

These statements are from *Essentials of Americanization*, a book by sociology professor Emory S. Bogardus.

The Americanization movement had its primary, or immediate, origin in 1914 when . . . a renaissance of nationalism occurred throughout the civilized world. . . .

Americanization begins with an examination of American traits and ends with . . . an assimilation movement. . . . We may consider the Mayflower Compact as the initial statement of Americanism . . . and Theodore Roosevelt's and Woodrow Wilson's recent addresses as modern revisions. . . .

Our national purpose must be clearly stated, taught to our people, and accepted throughout the land. . . . It will be necessary continually to shun . . . autocracy, imperialism, ambition for world domination, [and] injustice in dealing with weak nations, classes, or persons.

[The United States] must transform her imperfect democracy, not into another strong nation-state . . . but into a perfected democracy dedicated to the task of pushing forward the principles of democracy throughout the world.

Which historical event *most likely* shaped the author's point of view?

- ☐ the calls for social reform during Prohibition
- ☐ the United States' internal conflicts during the Great Depression
- ☒ the United States' involvement in World War I
- ☐ the development of the concept of Manifest Destiny

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This passage uses information published in 2012 by the National Archives.

In 2012 workers at the National Archives preparing an exhibition of the records of immigrants discovered a 1951 document concerning teenaged Holocaust survivor Michael Pupa. Michael, whose parents died in the Holocaust, was one of many war orphans who came to the United States following World War II. Because of relief efforts made by the United Nations (UN) after the war, Pupa became a U.S. citizen in 1957.

These relief efforts were the result of the humanitarian crisis the United States and its allies faced after World War II. Millions of persons who had been forced to leave their homes needed to be resettled. The United States heavily supported and funded the creation of the International Refugee Organization (IRO) in 1946 by the United Nations, which was founded a year earlier.

Michael Pupa arrived in the United States in May of 1951. After living for six months in a United Nations home for refugee children, he moved to Cleveland, Ohio, where he was raised by a foster family and began his life as an American.

Which event occurred *first*?

- ☐ Michael moved to Ohio.
- ☒ The UN was established.
- ☐ Michael attained U.S. citizenship.
- ☐ The IRO was created.

This excerpt is from a 1987 speech by U.S. Supreme Court Justice Thurgood Marshall.

I do not believe that the meaning of the Constitution was forever "fixed" at the Philadelphia Convention. Nor do I find the wisdom, foresight, and sense of justice exhibited by the Framers particularly profound. To the contrary, the government they devised was defective from the start, requiring several amendments, a civil war, and momentous social transformation to attain the system of constitutional government, and its respect for the individual freedoms and human rights, we hold as fundamental today. When contemporary Americans cite "The Constitution," they invoke a concept that is vastly different from what the Framers barely began to construct two centuries ago. . . . When the Founding Fathers used this phrase [We, the People] in 1787, they did not have in mind the majority of America's citizens. "We the People" included, in the words of the Framers, "the whole Number of free Persons."

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In a very real sense, it was then, in 1787, that the Revolution truly began. For it was with the writing of our Constitution, setting down the architecture of democratic government, that the noble sentiments and brave rhetoric of 1776 took on substance. . . .

All men are created equal and endowed by their Creator with certain inalienable rights—until that moment some might have said that was just a high-blown sentiment, the dreams of a few philosophers and their hot-headed followers. But could one really construct a government, run a country, with such idealistic notions? But once those ideals took root in living, functioning institutions, once those notions became a nation—well, then, as I said, the revolution could really begin, not just in America but around the world, a revolution to free man from tyranny of every sort and secure his freedom the only way possible in this world, through the checks and balances and institutions of limited, democratic government.

Which statement from the excerpts provides evidence for the inference that minority rights were not protected by the U.S. government as originally founded?

- ☐ "For it was with the writing of our Constitution, setting down the architecture of democratic government, that the noble sentiments and brave rhetoric of 1776 took on substance. . . ."
- ☐ "I do not believe that the meaning of the Constitution was forever 'fixed' at the Philadelphia Convention."
- ☐ "In a very real sense, it was then, in 1787, that the Revolution truly began."
- ☒ "To the contrary, the government they devised was defective from the start, requiring several amendments, a civil war, and momentous social transformation to attain the system of constitutional government, and its respect for the individual freedoms and human rights, we hold as fundamental today."

