civil War, the most wrenching war in American history, with over 600,000 American casualties—the most of any conflict involving the United States. The peace that was forged after four years of internal conflict reunited the nation and ended slavery. It did not, however, end the problems of racial inequality. When the nation gained new territory, the slavery controversy intensified. Would new states be slave or free? Who would decide? States that allowed slavery were determined to prevent the states from gaining a majority in the Senate. Political compromise broke down by 1860, and when Abraham Lincoln was elected president, many Southern states decided to secede.

Important Events Leading to the Civil War

Key events of the 1850s led to the Civil War:

- California entered the Union as a free state, giving free states a Senate majority.
- Fugitive Slave Act passed to help Southerners recover enslaved people who escaped to the North; act caused outrage in North.
- *Uncle Tom's Cabin* was published, angering many Southerners.

The passing of the Kansas-Nebraska Act heightened tensions:

- Angered Northerners by repealing the Missouri Compromise.
- Popular sovereignty regarding the slavery issue led to violence in "Bleeding Kansas."

- Republican Party was formed by former Whigs and members of Free-Soil Party.
- *Dred Scott* decision by Southern-dominated Supreme Court angered Northerners.
- Debates in Senate over Kansas led to caning of Charles Sumner.
- Events in Kansas angered John Brown, who then raided Harpers Ferry.

The election of 1860 added to the tension:

- Democratic Party split between North and South.
- Republicans nominated eventual winner Abraham Lincoln.
- Southern states established Confederacy in February 1861.
- Fort Sumter fired upon in April 1861, starting the Civil War.

Military Campaigns

The Civil War was a milestone in American history. The four-year-long struggle determined the nation's future. With the North's victory, slavery was abolished. During the war, the Northern economy grew stronger, while the Southern economy stagnated. Military innovations, including the expanded use of railroads and the telegraph, coupled with a general conscription, made the Civil War the first "modern" war.

The major military campaigns during the Civil War included:

1861

July: The Battle of Bull Run (Manassas) demonstrated that the war would not be over quickly.

September: Ulysses S. Grant, commander in chief of the Union army, led troops into Kentucky and Missouri.

1862

March: Two ironclad ships, the *Monitor* and the *Virginia*, battled to a draw.

April: The Battle of Shiloh made General Grant well known.

May: Union forces captured New Orleans.

September: The Battle of Antietam marked the bloodiest one-day battle in U.S. history.

1863

July: The Battle of Gettysburg turned the tide of war in favor of the Union.

1864

May: Grant and Robert E. Lee, commander in chief of the Confederate army, met in the Battle of the Wilderness and at Spotsylvania.

June: Grant and Lee battled at Cold Harbor.

September: Atlanta fell.

November: Union general William Sherman began his destructive March to the Sea.

1865

April 11: Lee surrendered to Grant at Appomattox Courthouse.

Domestic and Foreign Affairs

The Civil War brought great changes to the lives of soldiers and civilians alike. Many changes took place on the domestic front as well as with foreign affairs. Although the Civil War strengthened the federal government and ended slavery, it left the South socially and economically weakened. Despite the fact that the country was independent, there were still tensions between Great Britain and United States.

The major domestic and foreign affairs during the Civil War included:

1861

April: Elizabeth Blackwell started the nation's first training program for nurses.

President Lincoln ordered a blockade of all Confederate ports.

November: The *Trent* Affair increased tension between Great Britain and the United States.

1862

April: The South introduced conscription for military service.

1863

January: Lincoln's Emancipation Proclamation went into effect.

April: Food shortages in the South led to rioting.

November: Lincoln delivered the Gettysburg Address.

1864

March: Lincoln promoted Ulysses S. Grant to general-in-chief of the Union army.

November: Lincoln was reelected president.

1865

January: The Thirteenth Amendment to the Constitution, banning slavery in the United States, passed the House of Representatives.

April 14: John Wilkes Booth assassinated Lincoln.

Following the turmoil of the Civil War and the subsequent Reconstruction, the United States began its transformation from a rural nation to an industrial, urban nation. This change spurred the growth of cities, the development of big business, and the rise of new technologies such as the railroads. New social pressures, including increased immigration, unionization movements, and the Populist movements in politics, characterized the period from 1865 to 1900 as well.

Emergence of the Modern United States

After the Civil War, a dynamic period in American history began with the settlement of the West. The lives of western miners, farmers, and ranchers were often filled with great hardships, but the wave of American settlers continued. Railroads hastened this migration west. During this period, many Native Americans lost their homelands and their way of life.

Miners and ranchers settled large areas of the West. People migrated to the West in search of economic opportunity. The discovery of gold, silver, and copper attracted settlers to Colorado, the Dakota Territory, Nevada, and Montana. Growth of cattle and sheep ranching attracted settlers to Texas, Montana, Wyoming, and other western areas. Railroads provided an easy way to ship sheep and cattle to Eastern markets.

After 1865, settlers staked out homesteads and began farming the Great Plains. The need for new farming techniques led to several technological innovations. Cheap land available through the Homestead Act encouraged settlement. Farming technology and climate moderation made the Great Plains into the Wheat Belt. Railroads brought scarce timber and coal to the Great Plains.

The settlement of the West dramatically changed the way of life of the Plains Indians. Some Native American groups fought the federal government in an attempt to keep their ancestral homelands. The federal government forced Plains Indians off their lands with the promise of receiving new land. White settlers moved onto lands promised to Native Americans. The widespread slaughter of buffalo by white men destroyed a major part of Native American way of life. Railroads helped displace Native Americans by moving settlers west, taking lands, and promoting buffalo slaughter.

Industrialization

American industry grew after the Civil War, bringing revolutionary changes to American society. Several factors were behind the industrialization: abundant natural resources, cheap immigrant labor force, high tariffs that reduced foreign goods, and national communication and transportation networks.

After the Civil War, big business assumed a more prominent role in American life. Large national corporations formed in the United States in the mid-1800s and contributed to greater production. At this time, there was little or no government intervention; there was a development of pools, trusts, holding companies, and monopolies; small businesses could not compete with economies of scale of large businesses; and the practices of some big businesses sometimes limited competition.

In an attempt to improve their working conditions, industrial workers came together to form unions in the late 1800s. People tried to balance the power of corporations with the needs of workers. The workplace was changing. Rural migration and immigration created a large, concentrated workforce. In large-scale industries, low wages, long hours, and dangerous working conditions were common. During this time, the first large unions were formed, but they had little bargaining power against large companies.

European and Asian immigrants arrived in the United States in great numbers during the late 1800s. Providing cheap labor, they made rapid industrial growth possible. They also helped populate the growing cities. The immigrants' presence affected both urban politics and labor unions. Reactions to immigrants and to an urban society were reflected in new political organizations and in literature and philosophy.

Political Parties

During the late 1800s, political parties often focused on party competition rather than on important issues. Rural Americans were suffering economically, and they began to organize to obtain relief. Many states passed laws segregating African Americans and limiting their voting rights.

The Republican Party, which appealed to rural and small-town voters, was popular in the North and the Midwest. The party was split over civil service reform. It favored higher tariffs and the gold standard.

The Democratic Party was strongly supported by Southerners, immigrants, and urban workers. It supported civil service reform, cutting tariffs, and regulating interstate commerce. The party was split over silver coinage.

In the late 1890s an independent political movement called populism emerged to challenge the two major parties. Currency and credit problems led to the rise of the Populist movement. Populists sought government control over business to protect farmers. They supported national control of railroads, increased money supply, and direct election of U.S. senators. Support of the party declined when the gold crisis was resolved. The Populist Party lost presidential elections but inspired reforms that were later adopted.

Progressive Era and World War I through the New Deal

As the United States entered the twentieth century, it grew to become a world power. While the nation was expanding its territory into other parts of the world, conditions at home gave rise to a widespread Progressive movement. This movement worked for various reforms in government, business, and society. While Americans focused on their own country, Europe slid into a devastating world war that eventually involved the United States as well.

During the late 1800s and early 1900s, economic and military competition from world powers convinced the United States it must become a world power. The United States became an empire when it acquired the Philippines and territory in the Caribbean. American influence in Central and South America grew as the United States took a more active role in Latin American affairs.

U.S. actions in the Pacific included the following:

- Expanded Chinese and Japanese markets.
- Annexed the Midway Islands as refueling depots for expanded navy.
- Built coaling stations on Samoan Islands.
- American business leaders led successful campaign for Hawaiian annexation.
- Victory over Spain gave U.S. control over Guam and the Philippines.

U.S. actions in Latin America included the following:

- At Pan-American Conference, invited Latin American countries to trade with the U.S.
- Supported Cuba's rebellion against Spain, leading to Spanish-American War; victory over Spain gave U.S. control over Cuba and Puerto Rico.
- Built the Panama Canal.
- Issued the Roosevelt Corollary, stating that the U.S. would intervene in Latin America to maintain stability.

Progressivism

Industrialization changed American society. Cities were crowded with new immigrants, working conditions were often bad, and the old political system was breaking down. These conditions gave rise to the Progressive movement. Progressives campaigned for both political and social reforms for more than two decades and enjoyed significant successes at the local, state, and national levels.

Progressives shared some basic beliefs:

- People could improve society by relying on science and knowledge.
- Industrialism and urbanization caused problems.
- Government should fix problems.
- To achieve reform, the government itself had to be reformed.

Government reform included:

- Commission and city-manager forms of government were adopted.
- Direct primary system let citizens choose office candidates.
- Initiative, referendum, and recall were adopted.
- The Seventeenth Amendment gave voters the right to elect senators directly.
- The Nineteenth Amendment gave women the right to vote.

Business regulation included:

- Interstate Commerce Commission was strengthened.
- Consumer protection laws were passed.
- Federal Trade Commission was set up to regulate business.
- Federal Reserve system was set up to control money supply.

Social reforms included:

- Zoning laws and building codes improved urban housing.
- Child labor laws were passed.
- Worker's compensation laws were passed.
- The temperance movement worked to ban alcohol.

World War I

The United States reluctantly entered World War I in 1917 after German submarines violated American neutrality. After the war ended, President Wilson supported the Treaty of Versailles, believing its terms would prevent another war. The U.S. Senate, however, rejected the treaty. It did not want the country to be tied to European obligations. Instead, Americans turned their attention to the difficult adjustment to peacetime.

Mobilizing for the war affected the Armed Forces and the domestic front, both of which led to postwar problems. When the United States declared war against Germany in April 1917, the army and National Guard together had slightly more than 300,000 troops, so Congress passed the Selective Service Act, which required young men between the ages of 21 to 30 to register for the draft. World War I was also the first war that employed women, although only in noncombat roles.

To successfully fight the war, the United States had to mobilize the entire nation. The federal government created new agencies to mobilize the economy, draft soldiers, and build public support. The War Industries Board controlled war materials and production. The Committee on Public Information created war propaganda. The government worked with employers and labor to ensure production. Congress passed the Espionage and Sedition Acts to limit opposition to the war, and increased taxes and sold Liberty Bonds to pay for it.

As American society moved from war to peace, turmoil in the economy and the fear of communism caused a series of domestic upheavals. The postwar period proved a difficult readjustment period for the United States. The cost of living greatly increased. Economic problems led to racial violence and widespread strikes. The fear of communism led to the Red Scare and Palmer raids.

Postwar and New Deal

The 1920s was an era of rapid change and clashing values. Many Americans believed society was losing its traditional values, and they took action to preserve these values. Other Americans embraced new values associated with a freer lifestyle and the pursuit of individual goals. Writers and artists pursued distinctively American themes, and the Harlem Renaissance gave African Americans new pride.

Prosperity was the theme of the 1920s, and national policy favored business. Although farmers were going through an economic depression, most people remained optimistic about the economy. The middle class bought on credit the many new convenience products available. One of the most popular purchases of the day was the automobile, which had a major impact on how Americans lived.

Prosperity in the United States seemed limitless until the Great Depression, which began in 1929 and lasted through most of the 1930s. Overproduction and agricultural problems contributed to the economic catastrophe. President Hoover looked to voluntary business action and to limiting of government relief as solutions, but these efforts failed. Meanwhile, millions of Americans lost their jobs and life savings. Artists and writers depicted this suffering, and many people turned to lighthearted films to escape their difficult lives.

Unlike Herbert Hoover, Franklin Delano Roosevelt was willing to employ deficit spending and greater federal regulation to revive the depressed economy. In response to his request, Congress passed a host of new programs. Millions of people received relief to alleviate their suffering, but the New Deal (the name given to Roosevelt's policies for ending the Depression) did not really end the Depression. It did, however, permanently expand the federal government's role in providing basic security for citizens.

Several programs emerged from the New Deal. These programs involved finances and debt, agriculture and industry, work and relief, and social issues. In the area of finances and debt, the Emergency Banking Relief Act regulated banks, the Federal Deposit Insurance Corporation insured bank deposits, the Farm Credit Administration refinanced farm mortgages, and the Home Owners' Loan Corporation financed homeowners' mortgages. In agriculture and industry, the Agricultural Adjustment Administration paid farmers to limit surplus production, the National Industrial Recovery Act limited industrial production and set prices, the National Labor Relations Act gave workers the right to organize unions and bargain collectively, and the Tennessee Valley Authority financed rural electrification and helped develop the economy of a seven-state region. In work and relief issues, the Civilian Conservation Corps created forestry jobs for young

men, the Federal Emergency Relief Administration funded city and state relief programs, and the Public Works Administration created work programs to build public projects, such as roads, bridges, and schools. A social “safety net” was also established with the Social Security Act, which provided income for the elderly, handicapped, and unemployed, and monthly retirement benefits for people over 65.

World War II

The rise of dictatorships in the 1930s led to World War II, the most destructive war in the history of the world. After the war, the fragile alliance between the United States and the Soviet Union collapsed into the Cold War—a period of intense political, economic, and military competition.

After World War I, Europe was unstable. Fascists led by Benito Mussolini seized power in Italy, and Adolf Hitler and the Nazis took control of Germany. Meanwhile, Japan expanded its territory in Asia. As the Nazis gained power, they began a campaign of violence against Jews. When Germany attacked Poland, World War II began. The United States clung to a position of neutrality until Japan attacked Pearl Harbor.

Axis Powers

The Axis powers were comprised of Italy, Germany, and Japan. In Italy, Mussolini’s Fascist Party believed in supreme power of the state. Italy cooperated with Germany from 1936 onward. In Germany, Hitler’s Nazi Party believed in all-powerful state, territorial expansion, and ethnic purity. They invaded Poland in 1939, France in 1940, and the Soviet Union in 1941. In Japan, military leaders pushed for territorial expansion. Japan attacked Manchuria in 1931, invaded China in 1937, and attacked Pearl Harbor in 1941.

Allied Powers

The Allies were the United States, Great Britain, and France. The United States passed Neutrality Acts in 1935, 1937, and 1939. It gave lend-lease aid to Britain, China, and the Soviet Union. The United States declared war on Japan in 1941. Great Britain tried to appease Hitler by allowing territorial growth. It declared war on Germany in 1939 and resisted German attack in 1940. Great Britain received U.S. aid through the lend-lease program and cash-and-carry provision. Like Great Britain, France tried to appease Hitler. It declared war on Germany in 1939 after Poland was invaded. France was occupied by Nazis in 1940.

Initially, the Soviet Union was part of neither the Axis powers or the Allied powers, but it played a significant part in the world war. Communists, led by harsh dictator Joseph Stalin, created an industrial power. They signed a nonaggression pact with Germany in 1939. The Soviet Union received U.S. aid and eventually fought with the Allies to defeat Germany.

United States Joins the War

The United States entered World War II unwillingly and largely unprepared. The American people, however, quickly banded together to transform the American economy into the most productive and efficient war-making machine in the world. American forces turned the tide in Europe and the Pacific, and they played a crucial role in the defeat of Germany, Italy, and Japan.

Significant events in the Pacific led to the Allies’ victory, which contributed to the transformation of the United States:

1941: Japan attacked Pearl Harbor on December 7.

1942: The United States defeated Japan in the Battles of the Coral Sea and Midway.

1943: The United States launched its island-hopping campaign.

1944: The United States retook the Philippines.

1945: The United States dropped the atomic bombs; Japan surrendered on August 15.

The Allies' invasions and victories in North Africa and Europe were of utmost significance in the overall victory in World War II:

1942: The Allies turned the tide in the Battle of the Atlantic.

1943: The Allies invaded Italy; Germans surrendered at Stalingrad.

1944: The Allies invaded Normandy on June 6.

1945: Germany surrendered unconditionally on May 7.

While battles were ensuing overseas, several changes occurred on the home front:

1941: President Roosevelt forbade race discrimination in defense industries.

1942: WAAC (Women's Army Auxiliary Corps) was established; Japanese American relocation was ordered.

1943: OWM (Office of War Mobilization) was established; Detroit and Zoot Suit riots occurred.

1944: The case of *Korematsu v. United States* was decided.

1945: The UN charter was signed.

Post-World War II Period

After World War II, an intense rivalry developed between the United States and the Soviet Union—two superpowers with very different political and economic systems. This rivalry, known as the Cold War, led to a massive buildup of military weapons on both sides. The determination of American leaders to contain communism also led to the Korean War, from 1950 to 1953, in which over 36,500 Americans died.

The Soviet Union had two general goals in the years after World War II: to create a protective sphere of communist countries along the European border, and to promote the spread of communism. During this time, the Western Allies' goals were to contain the spread of communism by supporting capitalist democratic governments.

During the Cold War, the Soviet Union tried to obtain its goals while the Western Allies tried to hold back the spread of communism. In Europe, the Soviet Union occupied eastern European nations and saw that communist governments were established; the Western Allies expected free elections to occur in Soviet-controlled eastern Europe. In the Middle East, the Soviet Union sought access to oil in Iran, aided communists in Greece, and pressured Turkey for access to the Mediterranean; the Western Allies forced Soviet withdrawal from Iran and pledged aid to halt Soviet threats to Turkey and Greece. The Soviet Union had significant involvement in Asia: Communists seized power in China in 1949, and China and the Soviet Union signed a treaty of friendship and alliance. Communist North Korea invaded South Korea to start the Korean War, and Chinese troops fought for North Korea. The Western Allies were also involved with Asia. They aided China's Nationalist government and dedicated money and troops to establish a democratic stronghold in Japan. The United States' troops were sent to fight for South Korea in the Korean War. At home, the Soviet Union promoted the development of high-technology weapons and surveillance, while the Western Allies focused on the development of advanced technology weapons.

After World War II, the United States enjoyed a period of economic prosperity. Many more Americans could now aspire to a middle-class lifestyle, with a house in the suburbs and more leisure time. Television became a favorite form of entertainment. This general prosperity, however, did not extend to many Hispanics, African Americans, Native Americans, or people living in Appalachian Mountains.

More Recent Developments

From a presidential assassination to massive governmental programs, from the Vietnam War to the civil rights movement, the post-World War II decades immensely affected the lives of Americans. The nation struggled to put its social and political ideals into practice while fighting military wars overseas and social wars at home.

President John F. Kennedy urged Americans to work for progress and to stand firm against the Soviets. Cold War tensions and the threat of nuclear war peaked during the Cuban missile crisis in 1962. Kennedy's assassination in 1963 changed the nation's mood, but his successor, Lyndon Johnson, embraced ambitious goals, including working toward the passage of major civil rights legislation and eradicating poverty.

The New Frontier and the Great Society

John F. Kennedy encountered both success and setbacks on the domestic front. Some significant policies went into effect during this time period:

- Office of Economic Opportunity fought illiteracy, unemployment, and disease.
- Civil Rights Act of 1964 prohibited race discrimination and social segregation. (Even though this act was passed after his assassination, John F. Kennedy was instrumental in establishing it.)
- Voting Rights Act protected the right to vote.
- Medicare and Medicaid Acts provided federal medical aid to the elderly and the poor.
- Elementary and Secondary Education Act increased aid for public schools.

As president, John F. Kennedy had to confront the challenges and fears of the Cold War. At this time, the nation devoted much of its scientific and technological resources to competing with the Soviet Union. The United States was involved in a number of ways with its foreign policy:

- “Flexible response” policy maintained opposition to communism.
- U.S. pledged aid to struggling Latin American nations.
- Peace Corps offered humanitarian aid in poor countries.
- Nuclear Test Ban Treaty with the Soviet Union eased Cold War tensions.

Several Supreme Court rulings added to the New Frontier—President Kennedy's efforts to implement a legislative agenda to increase aid to education, provide health insurance to the elderly, create a Department of Urban Affairs, and help migrant workers. More rulings added to the Great Society—President Johnson's vision of the more perfect and equitable society the United States could and should become. The following court rulings were significant to these efforts:

- *Reynolds v. Sims* boosted voting power of urban dwellers, including many minorities.
- Extension of due process gave more protection to people accused of crimes.
- Supreme Court ruled that states could not require prayer and Bible readings in public schools.

Major Events in the Civil Rights Movement

In the 1950s, African Americans and other supporters of civil rights challenged segregation in the United States, so they began a movement to win greater social equality. African American citizens and white supporters created organizations that directed protests, targeted specific inequalities, and attracted the attention of the mass media and the government. Because of national television coverage, the civil rights movement gained momentum in the early 1960s. In the mid-1960s, civil rights leaders began to understand that merely winning political rights for African Americans would not address the problem of African American's economic status, so the civil rights movement tried to address the persistent economic inequality of African Americans.

The following timeline presents significant events in the civil rights movement:

1954: *Brown v. Board of Education* attacked school segregation; separate-but-equal doctrine was ruled unconstitutional.

1955: Rosa Parks inspired Montgomery bus boycott.

1957: Southern Christian Leadership Conference (SCLC) was formed to fight segregation and encourage African Americans to vote.

1960: Sit-ins began and spread to over 100 U.S. cities.

1961: Freedom Rides began.

1963: Birmingham demonstrations and the March on Washington helped build support for the civil rights movement.

1964: Twenty-fourth Amendment abolished poll tax; Civil Rights Act of 1964 outlawed discrimination based on race, gender, religion, or national origin, and gave equal access to public facilities.

1965: Voting Rights Act ensured African Americans of the right to vote; Watts riot sparked a five-year period of urban racial violence; splinter groups within the civil rights movement advocated more aggressive means of gaining racial equality.

1968: Dr. Martin Luther King, Jr. was assassinated; Civil Rights Act of 1968 outlawed discrimination in the sale and rental of housing.

The Vietnam War

From 1964 to 1969, American efforts to stop the spread of communism led to U.S. involvement in the affairs of Vietnam; it was a reflection of the Cold War strategy. After providing South Vietnam with much aid and support, the United States finally sent in troops to fight as well. American military procedures differed significantly from those of the Vietcong troops. The Vietnam War created bitter divisions among Americans. Supporters argued that patriotism demanded that communism be halted. Opponents argued that intervening in Vietnam was immoral. Many young people protested or resisted the draft. Victory was not achieved, although more than 58,000 American soldiers died. After the Vietnam War, the United States had many wounds to heal. Many Americans became more wary of their leaders and more reluctant to intervene in the affairs of other nations.

The Protests of the 1960s

Protest, sparked largely by the Vietnam War, characterized the 1960s. Young people often led the civil rights and anti-war movements. Some of them wanted to change the entire society and urged more communal, less materialistic values. Young people were not the only protesters, however. Using the civil rights movement as a model, women, Hispanic Americans, and Native American also organized to gain greater recognition and equality.

During the 1960s, many of the country's young people raised their voices in protest against numerous aspects of American society. While the protest movements challenged the opinions and values of many Americans, the courts protected the protesters' rights of self-expression under the Constitution. During the 1960s and 1970s, a large number of American women organized to push for greater rights and opportunities in society. Women organized to claim their rights and responsibilities as citizens and employees. Throughout the 1960s and 1970s, minority groups developed new ways to improve their status in the United States. African Americans, Hispanics, and Native Americans organized to fight discrimination and to gain access to better education and jobs. Environmental issues also became a significant concern for many Americans, inspiring a grassroots campaign to protect nature.

Societal Changes (1968-Present)

A reassessment of postwar developments marked the last three decades of the twentieth century. The Cold War ended and political boundaries were redrawn. The United States remained a global force, but the role of the federal government was diminished in the wake of scandal and a renewed conservatism. As the United States entered a new century, the nation continued to redefine itself. The country's social diversity posed new challenges and provided new strength to the nation.

The protests of the 1960s were passionate and sometimes violent. In 1968, the nation elected Richard Nixon president, largely on his promise to uphold the values of what he called "Middle America." In foreign policy, Nixon charted a new path with a historic visit to China. At home he introduced "New Federalism." In 1974 the Watergate scandal forced Nixon to resign. Presidents Gerald Ford and Jimmy Carter faced an economic downturn and a major energy crisis, respectively.

The 1980s saw the rise of a new conservatism. President Ronald Reagan, standing for traditional values and smaller government, symbolized this movement. While tax cuts and new technologies fueled an economic boom, Reagan embarked on a massive military buildup and expanded efforts to contain communism. During President George Bush's term, the United States fought the Persian Gulf War, and the Cold War came to a dramatic end with the fall of the Soviet Union.

During the 1990s, a technological revolution transformed society. Personal computers grew faster and more powerful; communications deregulation expanded cellular phone usage; the Internet provided a worldwide network of information; and biotechnology research increased knowledge of human genetics. During Bill Clinton's presidency, a new global economy emerged based on regional trade blocs; the ozone layer and global warming became major environmental issues; Clinton and Congress cut spending and reformed welfare and health care; the U.S. economy grew rapidly and the federal budget was balanced; and the U.S. tried to end violence in Haiti, the Middle East, and the Balkans. Despite the progress Clinton made, scandal and impeachment tarnished his administration. In 2000, after election results were disputed in Florida, the Supreme Court resolved the dispute, and George W. Bush won the presidency. He focused on cutting taxes, reforming education, and working on energy problems. On September 11, 2001, terrorists destroyed the World Trade Center and attacked the Pentagon, killing thousands of people. In response to those attacks, Bush organized a global coalition and launched a new war on terrorism. The War in Iraq ended the regime of Saddam Hussein; however, four years after his fall, the United States was forced to continue to maintain a military presence in Iraq as various groups engaged in sectarian attacks against one another and an all-out civil war threatened to engulf the entire country.

Practice Multiple-Choice and Constructed-Response Questions

Directions: The following multiple-choice and constructed-response questions are similar to the U.S. History questions on Subset II of the CSET: Social Science. Use these questions to help you become familiar with the exam. The answer explanations follow the questions.

1. By the mid 1600s, exploration and settlement on the North American continent had occurred by representatives from each country EXCEPT:
 - A. France
 - B. Spain
 - C. England
 - D. Italy

2. During the period of debate over ratification of the U.S. Constitution, the Anti-Federalists were most concerned that the new document
 - A. gave too much power to individual states.
 - B. was just as weak as the Articles of Confederation.
 - C. created too many branches of government.
 - D. went too far in centralizing power in a national government.

3. The Congressional passage of the Indian Removal Act and the massive relocation of thousands of Indians from their southeastern lands to lands west of the Mississippi were accomplished during the administration of which president?
 - A. Andrew Jackson
 - B. Andrew Johnson
 - C. James Madison
 - D. James Monroe

4. The following map shows westward expansion, or “manifest destiny,” during the first half of the nineteenth century. Which of the territories did the United States obtain through peaceful means?



- A. Mexican Cession and Louisiana Purchase
 - B. Oregon Country and Texas Annexation
 - C. Louisiana Purchase and Oregon Country
 - D. Mexican Cession and Gadsden Purchase
5. Which of the following best describes the terms of the Compromise of 1850?
- A. Maine joined the Union as a free state while Missouri joined the Union as a slave state, and all future slave/free states would be determined by a line across the southern border of Missouri.
 - B. Congress created the new territories of Kansas and Nebraska and abolished the imaginary line across the Missouri border dividing free and slave states.
 - C. California entered the Union as a free state, and henceforth the people of any territory applying for statehood would get to decide for themselves whether to be free or to allow slavery.
 - D. Beginning in 1851, a two-thirds majority in Congress would decide whether any new territory applying for statehood would be free or would allow slavery.

6. Which of the following best describes conditions in the South during Reconstruction as a result of the policies passed by the Radical Republicans in Congress?
- A. Southerners resented federal troops in their region and continued to deny blacks equal status as citizens.
 - B. Blacks and whites integrated freely and helped rebuild the South economically and socially.
 - C. Slavery was allowed to resume in limited fashion in certain poor regions of the South.
 - D. Blacks were elected to many powerful political positions in Southern states and gradually adopted policies favorable to their race.
7. All of the following events contributed to the expansion and settlement of the Western frontier as far as the Pacific Ocean in the last half of the nineteenth century EXCEPT:
- A. The construction of the transcontinental railroad
 - B. The impeachment of President Andrew Johnson
 - C. Congressional passage of the Homestead Act
 - D. The discovery of gold and silver in several states and territories
8. Which of the following best describes changes in America brought on by the Progressive movement?
- A. The invention of new technologies such as the telephone and electric light bulb
 - B. An open immigration policy, which led to an influx of millions of immigrants in a 30-year period
 - C. Mass migration to U.S. urban areas because of employment opportunities
 - D. The gradual break-up of large business monopolies and Congressional passage of such laws as the Civil Service Act and the Food and Drug Act
9. In the very first days of his administration, President Franklin D. Roosevelt took drastic steps to stem the economic crisis by
- A. repealing Prohibition.
 - B. ordering all the nation's banks closed until their financial conditions could be evaluated.
 - C. appointing Frances Perkins Secretary of Labor, the first woman Cabinet member.
 - D. urging Congress to pass the National Recovery Act.
10. After the disastrous attack on Pearl Harbor, the war in the Pacific went badly for the United States until the Japanese offensive was finally halted by
- A. the Battle of Iwo Jima.
 - B. the bombing of Tokyo.
 - C. the Battle of Midway.
 - D. the bombing of Hiroshima and Nagasaki.
11. Which of the following did *not* occur during the eight years of President Dwight D. Eisenhower's administration?
- A. The rise and fall of McCarthyism
 - B. The *Brown v. Board of Education* Supreme Court decision
 - C. The Berlin airlift
 - D. A U.S. spy plane was shot down over the Soviet Union

12. Which of the following is the best example of President Jimmy Carter’s policy of condemning any international violations of human rights?
 - A. His decision to withdraw the U.S. team from participation in the 1980 Olympics
 - B. His decision to push for the return of the Panama Canal to Panamanian control
 - C. His refusal to negotiate with Iran over its abduction of U.S. hostages
 - D. His decision to meet with Egypt’s President Anwar Sadat and Israel’s Prime Minister Menachem Begin
13. Which of the following issues *indirectly* led to Congressional Republicans bringing charges of impeachment against President Bill Clinton?
 - A. Clinton’s advocacy of universal health coverage for all Americans
 - B. Clinton’s involvement in a land deal when he was governor of Arkansas
 - C. Clinton’s decision to send U.S. troops to Somalia
 - D. Clinton’s refusal to retaliate against the terrorist attack on the naval vessel *USS Cole*
14. During the early to mid-1950s, for the second time in 30 years, America was swept up in a “Red Scare.” Using your knowledge of U.S. history, discuss how events abroad and at home, both during the 1920s and the 1950s, influenced Americans to believe they were seriously threatened by communist infiltration.

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- 15.** Read the following two passages, then complete the exercise.

George Washington: Farewell Address Upon Retiring From the Presidency (September 19, 1796)

Observe good faith and justice toward all nations. Cultivate peace and harmony with all ...

The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations, to have with them as little *political* connection as possible. So far as we have already formed engagements (French treaty), let them be fulfilled with perfect good faith. Here let us stop.

Europe has a set of primary interests which to us have none, or a very remote, relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics, or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course ... Why forgo the advantages of so peculiar a situation? Why quit our own to stand upon foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humor, or caprice?

John F. Kennedy: Inaugural Address (January 20, 1961)

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this Nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.

To those peoples in the huts and villages across the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

Using the information presented in the two passages and your knowledge of U.S. history, analyze the views expressed in the passages and explain why such views would have been very popular with the American people at the time these two addresses were given.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Answer Explanations

1. **D.** Italy. Although Italian natives had explored the American continent—Columbus and Vespucci for instance—Italy had not produced a colony or settlement in North America. The other countries all had settlements and colonies in North America.
2. **D.** Choices B and C are not relevant. The anti-Federalists were strong proponents of more power to individual states. The Anti-Federalists were very concerned that the Constitution had created too strong a national government at the expense of the powers of the individual states.
3. **A.** Andrew Jackson. Jackson was a strong proponent of moving various Indian tribes off their lands to locations west of the Mississippi River so frontiersmen could settle and farm those lands. Congress passed the Indian Removal Act in 1830.
4. **C.** Louisiana Purchase and Oregon Country. All the lands in these territories were acquired by purchase and treaty negotiations with France (Louisiana Purchase) and Great Britain (Oregon Country). The Mexican Cession, Gadsen Purchase, and Texas Annexation all were acquired as a result of the U.S.-Mexican War in 1846.
5. **C.** Choice A describes the terms of the Missouri Compromise of 1820. Choice B describes the terms of the Kansas-Nebraska Act of 1854. Choice D is not factual. The Compromise of 1850 allowed California to enter the Union as a free state and let all territories vote for free or slave status when applying for statehood.
6. **A.** The other three choices describe circumstances that did not occur. Southerners resented federal troops in their region, and continued to deny blacks equal status as citizens, eventually developing a de facto segregation policy known as Jim Crow.
7. **B.** Remember, you're looking for the *exception* here. The impeachment of President Andrew Johnson was a result of his major disagreements with the Radical Republicans in Congress over Reconstruction policies in the South and had nothing to do with expansion and settlement of the western frontier.
8. **D.** Choices A, B, and C describe circumstances that did not occur as a result of the Progressive movement. The Progressive movement helped drive President Theodore Roosevelt's trust-busting policies as well as push Congress to act to reform government hiring practices and ensure safer food quality for Americans.
9. **B.** Prohibition was repealed by ratification of the Twenty-First Amendment in December 1933, not by any action taken by Roosevelt. Choices C and D describe actions Roosevelt took; however, neither one could be described as a drastic step to stem the economic crisis. Roosevelt ordered all U.S. banks closed the day after his inauguration and had their financial conditions evaluated by federal officials before they were allowed to reopen.
10. **C.** The Battle of Iwo Jima and the bombings of Hiroshima and Nagasaki took place during the final months of the war in the Pacific. While the bombing of Tokyo was significant, it did not halt the Japanese offensive. In June 1942, U.S. forces sunk four Japanese carriers and destroyed many Japanese aircraft. From that point forward, U.S. naval forces grabbed the offensive in the war in the Pacific.
11. **C.** Remember, you are looking for the one event that did *not* occur during Eisenhower's eight years in office. The Berlin airlift occurred in 1949, during Harry Truman's administration.
12. **A.** Choices B and D describe actions that have nothing to do with human rights violations. Carter's refusal to negotiate for the release of U.S. hostages is primarily an example of dealing with state terrorism. President Carter's decision to withdraw from the Moscow Olympic Games was done to protest the Soviet Union's invasion and occupation of Afghanistan, a military action Carter described in terms of a violation of international human rights.
13. **B.** Choices A, C, and D have nothing to do with the impeachment charges that were brought against President Clinton. However, the appointment of a special prosecutor to investigate any improprieties in the Whitewater Arkansas land deal eventually led to that prosecutor's investigation of sexual harassment against then-governor Clinton. When Clinton lied about his involvement with Monica Lewinsky in grand jury testimony he gave in the case, Congressional Republicans brought charges of impeachment against him.

14. During the 1920s, Americans became fearful that communism could spread within the U.S., especially as more and more European immigrants continued to arrive here. The Bolshevik takeover of Russia, coupled with the existence of various radical groups in other nations, worried Americans. The Massachusetts trial of Sacco and Vanzetti, two admitted anarchists accused of murder, further heightened the fears and suspicions of anti-communists.

In 1949, the Chinese communists, led by Mao Tse-tung, defeated the Nationalists and drove them from mainland China, turning that country into the world's largest communist nation. With both Russia and China communist, Americans again became very concerned about the "Red Menace." In 1950, the Korean War began, and before long it was clear that China was strongly backing the North Korean forces. Domestically, highly publicized cases such as the Alger Hiss trial and the Rosenberg Spy case convinced millions of Americans that the dangers of communist infiltration were very real. This directly led to the rise of McCarthyism, which was prominent for more than three years, until Senator McCarthy was brought down by his unsubstantiated charges of communist infiltration of the U.S. Army.

15. Washington was warning the country to stay out of foreign entanglements with Europe and remain neutral in any European disputes and wars. Throughout the eighteenth century—and many centuries before—European countries were constantly at war, in never-ending disputes trying to expand their lands. Washington's view was that America's unique geographic location—separated from the continent by an entire ocean—afforded the United States the chance to remain free of these wars as a way of better ensuring its own security. Having just recently fought for their independence from Great Britain, most Americans would have readily agreed that America's best course would be to steer away from involvement in any European affairs.

President Kennedy's view was that the United States was committed to helping nations achieve freedom—and was prepared to bear any burden to reach that goal. Having reluctantly participated in two twentieth-century world wars begun in Europe and Asia, the United States was well aware of the cost of fighting tyranny. Kennedy's vow to help people round the world break the bonds of servitude was only an acknowledgement of a course of action the United States had followed since it entered World War II. By the beginning of the 1960s, the entire world looked to America as a beacon of freedom, the best hope for democracy, and a lifeline for those countries living under communism. America's isolationist days were over, and Kennedy's commitment to promoting democracy around the world was applauded by most Americans who realized the leading role the United States played in the post-war world.

Geography

The following topics are covered in the Geography portion of the test (note that the CSET exam divides Geography into two sections: World Geography and U.S. Geography):

- The world in spatial terms
- Places and regions
- Physical systems
- Earth-sun relationships and climate
- Human systems
- Environment and society
- The uses of geography

The World In Spatial Terms

Geographers use a wide array of tools and technologies—from basic globes to high-tech global positioning systems—to understand the earth. These help them collect and analyze a great deal of information. However, the study of geography is more than knowing a lot of facts about places. Rather, it has more to do with asking questions about the earth, pursuing answers, and solving problems.

Latitude, Longitude, and Location

Lines on globes and maps provide information that can help you locate places. These lines cross one another, forming a pattern called a grid system.

Lines of latitude, or parallels, circle the earth parallel to the equator and measure the distance north or south of the equator in degrees. The equator is measured at 0 degrees latitude, while the Poles lie at latitudes 90 degrees N (north) and 90 degrees S (south). Parallels north of the equator are called *north latitude*, and parallels south of the equator are called *south latitude*.

Lines of longitude, or meridians, circle the earth from Pole to Pole. These lines measure distances east or west of the starting line, which lies at 0 degrees longitude and is called the *prime meridian*. By international agreement, the prime meridian is the line of longitude that runs through the Royal Observatory in Greenwich, England. Places east of the prime meridian are known as *east longitude*, and places west of the prime meridian are known as *west longitude*.

Every place has a global address, also called its absolute location. You can identify the absolute location of a place by naming the longitude and latitude lines that cross exactly at that place. For example, the city of Tokyo, Japan, is located at 36 degrees N latitude and 140 degrees E longitude. For more precise readings, each degree of latitude and longitude is subdivided into 60 units called minutes.

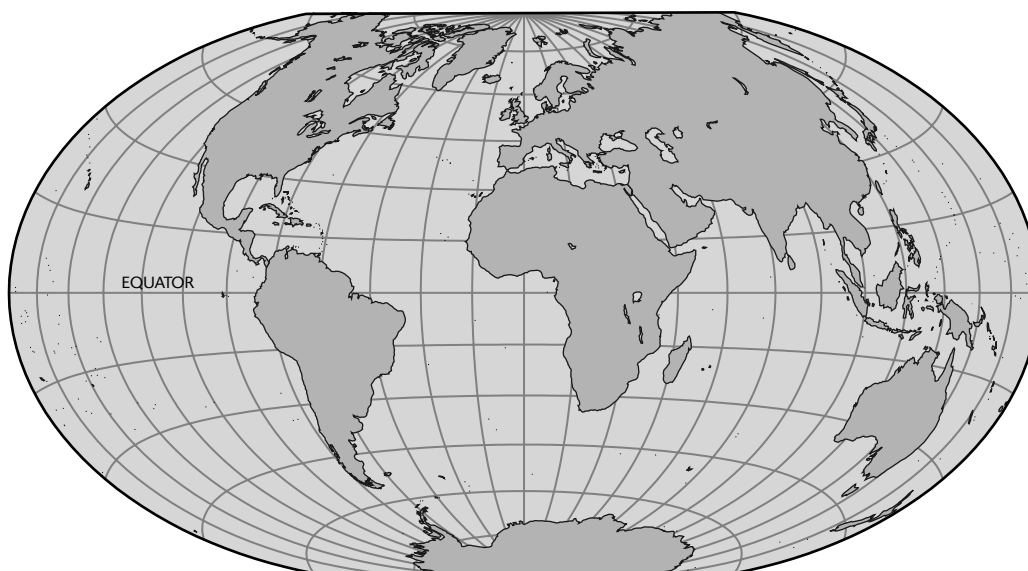
A *globe* is a scale model of the earth. Because the earth is round, a globe presents the most accurate depiction of geographic information such as area, distance, and direction. However, globes show little close-up detail. A printed map is a symbolic representation of all or part of the planet on a flat piece of paper. Unlike globes, maps can show small areas in great detail.

To create maps that are not interrupted, mapmakers, or *cartographers*, use mathematical formulas to transfer information from the three-dimensional globe to a two-dimensional map. However, when the curves of a globe become straight lines on a map, distortion of size, shape, distance, or area occurs. The purpose of the map usually dictates which projection is used. The curved surface of the earth cannot be shown accurately on a flat map. Every map projection stretches or breaks the curved surface of the planet in some way as it is flattened. Distance, direction, shape, or area may be distorted.

Cartographers have developed many map projections, each with some advantages and some degree of inaccuracy. Four of the most popular map projections, named for the cartographers who developed them, are shown in the following pages.

Winkel Tripel Projection

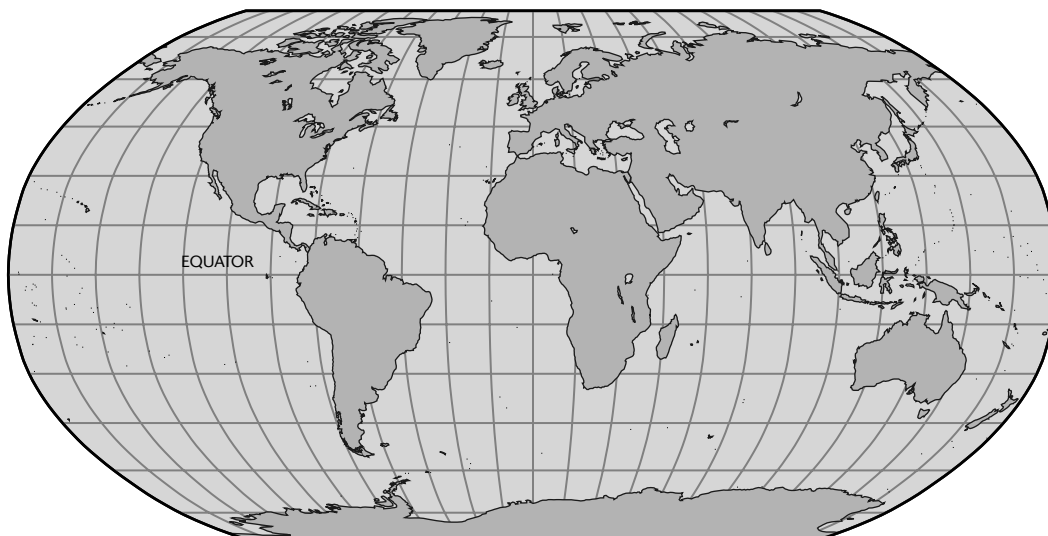
Most general reference world maps use the Winkel Tripel projection. Adopted by the National Geography Society in 1998 for use in most maps, the Winkel Tripel projection provides a good balance between the size and shape of land areas as they are shown on the map. Even the polar areas are depicted with little distortion of size and shape.



Winkel Tripel projection.

Robinson Projection

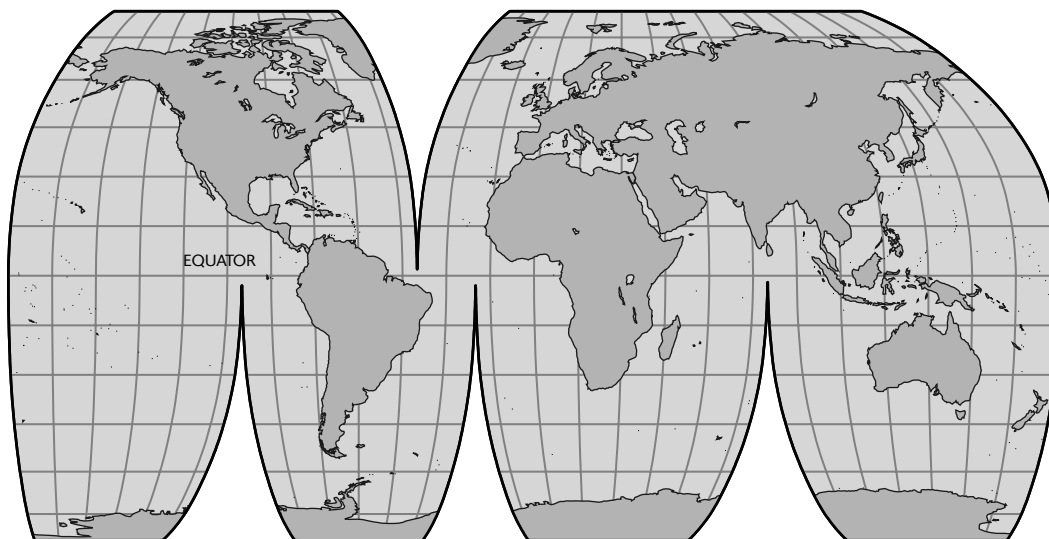
The Robinson projection has minor distortions. The sizes and shapes near the eastern and western edges of the map are accurate, and the outlines of the continents appear much as they do on the globe. However, the shapes of the polar areas appear somewhat distorted.



Robinson projection.

Goode's Interrupted Equal-Area Projection

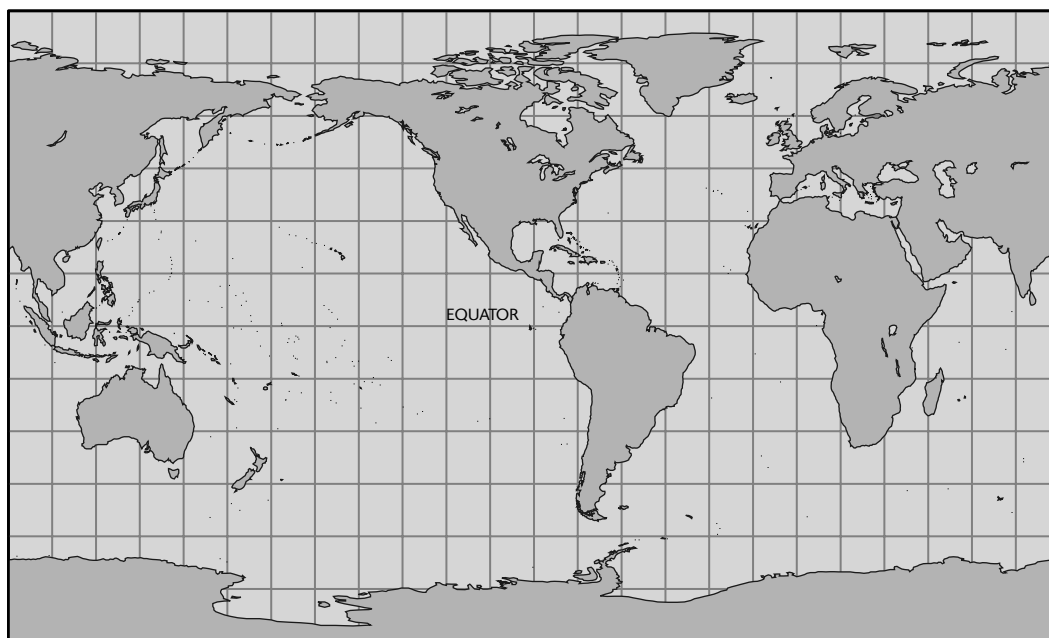
An interrupted projection map looks something like a globe that has been cut apart and laid flat. Goode's Interrupted Equal-Area projection shows the true size and shape of the earth's landmasses, but distances are generally distorted.



