This section of the textbook helps you develop and practice the skills you need to study history and to take standardized tests. Part 1, *Strategies for Studying History*, takes you through the features of the textbook and offers suggestions on how to use these features to improve your reading and study skills.

Part 2, *Test-Taking Strategies and Practice*, offers specific strategies for tackling many of the items you’ll find on a standardized test. It gives tips for answering multiple-choice, constructed-response, extended-response, and document-based questions. In addition, it offers guidelines for analyzing primary and secondary sources, maps, political cartoons, charts, graphs, and time lines. Each strategy is followed by a set of questions you can use for practice.

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Part 1: Strategies for Studying History

Reading is the central skill in the effective study of history or any other subject. You can improve your reading skills by using helpful techniques and by practicing. The better your reading skills, the more you’ll remember of what you read. Below you’ll find several strategies that involve built-in features of *The Americans*. Careful use of these strategies will help you learn and understand history more effectively.

**Preview Chapters Before You Read**

Each chapter begins with a two-page chapter opener. Study the chapter opener to help you get ready to read.

1. **Read the chapter title.** Look for clues that indicate what will be covered in the chapter.
2. **Look at the chapter-opening visual.** Try to identify the theme or themes of the chapter based on this illustration.
3. **Preview the time line.** Note the years that the chapter covers and identify the important events that took place in the United States and across the world during this time period.
4. **Study the *Interact with History* feature.** Examine the major issues discussed in the chapter by answering the questions.
Preview Sections Before You Read

Each chapter consists of three, four, or five sections. These sections focus on shorter periods of time or on particular historical themes. Use the section openers to help you prepare to read.

1. Study the sentences under the headings **Main Idea** and **Why It Matters Now**. These tell you what’s important in the material that you’re about to read.

2. Preview the **Terms & Names** list. This will give you an idea of the issues and personalities you’ll encounter in the section.

3. Read **One American’s Story** and **A Personal Voice** within it. These provide one individual’s view of an important issue of the time.

4. Notice the structure of the section. **Blue** heads label the major topics; **red** subheads signal smaller topics within a major topic. Together, these heads give you a quick outline of the section.

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### World War I Begins

**Main Idea**

The United States enters World War I.

**Why It Matters Now**

The United States played a crucial role in the outcome of World War I.

### Terms & Names

- nationalism
- militarism
- Allies
- Central Powers
- Archduke Franz Ferdinand

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**One American’s Story**

"There came to our nation the most significant event in the last war, because war is not going to end. It will not end. At the time that the first women in Congress should vote for the first time, that the first time the first woman had a chance to say no to her male boss—"

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**Causes of World War I**

Although many Americans wanted to stay out of the war, several factors made American neutrality difficult to maintain. As an industrial and imperial power, the United States was aware of the situation that had led to the outbreak of European crises, demonstrating to the world that it was a mature nation capable of playing a significant role in world affairs.

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**Nationalism** Throughout the 19th century, politics in the Western world was deeply influenced by the concept of nationalism as a reflection of the nation and its cultural values. Often, nationalism led to conflicts and even wars between countries that were nationalistic in nature. The crisis in Egypt, which led to the Suez Crisis, was an example of this. In 1921, Britain and Austria-Hungary were both influenced by nationalism.

**Militarism** The idea that nations could gain power through the use of military force was a major factor in the outbreak of World War I. Some nations, such as Germany, placed a high priority on military preparedness, believing that this was necessary for national security. In contrast, other nations, such as France, were more concerned with diplomacy and international relations. However, the great powers eventually came to a consensus on the need for military might, and World War I began.

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**Allied Powers** By 1917, there were two major powers in the war: the United States and the Allied Powers, consisting of France, Britain, and Italy. The Triple Alliance consisted of Germany, Austria-Hungary, and Italy.
Use Active Reading Strategies As You Read

Now you're ready to read the chapter. Read one section at a time, from beginning to end.

1. Try to visualize the people, places, and events you read about. Studying illustrated features, such as Key Player, and other visual materials, such as Science & Technology, will help you do this.

2. Look for the story behind the events. Read Background notes for additional information on particular events.

3. Skim the pages of the section to find key words. Use the Vocabulary notes in the margin to find the meaning of unfamiliar terms.

4. Ask and answer questions as you read. Look for the Main Idea questions in the margin. Answering these will show you understand what you have just read.

**Key Player**

The American Expeditionary Force (AEF), led by General John J. Pershing, included men who had been trained in the European armed forces. American soldiers were over 18 years old, and had served in the various regiments of the United States Army, which had been organized under the command of the United States Army. The AEF included men from departments of the United States, such as the Navy, the Air Force, and the Marine Corps.

**Science & Technology**

The AEF included men who had been trained in the United States Army, which had been organized under the command of the United States Army. The AEF included men from departments of the United States, such as the Navy, the Air Force, and the Marine Corps.

**Main Idea**

Analyzing Effects: What were the physical and psychological effects of this new kind of warfare?
Review and Summarize What You Have Read

When you finish reading a section, review and summarize what you’ve read. If necessary, go back and reread information that was not clear the first time through.

1. Look again at the blue heads and red subheads for a quick summary of the major points covered in the section.
2. Study any maps and charts in the section. These visual materials usually provide a condensed version of information in the section.
3. Complete all the questions in the Section Assessment. This will help you think critically about the material you’ve just read.

