

**CHECKPOINT ONE:**

**Climatic conditions in the southern colonies most directly influenced the development of:**

- (1) democratic institutions
- (2) a canal system
- (3) the plantation system
- (4) the coal industry

Explanation:

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**Which heading best completes the partial outline below:**

**I**

- A: Magna Carta**
- B: House of Burgesses**
- C: Massachusetts Town Hall Meetings**
- D: John Locke**

- (1) Ideas of Social Darwinism
- (2) Basis of British Mercantilism
- (3) Contributions to American Literature
- (4) Influences on the United States Government

Explanation:

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**In the 1700s, the triangular trade led directly to the**

- (1) middle colonies' role as the chief importers of agricultural products
- (2) rapid industrialization of the southern colonies
- (3) decline of the New England economy
- (4) increased importation of enslaved Africans to the Western Hemisphere

Explanation:

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**The Mayflower Compact is considered an important step in the development of American democracy because it**

- (1) established the principle of separation of church and state
- (2) provided a basis for self-government in the Plymouth Colony
- (3) defined relations with local Native American Indians
- (4) outlawed slavery in the Massachusetts Bay Colony

Explanation:

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**This map shows the western limit on colonial settlement that resulted from the:**

- (1) founding of Jamestown
- (2) Proclamation of 1763
- (3) Monroe Doctrine
- (4) Compromise of 1850



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*“The Cherokee nation, then, is a distinct community, occupying its own territory... in which the laws of Georgia have no force.... The Acts of Georgia are repugnant [disgusting] to the Constitution, laws, and treaties of the United States. They interfere forcibly with the relations established between the United States and the Cherokee Nation, the regulation of which according to the settled principles of our Constitution, are committed exclusively to the government of the Union.”*

**Marshall, C.J., Opinion of the Court, Supreme Court of the United States, 31 U.S. 515**

1) According to the Supreme Court decision, why can't Georgia make laws for the Cherokee Nation?

2) What constitutional principle or principles are related to this Supreme Court decision?

3) Based on your knowledge of U.S. history, why were there conflicts like the one in the Worcester v. Georgia case between states and Native American nations?

## CHECKPOINT TWO:

**American colonists showed their opposition to the British taxation and trade restrictions of the 1760s primarily by:**

- (1) supporting the French against the British
  - (2) boycotting products from Great Britain
  - (3) overthrowing the royal governors in most of the colonies
  - (4) purchasing additional products from Native American Indian tribes
- Explanation:
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**The main purpose for writing the Declaration of Independence was to:**

- (1) declare war on Great Britain
  - (2) force France to support the Revolutionary War
  - (3) convince Great Britain to abolish slavery
  - (4) state the colonists' reasons for separating from Great Britain
- Explanation:
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**The main reason the Articles of Confederation were replaced as the basis of the United States government was that they**

- (1) lacked provision for a national congress
  - (2) declared that political protests were unconstitutional
  - (3) placed too many restrictions on the activities of state governments
  - (4) failed to give the central government enough power to govern effectively
- Explanation:
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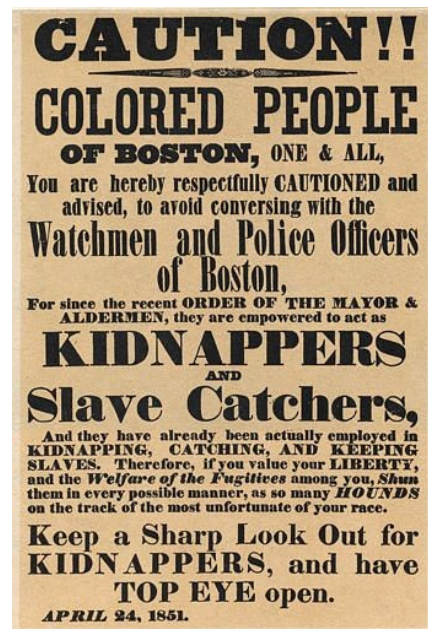
**The primary purpose of the Federalist Papers was to:**

- (1) justify the American Revolution to the colonists
  - (2) promote the continuation of British rule
  - (3) encourage ratification of the United States Constitution
  - (4) support the election of George Washington as president
- Explanation:
- 
- 

**At the Constitutional Convention of 1787, which problem was solved by the Great Compromise?**

- (1) developing the method of electing a president
  - (2) designating control of interstate commerce
  - (3) outlining the structure of the federal court system
  - (4) establishing the formula for representation in Congress
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- 

The following is a poster that was distributed in Boston in 1851 following the passage of the Fugitive Slave Act of 1850.



1) According to this poster, why should African Americans in 1851 use caution in their interactions with Boston police officers?

2) Based on the poster and your knowledge of social studies, why was the Fugitive Slave Act controversial when it was passed in 1850?

3) How did the issues related to this poster increase tensions between the North and the South?

### CHECKPOINT THREE:

#### Which action is an example of the system of checks and balances?

- (1) An individual pays both a state and a federal income tax.
- (2) New York State requires at least 180 school days per year.
- (3) The House of Representatives votes to expel one of its members.
- (4) The Senate approves a president's nominee to the Supreme Court.

