

**Exit
Level**



STUDY GUIDE

Texas Assessment of Knowledge and Skills

Social Studies



A Student and Family Guide to Exit Level Social Studies



TAKS STUDY GUIDE

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A Student and Family Guide

Dear Student and Parent:

The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. TAKS replaces the Texas Assessment of Academic Skills (TAAS) and is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. In addition, the test can provide valuable feedback to students, parents, and schools about student progress from grade to grade.

Students are tested in mathematics in grades 3–11; reading in grades 3–9; writing in grades 4 and 7; English language arts in grades 10 and 11; science in grades 5, 8, 10, and 11; and social studies in grades 8, 10, and 11. Every TAKS test is directly linked to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. Essential knowledge and skills taught at each grade build upon the material learned in previous grades. By developing the academic skills specified in the TEKS, students can build a strong foundation for future success.

The Texas Education Agency has developed this study guide to help students strengthen the TEKS-based skills that are taught in class and tested on TAKS. The guide is designed for students to use on their own or for students and families to work through together. Concepts are presented in a variety of ways that will help students review the information and skills they need to be successful on the TAKS. Every guide includes explanations, practice questions, detailed answer keys, and student activities. At the end of this study guide is an evaluation form for you to complete and mail back when you have finished the guide. Your comments will help us improve future versions of this guide.

There are a number of resources available for students and families who would like more information about the TAKS testing program. Information booklets are available for every TAKS subject and grade. Brochures are also available that explain the Student Success Initiative promotion requirements and the new graduation requirements for eleventh-grade students. To obtain copies of these resources or to learn more about the testing program, please contact your school or visit the Texas Education Agency website at www.tea.state.tx.us.

Texas is proud of the progress our students have made as they strive to reach their academic goals. We hope the study guides will help foster student learning, growth, and success in all of the TAKS subject areas.

Sincerely,



Lisa Chandler
Director of Student Assessment
Texas Education Agency

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SOCIAL STUDIES

Overview of the Texas Assessment of Knowledge and Skills (TAKS) Tests

The TAKS tests are administered throughout the state of Texas to measure academic achievement. Satisfactory performance on the exit level TAKS tests is a requirement for receiving a high school diploma. The exit level social studies TAKS test includes some topics that are first tested in Grade 8 or Grade 10. All questions on the social studies TAKS tests use the multiple-choice format.

Purpose of This Book

This study guide is designed to help strengthen your understanding of the knowledge and skills tested on the exit level TAKS social studies test. **It does not discuss every topic eligible for testing.** This study guide provides you with information about broad concepts and skills that may be tested. Sample test questions and practice test questions provide insight into the kinds of questions you may be required to answer on the actual test.



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Organization of This Book

This study guide is organized according to the five objectives that make up the social studies TAKS assessments.

- The first part covers Objective 1, which requires you to demonstrate an understanding of issues and events in U.S. history. This objective includes topics such as important dates in U.S. history and the role of the United States in World War I and World War II.
- The second part covers Objective 2, which requires you to demonstrate an understanding of geographic influences on historical issues and events. This objective includes topics such as how maps, charts, and graphs communicate geographic information and how geographic factors influenced major events in U.S. history.
- The third part covers Objective 3, which requires you to demonstrate an understanding of economic and social influences on historical issues and events. This objective includes topics such as the causes of the Great Depression and the impact of various technological innovations on American society.
- The fourth part covers Objective 4, which requires you to demonstrate an understanding of political influences on historical issues and events. This objective includes topics such as the fundamental principles of the U.S. Constitution and the development of the Civil Rights movement.
- The fifth part covers Objective 5, which requires you to use critical-thinking skills to analyze social studies information. This objective includes topics such as how to interpret written and visual sources of social studies information.

In addition, throughout this guide you will find activities and sample questions that will help you strengthen your knowledge and skills in social studies.

World Studies Questions

Some of the questions on the exit level TAKS test are designed to assess your mastery of world studies, or important skills and concepts that are taught in both world geography and world history courses in Texas high schools. If you have taken only one of these courses, don't worry; the questions are designed so that a student who has taken only world geography or world history should have had a chance to learn the skills and information necessary to answer the questions correctly. You can find more information about how world studies questions are designed in the *TAKS Information Booklet for Social Studies* (see below).

Finding More Information About Social Studies

To refresh and add to your knowledge of social studies even further, you may want to review your social studies textbooks and class notes. You can also find interesting and helpful books in your school or local library and on websites on the World Wide Web. Additionally, the Texas Education Agency has published the *TAKS Information Booklet for Social Studies*, which contains useful information about the tests and more sample questions. You can find a copy of the information booklet at your school or on the TEA website (www.tea.state.tx.us).

Objective 1

The student will demonstrate an understanding of issues and events in U.S. history.

How Did the United States Develop into a World Power?

In the years since the end of the Civil War, the United States has become a major world power. Objective 1 concentrates on major political, economic, and social changes that have taken place in our nation during this period.

After the Civil War the recovering country continued to expand westward and increase its industrial strength. In 1898 the United States gained its first overseas territories by winning the Spanish-American War. Twenty years later, Americans assumed an even greater role in world affairs by joining with the Allies in World War I. After this war the U.S. economy entered a boom period. The nation was stunned when the stock market crash of 1929 was followed by the worst economic downturn in U.S. history, the Great Depression.

The Great Depression did not truly end until the United States took part in World War II, when industrial production rose again and women entered the workforce in record numbers. At the end of that massive conflict, the communist Soviet Union and the democratic United States were the world's dominant powers. The resulting struggle between these nations for global influence was known as the Cold War. At home, Cold War fears of communism led to the rise of an anticommunist hysteria known as McCarthyism. The Cold War effort to stop the spread of communism also led the United States to fight two wars in Asia. In the first, U.S. troops aided South Korea after an invasion by communist North Korea. The result was a stalemate. The United States later sent thousands of troops to Vietnam to fight against communist rebels. That long war ended with the withdrawal of U.S. forces, followed by a communist takeover of Vietnam. The Cold War ended with the collapse of the Soviet Union, leaving the United States as the world's only superpower.

In addition to the post-Civil War period of U.S. history, Objective 1 covers key issues and events that took place earlier in U.S. history. The history of our country from the colonial period through Reconstruction is covered in the eighth grade in Texas schools.

The following paragraphs go into more detail about the information you need to know to answer questions based on Objective 1.

Important Dates

Objective 1 requires you to answer questions about the significance of the following dates in U.S. history: 1776, 1787, 1861–1865, 1898, 1914–1918, 1929, and 1941–1945. While many events occurred during these years, you will be tested on only the most important ones. Examine the graphic organizer below to review these events.

1776
<ul style="list-style-type: none"> ● The Declaration of Independence is signed on July 4.
1787
<ul style="list-style-type: none"> ● The Constitutional Convention meets in Philadelphia, Pennsylvania, and drafts the U.S. Constitution. The Constitution creates the basic structure of the federal government.
1861–1865
<ul style="list-style-type: none"> ● Southern states establish the Confederate States of America (1861). ● Abraham Lincoln is inaugurated as president of the United States (1861). ● Confederate forces bombard Fort Sumter in South Carolina, marking the beginning of the Civil War (1861). ● President Lincoln issues the Emancipation Proclamation, which frees slaves in areas controlled by the Confederacy (1863). ● The Union army wins the Battle of Gettysburg in Pennsylvania (1863). ● Confederate general Robert E. Lee surrenders to Union general Ulysses S. Grant at Appomattox Court House, Virginia (1865). ● President Lincoln is assassinated in Washington, D.C. (1865).
1898
<ul style="list-style-type: none"> ● The Spanish-American War begins after the battleship USS <i>Maine</i> explodes in the harbor at Havana, Cuba. ● A peace treaty between the United States and Spain is signed. Spanish forces leave Cuba, and the United States claims Puerto Rico, Guam, and the Philippine Islands as U.S. territories.

1914–1918

- Archduke Franz Ferdinand of Austria-Hungary is assassinated, triggering the start of World War I (1914).
- Germany resumes unrestricted submarine warfare, breaking a pledge to not sink passenger ships without warning (1917).
- The United States declares war on Germany (1917).
- President Woodrow Wilson announces the Fourteen Points, his peace plan for after the war (1918).
- Germany and the Allies agree to an armistice (1918).

1929

- The U.S. stock market crashes, marking the beginning of the Great Depression.

1941–1945

- The United States enters World War II after Japan attacks Pearl Harbor, Hawaii (1941).
- U.S. naval forces defeat Japanese forces in the Battle of Midway (1942).
- Allied troops invade France at Normandy. The day of their landing, June 6, is known as D-Day (1944).
- Germany surrenders to the Allies (1945).
- The United States drops atomic bombs on Hiroshima and Nagasaki, Japan. Japan then surrenders, ending World War II (1945).

The Revolutionary Era

Objective 1 requires you to understand why American colonists rebelled against Great Britain in 1776. The Declaration of Independence lists the reasons why colonists were unhappy with British rule. The grievances that the document levels against King George III include the following:

- Imposing taxes on colonists without their approval
- Forcing colonists to house British soldiers during peacetime
- Denying colonists the right to a trial by jury in many cases
- Preventing colonists from trading with nations other than Great Britain
- Denying colonists legislative representation in Parliament

Objective 1

In addition, Objective 1 requires you to know about the roles that George Washington and Thomas Jefferson played during the American Revolution. The paragraphs below provide brief biographical sketches of these two leaders.

In 1775 **George Washington** was selected by the Second Continental Congress to lead the Continental army. Early in the war he led his troops to key victories at Trenton and Princeton. Washington also stood by his soldiers through the hardships of winter camp at Valley Forge. In 1781 he won the last major battle of the war, at Yorktown, Virginia. Washington was elected president of the Constitutional Convention in 1787. He served as the first president of the United States from 1789 to 1797.

Thomas Jefferson was a member of the Second Continental Congress and was the main author of the Declaration of Independence in 1776. He also served as governor of Virginia from 1779 to 1781 and as the U.S. minister to France from 1785 to 1789. After Jefferson returned to the United States, he served as secretary of state under President Washington and as vice president under President John Adams. He went on to serve as U.S. president from 1801 to 1809. As president, Jefferson authorized diplomats to negotiate the Louisiana Purchase in 1803.

Objective 1 also requires you to know about the Articles of Confederation, which functioned as the nation's first constitution, or set of laws defining governmental structures and powers. The Articles of Confederation were approved by Congress in 1777 and went into effect in 1781. Under the Articles each state had one vote in a single national governing body called the Confederation Congress. The Articles had a number of weaknesses that kept the Confederation Congress from governing the nation effectively. Under the Articles, Congress **could not**:

- regulate trade between the states
- impose taxes
- amend the Articles without the approval of all 13 states

By 1787 many Americans had become dissatisfied with the Articles of Confederation. In May of that year, the Constitutional Convention assembled in Philadelphia to revise the Articles. However, the delegates to this convention decided to create an entirely new document—the U.S. Constitution.

Objective 1 also requires you to know about the creation of the U.S. Constitution and the Bill of Rights, or the first 10 amendments to the Constitution. The Constitution was written during the Constitutional Convention of 1787. However, the Constitution could not become law until nine of the 13 states ratified, or approved, it. The creation of the Constitution led to a fierce debate among Americans. Those who supported the Constitution were known as Federalists, while those who opposed it were called Anti-Federalists. Federalists favored a

strong national government, as outlined in the Constitution. Anti-Federalists thought that the Constitution gave too much power to the national government and took too much power away from the states. In the end the Federalists won, and the Constitution was ratified.

Many Anti-Federalists argued that the Constitution needed greater protections for individual rights. As a result, 10 amendments, or changes, were added to the Constitution to guarantee individual rights. These amendments are collectively known as the Bill of Rights. You will learn more about the Constitution and the Bill of Rights in the section on Objective 4.

Now let's look at a practice question that asks about some of the information you just read.

Who was the primary author of the Declaration of Independence?

- A** Thomas Jefferson
- B** George Washington
- C** Benjamin Franklin
- D** Samuel Adams

Explanation of answer choices

- A** **Correct.** Thomas Jefferson is credited with writing the first draft of the Declaration of Independence in 1776.
- B** **Incorrect.** George Washington was the leader of the Continental army. He was in New York with his troops at the time the Declaration of Independence was written.
- C** **Incorrect.** Benjamin Franklin helped draft the final version of the Declaration of Independence and also signed the document, but he was not its primary author.
- D** **Incorrect.** Samuel Adams played a leading role in organizing colonial resistance against British rule and was also a delegate to the First and Second Continental Congresses. He signed the Declaration of Independence but was not its primary author.

The Emergence of the United States as a World Power

Along with the topics already discussed, Objective 1 requires you to understand the significance of a number of major events that took place in U.S. history during the late 19th and 20th centuries. These events are discussed below in chronological order. First, Objective 1 requires you to know how the United States became involved in the Spanish-American War and how this involvement helped the United States emerge as a world power.

In the late 1800s Spain possessed the colonies of Cuba, Puerto Rico, and the Philippine Islands. When Cuba revolted against Spanish rule in 1895, most people in the United States were sympathetic to the Cubans' desire for independence. In January 1898 President William McKinley sent the battleship USS *Maine* to the harbor at Havana, Cuba, to protect U.S. citizens and property. The *Maine* exploded on February 15, and 260 U.S. sailors were killed. Although the cause of the explosion was unknown, U.S. newspapers and the American public blamed the Spanish. On April 25, 1898, the United States declared war on Spain.

U.S. forces quickly defeated the Spanish. Under the peace treaty that followed, the United States acquired Puerto Rico, Guam, and the Philippines. Cuba was granted its independence, although in practice it too was controlled by the U.S. military. With its new island colonies gained through military might, the United States joined nations such as Great Britain and Germany as a world power. The acquisition of these colonies also showed that the United States was following a policy of **expansionism**—seeking to increase the country's territory and influence.

Objective 1 also requires you to know how President Theodore Roosevelt increased the influence of the United States as a world power. During his presidency, which lasted from 1901 to 1909, Roosevelt

- supported the project to build the Panama Canal, a water passage through Central America connecting the Atlantic and Pacific Oceans. Construction of the canal began in 1904, and the canal opened in 1914.
- issued the Roosevelt Corollary to the Monroe Doctrine. The Monroe Doctrine, issued in 1823, was a declaration that the United States would oppose any attempts by European governments to extend their influence in the Western Hemisphere. The Roosevelt Corollary reinforced the claim of the United States that it had the right to intervene in the affairs of Latin American countries.
- negotiated an end to the Russo-Japanese War in 1905, an accomplishment that earned him the Nobel Peace Prize.
- demonstrated the military power of the United States to the world by sending a U.S. naval fleet on a global cruise in 1907.



Courtesy of the Library of Congress

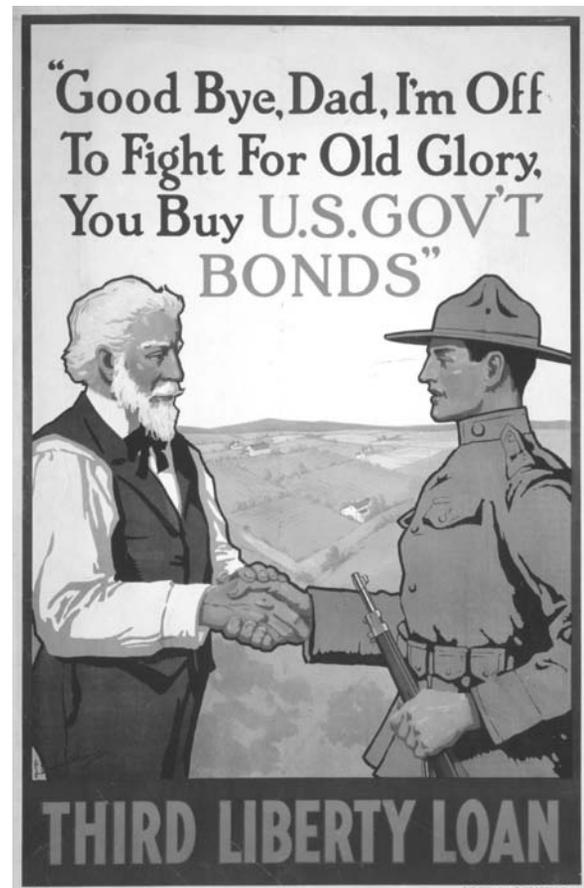
Under the leadership of Theodore Roosevelt, the United States enhanced its status as a major world power.

World War I

Objective 1 also requires you to know about the role of the United States in World War I. First, you should know how the United States became involved in the war. World War I started in Europe in 1914, partly as a result of military alliances that various European countries had made with one another. These agreements bound partner countries to come to one another's aid in case of attack by an outside country. When a Serbian assassinated Archduke Franz Ferdinand of Austria-Hungary, Austria-Hungary declared war against Serbia. Serbia's ally Russia then prepared its military forces to defend Serbia. Germany responded by declaring war on Russia in support of Austria-Hungary. Eventually the system of alliances led to a global conflict between two sides. The side led by France, Great Britain, and Russia was called the Allies. Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire made up the other side, known as the Central Powers.

At the beginning of the war, in August 1914, Germany invaded neutral Belgium and quickly defeated its small army in order to get to France. Germany's aggressive actions angered many Americans greatly. However, President Woodrow Wilson kept the United States out of the war until 1917. The United States finally entered the war on the side of the Allies on April 6, 1917, for two main reasons.

- **Germany's use of unrestricted submarine warfare:** Germany used submarines to attack ships carrying war materials for the Allies. In 1915 a submarine sank the British passenger ship *Lusitania* and killed 1,198 people, including 128 Americans. After this attack President Wilson threatened to break diplomatic ties with Germany. Germany then promised not to sink passenger ships without warning. But in 1917, in an effort to break a stalemate in the war, Germany resumed its policy of unrestricted submarine warfare. President Wilson responded by breaking diplomatic ties.
- **The Zimmermann Telegram:** In February 1917 Germany's foreign secretary, Arthur Zimmermann, sent a secret telegram to Mexico. The telegram proposed that Mexico form an alliance with Germany against the United States. In exchange, Germany would help Mexico take back Arizona, New Mexico, and Texas—areas Mexico had lost to the United States during the 1800s. President Wilson obtained a copy of this note and made it public. Many Americans were outraged by it.



Courtesy of the Library of Congress

How did this poster from World War I encourage people to buy U.S. war bonds?

Objective 1

Objective 1 also requires you to know how the Allies won World War I and to understand the circumstances surrounding the main treaty signed at the end of the war, the **Treaty of Versailles**. By the time the United States entered World War I in 1917, millions of Europeans had already been killed. Russia arranged a separate truce with Germany after the Russian Revolution in October 1917. This eased the pressure on the Central Powers just as U.S. troops began to arrive in France. However, these fresh U.S. troops helped stop German advances in 1918, and the Allies then went on the offensive. The Allies drove the Germans back until the Central Powers finally agreed to an armistice, or cease-fire, on November 11, 1918.

Even before this armistice was negotiated, President Wilson had proposed a set of principles for ending the fighting and establishing a lasting peace. This set of principles, known as the Fourteen Points, included the following ideas:

- national self-determination, which would allow people of various national and ethnic groups to decide their own political status
- the removal of economic barriers to free trade among nations
- a ban on secret alliances among nations
- freedom of the open seas
- a reduction in armaments
- the formation of an organization called the League of Nations to solve international disputes

In fact, the German decision to sign the armistice was based partly on the hope that the Fourteen Points would serve as a model for a formal peace treaty. However, when Allied and German leaders met in early 1919 at the Palace of Versailles near Paris, France, the European victors were not as eager as President Wilson to forgive Germany. In the end the Allies incorporated some of the Fourteen Points, including the formation of the League of Nations, into the Treaty of Versailles. However, the treaty also blamed Germany for starting the war. As punishment Germany was required to pay the Allies billions of dollars in reparations, or payments for damages. Although the Germans were shocked and angered at the harsh terms of the treaty, they had little choice but to agree. Many members of the U.S. Senate, however, objected to the League of Nations because they feared it would damage the ability of the United States to make its own foreign-policy decisions. As a result, the Senate refused to ratify the Treaty of Versailles. The United States finally signed a separate peace treaty with Germany in 1921.



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Automobiles became widely affordable in the United States during the 1920s. This stimulated a variety of related industries and made Americans more mobile than ever before.