Goode's Interrupted Equal-Area projection.

Mercator Projection

The Mercator projection, once the most commonly used projections, increasingly distorts size and distance as it moves away from the equator. This makes areas such as Greenland and Antarctica look much larger than they would appear on a globe. However, Mercator projections do accurately show true directions and the shapes of landmasses, making these maps useful for sea travel.



Mercator projection.

Types of Maps

A *physical map* shows the location and the topography, or shape, of the earth's physical features. Physical maps use colors or patterns to indicate relief—the differences in elevation, or height, of landforms. Some physical maps have contour lines that connect all points of land of equal elevation. Physical maps may show mountains as barriers to transportation. Rivers and streams may be shown as routes into the interior of a country. These physical features often help to explain the historical development of a country.

A *political map* shows the boundaries between countries. Smaller internal divisions, such as states or counties, may also be indicated by different symbols. Political maps often show human-made features such as capitals, cities, roads, highways, and railroads.

Maps that emphasize a single idea or a particular kind of information about an area are called *special-purpose maps*. There are many kinds of special-purpose maps, each designed to serve a different need. Some special-purpose maps such as economic activity maps and natural resource maps show the distribution of particular activities, resources, or products in a given area. Colors and symbols represent the location or distribution of activities and resources.

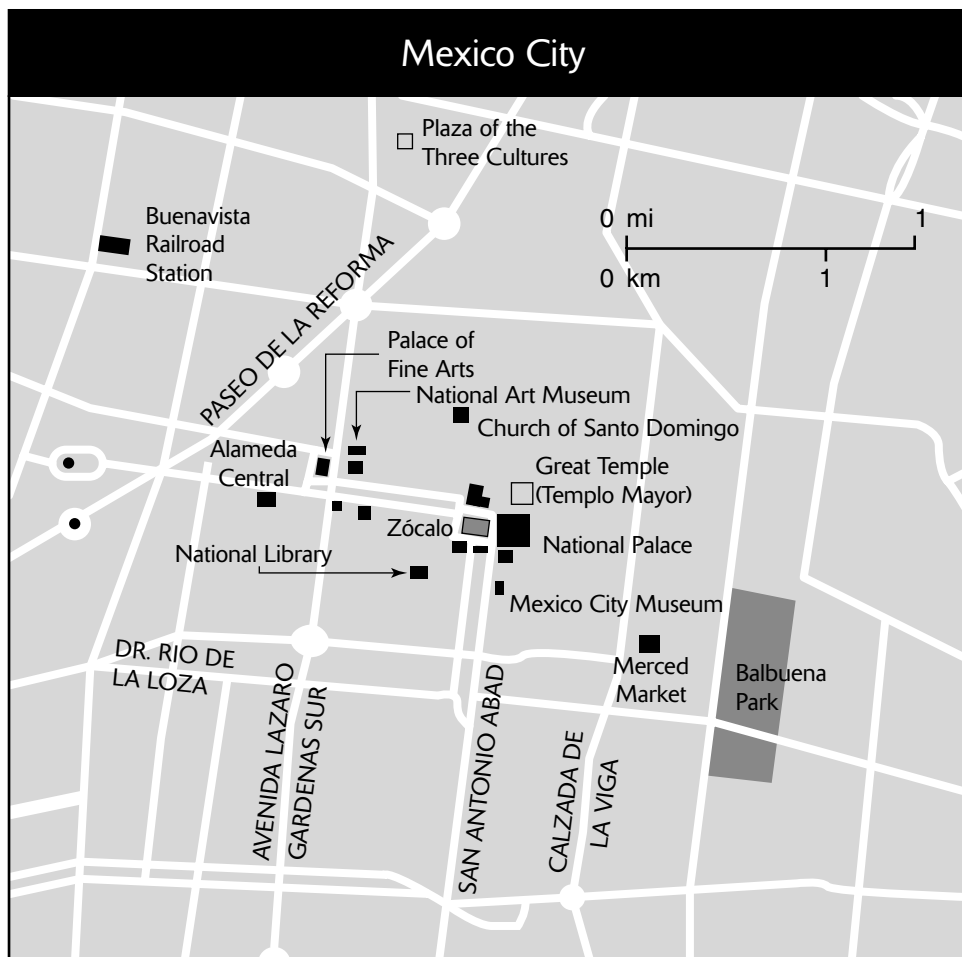
Using Scale on a Map

All maps are drawn to a certain scale. Scale is a consistent, proportional relationship between the measurement shown on the map and the measurement of the earth's surface. The scale of a map varies with the size of the area shown.

A small-scale map, like this political map of Mexico, can show a large area but little detail. Note that the scale bar for this map indicates that about one-half inch is equal to 300 miles, and a little more than one-half centimeter is equal to 300 kilometers.



A large-scale map, like this map of Mexico City, can show a small area on the earth's surface with a great amount of detail. Study the scale bar. Note that the map measurements correspond to much smaller distances than on a small-scale map.



Places and Regions

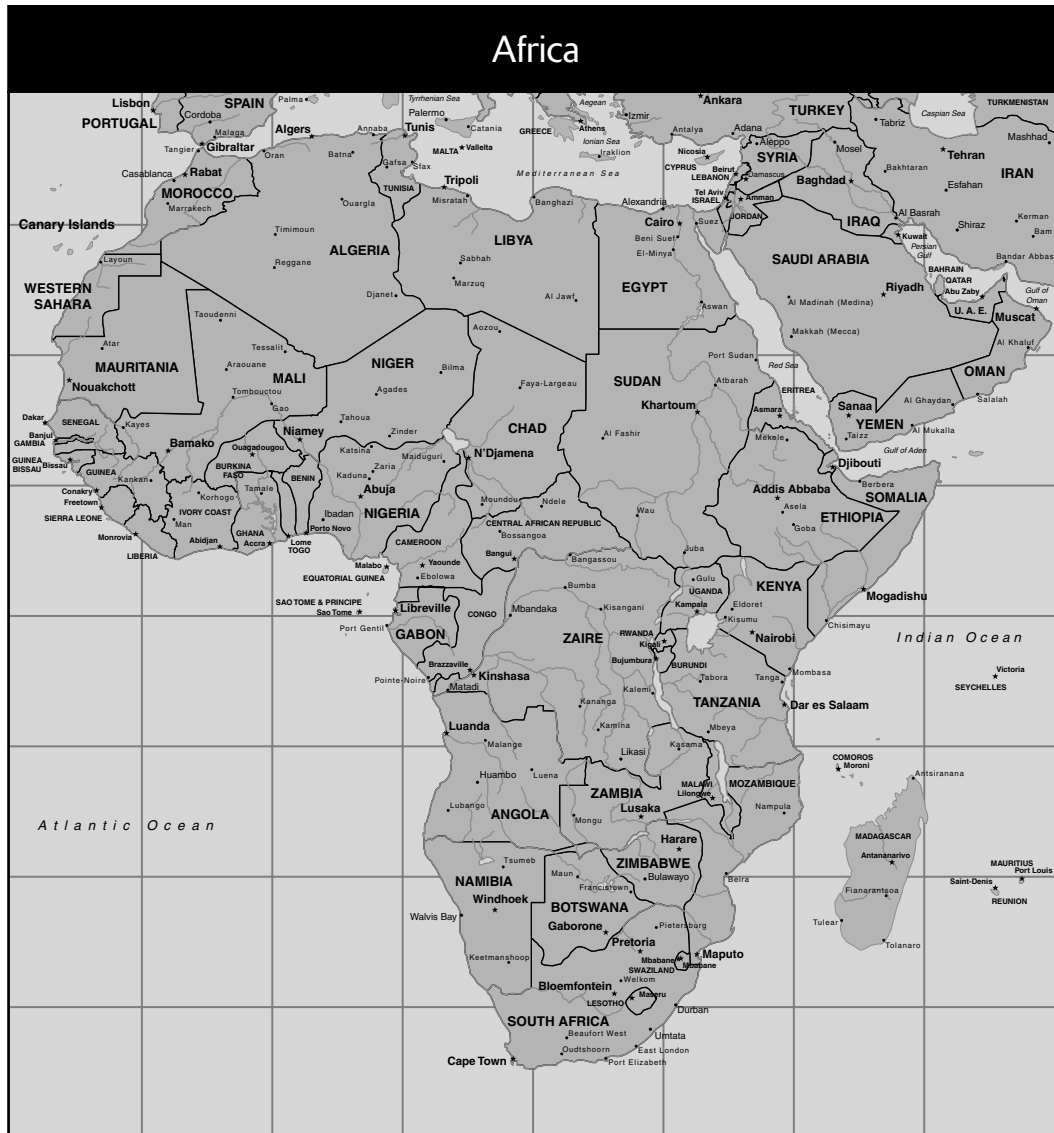
Geographers study how the earth's features influence human life, and how humans affect the earth, by looking at population, culture, and political/economic systems, along with resources, trade, and the environment. Global population is growing rapidly, placing more demands on food production, but the rate of population growth varies from place to place.

A society's culture is made up of many elements, including language, religion, and government and economic activities. Cultures may change due to internal factors such as new ideas and inventions, or because of spatial interaction such as trade, migration, or war. Today cultural diffusion has increased rapidly due to industrialization and the Information Revolution. The governments of the world's nearly 200 independent countries manage their individual territories, their populations, and their global relationships. Different countries' economic activities depend on the resources available. Economic activities have led to increased pollution of the air, land, and water, causing damage to ecosystems.

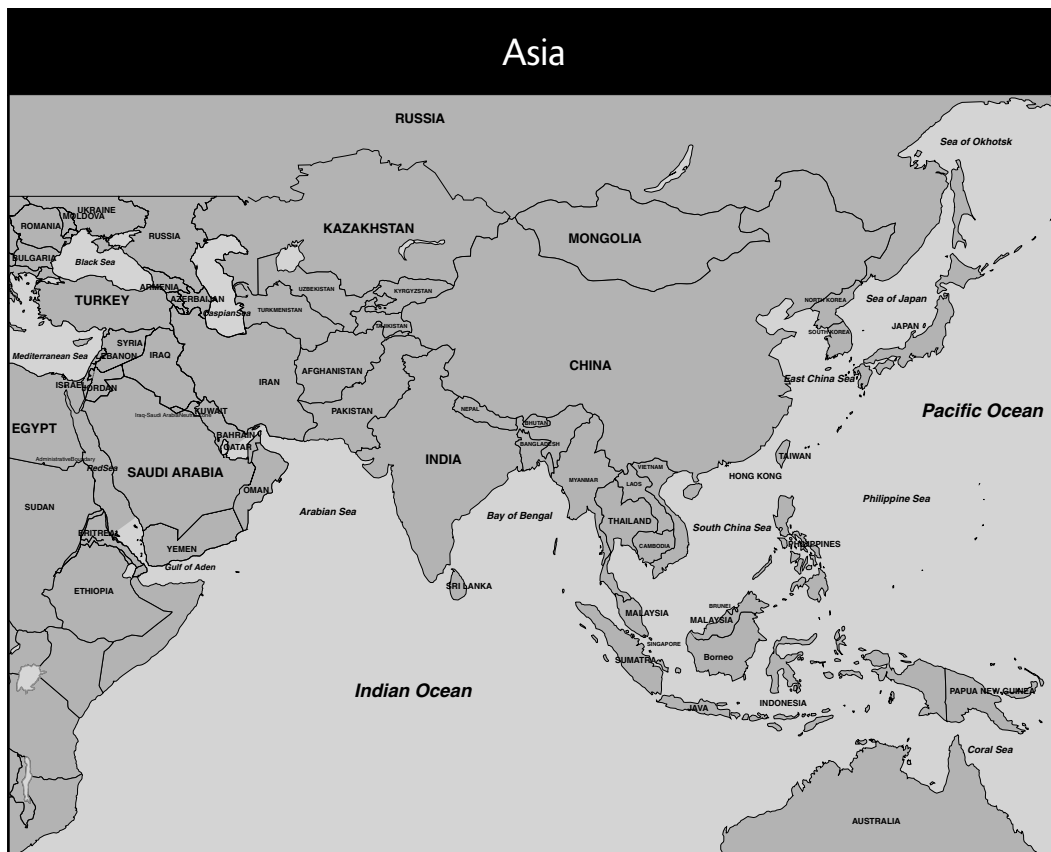
Following are maps of major places and regions in the world.











- **World population:** Population growth rates vary, posing different problems for different countries. The world's population is unevenly distributed. Large numbers of people migrate from rural villages to cities. People emigrate because of wars, food shortages, persecution, lack of jobs, or other issues.
- **Global cultures:** Language, religion, social groups, government, and economic activities define cultures. Geographers divide the earth into specific cultural regions. Trade, migration, and war change cultures. The world's first civilizations arose in culture hearths—early centers of civilization whose ideas and practices spread to surrounding areas.
- **Political and economic systems:** A country's different levels of government may be organized as a unitary system, a federal system, or a confederation. An autocracy, an oligarchy, and a democracy differ in the way they exercise authority. The three major economic systems are traditional economy, market economy, and command economy.
- **Resources, trade, and the environment:** Peoples are increasingly interdependent. Because natural resources are not evenly distributed, countries must trade. Governments can create or eliminate trade barriers. Human economic activities have led to pollution.

Physical Systems

In their work geographers analyze how certain natural phenomena, such as volcanoes, hurricanes, and floods, shape the earth's surface. The earth's systems are endlessly fascinating. Geographers look at how physical features interact with plant and animal life to create, support, or change ecosystems. An *ecosystem* is a community of plants and animals that depend upon one another, and their surroundings, for survival.

The earth is composed of three layers: the core, the mantle, and the crust. The crust is broken into more than a dozen great slabs of rock called plates that rest—or more accurately, float—on a partially melted layer in the upper mantle. The plates carry the earth's oceans and continents. Many scientists theorize that plates moving slowly around the globe have produced earth's largest features—not only continents, but also oceans and mountain ranges. Scientists use the term plate tectonics to refer to all of these activities (pushing up mountains, creating volcanoes, producing earthquakes), which may create many of the earth's physical features.

Internal forces cause rising of landforms and can be dramatic and sudden. Scientists believe that some of these changes in the earth's surface come from internal forces associated with plate tectonics. One of these internal forces relates to the slow movement of magma within the earth. Other internal forces involve movements that can fold, lift, bend, or break the rock along the earth's crust. Mountains are formed in areas where giant continental plates collide. They are also created when a sea plate collides with a continental plate. In a process called *subduction*, the heavier sea plate dives beneath the lighter continental plate. Plunging into the earth's interior, the sea plate becomes molten material. Then, as magma, it bursts through the crust to form volcanic mountains. In other cases where continental and sea plates meet, a different process, known as *accretion*, occurs. During accretion pieces of the earth's crust come together slowly as the sea plate slides under the continental plate. This plate movement levels off seamounts, underwater mountains with steep sides and sharp peaks, and piles up the resulting debris in trenches.

New land is also created where two sea plates converge. In this process one plate moves under the other, often forming an island chain at the boundary. Sea plates can also pull apart in a process known as *spreading*.

External forces, such as weathering and wind, glacial, and water erosion, also shape the surface of the earth. External forces usually wear away landforms and are usually slow.

Earth-Sun Relationships and Climate

The earth's position in relation to the sun affects temperatures on the earth. The rotation of the earth causes day and night. The earth's revolution and its tilt in relation to the sun produce the seasons. Global temperatures may be increasing as a result of human activity.

Latitude and elevation affect climate. Wind patterns and ocean current also play a key role in the earth's climates. Climate is affected by recurring phenomena such as El Niño, because of the trade winds and the westerly breezes. Landforms shape and are shaped by climate patterns. Large bodies of water bring cool or warm currents that cool or warm land; mountains cause rain shadows with heavy precipitation on the windward side and arid climates on the leeward side. Geographers divide the world into major climate regions. Each climate region has its own characteristic natural vegetation. Climate patterns change over time as a result of both natural processes and human activity.

Human Systems

Geographers also examine how people shape the world—how they settle the earth, form societies, and create permanent features. A recurring theme in geography is the ongoing movement of people, goods, and ideas. For example, migrants entering a long-established society usually bring different ideas and practices that may transform that society's traditional culture. In studying human systems, geographers also look at how people compete or cooperate to change or control aspects of the earth to meet their needs.

United States and Canada

Both Canada and the United States are home to various groups of native peoples and descendants of immigrants. Physical geography impacts the distribution and density of population in the United States and Canada. North America's settlements and its largest cities developed along waterways.

Native Americans were North America's earliest peoples. Europeans set up colonies in North America for trading, conquest, and religious freedom. The 13 British colonies won their independence from Britain in 1776 and formed their own republic, the United States of America. In 1867 the eastern provinces combined to form the Dominion of Canada. Canada today encompasses ten provinces and three territories; it became an independent country in 1931. Industrialization and technology enable westward expansion and spurred social change.

The immigrant roots of the United States and Canada make these two countries diverse. Both countries have a heritage of religious freedom. Musical and artistic expression began with immigrants and gradually become uniquely North American. Health care is supported by the governments of both countries but in different ways. Both countries in the region have high standards of living.

The region's economy has shifted from reliance on agriculture and traditional manufacturing to emphasis on service and high-tech industries. Agriculture is a key economic activity of the region, although it employs only a small percentage of the workforce. Technology and improved agricultural methods have helped farmers overcome the limitations of physical geography and climate. Dependable transportation and advanced communications systems have helped make the region an economic leader. The United States and Canada are among the world's leading exporters. The region's two countries are each other's largest trade partners. The region also trades with countries and trade blocs around the world.

The United States and Canada are working to manage their rich natural resources responsibly. Acid rain, smog, and water pollution, among other issues, cause damage to the region's environment and affect human health. Cooperative efforts to address environmental concerns are making a difference in the region.

Latin America

Latin America's people descended from indigenous peoples: Europeans, Africans, and Asians. Latin Americans speak Spanish, Portuguese, other European languages, indigenous languages, and mixed dialects or patois. Latin America's population is mostly concentrated in coastal areas. Urbanization has created an imbalance in Latin America's population density. The region has some of the world's largest cities.

The Maya, the Aztec, and the Inca developed complex civilizations before Europeans arrived. Spanish and Portuguese colonization had a lasting effect on Latin America's culture. Most Latin American countries achieved independence during the 1800s and developed democratic self-rule in the twentieth century. The political, economic, and cultural legacy of colonialism still challenges Latin America.

Religion plays an important role in Latin American life. Educational quality varies throughout the region. As each country improves its economy, nutrition, and sanitation, people's health improves. Latin American traditional arts, music, and literature reflect the region's cultural diversity. Deep divisions between economic and social classes still characterize Latin American life. Latin Americans value family activities, sports such as futbol and jai alai, and holidays and festivals.

Latin America's economy is based on the export of agricultural products. A small group of wealthy families or businesses owns a large percentage of the agricultural land in Latin America. The economy of many Latin American countries is linked to one or two cash crops. The maquiladora system, trade agreements, and international borrowing are attempts to speed the industrialization of many Latin American countries. Geographic and economic realities have presented obstacles to developing transportation and communications in the region.

A key challenge for the Latin America region is sustainable development. Damage to the Amazon rain forest has both local and global consequences. Slash-and-burn cultivation contributes to Latin America's environmental challenges. Latin America's urban environmental problems are a result of rapid urbanization. Solutions to the region's environmental concerns will come through cooperation among local, national, regional, and international governments and organizations.

Europe

Europe's cultures and ethnic groups are diverse. Physical features, climate, and resources have affected the region's population density and distribution. Industrialization, urbanization, and patterns of migration have helped define Europe as a region.

The contributions of Greek and Roman civilizations have influenced much of European history. During the Middle Ages, Christianity played a major role in shaping European societies. Trade, colonization, and immigration spread European cultures to other continents. After World War II, the Cold War divided communist-controlled eastern Europe from noncommunist western Europe. The European Union was formed to promote economic and political unity and stability among European countries. After years of communist rule, countries in eastern Europe face a difficult transition to market economies. Europe's economic activities include manufacturing, service and technology industries, and agriculture. Much of Europe has well-developed communications and transportation systems.

Most of Europe's various languages belong to one language family. Religion has influenced European values and has sometimes contributed to conflicts. Because of colonialism, European art and culture have profoundly influenced the Western world. Eastern and western European countries have differences in standards of living. Some European governments provide comprehensive social services to their citizens.

Acid rain is damaging Europe's forests, waterways, wildlife, and buildings. Air pollution from Europe's factories endangers public health and the environment. Greenhouse gases contribute to global warming. Pollution threatens the water quality and wildlife in the Mediterranean Sea and eastern Europe. European countries are taking steps to reduce pollution and clean up the environment.

Russia

More than 80 percent of Russia's population is ethnic Russian, and the remainder comprises about 100 different ethnic groups. Although more than 100 different languages are spoken in Russia, Russian is the official language. Russia is experiencing a population crisis, largely the result of health care problems. Russia's population is unevenly distributed, with 75 percent of Russians living west of the Urals.

Kievan Rus, an early Slavic state, grew out of settlements of Slavs and Varangians. Under the czars Russia expanded its territory and became an enormous empire. In 1917 a revolution overthrew Czar Nicolas II. Later that year, the Bolsheviks, under Lenin, seized power. In 1922 the communists formed the Union of Soviet Socialist Republics, or Soviet Union. In December 1991 the Soviet Union collapsed and was replaced by Russia and other independent republics.

Since the Soviet Union's collapse, many Russians have resumed their religious practices. Post-Soviet Russian schools are more open to new ideas and methods, but they face low budgets, overcrowding, and disrepair. Russia's artistic golden age began in the 1800s. After 1917, the Soviet government severely restricted certain kinds of artistic expression. Today Russians' respect for culture, traditions, and the arts has increased as a result of their new freedoms.

The Soviet economy was a command economy controlled by government agencies. Since the 1980s the Russians have been making the difficult transition from the Soviet command economy to a market economy. After the breakup of the Soviet Union, Boris Yeltsin encouraged privatization of state-owned farms and businesses. Transportation and communications systems must improve in order to support a strong market economy. To take its place as a full partner in the global community, Russia needs good international trade and strong political and economic relations.

Soviet leaders' drive for an industrial-based economy caused major and lasting damage to Russia's water, soil, and air. Russia needs to manage its use of natural resources properly in order to avoid more environmental damage. Radioactivity from nuclear waste, nuclear accidents, and nuclear weapons poses a grave danger to Russia's environment and its people's health.

North Africa, Southwest Asia, and Central Asia

Movement and interaction of people have created this region's ethnic diversity. The largest concentrations of population are in coastal and river valley areas where water is readily available. Urbanization has caused increased pollution and overcrowding, challenges that city and regional governments are addressing in many ways.

Early peoples in the region were among the first to domesticate plants and animals. Two of the world's earliest civilizations arose in Mesopotamia and the Nile River valley. Three of the world's major religions—Judaism, Christianity, and Islam—trace their origins to Southwest Asia. After centuries of foreign rule, independent states arose in North Africa, Southwest Asia, and Central Asia during the 1900s.

Islam and the Arabic language have been unifying forces in much of North Africa, Southwest Asia, and Central Asia. Many people in the region speak Arabic. Other major languages in the region include Hebrew, Berber, Greek Fasi, Pushtu, Kurdish, and various Turkic languages. The peoples of North Africa, Southwest Asia, and Central Asia have expressed themselves from the earliest times through the arts and architecture. Tradition, especially religious observance, plays an important role in everyday life in the region.

Although North Africa, Southwest Asia, and Central Asia have limited arable land, a relatively large percentage of the region's people work in agriculture. The oil-producing countries in North Africa, Southwest Asia, and Central Asia have experienced greater economic growth than other countries in the region. Expanded and more advanced transportation and communications systems are helping connect the region's urban and economic centers with one another and with the world. Interdependence is increasing among the countries of the region, especially in controlling oil production and prices.

Countries in the region have modified their environments to meet people's needs for water for drinking and irrigation. New technologies and destructive wars have subjected the region's environment to stress. People are working to revive areas damaged by past events.

Africa South of the Sahara

The uneven distribution of the 711 million people in Africa south of the Sahara is linked to the region's physical geography. The spread of AIDS has significantly impacted health and economic development in the region. Africa south of the Sahara is urbanizing faster than any other region in the world. Thousands of ethnic groups make up the population of Africa south of the Sahara.

The movement of different groups, including the migrations of Bantu peoples, helped shape the history of Africa south of the Sahara. From the 700s to the 1600s, powerful trading empires arose and prospered in West Africa. European colonization cut across traditional ethnic territories. Most of the countries in Africa south of the Sahara won independence in the second half of the 1900s.

The many languages of Africans south of the Sahara contribute to the diversity of the region. The peoples of the region are followers of Christianity, Islam, or traditional African religions. The various art forms created by Africans south of the Sahara have influenced cultures around the world. Although they have diverse lifestyles, most peoples in the region value family ties, and many live in extended families.

Most people in Africa south of the Sahara engage in subsistence farming, and most countries in the region depend on the export of one or two cash crops. Mineral resources are not evenly distributed across Africa south of the Sahara, causing economic imbalances among the region's countries. Africa south of the Sahara has taken actions to break its dependence on old trading patterns, and manufacturing is gaining strength in the economies of some countries in the region. New transportation networks and new forms of communication are changing the lives of Africans south of the Sahara.

Desertification, drought, and conflict have contributed to hunger in Africa south of the Sahara. Deforestation, hunting, tourism, and meeting the basic needs of people are all issues in the debate over land use in the regions. Africans south of the Sahara are working toward political stability and economic independence in the twenty-first century.

South Asia

The population of South Asia reflects a rich and complex mix of religions, languages, and social groupings. The diverse cultures of South Asia have made rich contributions to the arts. South Asia has a high overall population density, but population distribution varies from region to region according to climate and terrain. There is a sharp contrast between urban and rural life in South Asia. South Asia faces the challenge of improving the quality of life for much of its population. Even with the challenges it faces, South Asia benefits from its cultural diversity.

One of the world's first civilizations developed in the Indus River valley. South Asia gave birth to two of the world's major religions, Hinduism and Buddhism. South Asia was shaped by a series of invasions and conquests, including the expansion of the British Empire into the region. South Asian countries today face the challenges of independence and establishing new governments. Several South Asian countries have had female leaders after becoming independent.

Agriculture provides a living for most of South Asia's people, and it also provides cash crops for export. South Asia's mines and fisheries contribute to its exports. The region is experiencing rapid growth in the high-tech sector and continues to develop light and heavy industries. Tourism offers both benefits and challenges to the South Asian economy.

South Asia faces the complex task of managing its rich and varied natural resources. South Asia is seeking scientific solutions to its environmental challenges. Conflict in South Asia stems from issues of nationalism, religion, and ethnicity.

East Asia

East Asia's 1.5 billion people are made up of many different ethnic groups with a variety of religions, languages, and cultures. Population in East Asia is unevenly distributed. It is concentrated in urban areas, in river valleys, and on coastal plains. Japan, Taiwan, and South Korea are highly urbanized countries. Mongolia is predominantly rural. In China most people live in rural areas. Massive migration from rural to urban areas has caused farm labor shortages in parts of East Asia.

Confucianism and Daoism developed in China in 500 B.C.E. Buddhism spread from India throughout East Asia. China was ruled by a succession of dynasties until the early 1900s. Contact with the West forced East Asians to modernize. Revolutions and wars transformed East Asia in the 1900s. By the end of the 1900s, East Asian countries had important roles in the global economy.

Sino-Tibetan languages, Korean, and Japanese are the region's main languages. East Asians often adopt practices from more than one religious tradition. Rising standards of living since 1945 have brought dramatic improvements in education and health care for some countries. East Asians have a long history of traditional arts and activities.

East Asian economies include market and command systems, as well as a mix of both. East Asia was once mainly agricultural, but trade and industry have brought prosperity and economic growth to most of its countries. Most Chinese work in agriculture, although industry and commerce are thriving in certain areas as a result of government-sponsored economic reforms. Japan is East Asia's leading industrial country, followed by Taiwan and South Korea. Trade and business investments bring together capitalist and communist countries in East Asia.

Rapid industrial growth in East Asia has caused environmental challenges that were ignored for decades. Japan, with its strict anti-pollution laws, has become a global leader in protecting and cleaning up the environment. China's economic development and the needs of its large population have a decisive impact on the environment. East Asia is subject to natural disasters such as flooding, earthquakes, tsunamis, and typhoons. Human activities in East Asia such as clear-cutting forests, farming, and mining have caused environmental disasters such as erosion, desertification, and flooding.

Southeast Asia

Southeast Asia has a diversity of ethnic and cultural groups. Most Southeast Asians live either in river valley lowlands or on coastal plains. Southeast Asian cities are growing rapidly as a result of migration from rural to urban areas. Since the 1970s, large numbers of Southeast Asians have migrated to escape political oppression and economic distress.

Southeast Asia's early empires and kingdoms controlled shipping and trade that linked East Asia, South Asia, and Southwest Asia. European countries colonized all of Southeast Asia except Thailand (Siam). All of the region's countries are now independent. During the late 1900s, political conflict between communist and noncommunist forces divided much of Southeast Asia.

Southeast Asian culture reflects the ways of life of peoples who migrated from other regions as well as those of indigenous peoples. Buddhism, Hinduism, and Islam greatly influenced Southeast Asian art, architecture, drama, and celebrations. In spite of rapid population growth, Southeast Asia's economic development has led to many improvements in the region's quality of life.

Agriculture is the leading economic activity in Southeast Asia. The countries of the region are industrializing at different rates, which causes great variation in economies, occupations, transportation, and communications. Through the Association of Southeast Asian Nations (ASEAN) and other organizations that were formed to promote regional development and trade, the countries of Southeast Asia are becoming more interdependent.

Volcanic eruptions, flash floods, and typhoons have serious effects on Southeast Asians' lives. Industrialization and economic development in Southeast Asia often result in the pollution of air, land, and water. The region's countries are taking steps to protect the environment.

Australia, Oceania, and Antarctica

Many different peoples settled in the South Pacific, resulting in diverse cultures and lifestyles. The population of the South Pacific is unevenly distributed because both the physical geography and the climate differ dramatically from place to place and because many areas cannot support life. Migration between and within South Pacific countries has influenced population patterns and caused a blending of cultures.

Many of the area's earliest inhabitants came from Southeast Asia and survived by hunting, gathering, and, in some cases, farming. European countries were attracted to the area by its plentiful raw materials, rich fishing areas, and fertile coastal land. During the late 1800s and early 1900s, European countries, Japan, and the United States sought possessions in the region. Australia, New Zealand, and a number of Pacific islands are independent; a few island groups are still under foreign rule.

The culture of the South Pacific is a mixture of Western and indigenous lifestyles. Some people in the area still live in traditional villages; others live in modern urban areas. Modern technology helps provide services to people in some remote areas.

Agriculture is the most important economic activity in the region, although mining is done in Australia and some island countries. Manufacturing in Australia and New Zealand centers on food processing, and the rest of the region engages in small-scale production of clothing and crafts. The importance of service industries, particularly tourism, is increasing in the economies of the region. Transportation and communications technologies, such as air travel, satellite communications, and the Internet, are helping people in the region to overcome geographic obstacles.

Australia, Oceania, and Antarctica have many natural resources, but the region's environment is threatened by human activity. Governments and individuals in the region are focusing on balanced management of water resources, forest, land, and wildlife. Nuclear testing conducted in Oceania during the 1940s and 1950s has had a lasting impact on its people and the environment. Scientists are studying global warming and the thinning ozone layer to prevent potential risks.

Environment and Society

Human-environment interaction, or the study of the interrelationship between people and their physical environment, is another theme of geography. Geographers examine the ways people use their environment, how and why they have changed it, and what consequences result from these changes. In some cases the physical environment affects human activities. For example, mountains and deserts often pose barriers to human movement. In other instances human activities, such as building a dam, cause changes in the physical environment. By understanding how the earth's physical features and processes shape and are shaped by human activity, geographers help societies make informed decisions.

United States and Canada

Canada and the continental United States have similar landforms, shaped by similar geologic processes. Both have high, sharp mountains and dry plateaus in the west; rolling, grassy plains in the center; and lower, older mountains in the coastal lowlands in the east. The region's waterways, including rivers, lakes, coastal waters, and intracoastal channels, played a vital role in settling the land and continue to serve as commercial highways. The Continental Divide splits the region into two large drainage areas. To the east of the Divide, waters flow to the Arctic Ocean, to the Hudson Bay, to the Atlantic Ocean, or to the Gulf of Mexico. To the west, the waters flow into the Pacific Ocean. Glacial movement shaped much of the North American landscape. The geologic factors that shaped the United States and Canada also provided the region with a wealth of natural resources.

The region encompassing the United States and Canada experiences a great variety of climates. Some climate regions of the United States and Canada are influenced primarily by latitude. Wind, ocean currents, rainfall patterns, and elevation moderate the effects of latitude in other climate zones of the United States and Canada. Climatic factors cause hazardous seasonal weather patterns in the region, including spring and summer tornadoes, summer and fall hurricanes, and winter blizzards. The region's natural vegetation reflects its climatic variety, but human interaction with the environment has greatly altered natural vegetation.

Latin America

Latin America includes Middle America, the Caribbean, and South America. Latin America's physical features include high mountain ranges, less rugged highlands, vast central plains, and volcanic islands. The water systems of Latin America, especially the mighty rivers of South America, are key to human activity in the region. Although the region is rich in natural resources, geographic, political, and economic obstacles have kept resources from being developed fully or shared equally.

Much of Latin America lies in the Tropics; however, landforms and wind patterns give the region great climatic diversity. Tropical climates such as the tropical forest and tropical savanna are the most common climates in Latin America. The natural vegetation of Latin America consists mainly of rain forests and grasslands. The tropical highlands in Latin America include three vertical climate zones that are based on latitude and elevation.

Europe

Europe is a huge peninsula extending westward from the Eurasian landmass. Europe has a long coastline with many peninsulas and islands. Europe has a large plains region in its northern areas; mountains are found along the continent's eastern and southern boundaries. Rivers provide important transportation in Europe, linking the interior of the continent with coastal ports. Europe has important deposits of minerals, oil, and natural gas.

Warm ocean currents give much of Europe a milder climate than other areas at similar latitudes. Areas of western Europe with a marine west coast climate have generally moderate temperatures. Much of southern Europe has a Mediterranean climate, with mild, rainy winters and warm, dry summers. Europe's interior has more extreme seasonal temperatures than do areas nearer the sea. Both climate and human activity affect the natural vegetation of Europe.

Russia

Russia is the largest country in the world, spanning Europe and Asia. Russia's land consists of interconnected plains and plateaus and is bordered on the south and east by mountain ranges. Most rivers in Russia flow northward and are frozen for much of the year. Russia is rich in resources such as petroleum, coal, minerals and gems, and timber.

Most of Russia has a harsh climate with wide extremes of temperatures, which creates challenges in all aspects of Russian life. Russian winters are long and cold, and its summers are short and relatively cool. Permanently frozen subsoil, or permafrost, lies beneath much of Siberia. The vegetation in Russia is varied, with treeless tundra in the far north, densely wooded taiga in the north and central areas, and temperate steppe grasslands in the southwest.

North Africa, Southwest Asia, and Central Asia

North Africa, Southwest Asia, and Central Asia are located at the crossroads of Asia, Africa, and Europe. The region is a jigsaw puzzle of peninsulas and seas. Rivers feed the inland seas and supply irrigation to parched lands; their alluvial soil deposits enrich the land, especially in the Nile River valley and delta. The movement of tectonic plates forms mountains, moves landforms, and causes earthquakes in the region. The region contains much of the world's oil and natural gas reserves.

Rainfall in North Africa, Southwest Asia, and Central Asia varies widely. Most of the region contains arid areas. The four climate regions in North Africa, Southwest Asia, and Central Asia are desert, steppe, Mediterranean, and highlands. Natural vegetation in the region varies widely and is closely related to rainfall and irrigation patterns.

Africa South of the Sahara

Africa south of the Sahara is a series of step-like plateaus, rising in a few places to mountains and slashed in the east by a rift valley. High elevations and narrow coastal plains characterized by escarpments have made traveling to Africa's interior very difficult. The region's water systems include numerous long, large, or deep lakes; spectacular waterfalls; and great rivers that drain into expansive basins. Minerals and water are the region's most abundant natural resources.

Rainfall, tropical latitudes, nearness to the equator, ocean air masses, and elevation are the main factors influencing climate variations in Africa south of the Sahara. The region can be divided into four main climate zones: tropical rain forest, savanna, steppe, and desert.

South Asia

The landforms of South Asia include mountains, plateaus, plains, and islands. South Asia has three great river systems—the Indus, Brahmaputra, and Ganges—and the world's longest alluvial plain. South Asia has few significant oil reserves, but has substantial mineral deposits, including iron ore and mica.

South Asia has highland, tropical, and desert climates. The monsoon is a seasonal change in wind direction that brings heavy rainfall to much of South Asia from June to September. South Asia's vegetation is affected by elevation, rainfall, and human activity.

East Asia

East Asia's location at the meeting point for tectonic plates leaves the region vulnerable to earthquakes, volcanic eruptions, and tsunamis. The region of East Asia consists of China, Mongolia, and North and South Korea on the Asian continent, plus the island countries of Japan and Taiwan. East Asia's rivers provide important transportation systems and support fertile farmlands. East Asia is rich in minerals, but they are unevenly distributed. Limited farmlands, long coastlines, and large populations have made the region dependent on the sea for food.

East Asia's natural vegetation tends to parallel the region's climate zones. East Asian countries rely on the summer monsoons, which bring more than 80 percent of the region's rainfall. Ocean currents affect the climates of coastal and island regions. Powerful typhoons form in the Pacific and blow across coastal East Asia in late summer and early fall. East Asia's varied vegetation includes needle-leaved and broad-leaved evergreen trees, tropical plants, bamboo, tea, mulberry trees, and grasses as well as tropical rain forest vegetation.

Southeast Asia

Southeast Asia's mountains were formed when the Indo-Australian, Philippine, and Eurasian tectonic plates collided. Straddling the equator, Southeast Asia includes the Indochina and Malay peninsulas, as well as the islands of the Malay Archipelago. About half of Southeast Asia's 11 countries are located on the mainland. The rest are island countries, except for Malaysia, which is both a mainland and an island country. Mountains and rivers dominate the region's landscape. The

island mountains are part of the Pacific Ring of Fire. Rivers on the mainland of Southeast Asia are important for agriculture, communication, and transportation. Southeast Asia contains abundant natural resources, including fossil fuels, natural steam, minerals, and gems.

Monsoons cause two main seasons in Southeast Asia, one wet and one dry. Southeast Asia's major climate is tropical rain forest, although parts of the mainland and some of the islands have other types of climate. Humid subtropical climates predominate in Laos and in northern areas of Myanmar, Thailand, and Vietnam. Highland climates are found in the mountains of Myanmar, Borneo, and New Guinea. Southeast Asia's lush vegetation is characteristic of tropical rain forest and tropical savanna climate regions.

Australia, Oceania, and Antarctica

Australia, both a country and a continent, encompasses mountains, central lowlands, and expansive deserts. Rich mineral deposits and productive farms and ranches contribute to the Australian economy. Oceania's thousands of islands extend across the southern Pacific Ocean. The islands of Oceania were formed either directly or indirectly by volcanic activity. New Zealand's main features are two large islands with mountain ranges, rivers, and lakes. The country boasts rich soil and timberland. Antarctica is an ice-covered continent. While Antarctica may have important mineral resources, its key resource is the information it offers to scientists.

Australia generally has a hot, dry climate. Along the edges of the vast interior desert, the steppe receives sufficient rainfall for raising livestock. Only the coastal climates provide enough rainfall for growing crops without irrigation. Oceania enjoys a warm, moist tropical climate. Most islands have wet and dry seasons. The amount of rain during the wet season determines whether shrubs and grasses or dense rain forests will grow. New Zealand's marine west coast climate provides year-round rainfall, with temperatures that vary without being extreme. Antarctica's extremely cold and windy climate supports primarily lichens and mosses.

The Uses of Geography

Geography can provide insight into how physical features and living things developed in the past. It can also interpret present-day trends to plan for future needs. Governments, businesses, and individuals use geographic information in planning and decision making. Data on physical features and processes can determine whether a site is suitable for human habitation or has resources worth developing. Geographic information on human activities, such as population trends, can help planners decide whether to build new schools or highways in a particular place. Geographic information helps determine where to locate fire stations and shopping malls. As geographers learn more about the relationships among people, places, and the environment, their knowledge can help us plan and build a better future.

Practice Multiple-Choice and Constructed-Response Questions

Directions: The following multiple-choice and constructed-response questions are similar to the Geography questions on Subset III of the CSET: Social Science. Use these questions to help you become familiar with the exam. The answer explanations follow the questions.

1. Venezuela is one of the richest countries in South America because it is a leading producer of
 - A. bananas.
 - B. coffee.
 - C. oil.
 - D. sisal.

2. A scale model of the earth is
 - A. a globe.
 - B. a map.
 - C. a political map.
 - D. a sphere.

3. Which of these areas has low relief?
 - A. The Appalachian Mountains
 - B. Colorado
 - C. Florida
 - D. Hawaii

4. Which country's Antarctic claim covers the largest swath of longitude?
 - A. New Zealand
 - B. Australia
 - C. United Kingdom
 - D. Argentina

5. Citizens of Rome flock to this place when they want a day at the beach. What is the name of this town at the mouth of the Tiber?
 - A. Ostia
 - B. Oviedo
 - C. Rimini
 - D. Ravenna

6. You've heard all about The Bloody Tower, The White Tower, and Traitor's Gate. You're dying to see the Crown Jewels, and you have to admit to being just a little curious about where Anne Boleyn lost her head. Where can you see all of these things?
 - A. House of Parliament
 - B. Windsor Castle
 - C. The Tower of London
 - D. Westminster Abbey

7. Which of the following descriptions is NOT characteristic of the terrain in the United States?
 - A. Rugged mountains and broad river valleys
 - B. Hills and mountains
 - C. Vast plains
 - D. Sizable deserts
8. All of the following are environmental issues facing Russia EXCEPT:
 - A. Suburban solid waste management
 - B. Air pollution from heavy industry
 - C. Emissions of coal-fired electric plants
 - D. Transportation in major cities
9. The United States shares a water border with which of the following countries?
 - A. Mexico
 - B. Russia
 - C. Canada
 - D. Alaska
10. All of the following areas compare to the size of the United States EXCEPT:
 - A. It is about half the size of Russia.
 - B. It is about three-tenths the size of Africa.
 - C. It is slightly smaller than China.
 - D. It is about the same size as South America.
11. Name four countries with low birth rates, low death rates, and high life expectancy. Discuss the implications of those aspects of those countries.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- 12.** An economic geographer is a career path in geography that focuses on human economic activities and their relationship to the environment. Imagine that you are an economic geographer analyzing northern California—how have the human economic activities affected the environment?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Answer Explanations

1. **C.** The natural resources for Venezuela are petroleum, natural gas, iron ore, gold, bauxite, other minerals, hydropower, and diamonds. Venezuela is dependent on oil revenues, which account for roughly 90 percent of export earnings, more than 50 percent of the federal budget revenues, and around 30 percent of GDP. The oil production is 3.081 million bbl/day, the oil consumption is 560,000 bbl/day, and oil exports are 2.1 million bbl/day. With numbers like these, the correct answer is C.
2. **A.** To answer this question, you must know the definitions of all these terms. A map is a representation, usually on a flat surface, as of the features of an area of the earth or a portion of the heavens, showing them in their respective forms, sizes, and relationships according to some convention of representation. A political map is a representation of a country's territories, boundaries, and capital(s) on paper or other material—it shows the boundaries between countries. Smaller internal divisions, such as states or counties, may also be indicated by different symbols. Political maps often show human-made features such as capitals, cities, roads, highways, and railroads. A globe is a scale model of the earth. Because the earth is round, a globe presents the most accurate depiction of geographic information such as area, distance, and direction. A sphere is a solid geometric figure generated by the revolution of a semicircle about its diameter; a round body whose surface is at all points equidistant from the center; a globe is in the shape of a sphere, but the scale model of the earth is a globe, so A is the correct answer.
3. **C.** Relief is the difference between the highest and lowest elevations in an area. A relief map shows the topography of the area. So, the lowest elevation of the places listed is Florida, making the correct answer C.
4. **B.** The country that has the most landmass in the Antarctic is Australia. So, B is the correct answer.
5. **A.** Ostia lies 20 miles from Rome, in the meadows between the Tiber River and the Tyrrhenian Sea. Flocks of tourists visit Ostia, not only for the beach, but also to see the interesting Roman remains that can be found there. Oviedo is in Spain. Rimini is on the far northeast coast of Italy, as is Ravenna. So, the best answer is Ostia, A.
6. **C.** Building of the Tower of London first began during the reign of William the Conqueror (1066-1087). Various buildings have been added over the centuries, until around 1400. Over the course of its many years, it has served as a defensive fortress, a prison, and a site of private execution for royalty and gentry. It has housed royalty and served as a zoo. During World War II, the land under what was once the moat was used to grow vegetables for the war effort. Today it is a thriving tourist attraction, and a spot well worth visiting. So choice C is the correct answer.
7. **D.** In this question you are looking for the answer choice that does *not* describe the terrain of the United States. There are rugged mountains and broad river valleys in Alaska and other portions of the Rocky Mountain region. There are hills and low mountains in the east. Central United States consists of vast plains. While there are some desert regions in the United States, those regions are not sizable. Therefore the correct answer choice is D.
8. **A.** Remember, you are looking for the one answer choice that is *not* an environmental issue for Russia. Because of the size of the urban areas in Russia, air pollution from heavy industry, emissions of coal-fired electric plants, and transportation in major cities are environmental issues for Russia. Additionally, management of solid waste is an issue in urban areas, but not in suburban areas. So, A is the correct answer.
9. **B.** The United States borders Canada and Mexico, so those choices are not correct. Alaska is *part of* the United States, so that answer choice is also wrong. The United States shares a water border with Russia. Therefore, the correct answer is B.
10. **D.** Remember, you are looking for the *exception* in this question, so you need to find the comparison that is incorrect. The total area of the United States is 9,372,610 square kilometers. The total land area is 9,166,600 square kilometers. The United States is about half the size of Russia, about three-tenths the size of Africa, slightly smaller than China, and about one-half the size of South America, which means the correct answer choice is D.
11. All of the following countries have low birth rates, low death rates, and high life expectancy: Japan, Canada, Costa Rica, France, Greece, Italy, Netherlands, Spain, Sweden, Switzerland, Israel, Australia, Austria, Belgium, Norway, UK, U.S., Cyprus, Denmark, Finland, Germany, Ireland, and New Zealand. So, if you named any four of those countries, you would be correct. Low birth rates, low death rates, and high life expectancy typically occur in more developed nations where people are practicing some birth control, where there is not as much disease, and where medical advancements are prevalent.

- 12.** *Economic geography* is the study of the location, distribution, and spatial organization of economic activities across the earth. It focuses on the location of industries and retail and wholesale businesses, on transportation and trade, and on the changing value of real estate. To answer this question, it may be helpful to think about the economic activities in northern California: the sale of wine, the use of trees, and the high-tech industry, and how these might affect the geography of northern California—its mountains, lakes, coastline, and vineyards.