This table contains data from the U.S. Census Bureau.

**Population of
Colonial British America, 1700**

Colony	Population*
New England	
Connecticut	26,000
Massachusetts	56,000
New Hampshire	5,000
Rhode Island	6,000
Middle Colonies	
Delaware	2,000
New Jersey	14,000
New York	19,000
Pennsylvania	18,000
Southern Colonies	
Carolina North of Cape Fear	11,000
Carolina South of Cape Fear	6,000
Maryland	30,000
Virginia	59,000

*Rounded to the nearest thousand.

What was the mean population across the British American colonies in 1700?

You may use the calculator.

- ☐ 56,000
- ☐ 16,000
- ☒ 21,000
- ☐ 6,000

The information in the table is from the U.S. Census Bureau.

**Major Employment Sectors of
Selected U.S. States, 1850**

State	Manufacturing, Commerce, Trade, and Mining (percent*)	Agriculture (percent*)
Alabama	17	68
Arkansas	11	71
Georgia	17	68
Maryland	38	23
Massachusetts	49	19
Mississippi	16	67
New Jersey	36	26
New York	35	35
Pennsylvania	39	30
Rhode Island	48	20
South Carolina	19	60
Texas	17	59

*rounded to nearest 1 percent

The information in the map is from the Library of Congress.

U.S. Presidential Election of 1860



Which statement is supported by *both* the table and the map?

- ☐ Differences among the economies of the states contributed to political differences between the North and the South.
- ☐ Political differences between the North and the South reflected differences in the standards of living in the states.
- ☒ Differences in the total populations of the states led to political differences between the North and the South.
- ☐ Political differences between the North and the South reflected differences in education among the states.

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This table contains data about the number of people identified by race or ethnicity in both the 2000 census and the 2010 census.

U.S. Population by Race, 2000 and 2010

Race/ Ethnicity	2000 Population	2010 Population	Percent Change, 2000 to 2010
White	211,460,626	223,553,265	5.7
Black or African American	34,658,190	38,929,319	12.3
American Indian and Alaska Native	2,475,956	2,932,248	18.4
Asian	10,242,998	14,674,252	43.3
Native Hawaiian and other Pacific Islander	398,835	540,013	35.4
Some other race	15,359,073	19,107,368	24.4
Two or more races	6,826,228	9,009,073	32.0
Total Population	281,421,906	308,745,538	9.7

Which statement is correct about the change in racial and ethnic populations between 2000 and 2010?

- ☐ The Native Hawaiian and other Pacific Islander population grew by a greater proportion than the Asian population.
- ☒ The White population experienced the slowest growth of all groups.
- ☐ The Black or African American population had the greatest percentage of growth.
- ☐ The American Indian and Alaska Native population experienced almost no change.

This passage summarizes the struggle for woman suffrage.

The struggle for woman suffrage began in the colonial era. Abigail Adams urged her husband John to "remember the ladies" prior to the writing of the Declaration of Independence. As the country expanded westward, women worked alongside men. The 1848 Seneca Falls Convention produced the "Declaration of Sentiments and Resolutions," a document modeled on the Declaration of Independence and calling for women to be granted the same civil and political rights as those of American men. As abolition became a political issue in the mid-nineteenth century, many women joined the abolitionist movement. Upon the ratification of the Civil War Amendments, women anticipated that gender would no longer prevent their casting ballots in national elections. However, passage of a woman suffrage amendment was delayed until after World War I, during which women's work to support the war effort was greatly admired. Finally, in 1920, ratification of the 19th Amendment granted women the right to vote.

Which statement about the ratification of the 19th Amendment is based on the passage?

- ☐ Ratification occurred prior to the granting of voting rights to freed slaves.
- ☒ Ratification was the result of the accumulated efforts of women for decades.
- ☐ Ratification was the result of the Seneca Falls Convention.
- ☐ Ratification occurred in return for the military service of women during World War I.