The 1920s

Objective 1 also requires you to know about major issues of the 1920s, including economic prosperity, the growing popularity of the automobile, the changing role of women, and the effects of Prohibition. During the 1920s the U.S. economy experienced rapid growth. A number of industries grew quickly, and the stock market boomed. President Calvin Coolidge, who was in office from 1923 to 1929, promoted a variety of pro-business policies. One sector of the economy that performed particularly well during the 1920s was the automobile industry. Entrepreneur Henry Ford had revolutionized this industry in 1913 when engineers began to use assembly lines to mass-produce the Model T. In the 1920s Ford's production methods helped lower the price of cars so that middle-class Americans could afford them.

The decade was also a time of social change. Women won **suffrage**, or the right to vote, in 1920 with the ratification of the 19th Amendment to the U.S. Constitution. More women also began to work outside the home in the 1920s. Young women nicknamed "flappers" began wearing shorter hair and new styles of clothes, symbolizing the increased sense of freedom that many women felt.

After World War I many Americans feared that communists would attempt to overthrow the U.S. government just as they had toppled the Russian government in 1917. This led to the **Red Scare**, a time during which immigrants, union members, and other people suspected of being communists were arrested and harassed by authorities. Public fears about communism also encouraged the federal government to restrict immigration to the United States during the 1920s.

Objective 1

Another major social change that occurred during the 1920s was Prohibition. In 1920 the 18th Amendment to the U.S. Constitution went into effect. This amendment banned the “manufacture, sale, or transportation of intoxicating liquors” in the United States. Supporters of the 18th Amendment had intended to improve U.S. society. However, Prohibition led to some problems. Organized crime took over the business of making and distributing liquor in the United States, thereby gaining power and wealth. Prohibition ended in 1933 with the passage of the 21st Amendment.

World War II

Objective 1 also requires you to know about the role of the United States in World War II, beginning with an understanding of how our nation became involved in the war. In the 1930s the United States was struggling through the Great Depression, and few Americans were interested in foreign affairs. Meanwhile, Adolf Hitler, leader of the Nazi Party, took control of Germany’s government. In 1939 Germany invaded Poland. In response, France and Great Britain then declared war on Germany. In 1940 Germany conquered Norway, Denmark, the Netherlands, Luxembourg, Belgium, and France. Later that year Germany launched a massive air attack on Great Britain. During 1941 the Germans invaded the Soviet Union, the communist nation that had emerged from the Russian

Revolution of 1917. This violated a nonaggression pact made by Germany and the Soviet Union in 1939. At first the United States responded to German aggression by supplying weapons to Great Britain and the Soviet Union. The United States entered the war directly in December 1941, after aircraft from Japan—an ally of Germany—attacked Pearl Harbor, Hawaii, and sank a large part of the U.S. Pacific Fleet.

In World War II, the United States, Great Britain, the Soviet Union, and the other countries fighting on their side were known as the Allies. Their enemies, including Germany, Italy, and Japan, were known as the Axis Powers. The war had two theaters of operation: Europe (including North Africa) and the Pacific.

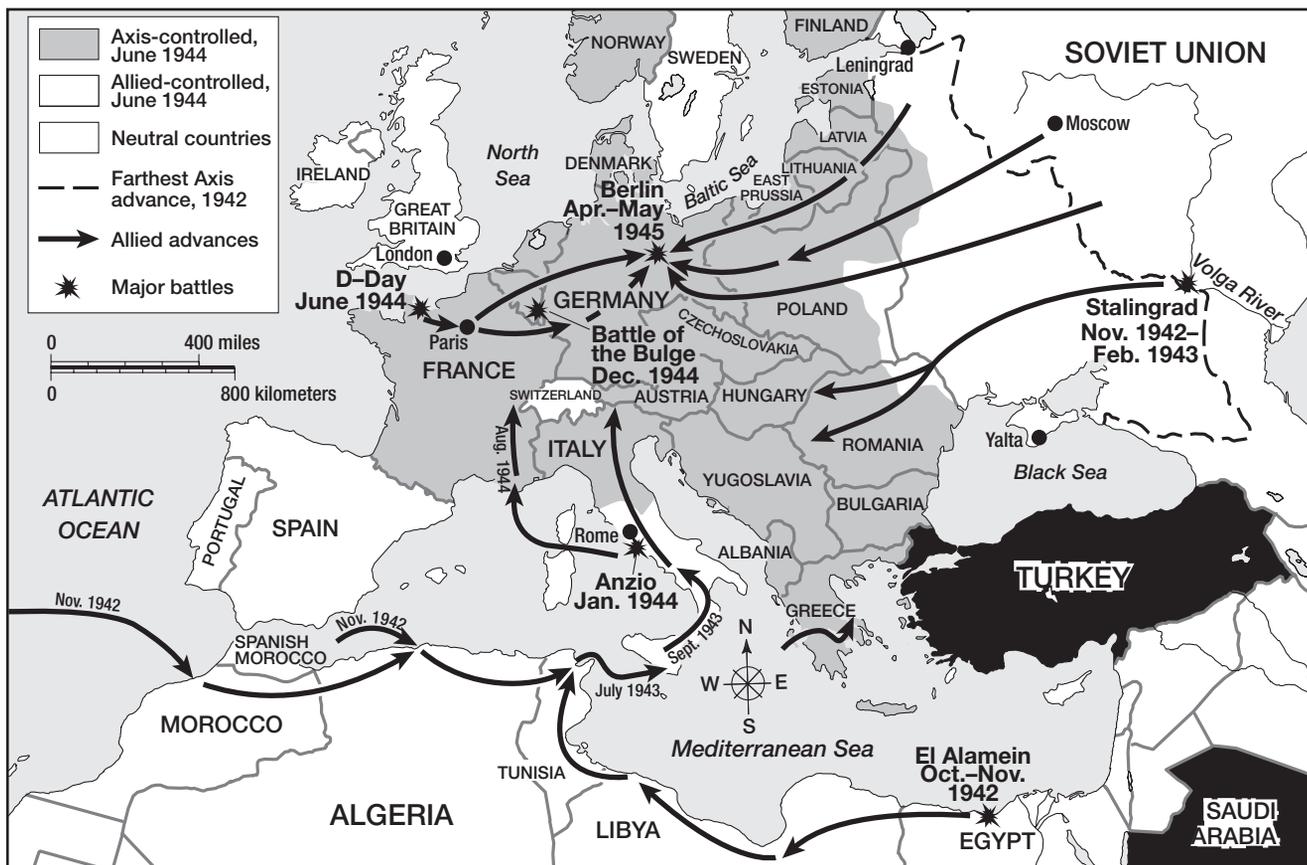


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U.S. troops enter Paris in 1944.

- **European Theater:** The Allies decided to first attack the Axis Powers from the south, in North Africa and then in Italy. In 1942 a force composed of U.S. and British troops landed in Morocco and Algeria and attacked Axis forces from the west while British troops attacked from Egypt. The Axis forces were finally driven out of North Africa in May 1943. The Allied armies next invaded Sicily and then mainland Italy. The Italian government surrendered, but the German army in Italy continued to put up a tough fight against the Allied troops. The Allies did not reach Rome until June 1944.

World War II in Europe

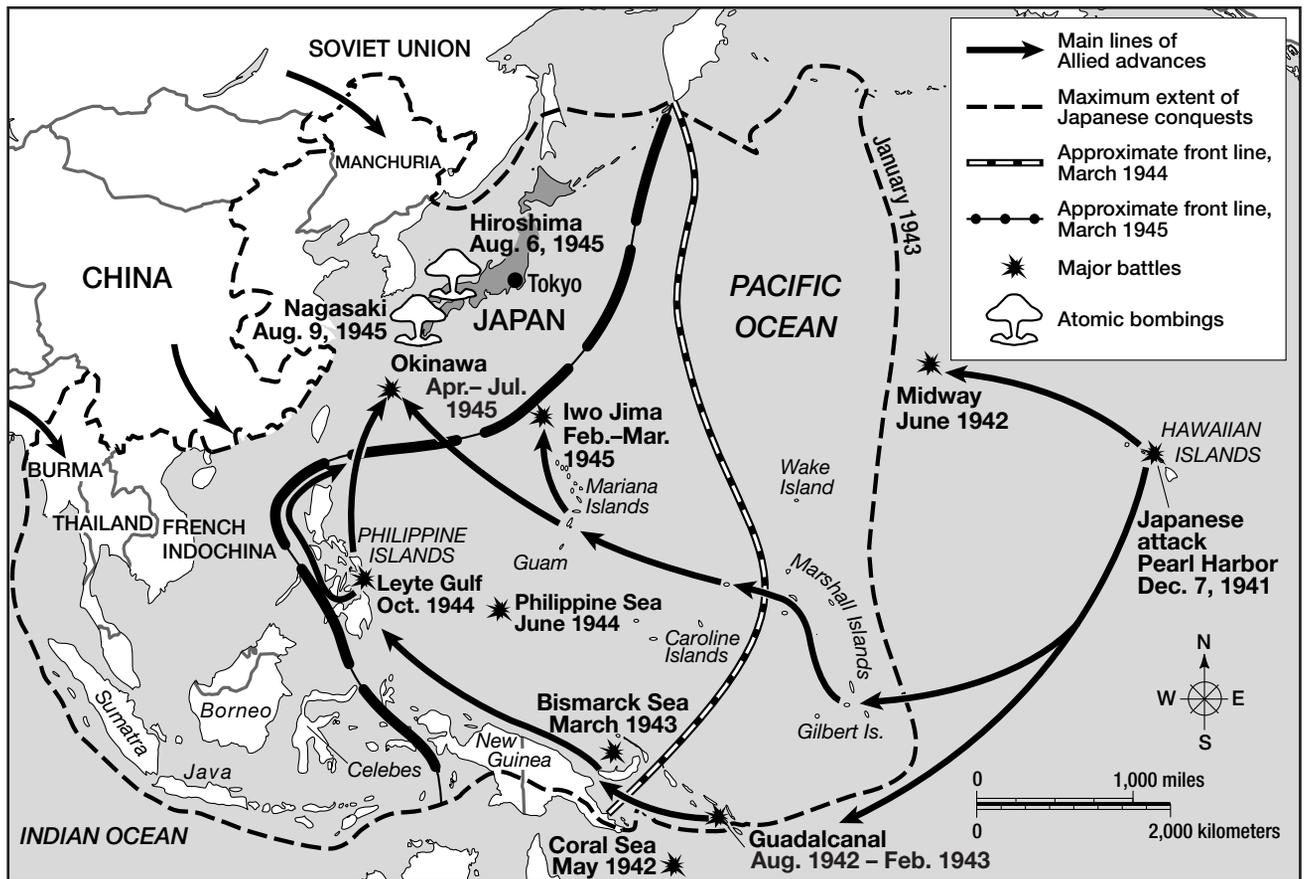


Source: *A World Atlas of Military History*

Even after the invasion of Italy, the Allies felt they needed to open up a new front, or area of fighting, in order to speed up the defeat of Germany. On June 6, 1944, known as D-Day, the Allies launched a huge invasion of northwestern France, landing on the beaches of Normandy. By the end of June, the Allies had begun to push the Germans back. A little less than three months after D-Day, Allied forces reached Paris, and by October nearly all of France was free from German occupation. At the end of 1944, the Allied armies were preparing to push into Germany. This plan was delayed by a sudden German counterattack, called the Battle of the Bulge. Still, by early 1945 the British and the Americans had crossed into Germany as Soviet troops were invading from the east. Germany surrendered to the Allies on May 8, 1945.

As the fighting ended in Europe, shocked Allied troops discovered that the Nazis had undertaken a massive effort to kill all European Jews. During the **Holocaust**, as it became known, the Nazis forced people into concentration camps and executed them, ultimately murdering some six million Jews, in addition to many others.

World War II in the Pacific



Source: *A World Atlas of Military History*

- Pacific Theater:** Shortly after the attack on Pearl Harbor, Japanese forces captured Guam, most of Southeast Asia, the Philippines, and many other Pacific islands. Japan was preparing to invade Australia when the U.S. Navy inflicted heavy losses on the Japanese navy in the Battle of the Coral Sea in May 1942. Almost a month later the United States won a much bigger victory in the Battle of Midway, in which four Japanese aircraft carriers were destroyed. This battle marked a turning point in the war in the Pacific. After this victory the United States began to push Japanese forces back.

Beginning in 1943, U.S. forces invaded Japanese-controlled islands in the Pacific, slowly advancing toward Japan itself. Because the Japanese held so many islands and defended each one so strongly, the Allies landed on only the islands that were strategically important. They bypassed other Japanese-held islands, cutting them off from supplies and reinforcements. This strategy was known as island hopping.

The Japanese navy suffered major blows in the Battle of the Philippine Sea in June 1944 and the Battle of Leyte Gulf in October 1944. Allied forces recaptured the Philippines in February 1945. In the months that followed, they also took

possession of the islands of Iwo Jima and Okinawa. The United States finally brought the war in the Pacific to an end by dropping atomic bombs on two Japanese cities, Hiroshima and Nagasaki, in August 1945. Japan surrendered to the Allies on August 14, 1945.

One of many unfortunate aspects of World War II was the internment of more than 100,000 Japanese Americans. In February 1942 the U.S. government ordered all Japanese Americans living on the U.S. West Coast to be forcibly removed from their homes. These people—mostly U.S. citizens who had not done anything wrong—were relocated to detention camps in isolated areas. Despite this discriminatory treatment, thousands of Japanese Americans volunteered to serve in the U.S. armed forces during the war. In 1988 the U.S. government officially apologized for the detention camps.

Now let's look at a practice question that asks about some of the information you just read.

One of the most important results of the invasion of Normandy during World War II was that it —

- A** led directly to the liberation of France and the invasion of Germany
- B** provided the Allies with a base from which to launch their invasion of Italy
- C** marked the immediate surrender of all German forces
- D** demonstrated the success of U.S. naval forces in the Pacific

Explanation of answer choices

- A** **Correct.** D-Day, the invasion of Normandy on the northwestern coast of France in 1944, allowed Allied troops to establish an additional major front in Europe. This led directly to the liberation of France and the invasion of Germany.
- B** **Incorrect.** The Allies invaded Italy in the summer of 1943, almost a year before D-Day. In addition, Normandy is located too far from Italy to have been used as a base for an invasion of the Italian mainland.
- C** **Incorrect.** Germany did not surrender to the Allies until May 1945, almost a year after D-Day.
- D** **Incorrect.** The invasion of Normandy took place in the European theater of World War II. It was not directly related to the success of U.S. naval forces in the Pacific.

The Cold War

Another subject that Objective 1 requires you to know about is the **Cold War**, a period of strained relations between the United States and the Soviet Union. After World War II, Allied leaders divided Germany into four sectors, with each of the major Allied powers occupying one sector. The city of Berlin was similarly divided into four zones. The Soviet zone of Germany eventually became East Germany—a communist country—while the British, French, and U.S. zones became noncommunist West Germany. The British, French, and U.S. zones of Berlin became West Berlin, a West German city surrounded by East German territory. The establishment of communist governments in East Germany and other nations in Eastern Europe reinforced the belief of most Americans that the Soviet Union wanted to spread communism around the world. It also set the stage for the U.S.–Soviet power struggle that dominated world politics for several decades.

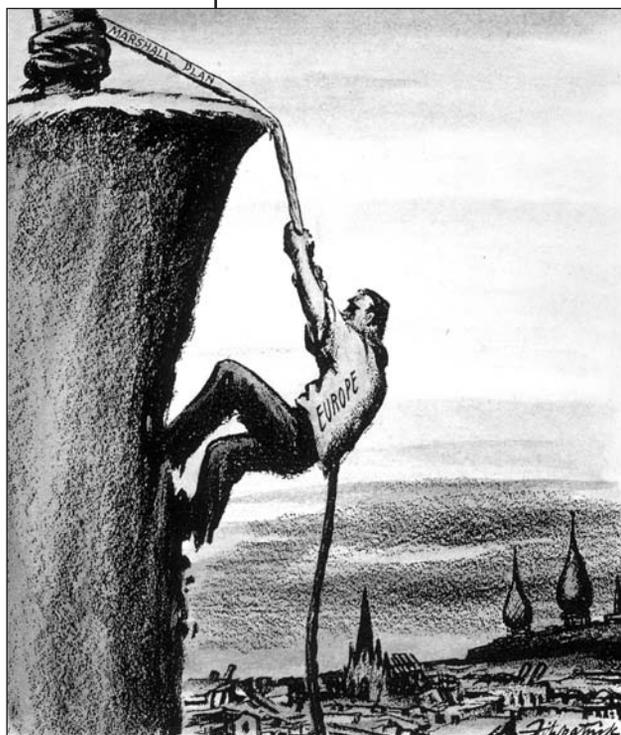
West Germany and East Germany During the Cold War



Source: *The Times Atlas of European History*

The graphic organizer below covers a number of major events related to the Cold War.

- **Truman Doctrine (1947):** The Truman Doctrine, which was issued by President Harry Truman, stated that the United States would act to prevent the overthrow of democratic governments. Under this policy President Truman promised financial assistance to Greece and Turkey to oppose communist movements in the two countries.
- **Marshall Plan (1948–1951):** Secretary of State George Marshall introduced a plan to direct U.S. money and supplies to European countries devastated by World War II. The Soviet Union refused to participate and instead devised a separate plan for communist countries. The Marshall Plan helped the countries of Western Europe recover economically from the war. It also discouraged the further spread of communism in Europe.
- **Berlin Blockade and Airlift (1948–1949):** In 1948 the Soviet Union blocked land access to the U.S., British, and French zones in Berlin. The United States responded with an airlift of fuel and food into Berlin. The Soviet Union finally ended the blockade in 1949.
- **North Atlantic Treaty Organization (NATO) (1949):** This military alliance brought together the United States, France, Great Britain, Italy, and eight other noncommunist nations with a pledge of mutual protection. NATO maintained a fighting force to repel a potential Soviet invasion of member countries.
- **McCarthyism (1950–1954):** Senator Joseph McCarthy, a Republican senator from Wisconsin, claimed in 1950 that he possessed a list of more than 200 communists who worked for the U.S. State Department. Although McCarthy's charges were vague and unsubstantiated, they helped create a vicious anticommunist atmosphere in the United States. Many people who were suspected of being communists lost their jobs and were subject to public humiliation. McCarthy and his unproven claims were eventually discredited in late 1954.
- **Soviet Launch of *Sputnik* (1957):** The Soviet Union launched *Sputnik*, the first artificial satellite, into space in 1957. Many U.S. citizens were shocked by this apparent display of Soviet scientific superiority. The United States began a frantic race to catch up, and Congress established the National Aeronautics and Space Administration (NASA) to coordinate the U.S. space-exploration effort.



Source: The Granger Collection

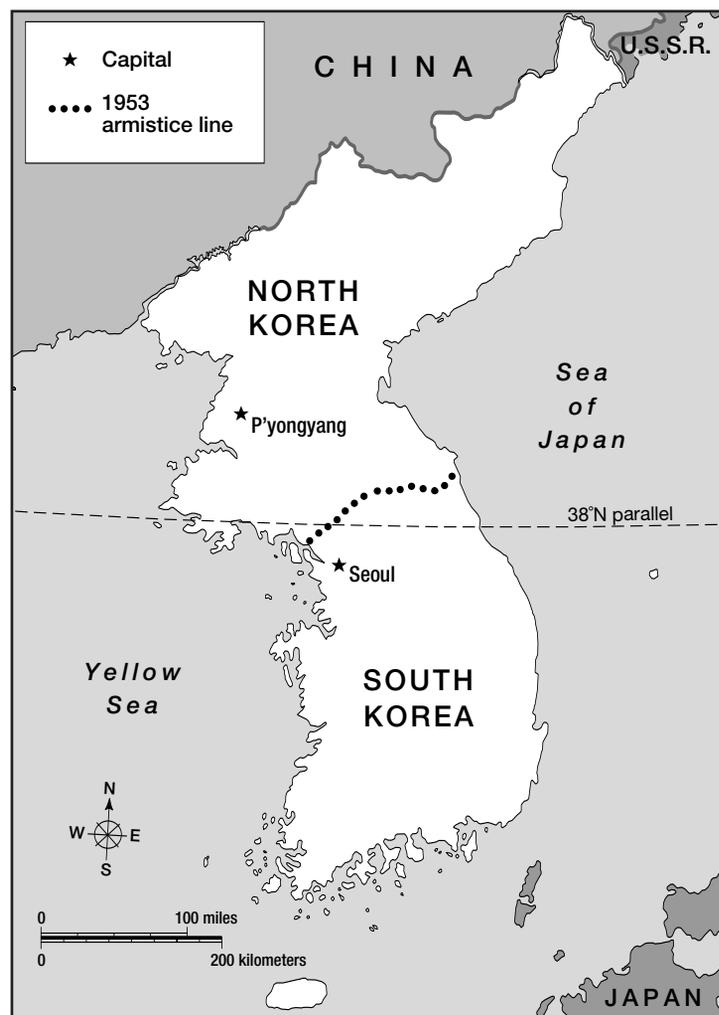
This political cartoon emphasizes the importance of the Marshall Plan. The man labeled "Europe" is escaping from a Soviet-dominated landscape by pulling himself up with a rope labeled "Marshall Plan."

