

**1** Why did Stone Age people practice slash-and-burn agriculture?

- A to fulfill spiritual beliefs
- B to make irrigation easier
- C to drive away wild animals
- D to clear land for farming

CSH10241

**2** Which development *most* enabled early peoples to form permanent settlements?

- A advances in agricultural production
- B the creation of democratic government
- C the spread of monotheism
- D advances in written language

CSH10239

**3** Hammurabi’s Code of ancient Mesopotamian society was important because it

- A listed the laws and the corresponding punishments.
- B explained how government officials were chosen.
- C established a single currency for use across the empire.
- D described how to perform formal religious ceremonies.

CSD10055

**4** The art and architecture of ancient Egypt were designed to emphasize the

- A value of the arts in daily life.
- B role of the individual as an artist.
- C idea of beauty as seen by the artist.
- D religious idea of eternal life.

CSD00038

5

It is visible from great distances. It is a reminder to all who see it of the wealth and power of the leader of the people who built it and of his glory and greatness as a god here on the Earth.

The speaker in the passage above is referring to the

- A Greek tyrant and the Parthenon.
- B Egyptian pharaoh and his pyramid.
- C Assyrian king and his lighthouse.
- D Hebrew king and the Temple.

CSD00040

**6** Cuneiform and hieroglyphics were important achievements in the development of

- A written language.
- B religious beliefs.
- C agricultural production.
- D representative government.

CSV20825

**7** The Ten Commandments of the ancient Hebrews has had the greatest influence on the development of Western

- A parliamentary democracies.
- B moral and ethical teachings.
- C feudal social class systems.
- D styles in art and literature.

CSH10165

## Released Test Questions

## History–Social Science

**8** Jewish scripture says that God’s laws were delivered to the ancient Hebrews by

- A Abraham.
- B Solomon.
- C Moses.
- D David.

CSH10255

**9** The diaspora, the dispersing of the Jewish people, refers to their

- A exile from their homeland.
- B collection of their sacred writings.
- C effort to convert nonbelievers.
- D opposition to the Crusades.

CSV23338

**10** Greece’s mountainous terrain and its series of small islands influenced the ancient Greeks to develop

- A a political system based on independent city-states.
- B a culture that was uniform throughout its vast empire.
- C an economic system based on mining precious metals.
- D a society completely isolated from other civilizations.

CSH10164

**11**

We regard an individual who takes no interest in public affairs not as harmless, but as useless.

—Pericles’ Funeral Oration

The quotation above illustrates the importance ancient Athenians placed on individual participation in the

- A education of young children.
- B religious rituals of the community.
- C political process of the city-state.
- D economic activities of the household.

CSD10060

**12** The legacy of ancient Greek myths and epics, such as the *Iliad*, continues to provide people with

- A accurate descriptions of historical events.
- B heroic figures and great adventures.
- C real life stories about everyday people.
- D objective studies of ancient civilizations.

CSD00022

13

atlas — a collection of maps  
 herculean — very powerful  
 labyrinth — a maze  
 olympian — majestic, honored

All of these words used in the English language today originated in myths of the

- A Chinese.
- B Romans.
- C Greeks.
- D Egyptians.

CSD00067

14 Ancient Greeks used myths about their gods primarily to

- A strike fear in their enemies.
- B explain events in the natural world.
- C justify their type of government.
- D undermine the Persian religion.

CSV20240

15 In 480 B.C., the independent Greek city-states formed an alliance under the leadership of Athens and Sparta during their conflict with the

- A Persians.
- B Egyptians.
- C Romans.
- D Huns.

CSV20242

16

How did the rise to power and reign of Alexander *most* affect Greece?

- A He established a peaceful relationship with the Persian Empire.
- B He strengthened greatly the concept of democratic rule.
- C He made Macedonia into the intellectual center of the Hellenistic world.
- D He ended the power of the city-states and established a unified nation.

CSV21006

17



Which letter on the map above is the location of the Indus River Valley and the early civilization it supported?

