



## **Social Studies Student Guide GPS Version**

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A Guide for Students  
Preparing for the  
Georgia High School  
Graduation Tests

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# **Social Studies**

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Includes:

- Description of the Content of the Test
- Sample Social Studies Test Items and Explanations
- Practice Questions

NOTE: This document is intended as a student aid.  
Please photocopy as necessary for student use.

**Kathy Cox**  
**State Superintendent of Schools**  
Revised January 2010

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## INTRODUCTION

### Preparing for the Georgia Performance Standards (GPS) version of the Social Studies Georgia High School Graduation Test

This document is designed to help you prepare for the GPS graduation test in Social Studies that will be administered for the first time in spring 2010. The GPS version of the Social Studies test is based exclusively on selected GPS standards. Students will be assessed on what they have had an opportunity to learn whether on the GPS curriculum since its implementation in 2006-2007.

If you are an eleventh grade student, you must take the test in the spring of the eleventh grade. Students who are unsure when they should take the test should contact their school counselor.

Students who have taken the test and not passed may retest at any administration. You may have up to five opportunities to take and pass the test between the spring administration of your eleventh grade year and the summer of twelfth grade.

If you do not pass the Social Studies test but have met all other graduation requirements, you may be eligible for a Certificate of Performance or a Special Education Diploma. If you leave school with a Certificate of Performance or a Special Education Diploma, you may retake the test as often as necessary in order to qualify for a high school diploma.

Students who meet certain criteria may be eligible to apply to the State Board of Education for a waiver or variance. Refer to the Georgia Department of Education's Web site for more information:

[http://www.gadoe.org/pea\\_policy.aspx?PageReq=PEALearningWaivers](http://www.gadoe.org/pea_policy.aspx?PageReq=PEALearningWaivers).

## CONTENT COVERED ON THE SOCIAL STUDIES GHSGT

The **Social Studies Test Content Descriptions-GPS Version** describes the content that will appear on the Social Studies GHSGT 2010 and beyond. This document appears on the Georgia Department of Education Web site:

[Social Studies Test Content Descriptions-GPS Version](#)

The Social Studies test is made up of five sections, or domains:

**Domain 1: American Government/Civics** (approximately 18% of the test)

Questions in this domain test your knowledge of the philosophical foundations of the U.S. government and how that philosophy developed into the structure and function of the U.S. government. Also tested is your knowledge of the U.S. government's relationship to states and to its citizens.

Because of the amount of material, **U.S. History** consists of two domains, which collectively make up about half the test:

**Domain 2; U.S. History to 1865** (approximately 26% of the test)

Questions in this domain test your knowledge of major events and themes in U.S. History from early European colonization to the end of the Civil War.

**Domain 3: U.S. History since 1865** (approximately 25% of the test)

Questions in this domain test your knowledge of major events and themes in U.S. History from Reconstruction to the late 20th century.

**Domain 4: Geography** (approximately 13% of the test)

Questions in this domain test your knowledge of the importance and impact of physical and cultural geography on the development of regions throughout the world. Assessment of this domain focuses on geography content that you have had an opportunity to learn in your study of World History and U.S. History.

**Domain 5: World History** (approximately 18% of the test)

Although the GPS World History standards begin in prehistory and extend to the early 21st century, questions in this domain test your knowledge of major events and themes **beginning** with the Renaissance and Reformation period and **ending** with the second half of the 20th century.

**Map and Globe Skills** and **Information Processing Skills** are found in the test content descriptions but are not assessed as **separate** domains. These Social Studies skills are included in the content of test questions as appropriate.

## PREPARING FOR THE TEST

The Social Studies Test Content Descriptions GPS Version describes the content that you can expect to find on the test. To review what you have learned in your Social Studies courses, you may use any high school textbook that covers American Government and Civics, U.S. History, World Geography, or World History.

The sample test items that appear on pages 11–18 are representative of test items that assess content knowledge of each of the five domains. There is also a practice test of 35 questions on pages 19–33 to help you prepare to take the actual test.

Finally, you may use questions in the Georgia Online Assessment System for further practice. The following link will take you directly to the Georgia Online Assessment System: <https://www.georgiaoas.org/servlet/a2l>.

### What you will find on the test

The Social Studies test has 90 multiple-choice questions. Each question has four possible answers; only **one** of the four choices is the correct answer.

For example, if you were given this question:

1. Which factor is the **most** important to geographers studying a culture region?
  - A. climate patterns
  - B. political borders
  - C. natural resources
  - D. language families

You would select **D** as your answer, since D is the only option that describes culture.

You should be able to complete the test in 60 minutes. However, you have up to 3 hours and 10 minutes if needed.

## DEPTH OF KNOWLEDGE

The questions on the test require a range of thinking skills. You may be asked to identify, describe, explain, analyze, or evaluate important events, themes, and concepts. Some questions may involve reading a short excerpt from a primary or secondary source; others may require you to interpret a map, graph, or table.

We use the term ***Depth of Knowledge*** to describe the degree of mental processing that is necessary to answer an item correctly.

### Level 1 Depth of Knowledge

Some items will ask you to recall facts; these are **who, what, when, and where** questions. They are often connected to standards that ask you to **identify**; these questions measure your ability to **recall** important facts contained in the test content descriptions.

For example, U.S. History Standard 12b states that a student will be able to “identify the American Federation of Labor and Samuel Gompers.”

A question connected to this standard might be similar to the following:

1. Why was Samuel Gompers an important figure in the history of the U.S. labor movement?
  - A. He served as the first leader of the American Federation of Labor.
  - B. He wrote New Deal legislation protecting the rights of workers.
  - C. He published articles condemning the use of strikes by labor unions.
  - D. He led the opposition to legal restrictions on immigrant workers.