Explanation:

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#### What is one feature of the political system created by the original Constitution of the United States?

- (1) guaranteeing equal legal rights to all persons
- (2) creating three different branches of government
- (3) dividing powers between the national and state governments
- (4) granting more power to the executive branch than to the other branches of government

Explanation:

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#### The elastic clause of the United States Constitution gives Congress the power to:

- (1) —make rules for the government and regulation of the land and naval forces;...||
- (2) —regulate commerce with foreign nations, and among the several states, and with the India tribes;...||
- (3) —lay and collect taxes, duties, imports and excises, ...||
- (4) —make all laws which shall be necessary and proper for carrying into execution the foregoing powers,...||

Explanation:

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#### What was one outcome of the Supreme Court decision in Marbury v. Madison (1803)?

- (1) State governments could now determine the constitutionality of federal laws.
- (2) The principle of judicial review was established.
- (3) Congress expanded its delegated powers.
- (4) A method to approve treaties was developed.

Explanation:

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#### Which governmental practice established under the —unwritten constitution— was later included in the written Constitution by an amendment

- (1) appointing members of the Cabinet
  - (2) exercising judicial review
  - (3) holding political party conventions
  - (4) limiting the President's time in office to two terms
- 
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The following passage is from the Supreme Court decision in the case of Dred Scott v. Sanford (1857) written by Chief Justice Roger B. Taney.

*... [Referring to the language in the Declaration of Independence that includes the phrase, "all men are created equal,"] it is too clear for dispute, that the enslaved African race were not intended to be included, and formed no part of the people who framed and adopted this declaration. . . .*

*[African-Americans] had for more than a century before been regarded as beings of an inferior order, and altogether unfit to associate with the white race, either in social or political relations; and so far inferior, that they had no rights which the white man was bound to respect; and that the negro might justly and lawfully be reduced to slavery for his benefit. . . .*

1) According to this passage, what reason does Taney give for denying the rights of African Americans?

2) How do you think an abolitionist would have reacted to Justice Taney's decision in the Dred Scott case?

3) How did the issues related to this Supreme Court decision increase tensions between the North and the South?

## CHECKPOINT FOUR:

**Prior to the Civil War, abolitionists reacted to the runaway slaves by**

- (1) supporting the Underground Railroad
- (2) opposing the Emancipation Proclamation
- (3) banning freed slaves from Northern states
- (4) proposing a stricter fugitive slave law

Explanation:

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**In his Farewell Address, President George Washington warned against establishing alliances with European countries because he was concerned primarily about**

- (1) restrictions on trade with Latin America
- (2) French colonization of the Caribbean
- (3) United States involvement in foreign wars
- (4) protection of the western frontier

Explanation:

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**Which 19th-century event supported the movement for women's rights?**

- (1) Seneca Falls Convention
- (2) Dred Scott decision
- (3) formation of the Republican Party
- (4) Lincoln-Douglas debates

Explanation:

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**A belief in Manifest Destiny is most closely associated with the decision to**

- (1) create the Bank of the United States
- (2) suppress the Whiskey Rebellion
- (3) declare war on Mexico
- (4) build the Panama Canal

Explanation:

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**A major reason for the issuance of the Monroe Doctrine (1823) was to**

- (1) discourage United States trade with Latin America
- (2) defend the Panama Canal from Great Britain
- (3) prevent further European colonization in the Caribbean region
- (4) provide economic aid to Latin American nations

Explanation:

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*Mrs. Nettie Hunt, sitting on the steps of the U. S. Supreme Court Building in Washington, explains the significance of the Court's May 17, 1954*

*desegregation ruling to her daughter, Nikie, in this November 19, 1954 photo.*



1) Based on this photograph and your knowledge of U.S. history, what was the significance of the Supreme Court's Brown v. Board of Education decision?

2) Based on your knowledge of social studies, what earlier Supreme Court decision was overturned the decision in the Brown v. Board of Education case?

3) In the Brown v Board of Education case, why did the Supreme Court rule against segregated schools?

## CHECKPOINT FIVE:

In his first inaugural address, President Abraham Lincoln stated his main goal for the nation was to

- (1) use the vote to resolve the conflict over slavery
- (2) free all slaves in the United States
- (3) uphold the Dred Scott decision
- (4) preserve the Union

After the passage of the 13th, 14th, and 15th amendments, African Americans continued to experience political and economic oppression mainly because

- (1) the amendments were not intended to solve their problems
- (2) many African Americans distrusted the Federal Government
- (3) Southern legislatures enacted Jim Crow laws
- (4) poor communications kept people from learning about their legal rights

Explanation:

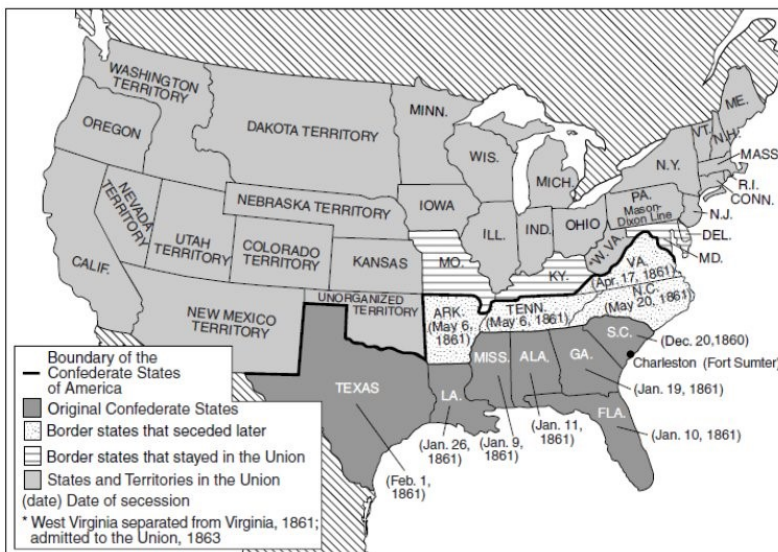
Which 19th-century event supported the movement for women's rights?

- (1) Seneca Falls Convention
- (2) Dred Scott decision
- (3) formation of the Republican Party
- (4) Lincoln-Douglas debates

Explanation:

What is the most accurate title for this map?

- (1) Closing the Frontier
- (2) Results of Reconstruction
- (3) A Nation Divided
- (4) Compromise of 1850



Poll taxes, literacy tests, and grandfather clauses were adopted in Southern States primarily to

- (1) enforce the terms of the 15th amendment
- (2) keep African Americans from exercising their right to vote
- (3) stop criminals and immigrants from voting
- (4) eliminate bribery and corruption at polling places

Explanation:

In Plessy v. Ferguson (1896), the Supreme Court ruled that

- (1) states may not secede from the Union
- (2) racial segregation was constitutional
- (3) slaves are property and may not be taken from their owners
- (4) all western territories should be open to slavery

Explanation:



1) What Bill of Rights principle is being discussed in this cartoon and in the case of Engel v. Vitale?

2) What was one effect of the Engel v. Vitale decision on public schools in the United States?

3) What is the cartoonist's opinion regarding the angry reaction of some people to the Engel v. Vitale decision?

**CHECKPOINT SIX:**

**During the early 1800s, which factor contributed the most to the start of the Industrial Revolution in the United States?**

- (1) a restriction on European immigration
- (2) the end of the slave labor system
- (3) an abundance of natural resources
- (4) the availability of electricity

Explanation:

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**During the late 1800s, many North American Indian tribes were sent to reservations that were located**

- (1) along the major rivers and lakes of the Midwest
- (2) near large cities in the Northwest
- (3) in sparsely populated regions of the West
- (4) east of the Mississippi River

Explanation:

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**Until the early 20th century, few restrictions on immigration to the United States existed primarily because**

- (1) industry needed an increasing supply of labor
- (2) immigration totals had always been relatively low
- (3) labor unions had always favored unrestricted immigration
- (4) the Supreme Court had ruled that Congress could not restrict immigration

Explanation:

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**During the late 1800s, major improvements to a nationwide system of trade were made with the**

- (1) construction of a network of canals
- (2) use of steamboats on rivers
- (3) completion of transcontinental railroads
- (4) construction of toll roads

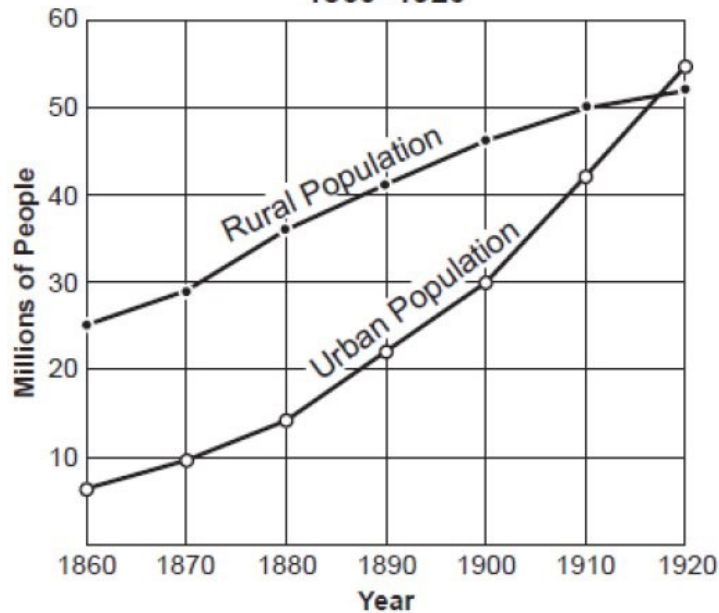
Explanation:

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**Population of the United States, 1860–1920**



**Which statement about population distribution in the United States between 1860 and 1920 is best supported by the graph?**

- (1) Rural population declined after 1910.
- (2) Many Americans migrated from urban to rural areas.
- (3) Immigration played a limited role in urban growth.
- (4) The population of cities grew at a faster rate than that of rural areas.

