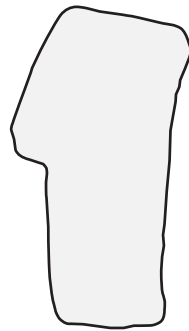


Mississippi SATP2 U.S. History Student Review Guide

Practice Test



2011 Mississippi Social Studies Framework

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1 The excerpt below is from legislation passed in 1971 by Congress and sent to the states for ratification.

The right of citizens of the United States, who are 18 years of age or older, to vote, shall not be denied or abridged by the United States or any state on account of age.

Which of the following can be said of this legislation that became the 26th Amendment?

- A The legislation grants limited voting rights to 18-year-olds.
- B The legislation illustrates that the Constitution of the United States can be changed to expand voting rights.
- C The legislation confirms citizenship on all immigrants eighteen years old and older.
- D The legislation confirms that 18-year-olds have enough life experience to vote in local elections only.

(A) (B) (C) (D)

2 What impact did the brave exploits of African American soldiers during World War II have on society?

- F They were allowed to buy houses in all-white neighborhoods.
- G Their bravery brought them economic opportunities at home.
- H Their exploits aided the growing Civil Rights Movement of the next decade.
- J White Americans saw them as equals for the first time.

(F) (G) (H) (J)

3 The list below shows some of the factors that contributed to the rapid industrial growth during the Gilded Age.

- | | |
|--|--|
| <ul style="list-style-type: none">• An abundance of raw materials• A source for cheap labor• Capital (money) to invest | <ul style="list-style-type: none">• New technologies and sources of power• Expanding markets• A national transportation system (railroads) |
|--|--|

Which of the following was perhaps the most important technological change in manufacturing during this time period?

- A the abundant natural resources found throughout the country
- B the switch from horse power to man power
- C the conversion from steam to electrical power
- D the development of a central banking system to provide capital

(A) (B) (C) (D)

GO ON

4 In the late 1800s, Andrew Carnegie was able to build a sizeable steel-making empire. Which of the following was NOT a factor in his being able to dominate the steel industry?

- F a steady stream of immigrant workers
- G the Bessemer process
- H vertical integration
- J government regulations

(F) (G) (H) (J)

5 The poster below was produced by the Office of War Information during World War II and shows Rosie the Riveter, a popular image during the era.



Courtesy: NARA

What is the message that the OWI wished to convey?

- A Women could carry on by themselves with the men away at war.
- B Women were needed to replace men who had gone to fight in the war.
- C Women were equal to men in every respect.
- D Women should take charge of their future and become more independent.

(A) (B) (C) (D)

GO ON

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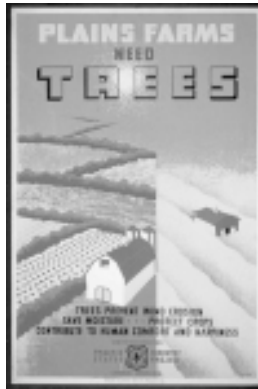
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- 1 The poster below represents a project initiated by the Works Progress Administration during the Great Depression.



Courtesy: U.S. Department of Agriculture

What ecological impact did planting millions of trees from North Dakota to Texas have on the severe natural disaster of the time?

- A encouraged a fledgling timber industry on the plains
- B improved the value of homesteads on the Great Plains
- C provided habitats for wild animals
- D acted as a windbreak to prevent soil erosion

(A) (B) (C) (D)

-
- 2 **What impact did the industrial innovations developed by Henry Ford around the turn of the 20th century have on the physical landscape of America for many years to come?**

- F Infrastructure improvements were required to accommodate the growing number of automobiles.
- G Transcontinental railroads were constructed to haul freight to and from expanding markets.
- H Factories were built near the population centers of big cities.
- J City bus systems were developed to transport the large number of workers needed at the factories.

(F) (G) (H) (J)

-
- 3 **How did the Voting Rights Act of 1965 significantly impact the disenfranchisement of African Americans and other minorities?**

- A It put an end to the system of excluding African Americans from running for state and local political offices.
- B It authorized the Department of Justice to pursue complaints of voting irregularities against blacks.
- C It ended *de jure* segregation in the South.
- D It legalized poll taxes and literacy tests for all voters without a 6th-grade education.

(A) (B) (C) (D)

GO ON

4 In the 1990s, American businesses began a series of mergers that resulted in huge companies. The mergers were so large and complex that they had to be approved by the Federal Trade Commission. What was the government trying to prevent?