The Korean and Vietnam Wars

Finally, Objective 1 requires that you know how the United States became involved in the Korean War and the Vietnam War. With the onset of the Cold War, the United States became alarmed by the spread of communism to many countries, including China in 1949. In two other Asian countries, Korea and Vietnam, this concern drew U.S. forces into combat.

At the end of World War II, Korea gained its independence from Japan, which had ruled Korea since 1910. Following the war, Korea was split into two zones along the 38th parallel. In 1948 North Korea set up a communist government, while South Korea established a noncommunist government. In June 1950 the North Korean army invaded South Korea. President Harry Truman ordered U.S. troops to lead U.N. forces in the defense of South Korea. Communist Chinese troops later joined the war on the side of North Korea. The Korean War lasted until mid-1953, when a cease-fire was signed. Neither side achieved a clear victory, and the new border between South Korea and North Korea was not far from the old one along the 38th parallel.

North Korea and South Korea in 1953



Source: *The Times Atlas of World History*, Fourth Edition

Vietnam soon became another Cold War battleground. Before World War II Vietnam was part of France's colonial holdings, and during the war Vietnam was taken over by Japan. Both the French and the Japanese faced opposition from a communist guerrilla group, the Vietminh. After World War II the French regained control of Vietnam but became locked in a fierce war with the Vietminh. In 1954 the Vietminh defeated the French forces.

Following the Vietminh victory, Vietnam was divided at the 17th parallel. North Vietnam set up a communist government, while South Vietnam, backed by the United States, set up a noncommunist government. The division of Vietnam quickly led to new fighting. The North Vietnamese army and South Vietnamese communists known as the Vietcong fought to take control of South Vietnam. The United States sent military supplies and then an increasing number of troops to help South Vietnam. Major U.S. involvement in the Vietnam War lasted from roughly 1964 to 1973, when U.S. forces withdrew from Vietnam permanently. Soon after this withdrawal communist forces gained control of South Vietnam and then reunified Vietnam under a single communist government. The conflict in Vietnam cost more than 58,000 American lives.

Vietnam During the Vietnam War



Source: *The Times Atlas of World History*, Fourth Edition

Objective 1**Review Activity**

Fill in this table to organize information about the following wars that the United States participated in: the Spanish-American War, World War I, World War II, the Korean War, and the Vietnam War. Use the individual columns to record the following information about each conflict: the years of the war, the years of U.S. involvement in the war, the causes of U.S. involvement, the allies of the United States, the opponents of the United States, and the important results of the conflict. It may be helpful to review a history textbook or look at other sources to find this information.

	Years of the War	Years of U.S. Involvement	Causes of U.S. Involvement	U.S. Allies	U.S. Opponents	Results
Spanish-American War						
World War I						
World War II						
Korean War						
Vietnam War						

Now It's Your Turn

Question 1

Which of the following had the greatest impact in encouraging the United States to become directly involved in World War I?

- A Germany's use of unrestricted submarine warfare
- B President Woodrow Wilson's proposal of his Fourteen Points
- C The assassination of Archduke Franz Ferdinand of Austria-Hungary
- D Germany's use of poison gas in battle



Answer Key: page 89

Question 2

What court case of the 1920s is associated with William Jennings Bryan and Clarence Darrow?

- A *Plessy v. Ferguson*
- B *Brown v. Board of Education of Topeka*
- C *Scopes v. State of Tennessee*
- D *Regents of the University of California v. Bakke*



Answer Key: page 89

Question 3

Which of the following proved to be the major turning point of World War II in the Pacific?

- A Battle of the Coral Sea
- B Battle of Leyte Gulf
- C Attack on Pearl Harbor
- D Battle of Midway



Answer Key: page 89

Question 4

The sinking of the battleship USS *Maine* was one of the causes of which war?

- A The War of 1812
- B The Civil War
- C The Spanish-American War
- D World War I

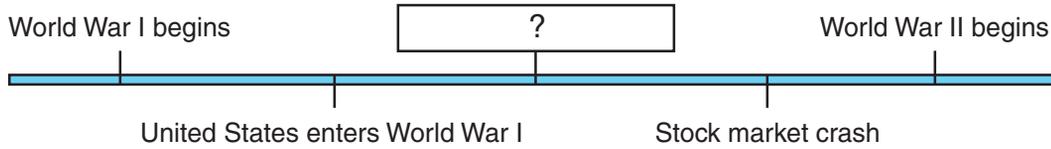


Answer Key: page 89

Objective 1

Question 5

Use the time line and your knowledge of social studies to answer the following question.



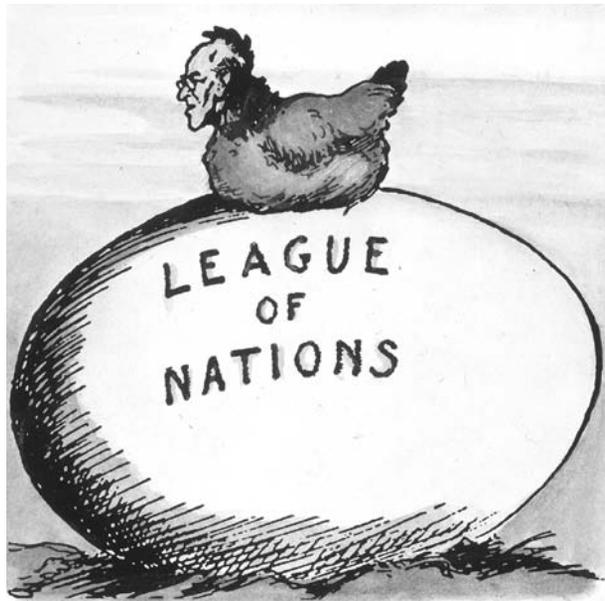
Which event belongs in the box in the time line above?

- A Launching of *Sputnik*
- B Sinking of the *Lusitania*
- C Franklin D. Roosevelt elected president
- D Treaty of Versailles

 Answer Key: page 90

Question 6

Use the cartoon and your knowledge of social studies to answer the following question.



Source: The Granger Collection

In the political cartoon above, which U.S. president is sitting on the egg?

- A Theodore Roosevelt
- B Woodrow Wilson
- C Calvin Coolidge
- D Herbert Hoover

 Answer Key: page 90

Question 7

Use the excerpt and your knowledge of social studies to answer the following question.

Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government....

— *Declaration of Independence, 1776*

The excerpt above expresses the American colonists' belief that they had the right to —

- A establish trade routes with European countries
- B refuse to serve in the British army
- C expand westward beyond the Appalachian Mountains
- D break ties with Great Britain to form a new nation



Answer Key: page 90

Question 8

Which war took place from 1914 to 1918?

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



Answer Key: page 90

Question 9

What was the primary goal of the Marshall Plan following World War II?

- A To send aid to refugees in Eastern Europe
- B To help restore economic stability in Western Europe
- C To assist freedom fighters in China
- D To prevent a Soviet invasion of South Korea



Answer Key: page 90

Objective 2

The student will demonstrate an understanding of geographic influences on historical issues and events.

How Has Geography Influenced Historical Events?

Have you ever heard the expression “A picture is worth a thousand words”? Sometimes the best way to explain something is by using a graphic, or image. For example, graphics such as maps, tables, and graphs can display a lot of information in a useful format. This is particularly true when the topic is geography. Think about the last time a friend gave you directions to a place you had never been before. Your friend certainly used words to tell you how to get there, but in addition he or she probably drew a map to help you organize information such as place-names and distances. The map provided a visual image and markers to help you recognize the new territory you were about to travel. Maps, tables, and graphs can help you better understand history by showing connections between geography and past events. This knowledge is important because many historical periods and events have been influenced by geography. The locations and sizes of rivers, mountains, and deserts; the climates of different regions; and the movement of people from place to place are all important parts of studying history. Geographic influences on history are the primary focus of Objective 2.

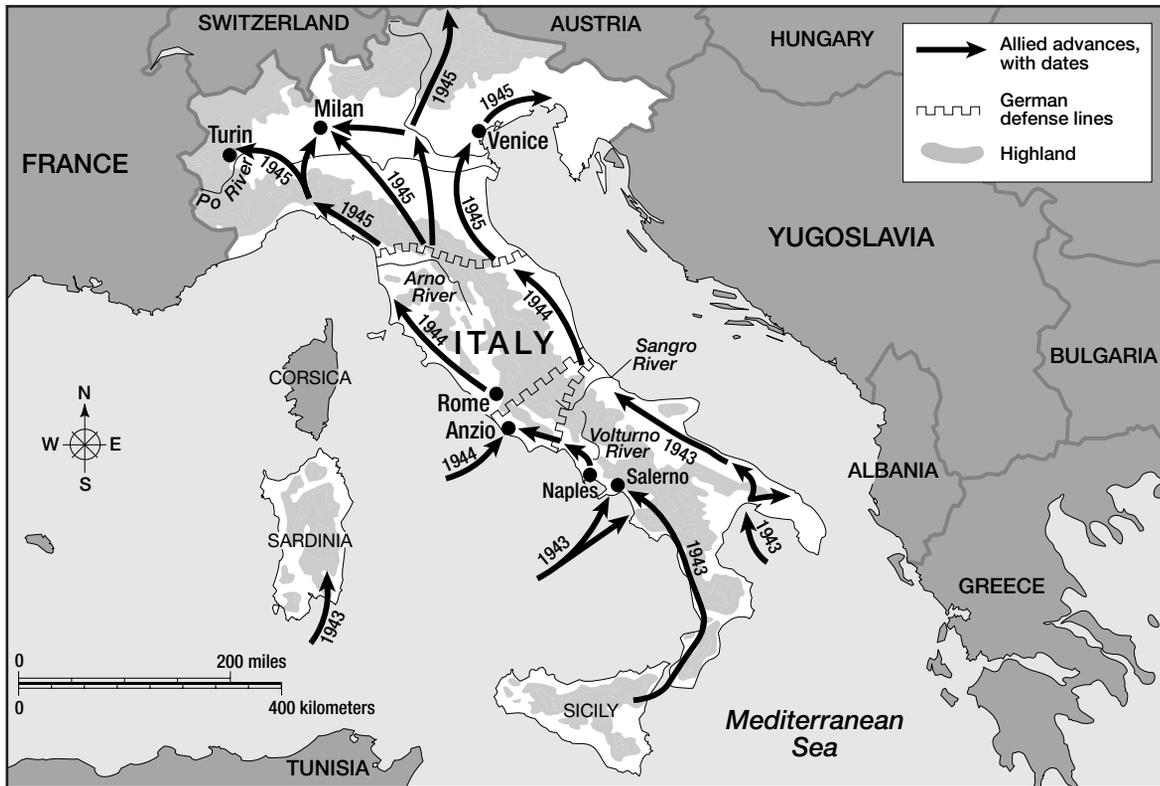
Understanding Maps, Tables, and Graphs

The first requirement of Objective 2 is a general one: to understand how maps, tables, and graphs represent geographic information. Maps come in a variety of sizes, colors, and patterns. Sometimes a map might not look familiar to you at first glance. Ask yourself what the map is trying to show—what the purpose of the map is. Use the labeling on the map, the title, and the key to help you find familiar places. Maps can provide a great deal of information about natural features such as bodies of water, land elevations, natural resources, and weather patterns. Maps can also show the effects of human activities, including economic relations, historical changes, political boundaries, population distribution, roads, and time zones.

Many maps contain a scale. A scale defines the relationship between distance on a map and actual distance on Earth. The scale can be expressed in different ways. The simplest way states the relationship in written form, such as “1 inch equals 1 mile,” which means that one inch on the map represents one mile on the ground. A scale can also be shown in graphic form. This type of graphic scale can be used like a ruler to determine the distance between two points on the map. You may want to practice this skill by using the scale on a road map.

For an illustration of how effectively maps can communicate geographic information, study the map below.

World War II in Italy



Source: *A World Atlas of Military History*

A quick look at the title will tell you that the map provides information about how World War II was fought in Italy. By looking at the key and the locations of the symbols on the map, you can see that Allied forces advanced northward in Italy while German troops manned defense lines. Now take a closer look at the dates on the map. Notice that the Allied advance took a long time—from 1943 to 1945. Can this map help explain why the Allied forces advanced so slowly?

Objective 2

The map and its key show that much of Italy is highland. In fact, a rocky mountain range runs the entire length of the Italian Peninsula. Do you think this kind of terrain would give an advantage to defending troops or to troops trying to move forward?

Another key feature of Italy is that it is mostly surrounded by ocean. Look at the arrows that represent Allied landings from the ocean and the date by each arrow. The map shows that Allied troops landed in several places in southern Italy in 1943. One arrow, the landing at Anzio, is farther north and took place in 1944. This landing was an attempt to get around one of the German defense lines. This strategy worked; however, the map also shows another German defense line just north of Anzio. Even after Allied troops made the landing at Anzio, the Germans were able to set up a new defense line. This new defense line did not prevent the Allies from ultimately taking possession of Italy, but it did make their task more difficult.

Tables and graphs are other ways to present geographic information. Like maps, they organize information in a way that is easy to understand. Tables present data in the form of words and numbers, usually organized into a grid of columns and rows. By presenting data in columns and rows that are clearly labeled, tables can present large amounts of information effectively in one place.

Now let's look at a practice question that asks you to read a table.

Use the information in the table and your knowledge of social studies to answer the following question.

**Approximate Population of Selected U.S. States,
1990–2000**

State	1990	2000	Percent Change, 1990–2000
Alabama	4,041,000	4,447,000	10.1
California	29,760,000	33,872,000	13.8
Maryland	4,781,000	5,296,000	10.8
Nevada	1,202,000	1,998,000	66.3
North Dakota	639,000	642,000	0.5
Texas	16,987,000	20,852,000	22.8

Source: *Time Almanac*, 2002

According to the table, which state experienced the greatest percentage increase in population during the 1990s?

- A North Dakota
- B Texas
- C Nevada
- D California

Explanation of answer choices

- A** Incorrect. The table shows that during this period North Dakota experienced the smallest percentage increase in population of any state shown in the table.
- B** Incorrect. The table shows that Texas had a 22.8% gain in population during this period. Nevada, not Texas, experienced the largest percentage increase in population.
- C** **Correct.** The table shows that Nevada experienced 66.3% population growth during this period, the highest rate of the states shown.
- D** Incorrect. The table shows that even though California ranked first in population among the states in the table, it did not experience the greatest percentage increase in population during this period.

Geographic Influences on Historical Events

Objective 2 also requires you to understand the effects of geographic factors on major events in U.S. and world history. For example, the construction of the Panama Canal involved overcoming geographic obstacles such as rocky and unstable terrain and mosquito-infested swamps. U.S. leaders were motivated to build the canal in order to overcome an even greater geographic obstacle: ships had to travel around the southern tip of South America to get from one coast of the United States to the other. After the discovery of gold in California in the mid-1800s, Americans became drawn to the idea of a canal across Central America that would make movement from the Atlantic to the Pacific quicker and easier. The idea of locating such a canal in Panama was reinforced by geography: the Isthmus of Panama is the narrowest portion of Central America. This desire for a canal in Panama got a further boost in 1898, during the Spanish-American War, when it took a U.S. warship more than two months to travel from the West Coast to Cuba by going around South America.

After much negotiation, a treaty with the newly created nation of Panama in 1903 gave the United States control of a 10-mile-wide canal zone. The construction of the Panama Canal began in 1904. Before the canal finally opened in 1914, more than 5,000 workers had died of diseases or from accidents.



©Schenectady Museum, Hall of Electrical History Foundation/CORBIS

A ship passes through the Panama Canal shortly after the canal's opening.

Now let's look at a practice question that asks about some of the information you just read.

One reason the United States chose Panama as the site for a canal linking the Atlantic and Pacific Oceans was that Panama —

- A has a climate ideal for large-scale construction
- B is closer to the United States than to South America
- C was in a politically stable region of the world
- D is the narrowest point between the two oceans

Explanation of answer choices

- A Incorrect. Panama has a tropical climate and is very hot and wet most of the time. The high temperatures and abundant rainfall made large-scale construction difficult.
- B Incorrect. Panama is much closer to South America than to the United States.
- C Incorrect. The area surrounding the Panama Canal site was not politically stable. Panama, under Colombian control at the time, staged an uprising to gain its independence before construction of the canal began.
- D **Correct.** The Panama Canal stretches approximately 81 kilometers from the Atlantic coast to the Pacific coast. This is the narrowest point in Central America between these two oceans and is one reason that Panama was chosen as the site for the canal.

Patterns of Immigration and Migration

Objective 2 also requires you to understand how immigration to and migration within the United States affected society during the late 1800s and the 1900s. Immigration to the United States during this time led to a tremendous increase in the country's population. The influx of immigrants also made U.S. society more diverse. American art, religion, social traditions, and food were all heavily influenced by a wide variety of ethnic groups.

It is important to note patterns of immigration by different ethnic groups. Large numbers of immigrants from specific parts of the world arrived in the U.S. during different time periods. From 1865 to 1890, 10 million immigrants entered the United States. During this period the newcomers were mostly from Northern and Western Europe. A shift in place of origin occurred from 1890 to 1914, when approximately 15 million immigrants came to the United States from Southern and Eastern Europe.



©CORBIS

An immigrant family arrives at Ellis Island, New York, around 1905.

During the 20th century the countries of origin for immigrants to the United States continued to change. For example, from 1951 to 1965, slightly more than half the immigrants to the United States were from Europe, while only about six percent were from Asia. However, from 1966 to 1979, less than a quarter of immigrants to the United States were from Europe, and approximately 28 percent were from Asia. Significant numbers of immigrants arrived from Latin America as well.

The United States has also been affected by migration within its borders. One of the most consistent migration trends of the 1900s was the movement of people from rural areas into cities and their surrounding suburbs. A significant example of this trend in U.S. history was the movement of African Americans from the South to northern cities between 1915 and 1930, known as the **Great Migration**. Before and during the Civil War, most African Americans in the South were slaves. After the Union victory Congress passed Reconstruction laws to build new southern governments that supported African American freedom and suffrage. When Reconstruction ended in 1877, however, these laws were made ineffective. Southern states passed new laws known as **Jim Crow laws** to segregate public places. They also amended their constitutions to deny African Americans the vote. Faced with continued discrimination, tens of thousands of African Americans moved west from 1877 to 1881. Then in the 1890s, hundreds of thousands of African Americans began to leave rural areas in the South for major cities in the North, such as Philadelphia, New York, Detroit, and Chicago. The northward migration of African Americans continued in the first half of the 1900s. World War I and World War II gave added momentum to this population movement by creating new factory jobs in northern cities.

One of the outcomes of the Great Migration was a movement in arts and literature known as the **Harlem Renaissance**. African Americans such as poet Langston Hughes and singer Bessie Smith became prominent figures in American culture during the Harlem Renaissance.



© Bettmann/CORBIS

The movement of African Americans to major cities sparked a burst of creativity in the arts. Duke Ellington arrived in New York City in 1923 and soon became a leading figure in jazz.

Now let's look at a practice question that asks about some of the information you just read.

Which of the following factors helped cause the Great Migration?

- A The Great Depression
- B Jim Crow laws
- C The Dust Bowl
- D The Underground Railroad

Explanation of answer choices

- A Incorrect. The Great Depression occurred mostly during the 1930s, after the Great Migration.
- B **Correct.** Jim Crow laws were passed in the South following Reconstruction to enforce racial segregation. These laws encouraged hundreds of thousands of African Americans to leave the rural South between 1915 and 1930.
- C Incorrect. The Dust Bowl occurred during the early 1930s, after the Great Migration. Large numbers of farm families, mostly from Kansas, Oklahoma, and Texas, moved west.
- D Incorrect. The Underground Railroad was a network that helped slaves escape to the North or to Canada before and during the Civil War. The Great Migration took place after the Civil War and was not directly related to the Underground Railroad.