The correct answer is **A**. Based on your study of important consequences of U.S. industrial growth; you should **recall** the fact that Gompers was a founder and the first president of the American Federation of Labor.

## Level 2 Depth of Knowledge

Many questions will involve more complex mental processes than simply recalling facts. You may be asked to **describe** or **explain** people, places, events, and concepts; to demonstrate understanding of **cause** and **effect**; or to **contrast** or **compare**, **give examples**, or **classify**.

For example, World History Standard 19c states that a student will be able to “explain the arms race; include development of the hydrogen bomb (1954).”

A question connected to this standard might be similar to the following:

1. How did the effort to build a hydrogen bomb in the 1950s affect U.S.-Soviet relations?
  - A. It united scientists from both nations.
  - B. It increased the nations' fears of one another.
  - C. It led both nations to join the same treaty alliance.
  - D. It caused direct armed conflict between the nations.

The correct answer is **B**. Based on your study of the global social, economic, and political impact of the Cold War, you should be able to conclude that an **effect** of the development of the hydrogen bomb was increased tension between the Soviet Union and the United States.

### Level 3 Depth of Knowledge

You should expect to see many challenging questions on the test. Some questions will require you to **analyze** or **evaluate** information. You may be asked to **draw conclusions**; **show evidence**; **apply concepts** to new situations; **use concepts** to solve problems; **analyze** similarities and differences in issues and problems; or **make connections**.

For example, American Civics and Government Standard 6b state that a student will be able to “analyze due process of law expressed in the 5th and 14th Amendments.”

A question based on this standard may be similar to the following:

#### Use this quotation to answer question 1.

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia...

—from the Fifth Amendment  
to the U.S. Constitution

1. Which term is closely associated with the quotation?
  - A. judicial review
  - B. due process of law
  - C. popular sovereignty
  - D. separation of powers

The correct answer is **B**. You have encountered the concept of due process as you have studied civil liberties and civil rights. This question asks you to make a **connection** between the text and your knowledge of the meaning of due process.



## TAKING THE TEST

You cannot use instructional materials such as dictionaries, textbooks, or other materials while taking the test. The only exceptions are ELL students who may use word-to-word translation dictionaries if their Test Participation Plan calls for one. Furthermore, you are not permitted to use any electronic communications devices such as cell phones, PDAs, or other devices that receive, store, and/or transmit text. Please do not take these devices into the room. Students who attempt to use these devices during testing will be in danger of having their tests invalidated.

Use these strategies to help you succeed on the test:

### **Read everything carefully.**

Many of the GHSGT questions include quotations, maps, diagrams, tables, or graphs. You should read all parts of each test item very carefully, including directions, questions, and all four answer choices.

### **Remember that there are no trick questions.**

The questions are **not** designed to be tricky. If you read the entire question, including all accompanying material, and think carefully about what the question is asking, the meaning should be clear. Also, remember that each question has only one answer that content experts agree is the correct answer. However, you may be looking for the **best** answer among the choices. If so, the word **best** will be emphasized.

Sometimes questions ask you for the choice that is **not** correct among the options. Always notice words such as **not**, **except**, or **but** in the question. These words tell you to look for a choice that does not answer or complete the item stem correctly. For example, you might be asked, "Which power is **not** given to the Senate by the U.S. Constitution?" You should look for the answer that does **not** include a power of the Senate; three of the choices **will** be powers given to the Senate.

### **Consider every choice.**

From the four answer choices, you must choose the one that **best** answers the question. Some of the alternative choices (distracters) will be attractive because they include an irrelevant detail, a common misconception, or the correct information applied in the wrong way.

### **Guess intelligently.**

There is no penalty for guessing on any GHSGT. If you are not certain of the correct answer, then reread the material. If you are still uncertain, make your best guess. Guessing is easier if you can eliminate one or more distracters as clearly incorrect. Be warned, however, that many of the distracters are very attractive because they are based on common mistakes students make.

**Spend test time wisely.**

Many tests are arranged so that the easier items are first and the harder items are last. The GHSGT is not arranged in this way. Therefore, it is possible to find several difficult questions followed by a set of easier questions later. If you come to a few hard questions, do not get discouraged. It would be better to move on, answer as many questions as possible, and then go back to answer the remaining questions.

## SAMPLE ITEMS AND EXPLANATIONS

The items provided in this section are sample items. These items should be considered **examples** of the types of items that may be found for each domain on the Social Studies GHSGT.

The description of content associated with the domains is **only** a summary; please refer to the Social Studies Test Content Descriptions-GPS Version for a full explanation of what will be assessed on the Social Studies GHSGT.

### American Government/Civics

Items that address the philosophical foundations of the U.S. government will test your knowledge not only of the main ideas in the Declaration of Independence but especially in the **U.S. Constitution**. You also may expect specific questions on how the national government is organized and functions, including both general principles (for example, checks and balances) and specific features of the system established by the U.S. Constitution (for example, the steps in the legislative process). Items may test your knowledge of the rights and responsibilities of citizens (for example, the protections provided by the Bill of Rights).

#### Sample item:

1. Based on the U.S. Constitution, which development would cause a state to gain representation in the House of Representatives?
  - A. the election of a governor
  - B. the election of a president
  - C. the growth of a state's population
  - D. the creation of a new state political party

This item is connected to American Government/Civics Standard 9: "The student will explain the differences between the House of Representatives and the Senate, with emphasis on terms of office, powers, organization, leadership, and representation of each house." An important difference between the House of Representatives and the Senate is that representation in the House is based on a state's population.

