

# Edmentum™ Assessments

## National Soc Stu US History Test 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Instructor: \_\_\_\_\_

### Question 1

This cartoon was published in *Puck* magazine in 1889. The sign in the middle of the Senate room reads, "This is a Senate of the Monopolists, by the Monopolists, and for the Monopolists."



The **primary** purpose of this cartoon is to

- demonstrate the influence of big business on the U.S. government.
- detail the political responsibilities of U.S. labor unions.
- illustrate the political roles of senators and court justices.
- compare the differences between the major corporations and government.

Question Serial Number:MC-6161-D9C6-9D30

### Question 2

The enactment of a general law permitting the allotment . . . to such Indians, at least, as desire it, of a reasonable quantity of land secured to them by patent, and for their own protection made inalienable for twenty or twenty-five years, is demanded for their present welfare and their permanent advancement. In return for such considerate action on the part of the Government, there is a reason to believe that the Indians in large numbers would be persuaded to sever their tribal relations and to engage at once in agricultural pursuits. . . . By no greater inducement than the assurance of permanent title to the soil can they be led to engage in the occupation of tilling it.

—President Chester A. Arthur, *First Annual Message, 1881*

The idea promoted by President Arthur in this annual message led directly to

- the passage of the Immigration Act of 1882.
- the passage of the Dawes Severalty Act of 1887.
- the ratification of the Sixteenth Amendment.
- the establishment of the Bureau of Land Management.

Question Serial Number:MC-7108-4956-46E8

### Question 3

This cartoon by Thomas Nast was published in Harper's Weekly, c. 1871.



*Image courtesy of University of Texas Liberal Arts Department*

This political cartoon was **most likely** created to illustrate the

- power and corruption of political machines.
- sincerity and kindness of local politicians.
- influence of big business on local politicians.
- amount of money spent on political campaigns.

Question Serial Number:MC-382D-77B5-1E97

## Question 4

This photograph from the early 1900's shows an urban Americanization class.



*Image courtesy of the Library of Congress*

The **primary** goal of classes like this one was to

- promote the value of a college education.
- train prospective elementary teachers.
- facilitate the assimilation of recent immigrants.
- provide religious instruction to young adults.

Question Serial Number:MC-961D-2825-C0E5

## Question 5

So to those people who are saying to the black man today, "Do your duties first and then clamor for rights," we have a right to answer insistently, that the rights we are clamoring for are those that will enable us to do our duties.

—W.E.B. DuBois, 1899

This view by W.E.B. DuBois contributed **most** to the

- creation of the National Association for the Advancement of Colored People.
- founding of the Black Star Line to promote the Back-to-Africa movement.
- Supreme Court decision in *Plessy v. Ferguson*.
- ratification of the Nineteenth Amendment.

Question Serial Number:MC-E057-C252-5E0C

Question 6

Earnestly desirous to remove any cause of irritation and to insure at the same time to the commerce of all nations in China the undoubted benefits which should accrue from a formal recognition by the various powers claiming "spheres of interest" that they shall enjoy perfect quality of treatment for their commerce and navigation within such "spheres," the Government of the United States would be so pleased to see his German Majesty's Government give formal assurances, and lend its cooperation in securing like assurances from the other interested powers, that each, within its respective sphere of whatever influence . . . Will in no way interfere with any treaty port or any vested interested within any so-called "sphere of interest" or leased territory it may have in China.

—Secretary of State John Hay, 1899

The point of view asserted in this excerpt led **most** directly to the

- construction of the Panama Canal.
- implementation of the Open Door Policy.
- establishment of the "Big Stick" philosophy.
- creation of Dollar Diplomacy.

Question Serial Number:MC-B541-6C0D-CA8B

Question 7

Read passage 26049 to answer this question

Type your response in the box.

How did the Spanish-American War contribute to the rise of the United States as a world power? Support your answer with examples from both sources.