Explanation:

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**Based on the chart below state two trends related to industrialization from 1860-1910:**

**Selected Statistics Related to Industrialization**

	Value of Manufactured Products	Employed in Manufacturing	
		Number of Males	Number of Females
1860	\$1.9 billion	1.03 million	270,357
1870	\$4.2 billion	1.61 million	323,506
1880	\$5.3 billion	2.01 million	529,983
1890	\$9.3 billion	2.86 million	503,089
1900	\$12.9 billion	4.08 million	1.03 million
1910	\$20.8 billion	8.84 million	1.82 million

## CHECKPOINT SEVEN:

**Most nativists of the late 1800s would most likely have supported the**

- (1) creation of settlement houses to aid new immigrants
- (2) passage of the Chinese Exclusion Act
- (3) continuation of the contract labor system
- (4) assimilation of Native American Indians into mainstream culture

Explanation:

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**The American Federation of Labor's support for —bread and butter unionism was intended to**

- (1) gain control of state and federal legislatures
- (2) change the economic system to socialism
- (3) combine all skilled and unskilled workers into one large organization
- (4) improve wages, hours, and working conditions

Explanation:

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**During the late 1800s, the idea of Social Darwinism was used to explain the**

- (1) development of the Granger movement
- (2) need for settlement homes
- (3) creation of a national parks system
- (4) success or failure of businesses

Explanation:

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**The principal message of the cartoon is that the Standard Oil Company**

- (1) used its size to lower the prices of its products
- (2) protected the nation from foreign competition
- (3) used its economic power to influence government decisions
- (4) employed violence to gain an unfair advantage for its workers

Explanation:

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**The Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and the Clayton Antitrust Act (1914) are similar in that they were intended to**

- (1) reaffirm the federal government's laissez-faire attitude toward big business
- (2) increase the federal government's power to regulate business practices
- (3) authorize the breakup of labor unions
- (4) reject the use of trustbusting

Explanation:

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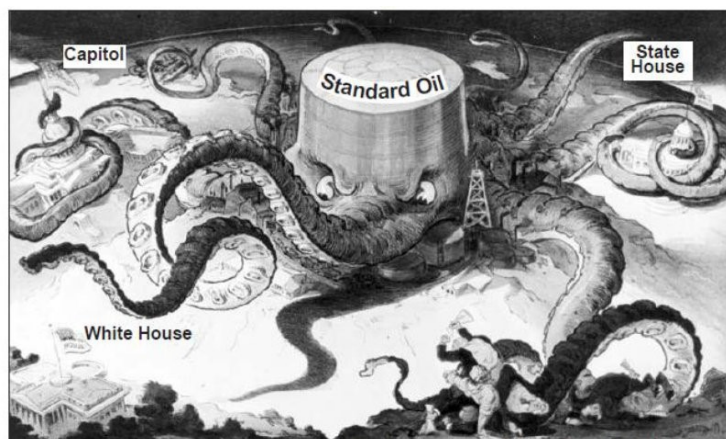
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**The following is an excerpt from the essay, —The Gospel of Wealth by Andrew Carnegie (1908)**

*... This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial result for the community—the man of wealth thus becoming the sole agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer—doing for them better than they would or could do for themselves...*

**According to Andrew Carnegie, what should be the responsibility of wealthy people?**

**What does this passage suggest about Carnegie's attitude toward poor Americans?**



**CHECKPOINT EIGHT:**

**Yellow journalism contributed to the start of the Spanish-American War (1898) by**

- (1) portraying William McKinley as a pro-war president
- (2) inciting public outrage over conditions in Cuba
- (3) showing the need to acquire colonies in the Pacific
- (4) demanding the repeal of the Gentlemen’s Agreement

Explanation:

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**Which heading best completes the partial outline below?**

- I. \_\_\_\_\_
- A-Desire for new markets
- B-Creation of a modern navy
- C-Belief in Anglo-Saxon superiority

- (1) Consequences of World War I
- (2) Results of the Gentlemen’s Agreement
- (3) Events Leading to Neutrality
- (4) Factors Supporting United States Imperialism

Explanation:

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**Which event most influenced President Woodrow Wilson’s decision to enter World War I?**

- (1) defeat of Russia by Germany
- (2) assassination of Archduke Franz Ferdinand
- (3) raids by Mexico on the southwestern United States
- (4) renewal of unrestricted submarine warfare by Germany

Explanation:

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**The “clear and present danger” doctrine established in *Schenck v. United States* (1919) concerned the issue of**

- (1) freedom of speech
- (2) the right to bear arms
- (3) the right to an attorney
- (4) separation of church and state

Explanation:

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**Many United States senators refused to support membership in the League of Nations because they believed that it would**

- (1) endanger United States economic growth
- (2) force the United States to give up its colonies
- (3) grant the president the power to annex new territory
- (4) involve the United States in future foreign conflicts

Explanation:

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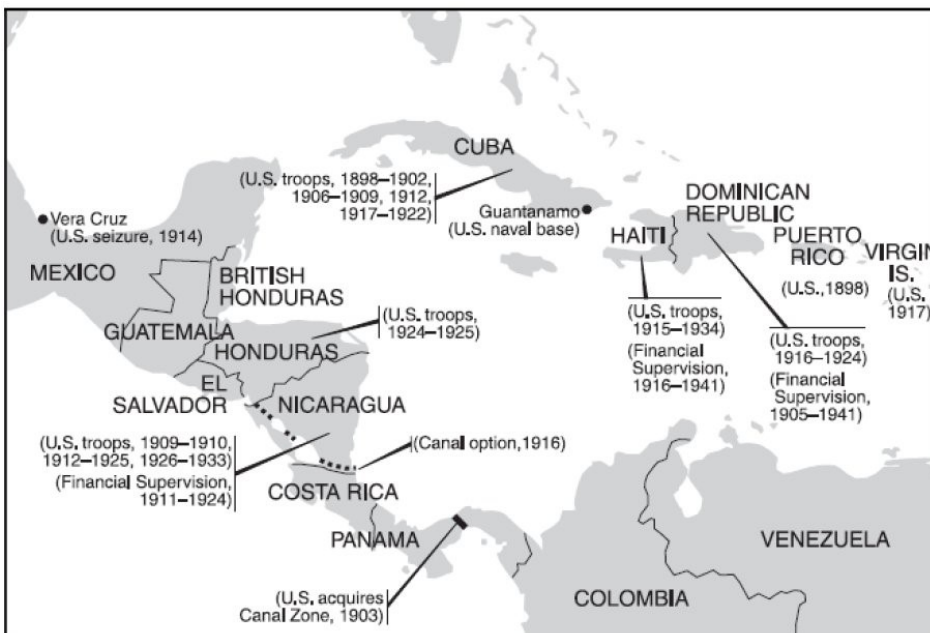


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**How would you describe the U.S. foreign policy illustrated by this map?**

**Based on your knowledge of social studies, how did industrialization encourage United States intervention as shown on the map?**

**Based on your knowledge of social studies, what is one other reason for the actions shown on this map?**





## CHECKPOINT NINE:

**A major purpose of the Progressive movement (1900–1917) was to**

- (1) stimulate the economy
- (2) support government control of factory production
- (3) encourage immigration from southern and eastern Europe
- (4) correct the economic and social abuses of industrial society

Explanation:

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**One idea that both Booker T. Washington and W. E. B. Du Bois supported is that**

- (1) African Americans should have increased civil rights
- (2) vocational training was the best approach to education
- (3) immigration was responsible for racial segregation
- (4) Jim Crow laws were needed to help African-Americans

- (1) Consequences of World War I
- (2) Results of the Gentlemen's Agreement
- (3) Events Leading to Neutrality
- (4) Factors Supporting United States Imperialism

Explanation:

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**The Harlem Renaissance promoted African American culture by**

- (1) increasing factory employment opportunities for minorities
- (2) encouraging immigration from Africa
- (3) focusing attention on artistic contributions
- (4) bringing an end to legalized racial segregation

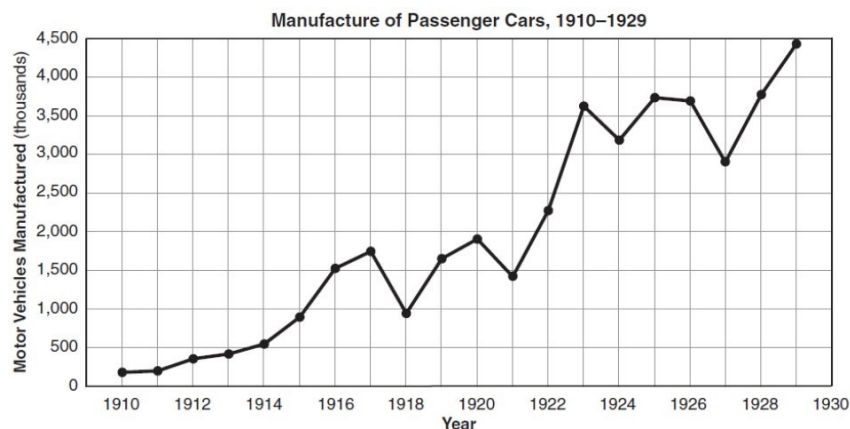
Explanation:

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Immigration Before and After Quota Laws	From Northern and Western Europe	From Southern and Eastern Europe and Asia
Average annual number of immigrants before quotas (1907–1914)	176,983	685,531
Emergency Quota Act of 1921	198,082	158,367
Quotas in Immigration Act of 1924	140,999	21,847

**What was an effect of the immigration laws of 1921 and 1924?**

- (1) reduction of immigration from southern and eastern Europe and Asia
- (2) establishment of equality among ethnic groups seeking entrance to the United States
- (3) increase in the total number of immigrants allowed to enter the United States
- (4) removal of restrictions from the nations of northern and western Europe



**The overall trend shown on the graph was primarily the result of**

- (1) a decline in the economy
- (2) the increased use of the assembly line
- (3) a shift of the population from urban areas to farms
- (4) an increase in the price of automobiles

Explanation:

## CHECKPOINT TEN:

**During the second half of the 1920s, which economic trend was a major cause of the Great Depression?**

- (1) deficits in the federal budget
- (2) reductions in tariff rates
- (3) creation of national and state sales taxes
- (4) overproduction and underconsumption