Levittown

- 1 Shortly after World War II, many changes led to the development of suburbs. Men returned home from military service, got married, and started families. They needed housing. William Levitt, an entrepreneur, started building look-alike houses in developments in rural areas using assembly-line techniques. His first site, located in Nassau County, New York, is now called Levittown.
- 2 William and his brother Alfred first gained experience in assembly-line techniques while building government housing for defense workers during World War II. After the war, the Levitts gambled on the belief that many veterans would want to work in the city while living in rural areas. They bought 1,000 acres of Long Island farmland 25 miles east of Manhattan. In 1947, they began construction on the first of what would eventually be 17,000 houses.
- 3 The operation was organized so that houses could be mass-produced. At a 20-acre facility on-site, cement was mixed and lumber cut. Carpenters, roofers, and tile layers worked in waves. There was even one team of painters for red and another for white. The Levitt brothers owned a forest, a saw mill, and a nail-making factory. This use of vertical integration, along with buying appliances directly from manufacturers, allowed them to keep costs down and maximize their profits. Houses sold for \$8,000, which resulted in a \$1,000 profit per house for the builders.
- 4 Even so, the success of Levittown depended not only on the efficiency of the Levitt brothers' process but also on the Federal Housing Administration, which guaranteed bank loans to builders. Moreover, a separate government program made low-interest mortgage loans available to returning military personnel. With this financing in place, more homes could be built and more veterans could afford to buy them. Thus, much of the baby-boom generation had well-constructed homes in which to grow up.

Which sentence from the passage provides evidence that the Veterans Administration was involved in the development of suburban communities?

- ☒ "Moreover, a separate government program made low-interest mortgage loans available to returning military personnel." (paragraph 4)
- ☐ "William and his brother Alfred first gained experience in assembly-line techniques while building government housing for defense workers during World War II." (paragraph 2)
- ☐ "Even so, the success of Levittown depended not only on the efficiency of the Levitt brothers' process but also on the Federal Housing Administration, which guaranteed bank loans to builders." (paragraph 4)
- ☐ "Men returned home from military service, got married, and started families." (paragraph 1)

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Which statement from the passage is an opinion?

- ☐ "With this financing in place, more homes could be built and more veterans could afford to buy them." (paragraph 4)
- ☐ "Shortly after World War II, many changes led to the development of suburbs." (paragraph 1)
- ☒ "Thus, much of the baby-boom generation had well-constructed homes in which to grow up." (paragraph 4)
- ☐ "Even so, the success of Levittown depended not only on the efficiency of the Levitt brothers' process but also on the Federal Housing Administration . . ." (paragraph 4)

Markets

The interaction between the buyers and sellers of a good or service is called a market. Two important economic markets are factor markets and product markets.

The factor market refers to the buying and selling of the factors of production. The factors of production (land, labor, capital, and entrepreneurship) are the resources used to produce goods and services.

Producers offer goods and services for sale in product markets. Individuals spend the money they have earned in the factor market (for instance, wages or the income from selling land) to make purchases in product markets.

Which statement is based on the text?

- ☒ Individuals sell their labor in factor markets.
- ☐ Resources are traded in product markets.
- ☐ Entrepreneurs profit from participation in product markets.
- ☐ Individuals spend their income in factor markets.

This excerpt is from a speech given by President Lyndon Johnson before a joint session of Congress in 1965.

- 1 I speak tonight for the dignity of man and the destiny of democracy. . . .
- 2 At times history and fate meet at a single time in a single place to shape a turning point in man's unending search for freedom. . . . So it was a century ago at Appomattox. So it was last week in Selma, Alabama.
- 3 There, long-suffering men and women peacefully protested the denial of their rights as Americans. Many were brutally assaulted. . . .
- 4 There is no constitutional issue here. The command of the Constitution is plain.
- 5 There is no moral issue. It is wrong, deadly wrong, to deny any of your fellow Americans the right to vote in this country.
- 6 There is no issue of States' rights or national rights. There is only the struggle for human rights. . . .
- 7 We cannot . . . refuse to protect the right of every American to vote in every election that he may desire to participate in. . . .
- 8 But even if we pass this bill, the battle will not be over. . . .
- 9 Their cause must be our cause too. Because it is not just Negroes, but really it is all of us, who must overcome the crippling legacy of bigotry and injustice.
- 10 And we shall overcome. . . .
- 11 This great, rich, restless country can offer opportunity and education and hope to all: black and white, North and South, sharecropper and city dweller. These are the enemies: poverty, ignorance, disease. They are the enemies and not our fellow man, not our neighbor. And these enemies too, poverty, disease and ignorance, we shall overcome.