Rubric

3-Point Writing Rubric	
<b>3</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• maintains consistent focus on the topic and has relevant supporting details from both sources</li> <li>• provides an in-depth analysis of how the Spanish-American War contributed to the rise of the U.S. as a world power</li> <li>• has a logical organizational pattern and conveys a sense of wholeness and completeness</li> <li>• uses appropriate language and word choices for intended audience and purpose</li> <li>• includes sentences, or phrases where appropriate, that are varied in length and structure</li> </ul>
<b>2</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• demonstrates an inconsistent focus on the topic and includes some supporting details from both sources, but may include extraneous or loosely related details</li> <li>• provides a general analysis of how the Spanish-American War contributed to the rise of the U.S. as a world power</li> <li>• shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness</li> <li>• has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose</li> </ul>

	<ul style="list-style-type: none"> <li>shows limited variety in sentence length and structure</li> </ul>
1	<p>The response:</p> <ul style="list-style-type: none"> <li>demonstrates little or no focus and few supporting details from the sources which may be inconsistent or interfere with the meaning of the text</li> <li>provides little analysis of how the Spanish-American War contributed to the rise of U.S. as a world power</li> <li>has little evidence of an organizational pattern or any sense of wholeness and completeness</li> <li>has a limited or inappropriate vocabulary for the intended audience and purpose</li> <li>has little or no variety in sentence length and structure</li> </ul>
0	The response does not meet any of the criteria.

Question Serial Number:CR-D4E3-942C-3231

### Question 8

Select the correct text in the passage.

Which phrase **best** describes Germany breaking the Sussex Pledge?

The United States attempted to stay neutral during World War I, but a number of things made it obvious that that would not be possible. In early 1917, Germany resumed unrestricted submarine warfare and began to sink neutral, commercial, and passenger vessels. In March of 1917, the British intercepted a telegram instructing the German ambassador to Mexico to offer financial aid to Mexico in exchange for support against a potential conflict with the United States. Germany also promised to give Mexico its previous territories of Texas, New Mexico, and California if victorious. On April 2, 1917, President Woodrow Wilson asked Congress for a declaration of war against Germany.

Question Serial Number:HT-C3D3-EA29-DB4A

### Question 9

Drag each tile to the correct box.

Place the World War I events in chronological order.

**Tiles**

signing of  
the Sussex  
Pledge

assassination  
of Archduke  
Franz Ferdinand

U.S. entrance  
into World  
War I

British  
interception  
of the  
Zimmerman  
Note

Sequence

→ → →

Question Serial Number:SQ-3052-4196-B679

### Question 10

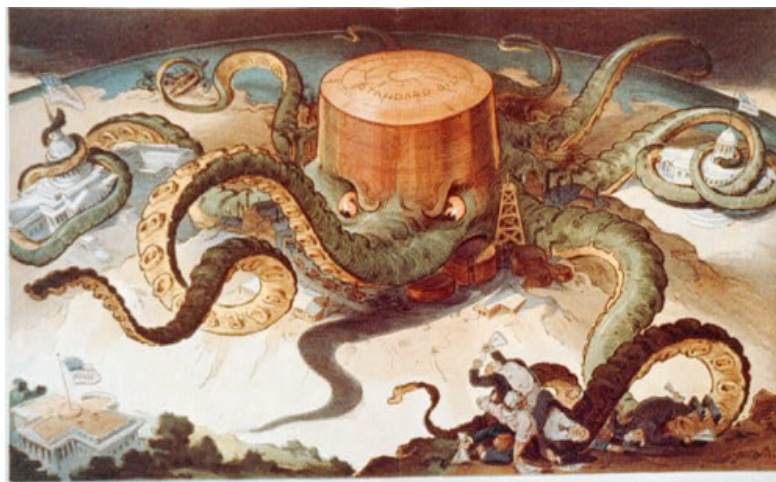
Which is an effect of the ratification of the Seventeenth Amendment?

- Voters gained more direct control.
- State committees extended their influence.
- Legislatures expanded their power.
- Political parties became more radicalized.

Question Serial Number:MC-341C-5D6C-45A5

### Question 11

This 1904 political cartoon depicts the Standard Oil Company as an octopus.



*Image courtesy of the Library of Congress*

This cartoon comments on the

- expansion of private labor unions.

need for better federal regulation of monopolies.

growing reliance on fossil fuels.

lack of federal protections for non-union workers.