The following topics are covered in the Civics portion of the test:

- Political theory
- United States government and politics
- Comparative government and politics
- International relations

Political Theory

The purpose of government is to maintain social order, provide public services, provide national security and a common defense, and provide for and control the economic system. In so doing, governments make decisions that are binding on all citizens, and government has the authority to require all individuals to obey the decisions and the power to punish those who do not obey them.

- **Maintain social order:** English philosopher John Locke (1632-1704) explained the social contract theory in 1690 in *Two Treatises of Government*. According to this theory, people need government to maintain social order because they have not yet discovered a way to live in groups without conflict. Governments provide ways of resolving conflicts among group members, helping to maintain social order because they have the power to make and enforce laws.
- **Provide public services:** Abraham Lincoln identified this purpose of government in 1854 by saying that government should do for a community whatever they need to have done to promote the general welfare, that individuals could not or would not do on their own.
- **Provide national security:** Government should protect the people against attack by other states or from threats such as terrorism. The government also handles normal relations with other nations.
- **Make economic decisions:** Governments use their power to reduce conflicts such as material scarcity. Governments intervene not only in domestic affairs but also in economic affairs of another nation. Governments pass the laws that shape the economic environment of the nation. They also may make choices that distribute benefits and public services among citizens.

Major Political Theorists

Many scholars have constructed theories that attempt to explain the origin of the state:

- **Evolutionary Theory:** Some scholars believe that the state evolved from the family. The head of the primitive family was the authority that served as a government.
- **Force Theory:** This theory states that government emerged when all the people of an area were brought under the authority of one person or group.
- **Divine Right Theory:** This theory presents the notion that a god or gods have chosen certain people to rule by divine right. People believe that the state was created by God, and those who were born to royalty were chosen by God to govern.
- **Social Contract Theory:** English philosopher Thomas Hobbes (1588-1679) was one of the first to theorize on the social contract. He wrote that in a natural state, no government existed. By contract, people surrendered to the state the power needed to maintain order. The state then agreed to protect its citizens. Hobbes believed that people did not have the right to break this agreement. John Locke took the social contract a step further. He wrote that people were naturally endowed with the right to life, liberty, and property. To preserve their rights, they willingly contracted to give power to a governing authority. When government failed to preserve the rights of the people, the people had the right to break the contract.

Economic Theories

Governments around the world provide for many kinds of economic systems. All economic systems, however, must make three major economic decisions: what and how much should be produced, how goods and services should be produced, and who gets the goods and services that are produced. Each major type of economic system in the world—capitalism, socialism, and communism—answers these questions differently.

Capitalism

Capitalism emphasizes freedom of choice and individual incentive for workers, investors, consumers, and business enterprises. Pure capitalism has five main characteristics:

1. Private ownership and control of property and economic resources
2. Free enterprise
3. Competition among businesses
4. Freedom of choice
5. The possibility of profits

Capitalism developed gradually from the economic and political changes in medieval and early modern Europe over hundreds of years. In 1776, Adam Smith, a Scottish philosopher and economist, provided a philosophy for the system of the free market (buyers and sellers were free to make unlimited economic decisions in the marketplace). In theory, a free enterprise means that economic decisions are made by buyers (consumers) and sellers (producers).

Competition plays a key role in a free-enterprise economy. Today the American economy and others like it are described by economists as mixed-market economies, which are economies in which free enterprise is combined with and supported by government decisions in the marketplace.

Socialism

In socialism, government owns the basic means of production, decides how to use resources, distributes the products and wages, and provides social services such as education, health care, and welfare. Socialism has three main goals:

1. The distribution of wealth and economic opportunity equally among people
2. Society's control, through its government, of all major decisions about production
3. Public ownership of most land, of factories, and of other means of production

The socialists who believe in peaceful changes want to work within the democratic political system to improve economic conditions, under a system called democratic socialism. Under this system the people have basic human rights and have some control over government officials through free elections and multiparty systems.

Communism

Communism emphasizes no social classes, all property is held in common, and government is not necessary. German philosopher and economist Karl Marx (1818-1883) was a thinker and writer who was a socialist advocating violent revolution. He believed that in industrialized nations the population is divided into capitalists (or the bourgeoisie who own the means of production) and workers (or the proletariat) who work to produce the goods. He studied the conditions of his time and concluded that the capitalist system would collapse, because over time smaller and smaller groups of capitalists would control all means of production, and therefore, all wealth. Marx interpreted all human history as a class struggle between the workers and the owners of the means of production. In *The Communist Manifesto*, Karl Marx wrote that economic events would lead to communism.

In communist nations, government planners decide how much to produce, what to produce, and how to distribute the goods and services produced. This system is called a command economy because decisions are made at the upper levels of government and handed down to managers.

Political Orientations

A *liberal* believes the government should actively promote health, education, and justice. Liberals are willing to curtail economic freedom to increase equality; for example, by regulating business to protect consumers. In social matters, however, liberals believe the government should not restrict most individual freedoms.

A *conservative* believes in limiting the role of government, except in supporting traditional moral values. Conservatives believe private individuals, not the government, should solve social problems. They oppose government limitations on businesses and believe free markets ensure the best economic outcomes.

Moderates fall between liberals and conservatives. For example, a moderate may want the government to regulate business and support traditional values.

Libertarians support both economic and social freedoms—free markets and unrestricted speech.

United States Government and Politics

The United States Constitution is simple and brief. It establishes the structure and powers of government but does not spell out every aspect of how government will function. The Constitution rests on the following six major principles of government:

1. **Popular sovereignty**—Rule by the people. The government is based on the consent of the governed; the authority for government flows from the people.
2. **Federalism**—Power is divided between national and state governments. Both levels have their own agencies and officials and pass laws that directly affect citizens. (See more on federalism in the following section.)
3. **Separation of powers**—Each of the three branches of government (legislative, executive, judicial) has its own responsibilities:

Legislative branch: Makes the law; Article I, Section 8, states the expressed powers of Congress.

Executive branch: Carries out acts of Congress; Article II grants the president broad but vaguely described powers.

Judicial branch: Interprets the law; Article III establishes the Supreme Court and allows Congress to set up lower courts.

4. **Checks and balances**—Each branch of government holds some control over the other two branches. Congress passes laws. The president can check Congress by vetoing its legislation. This veto power is balanced, however, by the power of Congress to override the veto by a two-thirds vote of each house. The federal courts restrain Congress by ruling on the constitutionality of laws. This power of the judicial branch is balanced by the power of the president to appoint federal judges. This presidential power is balanced, in turn, by the Constitution's requirement that the Senate approve appointments. Checks and balances create a system of shared powers.
5. **Judicial review**—Courts have power to declare laws and actions of local, state, or national governments invalid if they violate the Constitution. The Supreme Court is the final authority on the meaning and interpretation of the Constitution. Because the Constitution is the supreme law of the land, acts contrary to it must be void.
6. **Limited government**—The Constitution limits the powers of government by making explicit grants of authority. The first ten amendments set specific limits in the areas of freedom of expression, personal security, and fair trials.

Federalism

The Constitution divided government authority by giving the national government certain specified powers, reserving all other powers to the states or to the people. Additionally, the national and state governments share some powers. The Constitution denies some powers to each level of government. Federalism is not a static relationship between different levels of government. It is a dynamic concept that affects everyday decisions at all levels. Delegated powers are powers the Constitution grants or delegates to the national government. Three types of powers make up the delegated powers:

- **Expressed:** Those powers directly expressed or stated in the Constitution by its founders. Most of these powers are found in the first three articles of the Constitution. This authority includes the power to levy and collect taxes, coin money, make war, raise an army and navy, and regulate commerce among the states.
- **Implied:** Those powers that the national government requires to carry out the powers that are expressly defined in the Constitution. Implied powers are not specifically listed, but they depend on the expressed powers. These powers have helped the national government strengthen and expand its authority to meet many problems the founders did not foresee.
- **Inherent:** Those powers that the national government may exercise simply because it is a government.

The expressed, implied, and inherent powers of the national government are to regulate foreign and interstate commerce, coin money, provide an army and navy, declare war, establish federal courts below the Supreme Court, conduct foreign relations, and exercise powers implied from the expressed powers. Concurrent powers of the national and state governments are to levy taxes, borrow money, spend for general welfare, establish courts, and enact and enforce laws. Reserved powers for state governments are to regulate intrastate commerce, establish local government systems, administer elections, and protect the public's healthy, welfare, and morals.

Developing Federalism

Federalism has continued to define the roles of state and national governments. Throughout American history, there have been two different views of how federalism should operate. One view—the states' rights position—favors state and local action in dealing with problems. The other view—the nationalist position—favors national action in dealing with these matters.

The growth in the size and power of the national government has shaped the development of American federalism. The Constitution's flexibility has allowed the Supreme Court, Congress, and the president to stretch the government's powers to meet the needs of a modern industrial nation. The expansion of the national government's powers has been based on three major constitutional provisions: the war powers, the power to regulate interstate commerce, and the power to tax and spend. As the national government has grown and enlarged its powers, Congress has developed two major ways to influence the policies of state and local governments by providing money through various federal grants and by imposing mandates that preempt the ability of state and local governments to make their own policies. Today, as federal government loosens regulations, states are gaining responsibility.

Federalism, Public Policy, and Politics

Federalism determines whether public policy originates at the local, state, or national level, and it affects public policy making in two ways: It affects how and where new policies are made in the United States, and it introduces limits on government policy making.

Federalism is also involved with politics. Federalism lessens the risk of one political party monopolizing power, as each party has a chance to win some elections somewhere in the system. It increases opportunities for citizens of the United States to participate in politics at the local, state, and national levels. It also increases the possibility that a person's participation will have some practical effect at any one of these levels.

Civil Liberties and Civil Rights, Political Beliefs and Behaviors

Because critics attacked the proposed Constitution for not protecting the rights of the people, the founders promised to add a list of such rights. The first Congress quickly proposed 12 amendments and sent them to the states for ratification. In 1791, the states ratified 10 of the amendments, which became known as the Bill of Rights.

The First Amendment Freedom of:

Religion: The *establishment clause* prevents Congress from creating a state-sponsored religion. The *free exercise clause* prevents the government from impeding the religious beliefs of Americans—but not necessarily the way those beliefs are practiced.

Speech: Pure speech and symbolic speech (in most cases) are protected. Seditious speech (treasonous speech), defamatory speech (slander and libel), and “fighting words” are not protected.

Press: A free press is invaluable in a democracy to ensure that its citizens remain well informed of government actions. In general, the press is regulated when reporting on matters of national security or to ensure a fair trial.

Assembly: The right of assembly is closely related to the right of free speech. However, assembly in public areas must usually be cleared with a permit to ensure public safety.

Citizenship

Citizens are members of a political society—a nation. As such, citizens of the United States have certain rights, duties, and responsibilities. The U.S. government, then, draws its power from the people and exists to secure their fundamental rights and equality under the law. Duties of citizens include obeying the law, paying taxes, and being loyal to the American government and its basic principles. As participants in government, citizens have the responsibility to be informed, vote, respect the rights and property of others, and respect different opinions and ways of life. Concerned citizens must be willing to exercise both their rights and their responsibilities. A person who is born on American soil, born to a parent who is an American citizen, or naturalized, is a U.S. citizen. A person can lose citizenship through expatriation, by being convicted of certain crimes, or through denaturalization. Responsibilities of citizens include knowing about rights and laws, participating in political life, and voting.

Rights of the Accused

A major challenge for democratic political systems is dealing with crime and criminals. A crime is an act against a law of the state. It may also harm an individual or a person’s property. On the one hand, society must protect itself against criminals. At the same time, individual rights must be preserved. Justice in a democracy means protecting the innocent from government police power as well as punishing the guilty. The Fourth Amendment protects people from unreasonable searches and seizures. The Fifth Amendment protects people from self-incrimination and from double jeopardy (being tried twice for the same crime). The Sixth Amendment guarantees the right to legal counsel. The Eighth Amendment prohibits cruel and unusual punishment.

Equal Protection of the Law

Many forms of discrimination are illegal. The Declaration of Independence affirmed an ideal of American democracy when it stated “all men are created equal.” This statement does not mean that everyone is born with the same characteristics or will remain equal. Rather, the democratic ideals of equality means all people are entitled to equal rights and treatment before the law. The Supreme Court uses three tests—rational basis, suspect classifications, and fundamental rights—to determine violations of equal protection. *Brown v. Board of Education of Topeka* (1954) overruled the separate-but-equal doctrine. Civil rights movements throughout the 1960s and 1970s sought to end segregation and discrimination.

Challenges for Civil Liberties

Changing ideas, social conditions, and technology will always create new issues for civil liberties. Key issues today involve affirmative action, discrimination against women, the right to know about government actions, privacy, and the fight against terrorism. The affirmative action debate continues over whether minorities should be compensated for past injustices. Efforts to stop discrimination against women in employment, housing, and credit policies continue. Citizens’ right to know and right to privacy sometimes clash with government’s need for security and the need to protect society.

Political Parties

Political parties play a large role in the decisions made by government. In one-party systems, the party is the government. The decisions of party leaders set government policy. Two-party systems have two parties competing for power. Multiparty systems allow more than one political party. Several parties often combine forces to obtain a majority and form a coalition government.

In the United States in the late 1700s, two political parties—Federalists and Democratic-Republicans—formed, despite George Washington’s warnings. Before the Civil War, there were conflicts over issues such as slavery, which caused divisions within the nation’s political parties; the Democratic-Republicans split into Democrats and Whigs. After the Civil War, Republicans and Democrats emerged as the two dominant parties. Today, third parties continue to impact the political scene, despite obstacles presented by the two-party tradition.

Political parties are organized at the local, state, and national levels. Functions of political parties include recruiting candidates for public office, educating the public about issues, running and staffing the government, rewarding party loyalists with favors, watching over the party in power, and encouraging compromise and moderate government policies.

Party nominations are often hard-fought contests. Historically, individuals have sought nomination for public office in one of four ways: caucus, nominating convention, primary election, or petition. Though election laws vary greatly from state to state, all candidates have reached the ballot through one or more of these methods. *Caucuses* are a private meeting of party leaders, used early in our nation’s history and in some states today. *Nominating conventions* require an official public meeting of a party to choose candidates for office. *Primary elections* occur when party members select people to run in the general election; this method is most commonly used today. With *petitions*, the candidate is placed on the ballot if a certain number of voters signs a petition.

Interest Groups

An interest group is a group of people who share common goals and organize to influence government. Major categories of interest groups include business and labor groups, agricultural groups, environmental groups, public-interest groups, government groups, and professional associations. Most groups try to influence government policy by lobbying lawmakers, running publicity campaigns, and providing funds for candidates’ election campaigns.

Public Opinion

Every elected official wants to know what the public is thinking. Public opinion is considered the ideas and attitudes that a significant number of Americans hold about government and politics; factors such as family, schools, peer groups, economic and social status, the mass media, and government leaders shape one’s political beliefs. In America, most people fall into the categories of liberal, conservative, or moderate, depending on their basic beliefs about government and society. These categories affect citizens’ opinions on various issues. Officials measure public opinion by meeting with leaders of interest groups and talking with voters, as well as through scientific polling methods.

Mass Media

The mass media include all the means for communicating information to the general public. Traditionally there have been two types of mass media: print media such as daily newspapers and popular magazines, and the broadcast media for transmitting words, sounds, and images. The relationship between the media and U.S. government officials is complex. They need to work together, but their jobs often place them in adversarial positions. Politicians want to use the mass media to help them reach their goals, such as convincing the public that their policies are worthwhile and getting re-elected. Politicians also want the media to pass on their messages just as the politicians present them. The president interacts with media through news releases and briefings, press conferences, background stories, leaks, and media events. For Congress, media coverage focuses on confirmation hearings, oversight activities, and the personal business of members. The Supreme Court receives less media attention due to the remoteness of judges and the technical nature of their work. The Internet helps citizens to gather information about political issues and government services and to communicate with legislators and government leaders.

Despite the limitations on radio pirates, the mass media in the United States have more freedom than anywhere else in the world. Such freedom has given rise to many diverse avenues of expression. Internet communications and cable television are among the fastest-growing forums. Government regulations are aimed at providing order, fairness, and access to media. The First Amendment protects freedom of the press. The Federal Communications Commission (FCC) regulates media content and ownership. The Telecommunications Act of 1996 updated regulations on cost, competition, and program content. Debates continue over regulation of Internet content and e-commerce taxation.

Comparative Government and Politics

There are more than 190 countries in the world, and each country's history, culture, economic needs, natural resources, and geography shape its government. There are three basic types of government: long-standing democracies, nations in transition to democracy, and authoritarian governments. Democratic governments take several forms. One of the most widespread is parliamentary government. In this form of government, executive and legislative functions both reside in the elected assembly, or parliament. Often the parliament selects the leaders of the executive branch of government, who are known as the Cabinet. In presidential governments, the executive branch is separate from the legislative and judicial branches. In authoritarian governments, citizens lack most civil rights, human rights abuses occur, and government criticism is restricted.

Major Regime Types

Governments can be classified in many ways. The most time-honored systems come from the ideas of the ancient Greek philosopher Aristotle. It is based on a key question: Who governs the state? Under this system of classification, all governments belong to one of the following three major groups:

- **Autocracy:** A system of government in which the power and authority to rule are in the hands of a single individual. This is the oldest and one of the most common forms of government. Several forms of autocracy exist. One form is totalitarian dictatorship, in which the ideas of a single leader are glorified. The government seeks to control all aspects of social and economic life. Another form is a monarchy, in which a king, queen, or emperor exercises the supreme powers of government. Absolute monarchs have complete and unlimited power to rule their people. Today some countries have constitutional monarchs who share governmental powers with elected legislatures or serve mainly as the ceremonial leaders of their governments.
- **Oligarchy:** A system of government in which a small group holds power. The group derives its power from wealth, military power, social position, or a combination of these elements. Sometimes oligarchies claim they rule for the people, and they may have some type of legislature or national assembly elected by or representing the people. These legislatures, however, approve only policies and decisions already made by the leaders.
- **Democracy:** A system of government in which rule is by the people. The key idea is that the people hold sovereign power. Democracy may take one of two forms. One form is a direct democracy, in which the people govern themselves by voting on issues individually as citizens. Another form is a representative democracy, in which people elect representatives and give them the responsibility and power to make laws and conduct government. In a republic, voters are the source of the government's authority.

Foreign Policy

Foreign policy consists of the strategies and goals that guide a nation's relations with other countries and groups in the world. The specific strategies that make up U.S. foreign policy from year to year and even decade to decade change in response to changes in the international environment, such as the collapse of communism. However, the long-term goals of that policy remain constant, reflecting both the nation's ideals and its self-interest.

Until the late 1800s, the United States practiced isolationism, avoiding involvement in world affairs. With the outbreak of two world wars in the mid-1900s, the United States practiced internationalism, becoming more involved in world affairs. Today, the country practices interdependence, in which key foreign policy issues include global economy and global terrorism.

The powers of foreign policy lie in the hands of only a few people. The president serves as the head of state and the commander in chief of the armed forces. People such as the secretaries of state and defense and the national security adviser influence the president's foreign policy. Congress has the power to declare war and appropriate money; Senate ratifies treaties and confirms diplomatic appointments. It is the duty of the president and Congress to make American foreign policy. Appointed officials in the executive branch, however, carry out foreign policy on a day-to-day basis. Two departments in the executive branch are primarily responsible for foreign policy and for national security. The Department of State, one of the smallest Cabinet-level departments in terms of employees, carries out foreign policy. The State Department keeps the president informed on international issues, maintains diplomatic relations and negotiates treaties

with foreign governments, and protects the interests of Americans traveling abroad. The Department of Defense is the largest of all the executive departments both in terms of money spent and people employed. It looks after the national security of the United States by supervising the armed forces and assisting the president in carrying out the duties of commander in chief.

International Relations

International organizations play a key role in world politics. There are two types of such organizations:

- **Nongovernmental organizations (NGOs)** are made up of individuals and groups outside the scope of government. The International Red Cross is an example of an NGO. NGOs are funded largely by donations from private individuals and charitable foundations.
- **Intergovernmental organizations (IGOs)** are composed of members of national governments. The United Nations (UN) is the most significant example of an IGO with a global membership and mission. IGOs are created through agreements, usually treaties, negotiated by the member states. The powers of an IGO are established and limited by its members.

In today's interdependent world, citizens, national leaders, and officials in international organizations must increasingly band together to deal with global issues that affect a large part of the world's population and that cannot be solved by the actions of any single nation. Important global issues today include defeating terrorism, limiting the spread of nuclear weapons, promoting human rights, and protecting the environment.

Practice Multiple-Choice and Constructed-Response Questions

Directions: The following multiple-choice and constructed-response questions are similar to the Civics questions on Subset III of the CSET: Social Science. Use these questions to help you become familiar with the exam. The answer explanations follow the questions.

1. Which document suggested the legislative branch have a House of Representatives and a Senate?
 - A. The Commerce Compromise
 - B. The Connecticut Compromise
 - C. The New Jersey Plan
 - D. The Three-Fifths Compromise

2. The U.S. Constitution guarantees basic rights in the
 - A. Bill of Rights.
 - B. establishment clause.
 - C. Eighteenth Amendment.
 - D. libel laws.

3. The U.S. government, where the legislative, executive, and judicial branches co-exist independently but are subject to restraint and restrictions by one another is described as a system of
 - A. limited government.
 - B. constitutionalism.
 - C. judicial review.
 - D. checks and balances.

4. All of the following are reasons or concerns that cause people to join interest groups EXCEPT:
 - A. To help promote an individual's economic self-interests
 - B. The pressure of mass media
 - C. Because a group shares an individual's beliefs, values, or attitudes
 - D. Social reasons

5. In *Marbury v. Madison* (1803), Chief Justice Marshall wrote the majority decision which in part asserted, "it is emphatically the province and duty of the judicial department to say what the law is If two laws conflict with each other, the courts must decide on the operation of each." This principle is called
 - A. constitutionalism.
 - B. federalism.
 - C. judicial review.
 - D. judicial restraint.

6. How does the winner-take-all system of the Electoral College operate?
 - A. The electors pledge to vote for a particular presidential candidate.
 - B. The candidate who loses the states' popular vote still wins the electoral votes if the candidate is from that state.
 - C. The candidate who wins the most votes wins the election.
 - D. The candidate who wins the most popular votes in a state wins all of that state's electoral votes.

7. Why does the Tenth Amendment use the term “reserved” to describe the powers that belong to the people and the states?
- A. Those are the powers that are indirectly stated for the people and the states.
 - B. Those are the powers that are given to the people and the states simply because they are the people and the states.
 - C. Those are the powers that are set aside for the people and the states.
 - D. Those are the powers that are directly stated to be for the people and the states.
8. The U.S. Constitution prohibits the government from restricting what can be written *before* it is written. This concept is known as
- A. prior restraint.
 - B. libel.
 - C. fairness doctrine.
 - D. equal time doctrine.
9. One way to ratify an amendment to the U.S. Constitution is for
- A. a majority of Americans to vote for an amendment.
 - B. a majority of members of Congress to pass it.
 - C. Congress to call a convention at the request of three-fourths of the states.
 - D. legislatures in three-fourths of the states to approve the amendment.
10. All of the following issues have come before the U.S. Supreme Court in the area of religion EXCEPT:
- A. The teaching of the theory of evolution
 - B. The refusal of students to recite the Pledge of Allegiance
 - C. State aid to parochial schools
 - D. Christmas displays in public places
11. The birth of America’s two major political parties was mainly a result of
- A. the dispute over the issue of slavery.
 - B. the decision to fight the War of 1812.
 - C. the ratification process of the U.S. Constitution.
 - D. the battles between liberals and conservatives at the beginning of the twentieth century.
12. The form of government in which the leader of a political party serves as the head of government for as long as his party holds a majority in the legislative branch is called
- A. a dictatorship.
 - B. a representative democracy.
 - C. a parliamentary government.
 - D. a unitary government.
13. The so-called “wall of separation of church and state” provided for in the First Amendment to the U.S. Constitution is set forth in
- A. the Establishment Clause.
 - B. the Free Exercise Clause.
 - C. the Confidentiality Clause.
 - D. the Due Process Clause.

Answer Explanations

1. **B.** The Commerce Compromise established limits on Congress's power to tax exported goods from individual states, so answer A can be eliminated. The New Jersey Plan called for government based on keeping the major feature of the Articles of Confederation—a unicameral legislature, with one vote for each state, so you can rule out C. The Three-Fifths Compromise settled a disagreement over how to determine how many representatives each state would have in the House, so D is not the correct answer. The Connecticut Compromise suggested that the legislative branch have two parts, so B is the correct answer.
2. **A.** The establishment clause is one part of the First Amendment's guarantee of freedom of religion. The Eighteenth Amendment instituted Prohibition. Libel laws deal with what is permissible in regard to criticism or condemnation in printed material. The Bill of Rights—Amendments One through Ten—guarantee basic rights.
3. **D.** Limited government is a philosophy of government whereby the government has restricted powers; constitutionalism describes a system of government adhering to principles contained in a constitution; judicial review is a term describing the power of the courts to review actions taken by other branches of government. The U.S. Constitution was designed so that each branch had its separate powers, but was also subject to limits on its powers by the powers of one or another of the branches. This is commonly referred to as a system of checks and balances, so D is the correct answer.
4. **B.** Choices A, C, and D are all reasons that might cause people to join interest groups—while the pressure of mass media is not likely to be such a reason.
5. **C.** Constitutionalism is a system of government relying on principles set down in a written constitution. Federalism is a form of government where power is distributed between a central authority and its constituent units, such as state and local governments. Judicial restraint is a philosophy where the judiciary is responsible for interpreting laws, not making or setting the laws. So the correct choice is C, judicial review. This principle which the U.S. Supreme Court put forth for the first time in *Marbury v. Madison*, gave the federal courts the power to interpret the laws passed by the legislative branch and rule on their constitutionality.
6. **D.** Choice A does not explain the winner-take-all system, choice C is too vague, and choice B is incorrect. Choice D correctly explains the winner-take-all system.
7. **C.** Expressed powers are powers that are delegated to the national government and directly stated in the Constitution. Implied powers are powers that are not expressly stated but are reasonably implied by those powers that are. Inherent powers are powers that belong to the national government simply because sovereign governments have always possessed them. Reserved means “set aside,” so reserved powers are powers that are set aside and belong strictly to the states. So, the correct answer is C.
8. **A.** Libel is a written defamation against a person or institution. Both the fairness doctrine and the equal time doctrine concern guidelines set down by the Federal Communications Commission in regard to equal access to the media. The U.S. Constitution forbids prior restraint, or restricting what can be written before its publication. So, the correct answer is A.
9. **D.** When an amendment is proposed, Congress chooses one of two methods for states to approve it. One way is for legislatures in three-fourths of the states to ratify the amendment. The other is for each state to call a special ratifying convention. The amendment becomes part of the Constitution when three-fourths of these conventions approve it. Therefore the correct answer is D.
10. **B.** Remember, you're looking for the *exception* here, and whether students recite the Pledge of Allegiance is an issue that falls under freedom of speech—not religion. The other three choices all involve religious issues.
11. **C.** America's political parties were basically born at the time the U.S. Constitution was written and then later ratified. Choices A, B, and D all describe events that occurred many years after that. The disagreements over the ratification of the Constitution between the Federalists and the Anti-Federalists led to the birth of America's political parties, later called Republicans and Democrats. So, the correct answer is C.

- 12. C.** A dictatorship is a government where power is held by one person or a small group. A representative democracy is a government where the people elect a small number of representatives to govern for them. A unitary government is one where all of the powers of the government belong to a central authority. A parliamentary government is one where the leader of the majority party in parliament is the head of the government—as long as that party controls parliament. So, C is the correct answer.
- 13. A.** Choices B and C are not clauses within the U.S. Constitution. Choice D is part of the Fourteenth Amendment and concerns a person’s guarantee to a fair trial in state courts. The part of the First Amendment that reads “Congress shall make no law respecting an establishment of religion”—known as the Establishment Clause—created, in Thomas Jefferson’s words, “a wall of separation between church and state.” So, choice A is the correct answer.
- 14.** The Court in 1896 seemed to hold the view that segregation was not the cause of African-Americans’ feelings of inferiority; if they felt so, it was not the place of the Constitution or the U.S. government to remedy the situation. The 1954 Court seemed to view segregation as the cause of a feeling of inferiority among African-Americans, and believed that such a situation was intolerable—and unconstitutional.

During the first half of the twentieth century, African-Americans made a few strides in integrating into white American society, but still had not achieved equal status in many areas. One of these key areas was in education, where many African-American students were subject to inadequate facilities, inexperienced teachers, and poorly funded school districts. By 1954, after such seminal events as African-Americans breaking the color barrier in major league baseball and becoming integrated in the U.S. armed forces, it was evident that Americans could no longer deny African-Americans an equal opportunity for a good education.

Economics

The following topics are covered in the Economics portion of the test:

- Microeconomics I: supply and demand
- Microeconomics II: marketing
- Macroeconomics I: institutions
- Macroeconomics II: policies
- International and global economies

Microeconomics I: Supply and Demand

Microeconomics is the branch of economics that deals with the specific factors that affect an economy, such as how particular products are marketed or the behavior of individual consumers. Consumers base their decisions to buy goods and services on anticipated satisfaction, price, and their incomes. Businesses set prices according to the profit desired, the demand anticipated, and the competition expected.

Demand

Demand represents a consumer's willingness and ability to pay for products or services. The *law of demand* states that as price goes up, quantity demanded goes down; as price goes down, quantity demanded goes up. Factors explaining the inverse relationship between quantity demanded and price include the real income effect, the substitution effect, and diminishing marginal utility—or how one's additional satisfaction for a product lessens with each additional purchase of it.

The Demand Curve and Elasticity of Demand

The downward-sloping demand curve signifies that as the price falls, the quantity demanded increases. Changes in population, income, tastes and preferences, and the existence of substitutes, or complementary goods, affect demand. The price elasticity of demand is a measure of how much consumers respond to a price change. If a small change in price causes a large change in quantity demanded, the demand for that product is said to be elastic. If a price change does not result in much of a change in the quantity demanded, that demand is considered inelastic.

The Law of Supply and the Supply Curve

The *law of supply* states as the price rises for a product, the quantity supplied also rises. As the price falls, the quantity supplied falls. The upward-sloping supply curve shows this direct relationship between quantity supplied and price. Four factors determine supply in a market economy: the price of inputs, the number of firms in the industry, taxes, and technology.

Putting Supply and Demand Together

In a free-enterprise economy, prices serve as signals to producers and consumers. The point at which the quantity demanded and the quantity supplied meet is called the *equilibrium price*. A shortage causes prices to rise, signaling producers to produce more and consumers to purchase less. A surplus causes prices to drop, signaling producers to produce less and consumers to purchase more. A price ceiling, which prevents prices from going above a specified amount, often leads to shortages and black market activities. A price floor prevents prices such as a minimum wage from dropping too low.

Microeconomics II: Marketing

Economists classify markets according to conditions that prevail in them. They ask questions such as: How many buyers and suppliers are there? How large are they? Does either have any influence over price? How much competition exists between firms? What kind of product is involved—is everyone trading the exact same product, or are they simply similar? Is it easy or difficult for new firms to enter the market? The answers to these questions help determine market structure, or the nature and degree of competition among firms operating in the same industry.

Competition and Market Structures

Perfect competition is a market structure with large numbers of buyers and sellers, identical economic products, independent action by buyers and sellers, reasonably well-informed participants, and freedom for firms to enter or leave the market. Perfect competition is a largely theoretical situation used as a benchmark to evaluate other market structures. Market situations lacking one or more of these conditions are called imperfect competition. Monopolistic competition has all the characteristics of perfect competition except for identical products. An oligopoly is a market structure dominated by a few very large firms in which the actions by one affect the welfare of others. The monopolist is a single producer with the most control over supply and price. Various forms of monopoly include the natural monopoly, the geographic monopoly, the technological monopoly, and the government monopoly. All private firms, regardless of market structure, maximize profits by producing at the level of output where marginal cost is equal to marginal revenue.

Market Failures

A market failure is a market where any of the requirements for a competitive market—adequate competition, knowledge of prices and opportunities, mobility of resources, or competitive profits—are lacking. Market failures occur when sizable deviations from one or more of the conditions required for perfect competition take place. Three of the five common market failures include inadequate competition, inadequate information, and resource immobility. Externalities, or economic side effects to third parties, are a fourth market failure. A negative externality is a harmful side effect and a positive externality is a beneficial side effect. Externalities are regarded as market failures because they are not reflected in the market prices of the activities that caused the side effects. Another form of market failure shows up in the need for public goods, where a market economy fails to provide public goods such as national defense and public education because it produces only those items that can be withheld if people refuse to pay for them.

The Role of Government

The Sherman Antitrust Act of 1890 was enacted to prohibit trusts, monopolies, and other arrangements that restrain competition. The Clayton Antitrust Act was passed in 1914 to outlaw price discrimination. The Robinson-Patman Act of 1936 was passed to strengthen the price discrimination provisions of the Clayton Antitrust Act. Public disclosure is used as a tool to promote competition. Any corporation that sells its stock publicly is required to supply periodic financial reports to both its investors and to the Securities and Exchange Commission (SEC). Banks are covered by additional disclosure laws and report to various federal agencies. Today, government takes part in economic affairs to promote and encourage competition. As a result, the modern economy is a mixture of different market structures, different forms of business organizations, and some degree of government regulation.

The Changing Role of Marketing

Marketing involves all of the activities needed to move goods and services from the producer to the consumer. In today's economy, marketing's sole purpose is to convince consumers that a certain product or service will add to their utility. Utility—the ability of any good or service to satisfy consumer wants—can be divided into four major types: form utility, place utility, time utility, and ownership utility. Through market research a company gathers, records, and analyzes data about the types of goods and services that people want. The first step in market research is performing a market survey. Before offering a product for national distribution, market researchers will often test-market a product.

The Marketing Mix

A marketing plan combines the “four Ps” of marketing: product, price, place, and promotion. *Product* means determining what services to offer with the product, how to package it, and what kind of product identification to use. In setting a *price*, a company has to consider the costs of producing, advertising, selling, and distributing, as well as the amount of profit it hopes to make. *Place* means determining where a product should be sold (such as through the mail, by telephone, in specialty shops, in department stores, in supermarkets, or on the Internet). *Promotion* is the use of advertising and other methods to inform consumers that a new product is currently available and to convince them to buy it.

Distribution Channels

Deciding what channels of distribution to use is another function of marketing. Businesses that purchase large quantities of goods from producers for resale to other businesses are called *wholesalers*. Businesses that sell consumer goods directly to the public are *retailers*. In the last 10 to 15 years, distribution channels have expanded due to the growth of club warehouse stores and direct marketing, including catalog shopping and e-commerce.

Poverty and the Distribution of Income

The distribution of income is measured by ranking family incomes from lowest to highest and then dividing the ranking into quintiles. The income earned by each quintile is then compared to other quintiles. The Lorenz curve shows that incomes are not evenly distributed, and that they are becoming less equal. Factors accounting for the unequal distribution of income include educational levels, wealth, discrimination, ability, and monopoly power. Poverty is determined by comparing the amount of income earned by families to measures called the *poverty guidelines*. The growing income gap is due to the increased importance of the service industry, the widening workers' skills gap, the decline of union influence, and the changing composition of the American family.

Macroeconomics I: Institutions

Macroeconomics is the branch of economics that deals with the economy as a whole, including employment, gross domestic product, inflation, economic growth, and the distribution of income. Macroeconomics operates on the level of huge aggregates like national production, employment, and the money supply.

Business Cycles and Fluctuations

Business cycles are systematic increases and decreases in real gross domestic product (GDP); unsystematic changes are business fluctuations. The two phases of the cycle are recession and expansion; a peak is when the expansion ends, while a trough is when the recession ends. The Great Depression of the 1930s was the worst economic decline in U.S. history; income distribution inequalities, risky credit practices, weak international economic conditions, and tariff wars all contributed to the Depression. Several short, mild recessions have occurred since World War II. Business cycles are caused by changes in capital and inventory spending by businesses, stimuli supplied by innovations and imitations, monetary factors, and external shocks. Econometric models and the index of leading indicators are used to predict changes in future economic activity.

Unemployment

Unemployed persons are identified monthly by the Census Bureau. The number of unemployed is divided by the civilian labor force to arrive at the unemployment rate. The unemployment rate does not count dropouts (people who have become too frustrated or discouraged to look for work), nor does it distinguish between full- and part-time employment.

There are several different forms of unemployment:

- *Frictional* unemployment is caused by workers changing jobs or waiting to go to new ones.
- *Structural* unemployment is caused by a fundamental change in the economy that reduces the demand for some workers.

- *Cyclical* unemployment is caused by swings in the business cycle.
- *Seasonal* unemployment is caused by changes in the weather or other conditions that prevail at certain times of the year.
- *Technological* unemployment is caused by technological developments or automation that make some workers' skills obsolete.

Inflation

Inflation is the rate of change in the price level as measured by the consumer price index (CPI). Terms used to describe the severity of inflation are *creeping inflation*, a relatively low rate of inflation, usually 1 to 3 percent annually; *galloping inflation*, a relatively intense inflation, usually ranging from 100 to 300 percent annually; and *hyperinflation*, the last stage of a monetary collapse, an abnormal inflation in excess of 500 percent per year. Generous credit conditions and excessive growth of the money supply allow demand-pull, deficit spending, cost-push, and wage-price spiral inflation to take place. Inflation erodes the value of the dollar, makes life difficult for people on fixed incomes, changes the spending habits of consumers and businesses, and alters the distribution of income in favor of debtors.

Macroeconomics II: Policies

A growing economy means an expanding economy, one that continues to provide more people with what they need. The nation's economic growth is the key to a better future for everyone. To stimulate the nation's overall economic growth, macroeconomic policies are used.

Measuring the Nation's Output

Gross domestic product (GDP) is the most complete measure of total output. GDP excludes intermediate goods and secondhand sales, nonmarket activities, and unreported activities in the underground economy. Gross national product (GNP) is the measure of the total income received by American citizens, regardless of where their productive resources are located. Other measures of income are net nation product, national income, personal income, and disposable personal income, which appears as the take-home pay on paychecks. The four sectors of the macro economy are the consumer (C), investment (I), government (G), and foreign sectors (F). The output-expenditure model, $GDP = C + I + G + F$, is used to show how GDP is consumed by the four sectors of the economy.

GDP and Changes in the Price Level

A price index tracks price changes over time and can be used to remove the distortions of inflation from other statistics. The price index is computed by dividing the latest prices of the market basket items (a representative collection of goods and services used to compile a price index) by the base-year prices and then multiplying by 100. Three popular indices are the consumer price index, the producer price index, and the implicit GDP price deflator. Current GDP is converted to real GDP, or constant dollar GDP, by dividing the unadjusted number by the price index and then multiplying by 100.

GDP and Population

The rate at which population grows influences GDP and economic growth in several ways. First, for an economy to grow, its factors of production must also grow or become more productive. One of the factors of production, labor, is closely tied to the size of the population. Second, changes in population can distort some macroeconomic measures such as GDP and GNP, which is why they are often expressed on a per-capital, or per-person, basis. If a nation's population grows faster than its output, per-capital output falls and the country could end up with more mouths than it can feed. Or, if a nation's population grows too slowly, there may not be enough workers to sustain economic growth. Population growth also affects the quality of life, especially in fast-growing cities such as Atlanta, Georgia.

The study of population involves more than a simple total of people. The annual population growth in the United States was more than 3 percent until the Civil War, but it has declined steadily to the point where it is now about 0.9 percent annually. The factors that contribute to changing populations are the fertility rate (the number of births that 1,000 women are expected to undergo in their lifetime), life expectancy (the average remaining life span in years for persons who reach a given age), and net immigration (the net population change after accounting for those who leave as well as enter a country). Projections by age and sex show the continuing influence of the baby boom, which will ultimately increase the dependency ratio. The racial and ethnic mix will change with population gains by Asian Americans, Hispanic Americans, and African Americans, so that the white component of the population will be a bare majority by the middle of the next century.

Economic Growth

Because of changes in population, long-term economic growth is usually measured in terms of real GDP per capita. Economic growth is important because it raises the standard of living, increases the tax base, increases employment, and helps the economies of other nations. Economic growth requires an ample supply of productive resources, especially entrepreneurs, to organize production and make the economy grow. When labor productivity is increasing, it helps in raising economic growth and improving living standards.

The Functions and Characteristics of Money

Money has three functions. It can be used as a medium of exchange, a unit of accounting, and a store of value. Anything serving as money must be durable, portable, divisible, stable in value, scarce, and accepted as a medium of exchange in payment for debts. Money that has an alternative use as a commodity—cattle, gems, and tobacco, for example—is considered commodity money. Money that is backed by—or can be exchanged for—gold or silver is known as representative money. Today all United States money is fiat money, or legal tender.

History of American Money and Banking

Throughout American history, people have used commodity money, European coins, privately printed banknotes, and many other forms of notes. To control the amount of money in circulation, Congress established the Federal Reserve System in 1913. It serves as the nation's central bank. In 1914 the system began issuing paper money called Federal Reserve notes, which soon became the major form of currency. The Constitution of the United States gave Congress the power to mint coins. It was not until the Civil War that the government set up a safe, uniform currency. In 1934 the nation switched from a gold standard to a fiat money standard. Electronic funds transfer has revolutionized the banking industry, with customers using automated teller machines (ATMs) and even the Internet to do their banking.

Types of Money in the United States

Money today consists of more than just currency. It also includes deposits in checking accounts as well as debit cards and near moneys (assets such as savings accounts that can be turned into money relatively easily and without the risk of loss of value). Economists measure the amount of money in the economy by adding up M1—currency, all checkable deposits, and traveler's checks. Then they calculate M2—all the items in M1 plus savings deposits, time deposits, small-denomination certificates of deposit, and other account balances.

International and Global Economies

International trade allows nations to specialize, increase the productivity of their resources, and obtain more goods and services. Nations, like individuals and regions of a nation, can gain by specializing in products they can produce efficiently and by trading for goods they cannot produce as efficiently. In order to accomplish economic development, the nations of the world have to overcome the problems that hinder their economic growth, and they must use their resources effectively. Although developing countries are working to increase their production and raise the standard of living of their people, they still face many challenges that may prevent them from reaching their potential, but advances in technology may help.

Characteristics of Developing Nations

Developing nations are those with less industrial development and a relatively low standard of living. Five characteristics of developing nations include a low GDP, an economy based on subsistence agriculture, poor health conditions (including a high infant mortality rate), a low literacy rate, and rapid population growth. Many developing nations have governments that do not support private property rights.

The Process of Economic Development

The three stages of economic development are the agricultural stage, the manufacturing stage, and the service sector stage. A basic problem for developing nations is how to finance the equipment and training necessary to improve their standard of living. Developing nations receive financing through foreign investment and foreign aid. Foreign aid can be given in the form of economic assistance, technical assistance, and/or military assistance. International agencies, including the World Bank and the International Monetary Fund, channel funds to developing nations. Developed countries provide foreign aid for humanitarian, economic, political, and military reasons.

Obstacles to Growth in Developing Nations

Four obstacles hamper economic growth in developing nations: traditional attitudes and beliefs, continued rapid population growth, a misuse of resources (including capital flight—the legal or illegal export of currency or money capital from a nation by that nation’s leaders), and trade restrictions. The economic failure of Indonesia highlights some of the problems associated with rapid economic growth—lack of a national identity, massive government corruption and bureaucracies, reliance on a single product, and government interference in trade.

Industrialization and the Future

There are four problems of rapid industrialization: unwise investments, not enough time to adapt to new patterns of living and working, use of inappropriate technology, and inadequate time to move through the stages of development. Factors that spur economic growth include trade with the outside world, an appropriate incentive structure, a supportive political structure, managing natural resources, and reduced population growth. Developing countries can get out of the vicious cycle of poverty if their political system rewards entrepreneurs and promotes private property rights.

The Growth of E-Commerce

Numbers, also called digits, are so vital to our lives today that people have labeled our era “the digital age.” Microchips in a network of interconnected computers are changing how people communicate, produce, consume, educate, and entertain themselves. Some economists believe we have entered the age of cybernomics—economics driven by a huge digital machine, the Internet. Websites connecting businesses, private organizations, government offices, and educational institutions make locating information and global communication extraordinarily easy. The Internet provides businesses in particular with the opportunity to directly reach suppliers and consumers. E-commerce is expanding rapidly, affecting both business-to-business relationships and consumers. In this new world of cybernomics, the buyer is the ruler. If one seller cannot deliver a superior product at a competitive price in real time, another seller will. Marketers can now track purchases electronically and organize cybercommunities of people whose needs they serve.

A New Economy?

The Information Age may be as significant as the Industrial Revolution was in affecting human society. The knowledge economy includes communications technology, intellectual property, and stored data. Some economists believe that new concepts are needed to explain how the knowledge economy differs from earlier economic concepts and principles. Most economists agree that innovation stimulates economic growth cycles.

Issues in Cybernomics

Cybernomics has raised important issues. Decisions being made by policy makers today will help determine our economic future. Among the important issues today are ensuring safe Internet trade, securing intellectual property rights, protecting consumer privacy, and helping developing nations catch up with the rapidly changing global economy. Communications technology provides access to knowledge and distance education, but we must make wise choices that help create a better economic future.

Practice Multiple-Choice and Constructed-Response Questions

Directions: The following multiple-choice and constructed-response questions are similar to the Economics questions on Subset III of the CSET: Social Science. Use these questions to help you become familiar with the exam. The answer explanations follow the questions.

1. A principle illustrating that a given change in price causes a relatively large change in the quantity demanded is
 - A. elastic demand.
 - B. law of demand.
 - C. demand curve.
 - D. change in demand.

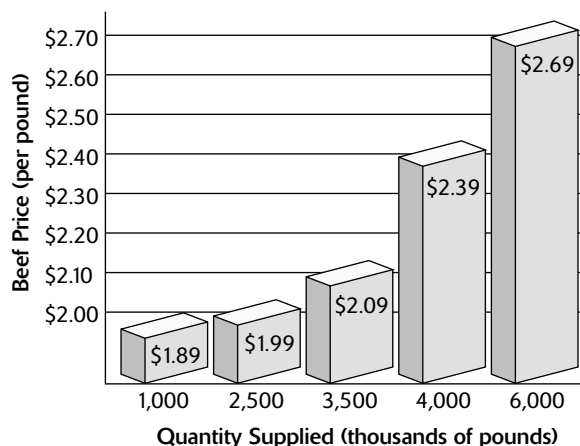
2. All of the following are factors that are essential for economic growth EXCEPT:
 - A. Quantity and quality of land
 - B. Labor
 - C. Standard of living
 - D. Entrepreneurs

3. What is the fundamental problem of economics?
 - A. Scarcity
 - B. Capital
 - C. The factors of production
 - D. Labor

4. The National Council on Economics Education recommends that the last step in economic decision-making should be to
 - A. determine the personal or broad social goals to be obtained.
 - B. select the economic concepts needed to understand the problem and use them to appraise the merits of each decision.
 - C. decide which alternative leads to the attainment of the most goals or the most important goal.
 - D. state the problem or issue.

5. An I.O.U. that you draft and give to a friend in payment of a debt is an example of a financial asset. Why is this so?
 - A. It is a way to save money.
 - B. It shows that your property has value.
 - C. It is a way to transfer savings to an investor.
 - D. It indicates that the friend has a claim on your property or income.

6. Study the following graph and then answer the question.



What can you infer as the cause-and-effect relationship here?

- A. More beef production can provide citizens with money.
- B. Rising prices cause producers to supply more beef.
- C. More people can be hired for the beef production.
- D. Rising prices mean there will not be as much beef available.

7. Read the following excerpt, then answer the question.

“Henry Ford introduced the first moving assembly line in 1913 at his Model T plant in Highland Park, Michigan. Different conveyor systems carried subcomponents to the main assembly line in a finely orchestrated manner. Before the advent of the assembly line, a Model T took more than 12 hours to produce and cost \$950. By 1927, after numerous refinements, Model Ts were being turned out in less than half that time, with a price tag of \$290 apiece.”