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American Troops Go on the Offensive

When Roosevelt pulled out of the war in 1917, the Germans shifted their advance to the western front to increase their pressure on the Allies. The Allies decided to take advantage of this situation and launched a series of offensives against the Central Powers. In September, U.S. forces began to suffer significant casualties against the Germans at Ypres and in the Meuse-Argonne area.

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The Legacy of the War

When World War I ended, many Americans believed that the war had brought about a new era of peace, democracy, and progress. However, the war had also brought about significant changes in society and politics. The war had accelerated the process of economic and social change, leading to a rise in industrialization, urbanization, and consumerism.

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Domestic Consequences of World War I

- accelerated America’s emergence as the world’s greatest industrial power
- contributed to the movement of African Americans to Northern cities
- intensified anti-immigrant and antiradical sentiments among mainstream Americans
- brought over one million women into the workforce
Part 2: Test-Taking Strategies and Practice

You can improve your test-taking skills by practicing the strategies discussed in this section. First, read the tips on the left-hand page. Then apply them to the practice items on the right-hand page.

Multiple Choice

A multiple-choice question consists of a stem and a set of alternatives. The stem usually is in the form of a question or an incomplete sentence. One of the alternatives correctly answers the question or completes the sentence.

1. In 1942, the Allied forces included all of the following except
   A the United States.
   B Great Britain.
   C Germany.
   D the Soviet Union.

2. In June 1944, General Dwight D. Eisenhower oversaw the Allied invasion of
   A Africa.
   B Italy.
   C France.
   D all of the above

3. To win the fight against Japan in the Pacific, the Allies
   A focused on Japanese bases on certain islands.
   B ignored island bases and invaded Japan directly.
   C set a trap by inviting an attack on Australia.
   D concentrated on Japanese forces in China.

4. After World War II ended, the Allies divided Germany into different zones controlled by
   A Great Britain, France, the United States, and Japan.
   B Great Britain, France, the United States, and the Soviet Union.
   C the United States alone.
   D all the countries of Europe.

Take care with questions that contain words like except and not. Here, you are asked to identify the nation that was not a member of the Allies. If you select All of the above, make sure all of the alternatives are, indeed, correct.

Answers: 1 (C), 2 (C), 3 (A), 4 (B)
Directions: Read each question carefully and choose the best answer from the four alternatives.

1. During the American Revolution, women undertook all of the following tasks except
   A making ammunition and uniforms.
   B cooking for the troops.
   C serving in the Continental government.
   D fighting in the army.

2. Which American leader or leaders negotiated the Treaty of Paris of 1783?
   A George Washington and Thomas Jefferson
   B Benjamin Franklin and John Adams
   C Thomas Jefferson alone
   D Benjamin Franklin alone

3. As a result of the Treaty of Paris of 1898, which ended the Spanish-American War, the United States gained control of
   A Panama.
   B Hawaii.
   C Puerto Rico.
   D Cuba.

4. Political reforms urged by Progressives included
   A recall, or the power to remove officials from office.
   B direct election of senators by popular vote.
   C initiative, or the right of people to propose laws.
   D all of the above
Primary Sources

Primary sources are written or made by people who were at a historical event, either as observers or participants. Primary sources include journals, diaries, letters, speeches, newspaper articles, autobiographies, wills, deeds, and financial records.

1. Look at the source line to learn about the document and its author. Consider the reliability of the information in the document.

2. Skim the document to get an idea of what it is about.

3. Use active reading strategies. As you read, ask yourself questions, review sequence, and make predictions. (Here, for example, the first sentences make the sequence of events clear.)

4. As you read, look for the main idea. This is the writer’s most important point. Remember that supporting details or arguments will back up this idea.

5. Use context clues to help you understand unfamiliar words. (Here the content of the rest of the paragraph suggests that enumeration means “a count” or “a listing.”)

6. Before rereading the document, skim the questions. Previewing the questions will help focus your reading.

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The San Francisco Earthquake

On Wednesday morning at a quarter past five came the earthquake. A minute later the flames were leaping upward. In a dozen different quarters south of Market Street, in the working-class ghetto, and in the factories, fires started. There was no opposing the flames. There was no organization, no communication. All the cunning adjustments of a twentieth century city had been smashed by the earthquake. . . . The steel rails were twisted into perpendicular and horizontal angles. The telephone and telegraph systems were disrupted. And the great water mains had burst. All the shrewd contrivances and safeguards of man had been thrown out of gear by thirty seconds’ twitching of the earth-crust. . . .

An enumeration of the buildings destroyed would be a directory of San Francisco. An enumeration of the buildings undestroyed would be a line and several addresses. An enumeration of the deeds of heroism would stock a library. . . . The number of the victims of the earthquake will never be known.


1. Based on the information in the passage, which of the following does not describe conditions following the 1906 earthquake in San Francisco?

A. Fires spread to many parts of the city.
B. Communication lines remained intact.
C. Municipal water pipes broke.
D. Rail lines were disrupted.

2. Which sentence best expresses the main idea of the passage?

A. “A minute later the flames were leaping upward.”
B. “The number of the victims of the earthquake will never be known.”
C. “All the cunning adjustments of a twentieth-century city had been smashed by the earthquake.”
D. “The telephone and telegraph systems were disrupted.”