This excerpt is from a telegram Senator Richard Russell of Georgia sent to President Dwight Eisenhower in 1957.

- 12 . . . As a citizen, as a senator of the United States, and as Chairman of the Senate Committee on Armed Services, I must vigorously protest the highhanded and illegal methods being employed by the armed forces of the United States under your command who are carrying out your orders to mix the races in the public schools of Little Rock, Arkansas.

How did the position expressed by President Johnson differ from the position expressed by Senator Russell?

- ☒ Only President Johnson believed that the federal government was authorized to intervene.
- ☐ Only Senator Russell supported the federal government's intervention.
- ☐ Only President Johnson supported the state governments' rights to manage their own affairs.
- ☐ Only Senator Russell said that state governments were sufficiently protecting the rights of citizens.

This information is from a 2015 U.S. Energy Information Administration (EIA) report.

Short-Term Energy Outlook

Oil Production

January was the seventh consecutive month in which monthly average North Sea . . . crude oil prices decreased, reaching \$48 per barrel, the lowest since March 2009. The price decline reflects continued growth in U.S. oil production and strong global supply, amid weaker global oil demand growth. This contributed to rising global oil inventories. In January, estimated total commercial oil inventories reached their highest level since August 2010.

Gasoline Prices

Driven largely by falling crude oil prices, U.S. weekly regular gasoline retail prices averaged \$2.04 per gallon on January 26, the lowest since April 6, 2009. EIA expects U.S. regular gasoline retail prices, which averaged \$3.36 per gallon in 2014, to average \$2.33 per gallon in 2015. The average household is now expected to spend about \$750 less for gasoline in 2015 compared with last year because of lower prices. The projected regular gasoline retail price increases to an average of \$2.73 per gallon in 2016.

Which statement *best* explains the situation described in the paragraphs?

- ☐ Crude oil prices in 2014 encouraged U.S. families to buy less gasoline in 2015.
- ☒ Crude oil production levels have caused U.S. gasoline prices to fall.
- ☐ Greater crude oil reserves have caused the U.S. government to reduce gasoline prices.
- ☐ Lower crude oil production will cause U.S. gasoline prices to return to 2014 levels by 2016.

This excerpt is from a speech delivered by Theodore Roosevelt in 1910.

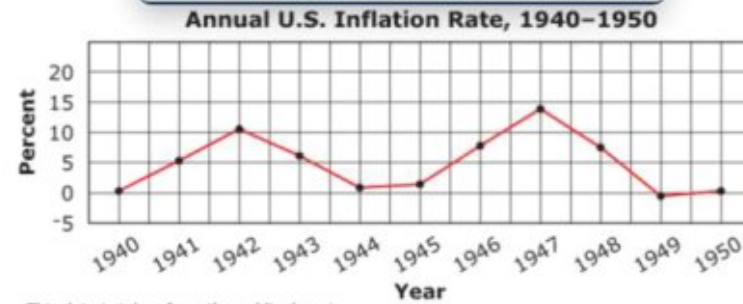
I recognize the right and duty of this generation to develop and use the natural resources of our land; but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us. . . .

Moreover, I believe that the natural resources must be used for the benefit of all our people, and not monopolized for the benefit of the few. . . . Of all the questions which can come before this nation, short of the actual preservation of its existence in a great war, there is none which compares in importance with the great central task of leaving this land even a better land for our descendants than it is for us, and training them into a better race to inhabit the land and pass it on. Conservation is a great moral issue, for it involves the patriotic duty of insuring the safety and continuance of the nation. . . .

Which statement identifies a purpose of Roosevelt’s speech?

- ☒ to convince his audience that preserving the environment is as important as national security
- ☐ to convince his audience that preserving the environment is the responsibility of ordinary citizens
- ☐ to gain support for using public lands to obtain vital productive resources
- ☐ to gain support for a candidate who wants to preserve the environment

recording



This data is taken from the public domain.

The United States fought in World War II from 1941 to 1945. Which statement explains the peak annual inflation rate during the 1940s?

- ☐ Manufacturing decreased because of less demand for weapons.
- ☐ Wages decreased because of competition for scarce jobs.
- ☒ Government spending increased due to national defense.
- ☐ Consumer demand increased due to the end of rationing.