The correct answer is **C**. You have studied Article I, Section 2 of the U.S. Constitution and should be familiar with the fact that the size of each state's population determines the number of representatives given to each state in the House. Options A and B are incorrect because neither governors nor the president have a role in deciding representation. Option D is incorrect because political parties affect the policy positions of a state's representatives, not the number of a state's representatives.

The item is DOK Level 1.

## U.S. History to 1865

Items that test your knowledge of this domain will include the following content:

- **The European settlement of North America during the 17th century**
- **The ways that the economy and society of British North America developed**
- **The primary causes of the American Revolution**
- **The ideological, military, and diplomatic aspects of the American Revolution**
- **Specific events and key ideas that brought about the adoption and implementation of the U.S. Constitution**
- **The impact of territorial expansion and population growth and the impact of this growth in the early decades of the new nation**
- **The process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it**
- **The relationship between growing north-south divisions and westward expansion**
- **Key events, issues, and individuals relating to the causes, course, and consequences of the Civil War**

### Sample item:

2. The term Manifest Destiny directly relates to which recurring theme in U.S. history during the 1800s?
- A. abolition
  - B. federalism
  - C. social reform
  - D. territorial expansion

This item is connected to U.S. History Standard 7b: “Describe the westward growth of the United States; include the emerging concept of Manifest Destiny.” Explaining the growth of the United States in the first half of the 19th century includes the ability to describe the meaning of Manifest Destiny.

The correct answer is **D**. The term Manifest Destiny describes an attitude that encouraged territorial expansion. Options A and C are incorrect because abolition and social reform were unrelated to Manifest Destiny, even though they were important movements during the period. Option B is incorrect because federalism refers to the system that divides power between the national government and state governments, not to Manifest Destiny.

The item is DOK Level 2.

## U.S. History since 1865

Items that test your knowledge of this domain will include the following content:

- Legal, political, and social dimensions of Reconstruction
- The economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction
- Important consequences of American industrial growth
- Major efforts to reform American society and politics in the Progressive Era
- America’s evolving relationship with the world at the turn of the 20th century
- Origins and impact of U.S. involvement in World War I
- Key developments in the aftermath of World War I
- The causes and consequences of the Great Depression
- Franklin Roosevelt’s New Deal as a response to the Depression and the ways governmental programs aided those in need
- The origins, major developments, and domestic impact of World War II, especially the growth of the federal government
- The domestic and international impact of the Cold War on the United States
- The impact of technological development and economic growth and its impact on the United States, 1945–1975
- Dimensions of the Civil Rights Movement, 1945–1970
- The impact of social change movements and organizations of the 1960s

### Sample item:

3. In 1954, which basic principle of the U.S. Constitution did the Supreme Court rule on in the case of *Brown v. Board of Education of Topeka*?
- A. trial by jury
  - B. freedom of speech
  - C. equal protection of the law
  - D. separation of church and state

This item is connected to U.S. History Standard 22c: “Explain *Brown v. Board of Education* and efforts to resist the decision.” Because you have studied dimensions of the civil rights movement, you should be familiar with the significance of this court ruling.

The correct answer is **C**. In *Brown v. Board of Education of Topeka*, the court ruled that laws establishing racially segregated schools violated the Equal Protection Clause of the Fourteenth Amendment. Options A, B, and D are incorrect because they identify principles guaranteed by the Bill of Rights but were not the subject of this ruling.

The item is DOK Level 2.

## Geography

Some items connected with this domain will test your general knowledge of the physical and cultural aspects of geography. You may be asked about how **physical** and **human characteristics** can be used to describe a place and how these characteristics interrelate; how **cultural characteristics** can be used to describe a place; or how the culture of a region is influenced by the region's physical characteristics.

### Sample item:

4. To divide places on Earth based on physical features, geographers commonly group places into
  - A. regions.
  - B. cultures.
  - C. locations.
  - D. countries.

This item is connected to World Geography Standard 1a: "Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place." The item measures your broad understanding of an important theme in geography. In your study of the world and of the United States, you have encountered the concept of regions defined by their physical characteristics.

The correct answer is **A**. Option B is incorrect because human cultures are not physical features. Option C is incorrect because locations are a different theme in geography, not directly related to physical features. Option D is incorrect because countries relate to political divisions.

The item is DOK Level 1.