Question Serial Number:MC-8717-225E-39D1

## Question 12



### AT THE CRADLE OF THE TENEMENT.—DOORWAY OF AN OLD-FASHIONED DWELLING ON CHERRY HILL.

Dirt and desolation reign in the wide hallway, and danger lurks on the stairs. Rough pine boards fence off the roomy fire-places—where coal is bought by the pail at the rate of twelve dollars a ton.... The arched gateway leads no longer to a shady bower on the banks of the rushing stream, inviting to day-dreams with its gentle repose, but to a dark and nameless alley, shut in by high brick walls, cheerless as the lives of those they shelter.... These are the children of the tenements, the growing generation of the slums; this their home.

*How the Other Half Lives*, by Jacob Riis (1890)

This excerpt is from a book written **primarily** to

illustrate the need for labor reform laws in the United States.

assert the positive effects of industrialization on the U.S. economy.

bring attention to the conditions of the lower class in the United States.

demonstrate the effects of a recent recession on the U.S. economy.

Question Serial Number:MC-7A2E-ADC9-5E78

## Question 13



Image courtesy of Baruch College

This 1919 political cartoon illustrates public fear of:  progressivism and conservation  isolationism and neutrality  anarchism and communism;

Question Serial Number:CLZ-DD0C-3E88-C470

### Question 14

Which of the following **most** negatively impacted African Americans during the 1920s?

- the reemergence of the Ku Klux Klan
- the promotion of the Back-to-Africa movement
- the passage of the Nineteenth Amendment
- the beginnings of the Harlem Renaissance

Question Serial Number:MC-0EE7-B342-BE46

### Question 15

Type your response in the box.

Why are the 1920s characterized as a decade of major economic change? Support your answer with two specific examples.

Rubric



**Scoring Guidelines**

<u>Score Point</u>	<u>Description</u>
2 points	The response provides an accurate and complete explanation why the 1920s are characterized as a decade of economic change and provides at least two supporting examples.
1 point	The response provides a partial and/or incomplete explanation of why the 1920s are characterized as a decade of economic change and/or provides only one supporting example.
0 points	The response does not meet any of the above criteria. The response indicates inadequate or no understanding of the idea or concept needed to answer the item.

Question Serial Number:CR-E2A9-2BDD-E4A3

## Question 16

Select all the correct answers.

Which **three** of the following are considered primary causes of the Great Depression? high illiteracy rates bank failures speculation of the stock market buying goods on credit free trade agreements

Question Serial Number:MC-7D83-4C56-9213

## Question 17

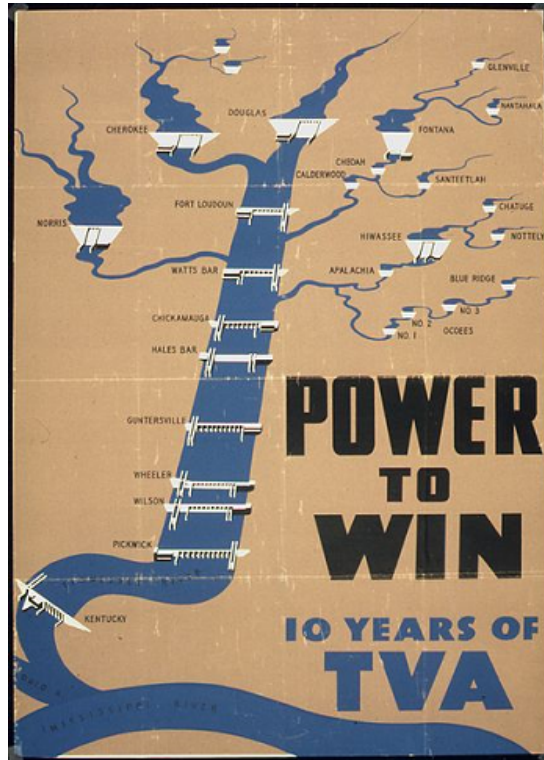
The Great Depression significantly impacted U.S. farmers by

 making it possible for them to grow and sell produce for substantial profits. leading the government to pay farmers to grow extra food and run soup kitchens. making it difficult to pay land debts which led to foreclosures. causing the price of fertilizer to decline which led to better crops.