Population Growth and the Environment

Objective 2 also requires you to understand how population growth in the United States has affected the physical environment. Since the first U.S. census was taken in 1790, the population has grown continuously. This growing population has required an increasing supply of natural resources. Obtaining natural resources has brought many changes to the physical environment. Huge amounts of oil and coal have been pumped or mined from the land. Many major rivers have been altered by the construction of massive dams to control flooding and provide hydroelectric power. Farming and ranching have changed the landscape in many regions. For example, the Great Plains were once covered by prairie grasslands. Now in many states those grasslands have been replaced by fields of wheat or corn. Millions of acres of forests have been cut down to provide fuel, to get lumber for construction, or to clear land for farms and homes. Thousands of miles of railroads, highways, and bridges now crisscross the landscape, connecting communities to one another. All these changes have brought a mixture of benefits and problems. The use of natural resources such as fossil fuels, land, and water has helped drive the nation's economic and population growth and has improved the standard of living of many Americans. At the same time, every region of the country has also experienced problems associated with population growth, such as heavy traffic, air pollution, and housing and water shortages.

The Columbian Exchange

Objective 2 also requires you to understand how human activities have affected the environment. A good example is the **Columbian Exchange**, or the movement of plants and animals between Europe, Asia, and Africa (the Old World) and North and South America (the New World). This exchange started with the journey of Christopher Columbus to the Americas in 1492. In the years following Columbus's journey, people took various plants and animals from one part of the world to another. Examine the table below to see where various plants and animals originated.

The Columbian Exchange	
The Americas (New World)	Europe, Asia, and Africa (Old World)
<p><i>Animals</i></p> <ul style="list-style-type: none"> • gray squirrels • guinea pigs • hummingbirds • potato beetles • turkeys 	<p><i>Animals</i></p> <ul style="list-style-type: none"> • chickens • cows • goats • hogs • horses • house cats • rabbits • sheep • sparrows
<p><i>Food Plants</i></p> <ul style="list-style-type: none"> • avocados • beans • cocoa beans • corn • peanuts • peppers • pineapples • potatoes • pumpkins/squash • sweet potatoes • tomatoes • vanilla beans • wild rice 	<p><i>Food Plants</i></p> <ul style="list-style-type: none"> • Asian rice • bananas • barley • coffee • grapes • lemons • lettuce • oats • okra • olives • onions • oranges • soybeans • sugarcane • watermelons • wheat
<p><i>Other Plants</i></p> <ul style="list-style-type: none"> • cotton • marigolds • tobacco 	<p><i>Other Plants</i></p> <ul style="list-style-type: none"> • crabgrass • daisies • dandelions • roses

The Columbian Exchange dramatically changed the way people lived. For example, the food crops introduced into Europe and Asia from the New World, such as beans and potatoes, improved nutrition for the people living there and helped support larger populations. European settlers in turn brought many new breeds of animals to the Americas. The introduction of horses to the Great Plains transformed native societies in that area, changing hunting methods and increasing mobility.

The Columbian Exchange is an example of spatial diffusion. **Spatial diffusion** is the process of people, things, or ideas spreading through geographic space. The spread of a disease, the growth of a city, and the transfer of a new invention from one society to another are all examples of spatial diffusion.

Technological Innovations

Finally, Objective 2 requires you to know how major technological innovations have changed the ways people interact with their physical environment. The word *technology* may make you think of relatively recent inventions such as the computer. However, technological innovations include any use of knowledge that gives humans new capabilities. Two very old examples of technology are fire and stone tools. Fire helped people live in colder places, cook their food, and protect themselves from animals. Stone tools helped people hunt, carve wood, and process new kinds of food. All of these were ways in which technology changed how humans interacted with their environment.

Technology can come in the form of a device, such as the automobile, or a new method or process, such as the assembly line. Automobiles, which engineers learned to build quickly and cheaply on assembly lines in the early 1900s, gave people greater freedom to travel. This led people to modify the physical environment by building highways. Cars needed gasoline, which is made from petroleum. The need for petroleum led people to build more oil wells, refineries, and pipelines.

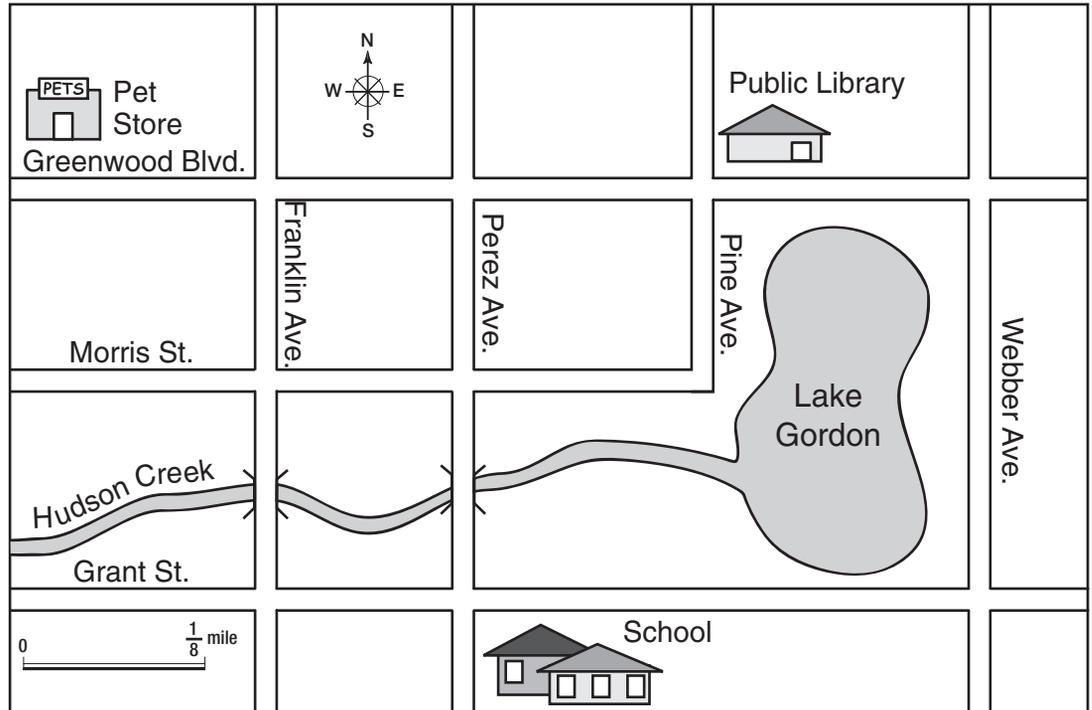
Vast amounts of steel, rubber, glass, and other raw materials were also needed to build cars. Producing, processing, and transporting these materials led people to modify the environment even more. A completely new kind of business, the gas station, was suddenly needed as well, and thousands of them sprang up across the United States.

Of course, new technology doesn't change only the landscape. It changes societies, too. It is estimated that the average American in 1900 traveled about 1,200 miles in his or her lifetime. By 2000 the average American adult traveled about 12,000 miles by automobile alone every year. The automobile gave Americans a new sense of mobility and freedom that affected our nation's culture and economy in many ways.

In the 20th century many technological advances were developed during World War I and World War II that greatly improved communication, transportation, and aviation. The wireless radio, the all-terrain vehicle, and more-powerful airplanes are examples of technological developments of the World War I period. Two examples of technological advances during World War II are the electronic computer and radar. All these examples, along with many others, were instrumental in the development of much of today's technology.

Review Activity

One common type of map is a street map. To practice your map-reading skills, use the map below to answer the questions that follow. You can describe distances either in units such as miles (or fractions of a mile) or in city blocks.



1. How would you get from the public library to the pet store?

2. How would you get from the pet store to the school?

3. How would you get from the school to the public library?



Now It's Your Turn

Question 10

Which of the following was a major obstacle to the construction of the Panama Canal?

- A Shipping companies believed they would lose money when travel time decreased.
- B Many workers became sick from tropical diseases.
- C Resources were diverted to a rival French canal project.
- D President Theodore Roosevelt opposed construction of the canal.



Answer Key: page 91

Question 11

Over the course of history, how has population growth affected the physical environment?

- A Increasing amounts of natural resources have been used.
- B Less waste has been produced.
- C The size of forests has steadily increased.
- D Fewer energy resources have been used.



Answer Key: page 91

Question 12

What was one effect of the introduction of food crops from the Americas to Europe?

- A The price of food in Europe increased.
- B The food supply in the Americas was reduced.
- C The population of Europe grew.
- D Trade routes within Europe were more closely regulated.



Answer Key: page 91

Question 13

Throughout the 1900s, which of the following was a major trend in the United States?

- A The populations of coastal regions declined as people moved inland.
- B A decreasing number of immigrants moved to the United States.
- C The population of the United States remained about the same.
- D People moved from rural areas to urban areas.



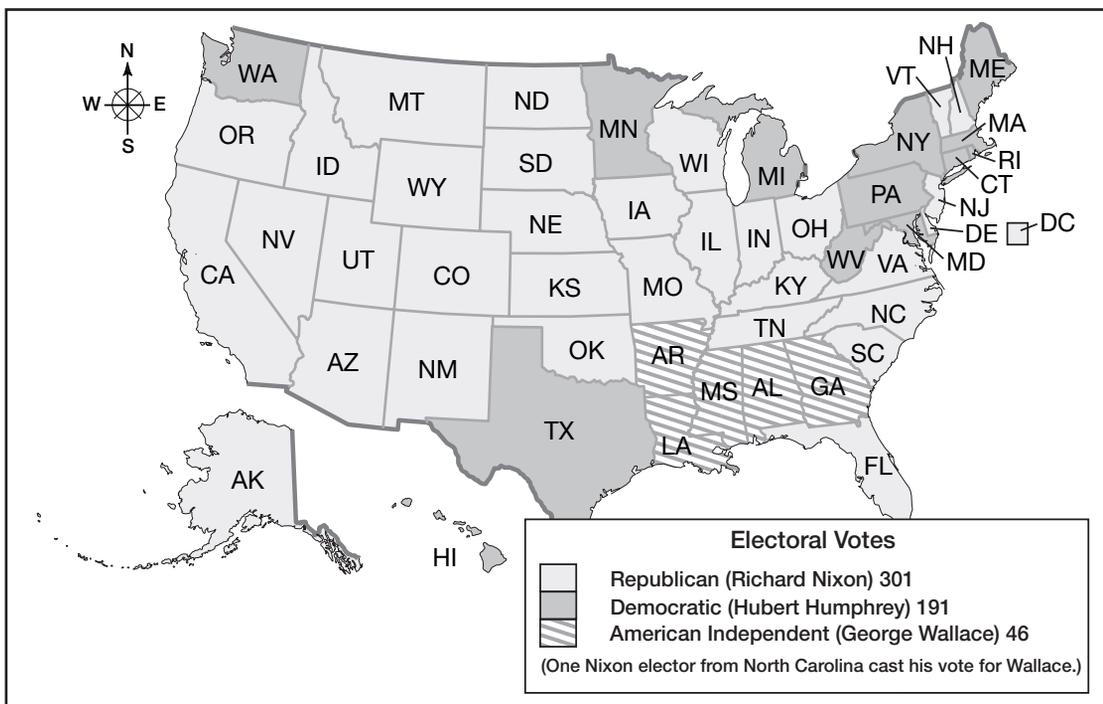
Answer Key: page 91

Question 14

Use the map and your knowledge of social studies to answer the following question.

According to the map, which statement is true?

1968 Presidential Election Results by State



Source: <http://nationalatlas.gov>

- A The Democratic candidate won most of the states in the South.
- B The Republican candidate won most of the states in the Northeast.
- C The Republican candidate won most of the states in the West.
- D The Democratic candidate won most of the states in the Midwest.



Answer Key: page 91

Question 15

Use the information in the table and your knowledge of social studies to answer the following question.

Foreign-Born Population of the United States, 1995

Place of Birth	Number of People
Europe	3,937,000
Asia	6,121,000
Central America	8,225,000
Caribbean	2,326,000
South America	1,226,000
Other areas	2,658,000

Source: U.S. Census Bureau

According to the table, from which area did the largest number of foreign-born U.S. residents originate in 1995?

- A Europe
- B Asia
- C Central America
- D Other areas



Answer Key: page 91

Objective 3

The student will demonstrate an understanding of economic and social influences on historical issues and events.

How Has Our Country Dealt with Social and Economic Issues?

Throughout much of its history, the United States has promoted individual opportunity and freedom of choice for its citizens. Economically, these ideas have encouraged U.S. businesses and workers to innovate, develop new industries, and find new markets for U.S. goods. For instance, the economy of the United States has benefited from a wide range of inventions, improvements in industrial efficiency, and growing international trade. Likewise, our society has been improved by the efforts of social reformers who have worked to address problems such as discrimination against immigrants, poor urban living conditions, the widespread use of child labor, and Jim Crow laws. Objective 3 requires that you understand the economic and social factors that have helped shape U.S. history.

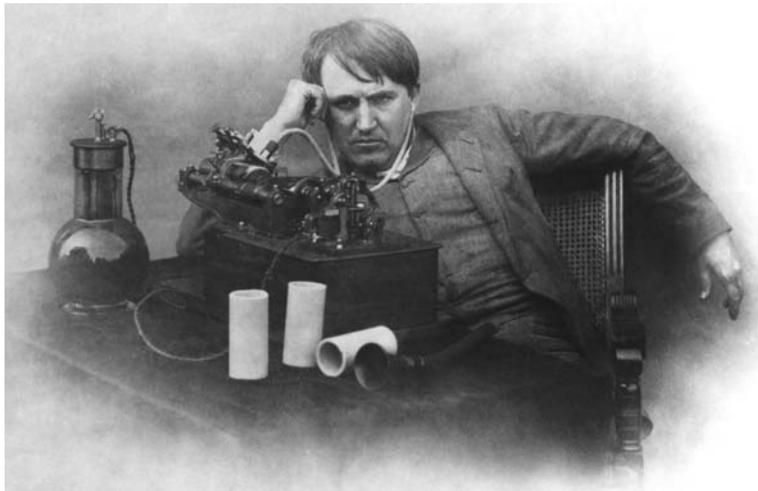
Economic Issues in the Late 1800s

Objective 3 requires you to know how the growth of railroads, the development of electric power, and the formation of monopolies affected U.S. economic growth in the late 1800s. In 1869 the nation's first transcontinental railroad line was completed. The railroads employed huge numbers of workers. These giant companies transported people, raw materials, and manufactured goods across the nation faster and more cheaply than ever before. Farmers and ranchers in the West could ship their products to eastern cities. Factories could in turn send goods to remote western areas. Cities at the center of key railroad and shipping lines, such as Chicago, experienced tremendous growth. The speed, size, and efficiency of railroads helped drive the dramatic growth of the U.S. economy in the late 1800s.

The development of electric power also changed the U.S. economy during the 1800s. The invention of the telegraph revolutionized communications in the mid-1840s. The telegraph used electrical pulses to carry messages in Morse code at tremendous speeds. Telegraph lines were soon strung up alongside railroads throughout the country, eventually connecting the East and West Coasts of the United States.

The possibilities of electricity fascinated a young inventor named Thomas A. Edison. After much hard work and many failures, Edison developed the first practical electric lightbulb in 1879. His Edison Electric Light Company soon grew into the massive General Electric Company (GE), which supplied electricity and electric light to people

in many cities. In addition to providing light, electricity was soon used to power machines in factories. Electricity also played a part in another communications breakthrough, the telephone. With so many different applications—providing power, light, transportation, and communication—electricity led to many changes in the way Americans lived.



©Bettmann/CORBIS

Inventor Thomas A. Edison helped make electric lighting commonplace in many U.S. cities.

Although U.S. industries grew during the late 1800s, there was a negative side to this prosperity. An industry was often controlled by a single all-powerful corporation called a **trust**. A trust was formed when different companies involved in the same industry organized themselves into one corporation. John D. Rockefeller formed the Standard Oil Trust in 1882—the first and largest American trust.

When a trust dominated a particular industry, it was called a **monopoly**. By driving out their competitors, monopolies generated a great deal of wealth for their owners. However, they were harmful to the economy as a whole. Competition is necessary in a healthy capitalist economy in order to keep prices down for goods and services. Without competition, monopolies could set prices at whatever levels they wished. The U.S. government took the first step toward controlling the power of the various trusts in 1887 by forming the Interstate Commerce Commission (ICC) to regulate railroad rates. Three years later Congress passed the Sherman Antitrust Act. This act made monopolies illegal, but unfortunately failed to clearly define what a monopoly was. As a result, the executive and judicial branches of the U.S. government had difficulty enforcing this and other antitrust measures. It was not until the administration of President Theodore Roosevelt in the early 1900s that the policy of “trust-busting” forced the dismantling of several monopolies.

Another trend of the late 1800s and early 1900s was the rise of labor unions in the United States. Unions are groups of workers, usually in the same industry, who organize in order to negotiate better wages and working conditions. Ultimately, the power of a union comes from its ability to call a strike, a work stoppage by all members of the union.

Now let's look at a practice question that asks about some of the information you just read.

The purpose of the Interstate Commerce Commission was to —

- A** increase interstate trade by not taxing goods shipped between states
- B** monitor unreasonable pricing policies of the railroad industry
- C** increase interstate trade through government assistance
- D** monitor unreasonable pricing policies of the automobile industry

Explanation of answer choices

- A** Incorrect. The commission was not established to increase interstate trade.
- B** **Correct.** The commission was established to regulate pricing by the railroad industry after a significant number of complaints had been filed.
- C** Incorrect. The commission was not set up to give federal assistance to the states.
- D** Incorrect. There was no automobile industry to regulate at the time.

Social Issues in the Late 1800s

Objective 3 also requires you to know about various social problems in the United States during the late 1800s, such as discrimination against immigrants, poor living conditions in cities, the widespread use of child labor, and Jim Crow laws in the South. As you read in the section on Objective 2, millions of immigrants came to the United States during the late 1800s. Before 1890 most of these immigrants came from Northern and Western Europe. A small number came from China and Japan. After 1890, however, most immigrants to the United States came from Eastern and Southern Europe. Few of these new immigrants spoke English. Most immigrants chose to settle in the growing cities, where there were many industrial jobs. Some found prosperity, but many found harsh conditions in their new homeland, often working in difficult jobs for low wages.

Immigrants also faced social and legal discrimination. For example, Chinese immigrants on the West Coast were accused of taking jobs from white workers and lowering wages by working for little pay. In response, Congress passed the Chinese Exclusion Act in 1882, the first major legislation designed to restrict immigration. Though the act originally banned immigration and citizenship for 10 years, it was repeatedly extended by Congress. As a result, Chinese people were denied U.S. citizenship until 1943.

During the late 1800s the rapid growth of cities led to very poor living conditions. Immigrants, African Americans from the South, and rural whites all crowded into urban areas looking for jobs. With so many people pouring into the cities, housing was in short supply. People

were packed into poorly built, overcrowded apartment dwellings called **tenements**. Crime, fires, and disease were all problems in tenement districts. Many cities did not even provide basic public services such as law enforcement, fire fighting, garbage collection, and sewer systems. It was not until the early 1900s that major efforts were made to improve the quality of life in U.S. cities.

Many workers who labored long hours were children. Child labor was widely used in the late 1800s, in industries ranging from mining to textile manufacturing. These growing industries needed large numbers of employees who would work long hours for low wages. To fill these jobs, factory owners employed workers as young as 10 years old. In addition to keeping children out of school, factory work was often dangerous and unhealthy. In the early 1900s reform groups began making progress in regulating and eventually eliminating many forms of child labor in the United States.

African Americans of all ages also faced many social injustices. After the Civil War, the 14th Amendment to the U.S. Constitution had been passed to grant African Americans equal protection under the law. However, many communities supported a policy of **segregation**—the legal separation of people of different races.

Segregation gained a strong legal basis with the case of *Plessy v. Ferguson* (1896). This Supreme Court case involved an African American man, Homer Plessy, who was jailed after he refused to move from a seat in a passenger train car that was reserved for whites. In this case the Supreme Court ruled that states had the right to segregate public facilities.

In the decades before and after *Plessy v. Ferguson*, state and local governments, especially in the South, passed many laws requiring segregation of various places and facilities. These laws, known as **Jim Crow laws**, enforced segregation by requiring African Americans to eat in different restaurants, attend different schools, and ride in different railroad cars from those used by whites. The separate facilities and services for African Americans were almost always poorer in quality than those provided for white people. Laws such as the poll tax were also passed to block African Americans from voting. Such practices denied African Americans many of the basic freedoms enjoyed by other Americans. Jim Crow laws remained in force in many southern states until the practice of segregation was made illegal by the passage of the Civil Rights Act of 1964. You will learn more about the Civil Rights movement in the section on Objective 4.