- A location A
- B location B
- C location C
- D location D

CSV22594

## Released Test Questions

## History–Social Science

**18** Which statement about the Hindu caste system in India is accurate?

- A Different castes shared the same rules for governing their behavior.
- B Foreigners were treated as members of the lowest caste.
- C Castes were encouraged to interact with one another.
- D People were required to stay in the same caste to which they were born.

CSV20137

**19**

- **Began in 500s B.C.**
- **Hoped to preserve order in society**
- **Attempted to establish a harmonious society**
- **Created a system of ethics for society**

Which individual was responsible for the Chinese social movement described in the text box above?

- A Buddha
- B Asoka
- C Confucius
- D Shi Huangdi

CSV23306

**20** The Chinese people turned to the teachings of Confucius because his ideas were thought to help

- A unify the Chinese against foreign enemies.
- B restore order in China.
- C stop the Chinese people from converting to Islam.
- D create democratic institutions.

CSF00030

**21** What was the main contribution of Emperor Shi Huangdi to China?

- A He unified most of China under one government.
- B He established a public education system in China.
- C He required citizens to use the Mongol language.
- D He encouraged acceptance of the Hindu religion.

CSF10146

**22** What effect did Julius Caesar's seizure of power have on the Roman political system?

- A It secured the rights of the commoners against the nobles.
- B It allowed for control of the state by the Senate.
- C It marked the transition from a republic to an empire.
- D It standardized the system by which emperors were chosen.

CSV20326

**23** The origins of checks and balances in the U.S. political system can be traced to the

- A French monarchy.
- B Roman Republic.
- C Greek aristocracy.
- D Aztec Empire.

CSD00355

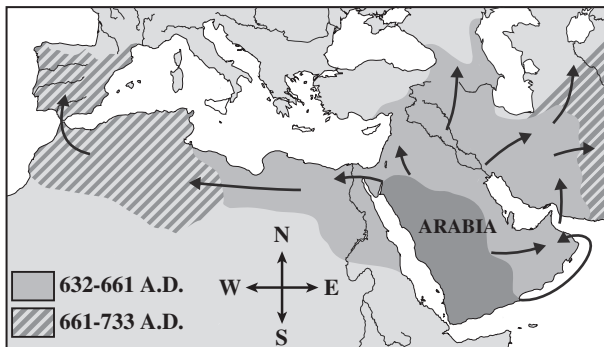
**24** The wars with Carthage (264–146 B.C.) gave the Roman Empire control of

- A North Africa.
- B Asia Minor.
- C Northern Europe.
- D the Middle East.

CSV21898

**25**

**The Mediterranean World**



The map above represents the military conquests associated with the spread of what major world religion?

- A Christianity
- B Judaism
- C Islam
- D Hinduism

CSF10171

**26** In the 700s A.D., Arabian merchants played an important role in

- A spreading new technology among Asia, Africa, and Europe.
- B converting large numbers of Western Europeans to Islam.
- C uniting most of Asia and Europe under a single religion.
- D stopping the invasions of nomadic people from Central Asia.

CSV20988

**27** Which shows the importance the Mongols placed on improving trade contacts with other civilizations?

- A the conquest of Constantinople
- B the establishment of caravan routes
- C the construction of large merchant fleets
- D the creation of a national currency

CSF10263

**28** Which of these describes how paper was introduced into medieval Europe?

- A The Chinese introduced it to the Arabs, who passed it on to Europeans.
- B The Swedes bought it from Russians, who learned about it from Indians.
- C The Turks learned to make it and sold the process to Europeans.
- D The Arabs learned about paper making from the Japanese and taught Europeans.

CSD00026

## Released Test Questions

## History–Social Science

8

29

Beginning with childhood, all of man's study is centered on one aim alone: to emerge successfully from the three days' examinations, and all he has in mind is what success can bring to him in terms of power, influence, and prestige.

—Ye Shih, Chinese scholar

The examinations described in the quotation above were necessary for a position as a Chinese

- A soldier.
- B priest.
- C silk merchant.
- D government official.