Business Week: “100 Years of Innovation,” summer 1999

What generalization can you make based on the information in this excerpt?

- A. Henry Ford was a man ahead of his time.
- B. The assembly line greatly reduced the time and cost of making Model T Fords.
- C. The conveyor systems improved over time.
- D. Other cars should be built on an assembly line.

8. Money should be durable and divisible. Money should also have all of the following characteristics EXCEPT:

- A. It should be portable.
- B. It should be able to be spent immediately.
- C. It should be stable in value.
- D. It should be scarce.

9. Compare the type of planning used in a decentralized capitalist system with that used in a socialist command system.

[illegible]

- 10.** Developed countries gave much foreign aid to Russia during the 1990s. Developing countries face problems surrounding the difficulty of using foreign aid wisely. Make a list of and discuss the obstacles that Russia faces in putting to good use the foreign aid it receives.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Answer Explanations

1. **A.** For this question, you must know the definitions of the terms in the answer choices. The law of demand states that more will be demanded at lower prices and less at higher prices. The demand curve is a graph that shows the quantity demanded at all possible prices in the market at a given time. A change in demand is a principle illustrating that consumers demand different amounts at every price, causing the demand curve to shift to the left or the right. Elastic demand is a principle illustrating that a given change in price causes a relatively large change in the quantity demanded. So, A is the correct answer.
2. **C.** Here you are looking for the exception. The following factors are important to economic growth: land, capital, labor, and entrepreneurs. Standard of living—the quality of life based on the possession of necessities and luxuries that make life easier—is a major feature of a free-enterprise economy, but it is not a factor in economic *growth*. Therefore, the correct answer is C, standard of living.
3. **A.** To answer this question, you will need to know what all these terms mean, and then determine which is the fundamental problem of economics. Scarcity is the condition that results from society not having enough resources to produce all the things people would like to have. Capital refers to the tools, equipment, machinery, and factories used in the production of goods and services. The factors of production, or resources required to produce the things we would like to have, are land, capital, labor, and entrepreneurs. Labor refers to the people with all their efforts, abilities, and skills. The fundamental problem of economics is scarcity—the condition that results from society not having enough resources to produce all the things people would like to have. Therefore, the correct answer is A.
4. **C.** The National Council on Economic Education, an organization dedicated to the improvement of economic literacy in the United States, recommends five steps in economic decision making: 1) state the problem or issue; 2) determine the personal or broad social goals to be attained; 3) consider the principal alternative means of achieving the goals; 4) select the economic concepts needed to understand the problem and use them to appraise the merits of each alternative; and 5) decide which alternative best leads to the attainment of the most goals or the most important goals. Thus, C is the correct answer.
5. **D.** Remember, in the CSET, you are looking for the answer that *best* answers the question. All of the choices offered are characteristics of financial assets, but you need to find the answer that explains how an I.O.U. is an example of a financial asset. An I.O.U. indicates that your friend has a claim on your property or income, so the correct answer is D.
6. **B.** You must study the graph and understand cause and effect and supply and demand in order to answer this question. The rising prices, as shown in the graph, cause producers to supply more beef, so B is the best answer.
7. **C.** This question is asking for a generalization based on the information in the excerpt, so be sure you use the information in the excerpt. Choices A and D are both opinions, and may be popular opinions, based on the information and the history. However, neither one is actually presented in the reading. Choice C is also not presented in the reading, and is a bit of guess, not based on information. The reading tells you that it used to take 12 hours and cost \$950 to produce a car, but it eventually took less than six hours and cost \$290, so the *best* generalization *based on the information in the reading* is that the assembly line greatly reduced the time and money it took to produce a car. So choice C is the correct answer.
8. **B.** You are looking for the one answer choice that is NOT a characteristic of money. Money today consists of more than just currency. It also includes deposits in checking accounts as well as debit cards and near moneys (assets such as savings accounts that can be turned into money relatively easily and without the risk of loss of value). Anything serving as money must be durable, portable, divisible, stable in value, scarce, and accepted as a medium of exchange in payment for debts. So, the only choice not named in this list of characteristics is B, the ability to be spent immediately.
9. In a decentralized capitalist system, private firms, individuals, and elected government representatives undertake planning, which is built around the price system. In a socialist command system, central planners make all economic decisions.

- 10.** Answers should reflect an understanding of the obstacles to economic growth and the problems that can result from rapid industrialization. There are four obstacles to economic growth: attitudes and beliefs, continued rapid population growth, misuse of resources, and trade restrictions. One obstacle to economic growth resides in people's attitudes and beliefs, which are usually slow to change. In many developing nations, people live and work much as their ancestors did hundreds of years before, and innovation is often viewed with suspicion. Another obstacle is continued rapid population growth. A high population growth rate may reduce the rate of growth of a nation's standard of living. Development in some nations has been slowed by the misuse of resources—giving aid to one need as opposed to another—another obstacle to economic growth. The final obstacle is trade restrictions. To develop domestic industries, many developing nations have used import restrictions such as quotas and tariffs. These trade restrictions prevent consumers from purchasing cheaper foreign substitutes.

There are also four problems of rapid industrialization: unwise investments, not adapting to change, using inappropriate technology, and rushing through the stages of development. Some developing nations have invested in steel factories and automobile plants. These nations do not necessarily have a comparative advantage in producing steel or automobiles, however. As a result, the people in these nations are worse off. Citizens receive less economic value from their resources than they would have received from other investments. A second obstacle is not adapting to change. Rapid economic change can be harmful if a nation's population does not have time to adapt to new patterns of living and working. Using inappropriate technology is another obstacle. Industrialization and balanced growth requires appropriate, or suitable, technology for a culture. Finally, rushing through the stages of development is not as beneficial as when industrialization comes about naturally. Time allows nations to adapt successfully to one stage of development before moving on to the next. Gradually, the developing nation increases its income and savings and its number of skilled and educated workers. Economic conditions reach the point where businesspeople freely decide to build factories instead of increasing farm output.

California History

The following topics are covered in the California History portion of the test:

- Physical geography of California
- Native American peoples
- Spanish exploration and colonization
- Establishment of missions, presidios, and pueblos
- Mexican rule and the Mexican-American War
- The discovery of gold
- The Golden State and the railroads
- The Progressive Era and new economic growth
- The Depression and postwar expansion
- Progress and problems in recent years

Physical Geography of California

In sheer physical terms, California is a state of extremes. It contains a greater variety of geographical regions, landforms, and climates than any comparable area in the United States. It stretches 825 miles, from its northwest corner on the Pacific Ocean to its southeast corner at the junction of the Gila and Colorado rivers. Its highest elevation—14,495 feet at the peak of Mount Whitney—and its lowest point—282 feet below sea level at Death Valley—are only some 50 miles apart in Inyo county.

The state contains several mountain ranges, including the Klamath and Cascade mountains at its northern boundary; the Coastal Mountains on the west; to the east, the Sierra Nevadas, the state's largest mountain range, extending 400 miles through the Sacramento and San Joaquin valleys; and finally, east of the Sierra Nevadas, the mountains of the Great Basin, bounded on the south by the Mojave Desert.

The state's climates vary as much as its physical regions. Mild and temperate conditions can be found along the coast; heavy snows occur in the high mountain ranges; in the valleys, there are great variations in temperature and humidity; and extremely arid conditions, as well as wide temperature fluctuations, exist in the desert.

Native American Peoples

The Native Americans who first settled in present-day California were descendants of those Asian peoples who thousands of years ago traveled across the Bering Straits to Alaska over the now-gone land bridge that allowed many other settlers to come to the American continent. Thousands of the men and women who came here spread out across the American continent to form the various nations and tribes that the first European settlers named "Indians." Those who remained in California were isolated from these early settlers by the large mountain ranges in the region, and consequently developed different cultures and languages. In addition, California's rugged physical landscape, with its mountain ranges and deserts, kept these indigenous peoples apart from each other. They often lived in isolated areas, in large families or clans, with little tribal political structure, unlike the tribes and nations that developed in other areas of the present-day United States.

The original Californians were a very diverse population; language differences created more than 100 distinct dialects. Some of the tribes included the Modoc, Maidu, Mojave, Yokuts, Pomo, Paiute, Cahuilleno, and Karok. For the most part these tribes enjoyed a peaceful existence, and once again geographical limitations were influential, prohibiting large-scale warfare. California's arid conditions during growing season meant that many of these tribes could not rely on agriculture as a livelihood. However, other favorable conditions, such as a gentle climate and rich soil, allowed these

Native Americans to subsist by harvesting and processing wild nuts and berries, and by capturing the plentiful fish that lived in many streams. The acorn, which was gathered in season and stored, and then later leached of its toxic acids and turned into a fine yellow meal, was the main diet of most of these indigenous peoples. In fact, the intensity with which these Native Americans went about gathering nuts from the ground and digging up nutritious roots led the first European settlers to encounter them to give them the nickname “Diggers.” In addition, this belief that these Native Americans lived only by grubbing for roots, led many chroniclers of this era to report that California Indians were the laziest and most primitive in North America. This view has changed over time, however, because anthropologists and historians realized that they just appeared lazy because they only performed tasks necessary for them to survive and prosper.

The houses of these first Californians were quite simple; many of the tribes in the southern part of the region slept out in the open during much of the year. A typical dwelling was made in a conical shape of poles and banked with earth; it also contained an opening for smoke to escape. Some tribes lived in semi-underground houses, where the upper portions were covered with earth. Inside, the natives slept on beds made of rush mats. Common household utensils were stone mortars for grinding seeds, horn and shell knives and spoons, and nets of vegetable fiber. Tribal members also made use of many different kinds of baskets, since basket making became a highly developed art among these native groups.

These various groups that came to California made an impressive adaptation to the region’s widely varied geography and climate, and became a healthy, substantial population. When the Europeans first came to California the native population was estimated to be as many as 300,000—about 13 percent of the indigenous peoples of North America.

Spanish Exploration and Colonization

The first Europeans to come into contact with the native peoples of California were the Spanish explorers who had conquered Mexico in the early 1500s. In the 1530s, Hernán Cortés, who defeated the Aztecs and claimed Mexico for Spain in 1521, sent several expeditions north along the west coast of Mexico up to Baja (lower) California. In 1535, Cortés personally led an expedition from Acapulco north to the peninsula of Baja California, and on the shores of the Bay of LaPaz, he founded a base for future explorations. The Spanish found the land dry and sterile; however, the surrounding waters contained a valuable resource—pearls. This colonial outpost, abandoned a year later, was the first European settlement in “the Californias.” In 1542, the Spaniards made their first journey to Alta (upper) California, when Juan Rodríguez Cabrillo’s expedition of that year landed as far north as present-day Santa Barbara. While the Spanish had a continuing interest in exploring and settling the region, more than two hundred years would pass before they made a determined effort to colonize those coastal areas Cabrillo claimed for the Spanish crown.

The Spanish interest in the area was strong, for several reasons. They hoped that gold might be discovered there, or that a sizable profit could be made from other natural resources. There was also the legend of the Straits of Anián, the Northwest Passage that was supposed to be a shortcut to the riches of China. Finally, there was the Spanish fear that should they fail to colonize the area, other Europeans, such as the English, French, or Russians, might do so, and subsequently use it as an area to attack Spanish settlements in Mexico. In fact, in 1577, the English, under Elizabeth I, commissioned privateer Francis Drake to raid Spanish shipping and settlements in the Americas, as well as to explore a route leading to the Strait of Anián. In 1579, Drake landed his ship, the *Golden Hind*, somewhere in the vicinity of San Francisco Bay. Drake and his men remained there for 36 days, repairing their ship, building a small fort, exploring the surrounding territory, and interacting with the local Indians.

Ultimately, what delayed Spanish colonization for so long was a combination of factors—difficulty in negotiating the coastal winds and currents, a failure to find safe harbors for Spanish crafts, and Spain’s involvement in other areas, particularly its affairs in Europe. It took the events of the Seven Years War (1756-1763), which altered European alliances and their colonial empires, to finally spur the Spanish into a serious attempt at colonizing Alta (upper) California.

Establishment of Missions, Presidios, and Pueblos

In 1765, a new colonial administrator named José de Gálvez arrived in New Spain (Mexico). In hope of advancing his career, Gálvez conceived and ordered what came to be known as the “Sacred Expedition,” an attempt to extend Spanish settlements northward into Alta California. The goal of the expedition was to establish missions and presidios (forts) at

the bays of San Diego and Monterey. This expedition of three ships and two land parties was commanded by Captain Gaspar de Portolá, and among his traveling party were soldiers, Christianized Indians, and a group of Franciscan missionaries headed by Father Junípero Serra. After an extremely difficult journey, where only half of those who began it survived, the expedition was successful; in July 1769, the group founded a mission and presidio at San Diego, and in June 1770, another one at Monterey. This was the beginning of the Spanish colonial period in Alta California; it would last until the 1820s, and by then, they had established three more presidios—at Monterey, San Francisco, and Santa Barbara—and 21 missions.

The sites for the various California missions, where the Franciscans brought prospective converts to Christianity, were carefully selected by the missionaries. The necessary criteria for any site were a good water supply, fertile soil for crop growing, and especially, a location near a native population center. The first missions were simple structures made of logs, branches, and thatch. Later they were replaced by larger buildings made of adobe; several missions, such as the ones at Santa Barbara and San Juan Capistrano, became more advanced, with architectural elements in shaped stones and fired bricks.

The aim of the missionaries was not just to convert the natives to Christianity, but to train them for a life as members of a European colonial society. While some natives were willing participants in this conversion, the Franciscans also attracted recruits by offering gifts such as glass beads, colored cloth, and other inducements. Once the converts (neophytes) began the process, they were not allowed to return to their old ways. They were required to live within the walled missions, and were taught Spanish as well as the tenets of Christianity. In addition, they learned skills that would serve them in their new lives in Spanish colonies—brick-making and construction, blacksmithing, weaving, and others. The theory was that these neophytes would live inside the missions only until their education was finished. Then they would live in the nearby pueblos, the missions would become parish churches, and the missionaries would move on to establish new missions elsewhere. In fact, the Spanish never judged any of the converts fit for life outside the missions, and Christian natives and their descendants remained at the missions until 1834, when the system was abolished.

In addition to the missions and the military presidios, small towns (pueblos) began to emerge. At first, they were all connected with the missions and presidios, and then in 1777, an independent civil pueblo was established in San Jose. Others soon followed, including in 1781, El Pueblo de Nuestra Señora la Reina de los Angeles, later known simply as Los Angeles. These pueblos tried to attract settlers with such inducements as land grants, and they were governed by an *alcalde*, a combination of a judge and a mayor. A local city council, or *ayuntamiento*, assisted in running civic affairs. The council passed ordinances for governing the pueblo and managing municipal affairs in general. At first, the local officials were appointed by the region's military governor, and later they were elected by the people.

By the end of the mission period, more than 60 years of exposure to Europeans had taken a dramatic toll on the Native Americans. In addition to bringing their religion with them to the region, the Spanish had brought new diseases to which the natives had no resistance, and thousands died in epidemics. Crowded and severe living conditions inside the missions contributed to this situation; by the end of the mission system period, the number of California's native peoples had been reduced to half, or about 150,000.

Mexican Rule and the Mexican-American War

In 1821, Mexico achieved its independence from Spain, and the news reached Alta California the next year. Even prior to this event, Spain's inability to steadily supply the various missions and pueblos in California had for a number of years allowed a steady stream of merchants, traders, sailors, and hunters from England, France, Russia, and the United States to enter and do business in what had previously been an exclusive Spanish colony. Now under Mexican rule, even greater changes took place. Governors were encouraged to dispense land grants for ranchos outright to individuals; in the past, these grants had been few in number, and the titles remained in possession of the Spanish crown. In addition, beginning in 1834, Mexico secularized California's missions, removing the Native Americans and the mission property from control of the Franciscan missionaries. Most of the missions' lands were given in large grants to white Californians or influential immigrants from Mexico; unfortunately, the Native Americans themselves did not benefit from this new system. While each native family was given a small plot of the dispensed mission property, the few families who tried to make a living on these plots abandoned them after a few years.

As a result of the new land grant policy, rancheros, with a focus of cattle raising and marketing of beef and hides, became a central part of California economic life. Many of these ranches were located near the California coast, and consequently a brisk trade, particularly in hides, developed with foreign merchants. This, in turn, brought many people of other nationalities into California, as trappers, hunters, and adventurers took advantage of the region's growth. Beginning in the mid-1820s, the first U.S. citizens arrived overland across the Great Plains, and for the next 20 years, they were followed by thousands more who spread out across the vast region in search of a new life.

By the mid-1840s, Mexico was finding it difficult to retain control over its distant colony. Californians, especially those who had immigrated from the United States, were demanding home rule. At the same time, rumors had reached the province that war between the United States and Mexico was imminent. In late 1845 and early 1846, American John C. Frémont and an army of scouts and soldiers crossed the Sierras to conduct land surveys. On June 14, 1846, Americans near Sonoma, in northern California, took up arms, seized Mexico's ruling governor, and declared California an independent republic. They produced a flag with a single star and a painted image of a grizzly bear, and the uprising became known as the Bear Flag Revolt. Frémont's forces joined the revolt, which ended on July 9, when word arrived that America and Mexico were officially at war.

The major cause of the war with Mexico was America's view of "Manifest Destiny," its desire to increase its borders across the North American continent. The conflict centered on a dispute over the U.S.-Mexico boundary for Texas, and Mexico's refusal of an American offer to buy Mexican land. While U.S. soldiers and warships invaded Mexico, fighting in California took place between Mexican forces and California ranchers on one side and American soldiers and settlers on the other. Both sides achieved victories, but Mexican forces were finally defeated in California in January 1847, when Mexico's Andrés Pico surrendered to John C. Frémont's forces at Cahuenga Pass in present-day Los Angeles County. The war continued for another year, and formally ended when Mexico asked for peace and agreed to the Treaty of Guadalupe Hidalgo in February 1848. The entire region of California, in addition to hundreds of thousands of square miles of southwestern lands that would become all or part of the future states of Arizona, New Mexico, Colorado, Nevada, Utah, and Wyoming, were now part of the United States.

The Discovery of Gold

Just a few weeks before the signing of the Treaty of Guadalupe Hidalgo ending the Mexican-American War, one of the most significant events in California history occurred along the junction of the Sacramento and American rivers, in the northeastern area of the region. The property belonged to a Swiss businessman named Johann Sutter, who in 1839, had received a land grant of nearly 50,000 acres, and over the next several years had created a settlement that included a fort, vineyards, orchards, and wheat fields. On January 24, 1848, Sutter's partner, James Marshall, was reviewing progress around the site of a newly built sawmill, in Coloma, about 45 miles from the south fork of the American River, when he saw "something shiny in the bottom of the ditch." That shiny substance was gold, and the surrounding area was soon found to be rich in the valuable mineral. Local workers and residents soon flocked to the area to begin digging for riches. By May, the news of the discovery had spread to San Francisco, and almost immediately that town became deserted as thousands of people left their jobs and homes to head inland in search of gold. In short time, word spread outside California, and soon thousands more came from nearby regions, as well as immigrants from Mexico, South America, and as far away as China.

President James Polk made the official announcement about the discovery in an address to Congress in December 1848, triggering the mass influx of gold seekers into the area, beginning in 1849, and earning them the nickname "Forty Niners." During the next year, nearly 100,000 people came to California from the United States and abroad. Some 40,000 arrived from sea routes at the port of San Francisco, and before long that small town was a booming city. Johann Sutter's property on the Sacramento River was soon filled with settlers and businessmen, became the trading center for the Northern Mines, and eventually became the city of Sacramento. As a "gateway" to the gold mines along several rivers in the region, Tuleberg, later renamed Stockton, also grew quickly as a city. Many of the arrivals found that there were other ways, besides actually discovering gold, to make their fortunes. Numerous small businesses sprang up that supplied goods and services to the gold seekers, and other "entrepreneurs," from bankers and merchants to gamblers and dance hall girls, took advantage of the "gold rush" to become wealthy and successful.

The discovery of gold created a rapid and dramatic population growth within California, and this caused great pressure to establish government and rule of law. In September 1849, 48 delegates met in Monterey to draw up a constitution and a petition to the U.S. government for statehood. The delegates unanimously agreed to submit the petition for California as a “free” or non-slave state. This decision caused a great controversy in Congress because California’s admission would upset the current equal balance—15 and 15—of slave and free states. It took another year before the issue was resolved, with the result being the Compromise of 1850, an agreement that dramatically strengthened fugitive slave laws but allowed California to enter the Union as a free state. California became part of the United States on September 9, 1850.

The Golden State and the Railroads

By 1860, when the first U.S. census in California was taken, the state’s population was 308,000, a number that was nearly triple what it had been in 1847. Once “gold fever” had subsided, settlers found numerous ways to make a living as the state’s economy grew along with its population. Farming and cattle ranching became successful ventures, especially in the fertile central valley. In the major cities, located mostly in the northern part of the state, small businesses and larger commercial interests such as banks flourished as the growing population infused the state with greater capital. Finally, in short order, the last hurdle to California’s continued expansion as an economic power was about to be overcome with the completion of a railroad link to the rest of the country.

In January 1863, work commenced on the Central Pacific railroad east from Sacramento, a line that would ultimately connect the state with the remainder of the country. This enterprise gave rise to another enormous influx of immigrants, in this case Chinese laborers, who became the prime work force on the railroad. At one point, more than 10,000 Chinese performed the grueling and dangerous labor of laying track and clearing passes with explosives, work which many white workers proved unable or unwilling to do. In 1870, the Chinese population in the United States totaled some 63,000, almost all of them in California. After the railroad work was completed—the intercontinental link was established on May 10, 1869, in Promontory Point, Utah—many Chinese laborers entered the agricultural field, establishing small garden farms of their own. Unfortunately, during the 1870s, a wave of anti-Chinese sentiment swept both California and the rest of the country, fueled in part by job worries and an economic downturn. This led to Congressional passage of the Chinese Exclusion Act (1882), which prohibited Chinese immigration for a decade.

The completion of the transcontinental railroad had far-reaching effects on California. By the mid-1880s, expansion of the rail lines, with a link from Los Angeles to lines connecting to the East, caused an eventual population growth in the South, and ended the northern cities’ dominance. In addition, the railroads became very powerful entities. By the 1860s, much of what remained of public lands was given to the railroads as subsidies for constructing their lines, and railroad tycoons such as Leland Stanford and Collis P. Huntington became very wealthy, politically powerful industrialists. Eventually, the railroads made additional fortunes by selling lots to prospective homeowners and other land developers such as hotel operators in unused areas close to the rail links.

The railroads enabled California’s farmers and ranchers to send their produce and cattle all over the country, and at the same time, brought new arrivals to the state as well. In addition to those who wished to settle in a new land of opportunity, there were many travelers who were intrigued by the state’s natural beauty, and tourism boomed. Visitors to the northern part of the state viewed the giant redwood trees of the sequoia forests and the state’s crown jewel—Yosemite Valley, with its gorgeous waterfalls and cliffs. Naturalist John Muir’s tireless campaign for preserving Yosemite’s natural beauty was realized in 1890, when Congress established Yosemite National Park.

By the end of the nineteenth century, California had lost its reputation as a somewhat exotic and mysterious land, holding untold promise for those who braved the trials of reaching the distant Pacific Coast by land or sea. Instead, the state offered growth and opportunity in small towns and larger cities, in the north, south, or center of the state, for farmers, laborers, entrepreneurs, and anyone else seeking to make a life on the western edge of the United States.

The Progressive Era and New Economic Growth

During the first two decades of the twentieth century, a nationwide Progressive political movement emerged, and California was at the forefront of that movement. Much of the reforms adopted were a reaction to the corruption brought about by the domination of the railroad and other large corporations within the state. Reformers in both northern and southern areas of the state—notably in San Francisco and Los Angeles—came to power and drove from office politicians who were in the pocket of corporate interests. In San Francisco, Mayor James Schmitz was convicted of extortion in June 1907 and removed from office, although his conviction was later overturned. His powerful political backer, longtime city “boss” Abraham Ruef, was convicted of bribery and sent to prison. Over the years Ruef had received hundreds of thousands of dollars in “attorney fees” from railroad and utility companies to ensure their continued success in business dealings with the city. In turn, Ruef had spread out many of the payments to members of the Board of Supervisors to guarantee their cooperation.

In Los Angeles, a “good government” movement took hold, in large part to break the hold that the Southern Pacific Railroad had on the city’s politics at the turn of the century. A coalition of both union and business interests combined to force change; in 1903, a new city charter that gave voters more direct power was adopted, allowing voter initiatives, referendums, and the mechanism of voter recall. In 1907, the “Lincoln-Roosevelt League” was created, a statewide group of Republicans intent on freeing the Republican Party from its domination by the Southern Pacific Railroad. By 1908, reformers had elected enough members of the state legislature to pass a direct primary law the following year. This led to the culmination of the reform era in the state with the election in 1910 of Hiram Johnson, the Republican candidate for governor.

Johnson and many other Progressive candidates swept into office and ushered in an unprecedented era of reform. Within the first year, the legislature had adopted measures providing for control and regulation of railroad and utility rates, as well as allowing voters statewide initiative, referendum, and recall powers. These included the powers to create laws or constitutional amendments, veto acts of the legislature, and remove any elected official. In addition, under the Progressive movement, California became the sixth state to allow women suffrage, passed a comprehensive workers’ compensation law, and passed a minimum wage law for women and children. The popular Johnson served two terms as governor and was later elected to the Senate four times.

California continued its economic growth during the first part of the twentieth century, despite the destruction and economic catastrophe caused by the devastating San Francisco earthquake of 1906. San Franciscans rebuilt their city and it soon regained its status as a vibrant commercial center, a thriving port city, and a growing attraction for tourism. By the 1920s, Los Angeles and other southern areas had expanded greatly. The discovery of oil at several sites in the southern part of the state caused an expansion of that industry and a boon to real estate property. The burgeoning motion picture industry created thousands of new job opportunities, providing great wealth for some and bringing more and more newcomers to the area seeking to “make it” in Hollywood.

By 1930, agriculture had changed from small, individual farms to an “agribusiness,” where large industrialized and corporate farms controlled the state’s agriculture. Immigrants continued to comprise a large percentage of farm labor; however, where the Japanese had made up much of the labor force in the early years of the century, beginning around 1915, they were replaced by Mexican nationals and Mexican-Americans. Many Japanese immigrants became successful farmers, and this led to resentment from white farmers and an increase in anti-Japanese sentiment. In 1913, the state legislature passed a law prohibiting aliens ineligible for American citizenship from owning land in the state; under federal law, all Asians were ineligible for naturalization. In 1924, Congress passed a law barring all further immigration from Japan.

The Depression and Postwar Expansion

The Great Depression had an enormous impact on California. By 1932, California farm income had sunk to half of what it had been in 1929. In 1933, the number of building permits was less than one-ninth what it had been in 1925. Many property owners and farmers lost everything they had. In 1932, unemployment in California hit an astonishing 28 percent, and by 1934, 20 percent of all Californians were dependent on public relief. To add to the misery, conditions in other parts of the country led to a mass influx of other Americans seeking a new start. Dust Bowl refugees from

the drought-stricken heartland in Oklahoma, Texas, and Arkansas made their way to California after hearing rumors of job opportunities; however, those jobs were scarce, and many struggling Californians were hostile to the newcomers. In economic hard times, anti-immigrant sentiment once again surfaced, and many Filipinos and Mexicans left the state and returned to their native lands rather than face difficulties competing for jobs.

America's entry into World War II helped pull California out of the Depression. The state played a large role in the development of wartime aircraft as well as shipbuilding, and it contained several military installations. The anti-Japanese feelings that swept the nation in the wake of Pearl Harbor were particularly strong in California. Many residents spent the war years worried about the enemy attacking their cities, and the state served as the site for relocation centers for the Japanese-Americans who were ordered by the federal government to abandon their homes as potential security risks.

Following the end of World War II, California experienced another period of enormous growth. Between 1940 and 1970, the state's population increased by 13 million people. Nearly two-thirds of the increase during the 1940s and 1950s represented migration from other states, and the majority of newcomers headed to southern California. Some of the first arrivals after the war were returning veterans who had trained or passed through the state during the war; they were drawn back for two familiar reasons, climate and economic opportunity. By 1962, California had surpassed New York as the nation's most populous state.

The state experienced a major postwar construction boom to cope with the large increased demand for new housing. In addition, the transportation industry, in the form of massive highway expansion, saw tremendous growth. California's love for, and reliance upon, the automobile for work and recreation meant an explosion of freeway construction; in 1947, the legislature passed the Collier-Burns Act, which committed the state to building an additional 12,500 miles of freeways and highways. The "car culture" of the state spurred the growth of suburban shopping malls, drive-in movies, and restaurants.

California's politics were a mix of conservative to moderate elements after the war, with Republicans such as Governor Earl Warren and Senator Richard Nixon rising to national prominence as Chief Justice of the United States and Vice-President (and later President), respectively. The more liberal activists in the state were represented by the Hollywood community in southern California, and the "beatniks" and other artists, many of whom resided in San Francisco and its surrounding area. The 1960s brought turmoil as groups from different ends of the political spectrum clashed. Anti-war activists opposing the Vietnam War, and proponents of free speech on college campuses, often battled law enforcement authorities. "Hippies" seeking a counterculture lifestyle of drugs and sexual freedom were often condemned by older members of the "establishment." In the mid-1960s, African-Americans, frustrated by a lack of progress on civil rights and continued police harassment, rioted in the Watts area of Los Angeles, causing great physical damage to the community, and creating an atmosphere of racial tension and mistrust between African-Americans and whites that lasted for some time.

Problems and Progress in Recent Years

Over the past four decades, California has experienced major problems and challenges—economic, environmental, and social—but has made progress in dealing with these issues. Politically, the state has continued to alternate between conservative Republican and moderate to liberal Democratic leaders. Republicans such as Ronald Reagan (who used his two terms as governor to advance to the U.S. presidency), George Deukmejian, and Pete Wilson instituted policies of tax reductions, a favorable business climate, and fewer government regulations. Democrats such as Jerry Brown and Gray Davis favored stronger protection for the environment and increased financial support for social service programs and education.

Beginning in the 1970s, environmental protection, as well as conservation of energy and natural resources, has become a primary concern for California. In this regard, the legislature passed such measures as the California Endangered Species Act (1970), California Environmental Quality Act (1970), and the California Coastal Commission Act (1976). In 1960, the state created the nation's first anti-smog law, and has periodically strengthened it; in 1982, the legislature passed a measure requiring car owners to have their vehicle smog devices inspected every other year. In 1991, the state's Air Resources Board approved the most sweeping vehicle emissions standards anywhere in the world, requiring the eventual production of electric cars.

Energy concerns have also been a major issue in the state for several decades. California has experienced several energy crises, including gas and oil shortages during the 1970s and natural gas and electricity shortages during the early 2000s. The state established the California Energy Commission in 1975. The commission set maximum energy consumption limits for new household appliances sold in the state, and established restrictive energy conservation standards for residential and commercial buildings.

California's economy over the last part of the twentieth century and into the twenty-first century has experienced major growth, as well as several periods of economic downturns. In the 1970s, during a period of a large state surplus, voters approved a controversial state measure, Proposition 13, which cut property taxes dramatically and put a limit on future tax increases. The effect on state revenues was enormous—an annual reduction of about \$7 billion—causing a major decline in state and local government services and a severe weakening of the state's infrastructure. It would take nearly a decade, until the major economic growth of the mid-1980s, for the state to fully recover. The technological advances in computers and the rise of the Internet, in which California companies have played a significant role, helped further fuel the state's economic growth throughout the 1990s and into the early 2000s.

Over the past 40 years, California has faced other challenges, including some familiar ones such as recovering from major natural disasters; the state was hit by two significant earthquakes, in the San Francisco Bay area in 1989, and in Northridge, in Los Angeles County, in 1994. In addition, the continued influx of immigrants, both legal and illegal, from Mexico, India, Asia, and elsewhere, while supplying qualified additions to the labor force, has put a strain on state services and resources. In the early years of the twenty-first century, the state has remained a center for unprecedented growth as well as a region of complex problems, requiring the focus of its political, business, and educational leaders.

Practice Multiple-Choice and Constructed-Response Questions

Directions: The following multiple-choice and constructed-response questions are similar to the California History questions on Subset III of the CSET: Social Science. Use these questions to help you become familiar with the exam. The answer explanations follow the questions.

1. The earliest Native Americans to inhabit California made their basic livelihood in which of the following ways?
 - A. Agriculture of wheat and corn
 - B. Hunting and gathering wildlife
 - C. Harvesting and processing nuts and berries
 - D. All of the above
2. In 1542, the Spaniards made their initial journey to Alta (upper) California when an expedition landed as far north as present-day
 - A. San Francisco.
 - B. Santa Barbara.
 - C. San Diego.
 - D. Los Angeles.
3. By the end of the mission period in California, in the mid-1830s, the region's Native American population had been reduced by nearly half chiefly because
 - A. tribal wars had wiped out many indigenous peoples.
 - B. many Native Americans had left California for other parts of North America.
 - C. wars between the indigenous peoples and the Spanish had killed off half the Native population.
 - D. exposure to European diseases and severe living conditions in the missions had caused many deaths.
4. Which of the following was a major result of the change from Spanish rule to direct Mexican control in California?
 - A. The dispensation of land grants made the rancheros a central focus of economic life.
 - B. The Native Americans benefited greatly from the change.
 - C. Most Californians were pleased to become residents of a Mexican colony.
 - D. Trade between Mexico and the United States increased.
5. All of the following contributed greatly to California's dramatic growth in the mid-nineteenth century EXCEPT:
 - A. The discovery of gold
 - B. The end of the mission system
 - C. The completion of the transcontinental railroad
 - D. The state's increasing reputation as a tourist attraction
6. In the two decades following World War II, California experienced another period of unprecedented growth, causing the state to
 - A. prohibit immigrants from obtaining full-time work.
 - B. greatly increase state taxes.
 - C. provide major financial outlays for new housing and new highway construction.
 - D. force Japanese-Americans to abandon their homes and live in relocation centers.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Answer Explanations

1. **C.** Arid conditions in growing season prohibited agriculture as a livelihood, and there was insufficient wildlife to sustain the Native Americans at this time, so the correct answer is C.
2. **B.** The expedition sailed beyond San Diego and Los Angeles, but never made it as far north as San Francisco. The correct answer is B, Santa Barbara.
3. **D.** Most California Native American tribes co-existed peaceably with each other, as well as with the Spanish. There is no evidence that Native Americans in large numbers left California for other parts of North America, so the correct answer is D.
4. **A.** The Native Americans suffered after the mission system ended under Mexican rule. Most Californians were in favor of home rule, and there is no evidence of increased trade between the United States and Mexico, so the correct answer is A.
5. **B.** Only the end of the mission system did NOT contribute greatly to California's dramatic growth; the other three choices were all contributing factors to California's growth during this period.
6. **C.** The state did not institute rules against immigrants obtaining jobs, and did not significantly increase state taxes. The forced relocation of Japanese-Americans occurred *during* World War II, not after it, so the correct answer is C.
7. **A.** Choices B, C, and D were all measures passed by the state legislature during the 1970s and 1980s, so the correct answer is A.
8. A recent example of the continuing influence of these measures would be the decision of California voters to recall and remove from office Governor Gray Davis in 2003, just a year after he had been re-elected to a four-year term. Voters who were discontented with some of Davis' policies after his re-election began a recall petition drive, which gained the necessary number of signatures to force a recall election in October 2003. Republican Arnold Schwarzenegger defeated Davis and was elected the new governor. Davis became the first California governor ever to be recalled, and only the second one in U.S. history.

PART II

FULL-LENGTH PRACTICE TESTS

Answer Sheets for Practice Test 1

Section 1

1	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)
7	(A)	(B)	(C)	(D)
8	(A)	(B)	(C)	(D)
9	(A)	(B)	(C)	(D)
10	(A)	(B)	(C)	(D)
11	(A)	(B)	(C)	(D)
12	(A)	(B)	(C)	(D)
13	(A)	(B)	(C)	(D)
14	(A)	(B)	(C)	(D)
15	(A)	(B)	(C)	(D)
16	(A)	(B)	(C)	(D)
17	(A)	(B)	(C)	(D)
18	(A)	(B)	(C)	(D)
19	(A)	(B)	(C)	(D)
20	(A)	(B)	(C)	(D)
21	(A)	(B)	(C)	(D)
22	(A)	(B)	(C)	(D)
23	(A)	(B)	(C)	(D)
24	(A)	(B)	(C)	(D)
25	(A)	(B)	(C)	(D)
26	(A)	(B)	(C)	(D)
27	(A)	(B)	(C)	(D)
28	(A)	(B)	(C)	(D)
29	(A)	(B)	(C)	(D)
30	(A)	(B)	(C)	(D)
31	(A)	(B)	(C)	(D)
32	(A)	(B)	(C)	(D)
33	(A)	(B)	(C)	(D)
34	(A)	(B)	(C)	(D)
35	(A)	(B)	(C)	(D)

Section 2

38	(A)	(B)	(C)	(D)
39	(A)	(B)	(C)	(D)
40	(A)	(B)	(C)	(D)
41	(A)	(B)	(C)	(D)

Section 3

43	(A)	(B)	(C)	(D)
44	(A)	(B)	(C)	(D)
45	(A)	(B)	(C)	(D)
46	(A)	(B)	(C)	(D)
47	(A)	(B)	(C)	(D)
48	(A)	(B)	(C)	(D)
49	(A)	(B)	(C)	(D)
50	(A)	(B)	(C)	(D)
51	(A)	(B)	(C)	(D)
52	(A)	(B)	(C)	(D)
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Section 5

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Practice Test 1

Section 1: World History

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response questions, write down your answers on a separate sheet of paper.

1. Use the following passage and your knowledge of world history to answer the question.

From the Ninety-Five Theses (1517):

Ignorant and wicked are the doing of those priests who, in the case of the dying, reserve canonical penances for purgatory.

Martin Luther's famous document attacked the Catholic Church for which practice?

- A. The Catholic Church had allowed humanism to spread through Europe.
 - B. Luther disagreed with the doctrine of predestination.
 - C. Many religious leaders sold indulgences.
 - D. The Catholic popes were too concerned with worldly affairs.
2. The Silk Road was
- A. a route that covered a distance of about 2,000 miles between China and Egypt.
 - B. a path connecting China to Antioch and Constantinople that passed over several bodies of smooth water.
 - C. a road in China where people met to trade gold for silk.
 - D. a caravan route between China and the Roman Empire used for transporting goods and spreading religion.

3. Which of the following best describes an oligarchy?

- A. A government ruled by a few
- B. A government ruled by the people, or many
- C. A government ruled by a king or queen
- D. A government ruled by women

4. Caesar, Crassus, and Pompey formed a powerful government coalition called the

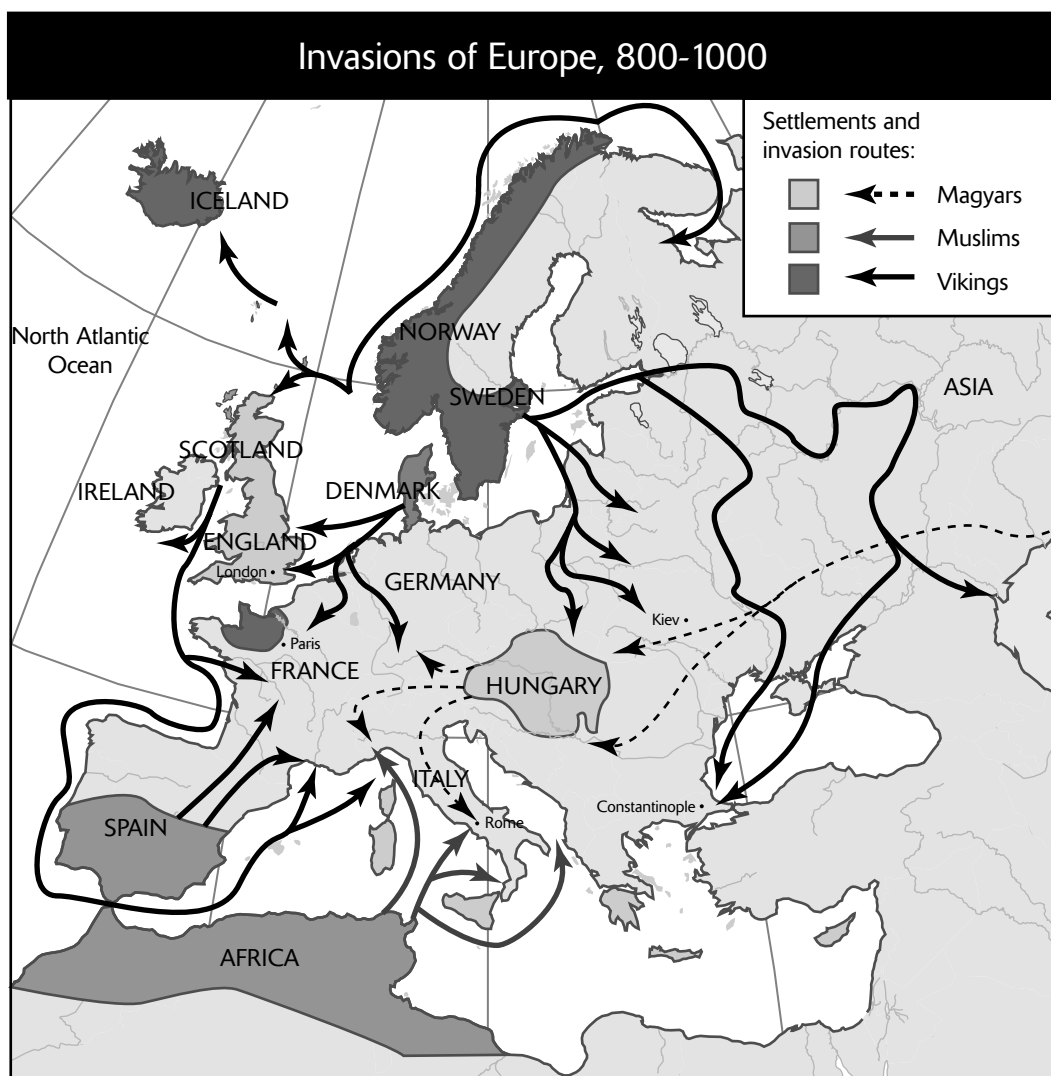
- A. Republic of the People.
- B. Triumvirate.
- C. Consuls.
- D. Patricians.

5. All of the other cultures EXCEPT which one influenced Islamic art and architecture?

- A. Chinese
- B. Arab
- C. Turkish
- D. Persian

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6. Refer to the following map to answer the question.

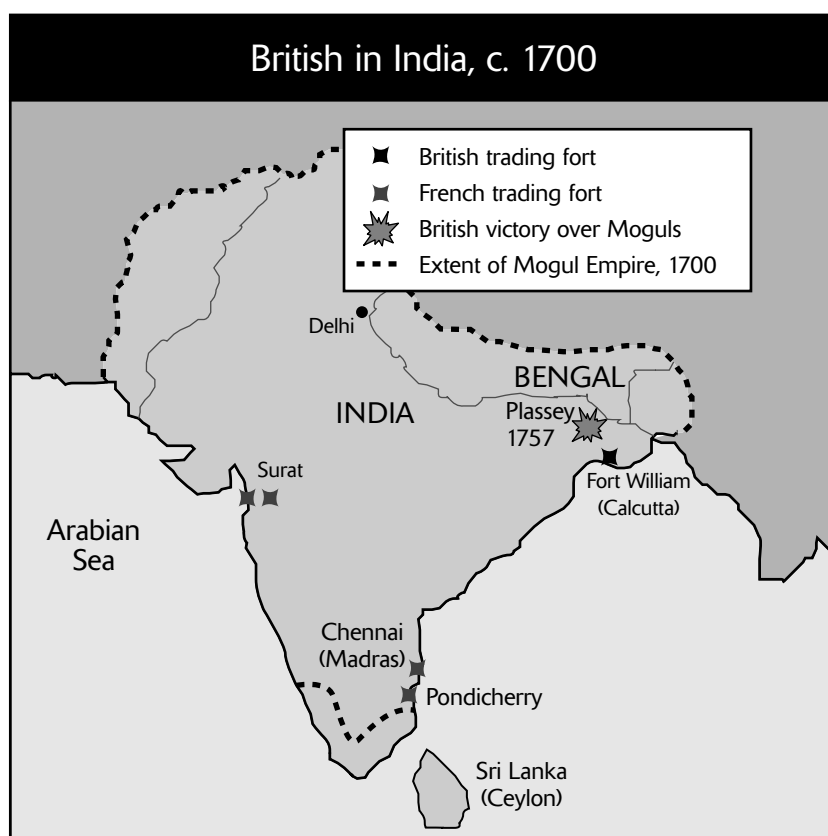


What areas remained free of invasion?

- A. France
- B. Central Europe
- C. Scandinavia
- D. England

7. All of the following forces led to Europe's economic growth during the Middle Ages EXCEPT:
- A. Improved agricultural methods
 - B. Classical texts that were translated and reintroduced into Europe
 - C. Increased trade
 - D. Development of a money economy
8. Imagine that you are the first Aztec warrior to see the perched eagle in Lake Texcoco. What would you say about what the eagle means and why it's important to you and your culture?
- A. The gods told us that when we saw an eagle perched on a cactus growing out of a rock, our journey would end; we saw the eagle and we built our city.
 - B. The gods told us that eagles were sacred and we should always protect them so that they would protect us.
 - C. The gods told us that the eagle would attack the nearby snakes, allowing us to build upon the land.
 - D. The gods told us that the eagle would be delivering money.
9. The Portuguese made effective use of naval technology. Which of the following was NOT helpful to the Portuguese?
- A. The compass
 - B. Lateen sails
 - C. Heavy cannon
 - D. The astrolabe
10. What is the essential message of Don Quixote by Cervantes?
- A. One needs to risk everything one has for one's true love.
 - B. One needs to worship freely and protect one's political privileges.
 - C. One needs to try to keep peace with his neighbors, not love war too much, and not overspend.
 - D. One needs to balance visionary dreams with the reality of hard work in life.
11. The controversy that led to the English "Glorious Revolution" was
- A. a Tudor-Stuart struggle for the throne.
 - B. the restoration of a monarch in England.
 - C. increased religious freedom for Catholics.
 - D. a power struggle between Parliament and the king.

12. Refer to the map to answer the following.



The British East India Company gradually took over more and more land in India. Foreign trading forts in India were

- A. always in highly populated locations.
- B. always along the coast, usually near a river or bay.
- C. started because the British had victory over the Moguls.
- D. abundant.

13. How were the Ottoman and the Mogul rulers similar?

- A. They controlled the Indian subcontinent.
- B. They were principally Shiite Muslims.
- C. Although Muslims, they tolerated other religions.
- D. They invaded and then controlled the Balkans for about a century.

14. The Great Peloponnesian War from 432 B.C.E. to 405 B.C.E. immediately resulted in

- A. the Age of Pericles.
- B. the Hellenistic Era.
- C. the weakening of the Athenian city-state.
- D. a rise of literature and history.

15. In general, women in ancient India

- A. could not get an education or inherit property.
- B. passed down the Vedas to the younger generation.
- C. traded with Chinese merchants.
- D. became a force in politics.

16. Use the following passage and your knowledge of world history to answer the following.

“[I]t seems to be quite remarkable ... that in a kingdom of almost limitless expanse and innumerable population ... [that has] a well-equipped army and navy ... neither the King or his people ever think of waging a war or aggression.”