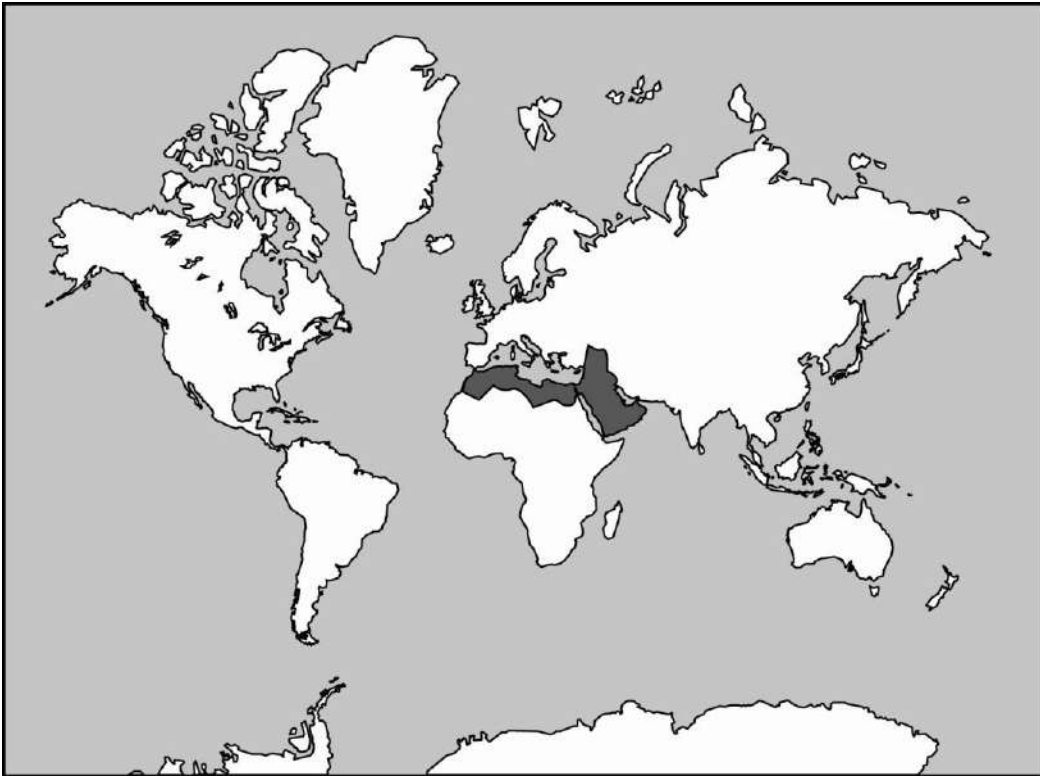
Other items will be more specific; they will ask you to describe physical features of particular regions of the world and to explain how the features have impacted human development. The following regions are identified in the test content description:

- **North Africa/Southwest Asia**
- **South Asia, Southeastern Asia, and Eastern Asia**
- **Europe**
- **Latin America**
- **The United States**

Items will address knowledge that you will have had an opportunity to learn during your study of the history of the world and the United States.

Sample item:

Use this map to answer question 5.



5. Which factor has had the **greatest** influence on shaping human culture in the shaded region on the map?
- A. religion
  - B. agriculture
  - C. urbanization
  - D. democratization

This item is connected to World Geography Standard 3e: “Explain the impact of Judaism, Christianity, and Islam on the development of [contemporary Northern Africa and Southwest Asia’s] culture.” You have studied 20th century political events including ethnic conflicts and new nationalisms (World History Standards 19 and 20). You should be familiar with the influence of Islam in the shaded region on the map.

The correct answer is **A**. Religion is the factor that has had the greatest influence on the culture of North Africa and Southwest Asia. Option B is incorrect because agriculture has not been a formative influence on culture **throughout** the region. Options C and D are incorrect because much of the region is not industrialized, and the growth of democracy has not had an impact on culture comparable to that of religion.

The item is DOK Level 3.



## World History

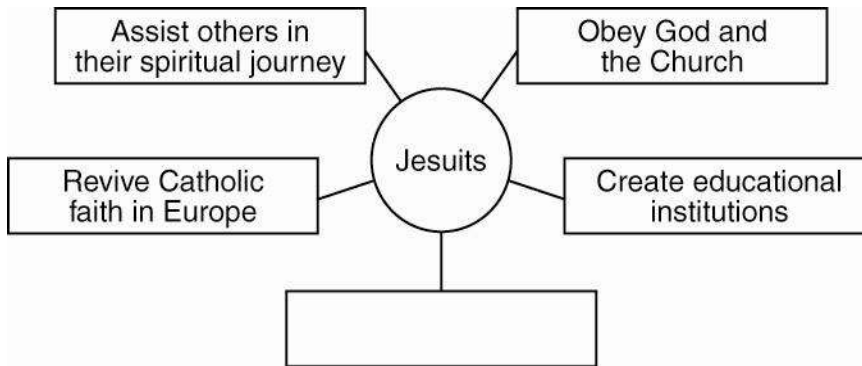
Items that test your knowledge of this domain will include the following content:

- **Change and continuity in the Renaissance and Reformation**
- **The impact of the Age of Discovery**
- **The intellectual, political, social, and economic factors that changed the world view of Europeans**
- **The Age of Revolutions and Rebellions**
- **Long-term causes of World War I and its global impact**
- **The major political and economic factors that shaped world societies between World War I and World War II**
- **The global political, economic, and social impact of World War II**
- **The global social, economic, and political impact of the Cold War and decolonization, 1945–1989**
- **Change and continuity in the world since the 1960s to the end of the 20th century**
- **Globalization in the contemporary world (up to the end of the 20th century)**

Some questions on the test will ask you to choose information to correctly complete a diagram.

**Sample item:**

**Use this diagram to answer question 6.**



6. Which phrase correctly completes the diagram of Jesuit goals?
- A. Limit the power of the pope
  - B. Undertake missionary activity
  - C. Encourage democratic reform
  - D. Achieve peace with Protestantism

This item is connected to World History Standard 9e: “Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.” Because the curriculum you have studied requires you to analyze continuity and change during the Renaissance and Reformation, you should be able to describe an important goal of the Jesuits.

The correct answer is **B**. The Jesuits worked to promote the Roman Catholic Church by undertaking missionary activity throughout the world. Option A is incorrect because the Jesuits were strong supporters of papal power. Option C is incorrect because the Jesuits did not promote democracy during this period. Option D is incorrect because the Jesuits did not seek agreement with Protestants at the time of the Counter Reformation.

The item is DOK Level 1.