- F** a loss of power by labor unions that may have resulted from mergers
- G** the formation of monopolies that restrained free trade through mergers
- H** the interference of international trade through mergers
- J** job losses through corporate mergers

(F) (G) (H) (J)

5 This famous World War II era photograph depicts one of the last explosions of the war.



Courtesy: NARA

What was the long-term result of the historical event pictured here?

- A** The Japanese people deposed the Emperor, and the civilian government sued for peace.
- B** The United States experienced a wave of morality and re-adopted a policy of isolationism.
- C** The fighting in Europe immediately stopped, and the Allies celebrated Victory in Europe Day.
- D** A nuclear arms race began between the world's two superpowers.

(A) (B) (C) (D)

GO ON

Competency Correlation Chart (Teacher's Edition)

The chart below correlates each competency as given in the 2011 Mississippi U.S. History Framework to the student guide. The Text Section column gives the section numbers in the text where each competency is reviewed. The Practice Test columns give the question number(s) in that test that correlates to each competency.

Competency	Text Section(s)	Practice Test 1	Practice Test 2
DOMESTIC AFFAIRS 1. Understand the evolution of the American political system, its ideals, and institutions post-reconstruction.			
a. Cite and analyze evidence that the United States Constitution is a “living” document as reflected in Supreme Court cases, Amendments, and presidential actions (DOK 3)	1.7, 2.3, 2.5, 3.6, 5.4, 5.5, 6.5, 7.2-7.4, 8.5, 9.4, 10.4, 10.5, 11.6, 12.5, 12.6, 13.2, 13.6, 14.2, 14.5, 14.6, 15.4, 16.6, 16.8, 17.5, 17.7	1, 12	12, 31
b. Analyze and evaluate the impact of presidential policies and congressional actions on domestic reform. (DOK 3)	2.3-2.5, 3.5-3.7, 4.3, 5.5, 6.3, 7.2-7.5, 8.4, 8.5, 9.2, 9.4, 10.4, 10.5, 11.6, 12.6, 13.2, 13.5, 13.7, 14.2-14.4, 14.6, 14.7, 15.3, 15.4, 15.7, 15.8, 16.4, 16.6, 16.8, 17.3, 17.6-17.8	22, 27	25
c. Explain and analyze the expansion of federal powers. (DOK 3)	2.3, 3.6, 5.4, 6.3-6.5, 7.2-7.4, 8.5, 10.4, 10.5, 11.6, 12.4, 12.5, 13.2, 13.5, 14.4, 14.6, 14.8, 15.3, 15.4, 15.8, 16.6, 17.3, 17.6-17.8	34	34, 46
d. Analyze and evaluate the ongoing tension between individual liberty and national security. (DOK 3)	2.5, 3.6, 5.4, 7.2, 7.3, 8.4, 8.5, 9.2, 10.3, 11.6, 13.5, 14.6, 14.8, 15.5, 17.7	11, 55	43, 58
DOMESTIC AFFAIRS 2. Understand major social problems and domestic policy issues in post-reconstruction American society			
a. Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force. (DOK 2)	2.3, 3.3, 4.2, 5.4, 6.6, 7.2, 7.4, 8.4, 8.5, 8.7, 9.2, 9.6, 9.7, 11.6, 12.6, 13.4, 14.6, 15.3, 15.4, 16.4, 17.3, 17.6	16, 19	11, 14, 19
b. Trace the response of American institutions such as government and non-profit organizations to environmental challenges such as natural disasters, conservation and pollution, and property rights (including but not limited to the expansion of the national park system, the development of environmental protection laws, and eminent domain.) (DOK 2)	2.3, 3.6, 4.3, 6.4, 7.2-7.4, 10.3, 15.4, 15.7, 15.8, 16.4, 16.8, 17.6	26, 35, 40	1, 35
c. Compare and contrast various social policies such as welfare reform and public health insurance and explain how such social policies are influenced by the persistence of poverty. (DOK 2)	2.3, 4.3, 7.2, 9.7, 10.3-10.5, 12.6, 14.2, 14.4, 16.6, 17.3, 17.8	43, 60	47, 55
GLOBAL AFFAIRS 3. Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.			
a. Analyze the effects of imperialism on the foreign policy of the United States from Reconstruction to World War I. (DOK 3)	6.2-6.7, 8.2	10, 13	10, 23
b. Compare and contrast the arguments between the imperialists and anti-imperialists in the late 19th century and justify why the imperialists prevailed. (DOK 3)	6.2-6.5, 6.7, 8.3	20	15, 18
c. Draw conclusions about the causes and effects of American involvement in the world wars. (DOK 3)	8.2-8.7, 9.2, 9.3, 9.6, 9.7, 10.2, 11.2-11.7, 12.2-12.6	24, 33, 52	26, 33