—Journals of Matteo Ricci

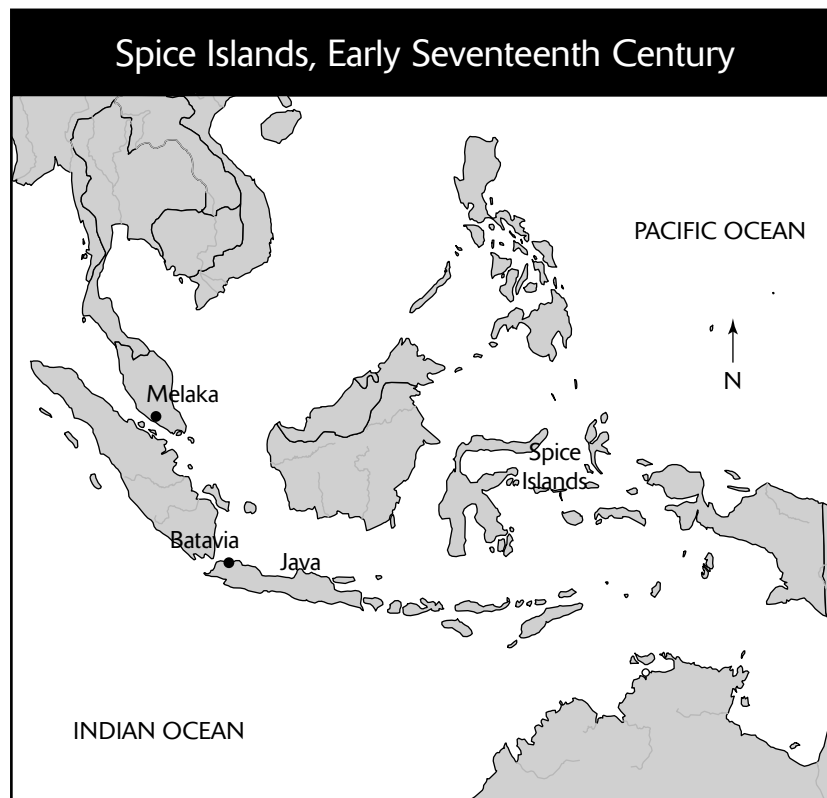
The author suggests that people in the Ming dynasty

- A. lived in a militaristic society.
- B. adopted a “closed country” policy.
- C. were impoverished and starving.
- D. were prosperous but focused inward.

17. All of the following are factors that helped spread Enlightenment ideas throughout Europe EXCEPT:

- A. Discussion in salons
- B. Use of the scientific method
- C. Growth of publishing and reading
- D. Writings of philosophers and other Enlightenment thinkers

18. Refer to the following map to answer the question.



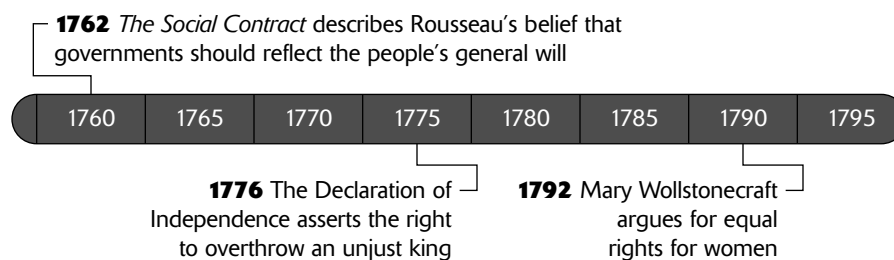
The Dutch established Batavia as a fort in 1619 to help them edge the Portuguese traders out of the area now called Indonesia. Today, which city is located where Batavia was established?

- A. New Delhi
- B. Jakarta
- C. Phnom Penh
- D. Beijing

GO ON TO THE NEXT PAGE

19. Refer to the following timeline to answer the question.

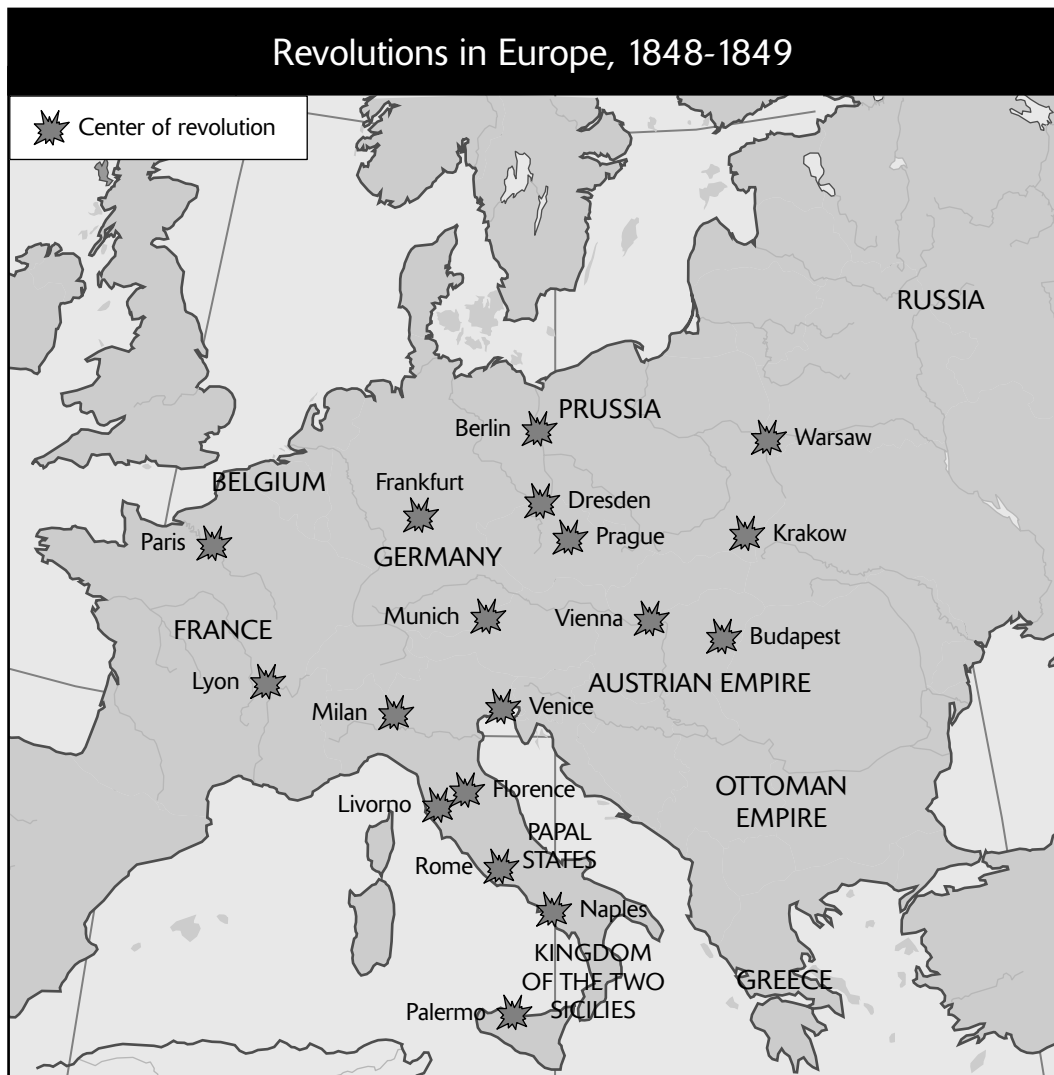
Selected Milestones in Political Thought



Which one of the following statements is supported by the information on the timeline?

- A. Most Europeans supported their monarch completely.
 - B. Many people questioned the nature of their governments.
 - C. There were few political problems in the 1750s.
 - D. Only men thought and wrote about politics.
20. What economic event precipitated the American Revolution?
- A. Three estates were established in France, determining taxation.
 - B. British taxation on colonists.
 - C. The fall of the Bastille.
 - D. Government finances nearly collapsed in France.

21. Refer to the following map to answer the question.



How far south did the revolutions of 1848 and 1849 extend?

- A. Palermo in Sicily
- B. Naples
- C. Kingdom of the two Sicilies
- D. Berlin in Prussia

GO ON TO THE NEXT PAGE

- 22.** Use the information below and your knowledge of world history to answer the following question.

British economic conditions during the early 1800s:

-Canal miles tripled between 1760 and 1830.

-Britain had built more than 6,000 miles of railroad tracks by 1850.

-Britain produced nearly 3 million tons of iron ore by 1852.

-London's population grew by 236 percent between 1800 and 1850.

Which of the following statements is based on the information above?

- A. The Industrial Revolution led to greater urbanization.
- B. London neighborhoods in the 1800s were sharply divided between rich and poor.
- C. A boom in railroad and canal construction made transportation more difficult.
- D. Parliament disagreed with the king over taxes and spending.

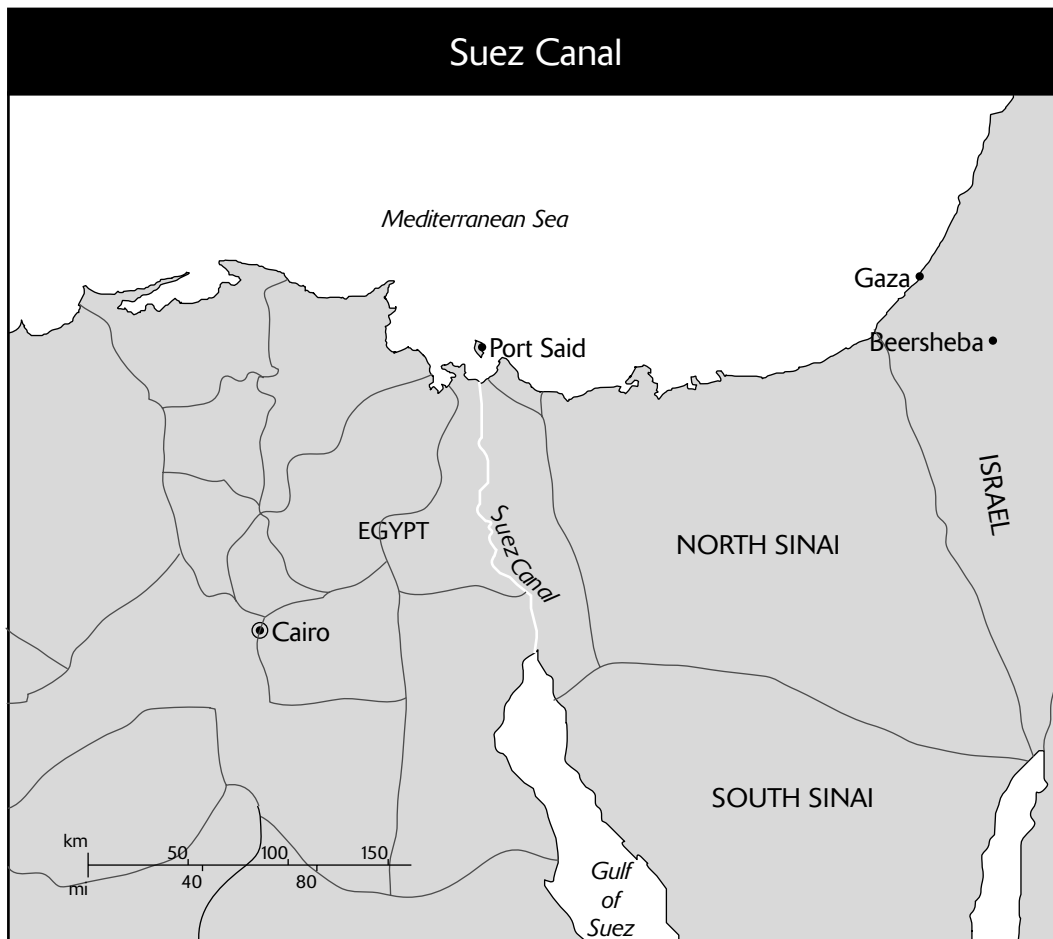
- 23.** How did the Impressionists radically change the art of painting in the 1870s?

- A. They began to use art to represent reality as accurately as possible.
- B. They followed the lead of Pablo Picasso and began painting geometric designs to represent reality.
- C. They worked side-by-side with the photographers of the time to make art imitate life.
- D. They rejected the studios where artists had traditionally worked and went out into the countryside to paint nature directly.

- 24.** The role Russia played in World War I can best be described as

- A. a strong supporter of Germany and Austria.
- B. a strong supporter of France and Great Britain.
- C. a weak role due to the Russian Revolution.
- D. militarily strong because of its vast army.

25. Refer to the following map to answer the question.

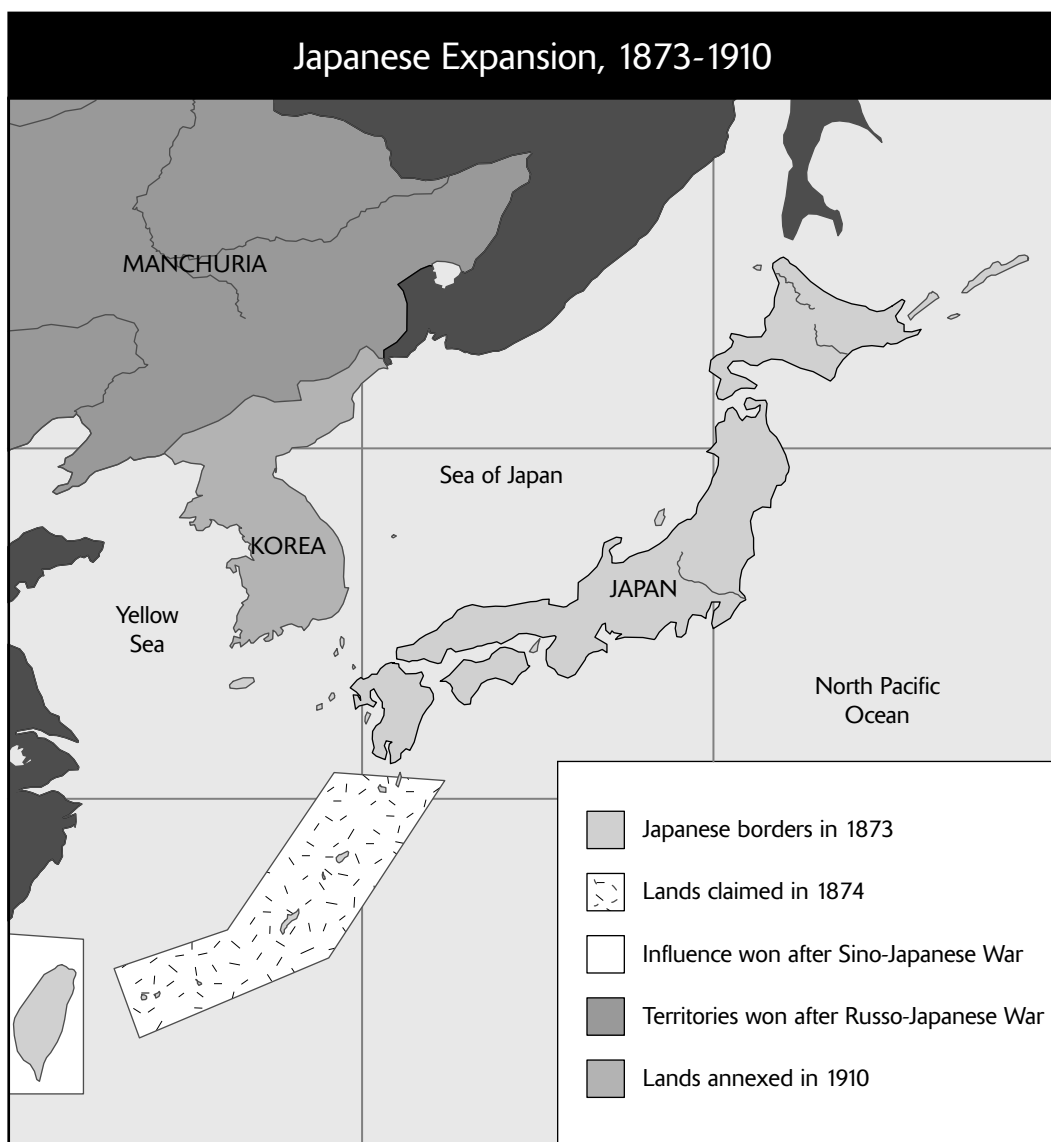


Why is control of the Suez Canal so important?

- A. The Suez Canal helps Cairo.
 - B. The Suez Canal is about 100 miles long.
 - C. The Suez Canal connects two seas.
 - D. The Suez Canal provides a shorter route from Europe to Asia
26. What were the British motives for protecting Latin American states?
- A. The British wanted to trade with Latin America.
 - B. The middle class was growing in Latin America.
 - C. The United States was gaining control.
 - D. The Panama Canal was constructed.
27. Which of the following was a consequence of British colonial rule in India?
- A. The defeat of Mogul dynasty
 - B. The popularity of the joint-stock company
 - C. The exploitation of resources
 - D. The Berlin Conference of 1884

GO ON TO THE NEXT PAGE

28. Refer to the following map to answer the question.



Which of the following resulted from Japanese expansion?

- A. Japan was humiliated by its losses.
- B. Japan became an important military force.
- C. Russia and Japan competed for control of China.
- D. China's government was strengthened and reformed.

- 29.** What item was NOT imported from China by the British?
- A. Tea
 - B. Silk
 - C. Silver
 - D. Porcelain
- 30.** One of the biggest problems in 1945-47 in Germany was the rubble that made transport very difficult in nearly all major cities. Who cleared it?
- A. German women
 - B. The occupation troops
 - C. German prisoners of war (POWs)
 - D. Cheap labor drafted in from Asia
- 31.** Mary I of England, who was infamous for her merciless executions, earned what nickname?
- A. The Virgin Queen
 - B. Bloody Mary
 - C. Defender of the Faith
 - D. Mary Quite Contrary
- 32.** In the present-day country of Mexico, the Aztec empire was founded on the great city of Tenochtitlan. What present-day city stands on the former spot of Tenochtitlan?
- A. Monterrey
 - B. Mexico City
 - C. Leon
 - D. Guadalajara
- 33.** Prince Frederick William succeeded to the German Imperial throne in March 1888 and was known as Emperor Frederick I. Under his leadership which war did Germany embark upon?
- A. World War I
 - B. None
 - C. Franco-Prussian War
 - D. The war of Austrian Succession
- 34.** The Chinese civilization flourished in the Yellow River basin between 1600 B.C.E. and well into the twentieth century. In around 600 B.C.E., Lao Tzu was born. What religion did he found?
- A. Taoism
 - B. Confucianism
 - C. Buddhism
 - D. Zoroastrianism
- 35.** Which of the treaties signed in the aftermath of World War I fixed the boundaries of the present-day Greece?
- A. Treaty of Neuilly
 - B. Treaty of Severy
 - C. Treaty of Versailles
 - D. Treaty of Lausanne
- 36.** Why did Martin Luther split with the Catholic Church? Identify the causes that led to the Protestant Reformation.
- 37.** Read the following vow of loyalty for a vassal, vowing loyalty to his lord:
- “The man should put his hands together as a sign of humility, and place them between the two hands of his lord as a token that he vows everything to him and promises faith to him; and the lord should receive him and promise to keep faith with him. Then the man should say: ‘Sir, I enter your homage and faith and become your man by mouth and hands (that is, by taking the oath and placing his hands between those of the lord), and I swear and promise to keep faith and loyalty to you against all others.’”
- Why is it significant that the vow was given to a particular person rather than a nation, written constitution, or religion?

Section 2: World Geography

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response question, write down your answer on a separate sheet of paper.

38. Which of the following is a challenge that rapid population growth presents to the global community?

- A. Shortages of metropolitan areas
- B. Shortages of housing
- C. Low population density
- D. Disloyal military forces

39. Refer to the following map to answer the question.



How might the location of the Czech Republic, Slovakia, and Hungary affect their role in world trade?

- A. They are smaller.
- B. They are landlocked.
- C. They are communist.
- D. They have many resources.

- 40.** How might global warming affect Europe?
- A. Global warming might cause rising sea levels and severe drought.
 - B. Global warming might make temperatures intolerably hot.
 - C. Global warming might cause an increase in the acid rain.
 - D. Global warming might cause rivers and lakes to go dry.
- 41.** The mountains have all of the following effects on the climate of East Asia EXCEPT:
- A. Crops may fail if there is too much or too little rain.
 - B. Mountains block the humid summer monsoon, causing a cooler, drier climate north of the Qin Ling range.
 - C. Rain shadow causes desert conditions in Mongolia and inland northern China.
 - D. The highlands are cool or cold, depending on their elevation.
- 42.** South American cultures began domesticating llamas, vicuñas, guanacos, and alpacas in the highlands of the Andes circa 3500 B.C.E. What did the people use these animals for?

Section 3: U.S. History

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response questions, write down your answers on a separate sheet of paper.

- 43.** Which of the following best describes the reason for the American colonists' victory over the British in the War for Independence?
- A. The colonists had a larger, better-trained army than the British.
 - B. The colonists benefited from military and financial assistance from several other wealthy nations.
 - C. Their knowledge of the land, strong military leadership, and desire for freedom eventually wore down the British will to continue the war.
 - D. King George III finally realized that the colonies were a worthless enterprise to continue to maintain.
- 44.** Which of the following is an opinion about the Constitution?
- A. By 1790 all states had ratified the Constitution.
 - B. A major concern in writing the Constitution was how many representatives each state would have.
 - C. Under the Constitution, the federal government could raise money to operate the government.
 - D. Because of the Constitution, the United States has a better democracy than other countries.
- 45.** As part of the Columbian Exchange, Spanish explorers brought such things as chocolate and tobacco from the Americas to Europe. What is one thing they brought from Europe to the Americas?
- A. Hieroglyphic writing
 - B. Democratic government
 - C. Horses
 - D. Corn
- 46.** President Jefferson wanted to limit the power of the federal government. Which of the following was an action he took to achieve this goal?
- A. He increased the size of the army.
 - B. He proposed renewing the Alien and Sedition Acts.
 - C. He dissolved the Republican Party to eliminate political conflict.
 - D. He cut the federal budget.

GO ON TO THE NEXT PAGE

- 47.** Which of the following best describes the differing views of the very first American political parties?
- A. The Federalists were in favor of a strong national defense, while the Democratic-Republicans wanted no military force.
 - B. The Federalists favored policies that benefited manufacturing, financial, and commercial interests, while the Democratic-Republicans favored policies to help the average shopkeeper, farmer, and laborer.
 - C. The Federalists were in favor of abolishing slavery, while the Democratic-Republicans were in favor of continuing it.
 - D. The Federalists favored Western expansion and settling new territories, while the Democratic-Republicans opposed it.
- 48.** One advantage the Southern states held during the Civil War was that
- A. they received military and financial support from the British and the French.
 - B. many battles occurred on lands with which Southerners were more familiar.
 - C. the largest weapons factories were located in the South.
 - D. most people in the country agreed with the position of the Southern states.
- 49.** Which of the following is true about the early colonies of Jamestown and Plymouth?
- A. Both colonies were started by people interested in establishing a new nation.
 - B. Food shortages caused loss of life in both colonies.
 - C. The primary source of income for both colonies was tobacco.
 - D. Both colonies were started by religious separatists.
- 50.** During the mid-1800s, people living in the northern, southern, and western regions of the United States had vastly different views about such issues as slavery, tariffs, and the influx of immigrants. These differences, where citizens were solely concerned with their own region of the country, can best be described as
- A. nationalism.
 - B. sectionalism.
 - C. federalism.
 - D. statism.

- 51.** Read the following passages and answer the question.

Susan B. Anthony, who was raised as a Quaker, was a powerful organizer in the women's rights movement. A dedicated reformer, she joined the temperance movement and worked for the American Antislavery Society.

Sojourner Truth, a former slave, spoke out against slavery and in defense of women's rights. Truth often attended women's rights conventions to remind women that their African-American sisters had a place in the movement.

Susan B. Anthony and Sojourner Truth both worked for which of the following reforms?

- A. Abolitionism and education
 - B. Education and temperance
 - C. Temperance and women's rights
 - D. Women's rights and abolitionism
- 52.** The United States went to war with Spain in 1898 for all of the following reasons EXCEPT:
- A. Spain's control of Cuba and mistreatment of its citizens
 - B. America's desire to expand its markets into new foreign lands
 - C. Spain's role in the assassination of President McKinley
 - D. The explosion of the U.S. battleship the *Maine*
- 53.** Women faced all of the following kinds of discrimination in the 1960s EXCEPT:
- A. Unequal pay for performing the same tasks as men
 - B. Being prohibited from attending certain universities
 - C. Being denied the right to vote
 - D. The inability to obtain loans and credit
- 54.** All of the following are examples of strong community life in New England colonies EXCEPT:
- A. Plantations
 - B. Schools
 - C. Town meetings
 - D. Churches

- 55.** Each of the following is true of the bills passed during the first Hundred Days of FDR's presidency EXCEPT:
- A. They were intended to provide immediate relief to American citizens.
 - B. They were known as the New Deal.
 - C. They were designed as temporary measures to restart the economy.
 - D. They were the subject of divisive and protracted debate in Congress.
- 56.** One of the effects of World War I on the American economy was
- A. a sharp rise in unemployment.
 - B. stronger government control over industry.
 - C. a sharp decrease in taxes.
 - D. the abolition of labor unions, which were seen as unpatriotic.
- 57.** When Roosevelt signed the Lend-Lease Act in 1941, he said that the United States must become the "arsenal of democracy" in order to
- A. end the Depression.
 - B. help the Axis powers.
 - C. remain neutral.
 - D. help Great Britain.

- 58.** Read the following excerpts, taken from the Monroe Doctrine, and then answer the question.

The American continents, by the free and independent condition which they have assured and maintained, are hence forth not to be considered as subjects for future colonization by any European powers.

We should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety.

The Monroe Doctrine sent a clear message to European powers from the United States. What was the Doctrine designed to do?

- A. Preserve the United States' trade routes with Europe
- B. Prohibit European nations from colonizing any lands in the Western Hemisphere
- C. Prevent Central American countries from declaring war against the United States
- D. Protect the United States from invasion by Central American nations

- 59.** The purpose of the War Powers Act was to ensure that the president would
- A. have greater authority over the military.
 - B. consult Congress before committing troops to extended conflicts.
 - C. have the authority to sign treaties without Senate approval.
 - D. have a freer hand in fighting the spread of communism.
- 60.** In 1920 women won an important victory when the Nineteenth Amendment was ratified. What did the amendment accomplish?
- A. It required colleges to accept women.
 - B. It guaranteed child care for workers' children.
 - C. It granted women the right to vote.
 - D. It guaranteed equal wages for equal work.
- 61.** Which of the following concepts is NOT associated with both Social Darwinism and the Gospel of Wealth?
- A. Survival of the fittest
 - B. Laissez-faire
 - C. Unregulated competition
 - D. Philanthropy
- 62.** Which of the following is an example of the U.S. government's efforts to restrict the powers and influence of unions during the years after World War II?
- A. The Taft-Hartley Act
 - B. The Truman Doctrine
 - C. The Marshall Plan
 - D. The GI Bill of Rights
- 63.** All of the following were effects of rulings by the Warren Court EXCEPT:
- A. Involved federal courts in the reapportionment of state election districts
 - B. Extended rights for people accused of crimes
 - C. Protected religious minorities through greater separation of church and state
 - D. Increased state authority at the expense of federal authority

GO ON TO THE NEXT PAGE

- 64.** Which of the following was one of the primary causes of World War I?
- A. A complex set of alliances among European nations
 - B. The exile of Mexican General Victoriano Huerta
 - C. The dissatisfaction of Russian peasants
 - D. The breakup of the Austro-Hungarian Empire
- 65.** One difference between the strategies of Dr. Martin Luther King, Jr., and some later civil rights groups was that King was committed to
- A. ending discrimination in housing and unemployment.
 - B. using only nonviolent forms of protest.
 - C. demanding equal rights for African-Americans.
 - D. gaining improvements in living conditions for African-Americans.
- 66.** Labor unions were formed for all of these reasons EXCEPT:
- A. To improve workers' wages
 - B. To protect factory owners from being sued
 - C. To make factories safer
 - D. To prevent children from working long hours
- 67.** Several events in the 1850s caused anger in both the North and South, making war more likely. Which of the following was NOT a cause of increasing tension?
- A. The Fugitive Slave Act
 - B. The publication of Uncle Tom's Cabin
 - C. John Brown's Harpers Ferry raid
 - D. Crittenden's Compromise
- 68.** The Platt Amendment specified all of the following conditions EXCEPT:
- A. Cuba could not allow another foreign power to gain territory within its borders.
 - B. Cuba must allow the United States to buy or lease naval stations in the country.
 - C. Cuba would be guaranteed its independence by 1915.
 - D. The United States had the right to intervene to protect Cuban independence and to keep order.
- 69.** The colonists complained about having to pay British taxes while not being allowed to vote for members of the British Parliament. Which of the following quotations best expresses their complaint?
- A. "Give me liberty or give me death."
 - B. "Taxation without representation is tyranny."
 - C. "These are the times that try men's souls."
 - D. "Don't fire until you see the whites of their eyes."
- 70.** Which of the following trends of the 1920s did NOT contribute to a renewed nativist movement?
- A. Economic recession
 - B. Influx of immigrants
 - C. Fear of radicals and communists
 - D. Prohibition
- 71.** Which of the following did NOT make it easier for settlers to live and farm on the Great Plains?
- A. Government assistance such as the Homestead Act
 - B. New technology such as the mechanical reaper and the combine
 - C. New farming techniques such as dry farming
 - D. The absence of land speculators
- 72.** The Eisenhower administration worked to achieve all of the following EXCEPT:
- A. Ending wage and price controls
 - B. Winning passage for the Federal Highway Act
 - C. Repealing right-to-work laws
 - D. Extending the Social Security system
- 73.** One historical lesson from the McCarthy era is the realization that
- A. loyalty oaths prevent spying.
 - B. communism is influential in prosperous times.
 - C. communist agents had infiltrated all levels of the U.S. government.
 - D. public fear of traitors can lead to intolerance and discrimination.

- 74.** The Sherman Antitrust Act of 1890 declared illegal “any combination ... in restraint of trade or commerce.” What combination was it originally intended to prevent?
- A. Labor unions
 - B. Business mergers
 - C. Transcontinental railroads
 - D. Farmers’ Alliances
- 75.** A major reason for the collapse of the American economy after 1929 was
- A. high interest rates.
 - B. decreased farm production.
 - C. low tariffs at home and abroad.
 - D. overproduction of consumer goods.
- 76.** Which of the following statements about the period of Reconstruction after the Civil War is NOT true?
- A. To maintain their strength in Congress, Radical Republicans wanted to be certain African-Americans voted.
 - B. Some Northern teachers wanted to help newly emancipated African-Americans get education and jobs.
 - C. President Johnson was eager to punish the South and insisted on strict control of the region through the Military Reconstruction Act.
 - D. Southern state legislatures often passed black codes to limit the rights of African-Americans in the South.
- 77.** Which of the following is the best example of the highest point of tension of the Cold War during the decade of the 1960s?
- A. The U.S.-led Bay of Pigs invasion of Cuba
 - B. The construction of the Berlin Wall
 - C. The escalation of the Vietnam War
 - D. The Cuban missile crisis

- 78.** For the second time in 40 years, in 2007 the United States found itself mired in a controversial, unpopular war, provoking anti-American sentiment abroad and dissent at home. From your knowledge of U.S. history, describe the differences and similarities between America’s involvement in the Vietnam War and the War in Iraq.

- 79.** Read the following two passages, then complete the exercise.

President Harry Truman’s Address Before a Joint Session of Congress, March 1947

One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion. This was a fundamental issue in the war with Germany and Japan. Our victory was won over countries which sought to impose their will, and their way of life, upon other nations ...

We shall not realize our objectives, however, unless we are willing to help free peoples to maintain their free institutions and their national integrity against aggressive movements that seek to impose upon them totalitarian regimes. This is no more than a frank recognition that totalitarian regimes imposed on free peoples, by direct or indirect aggression, undermine the foundations of international peace and hence the security of the United States.

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, and guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression. The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio; fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. I believe that we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

GO ON TO THE NEXT PAGE

President Ronald Reagan's State of the Union Message, February 1985

And tonight, we declare anew to our fellow citizens of the world: Freedom is not the sole prerogative of a chosen few; it is the universal right of all God's children. Look to where peace and prosperity flourish today. It is in homes that freedom built. Victories against poverty are greatest and peace most secure where people live by laws that ensure free press, free speech, and freedom to worship, vote, and create wealth ...

Our mission is to nourish and defend freedom and democracy, and to communicate these ideals everywhere we can. America's economic success is freedom's success; it can be repeated a hundred times in a hundred different nations ...

We cannot play innocents abroad in a world that's not innocent; nor can we be passive when freedom is under siege. Without resources, diplomacy cannot succeed. Our security assistance programs help friendly governments defend themselves and give them confidence to work for peace. And I hope that you in the Congress will understand that, dollar for dollar, security assistance contributes as much to global security as our own defense budget.

We must stand by all our democratic allies. And we must not break faith with those who are risking their lives—on every continent, from Afghanistan to Nicaragua—to defy Soviet-supported aggression and secure rights which have been ours from birth.

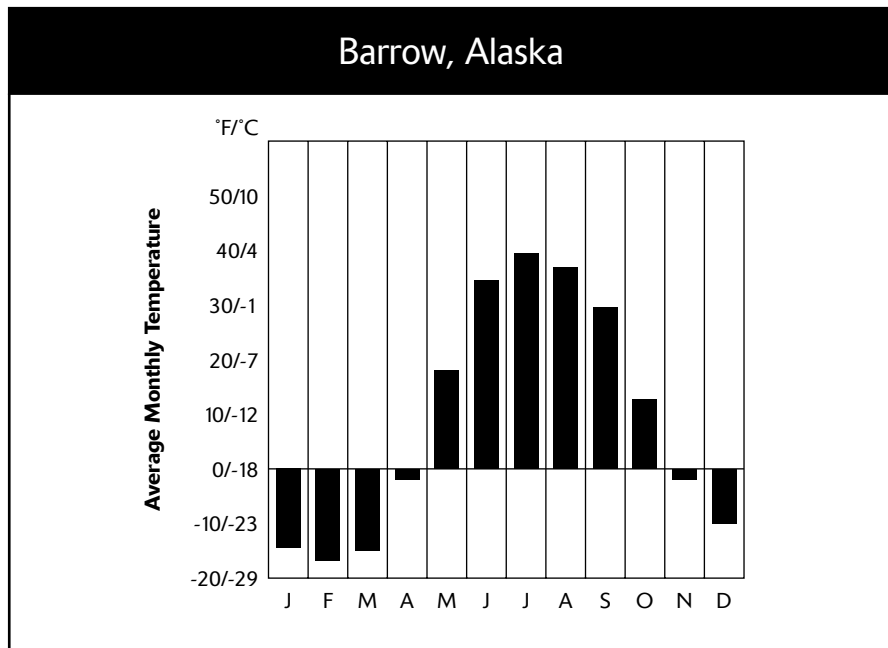
The Sandinista dictatorship of Nicaragua, with full Cuban-Soviet bloc support, not only persecutes its people, the church, and denies a free press, but arms and provides bases for Communist terrorists attacking neighboring states. Support for freedom fighters is self-defense and totally consistent with the OAS and U.N. Charters. It is essential that the Congress continue all facets of our assistance to Central America. I want to work with you to support the democratic forces whose struggle is tied to our own security.

Using the information presented in the two passages and your knowledge of U.S. history, explain how and why the basic anti-communist U.S. foreign policy changed from what it was under the so-called Truman Doctrine of the 1940s, to the so-called Reagan Doctrine of the 1980s.

Section 4: U.S. Geography

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response question, write down your answer on a separate sheet of paper.

80. Refer to the following graph to answer the question.

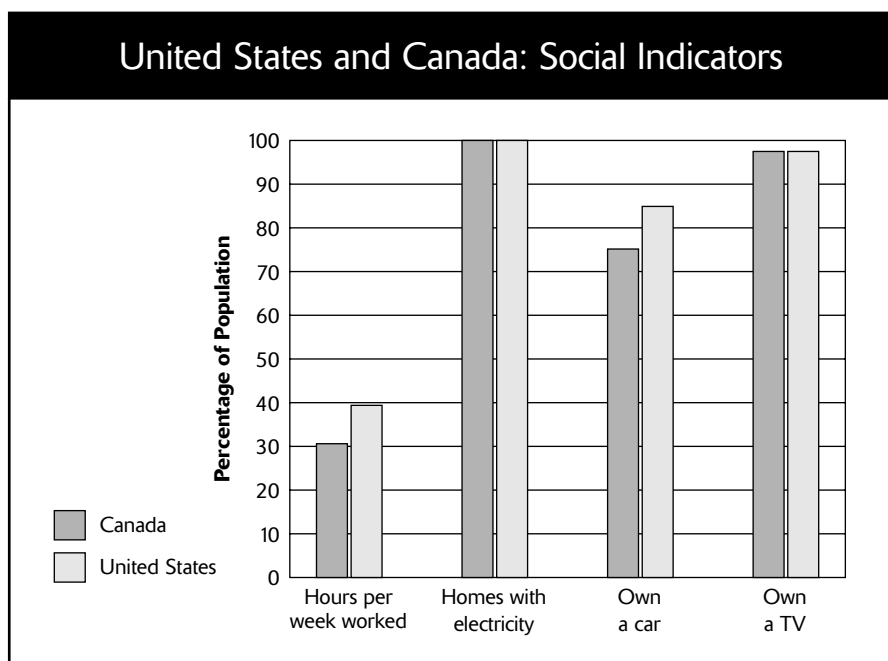


As a regional geographer for an oil company, you need to determine the best time for a survey team to work near Barrow, Alaska. Given the information on the bar graph, during which three-month period should the survey take place?

- A. January, February, March
- B. September, October, November
- C. March, April, May
- D. June, July, August

GO ON TO THE NEXT PAGE

81. Refer to the following chart to answer the question.



Source: *Brittanica Book of the Year*, 2000

What can you infer about the social indicators in the United States and Canada?

- A. Neither country is worried about electricity.
 - B. Cars are more important than televisions.
 - C. Both countries have highly developed economies.
 - D. Citizens do not work very hard.
82. Researchers using GIS and GPS technology to correlate water quality indexes, zoning maps, census figures, and maps of area rivers and aquifers are most likely trying to determine which of the following?
- A. The relationship between the location of industrial plants and water quality
 - B. The water pressure for new fire hydrants for a developing community
 - C. The location of scenic hiking trails
 - D. The lung disease rates for various areas in the region
83. Why do the mid-latitudes have a temperate climate?
- A. Ocean winds moderate the temperatures.
 - B. The mid-range latitude presents mid-range temperatures.
 - C. The cold currents cool off the high temperatures.
 - D. The sun shines longer on these regions.
84. What are some of the natural hazards throughout the United States?

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response question, write down your answer on a separate sheet of paper.

Congressional Apportionment, 2000

Legend:

- States gaining seats
- States losing seats
- States with no change

Indicates number of House seats
+/- Denotes gain or loss of seats

State	Seats	Category
WA	9	No change
OR	5	No change
MT	1	No change
ND	1	No change
SD	1	No change
NE	3	No change
KS	4	No change
OK	5/-1	Losing seats
TX	32/+2	Gaining seats
LA	7	No change
MS	4/-2	Losing seats
AL	7	No change
GA	13/+2	Gaining seats
FL	25/+2	Gaining seats
SC	6	No change
NC	13/+1	Gaining seats
VA	11	No change
WV	3	No change
OH	17/-1	Losing seats
MI	15/-1	Losing seats
WI	8/-1	Losing seats
IL	19/-1	Losing seats
IN	9/-1	Losing seats
IA	5	No change
MO	9	No change
AR	4	No change
WY	1	No change
UT	3	No change
NV	3/+1	Gaining seats
AZ	8/+2	Gaining seats
NM	3	No change
CO	7/+1	Gaining seats
ID	2	No change
WY	1	No change
MT	1	No change
ND	1	No change
SD	1	No change
NE	3	No change
KS	4	No change
OK	5/-1	Losing seats
TX	32/+2	Gaining seats
LA	7	No change
MS	4/-2	Losing seats
AL	7	No change
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NC	13/+1	Gaining seats
VA	11	No change
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MI	15/-1	Losing seats
WI	8/-1	Losing seats
IL	19/-1	Losing seats
IN	9/-1	Losing seats
IA	5	No change
MO	9	No change
AR	4	No change
WY	1	No change
UT	3	No change
NV	3/+1	Gaining seats
AZ	8/+2	Gaining seats
NM	3	No change
CO	7/+1	Gaining seats
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AZ	8/+2	Gaining seats
NM	3	No change
CO	7/+1	Gaining seats
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WY	1	No change
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AZ	8/+2	Gaining seats
NM	3	No change
CO	7/+1	Gaining seats
ID	2	No change
WY	1	No change
MT	1	No change
ND	1	No change
SD	1	No change
NE	3	No change
KS	4</	

This apportionment map is based on the 2000 census. It will be adjusted after the census of 2010. What is the general trend in reapportionment because of population shifts?

- 149

- 86.** The president and Congress share powers. All of the following are powers EXCEPT:
- A. Paying expenses
 - B. Making treaties
 - C. Declaring war
 - D. Appointing federal officials
- 87.** How may the principle of “equal justice under law,” applied in federal court cases, benefit minorities, poor people, or young people?
- A. “Equal justice under law” means that all people will be given a court-appointed lawyer.
 - B. “Equal justice under law” means that all people are equal before the court, even if they have little money or little political power.
 - C. “Equal justice under law” means that due process will be applied to all people.
 - D. “Equal justice under law” means that all people are innocent until proven guilty.
- 88.** All of the following are Miranda rules EXCEPT:
- A. A person cannot be tried for the same crime twice.
 - B. Prior to any questioning, the person must be advised that he or she has the right to remain silent.
 - C. A person has the right to the presence of an attorney.
 - D. Any statement a person makes may be used as evidence against him or her in court.
- 89.** John Adams once said, “I am Vice President. In this I am nothing, but I may be everything.” What did he mean?
- A. The vice president does not have much official power, but should he become president, he will have a great deal of power.
 - B. The vice president is a meaningless role unless the president dies.
 - C. The vice president feels like he has no power, but he is actually very power-hungry.
 - D. The vice president does nothing unless the president tells him to do something; then he yields quite a lot of power.
- 90.** All of the following are classifications of crimes EXCEPT:
- A. Felonies
 - B. Petty offenses
 - C. Warrants
 - D. Misdemeanors
- 91.** All of the following are limits on presidential power EXCEPT:
- A. Limitations by Congress
 - B. Limitations by public opinion
 - C. Limitations by federal courts
 - D. Limitations by the vice president
- 92.** Federal programs are designed to provide insurance against such social problems as old age, illness, and unemployment. Those programs are called:
- A. Social insurance programs
 - B. Public assistance programs
 - C. Urban renewal programs
 - D. Securities programs
- 93.** The Internet assists citizen activists in all of the following ways EXCEPT:
- A. Getting involved in grassroots movements
 - B. Controlling coverage of certain issues
 - C. Making it easier to gather information
 - D. Communicating with candidates
- 94.** What is the most accurate description of an autocratic government?
- A. Power is divided among the national government and state or provincial governments.
 - B. A small group of people has the power to govern, often because of wealth, military power, or social position.
 - C. Leaders rule with the consent of the citizens.
 - D. One person holds the power to rule and may use military or police power to maintain authority.
- 95.** Students with disabilities may have their needs met through which department?
- A. Department of Justice
 - B. Department of State
 - C. Department of Treasury
 - D. Department of Education

- 96.** A political cartoon shows a large, bloated figure, which represents baby boomers, falling down a hill. The figure is being supported by Uncle Sam and is singing, "Will you still need me, will you still feed me, when I'm sixty-four?"

According to the political cartoonist, who will financially support retired baby boomers?

- A. They will not receive any financial support
 - B. Social Security
 - C. Other baby boomers
 - D. The United States government
- 97.** Why do presidential candidates who represent moderate views usually win elections?
- A. Most voters have moderate views.
 - B. The voters on the two extremes of issues are generally satisfied with a moderate view of an issue.
 - C. More moderates tend to vote than extremists.
 - D. Their vice-presidential candidates are usually stronger.
- 98.** In a laissez-faire economic system, the role of government is
- A. to own the basic means of production and make most economic decisions.
 - B. to keep competition free and fair and protect the public interest.
 - C. to avoid interfering except to ensure free competition in the marketplace.
 - D. to share equally in industrial production.
- 99.** Why do so few bills actually become laws?
- A. They are poorly written.
 - B. The process provides opportunities to kill a bill.
 - C. The line-item veto is used too often.
 - D. There are seldom enough representatives present.

- 100.** In a political cartoon, two students are looking at a parking meter on a desk. The students are saying, "The state decided to leave per-pupil spending up to the individual."

What is the subject of this cartoon?

- A. State funding of education and schools
 - B. High prices of public parking in downtown areas
 - C. The attitudes of today's youth
 - D. College tuition
- 101.** Federal grants influence the states in all of the following ways EXCEPT:
- A. Federal grants set certain minimum standards in the states.
 - B. Federal grants establish different types of local government.
 - C. Federal grants supply funds for programs that states otherwise might not be able to afford.
 - D. Federal grants stimulate programs and goals that the federal government believes are necessary.
- 102.** A well-established government with fair elections, competing political parties, and some form of market economy is known as a
- A. parliamentary government.
 - B. consolidated democracy.
 - C. supranational organization.
 - D. state-sponsored terrorism.
- 103.** In August 1920, the Nineteenth Amendment to the U.S. Constitution, granting suffrage to women, was formally signed into law. It was a pivotal event that had a profound effect on U.S. political history. Use your knowledge of civics to describe two other legislative actions in the area of voter enfranchisement in the 1960s and 1970s that also had significant effects on U.S. political history.

Section 6: Economics

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response question, write down your answer on a separate sheet of paper.

- 104.** Your friend says, “I need some new clothes.” Under what conditions would this be expressing a need?
- A. If the clothes were needed to auction off at a charity auction.
 - B. If the clothes were wanted as additional clothes.
 - C. If the clothes were needed for a weekend party.
 - D. If the clothes were an absolute necessity to keep warm.
- 105.** All of the following are stages required to establish the federal budget EXCEPT:
- A. Executive formulation, in which the president prepares the budget and submits it to Congress
 - B. Initial formulation, in which Congress reviews the main points of the budget
 - C. Final approval, in which the president signs or vetoes the budget
 - D. Congressional action, during which Congress reviews, modifies, and approves the budget
- 106.** All of the following are examples of oligopolies in the United States EXCEPT:
- A. Franchises
 - B. Domestic airlines
 - C. The fast-food industry
 - D. The soft drink industry
- 107.** Alan Greenspan says “The American economy, clearly more than most, is in the grip of what the eminent Harvard professor, Joseph Schumpeter, many years ago called ‘creative destruction’...” What do you think Greenspan means by “creative destruction”?
- A. The continuous process by which new technologies push out old technologies.
 - B. Technological innovations are revolutionizing medicine and agriculture.
 - C. There is very little imprecision.
 - D. The standard of living for the average worker has gone up.
- 108.** All of the following are important buying principles EXCEPT:
- A. Comparison shopping
 - B. Gathering information
 - C. Using advertising wisely
 - D. Respecting the rights of producers and sellers
- 109.** What is the major source of income for the national government?
- A. Importing/exporting
 - B. Income taxes
 - C. Gifts
 - D. Grants
- 110.** All of the following are types of unemployment EXCEPT:
- A. Frictional unemployment
 - B. Full unemployment
 - C. Structural unemployment
 - D. Seasonal unemployment
- 111.** A free-enterprise system has all of the following characteristics EXCEPT:
- A. Economic freedom
 - B. Public property
 - C. Voluntary exchange
 - D. Competition
- 112.** How will the economic growth and development of developing countries affect the future?
- A. International trade will increase.
 - B. There will be overpopulation.
 - C. Communication will improve.
 - D. There will be high interest rates.
- 113.** Imagine that you have just started a business manufacturing toothbrushes. What would a quota on imported toothbrushes do to your business?
- A. Quotas will push up the price of the product.
 - B. Quotas will bring more foreign competition.
 - C. Quotas will make you work harder.
 - D. Quotas will bring down the price of the product.