## PRACTICE QUESTIONS

**Directions:** These questions are representative of some of the types of questions you will answer on the Social Studies GHSGT. Read each question carefully. Then, read each answer choice and select the correct answer. When you are finished, check your answers on pages 34–40.

1. The U.S. Constitution gives state governments the authority to be involved in all of the following areas **except**
  - A. tax collection.
  - B. public education.
  - C. treaty negotiation.
  - D. highway construction.
  
2. What was the result of the decline of immigration from Europe to the United States during World War I?
  - A. Both political parties called for the end of isolationist policies.
  - B. Legal barriers to immigration from Asian countries were removed.
  - C. Large numbers of African American workers moved north to take industrial jobs.
  - D. American industry declined because of the loss of the immigrant workforce.

**Use this quotation to answer question 3.**

And reason...teaches all mankind who will but consult it, that being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions.

—John Locke, *Second Treatise of Civil Government*, 1689

3. Which American document was **most** influenced by the ideas and language expressed by Locke in the quotation?
  - A. the U.S. Constitution
  - B. the Mayflower Compact
  - C. the Articles of Confederation
  - D. the U.S. Declaration of Independence
  
4. Which event changed the political landscape of the Middle East in 1948?
  - A. the U.S. seizure of oil fields
  - B. the British takeover of Palestine
  - C. the creation of the state of Israel
  - D. the collapse of the Ottoman Empire
  
5. President John Adams became involved with which U.S. foreign-policy issue in the late 1790s?
  - A. purchasing the Louisiana Territory
  - B. avoiding full-scale war with France
  - C. strengthening the Monroe Doctrine
  - D. arranging for the annexation of Texas

6. Which factor do geographers **most commonly** study to learn about the culture of a nation?
- A. the political borders of a nation
  - B. the geographical size of a nation
  - C. the religious practices of a nation's population
  - D. the technological abilities of a nation's population
7. What is the **main** purpose of the national conventions that the Republican and Democratic parties hold every four years?
- A. to organize state primaries
  - B. to develop legislative strategies
  - C. to caucus about foreign-policy issues
  - D. to nominate presidential candidates
8. How did Copernicus's writings during the 1500s help change the European world view?
- A. by challenging European ideas about the universe
  - B. by claiming that all human beings were born with natural rights
  - C. by discouraging the use of reason to examine traditional Church teachings
  - D. by encouraging European explorers to search for new ocean routes to Asia

9. Which principle of U.S. government did the Nullification Crisis of 1832 directly challenge?
- A. federalism
  - B. judicial review
  - C. popular sovereignty
  - D. checks and balances
10. Which geographical factor **most** helped Spain and Portugal establish new colonies during the Age of Discovery?
- A. their diverse cultural practices
  - B. their large population densities
  - C. their abundance of precious metals
  - D. their access to commercial waterways
11. Which issue was brought to U.S. public awareness by Rachel Carson's book *Silent Spring* in 1962?
- A. labor conditions
  - B. atomic weapons
  - C. racial segregation
  - D. environmental pollution

12. What was the function of the mandate system created by the League of Nations after World War I in 1919?
- A. to rebuild the urban centers of Japan
  - B. to collect war reparations from Germany
  - C. to manage the former territories of the Ottoman Empire
  - D. to maintain a new European alliance against the Soviet Union

**Use this list to answer question 13.**

- The Sons of Liberty
- The Daughters of Liberty
- The committees of correspondence

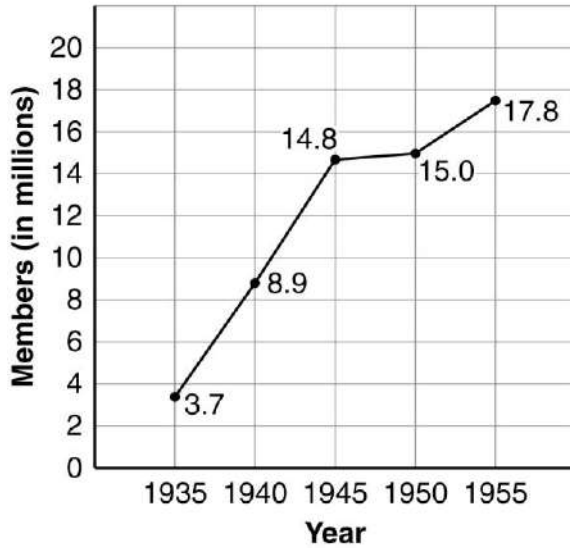
13. Which issue caused British colonists to form the organizations in the list?
- A. The British Parliament had passed a series of taxes on its North American colonies.
  - B. Native Americans had attacked British colonial outposts within the Northwest Territory.
  - C. British naval vessels had seized colonial ships and forced colonial sailors into service in the British navy.
  - D. Armed slave rebellions had begun throughout the British colonies to end the continued practice of slavery.

14. Which government body acts as the jury in an impeachment trial in the United States?
- A. the Senate
  - B. the Cabinet
  - C. the Supreme Court
  - D. the House of Representatives
15. Which industry did John D. Rockefeller monopolize during the late 1800s?
- A. the oil industry
  - B. the steel industry
  - C. the railroad industry
  - D. the meatpacking industry
16. What is the primary function of leaders within the legislative branch of the U.S. federal government?
- A. to introduce bills proposed by the president
  - B. to advance the goals of their political parties
  - C. to carry out federal laws passed by both houses of Congress
  - D. to confirm the constitutionality of bills with the Supreme Court



Use this graph to answer question 17.