Question Serial Number:MC-5B21-4425-1338

## Question 18

This 1940s poster celebrates ten years of the Tennessee Valley Authority.



*Image courtesy of the National Archives and Records Administration*

This organization was created **primarily** to

- address the problems associated with nuclear weapons development.
- address the concerns of local labor unions about worker safety unions.
- help provide jobs to the unemployed during the Great Depression.
- help provide education to men returning home from World War II.

Question Serial Number:MC-6074-565A-B0E1

## Question 19

Opponents of the New Deal criticized the Tennessee Valley Authority mainly because they believed

- it was too costly to operate.
- its goal was unreachable.
- it was the primary cause of extensive environmental damage.
- its scope was beyond the powers of the federal government.

Question Serial Number:MC-2377-5E4D-E368

### Question 20

Select the correct answer from the drop-down menu.

This image shows the attack on Pearl Harbor in 1941.



*Image courtesy of the Library of Congress*

The attack shown in this photograph led to the  U.S. passage of the Lend-Lease Act  convening of the Paris Peace Conference  German declaration of war against the United States

Question Serial Number:CLZ-1CD8-7919-5DB9

### Question 21

This 1945 image shows several Tuskegee airmen stationed in Ramitelli, Italy.



*Image courtesy of the Library of Congress*

A student would **most likely** use this image in a report about the

- contributions of various groups during World War II.
- historical use of foreign military bases by service members.
- educational opportunities available during World War II.
- different career paths available to men in the military.

Question Serial Number:MC-B3A6-8313-D2D8

### Question 22

Suppose my neighbor's home catches fire, and I have a length of garden hose four or five hundred feet away. If he can take my garden hose and connect it up with his hydrant, I may help him to put out his fire. Now what do I do? I don't say to him before that operation, "Neighbor, my garden hose cost me \$15; you have to pay me \$15 for it." I don't want \$15 - I want my garden hose back after the fire is over.

All right. If it goes through the fire all right, intact, without any damage to it, he gives it back to me and thanks me very much for the use of it. But suppose it gets smashed up - holes in it - during the fire . . . I see I can't use it any more, it's all smashed up." He says, "How many feet of it were there?" I tell him, "There were 150 feet of it." He says, "All right, I will replace it." Now, if I get a nice garden hose back, I am in pretty good shape.

—President Franklin D. Roosevelt, Press Conference, 1940

President Roosevelt provided this example to help gain public support for the

- Paris Peace Treaties.
- Lend-Lease Act.
- Potsdam Conference.
- Nuremberg Trials.

Question Serial Number:MC-5062-0B17-22B1

### Question 23



Image courtesy of the Library of Congress

This poster from the World War II Era **best** demonstrates the

- labor union willing to accept female members.
- types of work available for women enlisted in the military.
- education needed for women in the workforce.
- changing role of women in the economy.

Question Serial Number:MC-C1C1-C1C2-301A

### Question 24

I need not tell you gentlemen that the world situation is very serious. . . . The people of this country are distant from the troubled areas of the earth and it is hard for them to comprehend the plight and consequent reactions of the long-suffering peoples, and the effect of those reactions on their governments in connection with our efforts to promote peace in the world. . . . The truth of the matter is that Europe's requirements for the next three or four years of foreign food and other essential products - principally from America - are so much greater than her present ability to pay that she must have substantial additional help, or face economic, social and political deterioration of a very grave character.

—Speech given at Harvard University, 1947

This speech outlines the

- reasons for the implementation of the Marshall Plan.
- outcome of the war trials at Nuremberg, Germany.
- unintended consequences of the Treaty of Versailles.
- primary causes of the creation of the United Nations.

Question Serial Number:MC-8DD3-C31C-283B

### Question 25

What was the **primary** reason President John F. Kennedy authorized an invasion of Cuba in what came to be known as the Bay of Pigs incident?

- to establish a blockade in order to prevent Cuba from trading with South American countries
- to release U.S. military prisoners being held by the Cuban government
- to claim Cuba as U.S. territory due to its close proximity to Florida
- to remove Cuban Premier Fidel Castro from office due to close ties with the Soviet Union

Question Serial Number:MC-12E1-55C6-A1EC

### Question 26

The domino theory was used as a primary justification for U.S. involvement in

- the War on Terror.
- World War II.
- the Vietnam War.
- World War I.