CSV23289

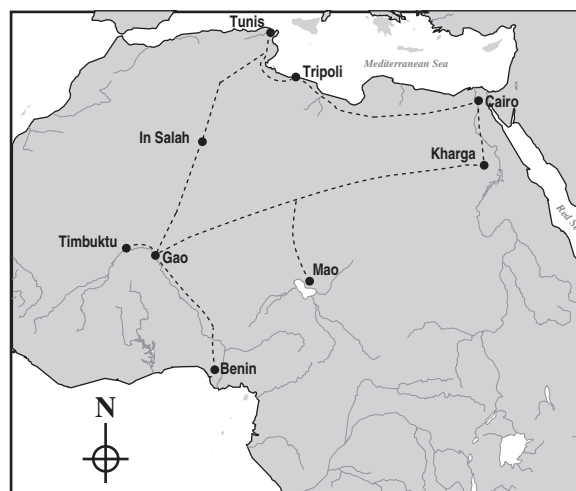
**30** How did the location of cities in the West African empires of Ghana and Mali influence their growth?

- A Their location in river valleys allowed for extensive farming.
- B Their coastal location made the cities major ports for maritime trade.
- C Their location on major trade routes allowed them to prosper economically.
- D Their mountainous location made the cities easily defensible.

CSV20993

31

## Trans-Saharan Contacts



The contacts between civilizations shown in the map above were *primarily* made by

- A explorers who were mapping Central Africa.
- B traders who crossed the Sahara desert into West Africa.
- C Christian missionaries from the Middle East.
- D barbarians migrating from North Africa.

CSV21213

**32** China's influence on Medieval Japan is illustrated by Japan's development of

- A a writing system.
- B the samurai tradition.
- C *haiku* poetry.
- D a civil service exam.

CSV21797

**33** Endurance, cunning, physical strength, and courage were the ideal characteristics of

- A Confucian officials.
- B Buddhist priests.
- C Japanese samurai.
- D Hindu governors.

CSD00070

**34** In medieval Europe, law and order were maintained by the

- A legions.
- B merchants.
- C nobility.
- D serfs.

CSD00083

**35** During medieval times, which of these groups was legally tied to the land?

- A serfs
- B knights
- C parish priests
- D minor nobility

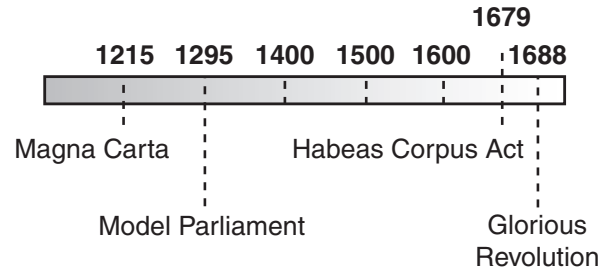
CSD00060

**36** During the medieval period in Europe, the political power of the kings and great nobles was often constrained by the actions of

- A elected parliaments.
- B high Church officials.
- C the growing middle class.
- D organized groups of serfs.

CSD00007

**37** Use the timeline to complete the following statement.



The timeline shows events related to the

- A conflict between the Pope and the Holy Roman Emperor.
- B Catholic Church's expansion of influence in government.
- C evolution towards constitutional government in England.
- D establishment of an absolute monarchy in France.

CSF10173

**38** How did the Crusades affect the economies of Central and Western Europe?

- A Gold and silver brought back by crusaders caused monetary inflation.
- B The Crusades led to a decline in the production of crafts and food crops.
- C Cloth and spices brought back by crusaders led to greater interest in trade.
- D The Crusades limited access to luxury goods from China and India.

CSV20373

## Released Test Questions

## History–Social Science

- 39** Use the quotation to complete the following statement.

Your brethren who live in the East are in urgent need of your help . . . For, as most of you have heard, the Turks and the Arabs have attacked them . . . They have killed and captured many, and have destroyed the churches and devastated the Empire . . .