**Union Membership in the United States, 1935 - 1955**



17. Which development directly contributed to the increase shown in the graph?
- A. Social Security
  - B. the Wagner Act
  - C. the Marshall Plan
  - D. the Roosevelt Corollary
18. In which movement did King Henry VIII play a significant role during the 1500s?
- A. the Enlightenment
  - B. the Great Awakening
  - C. the English Reformation
  - D. the Industrial Revolution

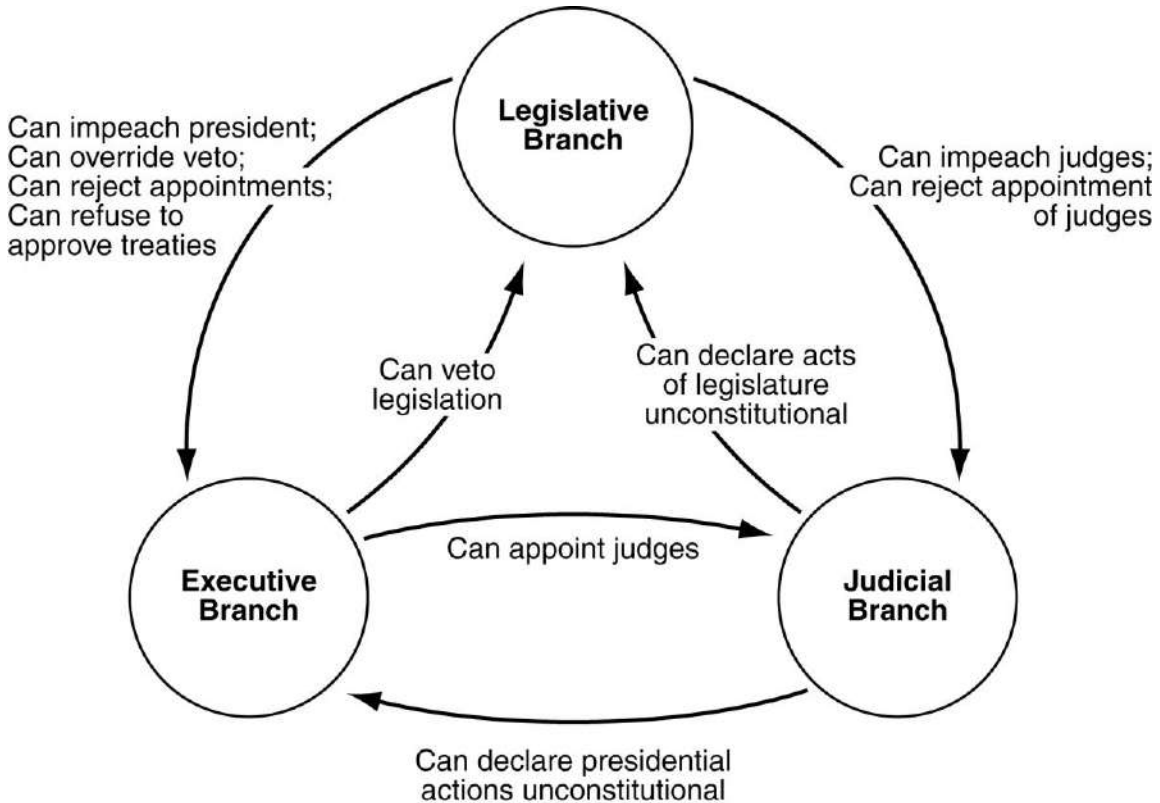
19. What was the historical context of the 1896 U.S. Supreme Court case *Plessy v. Ferguson*?

- A. Business entrepreneurs had formed monopolies in key U.S. industries.
- B. Labor unions had organized large-scale workers' strikes throughout the nation.
- C. Southern states had passed Jim Crow laws to limit the rights of African Americans.
- D. Congress had established restrictions on Chinese immigration to the United States.

20. What was an important impact of the astrolabe in Europe during the 1500s and 1600s?

- A. It helped engineers use Newton's laws to invent new machines.
- B. It improved the ability of explorers to navigate across far distances.
- C. It increased the efficiency of book printing through the use of movable type.
- D. It provided new evidence that supported Kepler's laws of planetary motion.

Use this diagram to answer question 21.



21. Which principle of U.S. government is illustrated by the diagram?
- A. federalism
  - B. republicanism
  - C. popular sovereignty
  - D. checks and balances
22. Which term **best** describes the period during which white male suffrage greatly expanded in the United States?
- A. Manifest Destiny
  - B. the Enlightenment
  - C. the Great Awakening
  - D. Jacksonian Democracy

23. Which geographical factor **most** contributed to economic growth in the northeastern United States?
- A. rich farmlands
  - B. mild climate conditions
  - C. access to commercial routes
  - D. isolation from foreign invasions
24. The passage of the Eighteenth Amendment to the U.S. Constitution in 1919 established
- A. the prohibition of alcohol.
  - B. the direct election of senators.
  - C. the right of labor unions to organize.
  - D. the power of voters to remove an elected official.
25. Which political ideology directly contributed to the Holocaust of the mid-1900s?
- A. Nazism
  - B. liberalism
  - C. anarchism
  - D. Bolshevism

Use this diagram to answer question 26.



26. Which statement correctly completes the diagram?

- A. Nathaniel Bacon's Rebellion began.
- B. The Virginia Company was formed.
- C. The British captured New Amsterdam.
- D. The Rhode Island colony was founded.