The U.S. System of Federalism

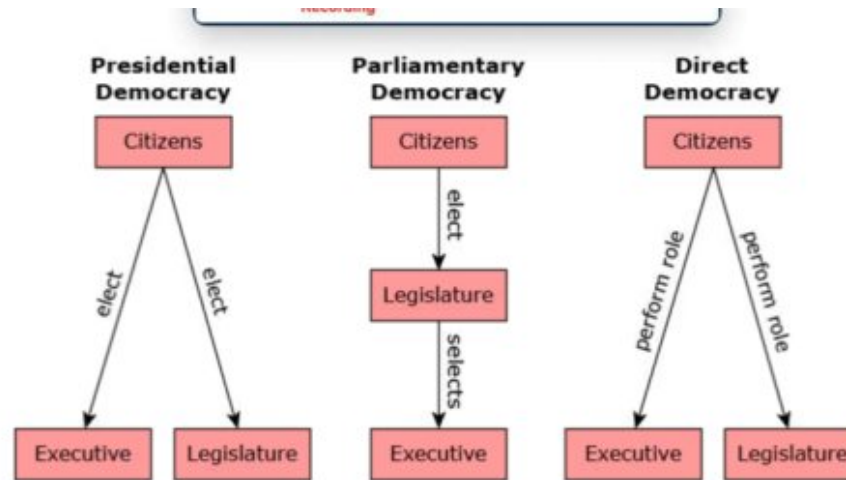
- 1 Federalism is a system of government in which power is divided between a central authority and smaller political units, such as states or provinces. This basic principle is presented in the 10th Amendment to the U.S. Constitution.
- 2 Under U.S. federalism, the national government is given power over issues of countrywide concern. These powers include providing national defense and declaring war, entering into treaties with foreign governments, printing money, regulating interstate and international commerce, and making laws that enforce the U.S. Constitution.
- 3 Power over domestic issues usually falls under the powers of the states. These powers include establishing local governments and issuing licenses. States also have the power to regulate intrastate commerce, provide for public health and safety, and exercise other powers that are not given to the federal government nor prohibited to the state governments. Finally, states exercise political powers, which include conducting elections and ratifying amendments to the U.S. Constitution.
- 4 The national and state governments share the powers of establishing and collecting taxes, building and maintaining highways, borrowing and spending money, and setting up courts and banks. The governments at both levels can also make and enforce laws, so long as those laws uphold the U.S. Constitution.

Complete the U.S. System of Federalism chart based on information from the passage.

Click on the title below you want to select and drag it into the top of each column in the chart.

The U.S. System of Federalism

National Government Powers	Shared Powers of National and State Governments	State Government Powers
printing money	establishing courts	regulating intrastate commerce
regulating interstate and foreign commerce	building and maintaining highways	conducting elections
maintaining the military	taxation	managing licensing
declaring war	making and enforcing laws	establishing local governments



Which conclusion can be drawn from the diagrams?

- ☐ The legislature is more representative of the people in a presidential democracy than in a parliamentary democracy.
- ☒ The branches of government are more independent of each other in a presidential democracy than in a parliamentary democracy.
- ☐ The executive branch is more accountable to the people in a parliamentary democracy than in a direct democracy.
- ☐ The people are more involved in governing in a presidential democracy than in a direct democracy.

This excerpt is from a 2002 document published by the U.S. Department of Homeland Security.

The President proposes to create a new Department of Homeland Security . . . by largely transforming and realigning the current confusing patchwork of government activities into a single department whose primary mission is to protect our homeland. . . .

History . . . teaches us that new challenges require new organizational structures.

For example, prior to 1945, America's armed forces were inefficiently structured with separate War and Navy Departments and disconnected intelligence units. There were no formal mechanisms for cooperation. . . .

In December 1945, only months after America's decisive victory in World War II, . . . President Truman declared, "It is now time . . . to provide for the future the soundest, most effective and most economical kind of structure for our armed forces. . . ."

President Truman's goals were achieved with the National Security Act of 1947 and subsequent amendments. . . . The legislation consolidated the separate military Departments into the Department of Defense . . ., established a Central Intelligence Agency to coordinate all foreign intelligence collection and analysis, and created the National Security Council in the White House to coordinate all foreign and defense policy efforts.

Based on the excerpt, which change was a result of the National Security Act of 1947?