—Pope Urban II in 1095

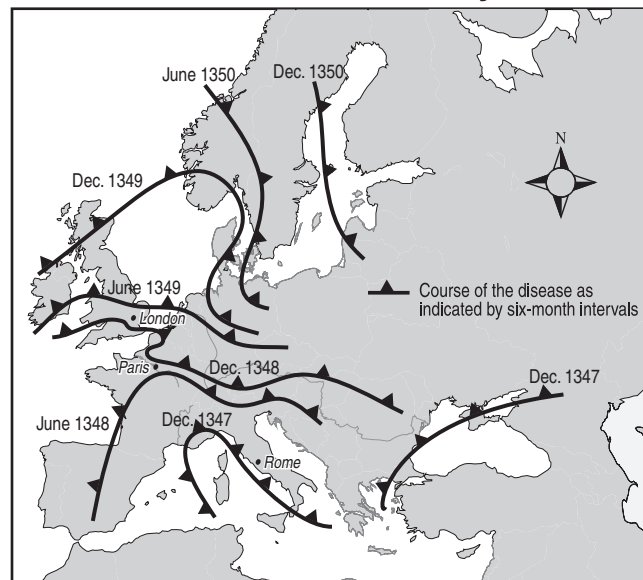
The Pope is issuing a call for

- A help in fighting Martin Luther and the Protestants.
- B Crusaders to regain the Holy Land from Muslims.
- C the Emperor to restore the glory of the Frankish Empire.
- D armies to fight against the Mongol invaders.

CSD10016

**40**

### Europe in the Fourteenth Century



The map above illustrates the spread of what disease?

- A yellow fever
- B cholera
- C bubonic plague
- D malaria

CSV20168



- 41 Use the map to answer the following question.



Which of the areas on the map was the center of Inca civilization?

- A J
- B K
- C L
- D M

CSD00018

- 42 Which characteristic did Aztec and Incan societies share?

- A laws that made slavery illegal
- B families dominated by women
- C government by direct democracy
- D complex religious ceremonies

CSH10266

- 43

- Prepared calendar that regulated agricultural activities
- Gathered folk tales and recorded historical events
- Served as members of the ruling class

Which members of Aztec society were responsible for the tasks outlined above?

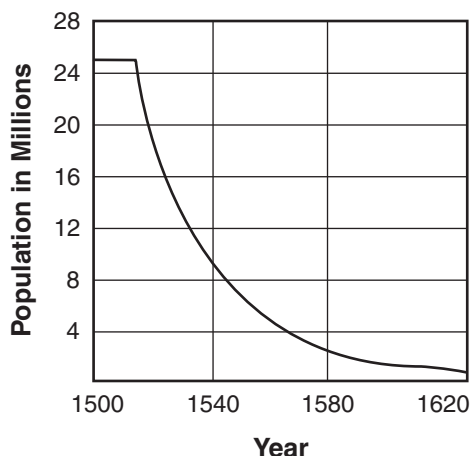
- A merchants
- B soldiers
- C farmers
- D priests

CSV23280

## Released Test Questions

## History–Social Science

44

**Decline of Estimated Native Population of Central Mexico**

What was the *main* cause of the population change shown on the chart above?

- A the migration of several culture groups to North America
- B losses due to Spanish military actions against native peoples
- C starvation resulting from declining agricultural production
- D the introduction of disease by contact with Europeans

CSV21793

45

The Maya, Aztec, and Inca civilizations each developed

- A powerful seafaring traditions.
- B monotheistic religious systems.
- C democratic governments.
- D complex architectural structures.

CSH10421

46

The stories from Marco Polo's travels encouraged Europeans to

- A journey to Asia in search of wealth.
- B abandon the feudal land system.
- C launch the Crusades against Muslims.
- D isolate themselves from foreigners.

CSF10251

47

Which of these is *not* a characteristic of Renaissance painting?

- A subject matter limited to Christian themes
- B realistic portrait painting
- C settings reflecting the world of the artists
- D paintings showing depth and perspective

CSD00017

48

- Artist, architect, mathematician
- Studied anatomy to draw more realistic human figures
- Painted a mural depicting the last meeting of Jesus and his disciples
- Painted the portrait known as "Mona Lisa"

The information in the chart above best describes which of these individuals of the Renaissance?