Competency	Text Section(s)	Practice Test 1	Practice Test 2
<p>GLOBAL AFFAIRS</p> <p>3. Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.</p> <p>d. Analyze the origins and development of the Cold War between the United States and the Soviet Union and their respective allies, including ideology, technology, economics, and geography. (DOK 3)</p> <p>e. Explain and analyze America’s role in international organizations, humanitarian relief, and post-war reconstruction efforts throughout the 20th century. (DOK 3)</p> <p>f. Analyze and evaluate the causes and effects of the United States’ growing involvement in the Middle East and the Persian Gulf. (DOK 3)</p>	<p>8.3, 8.7, 9.2, 9.7, 11.2, 12.2-12.5, 13.3, 13.5, 13.7, 14.2, 14.3, 14.8, 15.5, 15.8, 16.3, 16.5, 16.9</p> <p>6.4, 6.5, 6.7, 8.6, 11.2-11.4, 12.2-12.5, 13.3, 14.2, 15.5, 15.7, 16.9, 17.4</p> <p>12.5, 13.3, 14.8, 15.3, 15.5, 15.8, 16.5, 16.6, 16.9, 17.3, 17.4, 17.7, 17.8</p>	<p>39, 44, 47</p> <p>32, 57</p> <p>37</p>	<p>39, 44</p> <p>52, 60</p> <p>22, 24</p>
<p>CIVIL RIGHTS/HUMAN RIGHTS</p> <p>4. Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, immigrant groups, and individuals with disabilities).</p> <p>a. Analyze the issues that gave rise to the Civil Rights Movement from post-reconstruction to the modern movement. (DOK 3)</p> <p>b. Trace the major events of the modern movement and compare and contrast the strategies and tactics for social change used by leading individuals/groups. (DOK 2)</p> <p>c. Analyze the response of federal and state governments to the goals (including but not limited to ending de jure and de facto segregation and economic inequality) of the Civil Rights Movement. (DOK 3)</p> <p>d. Evaluate the impact of the Civil Rights Movement in expanding democracy in the United States. (DOK 3)</p> <p>e. Compare and contrast the goals and objectives of other minority and immigrant groups to those of the Civil Rights Movement led predominantly by African Americans. (DOK 2)</p> <p>f. Cite and analyze evidence of the political, economic, and social changes in the United States that expanded democracy for other minority and immigrant groups. (DOK 3)</p>	<p>2.2-2.5, 7.5, 9.2, 9.6, 9.7, 11.6, 12.6, 13.6, 14.4, 14.6, 16.8, 17.6</p> <p>2.3, 2.4, 7.5, 8.4, 9.5, 9.7, 11.6, 12.6, 13.6, 14.3, 14.6, 17.8</p> <p>2.3, 10.4, 11.6, 12.6, 13.2, 13.6, 14.3, 14.6, 15.3, 17.6</p> <p>10.4, 13.6, 14.5, 14.6</p> <p>4.3, 6.6, 7.2, 11.7, 13.4, 13.6, 14.7, 14.8, 15.4, 15.5, 16.2, 16.4, 16.8</p> <p>3.6, 7.2, 9.4, 14.5, 14.7, 15.4, 15.7</p>	<p>2, 9, 25</p> <p>23, 46</p> <p>31</p> <p>14, 41, 58</p> <p>15, 48</p> <p>54</p>	<p>9, 32</p> <p>17, 21, 54</p> <p>27, 45</p> <p>3, 59</p> <p>16, 38</p> <p>56</p>
<p>ECONOMICS</p> <p>5. Understand the continuing economic transformation of the United States involving the maturing of the industrial economy, the expansion of big business, the changing demographics of the labor force, and the rise of national labor unions and industrial conflict.</p> <p>a. Evaluate the factors leading to and the effects of industrialization on the political, physical, and economic landscape of the United States during the late 19th and early 20th centuries. (DOK 3)</p> <p>b. Explain the conditions of industrialization that led to the rise of organized labor and evaluate labor’s effectiveness in achieving its goals. (DOK 3)</p>	<p>2.2, 2.3, 3.2-3.7, 4.2, 4.3, 5.2-5.6, 6.2, 7.2-7.4, 8.3, 8.5, 9.3</p> <p>2.2, 3.2, 3.7, 4.2, 5.4, 7.2-7.4, 8.7, 10.5, 12.6, 13.2, 14.7, 16.6</p>	<p>3, 8</p> <p>18, 28, 38</p>	<p>2, 8</p> <p>28, 30, 48</p>