Question Serial Number:MC-557A-9045-5186

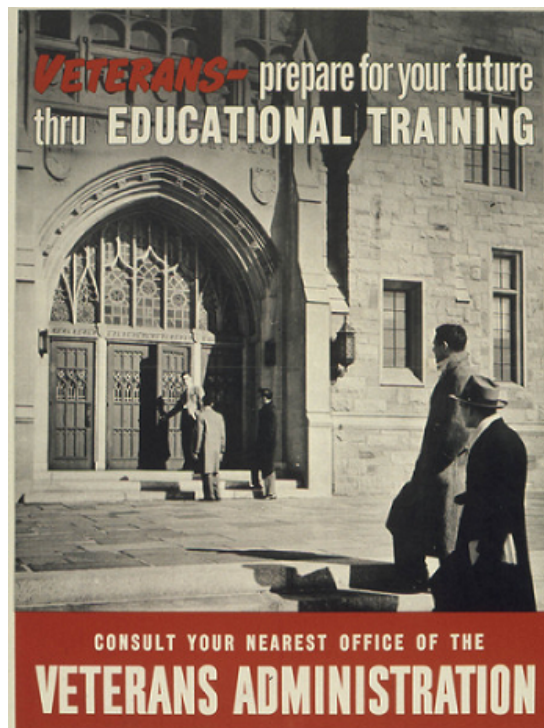
### Question 27

Which slogan was most likely used by supporters of the ratification of the Twenty-sixth Amendment?

- "Hope and change!"
- "We shall overcome!"
- "I am woman, hear me roar!"
- "Old enough to fight, old enough to vote!"

Question Serial Number:MC-A422-1E4B-C3A4

### Question 28



*Image courtesy of the National Archives and Records Administration*

What does this poster advertise?

effects of the Selective Service Act

benefits of the GI Bill

jobs available in the military

requirements for military enlistment

Question Serial Number:MC-3484-24BE-E0A3

### Question 29

Select ALL the correct answers.

Mainstream Civil Rights leaders during the 1950s and 1960s advocated which **three** actions to help foster change?

emigration

sit-ins

voter registration

public marches

Question Serial Number:MC-8862-ACDB-E114

## Question 30

Dr. Martin Luther King, Jr. advocated which of the following?

- the Back-to-Africa movement
- the strategy of "by any means necessary"
- the Black Power movement
- the strategy of "civil disobedience"

Question Serial Number:MC-EE39-C934-2CDE

## Question 31

Read passage 26087 to answer this question

Type your response in the box below.

Why were there so many obstacles to implementing the Supreme Court decision *Brown v. Board of Education of Topeka, Kansas* (1954)? Support your answer with at least two examples, including one from the primary sources.

## Rubric

<b>3-Point Writing Rubric</b>	
<b>3</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• maintains consistent focus on the topic and has relevant supporting details from the primary sources</li> <li>• provides an in-depth analysis of obstacles to implementing the decision in <i>Brown vs. Board of Education</i></li> <li>• has a logical organizational pattern and conveys a sense of wholeness and completeness</li> <li>• uses appropriate language and word choices for intended audience and purpose</li> <li>• includes sentences, or phrases where appropriate, that are varied in length and structure</li> </ul>
<b>2</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• demonstrates an inconsistent focus on the topic and includes some supporting details from the primary sources, but may include extraneous or loosely related details</li> <li>• provides a general analysis of obstacles to implementing the decision in <i>Brown vs. Board of Education</i></li> <li>• shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness</li> <li>• has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose</li> <li>• shows limited variety in sentence length and structure</li> </ul>
<b>1</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>• demonstrates little or no focus and few supporting details from the primary source which may be inconsistent or interfere with the meaning of the text</li> <li>• provides little analysis of obstacles to implementing the decision in <i>Brown vs. Board of Education</i></li> <li>• has little evidence of an organizational pattern or any sense of wholeness and completeness</li> <li>• has a limited or inappropriate vocabulary for the intended audience and purpose</li> <li>• has little or no variety in sentence length and structure</li> </ul>



0	The response does not meet any of the criteria.
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Question Serial Number:CR-C506-96BA-7247

### Question 32

Select the correct response from the drop-down menu.