- A Raphael
- B Michelangelo
- C da Vinci
- D Botticelli

CSD00032

**49** The poems and plays of which person are representative of the English Renaissance?

- A Johann Gutenberg
- B William Shakespeare
- C Dante Alighieri
- D Miguel de Cervantes

CSV21352

**50** England became a Protestant country during the Reformation when its

- A king declared himself head of the Church of England.
- B people demanded the adoption of Lutheran beliefs.
- C priests opposed reforms implemented by the Pope.
- D armies were exposed to Calvinist beliefs while in France.

CSF10253

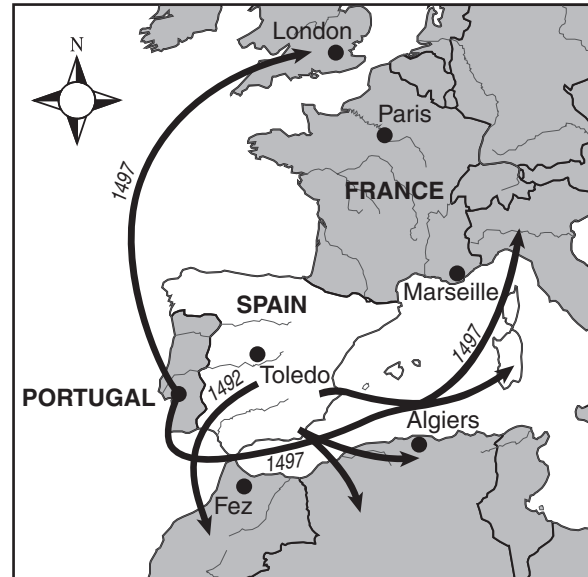
**51** What was the Spanish Inquisition (1478–1834)?

- A a system designed to establish new colonies in the Americas
- B the exchange of goods between Spain and Central and South America
- C the religious court established to find and punish heretics
- D a military campaign to drive the Muslim armies out of Spain

CSV20684

52

**Movement of Jews from Spain**



**What was the cause for the movement of the Jewish population shown above?**

- A the invasion of Europe and Africa by the Moors
- B the spread of the Black Death through Europe
- C the establishment of new colonies by the Jews to the west
- D the forced removal of the Jews by church and government authorities

CSV21907

**53** The findings of Galileo and Newton were significant because, from their time on, scientific thought was based upon

- A traditional ways of thinking.
- B the ideas of the classic philosophers.
- C the authority of the Church.
- D observation and experimentation.

CSD00079

## Released Test Questions

## History–Social Science

**54** The systematic collection and articulation of natural laws, such as gravity and motion, was done by

- A Galileo.
- B Isaac Newton.
- C Kepler.
- D van Leeuwenhoek.

CSD00092

**55** Which Scientific Revolution-era invention led to an increased understanding of diseases?

- A the telescope
- B the thermometer
- C the barometer
- D the microscope

CSV23082

**56** What was one effect of Copernicus' theory of a sun-centered solar system?

- A It required a revision of the Christian calendar.
- B It disputed Church teachings regarding the universe.
- C It allowed sailors to predict tides more accurately.
- D It resulted in a decline in pagan religions.

CSV20391

**57** The “Triangle Trade” and “Columbian Exchange” are terms used to describe the movement of goods between Western Europe, West Africa, and

- A Central Asia.
- B the Americas.
- C Australia.
- D the Middle East.

CSV22221

**58** The Scientific Revolution contributed to Enlightenment thought by influencing people to

- A believe in the power of human reason.
- B reject belief in the organized church.
- C study the ideas of past civilizations.
- D oppose individuality in favor of social order.

CSV20987

**59**

### Ideas of John Locke

- Rulers receive the right to govern from the people.
- Unjust rulers can be forced from power.

Based on the quotation above, which form of government would John Locke *most* oppose?

- A republic
- B dictatorship
- C representative democracy
- D constitutional monarchy

CSV22710

60

- natural rights
- separation of powers
- political equity

The teachings of Enlightenment thinking listed above provided the basis for the

- A establishment of democratic government.
- B teaching of the Protestant Reformation.
- C calling of the crusades.
- D development of feudalism.