Photo courtesy of the Library of Congress

Many children worked in factories during the late 1800s and early 1900s. The work was often dangerous, and child workers were paid less than adult workers.

Reform Leaders



Photo courtesy of the Library of Congress
Susan B. Anthony was a leader of the women's suffrage movement.

In addition, Objective 3 requires you to know about the impact of reform leaders such as Jane Addams, Susan B. Anthony, and W.E.B. Du Bois. Jane Addams is remembered as a social reformer and peace activist. In 1889 Addams established Hull House in Chicago. Hull House and other settlement houses offered shelter, counseling, educational classes, and recreational activities to poor city dwellers. In addition, the settlement houses offered middle-class women a chance to become active in social-reform efforts. Besides founding Hull House, Addams championed feminist and child-labor reforms. In 1903 she helped secure passage of the Child Labor Law, which restricted the use of child labor in factories.

Another important reformer was Susan B. Anthony, who was a leader of the women's suffrage movement. Prior to the Civil War, Anthony protested against slavery, fought for equal pay for female teachers, and sought equal property rights for women. After 1865 Anthony devoted her energy to the women's suffrage movement. The goal of Anthony and other suffragists was realized in 1920 (14 years after her death) with the ratification of the 19th Amendment, which gave women the right to vote.

W.E.B. Du Bois is remembered mainly as a leading African American civil rights activist. He also wrote several influential books on African

American history and culture. Du Bois was a part of the Niagara Movement, which formed in 1905 to call for full civil rights for African Americans. He also helped found the National Association for the Advancement of Colored People (NAACP) in 1909. At first the NAACP fought to end lynching. Later it played a key role in the legal struggle to end segregation. Today the NAACP continues to work for racial equality.



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W.E.B. Du Bois helped found the NAACP.

The U.S. Economy in the 1920s

Objective 3 also requires you to know about the U.S. economy during the 1920s and the 1930s. During the 1920s the U.S. economy experienced rapid growth. Increased industrial efficiency helped make this growth possible. A look at the Ford Motor Company offers an example of the industrial innovation that improved efficiency.

In the early 1900s Henry Ford developed a car called the Model T. In 1913 he introduced the **assembly line** as a way to greatly improve the efficiency of his factory. On an assembly line each worker would perform a single simple task, such as adding a part to a car. A conveyor belt then moved the item to the next worker. This process would continue until the product was completed. Assembly-line work required less skill and was much faster than earlier methods of industrial production. Ford could therefore make more cars in less time and lower his prices.

Consumer spending was another factor that contributed to economic prosperity. In the 1920s many stores introduced installment plans, which allowed shoppers to pay for goods over a period of time rather than all at once. This made it much easier for many working families to buy household appliances and other goods. Advertisers also encouraged people to buy. As demand increased, companies manufactured more goods to keep up. More manufacturing meant more jobs and higher wages, which meant that more money was available to buy goods.

Now let's look at a practice question that asks about some of the information you just read.

The price of a Model T touring car dropped from \$950 in 1909 to \$360 in 1916. Which of the following contributed most to this change in price?

- A The assembly line
- B The Bessemer process
- C Interchangeable parts
- D Scientific management

Explanation of answer choices

- A Correct.** In 1913 Henry Ford introduced the assembly-line method of mass production, which cut the cost of manufacturing the Model T.
- B Incorrect.** The Bessemer process for producing steel was perfected in the 1850s. It was a significant factor in U.S. industrial development but was not directly responsible for the price drop of the Model T after 1913.
- C Incorrect.** Interchangeable parts were introduced in the early 1800s. They were an important factor in U.S. industrial development but were not directly responsible for the drop in price of the Model T after 1913.
- D Incorrect.** Scientific management, or Taylorism, refers to a movement beginning in the late 1800s to increase the efficiency of mass production. This movement indirectly contributed to the development of the assembly line.

During the 1920s investment in the stock market increased, and stock prices climbed higher. Many companies offered more shares of their stock for sale to the public to generate capital, or money that companies invest in their own businesses. Confident that the value of shares would increase, many Americans borrowed money to buy stock. Many of these investors got rich during the 1920s. However, on October 29, 1929, the stock market experienced a steep decline that affected nearly every company whose stock was traded. Stock prices did not return to their previous levels, even a year later. This stock market crash started a chain reaction that caused the failure of thousands of banks, leading to a decade-long economic downturn called the Great Depression.

The Great Depression and the New Deal

Objective 3 also requires you to understand several topics related to the Great Depression, which lasted from 1929 to 1941. These topics include: (1) how the Great Depression affected the U.S. standard of living, (2) how President Franklin D. Roosevelt's New Deal programs were intended to counteract the effects of the Great Depression, and (3) how World War II brought an end to the Great Depression.

Once the Depression began, businesses closed down, leading to an increase in unemployment, a drop in production, and a decrease in prices. About a fourth of all workers in the United States were unemployed as a result of this economic downturn. The overall U.S. standard of living declined drastically during the 1930s. Many people lost their homes. Farmers had a particularly hard time during the Depression. Many had gone into debt to buy farm equipment and had trouble making payments when crop prices fell. To make matters worse, a severe drought hit the Great Plains states from 1934 to 1937. Years of poor farming practices had exhausted the soil, leaving the region vulnerable to erosion. Winds blew away much of the topsoil during the drought, causing dust storms and making farmland unproductive. The region came to be called the **Dust Bowl**. Many farmers were forced to leave their farms and head to the West Coast to find work.

Franklin D. Roosevelt became president in 1933. He began to expand the federal government's role in dealing with the Great Depression. His policies were collectively called the **New Deal**. Among its many achievements that are still part of our economic system today, the New Deal:

- supported the right of workers to form labor unions
- restricted the number of hours of work required of workers
- insured bank deposits to protect people's savings
- aided farmers by stabilizing crop prices
- helped provide electricity for rural areas
- set rules to prevent abuses in the stock market
- created Social Security, a pension system for retired workers

Objective 3

Other New Deal programs put people to work on public-works projects such as building bridges, fighting fires, and planting trees. Poor people were given financial aid to pay for food and shelter. To learn more about New Deal programs, examine the table below.

New Deal Programs

Federal Deposit Insurance Corporation (FDIC)	Insured bank deposits so that customers did not have to worry about bank failures
Securities and Exchange Commission (SEC)	Established regulations for the stock market
Civilian Conservation Corps (CCC)	Provided jobs in the country's parks to approximately two million unemployed young men
Public Works Administration (PWA)	Funded the construction of roads, bridges, libraries, courthouses, and various other public structures
Tennessee Valley Authority (TVA)	Built dams and power stations to provide electricity and flood control for the Tennessee Valley region
Social Security Act	Established retirement pensions and unemployment insurance, as well as welfare benefits for senior citizens, the disabled, and children
Works Progress Administration (WPA)	Employed people to help construct highways, airports, and public buildings Hired actors, writers, artists, and musicians to work in their various fields



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Civilian Conservation Corps workers cut firebreaks and provided erosion control in national parks.

While the New Deal programs brought some relief, it was World War II that finally lifted the United States out of the Great Depression. The war created a strong demand for weapons and supplies. Many factories that had previously made consumer products began manufacturing weapons. Most eligible men joined the military, but there remained a tremendous need for factory workers. Large numbers of women entered the workforce to fill these factory jobs. The economic situation of farmers also began to improve as the demand for food increased. Wartime research also led to the development of important new technologies. These included radar, jet engines, and synthetic fibers such as nylon. All these technologies had commercial uses after the war. The war left the European economy in ruins. This helped keep foreign demand for U.S. goods high and allowed U.S. businesses to thrive throughout the 1950s.

Technology and the U.S. Economy

Objective 3 also requires you to know how various technological innovations, such as the telephone, the automobile, and the computer, affected the U.S. economy and U.S. society in the late 1800s and the 1900s.

In 1876 Alexander Graham Bell patented the telephone. This device improved on the telegraph by allowing people to send spoken rather than written messages. Telephones quickly became commonplace in U.S. businesses and homes.

The effect of the telephone on U.S. society is made evident by the fact that in 1918 approximately 10 million telephones were in service, while in the 1950s consumer demand for telephones exceeded the available telephone numbers. By 1962 the world's first international communications satellite, *Telstar*, was placed in orbit. Advances in telephone technology continued into the early 1980s, when fiber-optic cables, using pulses of light rather than electricity, greatly increased the amount of information that could be carried on a single line. The 1990s witnessed the increased use of telephone communication for carrying much of the data that makes up the Internet and the World Wide Web.

The automobile has also been a significant force for change in the United States. Since automobiles became commonplace in the 1920s, they have been a continual economic boost to the petroleum industry. The automobile industry is also one of the biggest customers of steel manufacturers and a major employer in the United States. Furthermore, the automobile has stimulated both tourism and outdoor recreation. The increase in mobility has influenced the development of businesses such as restaurants, gas stations, and motels. Many U.S. cities, such as Houston and Los Angeles, were designed with the automobile in mind. Each day millions of Americans commute from homes in the suburbs to workplaces in the city or in other suburbs. Finally, the automobile industry has affected government in that construction of highways and streets has become a significant area of government spending.

The computer has been the central factor in a technological revolution that has swept the United States since the 1960s. The first computers were enormous and expensive. The rise of the personal computer began in the late 1970s, when smaller, more affordable computers became available. By the 1990s personal computers had become smaller, less expensive, and more powerful. Software had been developed to help people perform a wide range of work, including accounting, engineering, graphic design, and publishing. In addition, many computer users had begun using the Internet. The Internet provides users with the ability to communicate rapidly and to access enormous amounts of information in a very short time. Today businesses in virtually every sector of the U.S. economy make use of computers and the Internet.

Analyzing Social and Economic Data

Objective 3 also requires you to use social and economic data to compare the levels of development and the standard of living of countries with different economic systems. Let's begin by defining the term *standard of living* and discussing its relationship to a country's level of development. Standard of living generally relates to the overall quality of life among the citizens of a country. Economists and other social scientists use a variety of indicators to measure and compare standards of living.

Related to the concept of standard of living is the idea of level of development, or how advanced a country's overall economy is. Economic development usually includes industrialization and the establishment of a well-educated, technically skilled workforce. Countries are often described as "developed" or "developing." In general, developed countries have a higher standard of living than developing countries do. Here are some basic types of statistical data that can be used to determine a country's level of development and standard of living.

- **Gross domestic product (GDP) per capita:** Gross domestic product is the yearly value of a country's total output of goods and services. GDP per capita is this figure divided by the number of people living in the country. (*Per capita* means "per person.") Developed countries have higher GDPs per capita than developing countries. You will also see some sources refer to gross national product (GNP) per capita. This statistic is very similar to GDP per capita, except that GNP per capita includes the income a country's citizens gain from investments abroad.
- **Per capita income:** Per capita income is the average yearly income of a country's inhabitants. Developed countries have higher per capita incomes than developing countries.
- **Population growth:** Population growth is the ratio of births to deaths in a country per year. Developed countries usually have lower rates of population growth than developing countries.
- **Literacy rates:** A country's literacy rate is the percentage of its population that can read and write. Developed countries generally have more-extensive educational facilities, and therefore higher literacy rates, than developing countries.
- **Percentage of workforce engaged in agriculture and mining:** Because developed countries are usually more industrialized and produce a greater variety of goods and services than developing countries, a smaller percentage of their workforces are employed in agriculture and mining.
- **Life expectancy:** Life expectancy refers to the average life span of a country's inhabitants. Because they usually have access to better nutrition and health care, people in developed countries usually have longer life expectancies than people in developing countries.

Economic Systems

Finally, Objective 3 requires you to know and compare the methods that people use to produce goods in different economic systems. The most important production methods are subsistence agriculture, market-oriented agriculture, cottage industry, and commercial industry. Subsistence agriculture involves farming for home use instead of for the market. Market-oriented agriculture involves the production of farm goods for sale on the commercial market instead of for home use. In a cottage-industry system, goods are produced in people's homes and then sold. Commercial industry involves the large-scale production of goods in factories. Commercial industry is a more complex production method than cottage industry. For more information on different economic systems and production methods, you may wish to look for sources at your school or local library.

Review Activity

Make a list of four technological innovations that appear in this section. Briefly describe the importance and impact of each technological innovation listed.

Technological Innovation	Date	Importance/Impact
● _____	_____	_____ _____ _____ _____

Now It's Your Turn

Question 16

Which of the following helped start the Great Depression?

- A World War II
- B Rising crop prices
- C The New Deal
- D The stock market crash of 1929



Answer Key: page 92

Question 17

Which of the following addressed the problems associated with the rapid growth of cities in the late 1800s?

- A Sherman Antitrust Act
- B Settlement houses
- C Jim Crow laws
- D Free coinage of silver



Answer Key: page 92

Question 18

What was the main goal of reformer Susan B. Anthony?

- A African American economic self-sufficiency
- B The extension of voting rights to women
- C The dismantling of railroad trusts
- D The introduction of electricity to rural areas



Answer Key: page 92

Question 19

One major cause of economic growth and prosperity during the 1920s was the —

- A expansion of the railroad industry
- B increased regulation of banks and the stock market
- C increasing power of labor unions
- D expansion of the automobile industry



Answer Key: page 92

Question 20

Which of the following individuals was one of the founders of the National Association for the Advancement of Colored People (NAACP)?

- A Booker T. Washington
- B Henry Ford
- C John D. Rockefeller
- D W.E.B. Du Bois



Answer Key: page 92

Question 21

Which of the following brought an end to the Great Depression in the United States?

- A The Korean War
- B The New Deal
- C World War II
- D Reconstruction



Answer Key: page 92

Question 22

Laws in the South that enforced racial segregation in facilities such as schools and restaurants were known as —

- A Jim Crow laws
- B the Marshall Plan
- C New Deal legislation
- D Morse code



Answer Key: page 93

Objective 4

The student will demonstrate an understanding of political influences on historical issues and events.

How Does Government Affect Our Daily Lives?

Have you ever studied the results of a federal election or read about a new Supreme Court ruling and wondered how our system of government came to be? Or perhaps you have watched a television show about a criminal court case, and it made you think about the civil rights that all Americans possess. Maybe you have heard about a new law passed by Congress and wondered just how our government operates. Understanding topics such as these is an important part of your responsibilities as a citizen. Our democratic form of government cannot work effectively if you do not participate. Knowing the principles on which our government was founded and on which it operates helps you participate more effectively.

The United States was built on important principles and concepts, such as democracy, justice, individual rights, and the balance of power between the federal and state governments. The development and lasting influence of these principles can be seen clearly in U.S. history. Our modern democracy has its roots in the growth of representative government in the colonies, the Declaration of Independence, and the U.S. Constitution. The rights of U.S. citizens are outlined in the Bill of Rights and other amendments to the Constitution, as well as in civil rights legislation and major Supreme Court cases. These historical events and documents, as well as the principles they reflect, are covered in Objective 4.

The Growth of Representative Government

Objective 4 requires you to understand the reasons for the growth of representative government in the American colonies. One reason was that Americans saw themselves as British citizens and believed that they were entitled to the same rights other citizens enjoyed. These rights arose as the result of specific historical events. For example, in 1215 English nobles forced King John to sign a document called the **Magna Carta** that limited the power of the monarch—the king or queen. Among other provisions, the Magna Carta stated that taxes could not be collected without the approval of a governing body. This governing body eventually became Parliament. In 1689 King William III and Queen Mary II signed the **English Bill of Rights**, which stated that monarchs could not institute any tax, create any law, or maintain an army during times of peace without the approval of Parliament.

Since Parliament represented the citizens, this meant that to some degree the English monarchy shared power with the people. American colonists familiar with the Magna Carta and the English Bill of Rights expected to share the rights these documents secured for British citizens, such as no taxation without representation in government.

Other factors also moved American colonists toward a more representative form of government. First, Americans were influenced by the ideas of the **Enlightenment**, a philosophical movement that took hold in Europe during the 1700s. The Enlightenment encouraged the use of reason for the improvement of both government and society. This led some philosophers to conclude that governments owed certain responsibilities to their citizens and that limits should be placed on a government's power. In addition, the sheer distance of the colonies from Great Britain was too great for the king to govern the colonies on a day-to-day basis. Partly because of this, most of the colonies developed their own version of Parliament in the form of an elected colonial legislature that shared some powers with a colonial governor appointed by the king.

The Declaration of Independence

Objective 4 also requires you to understand the fundamental principles of the Declaration of Independence. American leaders decided to declare independence from Great Britain when it became apparent that the British government would not allow colonists to have the same rights as other British citizens. Thomas Jefferson wrote the first draft of the Declaration of Independence. After debate and further revision, members of the Continental Congress approved the final version of the document on July 4, 1776.



Courtesy of the Library of Congress

Thomas Jefferson and Benjamin Franklin were on the committee that presented the Declaration of Independence to the Continental Congress in 1776.

The Declaration of Independence is made up of three main sections. The first section was influenced by Enlightenment ideas. It asserts that people create governments to secure their **unalienable rights**. These rights include a person's entitlement to life, liberty, and the pursuit of happiness. If a government fails to guarantee these rights to its people, then the people have the right to change the government. The second section accuses the British monarch, King George III, of failing to uphold the rights of the colonists. The grievances that the document levels against the king are discussed in the section on Objective 1.

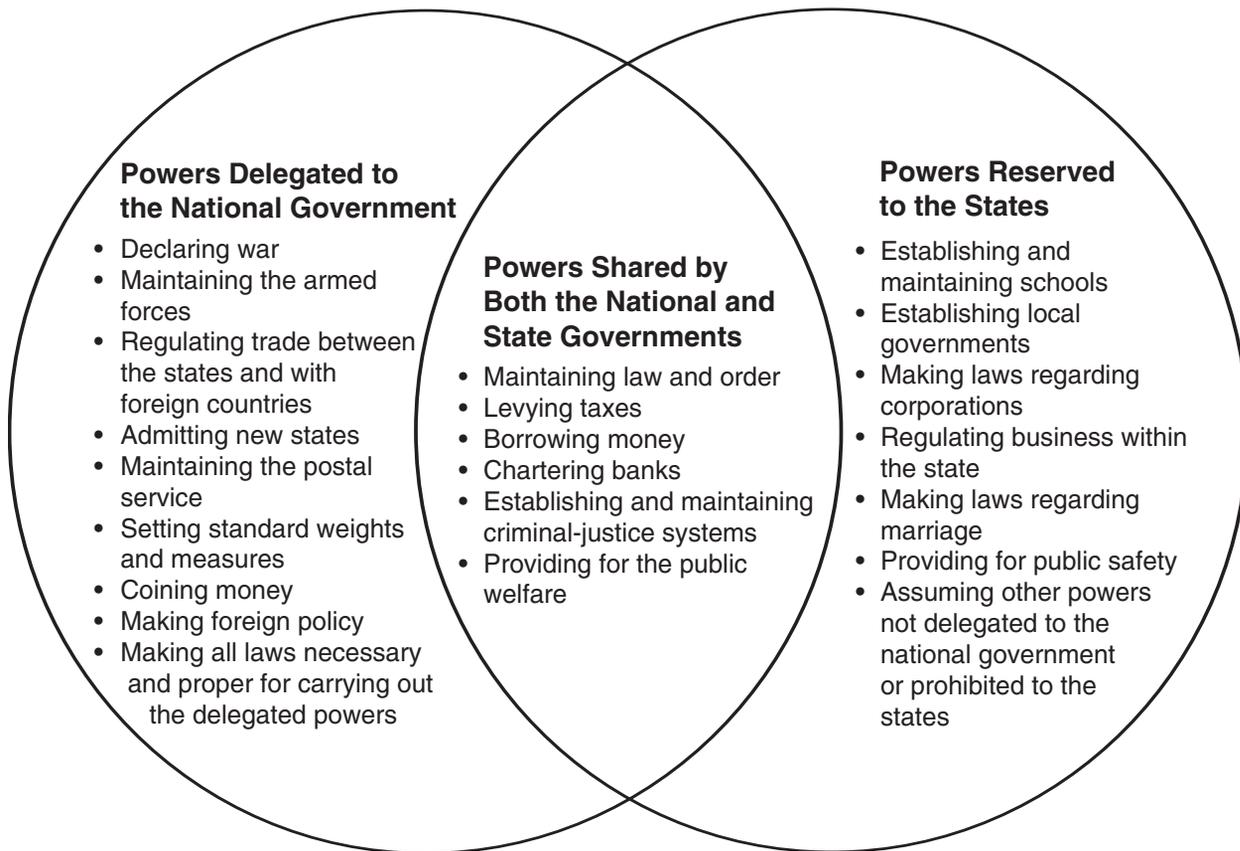
The third section of the Declaration of Independence announces that the colonies are an independent nation, separate from Great Britain. Overall, the document clearly shows that colonial leaders believed that the British government was denying them their basic rights. The only answer was to create a new nation in which their rights were given greater importance.