- ☐ The National Security Council gained control over the Department of Defense.
- ☐ The Department of Homeland Security replaced the War Department.
- ☐ The Central Intelligence Agency replaced the War Department.
- ☒ The Department of the Navy became part of the Department of Defense.

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What basic assumption behind Marshall's remarks is *not* behind Reagan's remarks?

- ☐ The U.S. Constitution created a government based on the principles expressed in the Declaration of Independence.
- ☒ The U.S. Constitution created a government whose promises are yet to be realized by many around the world.
- ☐ The framers of the U.S. Constitution have received more credit than they deserve for the governmental protections Americans enjoy.
- ☐ The framers of the U.S. Constitution have been credited with creating a document that protects all free people around the world.

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According to Justice Marshall, what historical factor has contradicted the ideas expressed in the U.S. Constitution?

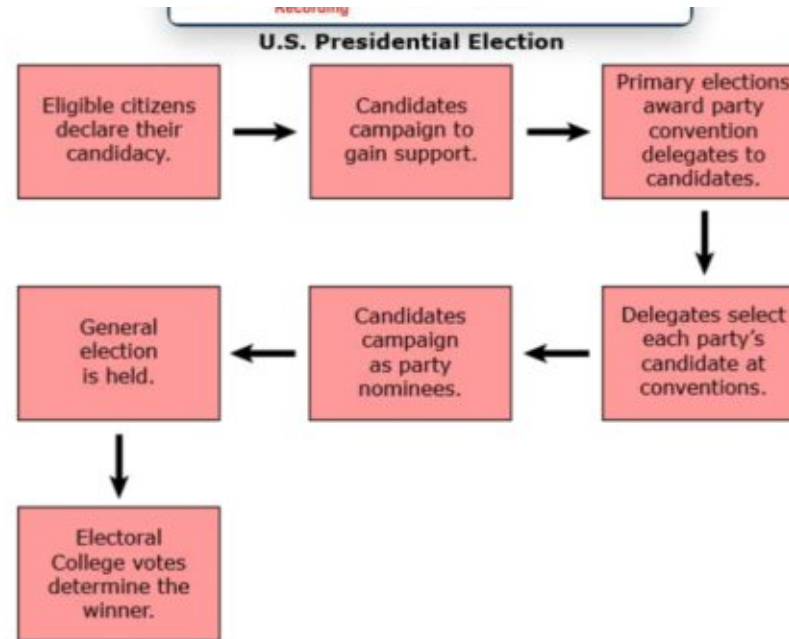
- ☒ slavery
- ☐ free enterprise
- ☐ religion
- ☐ class war

This passage discusses the first national government in the United States.

In 1781, the 13 former British American colonies established a common government when they ratified the Articles of Confederation. The document established a "firm league of friendship" between the states and reserved the greatest share of political authority to the individual states. The new confederation had only one branch, which was made up of a one-house legislature in which the states were equally represented. Among other powers, the new government had the power to conduct foreign affairs for the 13 independent states. It had the power to make war and peace and to negotiate treaties with foreign countries. It could also settle disputes between the states, including disputes over western territories. Each of the states retained their "sovereignty, freedom and independence." Under the Articles, Congress could not collect taxes, regulate trade between states, or enforce laws. The confederation was replaced in 1787 by the government created by the U.S. Constitution.

What is the meaning of **confederation** in this passage?

- ☐ a political union in which power is divided between a strong central authority and the various other political units
- ☐ a government in which people vote to elect representatives who make laws for the people
- ☐ a government in which the whole population of a country votes to make laws for the people
- ☒ a political union in which the component units retain significant independence from the central government



Based on the flowchart, how is a political party's presidential candidate selected?

- ☐ by balloting at the party convention
- ☒ by votes cast in party primary elections
- ☐ by votes cast in the general election
- ☐ by balloting after the general election

These excerpts are from the first volume of Alexis de Tocqueville's book *Democracy in America*, published in 1835.

Excerpt 1

A majority . . . may be regarded as a being whose opinions, and most frequently whose interests, are opposed to those of another being, which is styled a minority. If it be admitted that a man, possessing absolute power, may misuse that power by wronging his adversaries, why should a majority not be liable to the same reproach?

Excerpt 2

If there existed in America a class of citizens whom the . . . majority sought to deprive of exclusive privileges which they had possessed for ages . . . it is probable that the minority would be less ready to comply with its laws.