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answers: 1 (B), 2 (C)
Directions: Use this passage, from an article by women’s rights advocate Amelia Bloomer, and your knowledge of U.S. history to answer questions 1 through 4.

It is objected that it does not belong to woman’s sphere to take part in the selection of her rulers, or the enactment of laws to which she is subject.

This is mere matter of opinion. Woman’s sphere, like man’s sphere, varies according to . . . the circumstances in which she may be placed. A vast majority of the British nation would deny the assumption that Queen Victoria is out of her sphere in reigning over an empire of an hundred and fifty millions of souls! . . .

But, again, one says votes would be unnecessarily multiplied, that women would vote just as the men do, therefore the man’s vote will answer for both. Sound logic, truly! But let us apply this rule to men. Votes are unnecessarily multiplied now by so many men voting; a few could do it all, [rather than taking] the mass of men from their business and their families to vote. . . .

Again, another says, “It has always been as now; women never have had equal rights, and that is proof that they should not have.” Sound logic again! . . . But whence did man derive this right [to vote], and how long has it been enjoyed? . . .

Must we continue to cling to old laws and customs because they are old? Why then did not [the American] people remain subject to kings?

—Amelia Bloomer, “Woman’s Right to the Ballot” (1895)

1. Bloomer’s essay was part of the campaign to establish
   A temperance.
   B woman suffrage.
   C urban reform.
   D child labor laws.

2. Bloomer uses the example of Queen Victoria to show that
   A some countries accept that women can have a role in government.
   B the best monarchs are women.
   C a monarchy is preferable to democratic government.
   D people should follow traditional practices.

3. When Bloomer uses the phrase “sound logic,” she is
   A agreeing with the argument offered.
   B pretending to agree with the argument offered.
   C stating her true opinion.
   D suggesting that the argument is logical.

4. Bloomer rejects the argument that things should remain the way they have always been by saying that if tradition were so important,
   A Victoria would not be queen.
   B women would have the vote already.
   C women would vote exactly as men do.
   D America would still be ruled by kings.
Secondary Sources

Secondary sources are written or made by people who were not at the original events. They often combine information from several primary sources. The most common types of written secondary sources are history books and biographies.

1. Use the title to preview the content of the passage. (The title here signals that the passage is about the courses of action open to President Richard Nixon in Vietnam.)

2. Look at the topic sentences of paragraphs. These, too, indicate what the content will be.

3. Use context clues to help you understand unfamiliar words. (From the discussion of the options, you can tell that flawed means that each one had problems.)

4. Read actively by asking yourself questions. (After learning Nixon’s four options, you might ask yourself: “How did he overcome these problems?”)

5. Look for words like because, since, or as a result that indicate cause-effect relationships.

6. Before rereading the passage, skim the questions to identify the information you need to find.

President Nixon’s Options in Vietnam

When he became president, Richard Nixon had four options regarding the ongoing conflict in Vietnam, each of which was seriously flawed. He could continue to fight an all-out war, but that effort was clearly not working. He could intensify the war by invading the north, but such a step would increase antiwar sentiment at home. He could withdraw American troops, but other countries might see that as a sign of weakness. He could try to negotiate a peace, but North Vietnam was not willing to give up its claim to the south.

Nixon chose not one option but a combination. He announced that American troops would leave Vietnam. However, he made the pullout gradual and increased military aid to South Vietnam. As a result, Nixon continued the war and avoided a show of weakness. He also pursued peace talks with North Vietnam. At the same time, though, he pressured the North to reach an agreement through an intensified bombing campaign and attacks on North Vietnamese bases in Cambodia.

1. From the first sentence of the passage, it is clear that the
   A. war in Vietnam was coming to an end.
   B. war was being fought when Nixon took office.
   C. United States was fighting South Vietnam.
   D. United States was winning in Vietnam.

2. Which of the following options was undesirable for domestic political reasons?
   A. invading North Vietnam
   B. negotiating a peace
   C. pulling troops out of Vietnam
   D. all of the above

answers: 1 (B), 2 (A)
The Mid-1800s—Working for Reform

Some reformers, like Horace Mann of Massachusetts, campaigned for better education. He and others improved public schools. Dorothea Dix protested how the mentally ill were treated. She persuaded many state governments to give these people more humane care. Other women launched the temperance movement to stop the drinking of alcohol. They believed that alcohol was the root of nearly all social ills.

Abolitionists began to agitate for an end to slavery. Powerful writers like William Lloyd Garrison were joined by Frederick Douglass—who had escaped from slavery—and women like Angelina and Sarah Grimké in the campaign for abolition. Some abolitionists also demanded rights for women. At the Seneca Falls Convention in 1848, Elizabeth Cady Stanton introduced her declaration of women’s rights. Its ringing words, borrowed in part from the Declaration of Independence, protested the inequality of women.

1. The passage states that women played prominent roles in all the following reform movements except
   A temperance.
   B care of the mentally ill.
   C abolition.
   D workers’ rights.

2. Which of the following people was most closely associated with the effort to improve public education?
   A Horace Mann
   B William Lloyd Garrison
   C Elizabeth Cady Stanton
   D Sarah Grimké

3. Which reform movement issued the statement “We hold these truths to be self-evident: that all men and women are created equal”?
   A abolition
   B women’s rights
   C temperance
   D workers’ rights

4. Which of the following best explains why Frederick Douglass was a powerful spokesman for the abolitionist cause?
   A He set a strong example by freeing his own slaves.
   B He had read a great deal about the evils of slavery.
   C As an escaped slave, he could speak from his own experience.
   D A devout man, he based his arguments on religion.
Political Cartoons

Political cartoons use a combination of words and images to express a point of view on political issues. They are a useful primary source, because they reflect the opinions of the time.