The U.S. Constitution

As you read in the section on Objective 1, the first set of laws under which the U.S. government operated was called the Articles of Confederation. This document established a weak national government, leaving most power to the states. In 1787 a convention of the nation's foremost political leaders was held, and a new document was written to replace the Articles of Confederation. This new document was the U.S. Constitution. Objective 4 requires you to be familiar with the Constitution's fundamental principles, which are discussed below.

- **Popular Sovereignty:** This principle, which is outlined in the preamble to the Constitution, ensures that the people hold the final authority in all matters. Popular sovereignty is closely related to the principle of republicanism.
- **Republicanism:** Republicanism is a form of government in which the will of the people is expressed through representatives who are elected to create and enforce laws.

The Federal System Under the U.S. Constitution

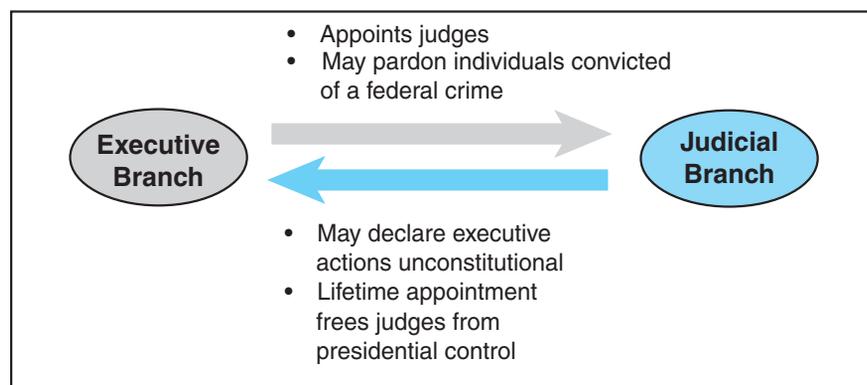
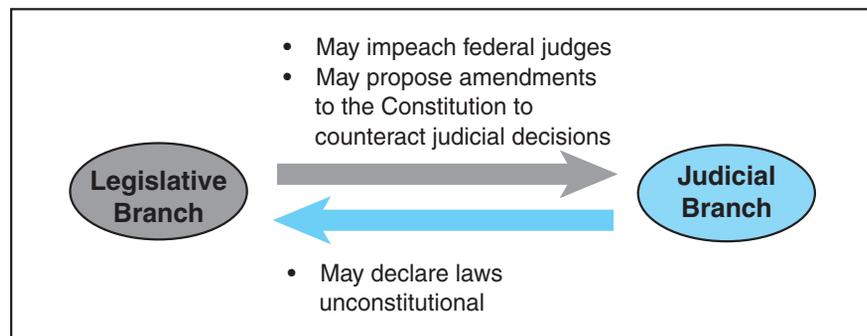
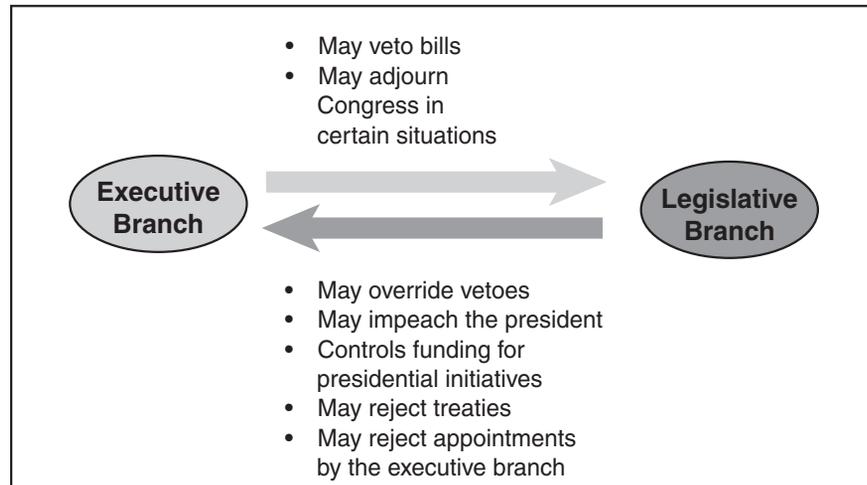


- **Federalism:** Federalism is the division of power between the national and state governments. The Constitution specifies which powers are delegated exclusively to the national government and which powers are reserved to the states. In addition, certain powers are **concurrent**, or shared by both the national and state governments.
- **Limited Government:** The Constitution grants a variety of powers to the national and state governments, but it also places limits on those powers. For example, it prohibits state governments from entering into treaties with foreign governments. In addition, the Tenth Amendment to the Constitution limits the power of the federal government by reserving to the states and the people all powers not specifically granted to the federal government.
- **Separation of Powers:** The Constitution divides the national government into the legislative, executive, and judicial branches. The **legislative branch**, also called Congress, makes laws. Congress is itself divided into two bodies—the Senate and the House of Representatives. The **executive branch** enforces laws and is headed by the president. The **judicial branch** interprets laws. It consists of the federal court system, at the top of which is the Supreme Court.

Objective 4

- **Checks and Balances:** This system in the Constitution provides ways for each branch of the national government to check, or restrict, the actions of the other two branches. For instance, the executive branch can check the power of the legislative branch through the president's ability to veto laws passed by Congress.

Checks and Balances in the Federal Government



- **Individual Rights:** The Constitution contains many crucial guarantees for the protection of individual rights, or civil liberties. Many of these individual rights are specified in the Bill of Rights, which you will read about next.

The Bill of Rights

As discussed in the section on Objective 1, not all 13 states immediately ratified the U.S. Constitution. Some states refused to accept the document at first because they thought it did not address the issue of individual rights strongly enough. Eventually, an agreement was made to add 10 amendments that would protect the rights of individuals from abuses by the national government. These states then ratified the Constitution. Objective 4 requires you to know the basic principles of these 10 amendments, collectively known as the Bill of Rights.

Basic Principles of the Bill of Rights

1. Freedom of speech, press, religion, assembly, and the right to petition the government
2. The right to bear arms
3. The guarantee that civilians will not be forced to house soldiers during peacetime
4. Protection against unreasonable searches by law-enforcement officers
5. The right of a person under arrest to know why he or she has been arrested and to refuse to testify against himself or herself in a court of law
6. The right to a speedy and public trial by a jury of one's peers in criminal cases
7. The right to a trial by jury in civil cases involving substantial amounts of money
8. Protection against excessive bail and cruel and unusual punishment
9. The guarantee that rights not specifically listed in the Constitution are not automatically denied to the people
10. The guarantee that the people and the states are to keep powers not specifically granted to the federal government

The Nullification Crisis

Objective 4 also requires you to understand two major disputes that arose between southern states and the federal government over the principle of federalism. These disputes involved differing views of **states' rights**, or the idea that states had the right to limit the power of the national government. The first of these disagreements was the Nullification Crisis, which began in 1832 after Congress imposed a tariff, or import tax, on manufactured goods. The tariff was designed to encourage Americans to buy goods made in the United States instead of

imported goods. In the process, it raised the overall prices of manufactured products. These higher prices angered southerners. Since the South had few factories, southerners did not receive the economic benefits that northerners received from increased sales of American-made products.

In 1832 political leaders from South Carolina declared that the state had the right to nullify, or refuse to accept, the federal tariff. They even threatened to secede, or break away from, the United States over this issue. President Andrew Jackson threatened to use military force if South Carolina tried to leave the Union. However, a compromise was reached, and both sides backed down. Congress passed a lower tariff, and South Carolina withdrew its decree nullifying the federal law.

The Civil War

Controversy about the division of power between the federal and state governments resulted in another crisis—the Civil War—in the 1860s. Republican candidate Abraham Lincoln was elected president in 1860 without winning the electoral votes of any state that allowed slavery. In response, seven southern states announced their secession from the United States. Leaders in these states knew that Lincoln opposed the expansion of slavery to new territories in the West. They suspected that he would try to eliminate slavery in the South as well and concluded that he could not fairly represent their interests. The seceding states, which were soon joined by four more southern states, declared themselves a new country, the Confederate States of America. Lincoln

and other northerners responded by claiming that no state had the right to remove itself from the Union. It took the Union's victory in the Civil War to finally settle both the states' rights and slavery issues. Slavery was abolished, while the power of the federal government over the states was firmly established.

After the Civil War had ended, there was still the question of how the southern states should be brought back into the Union. Over time they were allowed to rejoin, but first they were required to agree to the conditions of the 13th, 14th, and 15th Amendments to the U.S. Constitution. These amendments officially ended the institution of slavery, guaranteed equal protection of the laws to African Americans, and gave African American men the right to vote.



Photo courtesy of the Library of Congress

President Abraham Lincoln in 1864.

The Reconstruction Amendments

13th Amendment (1865)	14th Amendment (1868)	15th Amendment (1870)
<ul style="list-style-type: none"> Abolishes slavery in the United States 	<ul style="list-style-type: none"> Declares that all persons born in the United States are citizens States that all citizens are guaranteed equal protection of the laws 	<ul style="list-style-type: none"> States that citizens cannot be denied the right to vote because of “race, color, or previous condition of servitude”

Now let's look at a practice question that asks about some of the information you just read.

The Nullification Crisis was a dispute over —

- A the removal of the Cherokee from their homelands
- B how slaves would be counted for purposes of representation in Congress
- C whether states have the power to disregard federal laws
- D how the Fugitive Slave Law would be enforced

Explanation of answer choices

- A Incorrect. The forced relocation of Cherokee Indians in the 1830s is known as the Trail of Tears. This event was not related to the Nullification Crisis.
- B Incorrect. This issue was a source of conflict at the Constitutional Convention in 1787. It was resolved by the Three-Fifths Compromise.
- C **Correct.** In 1832 South Carolina attempted to nullify, or invalidate, a tariff imposed by the federal government. The state even threatened to secede from the United States over this issue. However, a compromise was eventually reached. Congress passed a lower tariff, and South Carolina repealed its decree nullifying the federal law.
- D Incorrect. The Fugitive Slave Law, which required the capture and return of runaway slaves to their owners, was part of the Compromise of 1850. It was passed by Congress almost 20 years after the Nullification Crisis.

The 16th, 17th, and 19th Amendments

Objective 4 also requires you to know about the 16th, 17th, and 19th Amendments to the U.S. Constitution. These amendments were ratified during the Progressive Era, a period in the early 20th century when a variety of reforms were introduced to U.S. politics and society. The 16th Amendment, which was ratified in 1913, authorized the federal government to collect an income tax. The income tax was designed to provide the government with a reliable source of funds for new programs. The 17th Amendment, which was also ratified in 1913, provided for senators to be elected directly by citizens. Previously senators had been chosen by state legislatures. Many Americans believed that the 17th Amendment would expand democracy by giving more political power to the people. The spirit of reform also extended to the issue of women's rights. In 1920 the 19th Amendment guaranteed women the right to vote.

The 16th, 17th, and 19th Amendments to the U.S. Constitution

16th Amendment (1913)	17th Amendment (1913)	19th Amendment (1920)
<ul style="list-style-type: none"> ● Gives Congress the power to collect an income tax 	<ul style="list-style-type: none"> ● Mandates that senators be elected by popular vote 	<ul style="list-style-type: none"> ● Guarantees women the right to vote

Civil Rights

In addition, Objective 4 requires you to understand how the Civil Rights movement of the 1950s and 1960s expanded the political and social rights of African Americans. An important landmark in the process was the Supreme Court's *Brown v. Board of Education of Topeka* decision. In 1952 Oliver Brown, an African American, tried to enroll his daughter Linda in an all-white elementary school in Topeka, Kansas. The Topeka Board of Education denied his request. Brown filed a lawsuit against the school board, and the Supreme Court eventually heard the case. In 1954 the Court stated that it was unconstitutional for states to have separate schools for white and African American students. The *Brown v. Board of Education of Topeka* decision demonstrated that the 14th Amendment to the U.S. Constitution, which guarantees equal protection of the laws, could serve as the basis for overturning discriminatory laws and practices.

This historic Supreme Court ruling was followed by a long sequence of public protests against racial segregation. One of the first and most important of these protests began in 1955 in Montgomery, Alabama. An African American woman named Rosa Parks refused to give up her bus seat to a white passenger, violating state and local laws requiring segregation in public transportation. As a result, local authorities arrested and jailed Parks. African American residents of Montgomery

protested Parks's arrest by refusing to ride the city's buses. The **Montgomery bus boycott**, which ended in 1956 after a federal court ordered the city to desegregate its buses, inspired African Americans around the country to oppose segregation. It also introduced civil rights activists to the young Martin Luther King, Jr., who became the best-known leader of the Civil Rights movement. King encouraged civil rights activists to always use nonviolent protest tactics.

In 1963 King's organization, the Southern Christian Leadership Conference (SCLC), staged a major protest against segregation in Birmingham, Alabama. Television cameras showed the local police using attack dogs and fire hoses against the protesters. Later that year King organized the March on Washington, an event in which hundreds of thousands of civil rights supporters gathered in Washington, D.C., to make their views known to the federal government. Here King gave his famous "I Have a Dream" speech, in which he described a future America in which children of all races could live together in harmony.



Photo courtesy of the Library of Congress

Martin Luther King, Jr., addresses a crowd of civil rights activists in Selma, Alabama, in 1965.

Such displays of prejudice and violence on the one hand and dignity and hope on the other encouraged President John F. Kennedy to support new civil rights laws. The **Civil Rights Act of 1964** was passed by Congress with the support of Kennedy's successor, President Lyndon B. Johnson. This act prohibited racial discrimination in education and employment and outlawed segregation in public facilities. Other civil rights legislation that was passed by the federal government during the 1960s included

- the Voting Rights Act of 1965, which prohibited the use of literacy tests at polling places; and
- the 1968 Fair Housing Act, which outlawed discrimination by the real estate industry and housing lenders.

All of these laws contributed significantly to the ongoing effort to achieve equal rights for all Americans.

Now let's look at a practice question that asks about some of the information you just read.

The U.S. Supreme Court played a significant role in the Civil Rights movement by —

- A** declaring school segregation unconstitutional
- B** authorizing the March on Washington
- C** organizing voter registration drives
- D** authorizing the use of federal troops to protect protesters

Explanation of answer choices

- A** **Correct.** In the 1954 case of *Brown v. Board of Education of Topeka*, the U.S. Supreme Court ruled that segregated public schools were unconstitutional. This victory encouraged the Civil Rights movement to continue its fight against other forms of racial segregation.
- B** **Incorrect.** The U.S. Supreme Court had no authority or need to authorize the March on Washington, a huge civil rights demonstration that took place in 1963.
- C** **Incorrect.** Civil rights groups such as the Student Nonviolent Coordinating Committee (SNCC) organized voter registration drives in the South during the 1960s. The U.S. Supreme Court, however, was not directly involved in registering voters.
- D** **Incorrect.** The Supreme Court does not have the authority to dispatch federal troops for any purpose. The U.S. Constitution gives this power to the president.

The 24th and 26th Amendments

Finally, Objective 4 requires you to know about the 24th and 26th Amendments to the U.S. Constitution. The 24th Amendment, which was ratified in 1964, banned the use of poll taxes in federal elections. Poll taxes were taxes people had to pay in order to vote. These taxes had been collected primarily in southern states to discourage African Americans from voting. The 24th Amendment, in conjunction with the Voting Rights Act of 1965, finally secured full voting rights for African Americans. The 26th Amendment, which was ratified in 1971, guaranteed the right to vote to citizens 18 years of age or older. Previously the voting age had been 21. The 26th Amendment was ratified in part because many young men who were being drafted into the military to serve in the Vietnam War did not have the right to vote.

The 24th and 26th Amendments to the U.S. Constitution

24th Amendment (1964)	26th Amendment (1971)
<ul style="list-style-type: none"> ● Bans poll taxes 	<ul style="list-style-type: none"> ● Guarantees the right to vote to citizens 18 years of age or older



©David Butow/CORBIS

Young adults exercise the right to vote.

Review Activity

Under the U.S. Constitution the following powers are delegated to either the national government, the state governments, or both. In the blank next to each power, write “national,” “state,” or “both.”

1. _____ making foreign policy
2. _____ providing for public safety
3. _____ chartering banks
4. _____ coining money
5. _____ admitting new states
6. _____ establishing and maintaining schools
7. _____ levying taxes
8. _____ maintaining the postal service
9. _____ declaring war
10. _____ borrowing money
11. _____ maintaining law and order
12. _____ making laws regarding corporations
13. _____ maintaining the armed forces
14. _____ establishing and maintaining criminal justice systems
15. _____ making laws regarding marriage

Answers: national: 1, 4, 5, 8, 9, 13; state: 2, 6, 12, 15; both: 3, 7, 10, 11, 14

Now It's Your Turn

Question 23

The voting rights of African American men were guaranteed in —

- A the Emancipation Proclamation
- B the Bill of Rights
- C the 15th Amendment to the U.S. Constitution
- D the *Brown v. Board of Education of Topeka* decision



Answer Key: page 93

Question 24

Most colonial governments in British North America featured —

- A management of everyday affairs by the British monarch and Parliament
- B a governor and a colonial legislature appointed by the British monarch
- C equal voting rights for men and women regardless of race or social status
- D a governor appointed by the British monarch and a legislature elected by the colonists



Answer Key: page 93

Question 25

Use the information in the box and your knowledge of social studies to answer the following question.

Some Freedoms Guaranteed by the Bill of Rights

- The right to a speedy trial
- Protection from cruel and unusual punishment
- Protection from unreasonable search and seizure
- ?

Which of the following belongs in the list above?

- A The right to vote
- B Freedom of the press
- C The right to travel overseas
- D Freedom from poll taxes



Answer Key: page 93

Question 26

In which of the following ways did the Civil Rights Act of 1964 advance the cause of equality in the United States?

- A It desegregated public schools.
- B It provided for the direct election of senators.
- C It made discriminatory hiring practices illegal.
- D It abolished slavery.



Answer Key: page 93

Question 27

The civil rights leader Martin Luther King, Jr., was most associated with —

- A the *Brown v. Board of Education of Topeka* decision
- B the Montgomery bus boycott
- C the Greensboro sit-in
- D the 19th Amendment to the U.S. Constitution



Answer Key: page 93

Question 28

In 1787 many Americans did not believe that the new U.S. Constitution protected their individual freedoms. This led Congress to add the —

- A Articles of Confederation
- B Townshend Acts
- C Three-Fifths Compromise
- D Bill of Rights



Answer Key: page 94

Objective 5

The student will use critical thinking skills to analyze social studies information.

What Skills Do You Need to Study History?

Think for a moment about how you learn social studies. Have you ever seen the same historical event described in two different ways? Have you ever noticed that two different accounts disagree over the date of an event in history, the reason it happened, or the consequences? These kinds of disagreements are surprisingly common. Sometimes they are the result of incomplete knowledge. Other times they stem from a difference in the points of view of different sources. As a student of social studies, you should be able to acquire and analyze information from a variety of different sources. This is an important part of critical thinking, the focus of Objective 5.

Understanding Sources

In order to answer questions based on Objective 5, you must understand the difference between primary and secondary sources. A **primary source** is something produced at or near the time of a historical event by someone close to the event. Primary sources can include the text of a speech given by an important government official, an interview with an eyewitness to a historical event, a document such as a letter or a diary, a photograph of an event, or a videotape of an event. Even physical objects such as a sword from the Civil War can be primary sources. Primary sources are valuable because they were part of a historical event or they present viewpoints from people who were at or near the event. One disadvantage of primary sources is the possibility that the source might be biased or present only one point of view. Another problem is that they are sometimes hard to read and understand. For example, documents from the American Revolution such as the Declaration of Independence may contain unfamiliar vocabulary and grammar that seems odd today.

A **secondary source** is a secondhand description or interpretation of an event that is created after some time has passed. Secondary sources are based mainly on evidence found in primary sources, although they can also be based on other secondary sources. Examples of secondary sources include a textbook author's interpretation of a historical event, an encyclopedia entry, a map that shows the movements of an army in a particular battle, or a graph about immigration to a city during a specific time period. Secondary sources can be valuable because they provide overviews of historical events. In other words, a secondary source can often examine an event from several points of view and bring together facts that might not have been available to the creators

of primary sources. This can provide you with a more complete picture of the event. The differences between primary and secondary sources are summarized below.