27. What is the purpose of the first 10 amendments to the U.S. Constitution?

- A. to limit the federal government's powers
- B. to expand the courts' authority to review federal laws
- C. to guarantee citizens' voting rights regardless of race or gender
- D. to establish checks and balances between the executive and legislative branches

28. Which physical characteristic of colonial New York directly affected its economic development during the late 1600s?
- A. its vast gold and silver deposits
  - B. its large harbor and river systems
  - C. its poor soil quality and dry climate
  - D. its mountainous terrain and geographical isolation
29. Which development directly resulted from the Soviet Union's launch of Sputnik I?
- A. the beginning of the space race
  - B. the creation of the Marshall Plan
  - C. the U.S. entry into the Korean War
  - D. the shift in U.S. policy toward détente

Use this table to answer question 30.

**U.S. Postwar Aid to  
Western European Nations  
1947-1951**

Country	Dollars
Great Britain	\$3,297,000,000
France	\$2,296,000,000
Germany	\$1,448,000,000
Italy	\$1,204,000,000
Netherlands	\$1,128,000,000

30. What was the historical context of the data shown in the table?

- A. the U.S. strategy to remain neutral in future conflicts
- B. the U.S. attempt to contain the spread of communism
- C. the U.S. plan to counteract the growth of global terrorism
- D. the U.S. effort to limit the development of atomic technology

31. Which natural resource is **most** important for the growth of human populations?

- A. oil reserves
- B. precious gems
- C. iron ore deposits
- D. groundwater supplies

32. Which idea from Social Contract Theory is expressed within the U.S. Declaration of Independence?

- A. Congress must consist of two legislative houses.
- B. Political term limits are necessary for all elected officials.
- C. Government authority comes from the consent of the governed.
- D. Individual citizens must be protected by a federal bill of rights.

33. What was the importance of the Monroe Doctrine of 1823?

- A. It reinforced tensions between pro-slavery and anti-slavery factions in the United States.
- B. It authorized the creation of a permanent professional military to defend the United States.
- C. It established the U.S. policy of preventing other nations from interfering in Latin America.
- D. It proclaimed the U.S. intention of expanding its political borders westward to the Pacific Ocean.



34. What was the significance of the career of Henry Ford during the early 1900s?
- A. He strongly influenced the early development of jazz music.
  - B. He exposed corrupt business practices as a muckraking journalist.
  - C. He founded a large labor union that favored the use of collective bargaining.
  - D. He made automobiles more affordable through new mass-production techniques.

**Use this list to answer question 35.**

<p style="text-align: center;"><b>Developments Contributing to the French Revolution</b></p> <ul style="list-style-type: none"><li>• Popular resentment over the privileges of the aristocracy grew.</li><li>• A collapsing French economy caused extreme poverty within the population.</li><li>• _____ <b>???</b> _____</li></ul>
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35. Which development correctly completes the list?
- A. The slave population of Haiti began a successful revolt.
  - B. The American colonies won their independence from Great Britain.
  - C. The popularity of Catholicism increased among French peasants.
  - D. The influence of Enlightenment ideas declined among French thinkers.

## ANSWERS AND EXPLANATIONS TO PRACTICE QUESTIONS

Question Number	Domain	Standard and Element	DOK Level	Correct Answer	Explanation
1	American Government / Civics	5d	2	C	The correct answer is <b>C</b> . The U.S. Constitution does not give state governments the authority to negotiate treaties with foreign nations.
2	U.S. History since 1865	15b	2	C	The correct answer is <b>C</b> . Large numbers of African American workers moved north to take industrial jobs that became available as a result of immigration restrictions and thousands of Americans fighting abroad in World War I.
3	U.S. History to 1865	4a	3	D	The correct answer is <b>D</b> . The philosophical ideas expressed by John Locke in the quotation greatly influenced the political beliefs of Great Britain's American colonists during the 1700s. The American document most directly influenced by Locke's language and ideas during this time was the U.S. Declaration of Independence.
4	World History	19b	2	C	The correct answer is <b>C</b> . The creation of Israel has had an enormous impact on politics in the Middle East, starting with the 1948 Arab-Israeli War.
5	U.S. History to 1865	5e	2	B	The correct answer is <b>B</b> . During John Adams's presidency, tensions increased between the United States and France. President Adams faced the challenge of avoiding involvement in the conflict between Great Britain and France.
6	Geography	2d	2	C	The correct answer is <b>C</b> . Geographers most commonly study the religious practices of a nation's population to learn about the culture of that nation.

Question Number	Domain	Standard and Element	DOK Level	Correct Answer	Explanation
7	American Government / Civics	8b	1	D	The correct answer is <b>D</b> . The national conventions held by the two political parties are an essential part of the nomination process.
8	World History	13a	2	A	The correct answer is <b>A</b> . Before Copernicus, Europeans believed that Earth existed at the center of the universe. Copernicus's heliocentric (or "sun-centered") theory argued that the sun existed at the center of the universe.
9	U.S. History to 1865	8c	3	A	The correct answer is <b>A</b> . During the Nullification Crisis of 1832, South Carolina claimed that it had a legal right to nullify any federal law that it decided was unconstitutional. This challenged the power granted to the national government in the federalist system established by the U.S. Constitution.
10	Geography	6c	2	D	The correct answer is <b>D</b> . Spain and Portugal's easy access to commercial sea routes most affected their ability to establish new colonies during the Age of Discovery.
11	U.S. History since 1865	24e	1	D	The correct answer is <b>D</b> . Rachel Carson's 1962 book <i>Silent Spring</i> documented the effects of pesticides on the environment. It inspired widespread public concern in the United States over environmental pollution and helped launch the modern environmentalist movement.