These excerpts are taken from the public domain.

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Which feature of the U.S. system of government did de Tocqueville believe might cause conflict in society?

- ☒ The minority is able to block popular legislation.
- ☐ Legislators sometimes act against majority rule.
- ☐ Legislators must represent minority interests.
- ☐ The majority is able to achieve special rights.

This excerpt is from an article published by the Library of Congress.

In order to avoid factions, the Constitution grants political parties no role in [government]. Ironically, political factions sprang up right away to support the Constitution and to oppose it. By the presidential election of 1796, political parties were . . . in place in America. . . .

Today the party system seems firmly **entrenched**. Some Americans might argue that there is no real difference between the ideals and political stance of today's parties. Other Americans routinely vote a "party ticket" in their belief that a particular political party will best represent their wishes for governing the nation.

What is the meaning of the word **entrenched** as used in this excerpt?

- ☐ strongly defended
- ☐ surrounded and unable to move
- ☒ established and unlikely to change
- ☐ in control

These excerpts are from a blog entry and a letter to the editor published after the president recommended increasing the federal budget for maintaining the country's infrastructure.

Blog Entry

The U.S. government needs to invest more money in roads, bridges, water systems, electrical supply networks, and telecommunications. Years of neglect have led to crumbling roads and bridges. Many improvements are needed to bring our infrastructure up to basic safety standards. The government has an obligation to provide for the safety of citizens. Only government is in a position to design projects that benefit us all. Investment in infrastructure provides jobs for citizens in the short term, and ensures a long-term basis for economic growth.

Letter

The U.S. government now has the largest debt in its history. This liability is the result of massive and reckless spending. Grand government infrastructure projects most often result in wasteful and dishonest use of public funds. Tax money used for such projects should be left in the pockets of working citizens who know best how to spend their own hard-earned money. Government has a duty to current taxpayers and to future generations to reduce spending and debt. This is the real path to economic growth and financial security.

How do the blog entry and the letter *differ* in their analyses of government spending?

- ☐ Only the letter questions the government's effectiveness in solving problems.
- ☐ Only the blog entry discusses the government's responsibility to citizens.
- ☐ Only the letter discusses both current and future results of government actions.
- ☒ Only the blog entry makes a recommendation about what action the government should take.

Thomas Edison's Inventions

The great inventor Thomas Edison received more than one thousand patents during his career and made a large contribution to how we live today. For example, in 1877, after discovering a way to record sound, Edison introduced the phonograph. In 1893 he invented the first motion-picture camera. Eight years before inventing the phonograph, Edison received his first patent for a vote recorder, which was intended to help record legislative votes quickly. The innovation he is most known for is the electric light bulb. He filed a patent for his light bulb in 1879. Though others contributed to the invention of the light bulb, Edison's work made this invention a long-lasting, practical household item.

Which technology mentioned in the passage was the *first* one invented by Edison?

- ☐ motion-picture camera
- ☐ phonograph
- ☒ vote recorder
- ☐ electric light bulb

Selected Amendments to the U.S. Constitution

1st Amendment: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

6th Amendment: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed . . .

8th Amendment: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

14th Amendment: No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law . . .

**March on Washington, D.C.,
August 28, 1963**



Which statement *best* describes the action of the people in the photograph?

- ☐ They are utilizing a 14th Amendment right to secure the opportunity to vote in federal elections.
- ☐ They are utilizing a 6th Amendment right to secure a fair trial for a jailed associate.
- ☒ They are utilizing a 1st Amendment right to secure equality under the law.
- ☐ They are utilizing an 8th Amendment right to secure the release of a colleague who was jailed unfairly.

This excerpt is from a speech given by President Lyndon Johnson before a joint session of Congress in 1965.