Differences Between Primary and Secondary Sources

I. Primary Sources	II. Secondary Sources
<p>A. Definition: an item made at or near the time of a historical event by someone who observed the event firsthand</p> <ol style="list-style-type: none"> 1. Usually a written record 2. Can also include visual evidence and physical objects <p>B. Examples: newspaper articles, census records, letters, diaries, photographs, maps, and sound recordings</p>	<p>A. Definition: an item that provides a secondhand interpretation of an event after some time has passed</p> <ol style="list-style-type: none"> 1. Often based on primary sources 2. May also use other secondary sources <p>B. Examples: history books, reference books, maps, and tables based on other sources</p>

To test your ability to tell the difference between primary and secondary sources, label the sources below with either a “P” for primary or an “S” for secondary:

1. An article published in 2002 that describes events during the presidency of Harry Truman
2. A page from Harry Truman’s personal diary
3. A website with a map showing population growth in the late 1800s
4. Abraham Lincoln’s Emancipation Proclamation
5. County records of births and deaths in the 1890s

Answers: 1—S; 2—P; 3—S; 4—P; 5—P

As a social studies student, you should realize that both primary and secondary sources will help you learn about and understand history and geography. This study guide presents both primary and secondary sources. As you study primary and secondary sources, keep in mind that they often reflect the attitude of the writer or of the times in which they were written. For example, if you read an editorial on the question of slavery that was printed in a newspaper from the Confederate States of America in the 1860s, it will probably state a pro-slavery opinion. An editorial on the same issue from a Union newspaper would probably state the opposite viewpoint.

Identifying Point of View and Bias

Objective 5 also requires you to be able to identify bias in a primary or secondary source. **Bias** refers to prejudices, stereotypes, or distortions of fact expressed in a source. Be aware that bias does not have to portray a person or event in a negative way. Some forms of bias represent someone or something in an unrealistically positive way. Two important clues of bias are exaggeration and opinions disguised as facts. Most television or radio commercials contain these forms of bias.

Objective 5 requires that you closely examine primary and secondary sources, think critically about them, and consider the writer and the society from which they come. To practice this, read the following excerpt from President Harry Truman's 1949 inaugural address. As you read it, ask yourself what clues it provides about Truman's point of view and bias.

The United States and other like-minded nations find themselves directly opposed by a regime with contrary aims and a totally different concept of life.

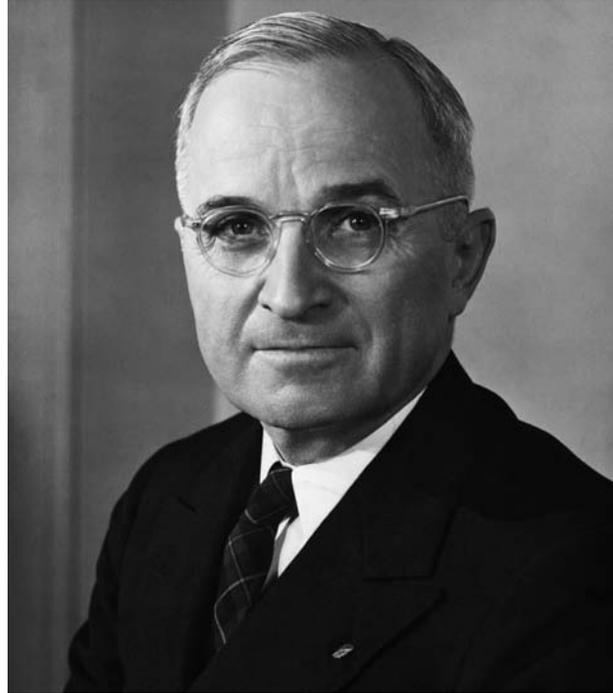
That regime adheres to a false philosophy which purports to offer freedom, security, and greater opportunity to mankind. Misled by this philosophy, many peoples have sacrificed their liberties only to learn to their sorrow that deceit and mockery, poverty and tyranny, are their reward.

That false philosophy is communism.

— *President Harry Truman, 1949 inaugural address*

Truman's statements show us a great deal about the early years of the Cold War. Presidents usually use their inaugural addresses to outline where they stand on important issues. In this case, Truman describes the United States engaging in a struggle against an opposing regime. The regime he is referring to is the government of the Soviet Union, the world's most powerful communist country and the main rival of the United States in 1949. Look again at how Truman describes the philosophy of communism. What words does he use to describe the "reward" given to people who fall under the control of a communist government?

This excerpt is an example of bias because Truman presents only one point of view, that of the United States. However accurate his statements might have been, no alternative view of communism is mentioned. Judging from the excerpt, how do you think Truman would have responded to a Soviet official who argued in favor of communism?



©Bettmann/CORBIS

President Harry Truman

By reading and analyzing this excerpt, you can see the value of primary sources in your study of history. You can also see the importance of thinking critically about documents and other sources.

Because primary sources often contain bias and can be difficult to read, you may be tempted to read only secondary sources. However, since secondary sources are the products of another person's interpretation, they can be just as biased as primary sources. This bias may be hard to detect. It is often useful to examine a number of sources, both primary and secondary, about a historical event in order to gain a balanced view of the event. It is also a useful skill to be able to detect bias and to be watchful for it, regardless of the source being examined.

Interpreting Maps, Tables, and Graphs

Objective 5 also requires you to interpret information from maps, tables, and graphs. You may want to review the section on Objective 2, which discusses some of the ways maps and graphs can help you learn about history and geography.

Objective 5

Now use the map to answer the following questions.

- In what year were voting rights granted to women in California?

- In which region of the country was support for women's suffrage strongest?

Answers: 1911; the West

It is also important to know what information a map or graph does not contain. What does this map not tell you about women's suffrage in 1919? Well, you do not see exactly what voting limits for women existed in states that had only partial women's suffrage. The map also does not show how women's votes affected any important issues in the states that allowed them to vote. To learn details such as these, you would have to go to other sources, perhaps starting with your history textbook, a history of the women's suffrage movement, or the history of a specific state.



Photo courtesy of the Library of Congress

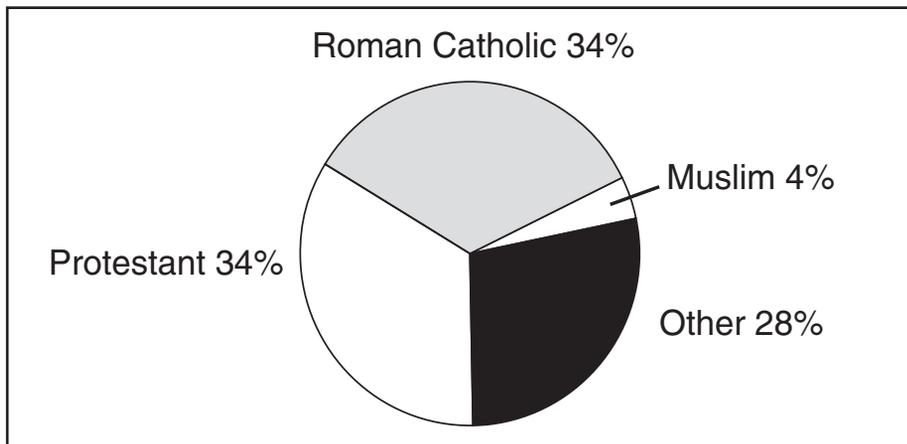
A supporter of women's suffrage hands out leaflets in 1910.

In addition to maps, tables and graphs are often used to present information. Tables present data in the form of words and numbers, usually organized into a grid of columns and rows. Graphs present data in the form of lines, bars, or circles to make the information easier to understand. Although tables and graphs are different from maps, all three serve the same basic purpose: to communicate information visually.

A circle graph is one type of graph used to show data. Circle graphs resemble a pie cut into pieces. Each slice of the pie represents a percentage of the whole. The circle graph shown below shows the religious affiliations of people in Germany in 2002. According to the graph, what percentage of the German population was Muslim?

Answer: 4% of the German population was Muslim.

Religious Affiliations in Germany, 2002



Source: CIA World Factbook, 2002

Now let's look at a practice question that asks about some of the information you just read.

Use the graph on page 79 and your knowledge of social studies to answer the following question.

Which of the following statements accurately describes information found on the graph?

- A** The number of Protestants in Germany was declining in 2002.
- B** There were roughly equal numbers of Roman Catholics and Muslims in Germany in 2002.
- C** A majority of Germans in 2002 were Roman Catholic.
- D** There were roughly equal numbers of Protestants and Roman Catholics in Germany in 2002.

Explanation of answer choices

- A** Incorrect. The graph does not give any information about change over time.
- B** Incorrect. The graph shows that there were many more Roman Catholics (34%) than Muslims (4%) in Germany in 2002.
- C** Incorrect. The graph shows that 34% of Germans were Roman Catholic. This is not a majority.
- D** **Correct.** The graph shows that 34% of Germans were Protestant and 34% were Roman Catholic.

As you can see, carefully applying critical-thinking skills to your examination of sources will improve your abilities as a social studies student.

Review Activity

Examine the data in this table:

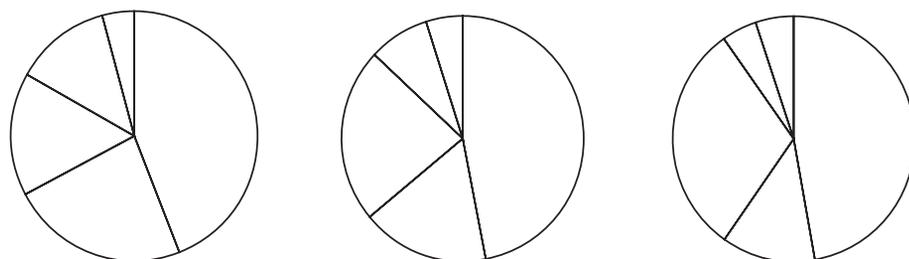
Federal Government Income by Source

	1960	1970	1980
Individual Income Taxes	44.0%	46.9%	47.2%
Corporation Income Taxes	23.2%	17.0%	12.5%
Social Insurance and Retirement Receipts	15.9%	23.0%	30.5%
Excise Taxes	12.6%	8.1%	4.7%
Other	4.2%	4.9%	5.1%

Source: Office of Management and Budget

These data could be presented in several different graphical forms. A circle graph would be a good way to show how the different sources made up the total government income for a single year. Putting the three columns of data into three side-by-side circle graphs would let a reader easily compare how government income sources shifted over time. The three circle graphs have been drawn for you below. Notice that each circle has five segments—one for each row on the data table. However, in order to convey information, the segments need to be labeled.

Federal Government Income



1960

1970

1980

Start with the circle graph for 1960. Remember that the size of each segment reflects its percentage. For example, the largest segment of the 1960 graph is a little less than half of the circle. Checking back to the data table, you can see that individual income taxes represented 44 percent of government income in that year, so you can label that segment of the circle “Individual Income Taxes.” Underneath the words, write “44.0%.” The data table shows that corporation income

Objective 5

taxes were the second-largest source of income in 1960, so label the second-largest segment “Corporation Income Taxes” and underneath that write “23.2%.” Label each segment of the 1960 graph. Then label the segments of the other two graphs.

When you have finished labeling all three graphs, you may want to make them easier to read by filling in each segment with a different color or pattern. Use similar colors or patterns from graph to graph. For example, if you used diagonal lines on the “Excise Taxes” segment on the 1960 graph, use the same pattern for “Excise Taxes” on the other two graphs.

Now practice using the data to answer a few questions. You can find the answers in the original data table, but you will probably find it easier to use the circle graphs that you labeled.

1. Which three sources of income showed percentage increases from 1960 to 1980?

Answer: Individual Income Taxes, Social Insurance and Retirement Receipts, and Other Sources of Income

2. Which two sources of income showed percentage decreases from 1960 to 1980?

Answer: Corporation Income Taxes and Excise Taxes

3. Which income source almost doubled in percentage from 1960 to 1980?

Answer: Social Insurance and Retirement Receipts

4. Which income source was the smallest in 1980?

Answer: Excise Taxes

Now It's Your Turn

Question 29

Use the excerpt and your knowledge of social studies to answer the following question.

. . . The ultimate good desired is better reached by free trade in ideas . . . the best test of truth is the power of the thought to get itself accepted in the competition of the market. . . . That at any rate is the theory of our Constitution.

—*Supreme Court Justice Oliver Wendell Holmes, Jr., dissenting opinion in Abrams v. United States (1919)*

Which of these best reflects Holmes's view of the role of free speech in a democratic society?

- A Free speech allows people to judge for themselves which ideas are best.
- B Free speech is not as important as free trade.
- C Free speech helps the United States lead the world in scientific knowledge.
- D Free speech should not be protected by the U.S. Constitution.



Answer Key: page 94

Question 30

Use the excerpt and your knowledge of social studies to answer the following question.

I have not much to say about the NRA [National Recovery Act]. . . . I agree with the widespread opinion that much of it is objectionable . . . because of its excessive complexity and regimentation. . . .

The case for AAA [Agricultural Adjustment Act], on the other hand, is much stronger. AAA is organizing for the farmer the advisable measure of restriction. . . .

—*John Maynard Keynes*, Notes on the New Deal (1934)

What point of view about New Deal policies is expressed in the excerpt above?

- A The government should not impose regulations on agriculture.
- B Any government regulation of the economy is a bad idea.
- C The government should regulate agriculture through the AAA.
- D The government should regulate industry through the NRA.



Answer Key: page 94

Question 31

Which of the following is an example of a secondary source about World War I?

- A A 1915 newspaper editorial calling for U.S. entry into World War I
- B A soldier's uniform from World War I
- C A history of World War I written in the 1990s
- D A pro-war speech given by Woodrow Wilson during World War I

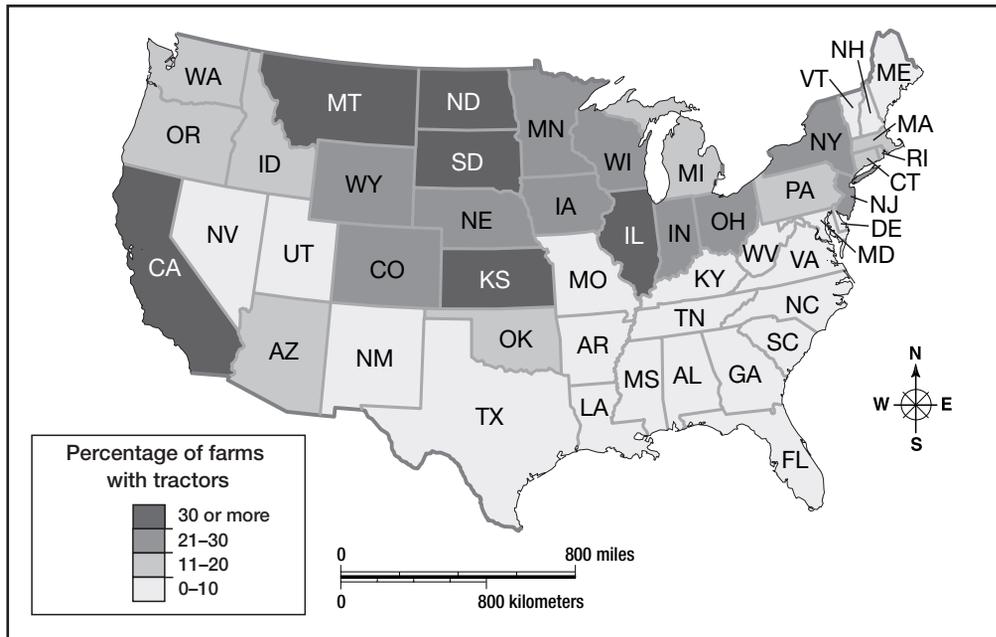


Answer Key: page 94

Question 32

Use this map and your knowledge of social studies to answer the following question.

Percentage of Farms with Tractors, by State, 1930



Source: *Routledge Historical Atlas of the American South*, 1999

According to the map, which region had the lowest percentage of farms with tractors in 1930?

- A South
- B Midwest
- C West
- D Northeast

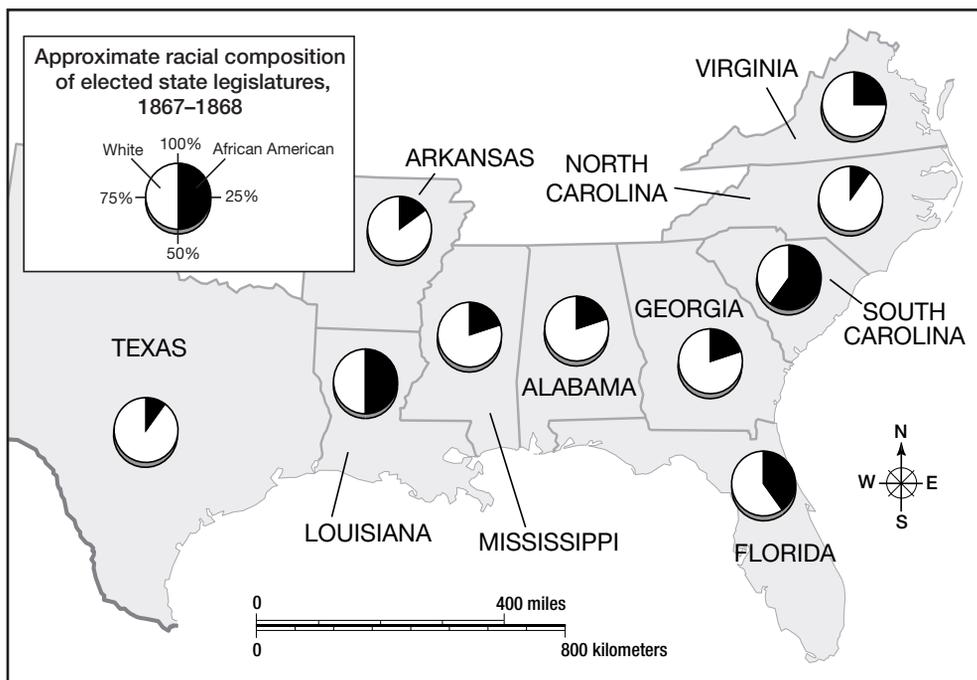


Answer Key: page 94

Question 33

Use the map and your knowledge of social studies to answer the following question.

Racial Composition of State Legislatures in the South, 1867–1868



Source: *Routledge Atlas of African American History*, 2000

According to the map, which of the following states had the highest percentage of African Americans in its state legislature in 1867–1868?

- A South Carolina
- B Louisiana
- C Virginia
- D Texas

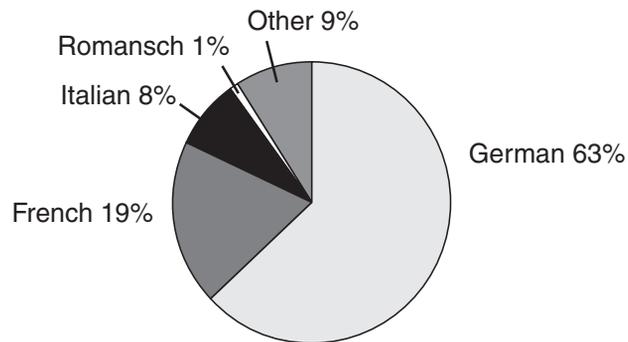


Answer Key: page 95

Question 34

Use the graph and your knowledge of social studies to answer the following question.

**Main Languages Spoken in Switzerland
by Percentage of Population, 2001**



Source: *CIA World Fact Book*, 2002

Based on the graph, it can be concluded that —

- A** most people living in Switzerland have Italian ancestors
- B** several different European countries have influenced Switzerland in the past
- C** there are many illegal immigrants living in Switzerland
- D** the majority of people living in Switzerland speak French as their primary language



Answer Key: page 95

Question 35

Use the cartoon and your knowledge of social studies to answer the following question.



©Berryman

The point of view shown in the cartoon above is one of support for the —

- A entry of the United States into World War I
- B continuation of U.S. neutrality during World War I
- C passage of the Selective Service Act
- D use of chemical warfare during World War I



Answer Key: page 95



Objective 1

Question 1 (page 25)

- A Correct.** Germany used submarines to attack ships carrying war materials for the Allies. Targeted ships included U.S. vessels bound for Great Britain. By 1917 Germany had sunk many merchant vessels, and the United States entered the war on April 17 of that year.
- B Incorrect.** Woodrow Wilson proposed his Fourteen Points as principles aimed at restoring peace in Europe after the United States had already joined the Allies.
- C Incorrect.** The assassination of Archduke Franz Ferdinand in 1914 triggered the start of World War I. However, the United States did not enter the war until 1917.
- D Incorrect.** Germany was the first participant in World War I to use poison gas on a large scale, but Great Britain and France began to use it extensively soon afterward. The use of poison gas in warfare was shocking to many Americans, but it was not a major factor in pushing the United States into the conflict.