Question Number	Domain	Standard and Element	DOK Level	Correct Answer	Explanation
12	World History	16c	1	C	The correct answer is <b>C</b> . The mandate system was created by the League of Nations after World War I to manage former territories of Imperial Germany and the Ottoman Empire.
13	U.S. History to 1865	3b	2	A	The correct answer is <b>A</b> . The Sons of Liberty, the Daughters of Liberty, and the committees of correspondence were all formed as colonial responses to British taxation of its North American colonies.
14	American Government / Civics	14a	1	A	The correct answer is <b>A</b> . The U.S. Senate acts as the jury in the trial of an impeached federal official.
15	U.S. History since 1865	11c	1	A	The correct answer is <b>A</b> . During the late 1800s, John D. Rockefeller's Standard Oil Company gained a monopoly over the U.S. oil industry.
16	American Government / Civics	10b	2	B	The correct answer is <b>B</b> . The primary function of leaders within the legislative branch of the U.S. federal government is to advance the goals and issues of their political parties.
17	U.S. History since 1865	18b	3	B	The correct answer is <b>B</b> . The National Labor Relations Act, or Wagner Act, was passed in 1935 as part of President Franklin D. Roosevelt's New Deal. It protected the rights of workers to form labor unions and engage in collective bargaining. As a result, union membership rose dramatically in the United States.

Question Number	Domain	Standard and Element	DOK Level	Correct Answer	Explanation
18	World History	9f	2	C	The correct answer is <b>C</b> . King Henry VIII played a significant role in the English Reformation by separating the Church of England from the Catholic Church in 1534.
19	U.S. History since 1865	13c	2	C	The correct answer is <b>C</b> . After the U.S. Civil War, Southern states began passing Jim Crow laws that legitimized racial segregation in public schools and other facilities. The Supreme Court's 1896 ruling in <i>Plessy v. Ferguson</i> upheld the constitutionality of Jim Crow laws under the doctrine of "separate but equal."
20	World History	10c	2	B	The correct answer is <b>B</b> . The astrolabe is an astronomical instrument used by European explorers during the 1500s and 1600s to determine a ship's latitude. This improved the ability of explorers to navigate far distances during this time.
21	American Government / Civics	3c	2	D	The correct answer is <b>D</b> . The system of checks and balances between the three branches of the U.S. federal government is illustrated by the diagram.
22	U.S. History to 1865	7e	2	D	The correct answer is <b>D</b> . The voting rights of white male citizens who did not own land expanded greatly in the United States during the administration of President Andrew Jackson. Jackson's presidency initiated the period known as Jacksonian Democracy, which emphasized the political power of the "common man."
23	Geography	8d	2	C	The correct answer is <b>C</b> . Access to commercial routes has most contributed to the early economic growth of the northeastern United States.

Question Number	Domain	Standard and Element	DOK Level	Correct Answer	Explanation
24	U.S. History since 1865	15d	1	A	The correct answer is <b>A</b> . The Eighteenth Amendment to the U.S. Constitution prohibited the consumption or manufacture of alcohol in the United States with its passage in 1919. It was later repealed with the passage of the Twenty-first Amendment in 1933.
25	World History	18b	2	A	The correct answer is <b>A</b> . Anti-Semitism, or prejudice against people of Jewish origin, was a significant part of the political ideology of the Nazis. This ideological belief directly contributed to the Holocaust of World War II, during which approximately six million European Jews were killed.
26	U.S. History to 1865	1b	2	D	The correct answer is <b>D</b> . Roger Williams founded the Rhode Island Colony in 1636 after being expelled from Massachusetts by the Puritan government for his religious beliefs.
27	American Government / Civics	6a	2	A	The correct answer is <b>A</b> . The purpose of the first 10 amendments to the U.S. Constitution, known as the Bill of Rights, is to limit the ability of the federal government to restrict individual rights and states' rights.
28	U.S. History to 1865	1e	2	B	The correct answer is <b>B</b> . Colonial New York's along water trade routes directly impacted its development as a commercial center during the late 1600s.

Question Number	Domain	Standard and Element	DOK Level	Correct Answer	Explanation
29	U.S. History since 1865	21d	2	A	The correct answer is <b>A</b> . The Soviet launch of the first artificial satellite into orbit in 1957 marked the beginning of the space race between the Soviet Union and the United States.
30	U.S. History since 1865	20a	3	B	The correct answer is <b>B</b> . The data in the table shows U.S. economic aid to allied European countries as part of the Marshall Plan after World War II. The goal of this plan was to help allied European countries rebuild and to support the U.S. foreign policy of containing the spread of communism.
31	Geography	1c	2	D	The correct answer is <b>D</b> . Access to groundwater supplies is the most important factor affecting the growth and sustainability of human populations.
32	American Government / Civics	2a	2	C	The correct answer is <b>C</b> . Part of Social Contract Theory is the idea that government authority comes from the consent of the governed. This is a fundamental idea expressed in the U.S. Declaration of Independence.
33	U.S. History to 1865	6e	2	C	The correct answer is <b>C</b> . President James Monroe established the Monroe Doctrine in 1823. This policy stated that no other nation should attempt to further colonize Latin America or interfere with Latin American affairs.

Question Number	Domain	Standard and Element	DOK Level	Correct Answer	Explanation
34	U.S. History to 1865	16b	1	D	The correct answer is <b>D</b> . Henry Ford was an automobile manufacturer whose revolutionary mass-production techniques helped greatly reduce the cost of automobiles during the early 1900s.
35	World History	14b	3	B	The correct answer is <b>B</b> . French military support during the successful American Revolution was a development that directly contributed to the later outbreak of the French Revolution in 1789.