1. Identify the subject of the cartoon. The caption often gives an indication of the subject matter.

2. Try to identify the main characters in the cartoon. (The label in the foreground of the cartoon shows that they are members of the Tammany Ring, New York’s Democratic political machine. “Boss” Tweed, the leader, is on the left.)

3. Identify any important symbols—ideas or images that stand for something else.

4. Review labels and any other written information in the cartoon.

5. Analyze the point of view. The use of caricature—the exaggeration of physical features—often signals the cartoonist’s attitude.

6. Interpret the cartoonist’s message.

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1. Which sentence best summarizes the way members of the Tammany Ring would answer the question in the caption?

   A. They did not, and would not, steal the people’s money.
   B. They accept responsibility for stealing the people’s money.
   C. They do not know who stole the people’s money.
   D. They each blame someone else for stealing the people’s money.

2. Based on the cartoon, what word do you think the cartoonist might use to describe the Tammany Ring?

   A. lazy
   B. corrupt
   C. honest
   D. hard-working

Since you know that the cartoon is critical of the Tammany Ring, you can eliminate the two positive alternatives—C and D.

answers: 1 (D), 2 (B)
Directions: Use the political cartoon and your knowledge of United States history to answer the following questions.

“This Is MY Territory”

1. How does the cartoonist portray President Eisenhower and the federal government?
   A. quarrelsome
   B. fierce
   C. afraid
   D. surprised

2. The cartoon is a commentary on which of the following?
   A. Governor Faubus’ attempt to preserve segregation in public schools.
   B. Governor Faubus’ campaign to become mayor of Little Rock.
   C. The federal government’s support of farm subsidy programs for Arkansas.
   D. The federal government’s refusal to support urban renewal in Arkansas.

3. What principle is at the center of the dispute between Governor Faubus and the federal government?
   A. Limited government
   B. States’ rights
   C. Popular sovereignty
   D. Personal liberty

4. Of the following, whose attitude does the cartoon seem to favor?
   A. Arkansas farmers
   B. Governor Faubus
   C. President Eisenhower
   D. The majority of Little Rock residents
Charts present information in a visual form. The chart most commonly found in standardized tests is the table. This organizes information in columns and rows for easy viewing.

1. Read the title to see the topic and the time period covered by the chart.
2. Examine the column and row headings and other labels to learn more information about the subject addressed in the chart. (Sometimes, terms used in headings are explained in footnotes.)
3. Look for patterns and trends by comparing and contrasting the information from column to column and row to row.
4. Try to make generalizations on, and draw conclusions from, the information in the chart.
5. Study the questions carefully to see if you can eliminate some possible answers.

Place of Residence of Chinese Americans, 1870–1930

<table>
<thead>
<tr>
<th>Year</th>
<th>Living in California</th>
<th>Living in the Rest of the West*</th>
<th>Living Elsewhere in the U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1870</td>
<td>78.0 %</td>
<td>21.4 %</td>
<td>0.6 %</td>
</tr>
<tr>
<td>1880</td>
<td>71.2 %</td>
<td>25.6 %</td>
<td>3.2 %</td>
</tr>
<tr>
<td>1890</td>
<td>67.4 %</td>
<td>22.7 %</td>
<td>9.9 %</td>
</tr>
<tr>
<td>1900</td>
<td>51.5 %</td>
<td>24.4 %</td>
<td>24.6 %</td>
</tr>
<tr>
<td>1910</td>
<td>50.7 %</td>
<td>21.9 %</td>
<td>27.4 %</td>
</tr>
<tr>
<td>1920</td>
<td>46.7 %</td>
<td>15.9 %</td>
<td>37.4 %</td>
</tr>
<tr>
<td>1930</td>
<td>50.1 %</td>
<td>10.0 %</td>
<td>40.1 %</td>
</tr>
</tbody>
</table>

One generalization you might make is that a majority of Chinese Americans lived in the West during the time period covered by the chart, although the proportion fell over the years.

Source: Roger Daniels, Coming to America (1990)

1. Between 1870 and 1930, the percentage of Chinese Americans living in California
   A. increased every decade.
   B. increased every decade between 1900 and 1930.
   C. decreased every decade.
   D. decreased every decade until the period from 1920 to 1930.

2. Which of the following best explains the high percentage of Chinese Americans living in California throughout these years?
   A. They hoped to join the many Japanese Americans there.
   B. California, like China, is on the Pacific Ocean.
   C. California had no laws discriminating against Chinese Americans.
   D. During all those decades, they worked to build California’s railroads.

Answers: 1 (D), 2 (B)
Directions: Use the chart and your knowledge of U.S. history to answer questions 1 through 4.