Question 2 (page 25)

- A Incorrect.** *Plessy v. Ferguson* was an 1896 Supreme Court case in which Homer A. Plessy, an African American man, challenged his arrest for using a seat on a train that by Louisiana law was reserved for whites. The Court ruled against Plessy, stating that the railroad provided separate but equally good train cars for its nonwhite passengers.
- B Incorrect.** *Brown v. Board of Education of Topeka* was the 1954 Supreme Court case that overturned the “separate but equal” doctrine established by *Plessy v. Ferguson*. *Brown* declared that it was illegal for states to have segregated public schools.
- C Correct.** *Scopes v. State of Tennessee* pitted John T. Scopes, a biology teacher who had taught Charles Darwin’s theory of natural selection, against the state of Tennessee, which prohibited the teaching of evolution in public schools. Clarence Darrow, a prominent trial lawyer, defended Scopes. William Jennings Bryan served as the prosecuting attorney. Scopes was found guilty by a local jury, although the Tennessee Supreme Court later overturned the decision.

- D Incorrect.** In the 1978 case *Regents of the University of California v. Bakke*, the Supreme Court ruled that it was unconstitutional for public schools to set aside a rigid quota of positions for students based on race.

Question 3 (page 25)

- A Incorrect.** The U.S. Navy inflicted heavy losses on the Japanese navy in the Battle of the Coral Sea in May 1942. However, this battle did not turn the tide of the Pacific war in favor of the United States.
- B Incorrect.** The Battle of Leyte Gulf occurred in October 1944 and crippled the Japanese fleet. However, this battle occurred after the momentum in the Pacific war had already shifted from Japan to the United States.
- C Incorrect.** Japan’s surprise attack on Pearl Harbor in Hawaii occurred on December 7, 1941. The United States declared war on Japan the day after the attack.
- D Correct.** In June 1942 Japan launched an attack on the U.S.-controlled island of Midway. U.S. planes sank four Japanese aircraft carriers, and the Japanese fleet was forced to retreat. This U.S. victory put Japan on the defensive and marked the turning point in the Pacific war.

Question 4 (page 25)

- A Incorrect.** The War of 1812 was fought between Great Britain and the United States from 1812 to 1814. The sinking of the *Maine* occurred in 1898.
- B Incorrect.** The Civil War began in 1861 and ended in 1865. This was decades before the sinking of the *Maine*.
- C Correct.** On February 15, 1898, an explosion destroyed the battleship USS *Maine* in the harbor of Havana, Cuba, killing 260 crewmen. It was unclear what caused the blast, but U.S. newspapers and the American public blamed the Spanish. On April 25, 1898, the United States declared war on Spain.
- D Incorrect.** The assassination of Archduke Franz Ferdinand of Austria-Hungary triggered World War I in 1914. The United States entered the war in 1917. The sinking of the *Maine* was not related to this conflict.

Question 5 (page 26)

- A** Incorrect. The Soviet Union launched *Sputnik*, the first artificial satellite, into space in 1957. This was well after the conclusion of World War II.
- B** Incorrect. The British passenger ship *Lusitania* was sunk by a German submarine in 1915, before the United States entered World War I.
- C** Incorrect. Franklin D. Roosevelt was elected president in 1932, after the stock market crash of 1929.
- D** **Correct.** The Treaty of Versailles, the main treaty ending World War I, was signed by Germany and the Allies in 1919.

Question 6 (page 26)

- A** Incorrect. Theodore Roosevelt served as president from 1901 to 1909. He was not directly connected with the League of Nations.
- B** **Correct.** Woodrow Wilson proposed the League of Nations as part of his Fourteen Points in 1918. In 1919 the Treaty of Versailles, the peace treaty drawn up by Allied leaders at the end of World War I, included the formation of the League of Nations. However, the U.S. Senate rejected the treaty. The cartoon pokes fun at Wilson's unwavering support for the League of Nations.
- C** Incorrect. Calvin Coolidge served as president from 1923 to 1929. He was not directly connected with the League of Nations.
- D** Incorrect. Herbert Hoover served as president from 1929 to 1933. He was not directly connected with the League of Nations.

Question 7 (page 27)

- A** Incorrect. The Declaration of Independence (1776) lists grievances that American colonists had against British rule and declares the colonists' intention to form a new government that would protect their unalienable rights. The document does not mention the establishment of trade routes.
- B** Incorrect. The Declaration of Independence, while containing a long list of colonial grievances, does not specifically include a refusal by the American colonists to serve in the British army.

- C** Incorrect. The Northwest Ordinance of 1787 dealt with the management of land west of the Appalachian Mountains. This issue is not mentioned in the excerpt.
- D** **Correct.** The American colonists' intention in writing the Declaration of Independence was to break ties with Great Britain and form a new government. The excerpt refers to the people's right to remove any government that does not protect their unalienable rights and to replace it with a new government.

Question 8 (page 27)

- A** Incorrect. The Spanish-American War, fought mainly in Cuba and the Philippines, took place in 1898.
- B** **Correct.** World War I began soon after the assassination of Archduke Franz Ferdinand of Austria-Hungary in 1914. The fighting ended with the signing of an armistice in 1918.
- C** Incorrect. World War II, which began in 1939, finally ended in 1945 after the United States dropped atomic bombs on two Japanese cities.
- D** Incorrect. The Korean War began in 1950 when the North Korean army invaded South Korea. The United States, China, and many other countries soon became involved in the war. A cease-fire was finally signed in 1953.

Question 9 (page 27)

- A** Incorrect. The Marshall Plan provided economic aid to Western European nations, not to refugees in Eastern Europe. It was hoped that economic security would help these nations resist communism.
- B** **Correct.** The framers of the Marshall Plan wanted to help war-damaged European countries avoid economic collapse. This goal was accomplished by providing financial aid to a number of countries in Western Europe.
- C** Incorrect. The Marshall Plan was designed to assist European nations, not a particular group of people in China.
- D** Incorrect. The main idea behind the Marshall Plan was to provide aid to Europe, not to protect the security of Asian nations such as South Korea.

Objective 2

Review Activity (page 40)

1. Answer: Go west for three blocks (about $\frac{3}{8}$ of a mile) on Greenwood Boulevard.
2. Answer: Go east on Greenwood Boulevard for one block (about $\frac{1}{18}$ of a mile). Go south on Franklin Avenue for two blocks (about $\frac{1}{4}$ of a mile). Go east on Grant Street for one block (about $\frac{1}{8}$ of a mile). Or, go east on Greenwood Boulevard for two blocks (about $\frac{1}{4}$ of a mile). Go south on Perez Avenue for two blocks (about $\frac{1}{4}$ of a mile).
3. Answer: Go north on Perez Avenue for two blocks (about $\frac{1}{4}$ of a mile). Go east on Greenwood Boulevard for one block (about $\frac{1}{8}$ of a mile). Or, go north on Perez Avenue for one block (about $\frac{1}{8}$ of a mile). Go east on Morris Street for one block (about $\frac{1}{8}$ of a mile). Go north on Pine Avenue for one block. Or, go east on Grant Street for one long block (about $\frac{1}{4}$ of a mile). Go north on Webber Avenue for one long block (about $\frac{1}{4}$ of a mile). Go west on Greenwood Avenue for one block (about $\frac{1}{8}$ of a mile).

Question 10 (page 41)

- A** Incorrect. Shipping companies believed they would make more money because the volume of freight would increase as travel time decreased.
- B** **Correct.** Malaria and yellow fever, both transmitted by mosquitoes, took a terrible toll on canal workers. Deaths from disease were eventually reduced by a massive mosquito-control program.
- C** Incorrect. The United States did not begin work on the Panama Canal until after the French project had been abandoned.
- D** Incorrect. President Theodore Roosevelt strongly advocated the construction of the Panama Canal. He believed the canal would strengthen U.S. economic and military power.

Question 11 (page 41)

- A** **Correct.** As the population has continued to grow, more natural resources have been used.
- B** Incorrect. The larger population has produced more waste, not less.
- C** Incorrect. Forests provide material to build homes and to produce paper products and fuel

for the growing population. Increased population has caused the size of forests to decrease.

- D** Incorrect. As the population has grown, the consumption of energy resources has increased.

Question 12 (page 41)

- A** Incorrect. Food prices did not increase because of the availability of food from the Americas.
- B** Incorrect. The introduction of these crops into Europe did not affect the food supply in the Americas.
- C** **Correct.** The availability of new crops from the Americas, particularly corn and potatoes, helped support a larger population in Europe.
- D** Incorrect. The introduction of crops from the Americas did not directly affect European trade routes.

Question 13 (page 42)

- A** Incorrect. Some people moved inland, but the populations of coastal regions still generally increased throughout the 1900s.
- B** Incorrect. Large numbers of immigrants moved to the United States throughout the 1900s.
- C** Incorrect. The population of the United States grew throughout the 1900s.
- D** **Correct.** Large numbers of people moved from rural areas to urban areas throughout the 1900s.

Question 14 (page 42)

- A** Incorrect. The map shows that the Democratic candidate won only Texas in the South.
- B** Incorrect. The map shows that the Republican candidate did not do well in the Northeast.
- C** **Correct.** The map shows that the Republican candidate won almost every state in the West.
- D** Incorrect. The map shows that the Democratic candidate did poorly in the Midwest.

Question 15 (page 43)

- A** Incorrect. In 1995 nearly four million U.S. residents had come from Europe. This was less than half the number who had come from Central America.
- B** Incorrect. While more than six million U.S. residents had come from Asia, this was fewer than the number who had come from Central America.

- C Correct.** In 1995 more than eight million U.S. residents had come from Central America.
- D Incorrect.** While almost three million U.S. residents had been born in areas not listed in the table, this was fewer than the number who had come from Central America.

Objective 3

Question 16 (page 56)

- A Incorrect.** World War II was the main factor in ending the Great Depression in the United States.
- B Incorrect.** Agricultural overproduction pushed the prices of farm products down, not up, before and during the Great Depression.
- C Incorrect.** The New Deal was a set of programs that attempted to reduce the hardships of the Great Depression and stimulate economic growth.
- D Correct.** The stock market crash in October 1929 caused thousands of banks to fail, triggering the Great Depression.

Question 17 (page 56)

- A Incorrect.** The Sherman Antitrust Act of 1890 regulated business organizations known as trusts, whose monopolistic practices stifled economic competition.
- B Correct.** Settlement houses were community centers set up to help poor urban residents in the late 1800s.
- C Incorrect.** Jim Crow laws were instituted in the South after Reconstruction to impose racial segregation.
- D Incorrect.** The free coinage of silver was championed during the late 1800s as a way to increase the amount of money in circulation.

Question 18 (page 56)

- A Incorrect.** Economic self-sufficiency for African Americans was one of the main goals of reformer and educator Booker T. Washington.
- B Correct.** Susan B. Anthony fought for several causes but is most associated with the cause of women's suffrage.
- C Incorrect.** Anthony was not associated with efforts to break up railroad trusts.

- D Incorrect.** Rural electrification was one of the goals associated with Franklin D. Roosevelt's New Deal program.

Question 19 (page 56)

- A Incorrect.** Railroad expansion played a key role in the economic boom of the late 1800s but was not critical to the economic growth of the 1920s.
- B Incorrect.** Banks and the stock market were largely unregulated during the 1920s. Regulations were passed during the Great Depression in the 1930s, after the stock market crashed and banks failed.
- C Incorrect.** The power of labor unions declined during the 1920s.
- D Correct.** The expansion of the automobile industry was a major component of the economic growth and prosperity of the 1920s.

Question 20 (page 57)

- A Incorrect.** Booker T. Washington was a famous African American educator who founded the Tuskegee Institute.
- B Incorrect.** Henry Ford founded the Ford Motor Company and pioneered the assembly-line process.
- C Incorrect.** John D. Rockefeller was a businessman and the head of the Standard Oil Trust.
- D Correct.** W.E.B. Du Bois was a famous African American writer who helped found the NAACP.

Question 21 (page 57)

- A Incorrect.** The Korean War began in 1950, almost a decade after the end of the Great Depression.
- B Incorrect.** New Deal programs helped, but the economy did not completely recover until the United States entered World War II.
- C Correct.** Even before the United States entered World War II, the demand for more weapons from the Allies drove rapid industrial growth. When the country entered the war in 1941, millions of working men entered the military, opening up jobs and reducing unemployment.
- D Incorrect.** Reconstruction refers to the period of U.S. history following the Civil War.

Question 22 (page 57)

- A Correct.** Many Jim Crow laws remained in force until the 1950s and 1960s.
- B Incorrect.** The Marshall Plan sent U.S. economic assistance to Europe after World War II.
- C Incorrect.** The New Deal was a set of programs that attempted to reduce the hardships of the Great Depression and stimulate economic growth.
- D Incorrect.** Morse code was the system for communicating by telegraph.

Objective 4**Question 23 (page 71)**

- A Incorrect.** The Emancipation Proclamation, which was issued by President Abraham Lincoln in 1863, freed slaves living in areas controlled by the Confederacy. It did not address the issue of voting rights.
- B Incorrect.** The Bill of Rights, the first 10 amendments to the U.S. Constitution, contains no mention of race or voting rights.
- C Correct.** The 15th Amendment to the U.S. Constitution, which was ratified in 1870, states that citizens cannot be denied the right to vote because of “race, color, or previous condition of servitude.” Voting rights were not guaranteed to women until the ratification of the 19th Amendment in 1920.
- D Incorrect.** *Brown v. Board of Education of Topeka* was a 1954 legal case in which the Supreme Court ruled that segregated public schools were unconstitutional.

Question 24 (page 71)

- A Incorrect.** Largely because of the sheer distance between Great Britain and North America, the British monarch and Parliament did not manage the everyday affairs of the colonies.
- B Incorrect.** Most colonies had a governor who was appointed by the British monarch and a legislature that was elected by the colonists.
- C Incorrect.** Specific voting requirements varied from colony to colony, but most colonies allowed only property-owning white men to vote.
- D Correct.** In most colonies a royal governor and an elected legislature shared power.

Question 25 (page 71)

- A Incorrect.** The right to vote is not specifically mentioned in the Bill of Rights.
- B Correct.** All the rights listed in the box are protected by the Bill of Rights, or the first 10 amendments to the U.S. Constitution. Freedom of the press is also included in the Bill of Rights.
- C Incorrect.** The right to travel overseas is not guaranteed anywhere in the U.S. Constitution.
- D Incorrect.** Poll taxes were made unconstitutional by the 24th Amendment to the U.S. Constitution in 1964.

Question 26 (page 72)

- A Incorrect.** The Supreme Court ruling in *Brown v. Board of Education of Topeka* began the process of desegregating public schools.
- B Incorrect.** The 17th Amendment to the U.S. Constitution, which was ratified in 1913, provided for senators to be elected directly by citizens.
- C Correct.** The Civil Rights Act of 1964 outlawed discrimination against potential employees because of race, gender, age, or disability.
- D Incorrect.** The 13th Amendment to the U.S. Constitution, which was ratified in 1865, abolished slavery.

Question 27 (page 72)

- A Incorrect.** In the 1954 case *Brown v. Board of Education of Topeka*, the Supreme Court ruled that segregation in public schools was unconstitutional. King was not associated with this case.
- B Correct.** Martin Luther King, Jr., helped lead the Montgomery bus boycott of 1955 and 1956.
- C Incorrect.** The 1960 Greensboro sit-in was a protest against racial segregation that was started by four African American college students at a public lunch counter in Greensboro, North Carolina. While the students used nonviolent protest tactics that King supported, King himself was not directly involved in the sit-in.
- D Incorrect.** The 19th Amendment to the Constitution, which was ratified in 1920, guaranteed women the right to vote. This was long before King’s career as a civil rights leader.

Question 28 (page 72)

- A** Incorrect. The Articles of Confederation, which were written in 1776 and ratified in 1781, were the first set of laws under which the U.S. government operated. The U.S. Constitution was written to replace the Articles of Confederation.
- B** Incorrect. The Townshend Acts, which were passed by Parliament in 1767, placed taxes on a variety of products that the colonies imported. These taxes contributed to colonial unrest and eventually helped lead to the American Revolution.
- C** Incorrect. The Three-Fifths Compromise was arrived at during the Constitutional Convention of 1787. Delegates from northern and southern states argued over how slaves would be counted for purposes of representation in Congress. The delegates finally compromised and agreed that five slaves would count as three people.
- D** **Correct.** Many Americans refused to support the Constitution at first because they thought it did not address the issue of individual rights strongly enough. After much debate an agreement was made to add 10 amendments that would specifically protect the rights of individuals from abuses by the national government. These 10 amendments are collectively known as the Bill of Rights.

Objective 5

Question 29 (page 83)

- A** **Correct.** In this excerpt Holmes asserts that a “free trade in ideas” allows the best ideas to ultimately gain acceptance. This is an important reason why the right to free speech is protected by the U.S. Constitution.
- B** Incorrect. Holmes compares free speech and free trade by saying that free speech promotes the free exchange of ideas. He does not say that one is better than the other.
- C** Incorrect. Holmes does not address the issue of advancing scientific knowledge in this excerpt.
- D** Incorrect. Holmes discusses the importance of free speech in this excerpt. He does not argue that constitutional protections of free speech should be lifted.

Question 30 (page 84)

- A** Incorrect. Keynes argues that regulation is appropriate for agriculture.
- B** Incorrect. Keynes argues that the AAA will be good for the economy but that the NRA will not.
- C** **Correct.** The excerpt states that the AAA, which regulated the agricultural economy, was needed to introduce restrictions to the farm economy.
- D** Incorrect. Keynes argues that the NRA, which regulated the industrial economy, is too complicated and rigid.

Question 31 (page 84)

- A** Incorrect. A primary source is a document or artifact that is directly related to a historical event and that was created at or near the time of the event. Thus, a 1915 newspaper editorial about World War I is a primary source.
- B** Incorrect. The soldier’s uniform is an artifact created at the time of World War I. Therefore, it is a primary source.
- C** **Correct.** A recent history of World War I is a secondary source because it was written more than 80 years after the event it analyzes.
- D** Incorrect. A speech written by Woodrow Wilson would be considered a primary source because it is a document created during World War I.

Question 32 (page 85)

- A** **Correct.** Fewer than 10 percent of the farms in the South had tractors in 1930.
- B** Incorrect. The map shows that more than 10 percent of the farms in most midwestern states had tractors.
- C** Incorrect. The map shows that more than 10 percent of the farms in most western states had tractors.
- D** Incorrect. The map shows that more than 10 percent of the farms in most northeastern states had tractors.

Question 33 (page 86)

- A Correct.** South Carolina had the highest percentage of African Americans in its state legislature in 1867–1868. More than half of the legislators in the state were African American.
- B Incorrect.** Louisiana had the second-highest percentage of African Americans in its state legislature. About half the legislators in that state were African American.
- C Incorrect.** Only about a quarter of Virginia’s state legislators were African American.
- D Incorrect.** Less than a quarter of Texas’s state legislators were African American.

Question 34 (page 87)

- A Incorrect.** The information given in the graph does not reveal where people’s ancestors are from.
- B Correct.** Since the graph shows that the Swiss speak at least three major European languages, it can be concluded that several different European nations have influenced the culture of Switzerland.
- C Incorrect.** The graph offers no information on immigrants in Switzerland, illegal or otherwise.
- D Incorrect.** Only 19 percent of the people living in Switzerland in 2001 spoke French as their main language.

Question 35 (page 88)

- A Correct.** The cartoon shows President Woodrow Wilson holding a document that describes the loss of American lives as a result of Germany’s use of unrestricted submarine warfare. It also shows Wilson composing a request to Congress that they approve a declaration of war. Together, these elements of the cartoon provide support for the opinion that the United States should become a participant in World War I.
- B Incorrect.** The cartoon shows support for the entry of the United States into World War I, not for a continuation of U.S. neutrality.
- C Incorrect.** Congress approved the Selective Service Act, which enabled the government to institute a military draft, in May 1917—shortly after the United States entered World War I. The cartoon does not address this subject directly.
- D Incorrect.** Both the Allies and the Central Powers used chemical weapons during World War I, but the cartoon does not address this subject directly.

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