Let us rise to the call of freedom-loving blood that is in us and send our answer to the tyranny that clanks its chains upon the South. In the name of the greatest people that have ever trod this earth, I draw the line in the dust and toss the gauntlet before the feet of tyranny . . . and I say . . . segregation now . . . segregation tomorrow . . . segregation forever.

—Governor George Wallace, 1963

This excerpt from Governor George Wallace demonstrates his opposition to  new funding proposals for education  new federal civil rights laws  new rules governing federal representation .

Question Serial Number:CLZ-3B72-0126-482D

### Question 33

What was the **main** belief behind the creation of President Johnson's Great Society program?

- The federal government has the authority to oversee state educational institutions.
- The federal government has a responsibility to provide aid to citizens in need.
- Democratic countries should take all necessary measures to prevent the spread of communism.
- State legislatures should have the power to make all decisions regarding integration in public facilities.

Question Serial Number:MC-10B9-8930-AE46

### Question 34

Speaker 1: These tax cuts will allow the wealthy to hire more workers.  
 Speaker 2: This additional funding for entitlement programs will benefit our society.  
 Speaker 3: Increased regulation of big business will prevent a rise in consumer prices.  
 Speaker 4: Decreasing military spending will free up money for other industries.

Which speaker was **most likely** a supporter of President Ronald Reagan's economic policies?

- Speaker 1
- Speaker 3
- Speaker 2

Speaker 4

Question Serial Number:MC-650E-4CE9-952A

## Question 35

Select the correct answer from the drop-down menu.

This photograph shows President and Mrs. Nixon visiting China in 1972.



Image courtesy of the National Archives and Records Administration

The purpose of this visit was to :  mediate a treaty between China and Japan  normalize relations with China  negotiate a peace treaty with China .

Question Serial Number:CLZ-2ED8-4B00-7351

## Question 36

We come to Berlin, we American presidents, because it's our duty to speak, in this place, of freedom. . . . General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!

—President Ronald Reagan, 1987

The sentiments expressed by President Reagan in this speech ultimately contributed to the

 implementation of détente policies. return to normalization policies. end of the Cold War.

execution of the Berlin Airlift.

Question Serial Number:MC-2223-7E76-0184

### Question 37

Select the correct text in the passage.

Which part of President Bush's speech provides the primary reason for the Persian Gulf War?

Just two hours ago, allied air forces began an attack on military targets in Iraq and Kuwait. These attacks continue as I speak. Ground forces are not engaged. . . .

This military action, taken in accord with United Nations resolutions and with the consent of the United States Congress, follows months of constant and virtually endless diplomatic activity on the part of the United Nations, the United States, and many, many other countries. Arab leaders sought what became known as an Arab solution, only to conclude that Saddam Hussein was unwilling to leave Kuwait. Others traveled to Baghdad in a variety of efforts to restore peace and justice. Our Secretary of State . . . held an historic meeting in Geneva, only to be totally rebuffed. This past weekend, in a last-ditch effort, the Secretary-General of the United Nations went to the Middle East with peace in his heart - his second such mission. And he came back from Baghdad with no profess at all . . .

—President George H.W. Bush, 1991

Question Serial Number:HT-E085-1CA7-A728

### Question 38

Today our nation saw evil, the very worst of human nature. And we responded with the best of America, with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could. . . .

Our first priority is to get help to those who have been injured and to take every precaution to protect our citizens at home and around the world. . . .

The search is underway for those who are behind these evil acts. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. . . .

This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day. Yet, we go forward to defend freedom and all that is good and just in our world.

Thank you. Good night, and God bless America.

—President George W. Bush

This speech was given in response to

terrorist attacks on New York City and the Pentagon.

the bombing of a federal building in Oklahoma City.

the bombing of the *U.S.S. Cole*.

terrorist attacks in Boston and Chicago.

Question Serial Number:MC-9A5A-A675-73CC

### Question 39

Speaker 1: The federal government needs to oversee post-secondary education.

Speaker 2: It is important for public schools to receive federal funding for educational programs.

Speaker 3: The states should have total authority over educational requirements.