Competency	Text Section(s)	Practice Test 1	Practice Test 2
<p>ECONOMICS 5. Understand the continuing economic transformation of the United States involving the maturing of the industrial economy, the expansion of big business, the changing demographics of the labor force, and the rise of national labor unions and industrial conflict.</p> <p>c. Identify and explain migration and immigration patterns that developed from the push-pull effects of economic circumstances. (DOK 2)</p>	3.2-3.6, 4.2, 4.3, 5.4, 6.3, 6.6, 7.2, 8.5, 9.2, 9.3, 9.7, 10.2, 10.3, 11.3, 11.6, 13.4, 14.5, 16.6, 17.6	49, 53	37, 53
<p>ECONOMICS 6. Understand the scope of government involvement in the economy including the following: the regulation of industry and labor, the attempts to manipulate the money supply, and the use of tariffs or trade agreements to protect or expand U.S. business interests.</p> <p>a. Cite and explain evidence that led to the transition of the U.S. economy from laissez-faire capitalism to an increasingly regulated economy. (DOK 2)</p>	3.7, 5.2, 5.5, 6.2, 6.3, 7.2-7.4, 8.5, 9.2, 10.3-10.5, 12.6, 13.2, 14.2, 14.4, 15.3, 16.4, 16.8, 17.6, 17.8	4, 7, 17	4, 7
<p>b. Analyze and evaluate historical arguments regarding monetary policy. (DOK 3)</p>	3.7, 5.5, 8.5, 9.2, 10.3-10.5, 11.2, 15.3, 16.2, 16.4	29	29
<p>c. Critique the government’s use of tariffs and trade agreements. (DOK3)</p>	5.5, 6.2-6.4, 7.4, 8.5, 9.2, 10.2, 11.2, 11.5, 12.4, 14.2, 15.3, 17.4	42, 59	42, 49, 51
<p>d. Evaluate deficit spending as a means of financing government programs. (DOK 3)</p>	10.4, 10.5, 14.2, 15.8, 16.4, 17.8	6	6
<p>CULTURE 7. Understand cultural trends, religious ideologies, and artistic expressions that contributed to the historical development of the United States.</p> <p>a. Examine cultural artifacts (including but not limited to visual art, literature, music, theatre, sports) to contextualize historical developments. (DOK 2)</p>	1.6, 3.2, 3.5, 3.6, 4.3, 5.3, 6.2, 7.3, 8.5, 9.5, 13.4, 15.4	5, 21	5
<p>b. Analyze and evaluate the impact of religion on various social movements, domestic/foreign policies, and political debates. (DOK 3)</p>	2.3, 4.3, 6.2, 6.3, 9.4, 9.6, 13.6, 14.5, 16.2, 16.3, 16.5, 17.3	30	20, 40
<p>c. Evaluate the role mass media has played in shaping perceptions toward certain policies, social groups, other nations, and political ideas. (DOK 3)</p>	5.6, 6.4, 8.4, 8.5, 9.5, 10.4, 13.4, 14.2, 14.3, 14.6, 14.8, 15.6, 16.3, 16.5, 17.3, 17.8	36, 50	36, 50
<p>d. Contrast modernism and traditionalism relating to social change. (DOK 2)</p>	2.3, 9.4, 11.6, 13.4, 15.4, 16.2, 16.6	45, 51	13, 41
<p>e. Cite and explain evidence of the diversity of the United States. (DOK 2)</p>	2.3, 3.3, 3.6, 4.3, 6.3, 6.6, 7.4, 7.5, 8.4, 8.5, 9.2, 9.5, 9.7, 10.2, 11.6, 11.7, 12.6, 13.6, 14.5-14.7, 15.3, 15.7, 16.3, 16.4, 16.8, 17.3, 17.6, 17.8	56	57