Ten States with the Largest Population, 1900–2000

<table>
<thead>
<tr>
<th>1900</th>
<th>1930</th>
<th>1960</th>
<th>2000</th>
</tr>
</thead>
</table>

Source: U.S. Census Bureau

1. In which regions were most of the ten most populous states in 1900?
   A Northeast and Midwest
   B Northeast and Southeast
   C Northeast and Southwest
   D Midwest and Southeast

2. Which of the following statements describes a change in the top ten states listing between 1960 and 2000?
   A Texas and Florida rose markedly in the standings.
   B The Midwestern states fell in the standings.
   C Massachusetts fell out of the top ten listing.
   D all of the above

3. This chart exemplifies what trend of the late twentieth century?
   A The increase in the population of the Northeast
   B The decrease in immigration to the United States
   C The population shift from the Rustbelt to the Sunbelt
   D The population shift from the Sunbelt to the Rustbelt

4. What impact would population changes between 1960 and 2000 have on representation in Congress?
   A California and Texas would gain representatives in the House.
   B Florida and Georgia would lose representatives in the House.
   C California and Georgia would lose members in the Senate.
   D Texas and Florida would gain members in the Senate.
Line and Bar Graphs

Graphs, like charts, display information in a visual form. Line graphs show changes and trends over time. Bar graphs allow for comparisons among numbers or sets of numbers.

1. Read the title of the graph to learn what it is about.
2. Study the labels on the vertical and horizontal axes to see the kinds of information presented in the graph. The vertical axis usually shows what is being graphed, while the horizontal axis indicates the time period covered.
3. Study the legend, if there is one. This, too, will provide information on what is being graphed.
4. Review the information in the graph and note any trends or patterns. Look for explanations for these trends or patterns.
5. Carefully read and answer the questions. Note if questions refer to a specific year or time period, or if they focus on trends or historical explanations for trends.

Unemployment Rate, 1930–1960

Unemployment rates fell dramatically when the American economy geared up to supply the Allied war effort during World War II.

Grid lines make reading the graph much easier.

Source: Statistical Abstract of the United States

1. In which year did the unemployment rate hit its peak?
   A. 1930
   B. 1935
   C. 1945
   D. 1950

Percentage of Homes Owned and Rented, 1940–1980

The G.I. Bill of Rights, passed in 1944, provided veterans with low-interest housing loans. This enabled many Americans to become homeowners.

Source: Statistical Abstract of the United States

2. Which of the following describes the trend shown in the graph?
   A. People prefer renting to owning.
   B. Since 1950, home rentals have steadily increased.
   C. The number of houses built steadily increased.
   D. Since 1950, home ownership has steadily increased.

Answers: 1 (B), 2 (D)
Directions: Use the graphs and your knowledge of U.S. history to answer questions 1 through 4.

### Percentage of Households with Selected Media, 1930–2000

Source: Statistical Abstract of the United States

1. The percentage of households with all three media first topped 90 percent in
   A 1960.
   B 1970.
   C 1980.
   D 1990.

2. What cultural trend resulted from the rapid spread of radios and televisions into nearly every American home?
   A the rise of rock ‘n’ roll
   B the growing influence of popular culture
   C the decline in the power of the television networks
   D the increase in popularity of newspapers and magazines

### Age Distribution of the Population, 1900–2000

Source: Historical Statistics of the United States; Statistical Abstract of the United States

3. How did the share of elderly people in the population change from 1900 to 2000?
   A It decreased from 44.4 to 28.6 percent.
   B It increased from 49.2 to 55.2 percent.
   C It increased from 6.4 to 16.2 percent.
   D It decreased from 33.9 to 12.2 percent.

4. Which of the following describes changes in the age distribution of the population between 1900 and 2000?
   A The percentage of people aged 60 or over grew.
   B The percentage of people aged between 20 and 59 increased.
   C The percentage of people aged 19 or younger fell.
   D all of the above
Pie Graphs

A pie, or circle, graph is useful for showing relationships among the parts of a whole. These parts look like slices of a pie. The size of each slice is proportional to the percentage of the whole that it represents.

1. Read the title of the graph to learn what it is about.
2. Study the legend and note what each slice of the pie represents.
3. Study the data on the graph and make comparisons among the slices of the pie. When there is more than one graph, make comparisons of the different graphs.
4. Try to make generalizations and draw conclusions from your comparisons. (One generalization you might make is that today no one country or region dominates world motor vehicle production.)
5. Read the questions carefully and use key words to reject incorrect alternatives.

World Motor Vehicle Production, 1950 and 2000


1. What phrase best describes the U.S. share of world motor vehicle production in the years shown?
   A. It fell dramatically from 1950 to 2000.
   B. It was less than 75 percent of the total in 1950.
   C. It was the same as Japan’s share in 2000.
   D. It never exceeded Europe’s share.

2. What sentence best describes motor vehicle production over the years shown in the two graphs?
   A. Japan’s share of motor vehicle production grew slightly.
   B. Motor vehicle production became more competitive around the world.
   C. The United States became the world’s top producer of motor vehicles.
   D. Europe remained the dominant region for motor vehicle production.

Answers: 1 (A), 2 (B)
Directions: Use the pie graphs and your knowledge of U.S. history to answer questions 1 through 4.