Speaker 4: It is vital that state governors refrain from making executive decisions about public education.

Which speaker **most likely** opposed the passage of the No Child Left Behind Act?

Speaker 3

Speaker 4

Speaker 2

Speaker 1

Question Serial Number:MC-E595-D0E2-67BA

### Question 40

What was a primary effect of the terrorist attacks on September 11, 2001?

the creation of a new federal department to monitor domestic security

the prohibition of travel to and from all countries considered a threat

the government buyout of all private transportation companies

the establishment of a new payroll tax to fund additional security measures

Question Serial Number:MC-7A74-5BBC-AC1A

### Question 41

This c. 1909 image was created to comment on a controversial social reform movement.



Image courtesy of the Library of Congress

The goal of the movement depicted by this cartoon was achieved by

- the ratification of the Nineteenth Amendment.
- the passage of the Equal Rights Amendment.
- an executive order.
- a Supreme Court ruling.

Question Serial Number:MC-5178-6CDC-3924

#### Question 42

Which example **best** demonstrates a response to the changing roles of women in society after World War II?

- the decline in the number of females choosing to marry young
- the inclusion of housewives in making major family decisions
- the increased number of females enrolled in public and private universities
- the glorification of the suburban housewife in television and magazines

Question Serial Number:MC-DACA-7E30-D6A7

## Question 43

Drag the tiles to the correct boxes to complete the pairs.

Match the political scandal to the correct result.

**Tiles**

the impeachment of  
President Bill Clinton

the disillusionment and health failure  
of President Warren G. Harding

the resignation of  
President Richard Nixon

**Pairs**

<u>Scandal</u>		<u>Result</u>
secret leasing of federal oil reserves	↔	
inappropriate conduct with a White House intern	↔	
break-in at Democratic party headquarters	↔	

Question Serial Number:MCH-8622-83BD-D619

## Question 44

Select the correct answer from the drop-down menu.

Many people cite the incidents at the Chernobyl Plant in Ukraine and Three Mile Island in Pennsylvania to justify their opposition to ○ coal mining  
○ nuclear energy ○ hydraulic fracturing ○ solar energy .

Question Serial Number:CLZ-D8B9-66B1-CE49

## Question 45

Which of the following is the **best** example of cultural diffusion due to immigration?

- A young boy plays basketball in Minnesota.
- A child plays with a toy truck in Connecticut.
- A teenager listens to rock and roll music in Nevada.
- A young girl eats flour tortillas in New York.

Question Serial Number:MC-D647-0506-D0A1

## Question 46

Which invention contributed **most** to the end of free-range cattle drives?

- reaper
- steamship
- barbed wire
- conestoga wagon

Question Serial Number:MC-BA95-9E82-A1E5

## Question 47

The United States should not be a signatory to any [agreement] . . . which would (A) mandate new commitments to limit or reduce greenhouse gas emissions for the Annex I Parties, unless the [agreement] . . . also mandates new specific scheduled commitments . . . for Developing Country Parties within the same compliance period, or (B) result in serious harm to the economy of the United States.

—Byrd-Hagel Resolution, 1997

This resolution opposes U.S. participation in the

- North American Free Trade Agreement.
- Kyoto Protocol.
- United Nations.
- Organization of the Petroleum Exporting Countries.

Question Serial Number:MC-5A43-9355-3B90

## Question 48

- Langston Hughes
- Duke Ellington
- Louis Armstrong
- Billie Holiday

These people were part of a movement that

- fought for the autonomy of American Indians.
- believed in the innate goodness of humans and nature.

celebrated African American cultural experiences.

rebelled against the political leaders of the time.

Question Serial Number:MC-DC38-3CA4-B3C8

### Question 49

Which type of music began in New York with rhyming words that were used in a toast at a party?

rock and roll

blues

jazz and big band

hip hop

Question Serial Number:MC-DB09-8900-048A

### Question 50

Which innovation contributed **most** to both the construction of railways and skyscrapers?

oil refining

Bell's telephone

Bessemer process

electric power

Question Serial Number:MC-76BA-ABB3-25A2

## Passage 26049

Passage for Question(s) 7

### Source A

Commissions from the United States and Spain met in Paris on October 1, 1898, to produce a treaty that would bring an end to the war after six months of hostilities. . . . The American commissioners negotiated in a hostile atmosphere because all Europe, except England, was sympathetic to the Spanish side.