Explanation:

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**President Herbert Hoover's response to the Great Depression was often criticized because it**

- (1) wasted money on new social programs
- (2) caused widespread rioting and looting in major cities
- (3) raised taxes on businesses and the wealthy
- (4) failed to provide direct relief for the neediest persons

Explanation:

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**During the Great Depression, one way New Deal programs tried to stimulate economic recovery was by**

- (1) raising tariff rates
- (2) increasing interest rates
- (3) creating public works jobs
- (4) lowering the minimum wage

Explanation:

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**Based on the letter, what was the purpose of President Roosevelt's first —fireside chat?**

**Based on your knowledge of social studies, what were the solutions that President Roosevelt proposed to solve the problem referred to in the letter?**

**What does the letter suggest about President Franklin D. Roosevelt's ability to communicate his programs to the American people?**

**Which event led to the other three?**

- (1) migration of 300,000 people to California to find work
- (2) development of Dust Bowl conditions on the Great Plains
- (3) passage of New Deal legislation to conserve soil
- (4) publication of John Steinbeck's novel *The Grapes of Wrath*

Explanation:

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**The New Deal changed American political thinking because it was based on the principle that the**

- (1) economy will fix itself if left alone
- (2) federal government should attempt to solve social and economic problems
- (3) political parties must work together to deal with national problems
- (4) states should take a leadership position in solving social issues

Explanation:

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*March 12, 1933*

*Dear President; I would like to tell you that I enjoyed the speech which you have just finished giving. I have regained faith in the banks due to your earnest beliefs. I had decided that, as soon as the banks in Minneapolis reopened, I would withdraw my money. When you said that people's money would be safer in banks than under their mattresses I decided I'd leave my money just where it is.*

*Although I'm only a high school student I take a great interest in the country's problems. I firmly believe that the country is on the upward grade and I believe that if people will remain calm and composed that the government will pull the United States out of this terrible depression.*

*If you could possibly find a moment's time during your busy days would you please write a note back to me and acknowledge my letter?*

*—God be with you and bless you," dear President.*

*Very respectfully yours, Viola Hazelberger  
Minneapolis, Minnesota*

## CHECKPOINT ELEVEN:

### Why was the United States called the —arsenal of democracy in 1940?

- (1) The leaders in the democratic nations of Europe were educated in the United States
- (2) Most of the battles to defend worldwide democracy took place on American soil.
- (3) The United States supervised elections in European nations before the war.
- (4) The United States provided much of the weaponry needed to fight the Axis powers.

Explanation:

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### Women played a major role on the domestic front during World War II by

- (1) becoming candidates for public office
- (2) campaigning for woman's suffrage
- (3) demonstrating against involvement in the war
- (4) taking jobs in the defense industry

persons

Explanation:

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### A major cause of the internment of Japanese Americans during World War II war

- (1) national segregation policies
- (2) immigration quotas
- (3) racial prejudice
- (4) economic depression

Explanation:

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### The baby boom after World War II led directly to

- (1) a decrease in spending for public education
- (2) a return to a rural lifestyle
- (3) an increased demand for housing
- (4) a decrease in consumer spending

Explanation:

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### During World War II, the need of the United States for more war materials resulted in the

- (1) easing of government controls on the economy
- (2) use of lengthy strikes by labor unions
- (3) rationing of some consumer goods
- (4) reduction in profits for defense in

Explanation:

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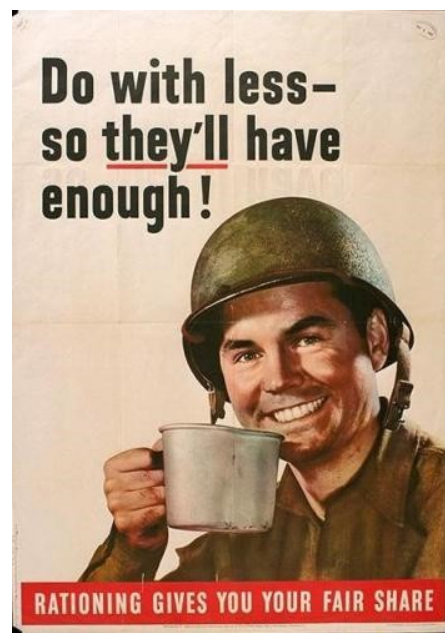
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The following excerpt is taken from a Charles Lindbergh speech at a rally of the America First Committee on April 23, 1941.