### Causes of Death of Civil War Soldiers

- **Union Soldiers**
  - In Combat: 57.6%
  - Disease: 28.2%
  - As Prisoners of War: 7.7%
  - Other (Including Accidents): 6.4%

- **Confederate Soldiers**
  - In Combat: 56.7%
  - Disease: 32.5%
  - As Prisoners of War: 10.7%
  - Other (Including Accidents): 6.8%

Source: Time-Life History of the Civil War

1. What was the leading cause of death among Union soldiers?
   - A In combat
   - B Disease
   - C As prisoners of war
   - D Other

2. What cause of death appears on the Union Soldiers graph but not on the Confederate Soldiers graph?
   - A In combat
   - B Disease
   - C As prisoners of war
   - D Other

3. What period of time is covered by these graphs?
   - A 1850–1860
   - B 1859–1869
   - C 1860–1867
   - D 1861–1865

4. Which of the following conclusions is supported by the data in these graphs?
   - A More Union soldiers than Confederate soldiers died in the Civil War.
   - B Medical care for soldiers during the Civil War was inadequate.
   - C More Confederate than Union prisoners of war died in the Civil War.
   - D Combat was the leading cause of death among Civil War soldiers.
Political Maps

Political maps show countries and the political divisions within them—states or provinces, for example. They also show the location of major cities. In addition, political maps often show physical features, such as mountains, oceans, seas, lakes, and rivers.

1. Read the title of the map to identify the area shown and the time period covered.
2. Read the labels on the map. This will reveal more information about the subject and purpose of the map.
3. Note any special features of the map, such as insets.
4. Study the legend to find the meaning of any symbols and colors used on the map.
5. Look at the lines of longitude and latitude. This grid makes locating places much easier.
6. Use the compass rose to determine directions on the map.
7. Use the scale to estimate distances between places shown on the map.
8. Read the questions and then carefully study the map to determine the answers.

1. Which country lies to the west of Alaska?
   A. Canada
   B. Mexico
   C. Russia
   D. United States

2. About how far are the Hawaiian Islands from the southwest coast of the United States?
   A. 1,000 miles
   B. 2,500 miles
   C. 4,000 miles
   D. 5,500 miles

Answers: 1 (C), 2 (B)
Directions: Use the map and your knowledge of United States history to answer the following questions.

Post-War Germany—Occupation Zones

1. Berlin lay entirely in the
   A. American zone.
   B. British zone.
   C. French zone.
   D. Soviet zone.

2. Which of the following cities lay in the American zone?
   A. Bremen
   B. Munich
   C. Nuremberg
   D. All of the above

3. Which city is located closest to 48° N 16° E?
   A. Berlin
   B. Vienna
   C. Munich
   D. Bonn

4. In 1948, France, Great Britain, and the United States combined their zones into one nation—West Germany. The Soviet Union responded by
   A. blockading Berlin.
   B. invading Czechoslovakia.
   C. bombing Berlin.
   D. invading Hungary.
Thematic Maps

A thematic map, or special-purpose map, focuses on a particular topic. Population density, election results, migration routes, a country’s economic activities, international alliances, and major battles in a war are all topics you might see illustrated on a thematic map.

1. Thematic maps show specialized information. Read the title to discover the subject and purpose of the map.
2. Study the labels on the map to find more information about its subject and purpose.
3. Examine the legend to find the meaning of any symbols and colors used on the map.
4. Locate the symbols and colors on the map and try to make generalizations or draw conclusions about the information they convey.
5. Read the questions and carefully study the map to determine the answers.

1. The longest stretch of land the canal cuts through runs from
   A. the Atlantic Ocean to Gatun Lake.
   B. Gatun Lake to Miraflores Lake.
   C. Madden Lake to Gatun Lake.
   D. the Pacific Ocean to Miraflores Lake.

   Use the scale when answering questions about distance.

2. If a ship were transporting cargo from New York to San Francisco, in which direction would it travel through the Panama Canal?
   A. northeast
   B. northwest
   C. southeast
   D. southwest

   Use the compass rose when answering questions about direction.

Answers: 1. B, 2. C
Directions: Use the map and chart and your knowledge of U.S. history to answer questions 1 through 4.

The 2000 Presidential Election

<table>
<thead>
<tr>
<th>Ticket</th>
<th>Popular Vote</th>
<th>Electoral Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bush-Cheney</td>
<td>50,456,062</td>
<td>271</td>
</tr>
<tr>
<td>Gore-Lieberman</td>
<td>50,996,582</td>
<td>266</td>
</tr>
<tr>
<td>Nader-LaDuke</td>
<td>2,858,843</td>
<td>0</td>
</tr>
<tr>
<td>Buchanan-Foster</td>
<td>438,760</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Federal Register

1. The Gore-Lieberman ticket won all of the New England states except
   A Maine.
   B Massachusetts.
   C New Hampshire.
   D Rhode Island.

2. The Gore-Lieberman ticket won most of the
   A Midwestern states.
   B Northeastern states.
   C Pacific-coast states.
   D all of the above

3. Which areas did the Bush-Cheney ticket win?
   A most states in the Northeast and the West
   B all of the South and the Midwest
   C all of the South and most of the West
   D most states in the Northeast and the South

4. Which of the following statements about the 2000 presidential election is true?
   A The Bush-Cheney ticket won the electoral vote but not the popular vote.
   B The Bush-Cheney ticket won all of the Deep South states.
   C The Bush-Cheney ticket won more states than the Gore-Lieberman ticket.
   D all of the above
A time line is a type of chart that lists historical events in the order in which they occurred. In other words, time lines are a visual method of showing what happened when.