- 114.** How are roles defined in a traditional economy?
- A. Roles are set by popular vote.
 - B. Roles are set by the government.
 - C. Roles are set by consumers.
 - D. Roles are set by long-standing customs.
- 115.** If we were to enter a period of recession, all of the following would likely happen EXCEPT:
- A. Inflation would fall.
 - B. Unemployment would rise.
 - C. Poverty would rise.
 - D. Inflation would rise.
- 116.** Owning private property gives people all of the following incentives EXCEPT:
- A. The incentive to work harder
 - B. The incentive to buy/sell
 - C. The incentive to save
 - D. The incentive to invest
- 117.** All of the following are major renewable resources EXCEPT:
- A. Hydroelectric power
 - B. Wind power
 - C. Oil
 - D. Solar power
- 118.** All of the following are explanations for why unions have lost members, as well as influence, in recent years EXCEPT:
- A. Additions to the labor force have little loyalty to organized labor.
 - B. Unions are victims of their own success.
 - C. Nobody likes unions and what they stand for.
 - D. Many employers have kept unions out.
- 119.** There are costs and benefits for every activity. Strikes are no exception. Many workers believe that the benefits exceed the costs or they would not strike. List the benefits to workers of going on strike. Then list the costs—not only to workers, but also to society—of going on strike.

Section 7: California History

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response question, write down your answer on a separate sheet of paper.

- 120.** The earliest Native Americans to inhabit California
- A. shared a common language and customs with other Native Americans on the continent.
 - B. developed a very formal tribal structure.
 - C. were isolated from other Native Americans by large mountain ranges.
 - D. were fierce warriors who fought one another often.
- 121.** After conquering Mexico, the Spanish had a strong interest in California for all of the following reasons EXCEPT:
- A. They hoped gold would be discovered there.
 - B. They were seeking a route to the legendary Northwest Passage and a shortcut to China.
 - C. They wanted to prevent other countries from colonizing the area.
 - D. They wanted to capture all the Native peoples and take them to Spain.

GO ON TO THE NEXT PAGE

- 122.** The first California missions were founded in 1769-1770 by a group of Franciscan missionaries led by Father
- A. Hernán Cortés.
 - B. Junipero Serra.
 - C. José de Gálvez.
 - D. Gaspar de Portolá.
- 123.** The Mexican-American War was basically a dispute between the two countries over which of the following?
- A. Possession of California
 - B. Mexico's violation of the Treaty of Guadalupe Hidalgo
 - C. American citizens held captive in Mexico
 - D. The U.S.-Mexican border in Texas and Mexico's refusal of America's offer to buy land
- 124.** Which of the following California cities did not grow or prosper dramatically with the discovery of gold in 1849?
- A. Los Angeles
 - B. Sacramento
 - C. San Francisco
 - D. Stockton
- 125.** The Progressive movement in California reached its peak at the beginning of the twentieth century with the election of which Republican candidate for governor?
- A. Abraham Ruef
 - B. James Schmitz
 - C. Hiram Johnson
 - D. Leland Stanford
- 126.** As a result of the massive influx of Dust Bowl refugees into California during the 1930s, which of the following occurred?
- A. Many open farm labor jobs were filled.
 - B. Struggling California residents reacted with hostility to the newcomers.
 - C. Relocation centers were established for Japanese Americans.
 - D. Open jobs in the shipbuilding and aircraft industries were filled.
- 127.** The coming of the railroads to California in the latter part of the nineteenth century was a pivotal event in the state's history, bringing great change, both beneficial and harmful. Using your knowledge of California history, describe how the growth of the railroad industry had both positive and negative effects on California and its people.



Answer Key for Practice Test 1

Section 1: World History

- | | | | |
|------|-------|-------|-------|
| 1. C | 10. D | 19. B | 28. B |
| 2. D | 11. D | 20. B | 29. C |
| 3. A | 12. B | 21. A | 30. A |
| 4. B | 13. C | 22. A | 31. B |
| 5. A | 14. C | 23. D | 32. B |
| 6. C | 15. A | 24. C | 33. B |
| 7. B | 16. D | 25. D | 34. A |
| 8. A | 17. B | 26. A | 35. D |
| 9. C | 18. B | 27. C | |

Section 2: World Geography

38. B
39. B
40. A
41. A

Section 3: U.S. History

- | | | | |
|-------|-------|-------|-------|
| 43. C | 52. C | 61. D | 70. D |
| 44. D | 53. C | 62. A | 71. D |
| 45. C | 54. A | 63. D | 72. C |
| 46. D | 55. D | 64. A | 73. C |
| 47. B | 56. B | 65. B | 74. B |
| 48. B | 57. D | 66. B | 75. D |
| 49. B | 58. B | 67. D | 76. C |
| 50. B | 59. B | 68. C | 77. D |
| 51. D | 60. C | 69. B | |

Section 4: U.S. Geography

- 80. D
- 81. C
- 82. A
- 83. A

Section 5: Civics

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|-------|-------|-------|--------|
| 85. A | 90. C | 95. D | 100. A |
| 86. C | 91. D | 96. D | 101. B |
| 87. B | 92. A | 97. A | 102. B |
| 88. A | 93. B | 98. C | |
| 89. A | 94. D | 99. B | |

Section 6: Economics

- | | | | |
|--------|--------|--------|--------|
| 104. D | 108. D | 112. A | 116. A |
| 105. B | 109. A | 113. A | 117. C |
| 106. A | 110. B | 114. D | 118. C |
| 107. A | 111. B | 115. D | |

Section 7: California History

- | | |
|--------|--------|
| 120. C | 124. A |
| 121. D | 125. C |
| 122. B | 126. B |
| 123. D | |

Answer Explanations for Practice Test 1

Section 1: World History

1. C. If the question asks you to read a quote, look for clues that reveal its historical context. Such clues can be found in the title and date of the text as well as in the quote itself. Determining the historical context will help you to determine the quote's *historical significance* or the importance it has gained over time.
2. D. The Silk Road extended from China to Southwest Asia. It was a route for transporting luxury items, and it provided the means for spreading the religions of Buddhism, Christianity, and Islam.
3. A. Oligarchy is rule by a few. Democracy is rule by the people. Monarchy is rule by a king or queen.
4. B. A triumvirate is a government by three people with equal power. Crassus, Pompey, and Julius Caesar emerged as victors of 50 years of Roman civil wars. They combined wealth and power to form a government.
5. A. Islamic art is a blend of Arab, Turkish, and Persian traditions. The best expression of Islamic art is found in the magnificent Muslim mosques.
6. C. Scandinavia remained free; England, France, and central Europe experienced multiple invasions.
7. B. You are looking for the exception in this question, so you want to identify the one force that did not lead to growth during the Middle Ages. Improved agricultural methods, increased trade, and development of a money economy all led to growth. Classical texts did not lead to growth.
8. A. The Aztecs survived, strengthened by their belief in a sign that would come from their god of war and of the sun. The god had told them that when they saw an eagle perched on a cactus growing out of a rock, their journey would end. When they saw that, they built Tenochtitlan (or “place of the prickly pear cactus”). They believed they had found the land promised to them, they would have peace for their people, and they would want for nothing.
9. C. The compass and astrolabe aided in exploration, allowing them to determine what direction they were moving and to navigate; lateen sails made ships more maneuverable and allowed them to carry heavy cannon and more goods.
10. D. Through the story of *Don Quixote* and the development of the characters (Don Quixote is the visionary so involved in his lofty ideals that he does not see the hard realities around him; his squire, Sancho Panza, is a realist), we are left with the conviction that both visionary dreams and the hard work of reality are necessary to the human condition.
11. D. Remembering the dates of the Glorious Revolution (1688) will help you eliminate answers. In 1688, a son was born to King James II, and the possibility of a Catholic monarchy loomed large.
12. B. Look at the map carefully and make sure your answer fits with the question. Foreign trading forts in India were always along the coast, usually near a river or bay.
13. C. Make sure that the statement is true for *both* empires.
14. C. The key word is *immediately*, so the correct answer is a *direct* result of the war. Although many of the events stated in the answer choices happened around this time, you want the answer that happened directly after the Great Peloponnesian War.
15. A. Women were not traders or politicians, and they did not pass down traditions to younger generations. So, B, C, and D do not describe women in ancient India.
16. D. Look at each answer choice and check it against the quote. Answers B and D may seem very similar. Answer D, however, matches the issues addressed in the quote more closely than B.
17. B. The growth of both publishing and the reading public meant more people were reading and becoming aware of the Enlightenment. Enlightenment ideas were also spread through the salon—elegant drawing rooms of the wealthy upper class's great urban houses—where writers, artists, aristocrats, government officials, and wealthy middle-class people would gather.

18. **B.** Make sure you read the title of the map and look at the map carefully for information before you try to answer the question. Use your knowledge of world geography to help you answer the question.
19. **B.** With a timeline question, you may need to make an inference. Look for clues in the test question and timeline. In this case, think about what the events on the timeline have in common. These clues can help you make an inference that is supported by the timeline. Obviously, there was not complete support, there *were* problems, and, clearly, women wrote about politics, too. So the only plausible answer is B.
20. **B.** The British taxation on colonists was the most important event that precipitated the American Revolution.
21. **A.** Look carefully at the map. The revolutions extended to Palermo in Sicily.
22. **A.** This question asks for an answer that is supported by the facts provided. Find the answer choice that is *proven true* by the information listed. Answer A is the only statement based on the information.
23. **D.** Impressionism was a movement that began in France in the 1870s, when a group of artists rejected the studios where artists had traditionally worked and went out into the countryside to paint nature directly. One important Impressionist is Claude Monet. Others include Renoir and Morisot.
24. **C.** An important word in this question is *best*. Although it is true that Russia entered on the side of France and Great Britain, it could never provide strong support due to internal weaknesses. It may help to remember the domestic history in Russia during World War I, especially that of the Russian Revolution in 1917. Once Lenin established a Bolshevik government, he immediately pulled Russia out of the war. The best answer is C.
25. **D.** Look carefully at the map and the questions. All of the answer choices are true about the Suez Canal, but you want to find the answer choice that most thoroughly answers the question. Control of the Suez Canal would provide a shorter route from Europe to Asia. Therefore, D is the correct answer.
26. **A.** All of the other answer choices were things that were happening, but they do not directly relate to the British motives for protecting Latin American states.
27. **C.** You can automatically eliminate answers not related to India, such as D.
28. **B.** Any time you get a map, pay careful attention to the title and to the map legend. The legend gives information crucial to understanding the map. The information in the legend may also help you eliminate answer choices that are incorrect. The amount of land gained indicates that answer A is obviously incorrect.
29. **C.** You are looking for the exception in this question, so you want to find the item that was not imported from China. Tea, silk, and porcelain were all imported from China. Silver was not. So, C is the correct answer.
30. **A.** Bombing had in many cases made the carriageway too narrow for use by vehicles. It was the “Trümmerfrauen” who cleared the rubble. The pay was miserable but they and their children were given decent meals. In some severely bombed towns and cities temporary railways were constructed to remove the rubble.
31. **B.** Several queens of England had nicknames; some of them are presented as answer choices. The best answer choice, though, for a queen who executed so many people, is Bloody Mary, so B is the best answer.
32. **B.** Tenochtitlan was the capital of the Aztec empire, built on an island in Lake Texcoco in what is now the Federal District in central Mexico.
33. **B.** Frederick “Barbarossa” (Italian for “redbeard”) was a duke of Swabia, a German King, and Holy Roman Emperor. He spent much of his reign engaged in a long struggle with Pope Alexander III, who sought to establish the papacy independently from the empire and excommunicated Frederick. The emperor attempted to establish the German states as preeminent in Europe and fought in ongoing wars with northern Italy. During his reign, however, there were no wars started in Germany, so the correct answer is B.
34. **A.** The father of Confucianism is Confucius. Buddhism began as an offspring of Hinduism in India. The founder was Siddhartha Gautama. Zoroastrianism was founded by Zarathushtra (Zoroaster in Greek; Zarthosht in India and Persia). It is with the sixth century Chinese B.C.E. philosopher Lao Tzu (or “Old Sage”—born Li Erh) that the philosophy of Taoism really began. Therefore, A is the best answer.

- 35. D.** The Treaty of Neuilly-sur-Seine, dealing with Bulgaria for its role as one of the Central Powers in World War I, was signed on November 27, 1919, at Neuilly-sur-Seine, France. The treaty established borders over contested territory between Bulgaria, Turkey, Greece, and Yugoslavia. As a Central Powers belligerent, Bulgaria received the least land, and was required to reduce its army to 20,000 men, pay reparations exceeding \$400 million, and recognize the existence of Yugoslavia. Bulgaria was required to cede western Thrace to Greece and parts of Dobruja to Romania. In Bulgaria, the results of the treaty are popularly known as the Second National Catastrophe. During World War II Bulgaria, together with Nazi Germany, temporarily reoccupied the territories it had ceded. The Treaty of Versailles (1919) was the peace treaty that officially ended World War I between the Allied and Associated Powers and Germany. The Treaty of Lausanne (July 24, 1923) was a peace treaty that settled the Anatolian part of the partitioning of the Ottoman Empire by annulment of the Treaty of Sèvres signed by the Ottoman Empire as the consequences of the Turkish Independence War between Allies of World War I and Grand National Assembly of Turkey (Turkish national movement). So, the correct answer is D.
- 36.** Luther's study of the Bible led him to believe that humans are saved through their faith in God alone, and that grace could not be earned by performing good works. This was at odds with the Catholic doctrine that salvation depended on faith and good works. Luther also attacked abuses in the sale of indulgences in his Ninety-Five Theses. He attacked the Church's view of the sacraments, keeping only baptism and the Eucharist. He was opposed to celibacy of the clergy. Eventually he called on the German princes to break with the Catholic Church and establish a reformed German church. Luther was excommunicated by the pope and made an outlaw within the Holy Roman Empire by Charles V. During the next few years, his movement became a revolution, and he gained the support of many of the German rulers who broke with the Catholic Church.
- 37.** It is a vow of personal loyalty that transcends other loyalties. This is one reason why many lords in France were more powerful than the king during this period.

Section 2: World Geography

- 38. B.** Read the question carefully to determine what is being asked. Look for the key words and phrases that will help you identify the correct answer. The phrase *rapid population growth* is key. Then you must figure out the best choice. The best choice that presents a *challenge* from rapid population growth is B.
- 39. B.** Notice that the question asks you to base your answer on location. Three of the choices deal with resources, form of government, and size. Choice B, however, focuses on the countries' locations away from seas, which would influence their role in world trade.
- 40. A.** Global warming will raise the earth's average temperature. A warmer global climate will melt polar ice caps and mountain glaciers and cause oceans to submerge coastal areas. Weather patterns might change, producing new extremes of rainfall and drought. Looking at the answer choices, knowing what global warming is and what it does, the best answer choice is A.
- 41. A.** You are looking for the exception in this question. So, you want to find all of the answers that are effects on the climate. B, C, and D are all effects on the climate. A may be true, but it is not an effect on the climate from the East Asian mountains, so A is the correct answer.
- 42.** Besides their use as sources of meat and wool, these animals were used for transportation of goods (maximum load for a llama is typically 40 kg, or 88 pounds).

Section 3: U.S. History

- 43. C.** The colonists strongly benefited from the fact that they were fighting on their own land, and possessed strong military leaders such as George Washington. After six long years, and many defeats, Britain's will to continue the fighting—both in financial and personnel cost—evaporated.
- 44. D.** The question is asking for an opinion, so you should look for subjective words such as *good*, *important*, *think*, *like* (and synonyms and antonyms of those words). Choice D talks about "better democracy."

- 45. C.** Eliminate answers that don't make sense. The Spanish had a monarchy, not a democracy, so it would be illogical for them to bring democratic government to the Americas. If you attach an approximate date or culture to each answer, that might help. Hieroglyphic writing was prevalent in ancient America and Native American peoples of Mesoamerica were cultivating maize (corn) long before Spanish explorers arrived. Therefore, you can rule out A and D.
- 46. D.** Think about the word *limit*. It means to reduce or restrict. Therefore, you can eliminate answer B—it gave the government more power. You can also eliminate C because dissolving a party would not reduce governmental power.
- 47. B.** The Federalists of Alexander Hamilton and John Adams were essentially the party of manufacturing and big business, with its strength in Northern states, while the Democrat-Republicans, led by Thomas Jefferson and later Andrew Jackson, were the party of the small entrepreneurs and farmers, with strength in the South and later the West.
- 48. B.** *Advantage* and *Southern states* are key words. You probably remember that the North was more populated and “advanced” than the South, so you can eliminate C and D. Also, the South did not have the support of the British and the French, so you can eliminate A.
- 49. B.** The important word in this question is *and*. Look for the answer that applies to both colonies. For example, while it is true that the Pilgrims founded Plymouth Colony for religious reasons, the Jamestown founders were primarily looking for gold and adventure, so you can eliminate answer D. And the primary source of income for Jamestown was tobacco, but there is no evidence that the Pilgrims grew tobacco. Therefore, you can rule out C.
- 50. B.** Sectionalism was the term used to describe this condition which reached its height just prior to the Civil War.
- 51. D.** The important word in this question is *both*. Several reform movements are mentioned, but the question asks about the reforms *both* women supported. Look for clues in the passage—Sojourner Truth was a former slave, so she likely supported abolition. Therefore, you can narrow the choices to A and D. Since Susan B. Anthony was a powerful organizer in the women's right movement, the best answer is D.
- 52. C.** Spain had no involvement in McKinley's assassination; he was killed three years after the war ended.
- 53. C.** This question is looking for the *exception*. Three of the answer choices describe types of discrimination that women faced in the 1960s. Women gained the rights to vote in 1920, when the Nineteenth Amendment was ratified.
- 54. A.** Think about New England's geography and society. Which of the answers does not describe New England's society? The key words in this question are *community life* and *New England*.
- 55. D.** Remember, this question asks for the *exception*. Read through each answer carefully to see if it is true of FDR's first Hundred Days. You are looking for the answer that is false. The bills were intended to combat the effects of the Great Depression, so since A is true, it is not the correct answer. Since the bills were new, they were known as the New Deal, so B is true, and it cannot be the correct answer. Since the bills were only temporary at the beginning, C is true, and it is not the correct answer. Also, 100 days is less than four months. It does not seem likely that much could have been accomplished if Congress was involved in divisive and protracted debate. Therefore, the correct answer is D.
- 56. B.** This question is asking for a cause-and-effect relationship, so you should look for an answer that can be *directly related* to the needs of a wartime economy. During the war, it was necessary to produce supplies and munitions for the armed forces (which also needed more personnel), so answer A must be incorrect. In fact, there were more jobs and fewer workers to fill them, so unemployment is not a logical choice. The United States had to raise revenue to pay for the war, which led to a rise in taxes during the war, so answer C is incorrect. And, labor unions were not abolished, so, D is incorrect. That leaves B as the correct answer.
- 57. D.** An *arsenal* is a stockpile or storehouse of weapons. Eliminate any answer that does not relate to using weapons to protect democracy. Also think about the timing of the event. This will help you rule out A, since the Depression was largely over by this time. If you think about who the Axis powers were, you can rule out B, since Germany, Italy, and Japan were not democratic countries. Finally, supplying aid to one side is likely to allow the country to remain neutral, so you can rule out C. The answer that is left is D.

- 58. B.** Look in the passage to find clues to support your answer. Try not to get confused by the long sentences or old-fashioned language in this passage. Ask yourself what the main idea is. Underline the key phrases from the excerpt, such as *free and independent* and *not ... for future colonization*. This will help identify the answer.
- 59. B.** After Vietnam and Watergate, Congress wanted legislation to limit the president's power during wartime. Three of the answers actually do the opposite, give the president more power. Some of the answers actually state "greater authority" and "freer hand," so the correct answer is B.
- 60. C.** You can eliminate some answers with your own knowledge. For example, you probably know that child care is still an issue for parents today, so it cannot be guaranteed in the Nineteenth Amendment. Therefore, you can eliminate answer B. Also, equal wages is still an issue facing women today, so you can eliminate answer D. In the 1920s, most women were not worried about attending college, so you can eliminate answer A.
- 61. D.** From the wording of the question, you can see that Social Darwinism and the Gospel of Wealth do have three of these concepts in common. So, you have to find the answer that is part of only *one* of these philosophies. For each answer, you should ask yourself if the concept in the answer choice is associated with *both*. If the answer is yes, you can eliminate the answer.
- 62. A.** Congress passed the Taft-Hartley Act in 1947 as a response to the major labor strikes in the railroad and mining industries in 1946. President Truman vetoed the bill, but Congress overrode the veto. Among other things, the law said workers could not be forced to join a union before they were hired.
- 63. D.** You're looking for an answer that does not accurately complete the statement. The Warren Court expanded individual civil liberties and the power of the judicial branch. Eliminate answers that had either of those effects. The correct answer is D.
- 64. A.** Eliminate answers you know are incorrect. For example, the breakup of Austria-Hungary took place after World War I, so you can eliminate that answer. The exile of Huerta occurred in Mexico, which had little effect on European nations, so you can eliminate B. One of the results of World War I was the breakup of several empires. This makes D less likely to be the correct answer. So, the correct answer is A.
- 65. B.** The question is asking for one *difference* in civil rights strategies. Three of the answer choices represent *common goals*. Think about what some of the later civil rights groups advocated. The one issue on this list that some of the later groups did not support was nonviolence. The correct answer is B.
- 66. B.** Remember, you're looking for the answer that does not fit. Unions were formed to try to help workers. Which answer is least likely to help workers? Answers A, C, and D can be eliminated, leaving B as the correct answer.
- 67. D.** When the question stem has a negative, you should try to reword the sentence or phrase to make it positive. For example, which of the following was a cause of tension? Since D refers to a compromise, it does not suggest a cause of anger/tension.
- 68. C.** Because the question has the word "not" in it, look for an answer that seems opposed to the other answers. Which of the answers is opposite of the rest? The Cubans did not readily accept the Platt Amendment and they reluctantly added it to their constitution. So, you can eliminate the answers that place restrictions on Cuba: A, B, and D.
- 69. B.** Use the process of elimination to rule out any answers that you know are wrong. For example, two of the answers suggest that the colonists and the British may already be at war, while only one answer mentions the main issue. Look for the main idea in the question. This question is related to taxes and voting for representation in Parliament. Answer B is the only answer that mentions taxes and representation.
- 70. D.** Know that nativism means favoring native-born people over immigrants. An influx of immigrants contributed to nativism, so you can eliminate choice B. Although some fundamentalists were nativists, fundamentalist beliefs were not anti-immigrant. Therefore you can infer that the correct answer is D.
- 71. D.** Eliminate the answers you know are incorrect. For instance, machinery such as the reaper *did* make it easier for farmers to work more land at a quicker pace. Therefore you can eliminate answer B. The Homestead Act was a form of government assistance, and it did make it easier for settlers to live and farm on the Great Plains. Therefore, you can eliminate answer A. Obviously, new farming techniques would make it easier to farm, so you can eliminate answer C.

- 72. C.** Remember that three of the four choices were part of Eisenhower's programs. If you consider the goals of dynamic conservatism, and think about which answers are most consistent with those goals, you can eliminate A, B, and D.
- 73. C.** Think about the definition of McCarthyism, the use of unsubstantiated accusations to discredit people. So, you're looking for the answer that best relates to this definition.
- 74. B.** Make sure your answer reflects the original goal of the Antitrust Act. Only one answer reflects the reason Congress passed the law. Think about each of the choices—which could realistically restrain trade? Labor unions and the Farmers' Alliances were a combination of workers and did not have the power to restrain trade. Railroads could not restrain trade, either. By eliminating those answers, you are left with choice B.
- 75. D.** You can use the process of elimination. For example, farmers were not prosperous in the 1920s because their huge crops forced down agricultural prices. Therefore, answer B is incorrect. The Hawley-Smoot Tariff, passed in 1930, was the highest tariff ever. This means you can eliminate choice C. Because interest rates were low, business leaders continued to overproduce. This means you can eliminate choice A. The correct answer is D.
- 76. C.** Pay careful attention to the wording of this question. This question asks you to select the answer that is *not* true. That means three of the four statements must be true, and you should find the one that is not. Answers A, B, and C are all true, so the correct answer is D.
- 77. D.** While all four choices are examples of Cold War tensions between the United States and the communist countries of China and the Soviet Union, the 1962 Cuban missile crisis, when the United States and the Soviet Union came close to a nuclear arms showdown, was clearly the highest point of tension.
- 78.** Differences: In Vietnam, the United States entered a conflict already underway between North and South Vietnam in an effort to prevent the North Vietnamese communists from taking control of all of Vietnam. American involvement was gradual, beginning with military advisors in the early 1960s, then large-scale troop deployment of hundreds of thousands of armed forces through the late 1960s and early 1970s. In addition, the war was fought in large part by conscripted soldiers because the country had a military draft at the time. In Iraq, the United States invaded a country that was not at war in an effort to find weapons of mass destruction and depose the country's military dictator, Saddam Hussein. This war and subsequent occupation has been fought mainly by a volunteer army and National Guard troops. U.S. military involvement was an initial massive air attack, followed by a ground invasion of troops that quickly defeated the Iraqi army and sent Hussein into hiding.
- Similarities: In Vietnam, many critics of U.S. involvement claimed America was intervening in what was basically a civil war between the Vietnamese people, and that a settlement of the conflict could only be reached by the North and South Vietnamese people themselves. In Iraq, after deposing Hussein, America became bogged down in what became a civil war between Shiite and Sunni Iraqis, and many critics of U.S. involvement claimed that the only settlement of the conflict would be a political one between the Shiites and Sunnis. In both the Vietnam and Iraq wars, the United States was condemned in many international quarters by people who said that U.S. involvement in both conflicts was not necessary for the protection of U.S. security interests.
- 79.** In the aftermath of World War II and the onset of the Cold War, the United States engaged in a foreign policy of "containment" in connection with the growing communist threat. This policy acknowledged Soviet domination of eastern Europe and was basically aimed at preventing further communist takeovers in other areas, particularly third-world countries. The Truman Doctrine stated that America's primary goal was to provide economic and financial aid to assist free nations in repelling armed minorities or outside foreign intervention—i.e., the Soviet Union. Military assistance or the presence of U.S. troops was not considered, chiefly because after four long years of World War II, U.S. leaders realized that the American people would not be anxious to get involved in any military conflicts that did not directly threaten U.S. security.

By the 1980s, after nearly four decades of the Cold War, the United States had become intolerant of continuing communist involvement in the affairs of other nations. The Reagan Doctrine called for open U.S. support in military aid for government or rebel forces seeking to resist communist aggression or to overthrow a communist-backed government in power. The Reagan Administration provided both financial aid and weapons to the Contra forces in Nicaragua and the anti-Soviet forces in Afghanistan in an effort to remove Soviet influence from those two countries. The change in policy over the years was chiefly a result of Russia increasing its sphere of influence

right into America's own backyard—90 miles away in Cuba—as well as the many pro-Soviet regimes that had come to power in areas of the Middle East, South and Central America, and Africa. The Reagan Administration adopted a much harder line in regard to restraining Soviet influence because it believed that halting that influence benefited America's own security—politically, militarily, and economically.

Section 4: U.S. Geography

- 80. D. Study the information shown on the bar graph for an average monthly temperature. Look for three consecutive months in which temperatures would be the most favorable for people and equipment to function outside.
- 81. C. When you are making an inference, you will not find the exact answer on the table. So you need to read each answer choice and compare it to the table and make some assumptions. The best answer is C.
- 82. A. Several of the data elements correlated by the researchers relate to water. Eliminate those answers that do not relate to water—C and D. Also, if you know that GPS technology deals with precise positioning data, you can eliminate B. So, the correct answer is A.
- 83. A. You have to read each choice carefully, and best match the answer to the question. The best answer is A.
- 84. Around the Pacific Basin the natural hazards are tsunamis, volcanoes, and earthquake activity. There are hurricanes along the Atlantic and Gulf of Mexico coasts. Tornadoes threaten the midwest and southeast. California is met with mud slides. There are forest fires in the west. Permafrost in northern Alaska is a major impediment to development. Flooding can happen anywhere in the United States.

Section 5: Civics

- 85. A. Look carefully at the map, and make sure both parts of the answer are correct. The Southeast and Southwest gained seats while the Midwest lost seats, so the correct answer is A.
- 86. C. Because you are looking for the exception, you have to find the one duty that is not shared by Congress and the president. Therefore, C is the correct answer.
- 87. B. "Equal justice under law" means that every person, regardless of wealth, social status, ethnic group, gender, or age, is entitled to the full protection of the law. All people are equal before the court, even if they have little money or little political power. Even though the other answer choices are aspects of the law, they do not directly answer the question.
- 88. A. Again, you are looking for the exception, so you must find the answer that is *not* a Miranda rule. While not being retried for the same case is a rule—double jeopardy—it is not a Miranda rule, and B, C, and D are all Miranda rules. Therefore, A is the correct answer.
- 89. A. Read all of the answer choices carefully, comparing them to the question. Knowing that the vice president does not have much power unless he becomes president, choice A is the best answer.
- 90. C. You are looking for the one answer that is *not* a classification of crime. Since felonies, petty offenses, and misdemeanors are all types of crimes, C is the only possible answer.
- 91. D. Again you are looking for the exception. Congress, public opinion, and the federal courts all can put some limitations on the president. The vice president, however, does not have any limitations on the presidential power, so D is the correct answer.
- 92. A. Public assistance programs provide a certain minimum standard of living to those who do not earn enough income. The federal government supports urban renewal in cities to help replace old buildings. Stocks and bonds are forms of securities. Federal social insurance programs are designed to provide insurance against such social problems as old age, illness, and unemployment. Therefore, the correct answer is A.
- 93. B. Again, you are looking for the exception. You know that the Internet makes everything easier—to gather information, to communicate, and to get involved, and there's very little control. Therefore, B is the correct answer.

- 94. D.** In an autocracy, power and authority to rule are in the hands of a single individual, so A, B, and C are incorrect.
- 95. D.** The Department of Justice oversees the nation's legal affairs, so answer A can be eliminated. The Department of State is responsible for the overall foreign policy of the United States, so you can rule out answer B. The Department of Treasury manages the monetary resources, so C can be eliminated. The Department of Education addresses educational needs, especially programs to help students with special needs, so the correct answer is D.
- 96. D.** In the cartoon the baby boomers are represented by the large, bloated figure falling down the hill. The baby boomer in the cartoon is singing "Will you still need me, will you still feed me, when I'm sixty-four?" as a way of asking, "Will you financially support me?" Uncle Sam, who represents the United States government, is the one holding up the baby boomer. So, the cartoon is implying that the United States government will financially support the baby boomers.
- 97. A.** There are no proven statistics on whether more moderates vote than extremists, so answer C is eliminated. Usually vice-presidential candidates are not the main reason voters vote for a presidential candidate, so you can rule out choice D. While it is possible that the voters on the two extremes are generally satisfied with a moderate view of an issue, it is more likely that most voters have moderate views, so A is the correct answer.
- 98. C.** A laissez-faire economic system is a hands-off approach to government, so C is the best choice.
- 99. B.** While A, C, and D might be true some of the time, the most logical answer is B. The process of a bill becoming a law has several opportunities in which a bill can be killed.
- 100. A.** In the cartoon, the two students are looking at a parking meter on a desk. The parking meter implies that each student will have to pay "per session" to sit and learn and get an education. The students are saying, "The state decided to leave per-pupil spending up to the individual." Differences in the total amount of spending per pupil exist among the states and among localities within states. Differences in spending on education between rich and poor school districts have become vast in some states. Many state courts have claimed such differences are unconstitutional. The cartoonist jokes about the capability of some students to pay for their education. Therefore, the correct answer is A.
- 101. B.** You are looking for the exception, so you want to find that choice that does *not* reflect ways federal grants influence the states. Federal grants do not establish different types of local government, so B is the correct answer.
- 102. B.** In a parliamentary government both the executive and the legislative functions are found in the elected assembly, so you can rule out A. The European Union has evolved from a regional body into a supranational organization, so that eliminates choice C. State-sponsored terrorism is terrorism secretly supported by the government, so you can rule out D. A consolidated democracy is a well-established government with fair elections, competing political parties, and some form of market economy, so B is the correct answer.
- 103.** In 1965, Congress passed the Voting Rights Act. This legislation outlawed discriminatory practices—mainly used in the South—that helped deny African-Americans the opportunity to register and vote. These practices included literacy tests that had been used to circumvent guarantees of civil rights protections for blacks written into the Fifteenth Amendment to the Constitution. The historic Voting Rights Act also provided for enforcement provisions that said that certain jurisdictions, subject to discriminatory practices, could not implement any change in registration laws without the examination of the U.S. Attorney General or the Federal District Court in Washington, D.C. Following the passage of the Act, African-American voter registration in many Southern states increased dramatically; over the next 20 years, the gap between black and white voter registration rates—which had been anywhere from 25 percent to 60 percent throughout the South—had dropped to 7 percent or less.
- In 1971, the Twenty-Sixth Amendment, granting 18-year-olds the right to vote, formally became part of the U.S. Constitution. The movement to lower the voting age had been spurred by large-scale participation in the Vietnam War of 18-year-old draftees, who were "old enough to fight, but not to vote." As a result of the amendment's adoption, over the years thousands and thousands of 18-21-year-old men and women—particularly on college campuses—have become very active in politics and political campaigns. In addition, voter turnout among 18-21-year-olds has shown a steady increase, especially in recent years. Another result of lowering the voting age was that many states then lowered the minimum age for exercising most other adult rights, such as marrying and signing contracts without parental consent.

Section 6: Economics

- 104. D.** While you may think that choices A, B, and C seem like needs, they are not; they are wants. D is the only absolute need.
- 105. B.** You are looking for the exception, so you want to find a stage that is *not* involved in the process. A, C, and D are all stages in the process of establishing a federal budget.
- 106. A.** An oligopoly is an industry dominated by *several* suppliers who exercise some control over price. Usually there are a few large firms responsible for 70 to 80 percent of the market, capital costs are high, the goods are very similar, and advertising emphasizes minor differences and attempts to build customer loyalty. With this knowledge, B, C, and D are all oligopolies. Franchises are not, and since you are looking for the exception, the correct answer is A.
- 107. A.** You have to infer on this answer. You have to think about what “creative destruction” might mean and then compare your definition to the answer choices. While B, C, and D are all true situations, the description that best describes “creative destruction” is the notion of new technologies pushing out old technologies, so A is the correct answer.
- 108. D.** You are looking for the one answer choice that is not an important buying principle. While respecting the rights of producers and sellers is important, it is not an important buying principle. A, B, and C are all important buying principles, so the correct answer is D.
- 109. A.** While all of these answer choices may bring in income, the major source of income is importing/exporting—choice A.
- 110. B.** You are looking for the exception here, so you want the answer choice that is *not* a type of unemployment. Frictional unemployment is temporary unemployment between jobs because of firings, layoffs, voluntary searches for new jobs, or retraining. Structural unemployment is unemployment caused by changes in the economy, such as technological advances or discoveries of natural resources. Seasonal unemployment is unemployment caused by changes in the seasons or weather. Full unemployment is not a type of unemployment, so B is the correct answer.
- 111. B.** You are looking for the answer choice that is *not* a characteristic of a free-enterprise system. Free-enterprise systems have six important characteristics: limited government involvement, freedom of enterprise, freedom of choice, private property, profit incentive, and competition. The only choice not in this list is answer B.
- 112. A.** Think through the answer choices here, and choose the *best* one. If developing countries are growing and developing, there might be overpopulation, communication might improve for them, there might be high interest rates there, but the most likely answer is that international trade will increase—A.
- 113. A.** Think through the answer choices, and choose the *best* one to answer the question. A quota is a limit on the amount of a good that can be allowed into a country. Because there is a limit on how many toothbrushes can come into the country, the prices of the product will go up. So the correct answer is A.
- 114. D.** If you read the question carefully, there is a clue that can help you determine the answer. The question is asking about a *traditional economy*, or an economy based on traditions. So, roles are defined by long-standing customs, making D the correct answer.
- 115. D.** You are looking for the exception here. If we were to enter a period of recession, the unemployment rate would rise, inflation would fall, and poverty would rise. So, the answer choice that is the exception is D.
- 116. A.** Again, you are looking for the exception. And you have to find the *best* exception. Owning private property gives people the incentive to buy-sell, to save, and to invest. While all of those incentives *might* cause one to work harder, A is the best choice as the answer that is *not* an incentive.
- 117. C.** Because you are looking for the exception, you should find the resource that is *not* renewable. Of the resources listed, only oil is not renewable. So the correct answer is C.

- 118. C.** Again, you are looking for the exception, so you should find the answer that is *not* a reason for unions losing members and influence. Choice C is not a reason. It may be your opinion, or the opinion of other people you know, but because it is not a fact, we cannot categorize it as a reason, so C is the correct answer.
- 119.** Benefits include winning strike demands—higher wages, more fringe benefits, better working conditions, more job security, grievance procedure that favor workers, and so on. Costs include loss of wages and other benefits, and possible loss of job if strike is not settled; negative publicity because of the strike; actions of management—lockouts, injunctions, and use of strikebreakers.

Section 7: California History

- 120. C.** The earliest Native Americans in California did not share common language or customs with other Native Americans nor did they develop formal tribe structures, so A and B are incorrect. In addition, they were peaceful people and geographic limitations helped keep them that way. So C is the correct response.
- 121. D.** A, B, and C were the three major reasons that the Spanish were interested in California. The Spanish had no interest in taking Native Americans to Spain, so the correct answer is D.
- 122. B.** A, C, and D were all Spanish explorers or government officials; Serra was a Franciscan missionary.
- 123. D.** While Americans in California wanted either home rule or wished to become part of the United States, possession of California was not the primary reason for the war; and there were no U.S. citizens held captive in Mexico prior to the war. The Treaty of Guadalupe Hidalgo *ended* the war, so the correct response is D.
- 124. A.** Sacramento and Stockton were basically “born” out of the gold rush, and San Francisco grew dramatically because of it. Only Los Angeles, in southern California, did not directly benefit from the discovery of gold, so the correct response is A.
- 125. C.** Ruef and Schmitz were San Franciscans convicted of illegal acts in connection with civic corruption. Leland Stanford was a railroad tycoon. The correct answer is C.
- 126. B.** Choices A and C are incorrect; farm labor jobs were scarce and resident Californians wanted them; shipbuilding and aircraft jobs did not open up until just before and during World War II. The relocation centers opened in 1942 and had nothing to do with the Dust Bowl refugees. So the correct answer is B.
- 127.** The coming of the railroads to California, beginning with the construction of the Central Pacific Railroad in 1863, brought tremendous growth to the state. Construction of the western rail link created thousands of jobs, most of them filled by Chinese immigrants who were willing and skillful enough to perform the dangerous work involved. Once the rail link was completed and additional links to southern California added, the state benefited greatly. Cities, towns, and businesses sprang up along the rail lines, and places such as Los Angeles, a terminus, boomed. Agriculture became an enormous thriving enterprise, as farmers and ranchers were able to sell and ship their produce and cattle all over the country. In addition, rail service brought new arrivals to the state, many of them tourists wishing to see the state’s natural beauty, and others as permanent residents looking to make a new future.
- The railroads also had negative effects. The industry became very powerful, controlling large amounts of land, given to it by government subsidies; when sold off to prospective homeowners and land developers, it created fortunes for railroad tycoons, some of whom became very politically powerful industrialists. By the early twentieth century, railroad interests dominated state politics, and corruption, in the form of bribes and kickbacks, was common. Labor unions and small businesses fought back with “good government” campaigns in an effort to break the railroads’ stranglehold. They met with some success as the Progressive movement took hold in the early 1900s, leading to some measure of reform.

Answer Sheets for Practice Test 2

Section 1

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
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29	A	B	C	D
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31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D

Section 2

38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D

Section 3

43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
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77	A	B	C	D

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Section 4

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Section 5

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Section 6

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Section 7

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Practice Test 2

Section 1: World History

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response questions, write down your answers on a separate sheet of paper.

1. The basic change that occurred with the Neolithic Revolution was
 - A. an increase in human population.
 - B. the cultivation of rice.
 - C. the shift to raising animals as a regular source of food.
 - D. an increase in the importance of hunting.
2. What is a similarity between the religions of Islam and Christianity?
 - A. They are both monotheistic.
 - B. They both believe that Allah and Muhammad are prophets.
 - C. Both religions forbid the eating of pork.
 - D. Believers of both religions were persecuted by the Romans.
3. The emergence of different factions in the Balkan Peninsula at the end of the nineteenth century was a result of
 - A. shifting power as the Ottoman Empire waned.
 - B. Serbia's dominance of the region.
 - C. America's victory in the Spanish-American War.
 - D. Nicholas II of Russia's repressive regime.

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4. Refer to the following map to answer the question.

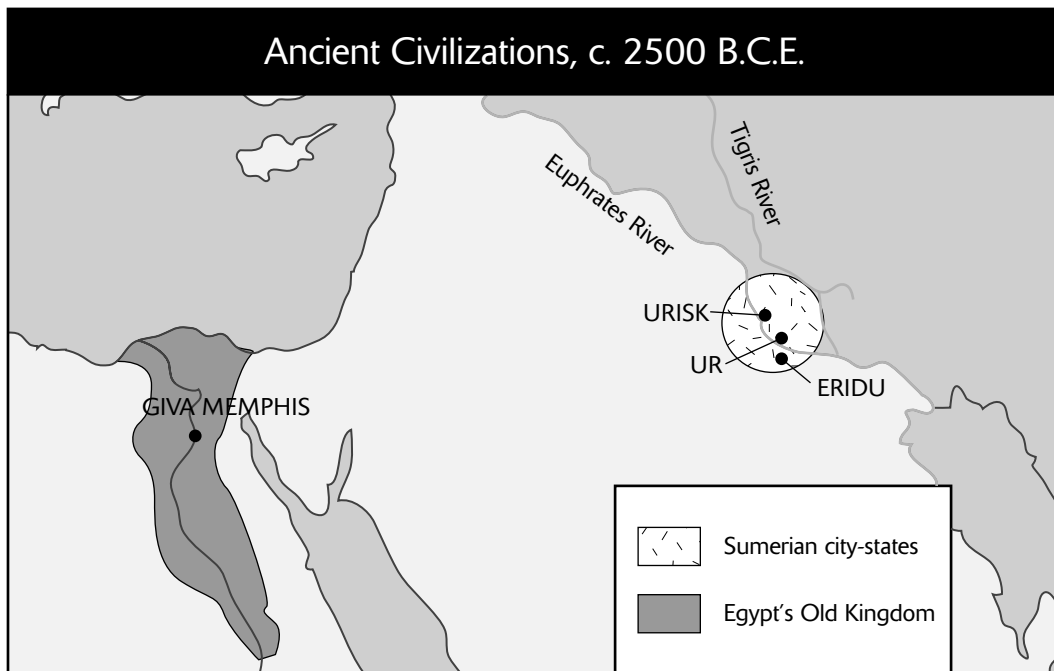


What geographic factors influenced German military advances?

- A. German troops had to cover long distances.
- B. Colder climates created problems that the German military could not overcome.
- C. The blitzkrieg relied on tanks that were most effective on flatter terrain.
- D. All of the above.

5. Why are Latin American countries economically important to the United States?
- A. American banks need countries such as Brazil and Mexico to default on their loans.
 - B. Latin American countries are popular destinations for American tourists.
 - C. Latin American countries are colonies of European nations.
 - D. America imports raw goods such as oil, coffee, and copper from Mexico, El Salvador, Colombia, and Chile.
6. Between 1966 and 1976, the destruction of many temples, the seizure of many books, and the imprisonment of some artists and intellectuals were closely related to which movement?
- A. China's Cultural Revolution
 - B. Conservatism
 - C. Women's rights movement
 - D. Humanism
7. What did the Nazis mean by the Final Solution?
- A. The extermination of the Jewish people was meant to be the Final Solution to the "Jewish problem."
 - B. The elimination of racial struggle was the Final Solution for peaceful living.
 - C. Arresting and killing the leading citizens of the Slavic peoples was meant to be the Final Solution for the clergy, intellectuals, civil leaders, judges, and lawyers.
 - D. The creation of labor camps was the Final Solution to the need to have more laborers.
8. Read the following comment by an Aztec describing the Spanish conquerors and answer the question.
- "[They] longed and lusted for gold. Their bodies swelled with greed, and their hunger was ravenous; they hungered like pigs for that gold."
- Based on this quote, what might the Aztecs inferred about the Spaniards and their civilization?
- A. The Aztecs thought the Spaniards were starving.
 - B. The Aztecs questioned the Spaniards' morals and values.
 - C. The Aztecs thought the Spaniards were greedy.
 - D. The Aztecs wondered why the Spaniards were on their land.
9. All of the following are characteristics of Italian Renaissance humanism EXCEPT:
- A. It was based on the study of the classics.
 - B. It focused on the intellectual life.
 - C. It was based on learning more about what it means to be human.
 - D. It was noticeable in the artistic accomplishments of the period.

10. Refer to the following map to answer the question.

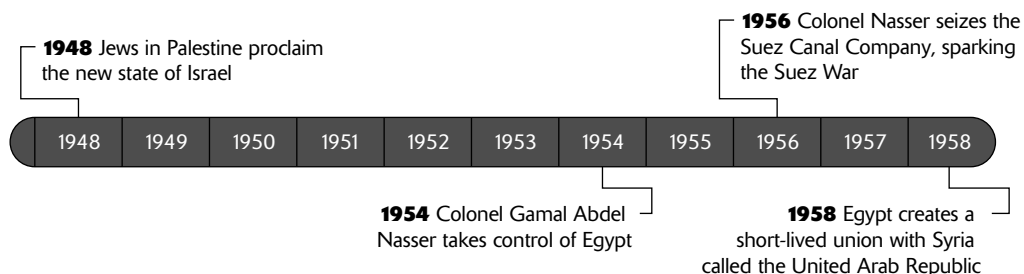


How did geography influence both Egypt and Sumeria?

- A. Geography provided natural borders for protecting these civilizations.
 - B. Floods from nearby rivers irrigated crops.
 - C. Challenges helped people unite and work together.
 - D. The flooding rivers caused people to have a dark outlook on the world.
11. What effect did the Black Death have on Europe?
- A. The plague resulted in an increase in the number of universities and their scholasticism.
 - B. The plague led to an acute labor shortage that resulted in higher wages and the emancipation of many serfs.
 - C. The plague inspired new ideas about faith that led to the formation of the Cistercian, Franciscan, and Dominican orders.
 - D. The plague sparked the Hundred Years' War between France and England.
12. The rule of Robespierre was a time when the French Revolution
- A. was controlled by royalists who supported King Louis XVI.
 - B. established a long-lasting constitutional monarchy.
 - C. became a centralized military force under Napoleon.
 - D. grew more violent as extremists took control.
13. What happened after the Communist Party collapsed in Czechoslovakia?
- A. Rival ethnic states could not agree on national borders.
 - B. East Germany remained loyal to the Soviets.
 - C. Conservative movements came to power in America and Great Britain.
 - D. Mikhail Gorbachev invaded Czechoslovakia to regain control.

14. Refer to the following timeline to answer the question.

Selected Events in Middle Eastern Politics



Which of the following events resulted from the events on this timeline?