*... War is not inevitable for this country. Such a claim is defeatism in the true sense. No one can make us fight abroad unless we ourselves are willing to do so. No one will attempt to fight us here if we arm ourselves as a great nation should be armed. Over a hundred million people in this nation are opposed to entering the war. If the principles of democracy mean anything at all, that is reason enough for us to stay out. If we are forced into a war against the wishes of an overwhelming majority of our people, we will have proved democracy such a failure at home that there will be little use fighting for it abroad. . . .*

**Based on this document, state two reasons Charles Lindbergh believed that the United States should stay out of World War Two.**

**Based on your knowledge of social studies, what is one reason that someone in 1941 might disagree with Charles Lindbergh?**



## CHECKPOINT TWELVE:

**The primary purpose for the creation of the United Nations was to**

- (1) maintain an international army
- (2) promote peace through international agreements
- (3) free Eastern European countries from communism
- (4) supply food to all member countries

Explanation:

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**The war crimes trials in Nuremberg and Tokyo following World War II established the concept that**

- (1) nations could be made to pay for wartime damages
- (2) pardons should be granted to all accused war criminals
- (3) those convicted should be given shorter sentences than ordinary criminals
- (4) individuals could be held accountable for their actions in a war

persons

Explanation:

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**Which civil liberty was most seriously threatened during the period shown on the time line?**

- (1) freedom of speech
- (2) freedom of religion
- (3) the right to bear arms
- (4) the right to petition the government

Explanation:

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**The events shown on the time line occurred as a result of**

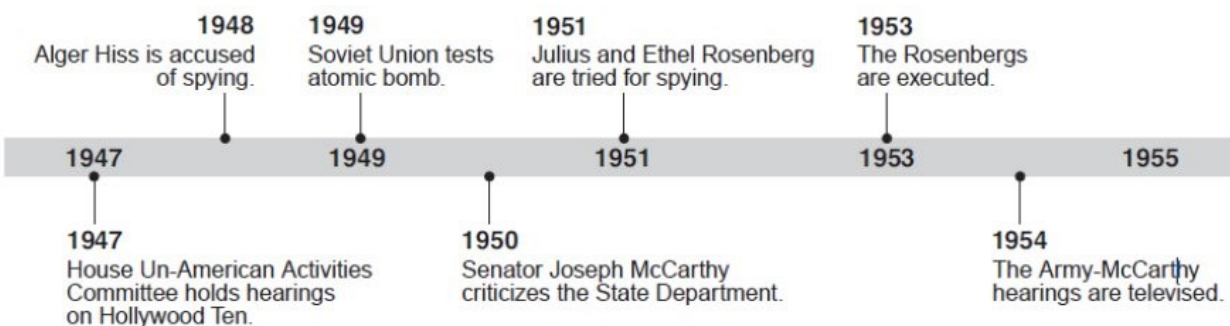
- (1) the bombing of Pearl Harbor
- (2) the launching of Sputnik
- (3) a need for collective security
- (4) a fear of communism

Explanation:

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**Which statement about the Marshall Plan is most accurate?**

- (1) It was used to finance rearmament after World War II.
- (2) It was denied to all former World War II enemies.
- (3) It was used to rebuild European nations after World War II.
- (4) It was given to all African and Asian allies during the Cold War.

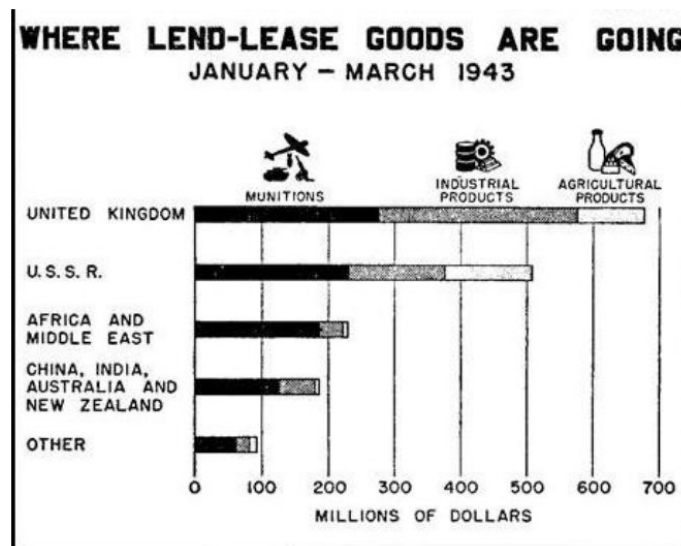
Explanation:

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United States Lend-Lease Program (1943)



**According to this graph, what was the United States sending to the listed countries?**

**According to this graph, which country received the most U.S. goods?**

**Based on your knowledge of social studies, what was the purpose of the Lend Lease program?**

**CHECKPOINT THIRTEEN:**

**Lunch counter sit-ins and the actions of freedom riders are examples of**

- (1) steps taken in support of the Americans with Disabilities Act
  - (2) programs dealing with affirmative action
  - (3) violent acts by the Black Panthers
  - (4) nonviolent attempts to oppose segregation
- Explanation:

LEGISLATION	PURPOSE
Economic Opportunity Act	Created programs such as Job Corps and Project Head Start
Voting Rights Act	Ended race-based restrictions on voting
Medicare/	Provided medical coverage for elderly

**The legislation identified in this chart was an effort to solve problems related to**

- (1) illegal immigration and terrorism
  - (2) poverty and discrimination
  - (3) illiteracy and domestic abuse
  - (4) budget deficits and famine
- Explanation:

**During the 1950s, the main goal of the civil rights movement was to**

- (1) create separate African American economic and social institutions
  - (2) eliminate legal segregation from American life
  - (3) establish affirmative action programs to compensate for past wrongs
  - (4) form a new nation for African Americans
- Explanation:

**When necessary to achieve justice, which method did Martin Luther King, Jr., urge his followers to employ?**

- (1) using violence to bring about political change
- (2) engaging in civil disobedience
- (3) leaving any community in which racism is practiced
- (4) demanding that Congress pay reparations to African Americans

Explanation:

**The Civil Rights Act of 1964 was passed in an effort to correct**

- (1) racial and gender discrimination
- (2) limitations on freedom of speech
- (3) unfair immigration quotas
- (4) segregation in the armed forces

Explanation:



**What event resulted in the newspaper headline above?**

**Using your knowledge of history, what ended the blockade of Cuba under JFK's presidency?**

## CHECKPOINT FOURTEEN:

- In the 1940s, President Franklin D. Roosevelt made winning World War II a priority over extending the New Deal.
- In the 1950s, President Harry Truman's focus shifted from the Fair Deal to the Korean War.
- In the 1960s, President Lyndon B. Johnson's attention to the Great Society gave way to preoccupation with the Vietnam War.

These presidential actions best support the conclusion that

- (1) presidents prefer their role as commander in chief to that of chief legislator
- (2) domestic programs are often undermined by the outbreak of war
- (3) Presidents Roosevelt, Truman, and Johnson were not committed to their domestic initiatives
- (4) large domestic reform programs tend to lead nations toward involvement in foreign wars

Explanation:

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One way in which President John F. Kennedy's Peace Corps and President Lyndon Johnson's Volunteers in Service to America (VISTA) are similar is that both programs attempted to

- (1) increase domestic security
- (2) support United States troops fighting overseas
- (3) improve the quality of people's lives
- (4) provide aid to immigrants coming to the United States

Explanation:

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The policy of détente pursued by President Richard Nixon was an effort to

- (1) increase foreign aid to African nations
- (2) maintain access to East Asian markets
- (3) reduce conflict with the Soviet Union
- (4) end trade barriers among Western Hemisphere nations

Explanation:

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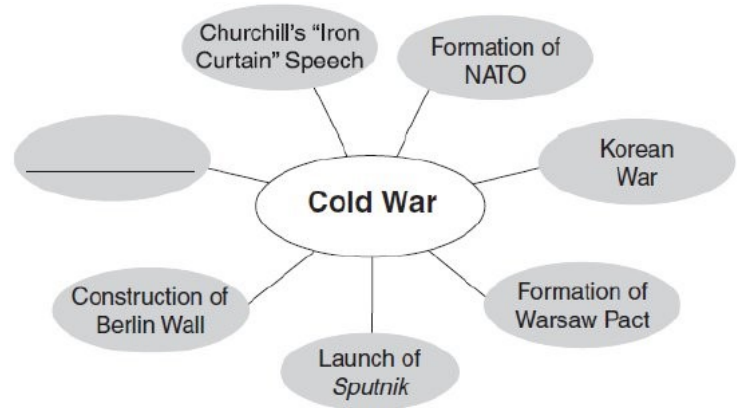
Which development is most closely associated with the belief in the domino theory?

- (1) military involvement in Vietnam
- (2) construction of the Berlin Wall
- (3) signing of the nuclear test ban treaty
- (4) end of the Korean War

Explanation:

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Which event best completes this graphic organizer?

- (1) Vietnam War
- (2) Holocaust
- (3) Persian Gulf War
- (4) D-Day invasion



According to this cartoonist, what was the threat to Western Europe in 1947?

Based on your knowledge of social studies, what are two ways that the United States tried to address the issues in this cartoon after World War Two?

**CHECKPOINT FIFTEEN:**

—No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . .ll

**Title IX, 1972**

**1. The passage of this law affected women across the nation by**

- (1) granting them the right to own property
- (2) guaranteeing them the same wages as male workers
- (3) increasing their opportunities to participate in school sports
- (4) allowing them the right to seek elective offices

**A major policy of President Ronald Reagan’s administration was to**

- (1) reduce defense spending
- (2) lower federal income tax rates
- (3) end desegregation of public facilities
- (4) promote regulation of small businesses

Explanation:

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**In the United States in the 1990’s, cuts in defense spending have been proposed because**

- (1) Japan has assumed the peacekeeping responsibilities of the United Nations
- (2) military technology has become less expensive
- (3) the United States has returned to an isolationist foreign policy
- (4) communist governments in Eastern Europe and the former Soviet Union have collapsed

Explanation:

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**Which statement is true about both Bill Clinton and Andrew Johnson?**

- (1) Each was acquitted by the Senate of their impeachment
- (2) Each became president after an assassination of the elected President
- (3) Both men successfully led the United States through major international wars
- (4) Both Presidents were involved in scandals regarding their personal character

Explanation:

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**Which statement most accurately describes the main idea of this 1975 cartoon?**

- (1) The press should not publish materials that damage the reputation of public officials.
- (2) The government is improperly hiding information from the public.
- (3) Government should restrict the publication of sensitive materials.
- (4) Libraries are making too many government reports open to the public

Explanation:

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**What is one way the United States has changed following 9/11 according to this cartoon?**