1. Read the title to discover the subject of the time line.
2. Identify the period of history covered in the time line by noting the first and last dates shown.
3. Read the events in chronological order. Notice the intervals between events.
4. Note how events are related to one another. Look particularly for cause-effect relationships.
5. Make generalizations about the information presented in the time line.
6. Use the information you have gathered from the above strategies to answer the questions.

The Civil Rights Movement, 1940s–1960s

1946
- Martin Luther King, Jr., leads Montgomery bus boycott.
- Morgan v. Virginia decision outlaws segregated interstate buses.

1948
- Truman integrates the armed forces.

1950
- Swann v. Board of Education outlaws segregated state law schools.

1954
- Brown v. Board of Education ends segregation in public schools.
- Eisenhower enforces integration of Little Rock High School; King and others organize SCLC.

1960
- Student sit-ins achieve integration at lunch counters across South.

1961
- Freedom Rides promote desegregation in Southern bus stations.

1964
- Civil Rights Act; Freedom Summer campaign registers African American voters.

1965
- Civil rights march from Selma to Montgomery; Voting Rights Act.
- Kennedy enforces desegregation of University of Mississippi.

1966
- King delivers “I Have a Dream” speech at March on Washington.
- Freedom Rides promote desegregation in Southern bus stations.

6. Which was the first major civil rights activity in which Martin Luther King, Jr., was involved?
   A. “I Have a Dream” speech
   B. March from Selma to Montgomery
   C. Montgomery bus boycott
   D. Organization of the SCLC
   **answers:** 1 (C), 2 (D)

2. The success of the civil rights movement resulted from organized protests by African Americans and actions by
   A. state courts.
   B. reformed state governments.
   C. federal courts and Congress.
   D. all three branches of the federal government.
   Recall that southern state governments often resisted civil rights in this period. Therefore, you can eliminate alternatives A and B.
Directions: Use the time line and your knowledge of U.S. history to answer questions 1 through 4.

1. What event led the United States to protest German actions in 1915?
   A. assassination of Austrian archduke
   B. battle of Jutland
   C. sinking of Lusitania
   D. battle of Verdun

2. Which of the following actions included U.S. troops?
   A. Jutland, 1916
   B. Verdun, 1916
   C. Somme, 1916
   D. Marne, 1918

3. The Treaty of Versailles, which officially brought the war to an end, was signed in
   A. 1917.
   B. 1918.
   C. 1919.
   D. 1920.

4. The Treaty of Versailles called for Germany to
   A. demilitarize.
   B. pay war reparations.
   C. admit sole responsibility for the war.
   D. all of the above
Constructed Response

1. Which states had more than one relocation camp?
   **Arkansas, Arizona, California**

2. In which region of the country were most relocation camps located?
   **Southwest**

3. What event led to calls for Japanese Americans to be removed from the Pacific Coast?
   **the Japanese attack on Pearl Harbor**
Directions: Use the illustration and your knowledge of U.S. history to answer questions 1 through 3. Your answers need not be complete sentences.

1. Which inventor applied for this patent? What invention was this patent for?

2. When did the inventor apply for this patent?

3. Identify two other developments or inventions for which this inventor is known.
Extended Response

Extended-response questions, like constructed-response questions, usually focus on a document of some kind. However, they are more complex and require more time to complete than short-answer constructed-response questions. Some extended-response questions ask you to present the information in the document in a different form. Others require you to complete a chart, graph, or diagram. Still others ask you to write an essay, a report, or some other extended piece of writing. In most standardized tests, documents have only one extended-response question.

1. Read the title of the document to get an idea of the subject.

2. Carefully read the extended-response questions. (Question 1 asks you to complete a chart. Question 2 assumes that the chart is complete and asks you to write a brief dialogue based on information in the chart.)

3. Study and analyze the document.

4. Sometimes the question gives you a partial answer. Analyze that answer to determine what kind of information your answers should contain.

5. If the question requires an extended piece of writing, jot down ideas in outline form. Use this outline to write your answer.

A Growing Conflict

<table>
<thead>
<tr>
<th>British Action</th>
<th>Colonial Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>British station 10,000 troops as a standing army along colonies’ western borders to prevent trouble with Native Americans.</td>
<td>Colonists view the troops as a threat.</td>
</tr>
<tr>
<td>British issue Proclamation of 1763, prohibiting settlement west of Appalachians.</td>
<td>Colonists become angered by this limit. Some ignore the line and continue to cross westward to settle in new lands.</td>
</tr>
<tr>
<td>To pay for French and Indian War and stationed troops, Parliament creates new taxes.</td>
<td>Colonists protest, demanding “no taxation without representation.”</td>
</tr>
<tr>
<td>Parliament imposes Stamp Act, placing a tax on official documents and other papers.</td>
<td>Colonists protest, refuse to pay the tax, set up secret societies, such as the Sons of Liberty, and send delegates to the Stamp Act Congress.</td>
</tr>
<tr>
<td>Parliament repeals Stamp Act but passes Townshend Acts, which impose taxes on various goods imported by colonies.</td>
<td>Colonists organize boycotts of British goods.</td>
</tr>
</tbody>
</table>

1. In the right-hand column, briefly describe the colonial response to the British action listed in the left-hand column. One entry has been completed for you.

2. The chart shows the growing conflict between Great Britain and the American colonies over British colonial policies. Write a brief dialogue between a British government official and an American colonist in which the two present their respective views of these policies.