- 1 I speak tonight for the dignity of man and the destiny of democracy. . . .
- 2 At times history and fate meet at a single time in a single place to shape a turning point in man's unending search for freedom. . . . So it was a century ago at Appomattox. So it was last week in Selma, Alabama.
- 3 There, long-suffering men and women peacefully protested the denial of their rights as Americans. Many were brutally assaulted. . . .
- 4 There is no constitutional issue here. The command of the Constitution is plain.
- 5 There is no moral issue. It is wrong, deadly wrong, to deny any of your fellow Americans the right to vote in this country.
- 6 There is no issue of States' rights or national rights. There is only the struggle for human rights. . . .
- 7 We cannot . . . refuse to protect the right of every American to vote in every election that he may desire to participate in. . . .
- 8 But even if we pass this bill, the battle will not be over. . . .
- 9 Their cause must be our cause too. Because it is not just Negroes, but really it is all of us, who must overcome the crippling legacy of bigotry and injustice.
- 10 And we shall overcome. . . .
- 11 This great, rich, restless country can offer opportunity and education and hope to all: black and white, North and South, sharecropper and city dweller. These are the enemies: poverty, ignorance, disease. They are the enemies and not our fellow man, not our neighbor. And these enemies too, poverty, disease and ignorance, we shall overcome.

This excerpt is from a telegram Senator Richard Russell of Georgia sent to President Dwight Eisenhower in 1957.

- 12 . . . As a citizen, as a senator of the United States, and as Chairman of the Senate Committee on Armed Services, I must vigorously protest the highhanded and illegal methods being employed by the armed forces of the United States under your command who are carrying out your orders to mix the races in the public schools of Little Rock, Arkansas.

Which statement identifies the main idea of President Johnson's speech?

- ☒ The federal government has the responsibility to guarantee the rights of citizens.
- ☐ The federal government has power over state governments.
- ☐ The expansion of educational opportunities should be the next goal of the civil rights movement.
- ☐ The expansion of voting rights can eliminate poverty.

This is an excerpt from a 2001 speech by U.S. Representative Ron Paul, introducing the Education Improvement Tax Cut Act.

I need not remind my colleagues that education is one of, if not the, top priority of the American people. . . . Many proposals that claim to increase local control over education actually extend federal power by holding schools "accountable" to federal bureaucrats and politicians. Of course, schools should be held accountable for their results, but under the United States Constitution, they should be held accountable to parents and school boards not to federal officials.

This excerpt is taken from the public domain.

This is an excerpt from a 2009 speech by President George W. Bush, discussing the No Child Left Behind Act.

We believe that it is important to have a high quality education if one is going to succeed in the 21st century. . . . The philosophy behind the law is pretty straightforward . . . In exchange for federal dollars . . . we expect results. We're spending money on schools, and shouldn't we determine whether or not the money we're spending is yielding the results society expects?

This excerpt is taken from the public domain.

Based on the excerpts, which speaker would agree with each statement below? Drag each statement into the box labeled with that speaker's name. If neither would agree with a statement, drag it to the box labeled "Neither."

President George W. Bush	U.S. Representative Ron Paul
Congress should spend money on public education.	Parents should hold public schools accountable.
Schools should meet federal education guidelines.	Local districts should set school guidelines.

Neither

The slogan "54-40 or Fight" referred to the latitude line of 54 degrees 40 minutes, which was the northern boundary of the Oregon Territory. The United States and Britain had jointly occupied the territory for decades. Both nations felt they had a legitimate claim to the land and its wealth of resources.

This excerpt is from President James Polk's 1845 inaugural address.

Nor will it become in a less degree my duty to . . . maintain by all constitutional means the right of the United States to that portion of our territory which lies beyond the Rocky Mountains. Our title to . . . Oregon is "clear and unquestionable," and already are our people preparing to perfect that title by occupying it with their wives and children [O]ur people . . . have filled the eastern valley of the Mississippi, . . . ascended the Missouri to its headsprings, and are already engaged in establishing the blessings of self-government in valleys of which the rivers flow to the Pacific. . . . To us belongs the duty of protecting them adequately wherever they may be upon our soil. The jurisdiction of our laws and the benefits of our republican institutions should be extended over them in the distant regions which they have selected for their homes.

Which statement from President Polk's address is a fact rather than an opinion?

- ☒ "[O]ur people . . . have filled the eastern valley of the Mississippi, . . . ascended the Missouri to its headsprings"
- ☐ "Our title to . . . Oregon is 'clear and unquestionable,' and already are our people preparing to perfect that title by occupying it with their wives and children"
- ☐ "Nor will it become in a less degree my duty to . . . maintain by all constitutional means the right of the United States to that portion of our territory which lies beyond the Rocky Mountains."
- ☐ "The jurisdiction of our laws and the benefits of our republican institutions should be extended over them in the distant regions which they have selected for their homes."