- A. Shock over the Holocaust helped Jews realize their goals for a homeland.
 - B. Nasser imposed a blockade against Israeli shipping.
 - C. Iraq launched an attack on its enemy, Iran.
 - D. The Balfour Declaration gave support to Zionist Jews.
15. The most important body within the United Nations and its many subagencies is
- A. the General Assembly.
 - B. UNESCO (United Nations Education, Scientific, and Cultural Organization).
 - C. WHO (World Health Organization).
 - D. the Security Council.
16. All of the following are changes during the Neolithic Revolution that led to the emergence of civilization EXCEPT:
- A. The acquisition of food on a regular basis
 - B. The rise of permanent villages
 - C. The trading of goods and the division of labor
 - D. The finding of religion
17. The slogan of grassroots public interests groups is “Think globally, act locally.” These groups address all of the following issues EXCEPT:
- A. Environmental problems
 - B. Higher education
 - C. Appropriate technology
 - D. Nonviolence
18. Read the following poem by Virgil, and answer the question.
- “Let others fashion from bronze more lifelike, breathing images—For so they shall—and evoke living faces from marble; Others excel as orators, others track with their instruments The planet circling in heaven and predict when stars will appear. But, Romans, never forget that government is your medium! Be this your art: to practice men in the habit of peace, generosity to the conquered, and firmness against aggressors.”
- How does this poem summarize the fundamental ideas of Western civilization that originated in Rome?
- A. The role of government is to promote peace and to defend.
 - B. The study of the heavens is very important.
 - C. The arts will be crucial to the survival of civilization.
 - D. The role of government is to rule with a strong hand.
19. A crucial part of every Muslim city or town was the covered market, called the
- A. mosque.
 - B. downtown.
 - C. bazaar.
 - D. center of town.

GO ON TO THE NEXT PAGE

- 20.** World War I involved a complete mobilization of resources and people that affected the lives of all citizens in the warring countries—a situation called
- A. mobilization.
 - B. trench warfare.
 - C. war of attrition.
 - D. total war.
- 21.** What two important functions did monks perform?
- A. They taught people the importance of prayer, and they stressed education.
 - B. They were Christian missionaries, and they spread learning.
 - C. They were Christian leaders, and they taught nuns how to withdraw from the world.
 - D. They lived an isolated spiritual life, and they fought battles.
- 22.** All of the following are roles of lineage groups in African society EXCEPT:
- A. In lineage groups, women are seen as equal to men.
 - B. Lineage groups serve as the basic building blocks of African society.
 - C. Elders have much power over others in the group, but the group is a source of mutual support for all its members.
 - D. All members of a lineage group claim a common ancestor.
- 23.** Indian advances in science and mathematics have impacted our world today in all of the following ways EXCEPT:
- A. Ancient Indians recognized earth was a sphere that rotated on its axis and revolved around the sun.
 - B. Ancient Indians were the first people to use pillars in their architecture.
 - C. Ancient Indians were the first people to devise a decimal system.
 - D. Ancient Indians introduced the concept of zero.
- 24.** Between the twelfth and fourteenth centuries, both England and France
- A. defeated Frankish rulers and established autonomous kingdoms.
 - B. were rebuilt by Emperor Justinian.
 - C. established parliaments to help royal authorities rule.
 - D. were accomplished shipbuilders and sailors.
- 25.** The League of Iroquois was important because it
- A. protected the Aztec from Hernan Cortes.
 - B. was created by Deganawida and Hiawatha.
 - C. was an early American form of the democratic assembly.
 - D. established the Mayan calendar.
- 26.** Refer to the quote to answer the following.
- “And even today woman is heavily handicapped, though her situation is beginning to change. Almost nowhere is her legal statue the same as man’s, and frequently it is much to her disadvantage. Even when her rights are legally recognized in the abstract, long-standing custom prevents their full expression...”
- The Second Sex*, Simone de Beauvoir
- Simone de Beauvoir’s book, *The Second Sex*, was published in 1949. Her book was influential because it
- A. helped women gain the right to vote.
 - B. contributed to the women’s movement in the 1950s and 1960s.
 - C. greatly increased the number of married women in the labor force.
 - D. influenced and shaped the student protest movement.
- 27.** All of the following are products that were sent from the Americas to Europe EXCEPT:
- A. Potatoes
 - B. Cocoa
 - C. Silk
 - D. Tobacco

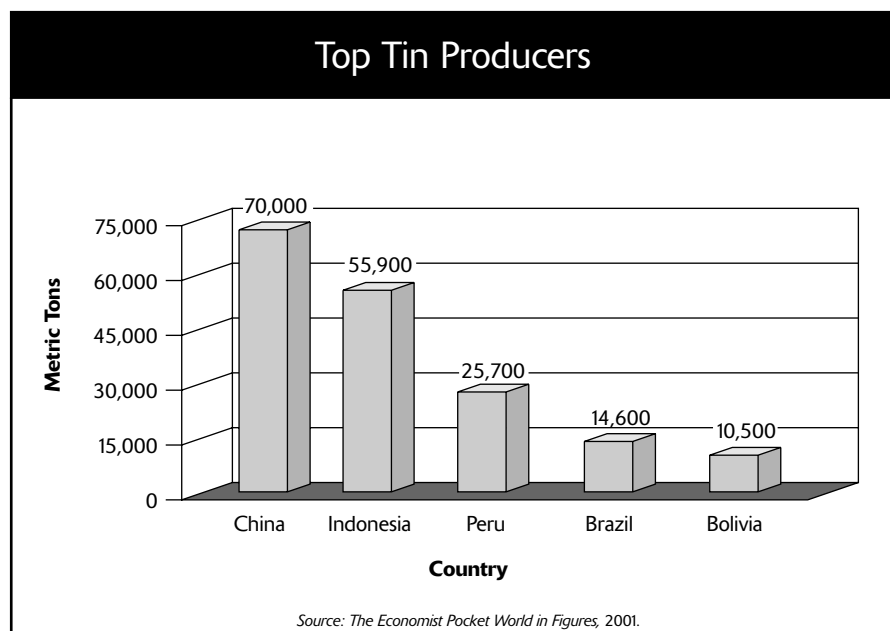
- 28.** During the Reign of Terror, thousands of people, including aristocrats and the queen of France, were killed by the guillotine. Why did the revolutionaries decide to use the guillotine to execute people?
- A. They could hold executions in places that had openly rebelled against the authority of the National Convention.
 - B. The guillotine was relatively inexpensive to maintain.
 - C. Executing people with the guillotine drew huge crowds to the town center.
 - D. The guillotine was believed to kill quickly and humanely.
- 29.** One lasting contribution of the Roman Empire was
- A. the idea of the Triumvirate.
 - B. the Christian Church.
 - C. the gladiatorial shows.
 - D. its system of law.
- 30.** Who started the Protestant Reformation by posting Ninety-Five Theses on the door of the Schlosskirche?
- A. John Knox
 - B. Henry VIII
 - C. Martin Luther
 - D. Thomas Jefferson
- 31.** Montezuma II ruled which of the following civilizations?
- A. The Mayans
 - B. The Sioux
 - C. The Incas
 - D. The Aztecs
- 32.** What major event took place in 1990?
- A. East Germany opened the Berlin Wall.
 - B. The Soviet Union ended its blockade of Berlin.
 - C. East and West Germany united into a single nation.
 - D. West Germany declared war on East Germany.
- 33.** Of the following dynasties, which was arguably one of the superpowers of the ancient world, rivaled only by the Romans, with whom they were often at war? They were based in modern-day Iran.
- A. The Achaemenids
 - B. The Seleucids
 - C. The Medes
 - D. The Parthians
- 34.** All of the following facts about the Panama Canal are true EXCEPT:
- A. In 1534, Holy Roman Emperor Charles V ordered the first survey of a proposed canal route across the isthmus of Panama. The survey came back “impossible.”
 - B. The canal is 121 miles long.
 - C. The canal was constructed in two stages: between 1881 and 1888 by a French company and between 1904 and 1914 by the United States.
 - D. About 140 million tons of commercial cargo pass through the canal each year.
- 35.** All of the following countries have demonstrated great progress toward democracy with free elections EXCEPT:
- A. South Korea
 - B. Sudan
 - C. Taiwan
 - D. Philippines
- 36.** The Cuban missile crisis developed out of a tense power struggle between two nuclear powers. What decisions created the crisis? What else might have been done?
- 37.** Why do some people feel that it is unlikely that a lasting peace could have been created at the end of World War I?

GO ON TO THE NEXT PAGE

Section 2: World Geography

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response question, write down your answer on a separate sheet of paper.

38. Refer to the following graph to answer the question.



About how much tin does Indonesia produce each year?

- A. 55,900 metric tons
- B. 55,000,900 metric tons
- C. 55.9 million metric tons
- D. 55.9 billion metric tons

39. Which of the following is a reason why Southeast Asia is a region of highly diverse cultures?

- A. High population density in many areas causes a variety of traditions.
- B. Similar physical geography encourages peoples to create their own traditions.
- C. Trade and colonization from many regions spread new ideas.
- D. Lack of contact with the outside world enables many local cultures to develop.

40. Refer to the following table to answer the question.

<i>Australian City</i>	<i>Average Yearly Precipitation (inches)</i>	<i>Average Temperature Range</i>	
		<i>January (°F)</i>	<i>July (°F)</i>
Alice Springs	10-20	75°-85°	45°-55°
Brisbane	over 30	75°-85°	55°-65°
Darwin	over 30	75°-85°	over 75°
Melbourne	20-30	65°-75°	45°-55°
Perth	over 30	75°-85°	45°-55°
Sydney	over 30	65°-75°	45°-55°

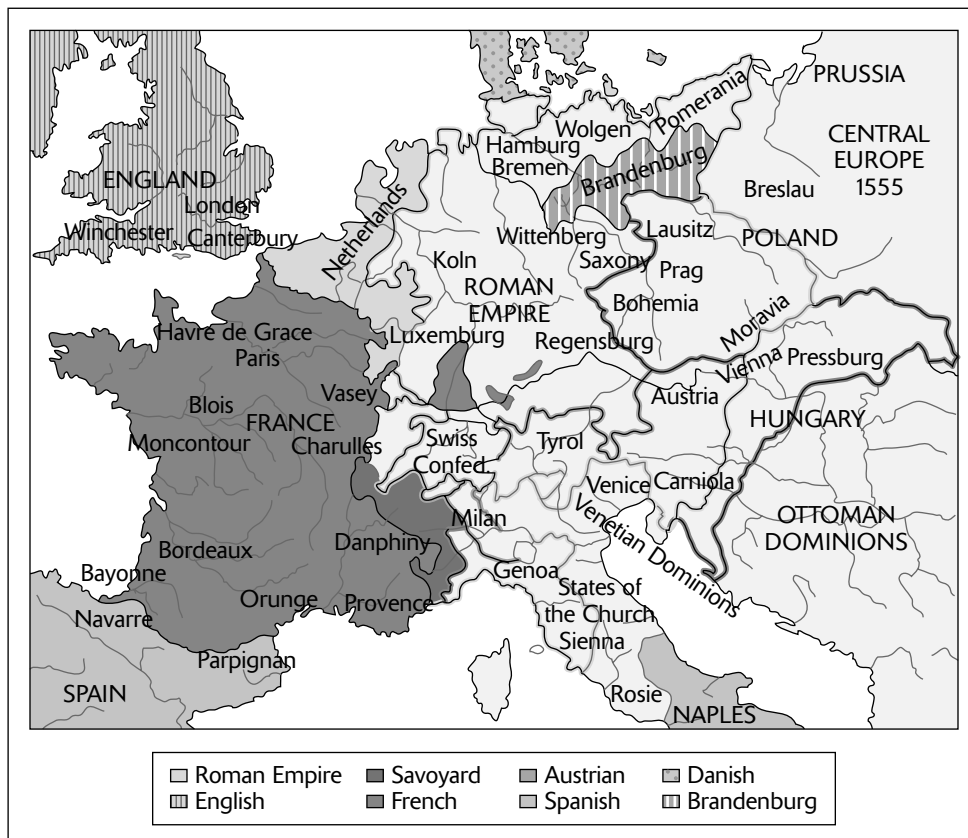
If tourists were traveling to Australia in January and wanted to avoid both excessive heat and heavy rainfall, to which city should they travel?

- A. Melbourne
- B. Brisbane
- C. Darwin
- D. Sydney

41. All of the following are types of migration that occur in the Latin American region EXCEPT:

- A. Internal migration within a country or region
- B. Inflow of immigrants into the region
- C. Outflow of emigrants to other countries
- D. High population density in some cities and on some islands

42. Look at the following map and answer the question:



How did the location of Wittenberg benefit the Protestant cause?

Section 3: U.S. History

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response questions, write down your answers on a separate sheet of paper.

43. Why did tensions between western settlers and Native Americans increase during Washington's presidency?
- A. Tensions rose because the settlers did not agree with Washington's foreign policy.
 - B. Tensions rose because Little Turtle formed a confederacy of several groups of Native Americans.
 - C. Tensions rose because across much of the country, settlers held public meetings condemning Jay's Treaty.
 - D. Tensions rose because of the increase in the number of settlers moving West.
44. The Strategic Defense Initiative (SDI) was proposed to strengthen the military by
- A. preventing the expansion of communist countries.
 - B. reemphasizing the use of infantry troops in future wars.
 - C. developing weapons that would intercept and destroy incoming nuclear missiles.
 - D. severely reducing the number of American troops stationed worldwide.

- 45.** How did World War I change attitudes among African-Americans toward themselves and their country?
- A. African-Americans saw themselves as defenders of democracy and thus entitled to all the rights of citizens.
 - B. African-Americans were given a chance to perform and their music helped shape the national identity.
 - C. Marcus Garvey's Universal Negro Improvement Association advocated African-American self-reliance and separation from whites.
 - D. The NAACP continued to lobby and protest against the horrors of lynching.

- 46.** In his 1789 textbook *The American Geography*, Reverend Jedidiah Morse discussed the defects of the Articles of Confederation. Read the following excerpt and answer the question.

"[The Articles of Confederation] were framed during the rage of war, when a principle of common safety supplied the place of a coercive power in government ... when resolutions were passed in Congress, there was no power to compel obedience. ... Had one state been invaded by its neighbour, the union was not constitutionally bound to assist in repelling the invasion..."

—quoted in *Readings in American History*

Why does Morse think the Articles were effective during the American Revolution but not afterward?

- A. They were effective during the Revolution because everyone rallies together during wartime.
 - B. They were effective during the Revolution because the states had a common goal.
 - C. They were effective during the Revolution because there were no separate branches of government.
 - D. They were effective during the Revolution because Congress passed the Northwest Ordinance, which provided the basis for governing much of the western territory.
- 47.** Researchers believe that people arrived in America
- A. between 3,000 and 10,000 years ago.
 - B. between 15,000 and 30,000 years ago.
 - C. between 30,000 and 60,000 years ago.
 - D. between 80,000 and 100,000 years ago.

- 48.** Lyndon Johnson said, "...many Americans live on the outskirts of hope..." Why was President Johnson so concerned about poverty?

- A. He felt sorry for the nation's impoverished.
- B. He thought that his support of the poor would help the nation move past Kennedy's death.
- C. He had earned the reputation of a man who gets things done, and he wanted to continue his legacy.
- D. He had known hard times and felt a wealthy nation should try to improve living standards for all.

- 49.** Which of the following was NOT a condition set by Mexico for American settlers coming to live in Texas?

- A. They received a 10-year exemption from paying taxes.
- B. They could never return to live in the United States.
- C. They were required to become Mexican citizens.
- D. They were required to convert to the Roman Catholic faith.

- 50.** To fight the Depression, Roosevelt believed the first thing to do was

- A. provide direct relief for people.
- B. set up public works programs.
- C. restore confidence in the banks.
- D. provide relief for the farmers.

- 51.** Railroads boosted the settlement of the West in all of these ways EXCEPT:

- A. Railroad companies traveled across the country frequently.
- B. Railroad companies provided credit to prospective settlers.
- C. Railroad companies sold land along rail lines at low prices.
- D. Railroad companies advertised the benefits of booking passage to the Plains.

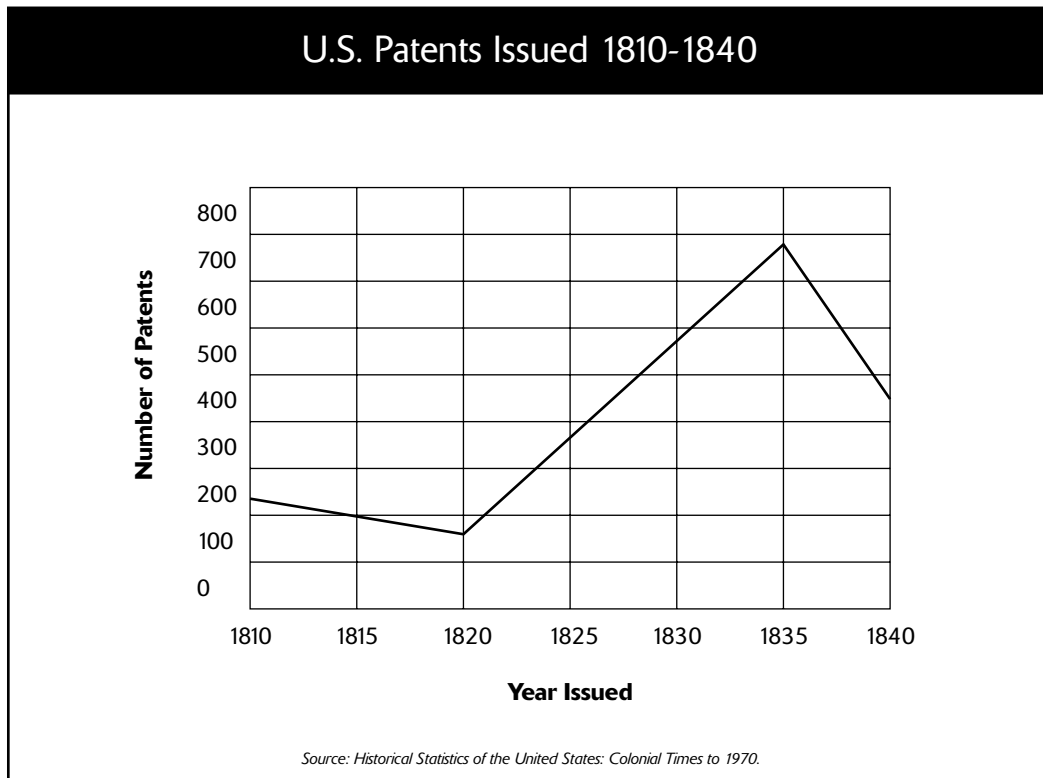
52. Why did the French establish forts and settlements along the Mississippi?

- A. To be close to the river for fishing
- B. To ensure control of the river
- C. To be nearby when explorers canoed along the river
- D. To have plenty of land for the enslaved people to work

53. Women played a role in the war effort during World War I. They filled all of the following positions during the war EXCEPT:

- A. Nurses
- B. Clerical help
- C. Newspaper reporters
- D. Other jobs vacated by men who had become soldiers

54. The following graph plots the number of patents issued between 1810 and 1840. Use the graph to answer the question.



During what time span did the number of patents issued increase the most?

- A. 1835-1840
- B. 1810-1820
- C. 1815-1820
- D. 1820-1835

55. Why were the victories on Iwo Jima and Okinawa so vital to the Allies during World War II?

- A. It gave the Allies two more victories, and victories were vital.
- B. It gave Americans landing areas within striking distance of Japan.
- C. It allowed the Allies to punish the Axis leaders.
- D. It allowed the Americans to island-hop.

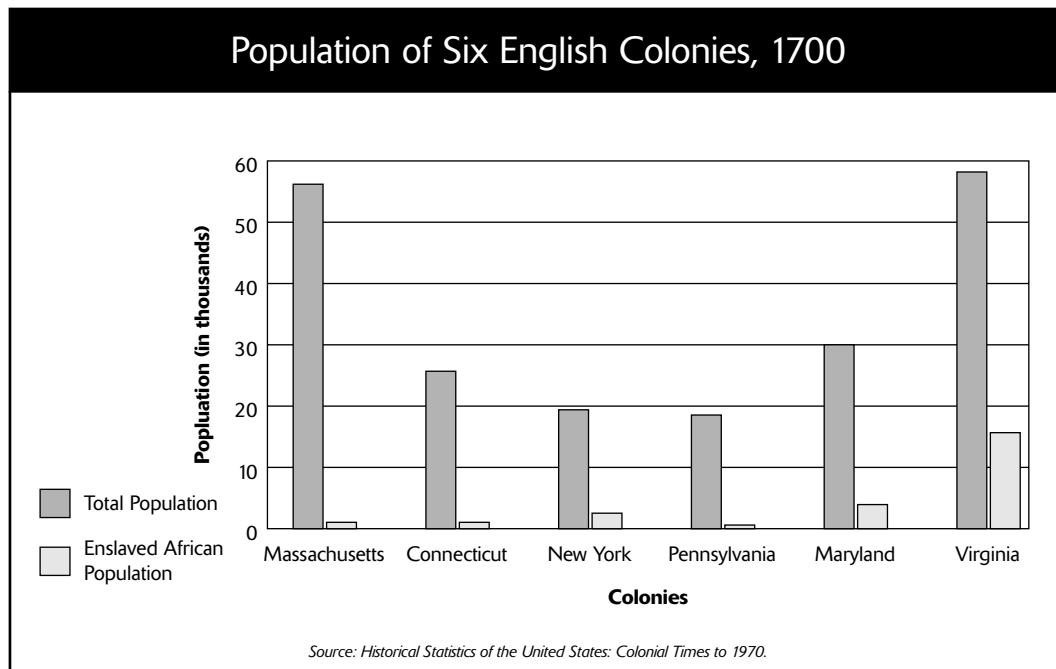
56. The Contract with America involved

- A. a commitment by Russia to eliminate land-based nuclear weapons.
- B. a campaign promise by President Clinton to create a national health care system for all Americans.
- C. a legislative agenda promoted by the Republican Party in 1994.
- D. programs intended to increase the size and readiness of the military.

57. What was the ruling in *Brown v. Board of Education*?

- A. Public school segregation was ruled unconstitutional because it violated the Fourteenth Amendment.
- B. In the field of public education, the doctrine of separate but equal will prevail.
- C. Public schools would remain mostly segregated, but if a child's parents wanted to take their child to another school, they could.
- D. The Fourteenth Amendment would be rewritten.

58. Use the following bar graph to answer the question.



Approximately what percentage of Maryland's total population was enslaved Africans?

- A. 5 percent
- B. 10 percent
- C. 20 percent
- D. 25 percent

GO ON TO THE NEXT PAGE

- 59.** All of the following are characteristics of the economy of the United States after World War II EXCEPT:
- A. Abundant goods
 - B. Low unemployment
 - C. Television was the newest form of mass media
 - D. Housing boom
- 60.** What was President Carter’s main foreign policy theme?
- A. The singling out of the Soviet Union as a violator of human rights
 - B. The treaty—the Camp David Accords—between Israel and Egypt
 - C. The removal of the control of the Panama Canal
 - D. The need to be honest, truthful, and decent in foreign relations
- 61.** Some people did not support free public education in the early 1800s. The following excerpt was an editorial written to the members of the legislature. It appeared in the *Raleigh Register* of November 9, 1829. Read the excerpt and answer the question that follows.
- “Common schools indeed! Money is very scarce, and the times are unusually hard. ... Gentlemen, it appears to me that schools are sufficiently plenty, and that the people have no desire they should be increased. Those now in operation are not all filled, and it is very doubtful if they are productive or of much real benefit. Would it not redound as much to the advantage of young persons, and to the honour of the State, if they should pass their days in the cotton patch, or at the plow, or in the cornfield, instead of being [confined] in a school house, where they are earning nothing?”
- All of the following are reasons the author gives for opposing free public education EXCEPT:
- A. Scarcity of money
 - B. Scarcity of school buildings
 - C. Available space in existing schools
 - D. Questionable benefit of schooling
- 62.** Why did Congress pass the Enforcement Acts?
- A. To allow people to vote
 - B. To supervise the election of federal marshals
 - C. To combat violence in the South and outlaw the activities of the Ku Klux Klan
 - D. To enforce laws
- 63.** Two reform movements that gained strong followings in the early years of the twentieth century were:
- A. Abolitionism and health care
 - B. Women’s rights and temperance
 - C. Gay rights and education
 - D. Civil rights and immigration

- 64.** In 1766 Benjamin Franklin testified before Parliament about the colonists' reactions to the Stamp Act. Read the following excerpt from his testimony and answer the question that follows.

Q: What is your name, and place of abode?
A: Franklin, of Philadelphia.
Q: Are not the colonies ... very able to pay the stamp [tax]?
A: In my opinion there is not enough in the colonies to pay the stamp duty for one year.
Q: Don't you know that the money arising from the stamps was all to be laid out in America?
A: I know it is appropriated by the act to the American service; but it will be spent in the conquered colonies where the soldiers are, not in the colonies that pay it...
Q: Do you think it right that Americans should be protected by this country and pay no part of the expense?
A: That is not the case. The colonies raised, clothed, and paid, during the last war, near 25,000 men and spent many millions.
Q: Were you not reimbursed by Parliament?
A: We were only reimbursed what, in your opinion, we had advanced beyond our proportion, or beyond what might reasonably be expected from us; and it was a very small part of what we spent. Pennsylvania, in particular, disbursed about 500,000 pounds, and the reimbursements, in the whole, did not exceed 60,000 pounds.

Why does Franklin say that the stamp taxes are unfair?

- A.** The money did not really get disbursed to the colonies after all.
 - B.** The colonies were not able to pay taxes or any portion of the taxes.
 - C.** The colonies were not obligated to help any more soldiers.
 - D.** The colonies were already paying more than their share.
- 65.** What were the Zoot Suit Riots during the time of World War II?
- A.** A combination of racism against Mexican Americans and the fear of juvenile crime.
 - B.** Attacks between Mexican American teenagers and police officers.
 - C.** The title of a song by the Cherry Poppin' Daddies.
 - D.** A way to keep Mexican Americans out of the war.
- 66.** All of the following were tactics adopted by the United States to fight the Vietcong EXCEPT:
- A.** Search and destroy missions
 - B.** Bombing
 - C.** Guerilla tactics
 - D.** The use of napalm and Agent Orange
- 67.** At the beginning of the Civil War, Robert E. Lee wrote to his sister, Mrs. Anne Marshall, of his decision to resign from the U.S. Army. Read the following excerpt and answer the question.
- “My Dear Sister: ... With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have, therefore, resigned my commission in the Army, and save in defense of my native state. ... I hope I may never be called on to draw my sword. I know you will blame me; but you must think as kindly of me as you can...”
- from *Personal Reminiscences, Anecdotes, and Letters of General Robert E. Lee*
- Why did Robert E. Lee feel it necessary to resign from the Union army and become commander of the Virginia army?
- A.** He wanted to show his loyalty to America by fighting with the South.
 - B.** He did not want to stay in the Union army and have to fight against others from Virginia.
 - C.** He did not want to draw his sword.
 - D.** He wanted to impress his sister with his patriotism and willingness to fight.

GO ON TO THE NEXT PAGE

- 68.** The counterculture, or “hippies” of the 1960s, impacted the nation. All of the following were lasting impacts the counterculture had on the nation EXCEPT:
- A. The idea that vans were an acceptable means of transportation
 - B. Changes in fashion
 - C. Changes in music and dance
 - D. The idea that alternatives to mainstream culture were possible
- 69.** Why did the farmers of the 1890s dislike Eastern bankers?
- A. Farmers thought that their problems were due to a shortage of currency and that Eastern bankers had pressured Congress into reducing the money supply.
 - B. The falling prices of the period of deflation meant the farmers sold their crops for less.
 - C. Farmers, especially those in the West where new silver mines had been found, wanted the government to begin minting silver coins.
 - D. Farmers formed cooperatives to pool their crops in an effort to get higher prices for them.
- 70.** A political cartoon shows a car salesman talking to Uncle Sam. The car salesman says, “So Russia launched a satellite, but has it made cars with fins yet?”

In this cartoon, the speaker is comparing American prosperity with the Soviets’ launching of Sputnik. What is the cartoonist’s intent?

- A. To criticize the American government.
 - B. To convey anxiety over the fact that the United States has built fancy consumer goods, but it is behind in space technology.
 - C. To express dissatisfaction with the cars with fins and the importance the American public has put on those cars.
 - D. To convey pride in the fact that America has such beautiful consumer goods and how far this country has come in the way of modes of transportation.
- 71.** All of the following were innovations that retailers introduced in the late 1800s to sell good to consumers EXCEPT:
- A. Large display ads in newspapers
 - B. Monopolies
 - C. Chain stores
 - D. Mail-order catalogs
- 72.** The Progressive Era brought about reforms in all of these areas EXCEPT:
- A. Economic reforms
 - B. Business reforms
 - C. Political reforms
 - D. Social welfare reforms
- 73.** Despite President Wilson’s desire to keep the United States neutral and out of World War I, America eventually entered the war because
- A. German naval activities against neutral vessels convinced the U.S. government that Germany was a threat to world peace.
 - B. Britain and France begged the United States to come to their aid.
 - C. The Bolshevik Revolution in Russia caused the Russians to pull out of the war.
 - D. The United States saw an opportunity to expand its influence in foreign lands.
- 74.** Which is the best example of America’s fear of radicals and immigrants during the “Red Scare” of the 1920s?
- A. The Scopes “Monkey trial”
 - B. The Teapot Dome scandal
 - C. The Sacco and Vanzetti trial
 - D. The court-martial of Billy Mitchell
- 75.** All of the following occurred on the American home front during World War II EXCEPT:
- A. Thousands of Japanese-Americans were forcibly relocated to internment centers.
 - B. Thousands of European Jews fleeing Nazi-occupied countries were admitted as refugees.
 - C. American women filled thousands of jobs previously held by men who had gone off to war.
 - D. Thousands of African-Americans migrated from the South to Northern industrial cities for wartime jobs.

- 76.** During the Watergate crisis of the Nixon Presidency, the single most damaging piece of evidence that came to light and led to Nixon's resignation was
- A. the fact that Attorney General John Mitchell approved the Watergate break-in.
 - B. the testimony of John Dean, the White House counsel, before Congress.
 - C. the existence of White House tape recording that showed Nixon's involvement as early as three days after the 1972 burglary.
 - D. the involvement in the affair of John Ehrlichman and Bob Haldeman, Nixon's top two aides.
- 77.** Which of the following is NOT an example of a domestic policy President Ronald Reagan pursued during his eight years in office?
- A. Major budget cuts in various government social programs
 - B. Large tax cuts, especially for higher-income individuals
 - C. Large increases in spending for defense programs
 - D. New government regulations to protect the environment
- 78.** It has been stated that American presidential elections are often decided as a reaction by voters so dissatisfied with the policies of a current president that they elect someone who promises to take the country in an entirely new direction. Using your knowledge of U.S. history, examine the cycle of elections from 1968-1988 and discuss how this period provides evidence that supports this proposition.

- 79.** U.S. presidents, in times of war or other national emergencies, sometimes take extraordinary measures to protect what they believe are vital national security interests. For example, during the Civil War, Abraham Lincoln suspended the Constitutional guarantee of writ of habeas corpus in various parts of the country. During World War II, President Roosevelt issued Executive Order #9066 providing for the forced relocation of Japanese-Americans—none of whom had been suspected or convicted of a crime—to detention centers because of their potential as security risks. These actions were controversial, and Lincoln's act was later ruled unconstitutional, although Congress subsequently passed a law granting the president the power to suspend habeas corpus when and where he deemed it necessary.

Using your knowledge of recent U.S. history, provide some examples of the use of extraordinary presidential power to deal with issues of national security and explain why they are considered controversial.

Section 4: U.S. Geography

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response question, write down your answer on a separate sheet of paper.

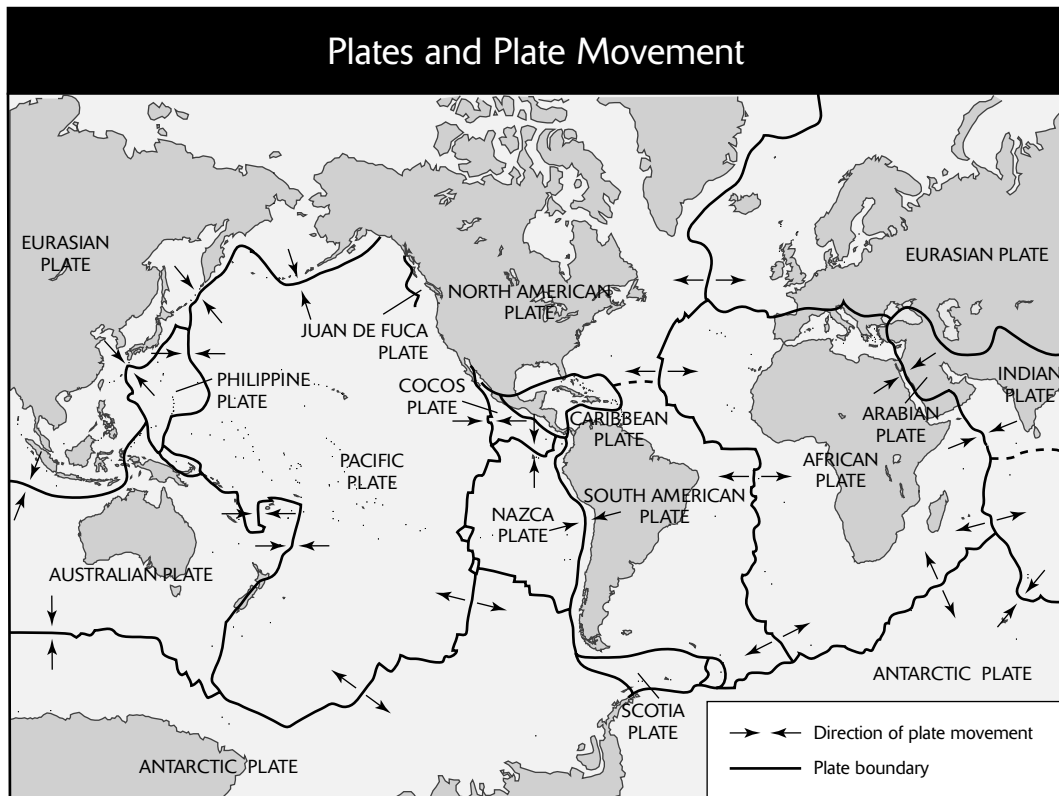
- 80.** Human geographers analyze human aspects of culture—population, language, ethnicity, religion, and government. Human geographers who are studying the effects of population growth might gather information for their research in all of the following ways EXCEPT:

- A. Geographic information systems
- B. Interviews
- C. Statistics
- D. Satellite images

- 81.** Geographers use all of the following research methods EXCEPT:

- A. Culture
- B. Art
- C. Economics
- D. History and government

- 82.** Refer to the map to answer the following.



All of the following are physical features that are the result of plate movement EXCEPT:

- A. Mountains
- B. Volcanoes
- C. Trenches
- D. Oceans

83. In which state is the source of the Mississippi River?

- A. Louisiana
- B. Mississippi
- C. Ohio
- D. Minnesota

84. What are some of the environmental issues facing the United States?

Section 5: Civics

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response question, write down your answer on a separate sheet of paper.

85. Why is widespread educational opportunity necessary for a nation to develop a democratic system?

- A. The only fair thing is to have education available to the masses.
- B. Without education, people do not have the skills and knowledge to make informed, intelligent choices.
- C. The young people of today will be the future politicians.
- D. Educated people are better voters.

86. Newly developed nations are located in all of the following places EXCEPT:

- A. Africa
- B. Eastern Europe
- C. The Middle East
- D. South America

87. Although many women have enlisted in the armed forces, in 1981, the Supreme Court—in the Reasonableness Standard of the *Reed* decision—decided that Congress could exclude women from the draft. Why would the Court allow Congress to exclude women from the draft?

- A. The Court would claim that some gender differences will always remain as differences.
- B. The Court would claim that it's in the government's best interest to not have young women in combat.
- C. The Court would claim that this gender classification is constitutional because it serves important governmental objectives and is reasonable.
- D. The Court would claim that it is not discrimination.

88. Why does the Constitution provide for free and unlimited debate in Congress?

- A. To ensure that legislators would have the freedom to express their ideas and opinions
- B. To prevent a filibuster
- C. To allow for gerrymandering
- D. To allow legislators to protest the opponents' beliefs

89. A political cartoon shows Bill Clinton walking through a “forest” of cacti labeled “Bosnia,” “North Korea,” “Haiti,” and “Rwanda.” He is carrying a balloon with the label “Foreign Policy.”

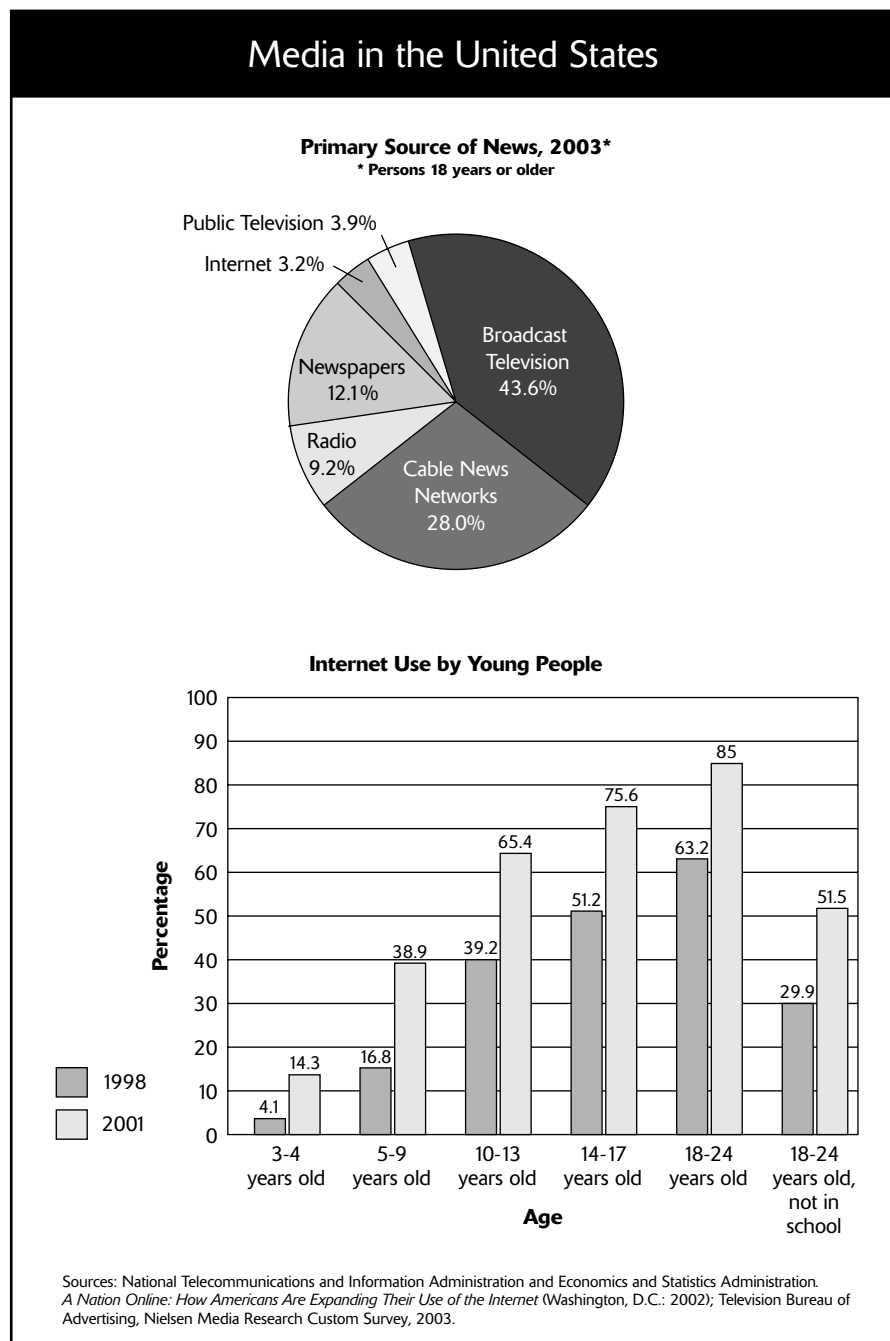
How does this cartoon characterize a president's role in foreign policy?

- A. The president is the main leader of his nation's foreign policy.
- B. The most important thing for a president to do is settle disputes with other nations.
- C. A president must carefully plan and conduct his nation's foreign policy, as it may burst if the president does not plan his path and navigate well.
- D. There are clearly problems with other nations that can potentially affect other nations, including the United States.

GO ON TO THE NEXT PAGE

- 90.** In 1948, by executive order, President Harry S. Truman desegregated the armed forces, which affected U.S. troops, which later fought in the Korean War. Truman enhanced his presidential powers by taking decisive action without Congress's consent. Under which presidential duty does this action fall?
- A.** Chief executive
 - B.** Head of state
 - C.** Chief legislator
 - D.** Chief diplomat
- 91.** What are independent voters?
- A.** Voters who consistently vote early
 - B.** Independent voters is synonymous with weak party voters
 - C.** Voters who voted for Ross Perot in 1992
 - D.** Voters who think of themselves as neither Republicans nor Democrats

92. Refer to the following graph to answer the question.



Although Internet use has steadily increased over the last decade, television remains the primary source of news for most Americans. Between 1998 and 2001, which age group saw the largest increase in Internet use?

- A. 10-13 years old
- B. 14-17 years old
- C. 18-24 years old
- D. 18-24 years old, not in school

GO ON TO THE NEXT PAGE

- 93.** The fundamental reason for the colonists' revolt was because of government
- A. suppression of Locke's writings.
 - B. passing the Stamp Act.
 - C. taxation without representation.
 - D. oppression.
- 94.** Concurrent jurisdiction exists in a case involving
- A. ambassadors and other representatives of foreign governments.
 - B. citizens of the same state claiming lands under grants of different states.
 - C. a state or its citizens and a foreign country or its citizens.
 - D. citizens of different states in a dispute concerning at least \$75,000.
- 95.** Supporters of the presidential primary system agree that
- A. primaries make the image of the candidate more important than the issues.
 - B. few people vote in primaries so the winners look more popular than they are.
 - C. it is a great improvement over the previous method of selecting delegates.
 - D. the primaries extend over too long a time during an election year.
- 96.** The sum of all goods and services produced in the nation in a year is called the
- A. budget deficit.
 - B. national debt.
 - C. gross national product.
 - D. free-enterprise system.
- 97.** The independent agency that gathers information about other countries, evaluates it, and passes it on to the president is called the
- A. General Services Administration.
 - B. Environmental Protection Agency.
 - C. Bureau of Labor Statistics.
 - D. Central Intelligence Agency.
- 98.** A bill can be introduced by
- A. congressional staff members.
 - B. private citizens.
 - C. representatives.
 - D. White House staff members.
- 99.** To pay for large, long-term expenditures such as highway construction or other building projects, state governments
- A. sell bonds.
 - B. use categorical-formula grants.
 - C. use block grants.
 - D. run lotteries.
- 100.** Because the president needs to satisfy powerful interest groups that have a stake in a department's policy, the secretary of commerce, for example, is expected to
- A. be someone acceptable to labor unions.
 - B. have a good reputation with business and industry.
 - C. be a banker with close ties to the financial community.
 - D. have high-level administrative skills.
- 101.** A campaign manager is responsible for
- A. overall planning and strategy within the organization.
 - B. contacting voters and holding local rallies.
 - C. ringing doorbells and canvassing voters over the telephone.
 - D. making sure voters turn out to vote on Election Day.
- 102.** The goal of the American court system to treat all persons alike is called the principle of
- A. due process of law.
 - B. the adversary system of justice.
 - C. equal justice under the law.
 - D. the presumption of innocence.
- 103.** For nearly 150 years, American politics has been dominated by two political parties—the Democrats and the Republicans. Yet throughout that time, third-party candidates have entered some presidential campaigns and captured significant support in the election, if not to win the presidency for themselves, but rather to have an effect on the outcome. Using your knowledge of civics and political history, examine any presidential election within the past 40 years in which a third-party candidate played a major role, and analyze that candidate's effect, if any, on the outcome of that election.

Section 6: Economics

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response question, write down your answer on a separate sheet of paper.

- 104.** Which of the following has the most value?
- A. Diamonds
 - B. Water
 - C. Home computer
 - D. Tickets to a rock concert
- 105.** A city administrator with a \$100,000 annual budget is trying to decide between fixing potholes or directing traffic at several busy intersections after school. Studies have shown that 15 cars hit potholes every week, causing average damages of \$200 to the cars. Collisions at the intersections are less frequent, averaging one per month at an average cost of \$6,000, although none has ever caused injuries or deaths. What are the annual costs due to damage from collisions?
- A. \$2,400
 - B. \$30,000
 - C. \$72,000
 - D. \$10,400
- 106.** A city administrator with a \$100,000 annual budget is trying to decide between fixing potholes or directing traffic at several busy intersections after school. Studies have shown that 15 cars hit potholes every week, causing average damages of \$200 to the cars. Collisions at the intersections are less frequent, averaging one per month at an average cost of \$6,000, although none has ever caused injuries or deaths. Given the size of the annual budget, what should the recommendation be as to which project should be undertaken?
- A. Fixing the potholes
 - B. Directing the traffic
 - C. Doing both
 - D. Doing neither
- 107.** What type of economy is demonstrated in the following situation? After hearing complaints about postal service, Jack starts a delivery service.
- A. Producer-consumer
 - B. Command
 - C. Traditional
 - D. Market
- 108.** The law of supply states that
- A. the quantity supplied varies inversely with its price.
 - B. the quantity supplied varies irregularly with its price.
 - C. the quantity demanded varies inversely with its price.
 - D. the quantity supplied varies directly with its price.
- 109.** Opponents of the minimum wage believe that if the minimum wage were abolished,
- A. wages for unskilled workers would rise and employment would fall.
 - B. wages for unskilled workers would fall and employment would rise.
 - C. wages for unskilled workers would rise and employment would rise.
 - D. wages for unskilled workers would fall and employment would fall.
- 110.** In the 1990s the federal debt surpassed \$5 trillion. The federal debt impacts the economy in all of the following ways EXCEPT:
- A. The federal debt reduces the purchasing power of the economy.
 - B. The federal debt affects the distribution of income.
 - C. The federal debt affects the debt of individual citizens.
 - D. The federal debt causes a rise in interest rates.
- 111.** The dollar value of all final goods, services, and structures produced in one year with labor and property supplied by United States residents is called the
- A. Gross Labor Production.
 - B. Gross National Product.
 - C. Average National Product.
 - D. Average Labor Production.

GO ON TO THE NEXT PAGE

- 112.** Alpha can produce either 10 apples or 3 oranges. Beta can produce either 12 apples or 3 oranges. Therefore,
- A. Alpha has an absolute advantage in the production of apples.
 - B. Alpha has an absolute advantage in the production of oranges.
 - C. Beta has an absolute advantage in the production of apples.
 - D. Beta has a comparative advantage in the production of oranges.
- 113.** Which of the following statements about the use of technology in production is TRUE?
- A. The technological advance in which machines oversee people who are actually doing the work is known as automation.
 - B. Robotics refers to sophisticated computer-controlled machinery that operates the assembly line.
 - C. With mechanization, skilled handiwork became even more important to a company's production process.
 - D. Because the assembly line results in more efficient use of machines and labor, the costs of production are greatly increased.
- 114.** Important facts for a firm to know when it is considering where to sell its products include all the following EXCEPT:
- A. It is best for a company to get its start by using direct-mail advertising and wait for calls from potential consumers.
 - B. A business may choose to sell its goods over the Internet if it thinks that the items may be of special interest to a select group of consumers.
 - C. If a company thinks the product will appeal to a limited market, it may choose to sell its goods only in a specialty shop.
 - D. Sometimes there is an existing marketplace established for the product.
- 115.** Which of the following statements about job categories is TRUE?
- A. Professionals are workers whose jobs require some training, often using modern technology.
 - B. Skilled workers are workers who have college degrees, and often, additional education or training.
 - C. Semiskilled workers are workers who have learned a trade or a craft, either through a vocational school or as an apprentice to an experienced worker.
 - D. Unskilled workers have jobs that require no specialized training but do require good general employment skills.
- 116.** All of the following are drawbacks for customers using electronic funds transfer EXCEPT:
- A. The increased risks of tampering
 - B. The increased lack of privacy
 - C. The reduced time, trouble, and costs
 - D. The possibility of altering account information
- 117.** If your city made a trade-off to spend \$1 million on a recycling facility instead of a fitness and health center, the opportunity cost of a cleaner environment would be
- A. fewer fit and healthy people.
 - B. fewer colleges and universities.
 - C. less garbage to dispose of.
 - D. fewer employed people.