Essay Rubric. The best dialogues will note the British government official’s belief that taxes need to be imposed to pay for the debt from the French and Indian War and to cover the expenses of stationing troops in the colonies. They will also note that the official feels that the Proclamation of 1763 was necessary to prevent clashes between colonists and Native Americans, which would lead to even greater expenses for defense. They will point out that the colonist might respond by saying that there should be no controls on settling on open land west of the Appalachians and that the colonies should not be taxed when they have no representatives in Parliament.
Directions: Use the time line and your knowledge of U.S. history to answer questions 1 and 2.

The Period of Reconstruction

1. On a separate sheet of paper make a chart similar to the one below. Then complete the chart by listing the major events of Reconstruction and their significance.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1865 Andrew Johnson becomes president after Lincoln's assassination; Thirteenth Amendment is ratified.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1867 Reconstruction Act of 1867 is passed, beginning Radical Reconstruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1868 Fourteenth Amendment is ratified; Johnson is impeached; Ulysses S. Grant wins presidency with Southern African-American votes; Ku Klux Klan, established in 1866, now has branches in every Southern state.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1870 Fifteenth Amendment is ratified.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1873 Financial panic and corruption in Grant administration weaken Republicans.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1866 Johnson vetoes Civil Rights Act and Freedmen's Bureau Act; Congress overrides his veto.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1869 Redemption begins as Democrats start to recapture Southern state governments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1872 Congress passes Amnesty Act.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1873 Financial panic and corruption in Grant administration weaken Republicans.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1877 Rutherford B. Hayes elected president in disputed election; Reconstruction ends.</td>
<td></td>
</tr>
</tbody>
</table>

2. Identify the major turning points of the period of Reconstruction shown on the time line. Write a short essay explaining the impact these events had on the Reconstruction process.
**Introduction**

1. **Historical Context**: Rachel Carson’s book *Silent Spring* (1962) awakened Americans to the issue of environmental pollution. Since that time, efforts have been made to protect the environment.

2. **Task**: Trace the progress on the environment made in the United States since the 1960s and consider the environmental challenges still facing the country today.

**Part 1: Short Answer**

Study each document carefully and answer the questions that follow.


![Graph showing recycling and total waste from 1970 to 2000.](source: Historical Statistics of the United States; Statistical Abstract of the United States)

4. **What positive and negative trends does this graph show?**

   The amount of waste recycled is increasing, but so, too, is total waste produced.
Document 2: Solar Collectors in the Mojave Desert

What alternative energy source is shown in the photograph? Why has the United States sought alternatives to such traditional energy sources as oil and coal?

- solar energy, because supply of fossil fuels is limited and because oil, coal, and nuclear energy all carry a pollution risk.

Document 3: Clean Water

With the enactment of the Clean Water Act in 1972, the nation . . . made a new commitment to restore and maintain the chemical, physical, and biological integrity of [its] waters.

America has honored its commitment to clean water. Since enactment of the Clean Water Act, the number of waters that are safe for fishing and swimming has doubled. National clean water standards stop billions of pounds of industrial pollution from flowing into waters each year. . . . Today, . . . many . . . water bodies that were once severely polluted are well on the way to recovery. . . .

Despite impressive progress, many of the nation’s rivers, lakes, and coastal waters do not meet water quality goals. [And] many waters that are now clean face [a] threat . . . from diverse pollution sources.

—Clean Water Action Plan (EPA)

What impact has the Clean Water Act had on America’s waterways?

Many bodies of water that once were polluted are clean or well on their way to recovery.

Part 2: Essay

Using information from the documents, your answers to the questions in Part 1, and your knowledge of American history, write an essay in which you trace the progress on the environment made in the United States since the 1960s and consider the environmental challenges that still face the country today.
Introduction

Directions: Read the documents in Part 1 and answer the questions that follow each document. Then, read the directions for Part 2 and write your essay.

Historical Context: From 1929 to 1940, the United States suffered from a severe economic depression. Facing a damaged economy and a shaken public, President Franklin D. Roosevelt took action, creating a new role for the federal government.

Task: Describe how the role of the federal government changed during the Depression and discuss how that change continues to impact life in the United States today.

Part 1: Short Answer

Study each document carefully and answer the questions that follow.

Document 1: Federal Spending, 1925–1940

President Franklin D. Roosevelt began introducing New Deal policies soon after taking office in 1933. What was the overall trend in federal spending in the New Deal years?
Document 2: The Civilian Conservation Corps

How does the “Old Deal” differ from the “New Deal”?

Document 3: A Policy for Labor (1936)

Among the first items in this growing labor policy of the American government are the following:

1. That the government ought to do everything in its power to establish minimum basic standards for labor, below which competition should not be permitted to force standards of health, wages, or hours.
2. That the government ought to use its influence to bring about arrangements which will make possible peaceful settlements of controversies and relieve labor of the necessity of resorting to strikes to secure equitable conditions and the right to be heard.

—Secretary of Labor Frances Perkins, “A National Labor Policy.”

How did the National Labor Relations Act (1935) and the Fair Labor Standards Act (1938) put the New Deal labor policy into practice?

Part 2: Essay

Using information from the documents, your answers to the questions in Part 1, and your knowledge of American history, write an essay in which you describe how the role of the federal government changed during the Depression and discuss how that change continues to impact life in the United States today.