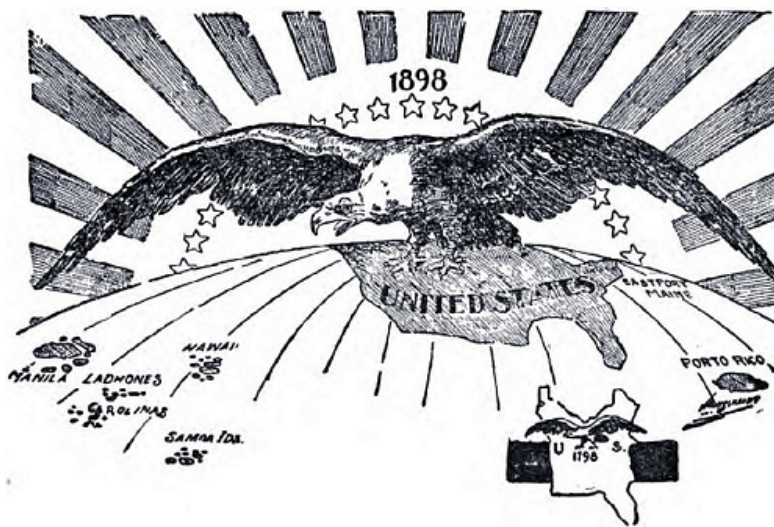
Although the Conference discussed Cuba and debt questions, the major conflict concerned the situation of the Philippines. Admiral Dewey's victory had come as a great surprise and it marked the entrance of the United States into the Pacific. Spanish commissioners argued that Manila had surrendered after the armistice and therefore the Philippines could not be demanded as a war conquest, but they eventually



yielded because they had no other choice, and the U.S. ultimately paid Spain 20 million dollars for possession of the Philippines. The islands of Puerto Rico and Guam were also placed under American control, and Spain relinquished its claim to Cuba. . . .

—Library of Congress, accessed on February 3, 2016

#### Source B



Ten thousand miles from tip to tip.—Philadelphia Press.

Image courtesy of the U.S. Office of the Historian

#### Passage 26087

Passage for Question(s) 31

#### Source A

#### Majority Opinion, *Brown v. Board of Education of Topeka, Kansas*

Today, education is perhaps the most important function state and local governments. Compulsory school attendance laws and the great expenditures of education both demonstrate our recognition of the importance of education to our democratic society . . .

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. . . .

We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.

—Chief Justice Earl Warren, 1954

#### Source B

#### Proclamation 3204 on Obstruction of Justice in the State of Arkansas by President Eisenhower

Whereas, certain persons in the State of Arkansas . . . have willfully obstructed the enforcement of orders . . . with respect to matters relating to enrollment and attendance at public schools, particularly at Central High School, located in Little Rock School District, Little Rock, Arkansas . . .

Whereas, such willful obstruction of justice hinders the execution of the laws of that State and of the United States, and makes it impracticable to enforce such laws by the ordinary course of judicial proceedings . . . I, Dwight D. Eisenhower, President of the United States . . . do command all persons engaged in such obstruction of justice to cease and desist therefrom, and to disperse . . .

—President Dwight D. Eisenhower, 1957

**Source C**

**Executive Order 10730: Providing Assistance for the Removal of an Obstruction of Justice in the State of Arkansas**

By virtue of the authority vested in me by the Constitution and the Statutes of the United States . . . it is hereby ordered . . .

1. I hereby authorize and direct the Secretary of Defense to order into the active military service of the United States as he may deem appropriate to carry out the purposes of this Order, any or all of the units of the National Guard of the United States and of the Air National Guard of the United States within the State of Arkansas to serve in the active military service of the United States . . .

2. The Secretary of Defense is authorized and directed to take all appropriate steps to enforce any orders of the United States . . . for the removal of obstruction of justice in the State of Arkansas with respect to matters relating to enrollment and attendance at public schools in Little Rock School District . . .

—President Dwight D. Eisenhower, 1957