- 118.** The basic issues that every nation's economic system addresses are
- A. the type of goods and services that should be produced, the quantity of each type of good and service produced, and who should share in their use.
 - B. the type of goods and services that should be produced, what labor should be used to produce them, and who should distribute the goods and services.
 - C. the types of goods and services that should be produced, the trade-offs required by producing each type of good and service, and who should produce them.
 - D. the types of goods and services that should be produced, how the goods and services should be produced, and who should share in what is produced.
- 119.** How did the terrorist attacks of September 11, 2001 affect the economy of the United States?

Section 7: California History

Directions: For each of the following questions, select the choice that best answers the question or completes the statement. For the constructed-response question, write down your answer on a separate sheet of paper.

- 120.** The first Native Americans of California were highly developed in which of the following arts?
- A. Ceramics
 - B. Painting
 - C. Basket making
 - D. Weaving
- 121.** The first independent civil pueblo to be established by the Spanish in California was established in
- A. Los Angeles.
 - B. San Diego.
 - C. Santa Cruz.
 - D. San Jose.
- 122.** All of the following occurred directly as a result of the discovery of gold in California in 1848 EXCEPT:
- A. An uprising known as the Bear Flag Revolt
 - B. The influx of the "Forty-Niners" to California
 - C. Californians drew up a constitution and petitioned the U.S. government for statehood
 - D. The establishment of Stockton as a city
- 123.** The completion of the transcontinental railroad linking California with the rest of the United States had a major impact on which aspect of the state's economy?
- A. Agriculture
 - B. Tourism
 - C. Land development
 - D. All of the above
- 124.** By the 1920s, real estate values in Los Angeles and other areas in the southern region of California had increased greatly in large part because of
- A. the San Francisco earthquake.
 - B. the discovery of oil in the region.
 - C. the development of Los Angeles as a port city.
 - D. the major construction of new freeways in the region.

GO ON TO THE NEXT PAGE

- 125.** Two U.S. presidents who began their political careers as California politicians were
- A. Earl Warren and Richard Nixon.
 - B. Harry Truman and Ronald Reagan.
 - C. Richard Nixon and Ronald Reagan.
 - D. Hiram Johnson and Dwight D. Eisenhower.
- 126.** During the past 15 to 20 years, California's economic growth has been fueled by the leading role many of the state's companies have played in which of the following industries?
- A. Construction
 - B. Computers
 - C. Tobacco
 - D. Health care

- 127.** During the past several decades, California's continued growth has resulted in the state facing major problems and challenges—economic, social, and environmental. Using your knowledge of California history, describe some of these challenges and problems and the ways in which the state has taken steps to deal with them.



Answer Key for Practice Test 2

Section 1: World History

- | | | | |
|------|-------|-------|-------|
| 1. C | 10. B | 19. C | 28. D |
| 2. A | 11. B | 20. D | 29. D |
| 3. A | 12. D | 21. B | 30. C |
| 4. D | 13. A | 22. A | 31. D |
| 5. D | 14. B | 23. B | 32. C |
| 6. A | 15. D | 24. C | 33. D |
| 7. A | 16. D | 25. C | 34. B |
| 8. B | 17. B | 26. B | 35. B |
| 9. C | 18. A | 27. C | |

Section 2: World Geography

38. A
39. C
40. A
41. D

Section 3: U.S. History

- | | | | |
|-------|-------|-------|-------|
| 43. D | 52. B | 61. B | 70. B |
| 44. C | 53. C | 62. C | 71. B |
| 45. A | 54. D | 63. B | 72. B |
| 46. B | 55. B | 64. D | 73. A |
| 47. B | 56. C | 65. A | 74. C |
| 48. D | 57. A | 66. C | 75. B |
| 49. B | 58. B | 67. B | 76. C |
| 50. C | 59. C | 68. A | 77. D |
| 51. A | 60. D | 69. A | |

Section 4: U.S. Geography

- 80. A
- 81. C
- 82. D
- 83. D

Section 5: Civics

- | | | | |
|-------|-------|-------|--------|
| 85. B | 90. A | 95. C | 100. B |
| 86. A | 91. D | 96. C | 101. A |
| 87. C | 92. A | 97. D | 102. C |
| 88. A | 93. C | 98. C | |
| 89. C | 94. D | 99. A | |

Section 6: Economics

- | | | | |
|--------|--------|--------|--------|
| 104. A | 108. D | 112. C | 116. C |
| 105. C | 109. B | 113. B | 117. A |
| 106. A | 110. C | 114. A | 118. D |
| 107. D | 111. B | 115. D | |

Section 7: California History

- | | | | |
|--------|--------|--------|--------|
| 120. C | 122. A | 124. B | 126. B |
| 121. D | 123. D | 125. C | |

Answer Explanations for Practice Test 2

Section 1: World History

1. **C.** Read all of the answer choices. Do not simply choose the first answer that seems to have something to do with the topic. In this question, you want the choice that comes closest to defining the Neolithic Revolution. Some of the answer choices represent results of the Neolithic Revolution, rather than its main development. The basic change that occurred was the shift to raising animals as a regular source of food, so C is the correct answer.
2. **A.** When a question asks for a similarity, check that your answer is true for both parts of the comparison. In this case, you need something that is true for both faiths. Wrong answer choices often describe only one half of the comparison. The only answer that is true for both religions is that they are both monotheistic, or believe in one God, so A is correct.
3. **A.** This question asks you for a cause. Because causes always happen before effects, think about which answer choices happened before the disintegration of the Balkan Peninsula. The shift in power as the Ottoman Empire waned is the only one of the options given that would facilitate the emergence of different factions in the Balkan Peninsula, so the correct answer is A.
4. **D.** To answer this question about how geography affected history, look at the map carefully. Notice which areas the German military did not occupy. Use these clues to make an inference about how geography affected the German army. All of these answer choices include influential factors, so D is the correct answer.
5. **D.** Read test questions carefully because every word is important. This question asks why Latin America is *economically* important. Therefore, you can eliminate any answer choices that do not offer explanations about their economic importance. Choices A, B, and C do not benefit the United States, so the correct answer is D.
6. **A.** Even if you know the correct answer immediately, read all of the answer choices and eliminate those you know are wrong. Doing so will help you confirm that the answer choice you think is correct is indeed correct. In 1966, Mao launched the Great Proletarian Cultural Revolution, which was established to create a working class culture. Revolutionary groups set out to eliminate the old ideas, old culture, old customs, and old habits. They destroyed temples, books written by foreigners, and foreign music. Therefore, A is the correct answer.
7. **A.** This question offers four answers that all apply to the work of the Nazis, so you will need to think through your answer. Hitler believed that the Jews were parasites who were trying to destroy the Aryans. The Final Solution to the Jewish problem was genocide—physical extermination—of the Jewish people. Therefore, the correct answer is A.
8. **B.** This question is asking you to infer. When you infer, you are using your own knowledge and combining it with what is written in the text. In this quotation, the Aztecs describe the Spaniards as greedy, “hungering like pigs for gold.” Because you are inferring, you can eliminate choices A and C, as those choices offer information that is directly in the quotation, and inferences aren’t “right there” in the text. Clearly, comparing the Spaniards to hungry pigs is not a compliment, so the best answer is B.
9. **C.** You are looking for the exception in this question, so you will want to compare each answer choice to the question, trying to find the one that is *not* representative of the Italian Renaissance humanism movement. Humanism was an intellectual movement based on the study of the classics. Characteristics of the Renaissance are most noticeable in the intellectual and artistic accomplishments of the period. Humanism is not the study of being human, so C is the correct answer.
10. **B.** This question asks for an example of how geography influenced history. Eliminate any answer choices that do not mention anything about geography. Then study the map thoroughly and choose from the answer choices that remain. The best answer is that floods from nearby rivers irrigated crops. So the correct answer is B.
11. **B.** Using common sense can help you arrive at the correct answer. For example, think about what you know about the Black Death first and then read the answer choices. Some peasants bargained with their lords to pay rent instead of owing service, thus freeing them from serfdom, so B is the best answer.

- 12. D.** If you do not know the answer to a question, eliminate any answer choices that you know are incorrect. Robespierre dominated the Committee of Public Safety, which set in motion an effort that came to be known as the Reign of Terror. Revolutionary courts were set up to prosecute internal enemies of the revolutionary republic. During the Reign of Terror, close to 40,000 people were killed, including Marie Antoinette. Therefore, the best answer choice is D.
- 13. A.** If you do not know the correct answer to this question, read the answer choices carefully. Eliminate any statement that is historically incorrect. This will help you focus on the remaining answer choices and increase your chances of choosing the correct answer. When the Communist Party collapsed, Czechoslovakia became two separate nations, so A is the correct answer.
- 14. B.** Timelines show chronology, or the order in which events happened. You can use your knowledge of chronology to eliminate incorrect answer choices. Think about what events happened *before* this timeline begins. Those answer choices must be wrong. Answer B includes the same subject as the timeline entries.
- 15. D.** Eliminating answers is a good way to begin on many questions. You may be able to see that UNESCO and WHO each address a specific area and that these areas seem equally important. Since it would be difficult to pick between them, you can conclude that these two answers can be eliminated. The General Assembly might be considered, but it is general, so it probably includes all members. So, the best choice is D.
- 16. D.** You are looking for the exception in this question, so you need to find the one element that did *not* lead to civilization. While religion was important during the rise of civilization, it did not lead to civilization the way choices A, B, and C did. So, D is the correct answer.
- 17. B.** Again, you are looking for the exception in this question, so you need to find the one issue that is *not* addressed by grassroots public interest groups. Grassroots public interest groups deal with issues such as environmental problems, women's and men's liberation, human potential, appropriate technology, and nonviolence. They do not address educational issues, so the best answer is B.
- 18. A.** To answer this question you will need to analyze the poem a little, focusing on figurative language. Then look at the choices again. Choices B and C are too literally addressed in the poem for it to be a summarization of the fundamental ideas of Western civilization. Choice D addresses government, which is clearly the focus of the poem, but ruling with a strong hand is not the best summary of the role of government. The best summary is that the role of government is to promote peace and to defend. So, A is the correct answer.
- 19. C.** To answer this question, you will need to know about Muslim culture. A mosque is a Muslim house of worship, and while they were very important to the culture, they are not the covered market. Very often the covered markets were located in the center of town or "downtown" (in our terms), but the covered markets were called bazaars. So, the correct answer is C.
- 20. D.** It might help you to reread the question, looking at the key phrase *of all citizens*. Mobilization, which is already stated in the question, is the process of assembling troops and preparing them for war. Trench warfare is fighting from ditches. War of attrition is a war based on wearing the other side down by constant attacks and heavy losses. Total war is a war that involves the complete mobilization of resources and people, affecting the lives of all citizens in the warring countries, even those remote from the battlefields. Therefore, D is the correct answer.
- 21. B.** You need to know what monks are and what their roles were in order to answer this question. Monks were men who separated themselves from ordinary human society in order to pursue a life of total dedication to God. Their community was seen as the ideal Christian society. The monks' dedication to God became the highest ideal of Christian life. Their homes, called monasteries, became centers of religious learning. Although the first monks were men, women, called nuns, also began to withdraw from the world to dedicate themselves to God. With this knowledge, of the choices given, B is the best answer.
- 22. A.** You can use your knowledge of today's history to help you answer this question. Lineage groups serve as the basic building blocks of African society. All members claim to be descended from a real or legendary common ancestor. There are leading members of each lineage group, but the group provided mutual support for all its members. Women were usually subordinate to men in Africa (as is still the case today), so the correct answer is A.

- 23. B.** You are looking for the exception in this question, so you want to find the one contribution that was not an advance in science and mathematics that impacts our world today. Eliminating some answers will help you. Answer choices A, C, and D were all advances in science and mathematics. Answer choice B was a contribution from the ancient Indians, but it is not in the field of science and mathematics, so the correct answer is B.
- 24. C.** Questions that ask about a specific fact can be difficult if you do not know the answer. Increase your chances of choosing the correct answer by looking at each answer choice and eliminating choices you know are wrong. Then ask yourself which remaining choice makes the most sense and select that as your answer. The English Parliament emerged during the reign of Edward I and the French Parliament during the reign of Philip IV.
- 25. C.** Read all the choices carefully before you pick your answer. You are looking for the *best* answer to the question. While Deganawida and Hiawatha did create the Great Peace, which created an alliance of five groups called the League of Iroquois, there is a better answer. The Grand Council (the council of representatives) was an experiment in democracy, and some scholars believe that in 1754, Benjamin Franklin used the Iroquois League as a model for a Plan of Union for the British colonies. So, the best answer choice is C.
- 26. B.** A date can be an important clue. When a question contains a date, think about major events that occurred during or around that time. Then eliminate answer choices that do not reflect that history. All of these answer choices address women's issues, but if you look closely at choice B, you will see that it is discussing the same subject as the quote.
- 27. C.** You are looking for an exception here—an item that was *not* sent from the Americas to Europe. Your knowledge about what was available in the Americas that was “new and different” to Europe will help you answer this question. Silver, dyes, gold, cotton, vanilla, hides, potatoes, cocoa, corn, and tobacco were all sent from the Americas to Europe. Silk was not. So, C is the correct answer.
- 28. D.** You need to read the question and the answers very carefully here. While many of the answer choices present information that was true about the guillotine and executions, you need to focus on why the guillotine was used for executions. It was believed to kill quickly and humanely, so the best answer choice is D.
- 29. D.** Do not pick an answer just because it sounds good. Sometimes a choice is deliberately meant to sound correct but is not. Read all the answer choices very carefully before you select the best one and avoid making any hasty decisions. For example, while the Christian Church began during the Roman Empire, it was not directly created by the Empire. And while the Triumvirate and the gladiatorial shows might have been nice, they were not lasting contributions. The best answer choice is D.
- 30. C.** Martin Luther dealt the symbolic blow that began the Reformation when he nailed his Ninety-Five Theses to the door of the Wittenberg Church. That document contained an attack on papal abuses and the sale of indulgences by church officials. Therefore, C is the correct answer.
- 31. D.** Montezuma II (or Moctezuma) was trained as a priest and rose to become leader of the Aztecs in 1502. At the time the Aztecs controlled most of what is now Mexico and Central America, their capital being at the great city of Tenotchtlan (Mexico City). The story goes that when Cortes arrived in 1519, Montezuma thought the Spanish conquerors were descendants of the god Quetzalcoatl. Montezuma allowed the Spaniards to enter Tenotchtlan unopposed, and he was captured and held hostage by Cortes.
- 32. C.** In the face of a growing migration of East Germans to West Germany via Hungary and mass demonstrations during the summer of 1989, East German authorities unexpectedly eased the border restrictions in November, allowing East German citizens to travel to the West. This led to the acceleration of the process of reforms in East Germany that concluded with German reunification on 3 October 1990. Under the terms of the treaty between West and East Germany, Berlin again became the capital of the reunited Germany.
- 33. D.** The Achaemenid Empire was the first of the Persian Empires to rule over significant portions of Greater Iran. At the height of its power, the Empire spanned over three continents. The Achaemenid Empire was territorially the largest empire of classical antiquity. The Seleucid Empire comprised central Anatolia, the Levant, Mesopotamia, Persia, Turkmenistan, Pamir, and the Indus valley. The Medes were an ancient Iranian people who lived in the north, western, and northwestern portions of present-day Iran, and roughly the areas of present-day Kurdistan, Hamedan, Tehran, Azarbaijan, north of Esfahan, and Zanjan. Parthia was a civilization situated in the northeast of modern Iran, but at its height covering all of Iran proper, as well as regions of the modern countries of Armenia, Iraq, Georgia, eastern Turkey, eastern Syria, Turkmenistan, Afghanistan, Tajikistan, Pakistan, Kuwait, the Persian Gulf coast of Saudi Arabia, Bahrain, Qatar, and UAE.

- 34. B.** You are looking for the one answer choice that is *not* true. Answer Choice B is false—the canal is actually 51 miles long, not 121. The average time a ship spends in transit is 8 to 10 hours. All of the other facts listed are true, making B the answer.
- 35. B.** Again you are finding the *exception*. There are three countries in which free elections have demonstrated great progress toward democracy: South Korea, Taiwan, and the Philippines. The Sudan has an authoritarian government, so it is not moving toward democracy. Therefore, the correct answer is B.
- 36.** President Kennedy’s decision to support the Bay of Pigs invasion led to the Soviet Union’s decision to place missiles in Cuba. Then Kennedy’s decision to keep missiles out of Cuba nearly led to a confrontation between the U.S. and the U.S.S.R. Instead, the incident led to the creation of a hotline between Washington and Moscow. Answers for the second question will vary but should be supported by facts and logical arguments.
- 37.** Some people feel that it is unlikely that a lasting peace could have been created at the end of World War I because there had been too many compromises, there were still many unresolved issues, there were still resentments among nations, and there was no agreement that was satisfactory to all.

Section 2: World Geography

- 38. A.** In order to understand any type of graph, look carefully around the graph for keys that show how it is organized. On this bar graph, the numbers along the left side represent the exact number shown. You do not have to multiply by millions or billions to find the number of metric tons.
- 39. C.** First determine what choices you can eliminate. Since Southeast Asia has a diverse physical geography and many outside contacts, choices B and D do not apply. Of the two remaining choices, the best answer is C.
- 40. A.** Read the chart and become familiar with the information. Then read through each answer choice and use the process of elimination to narrow down the choices.
- 41. D.** You are looking for the exception in this question, so you want to find the one answer that is *not* a type of migration. You can use the process of elimination on this question. Choices A, B, and C can be ruled out, because all of these types of migration occur in the Latin American region. While many cities and small islands have high populations, high population is not a type of migration, so, D is the only answer left, and it is the one that makes the most sense.
- 42.** Wittenberg was in Saxony. Luther benefited from Elector Frederick’s protection. It was far from Rome and papal influence.

Section 3: U.S. History

- 43. D.** Remember to read the question and the answer choices carefully. The question is asking about tensions between the western settlers and the Native Americans. While choices A, B, and C all happened during Washington’s term as president, the only answer choice that suggests tension *between* the Native Americans and the western settlers is choice D.
- 44. C.** Eliminate answers that do not make sense. Reducing the number of American troops probably would not strengthen the military, so you can eliminate choice D. Obviously we want to prevent the expansion of communist countries, but that is not currently a really big issue. Another name of the Strategic Defense Initiative is Star Wars. That leads you to the fact that the initiative is probably technologically advanced, so C would be the answer most focused on technology. Therefore, C is the correct answer.
- 45. A.** Read the question and the answer choices carefully. The question is asking how World War I changed the attitudes of African-Americans. Choices B, C, and D all relate to African-American history around the time of World War I, but only answer A addresses the change in attitudes based on their involvement in the war itself. So, the correct answer is A.
- 46. B.** Read the answer choices carefully. Then reread the excerpt and the question. You can eliminate choices C and D because they do not make sense given the question. Answers A and B are very similar, but B is a better choice because it better explains the reason that the Articles of Confederation were effective at that time.

- 47. B.** No one can say for certain when the first people arrived in America. In Folsom, New Mexico, George McJunkin discovered a bone that belonged to a type of bison that had been extinct for 10,000 years. More recent research, however, suggests that humans arrived much earlier. Presently, scientific speculation points to a period between 15,000 and 30,000 years ago.
- 48. D.** You have to know a little bit about Lyndon Johnson to answer this question, but you can also infer part of the answer. Johnson had known hard times, and he had also seen extreme poverty firsthand in his brief career as a teacher in a low-income area. He understood suffering and he believed deeply in social action. He felt that a wealthy, powerful government could and should try to improve the lives of its citizens. This makes the best answer D.
- 49. B.** Be careful to look for the exception. So you need to find the answer choice that was *not* a condition. Since a tax exemption was a benefit for Texas newcomers, you can eliminate answer A. Choice C simply does not make sense. You're left with choices B and D, and of those two, B is the better choice.
- 50. C.** On his very first night in office, Roosevelt told the Secretary of the Treasury that he wanted an emergency banking bill ready for Congress within five days. In his "fireside chats," FDR assured people that it was safer to keep their money in a re-opened bank than under the mattress. The banking crisis was over quickly. Therefore, the answer is C.
- 51. A.** You are looking for the exception in this question, so you want to find one way that railroads did not boost the settlement of the West. At first glance, all of these answers look good. But read more carefully and think about the ways railroads could have boosted the settlement. Just traveling across the country (choice A) did not boost the settlement quite the way the other three choices did. So A is the correct answer.
- 52. B.** Remember that European countries wanted to gain as much land as "theirs" as possible in America. With that in mind, it would make sense to ensure control of the Mississippi River, so the correct answer is B.
- 53. C.** Keep in mind that you are looking for the exception in this question. So you are looking for the one position that women did *not* fill during the war. The process of elimination might help you. Remember that World War I took place from 1914-1920 and women did not have a lot of choices in the types of jobs they held. Women filled noncombat positions such as nurses, clerical help, and other jobs vacated by men who had become soldiers, so C is the best answer.
- 54. D.** Make sure you read the question carefully. Look at the key words *the most*. The correct answer is D.
- 55. B.** Many times, several answer choices seem correct, so you have to look for the *best* answer. C and D both happened during World War II, but neither choice addresses why the victories on Iwo Jima and Okinawa were so vital to the Allies. And while any victory was vital (choice A), the best answer is that those victories allowed Americans to have landing areas within striking distance of Japan. The best answer is B.
- 56. C.** This question requires that you remember details about a specific program. Use the process of elimination if you are unsure. Does the Contract with America sound like a foreign policy agreement between two countries? It may help to put a face with the Contract with America. Even if you cannot remember Newt Gingrich's name, you might remember that the Contract with America was not a Clinton initiative. The Contract with America was created by congressional Republicans, led by Newt Gingrich. The program proposed 10 major changes, including lower taxes, welfare reform, tougher anti-crime laws, term limits for members of Congress, and a balanced budget amendment. The correct answer is C.
- 57. A.** In 1954 the Supreme Court decided to combine several different cases and issue a general ruling on segregation in schools. One of the cases involved a young African-American girl named Linda Brown, who was denied admission to her neighborhood school in Topeka, Kansas, because of her race. She was told to attend an all-black school across town. With the help of the NAACP, her parents sued the Topeka school board, and on May 17, 1954, the Supreme Court ruled unanimously in the case that segregation in public schools was unconstitutional and violated the equal protection clause of the Fourteenth Amendment. Chief Justice Earl Warren summed up the Court's decision when he wrote: "In the field of public education, the doctrine of separate but equal has no place. Separate educational facilities are inherently unequal."
- 58. B.** Look at the graph carefully and study the information. The correct answer is 10 percent, so B is the correct answer.

- 59. C.** Read this question carefully. You are looking for the exception in this question. So, you will have to find the one answer choice that was *not* a characteristic of the United States economy after World War II. *Economy* is a key word in this question. All of the answer choices were characteristics in the U.S. after WWII, but one answer choice does not deal with the economy, and that answer choice is C.
- 60. D.** Remember that a main theme is the general, overall feeling of something. You're looking for Carter's main foreign policy theme. Answer choices A, B, and C were all part of Carter's foreign policy, but the answer choice that addresses the main theme is D: the need to be honest, truthful, and decent in foreign relations.
- 61. B.** You are looking for the exception here, so you need to identify one reason the author does *not* give for opposing free public education. If you reread the excerpt, you will find that his reasons include scarcity of money, existence of plenty of schools, available space in existing schools, questionable benefit of schooling, and lack of earning for children while they are in school. There *are* plenty of buildings, so choice B is the correct answer.
- 62. C.** Sometimes more than one answer choice seems correct, so you need to read carefully. In 1870 and 1871, Congress passed three Enforcement Acts to combat the violence in the South. The first act made it a federal crime to interfere with a citizen's right to vote. The second act put federal elections under the supervision of federal marshals. The third act, also known as the Ku Klux Klan Act, outlawed the activities of the Klan. So, the correct answer is C.
- 63. B.** Choices A, C, and D all contain at least one reform movement that took place during other eras. The temperance and women's rights movements reached their peak during the second decade of the 1900s, leading to the passage of the Eighteenth Amendment (Prohibition) and Nineteenth Amendment (women's suffrage).
- 64. D.** Once you have read the answer choices, reread the excerpt again. The question is asking you to infer, or read between the lines. Part or all of the answer choices are mentioned in the text, so you have to decide which one is best. The text says the money does go to the colonies, but only to the *conquered* colonies, so you can eliminate choice A. You can rule out B because the text does not say that the colonies cannot pay any portion of the taxes—only that in Franklin's *opinion* they cannot pay the stamp duty for one year. Eliminate choice C because the text does not mention anything about being obligated to soldiers in the future—it mentions how much they helped soldiers during the *last* war. In the excerpt, Franklin implies that the colonies are already paying more than their share, so D is the correct answer.
- 65. A.** A zoot suit had very baggy, pleated pants and an overstuffed, knee-length jacket with wide lapels. Zoot-suit wearers usually wore their hair long, gathered into a ducktail. The zoot suit angered many Americans. In order to save fabric for the war, most men wore a suit with no vest, no cuffs, a short jacket, and narrow lapels. By comparison, the zoot suit seemed excessive and thus, unpatriotic. In California, Mexican American teenagers adopted the zoot suit. In June 1943, after hearing rumors that zoot suiters had attacked several sailors, 2,500 soldiers and sailor stormed into Mexican American neighborhoods in Los Angeles. They attacked Mexican American teenagers, cut their hair, and tore off their zoot suits. The police did not intervene, and the violence continued for several days. Despite the Zoot Suit Riots, Mexican Americans were not deterred from joining the war effort. Therefore, the correct answer is A.
- 66. C.** You are looking for the exception in this question, so you want to identify a war tactic that was *not* used by the United States. The United States used search and destroy missions, bombing, napalm, and Agent Orange. The Vietcong used guerilla tactics. So, C is the correct answer.
- 67. B.** Be sure to read the excerpt and the question carefully. Several of the answer choices may seem correct, so using the process of elimination will help you. You can eliminate choice A because although Robert E. Lee wanted to show his loyalty to his country, it wasn't through fighting with the South that he'd be doing that. Rule out choice D because Lee very clearly realized he would not be impressing his sister. Choice C appears correct, because Lee said he didn't want to be called on to draw his sword. But choice B contains a little more specificity by addressing the reason Lee didn't want to stay in the Union army—because he didn't want to have to fight against his fellow Virginians. So, the correct answer is B.
- 68. A.** Again, you are looking for the exception in this question, so you want to find something that did *not* have a lasting impact on the nation. All of the answer choices may, at first glance, appear to be impacts on the nation, so you will have to find the *least likely* choice. The counterculture had a lasting impact on the nation in art, music and dance, fashion, and the idea that alternatives to mainstream culture were possible. While some “hippies” drove buses and vans, it did not have a major impact on transportation ideals in this country, so A is the correct answer.

- 69. A.** Read the question carefully. All of these choices are true about farmers of the 1890s, but only one answer choice describes how the farmers disliked Eastern bankers. So, the correct answer is A.
- 70. B.** Read the answer choices carefully, and think about the effects of *Sputnik* on the United States. *Sputnik* “scared” the United States, as we realized we were behind other nations in technology and the space race. Therefore, B is the correct answer.
- 71. B.** You are looking for the exception, so you want to identify the one answer that was not an innovation that retailers introduced in the late 1800s. Monopolies were not a new innovation to sell goods to consumers, so the correct answer is B.
- 72. B.** Because you are looking for the exception, you need to find the one area in which there were *no* reforms during the Progressive Era. It may seem that all of the answers are areas of reform. But because business is a subset of economic reform, B is the best answer.
- 73. A.** Choice D is untrue. Choices B and C might have been contributing factors, but Germany’s submarine attacks against American ships in neutral waters was the major reason for the United States to abandon its neutrality and enter the war in 1917.
- 74. C.** The Scopes “Monkey trial” concerned the teaching of evolution; the Teapot dome Scandal was about corruption during the Harding Administration, and the court-martial of Billy Mitchell was a military matter about criticism of military air power. Sacco and Vanzetti, both Italian immigrants and admitted anarchists, were victims of the Red Scare. While their guilt or innocence has never been proven with certainty, historians mostly agree that they were not given a fair trial. So the correct response is C.
- 75. B.** A, C, and D all occurred during World War II. However, very few European Jews were admitted to the United States because the State Department adopted a rigid quota system, which many historians and others later claimed was based on anti-Semitism. So the correct answer is B.
- 76. C.** While all the other choices were contributing factors, Nixon’s voice on the tape recordings where he is heard discussing paying cover-up money to the burglars three days after the break-in, caused even his most vocal defenders to finally desert him, forcing his resignation.
- 77. D.** A, B, and C were all hallmarks of Reagan’s administration. He actually favored rolling back certain federal environmental restrictions, so the correct answer is D.
- 78.** In 1968, Richard Nixon was elected president as a result of the country’s dissatisfaction with the Johnson administration’s handling of the Vietnam War, the rise in crime along with urban riots, and a perception of wasteful government spending. Nixon promised to end the war, crack down on crime, and reduce wasteful government programs. After the Watergate scandal forced Nixon to resign, and after President Gerald Ford pardoned him, in 1976 voters elected Jimmy Carter, who campaigned on promises of restoring integrity and honesty to government, and assuring the American people that he would “never lie to you.” In 1980, after four years of economic hard times and a foreign policy crisis brought on by the seizure of American hostages in Iran, the country overwhelming elected Ronald Reagan, who campaigned on promises of restoring competence and strength to the federal government in the wake of Carter’s perceived mishandling of the economy and his inability to win the release of the U.S. hostages. This cycle of “alternating” presidents ended in 1984 when the country, satisfied with Reagan’s leadership, reelected him to a second term.
- 79.** One recent example would be President George W. Bush’s administration’s decision to hold prisoners in Guantanamo naval base as enemy combatants without providing evidence against them or bringing them to trial, thereby denying them their habeas corpus rights. Another Bush administration policy is the monitoring by the FBI of telephone calls—both domestic and international—of U.S. citizens who the government suspects of having terrorist connections or knowledge of terrorist activities. Both of these policies are controversial because they appear to violate the U.S. Constitution guarantees of habeas corpus and prohibition against unwarranted search and seizure. These policies are currently being reviewed by various federal courts, including the U.S. Supreme Court. Up to now the courts have sided with the Bush administration, with some limitations, citing the president’s inherent authority as commander in chief to protect national security in time of war; i.e., the war against Islamic terrorism. These policies have also come under Congressional scrutiny and there has been debate in Congress to limit presidential powers, particularly in authorizing the monitoring of domestic telephone calls, without some legislative or judicial oversight.

Section 4: U.S. Geography

- 80. A.** Because you are finding the exception, as you think of what a human geographer does, you can think through the answer choices and choose the one that the geographer would most likely not use. A geographic information system (GIS) would not be as helpful as the other three choices for a human geographer, so A is the best answer.
- 81. C.** You are looking for the exception in this question—one method that is not used by geographers. While it is possible that geographers address art issues, art is really a part of culture, and culture is a more inclusive answer, so the correct answer is C.
- 82. D.** You are looking for the exception, so you want to find the physical feature that is not the result of plate movement. The only physical feature that is not the result of plate movement is oceans. So, D is the correct answer.
- 83. D.** If you do not know the geography of the United States well enough to know where the Mississippi River is, you can think through the question and know that the source of the Mississippi River is where the river begins, not ends. The river begins very far north, so the northernmost state presented in the answer choices is Minnesota, and that is where the source of the Mississippi River is, so the correct answer is D.
- 84.** The United States is facing some environmental issues: air pollution resulting in acid rain in both the U.S. and Canada; the U.S. is the largest single emitter of carbon dioxide from the burning of fossil fuels; water pollution from runoff of pesticides and fertilizers; limited natural fresh water resources in much of the western part of the country require careful management; desertification. Global warming is causing changes, including sea level rise, and changes in the amount and pattern of precipitation. There may also be changes in the frequency and intensity of extreme weather events. Other effects may include changes in agricultural yields, glacier retreat, reduced summer stream flows, species extinction, and increases in the ranges of disease vectors.

Section 5: Civics

- 85. B.** Make sure you read the question carefully and choose the answer that best answers the question. Oftentimes more than one answer choice will seem correct. Choices A, C, and D are all assumptions we can make about education in the United States. Choice B, however, more accurately answers why widespread educational opportunities are necessary for a nation to develop a democratic system, so the correct answer is B.
- 86. A.** You are looking for the exception in this question, so you need to find where there are not the most newly developed nations. Newly developed nations are states that have had significant or rapid industrial growth in recent years. These countries, mostly in Eastern Europe, the Middle East, Asia, and South America, have begun to influence the world economy. Therefore, A is the correct answer.
- 87. C.** Several of the answer choices may seem correct or partially correct. Remember you're looking for the best answer. Aspects of A, B, and D are correct, but they are either too vague or not explanatory enough. The Reasonableness Standard of the *Reed* decision states that the Supreme Court said any law that classifies people on the basis of gender "must be reasonable, not arbitrary, and must rest on some ground of difference." That difference must serve "important governmental objectives." The reason Congress can exclude women from the draft is because it is "reasonable" and it serves important governmental objectives. Therefore, the correct answer is C.
- 88. A.** Make sure you read each answer choice carefully and compare it to the question. Then you should begin the process of elimination. You can eliminate choice B because a filibuster is a method of defeating a bill in the Senate by stalling the legislative process and preventing a vote. Choice C can be ruled out because gerrymandering is to draw a district's boundaries to gain an advantage in decisions. It is possible that choice D looks like the right answer. But the better choice for this question is A.
- 89. C.** Although it may seem that more than one answer is correct, you need to identify the best answer. All of the answer choices address the president and/or foreign policy, but the answer choice that best relates the president's role in foreign policy to the political cartoon is C, because it most closely and in the most detail relates to the cartoon.
- 90. A.** As chief executive, a president can issue executive orders to spell out the details of policies such as desegregating the armed forces.

- 91. D.** Weak party voters are likely to switch their votes to the rival party's candidates from time to time—they are more influenced by issues and the candidates than they are by party loyalty. In 1992, Ross Perot was the independent candidate, and he won many of the independent votes, but not *all* of them. Independent voters are voters who think of themselves as neither Republicans nor Democrats, so D is the correct answer.
- 92. A.** Look at the chart carefully. The group that saw the largest increase in Internet use was 10- to 13-year-olds, so A is the correct answer.
- 93. C.** The main reason the colonists revolted was because they were being taxed but not represented—taxation without representation. Choice C is the correct answer.
- 94. D.** In most cases the difference between federal and state court jurisdiction is clear. In some instances, however, both federal and state courts have jurisdiction, a situation known as concurrent jurisdiction. Concurrent jurisdiction exists in a case involving citizens of different states in a dispute concerning more than \$75,000. Therefore, D is the correct answer.
- 95. C.** Look carefully at your answer choices and the question. The question is asking for *supporters* of presidential primaries, so people who are in favor of them. Choices A, B, and D are all negative, or criticisms of the primary system. The only choice that is positive is C, so the correct answer is C.
- 96. C.** Using the process of elimination is the best way to answer this question. You can rule out choice A because a budget deficit, or unbalanced budget, is a budget that is in debt. Choice B can be ruled out because the national debt is the total amount of money the government owes at any given time. You can eliminate choice D because a free-enterprise system is an economic system based on private ownership of the means of production—the capital—and on individual economic freedom. The correct answer is C, because the gross national product (GNP) is the sum of all goods and services produced in a nation in a year.
- 97. D.** The General Services Administration (GSA) is responsible for constructing and maintaining all government buildings. It also supplies equipment for federal offices. The Central Intelligence Agency (CIA) gathers information about what is going on in other countries, evaluates it, and passes it on to the president and other foreign-policy decision makers. The CIA uses its own secret agents, paid informers, foreign news sources, and friendly governments to collect such information. So the correct answer is D.
- 98. C.** The first step in the legislative process is proposing and introducing a new bill. The ideas for new bills come from private citizens, interest groups, the president, or officials in the executive branch. Various people may write new bills, such as lawmakers or their staffs, lawyers from a Senate or House committee, a White House staff member, or even an interest group itself. Only a member of Congress, however, can introduce a bill in either house of Congress. Therefore, C is the correct answer.
- 99. A.** Under categorical-formula grants, federal funds go to all the states on the basis of a formula, often depending on the state's wealth. Lotteries are another way to raise revenue. A block grant is a large grant of money to a state or local government to be used for a general purpose, such as public health or crime control. A bond is a contractual promise on the part of the borrower to repay a certain sum plus interest by a specified date. In most states voters must be asked to approve new bond issues. So, the correct answer is A.
- 100. B.** In selecting their department heads, presidents must balance many political, social, and management considerations. An appointee must meet more specific needs geared toward the department he or she will head. The secretary of commerce is expected to have a good reputation with business and industry, so B is the correct answer.
- 101. A.** A campaign manager is responsible for overall strategy and planning. In the national office, individuals handle relations with television, radio, and the print media and manage finances, advertising, opinion polls, and campaign materials. On the state and local levels, the state party chairperson usually coordinates a campaign, which includes getting local party officials and field workers to contact voters, hold rallies, and distribute campaign literature. Field workers ring doorbells and canvass voters by telephone. But the campaign manager is responsible for the overall strategy and planning, so the correct answer is A.
- 102. C.** Due process of law is the principle in the Fifth Amendment stating that the government must follow proper constitutional procedures in trials and in other actions it takes against individuals. The adversary system is a judicial system in which opposing lawyers present their strongest cases. The presumption of innocence assumes that someone is innocent until proven guilty. Equal justice under the law refers to the goal of the American court system to treat all persons alike. Therefore, C is the correct answer.

- 103.** There have been four presidential elections in the last 40 years where a third-party candidate has gathered significant support. In 1968, Alabama Governor George Wallace, a former Democrat, ran as a third-party independent candidate, basically as a segregationist and law and order candidate. Wallace received nearly 10 million popular votes and captured 46 electoral votes, the best third-party showing in more than 40 years. Richard Nixon won the election by 500,000 popular votes and 120 electoral votes, and the consensus of political analysts was that many of the votes Wallace received would have gone to Nixon had Wallace not been in the race, therefore his candidacy would not have changed the outcome.

In 1980, Republican Representative John Anderson ran as a third-party independent candidate, on mostly a liberal to moderate platform. Anderson received more than 5.5 million votes (no electoral votes), in an election in which Ronald Reagan defeated Jimmy Carter by more than 8.5 million votes. Consequently, Anderson's candidacy, while it gave a home to liberal voters not enthused with either Reagan or Carter, did not have any significant effect on the outcome.

In 1992, businessman H. Ross Perot launched an independent campaign for president, running on a platform of better economic management, especially a reduction of the huge national deficit. Perot gained much popular support in an election where voters were not happy with the incumbent, Republican George H. W. Bush or the Democratic challenger, Bill Clinton. Perot received nearly 20 million votes (no electoral votes), about 19 percent of the popular vote. Perot was critical of both candidates during the campaign, but particularly of Bush, and most observers credit Perot's candidacy with giving legitimacy to Clinton's criticism of the incumbent. While no one could say for certain, many analysts believed that many Perot supporters would have reluctantly voted for Bush had Perot not run, and his candidacy had a significant impact on the outcome. Had a large number of Perot's vote total shifted, Bush could have possibly won the election. Instead, Clinton was elected by some 5.5 million votes. (In 1996, Perot ran once again as an independent candidate, and although he captured an impressive 8 million votes, he was not the factor he had been four years earlier.)

In 2000, consumer advocate Ralph Nader launched a third-party candidacy, running on an anti-corporate, pro-environment platform that claimed there was no real difference between the Republicans and Democrats on most issues, and both parties were "in bed" with corrupt corporate interests. While Nader's overall vote total was small compared to previous recent third-party candidates—2.8 million out of more than 100 million votes cast—it was *where* he got them that mattered. Democrat Al Gore won the popular vote over Republican George W. Bush by about 500,000 votes, but finished second in the electoral vote by five votes. It was widely claimed that Nader cost Gore the election, especially since Florida proved to be the decisive state. Bush won a controversial razor-thin victory in Florida, and Nader had a significant vote total there, that had he not run, almost certainly would have gone to Gore, changing the outcome of the election.

Section 6: Economics

- 104. A.** For something to have value, economists decided, it must be scarce *and* have utility. This is the solution to the paradox of value—the paradox of value is the situation where some necessities, such as water, have little monetary value, whereas some non-necessities, such as diamonds, have a much higher value. Diamonds are scarce and have utility—and therefore they possess a value that can be stated in monetary terms. Water has utility, but is not scarce enough in most places to give it much value. Therefore, water is less expensive, or has less value, than diamonds. So, the correct answer is A.
- 105. C.** You are looking for the annual costs due to damage from collisions. The average cost per month is \$6,000. So, multiply \$6,000 by 12 months, and you get \$72,000. Therefore, C is the correct answer.
- 106. A.** Fixing the potholes is a better economic choice since for every dollar spent, the city would get \$1.56 back in benefits. For every dollar spent in directing traffic at intersections, the city would get \$0.72 in benefits. Doing both is not affordable and doing neither is not responsible, so the correct answer is A.
- 107. D.** A command economy is an economic system characterized by a central authority that makes most of the major economic decisions. A market economy is an economic system in which supply, demand, and the price system help people make decisions and allocate resources. A traditional economy is an economic system in which the allocation of scarce resources and other economic activity is the result of ritual, habit, or custom. Therefore, D is the correct answer.

- 108. D.** The Law of Supply is the rule stating that more will be offered for sale at high prices than at lower prices. So, the quantity supplied varies directly with its price—choice D.
- 109. B.** Supporters of the minimum wage argue that these objectives—equity and security—are consistent with the economic goals of the United States. Besides, they also say, the wage is not very high in the first place. Opponents of the minimum wage object to it on the grounds of economic freedom—another U.S. economic goal. Opponents also believe that the wage discriminates against young people and is one of the reasons that many teenagers cannot find jobs. Therefore, B is the correct answer.
- 110. C.** You are looking for the exception in this question, so you need to identify the one way the national debt may not impact the economy. The federal debt can have a significant impact on the distribution of income within the economy and the purchasing power of the economy; it can transfer power from the private to the public sector; it can cut down on the incentive to work, save, and invest; and it can cause a rise in interest rates. It does not necessarily affect individuals' debt, so the correct answer is C.
- 111. B.** When economists measure income rather than output, they use Gross National Product (GNP)—the dollar value of all final goods, services, and structures produced in one year with labor and property supplied by a country's residents—so B is the correct answer.
- 112. C.** A country has an absolute advantage when it can produce a product more efficiently (that is, with greater output per unit of input) than can another country. Therefore, Beta, which can produce 12 apples, has the absolute advantage over Alpha, which can produce only 10 apples. So, the correct answer is C.
- 113. B.** Technology is the use of science to develop new products and new methods for producing and distributing goods and services. Mechanization is combined labor of people and machines. An assembly line is a production system in which the good being produced moves on a conveyor belt past workers who perform individual tasks in assembling it. Division of labor is the breaking down of a job into small tasks performed by different workers. Automation is a production process in which machines do the work and people oversee them. Robotics is sophisticated, computer-controlled machinery that operates an assembly line. So, because the assembly line results in more efficient use of machines and labor, the costs of production are greatly increased, and the correct answer is B.
- 114. A.** Again you are looking for the exception, so you need to find the answer choice that is not as important for a firm to know when it is considering where to sell its products. Where a product should be sold is an important decision of the marketing department. Should it be sold through the mail, by telephone, in department stores, in specialty shops, in supermarkets, in discount stores, door-to-door, or on the Internet? Usually the answer is obvious because of past experience with similar products. A cereal company, for example, would most likely market a new cereal in supermarkets. Another company might decide that its goods would appeal to a limited market, so it may choose to sell them only in specialty shops and on the Internet. It is not typical for a company to get its start by using direct-mail advertising and wait for calls from potential consumers, so choice A is the correct answer.
- 115. D.** Workers in the United States are categorized in several ways. Unskilled workers are people whose jobs require no specialized training. Semiskilled workers are people whose jobs require some training, often using modern technology. Skilled workers are people who have learned a trade or craft either through a vocational school or as an apprentice to an experienced worker. Professionals are highly educated individuals with college degrees and usually additional education or training. Therefore, the correct answer is D.
- 116. C.** You are looking for the exception—the one thing that is *not* a drawback of electronic banking. Electronic banking began in the late 1970s with the introduction of the computer. One of the most common features is automated teller machines (ATMs). These units let consumers do their banking without the help of a teller. On the Internet, you can see your account balances, transfer funds from a savings account to a checking account, and often even apply for a loan. Therefore, C is the correct answer.
- 117. A.** Exchanging one thing for the use of another is called a trade-off. The result of a trade-off is what you give up in order to get or do something else. If your community gave up a fitness center, you would probably have fewer fit and healthy people. So, the correct answer is A.

- 118. D.** The three basic economic questions that all nations face are: What should be produced? How should it be produced? And for whom should it be produced? Therefore, D is the correct answer.
- 119.** The response to the terrorist attacks of September 11, 2001 showed the remarkable resiliency of the economy. The war in March–April 2003 between a U.S.-led coalition and Iraq, and the subsequent occupation of Iraq, required major shifts in national resources to the military. The rise in GDP in 2004–06 was undergirded by substantial gains in labor productivity. Soaring oil prices in 2005 and 2006 threatened inflation and unemployment, yet the economy continued to grow through year-end 2006. Imported oil accounts for about two-thirds of U.S. consumption. Long-term problems include inadequate investment in economic infrastructure, rapidly rising medical and pension costs of an aging population, sizable trade and budget deficits, and stagnation of family income in the lower economic groups. The merchandise trade deficit reached a record \$750 billion in 2006.

Section 7: California History

- 120. C.** There is no evidence to suggest that the California Native American population was skilled in ceramics, painting, or weaving. However, there is evidence that they were skilled in basket making, so C is the correct answer.
- 121. D.** Los Angeles, San Diego, and Santa Cruz were established after San Jose.
- 122. A.** The Bear Flag Revolt occurred in June 1846, prior to the discovery of gold. Choices B, C, and D all occurred as a result of the discovery.
- 123. D.** The completion of the railroad had a direct impact on all three aspects of the state's economy.
- 124. B.** The discovery of oil in southern California in the early twentieth century was the primary factor in the boon in real estate property. Choices A, C, and D are not relevant.
- 125. C.** Richard Nixon, a U.S. senator (1952–1960), and Ronald Reagan, governor (1966–1974), began their careers as California politicians. The other three choices contain at least one name of someone who was never a U.S. president or was not from California.
- 126. B.** California has no tobacco industry; its construction and health-care industries, while successful, were not the primary reason for the state's economic growth during the period.
- 127.** Post-World War II expansion, which continued well into the last years of the twentieth century, while creating economic growth and opportunity, also created problems for California. Air pollution, brought on by new industries as well as the enormous number of automobiles on the roads, became a primary concern. The state adopted tough anti-smog laws and vehicle emission standards, as well as instituting regulations on industrial pollution.

Energy concerns, brought on by a shortage of gas and electricity, were addressed by the creation of the California Energy Commission in the mid-1970s. The commission passed regulations setting maximum consumption limits for new appliances and adopted strict conservation standards for residential and commercial buildings.

While economic growth over the years was substantial, the state also suffered from hard times. The passage of Proposition 13 in the 1970s dramatically cut property taxes, severely reduced state revenues, and forced many state agencies to cut back services and lay off personnel. The computer and technology boon of the 1980s and 1990s spurred economic growth and helped the state recover; however, around 2000, the technology crash caused more economic problems, from which the state has only recently begun to rebound.

The large number of immigrants, both legal and illegal, within the state has created social and cultural challenges. The state's educational system has increased its bilingual education programs, and the state has adopted several social programs to assist immigrants in assimilating into California society.

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