CSV20980

61

What were both the Magna Carta and the English Bill of Rights designed to do?

- A limit the power of the monarch
- B provide for religious freedom
- C accept the theory of divine right
- D give commoners the right to vote

CSH10419

62

The Great Awakening of the mid-1700s affected the British colonies by

- A decreasing the power and prestige of radical religious figures.
- B encouraging greater religious enthusiasm and political independence.
- C encouraging strict obedience and respect for governmental authorities.
- D discouraging individual free will in spiritual and political matters.

CSH00548

63

One goal of the Declaration of Independence was to

- A establish a new monarchy for the independent states.
- B convince the British Parliament to prevent the start of war.
- C explain why the colonists felt the need to be free from British rule.
- D outline an economic system to raise money for the revolution.

CSV21498

64

In designing the legislative branch, the writers of the Constitution mainly based their ideas on the

- A French Estates General.
- B Congress of Vienna.
- C Council of Trent.
- D English Parliament.

CSH10139

65

The Mayflower Compact (1620) was significant in the political development of the American colonies because it introduced the principle of

- A self-government.
- B separation of powers.
- C freedom of expression.
- D federalism.

CSV21594

## Released Test Questions

## History–Social Science

- 66** Use the excerpt to answer the following question.

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

—Tenth Amendment to the U.S. Constitution

**The Tenth Amendment was added to the Constitution to resolve which of the following topics of debate surrounding the development of the Constitution?**

- A division of powers among branches of government
- B the annexation of new lands into the country
- C balance between national and state government power
- D the representation of states in the legislative houses

CSF10118

- 67** Which of these Founders favored a strong national government and a loose interpretation of the United States Constitution?

- A George Mason
- B Patrick Henry
- C Roger Williams
- D Alexander Hamilton

CSH00137

- 68** Which of these parts of the United States Constitution contains fundamental liberties of American citizens?

- A Preamble
- B Article I, Section 8 — Enumerated Powers
- C Article III — Judicial Branch
- D Amendments 1–10 — Bill of Rights

CSH00099

- 69** Which of these is a constitutional “check” that the executive has to “balance” the power of the legislature in the United States government?

- A dismiss Congress when it acts illegally
- B veto acts passed by Congress
- C overturn decisions made by courts
- D appoint representatives and senators

CSH00041

- 70** Which of these groups most likely supported the political ideas and policies of Alexander Hamilton?

- A small farmers
- B tobacco planters
- C business owners
- D frontier settlers

CSH00033

**71** Thomas Jefferson and his followers opposed Alexander Hamilton's tariff policy in part because they believed that high tariffs would cause problems for

- A rich bankers.
- B small farmers.
- C big city merchants.
- D owners of small factories.

CSH00114

**72** Shays' Rebellion of 1786 resulted in increased support for

- A creating a U.S. Bill of Rights.
- B revising the Articles of Confederation.
- C writing the Declaration of Independence.
- D approving the Missouri Compromise.

CSV22037

**73** Which of the following acquisitions secured control of North America's longest river, added substantially to the Native American, Spanish, and French populations of the country, and essentially doubled the size of the United States?

- A purchase of Alaska
- B Gadsden Purchase
- C Louisiana Purchase
- D purchase of Florida

CSH10019

**74**

Louisiana Purchase



Which president was responsible for the territorial acquisition indicated by the darker shaded area on the map above?

- A George Washington
- B John Adams
- C Thomas Jefferson
- D James Madison

CSV22774

**75** In his Farewell Address, George Washington urged the American people to

- A limit a president to two terms in office.
- B value and maintain a sense of national unity.
- C create a defensive alliance with European countries.
- D establish more effective political parties.

CSH10264

Released Test Questions **History–Social Science**

76



What is one reason for the dramatic decreases in exports in 1807 and from 1810 to 1812?

- A a decline in industrial output
- B competition from French merchants
- C military and economic conflicts with Great Britain
- D an increase in production and transportation costs

CSF10300

77

Conflict with Mexico became highly likely following the granting of statehood to

- A Texas.
- B Missouri.
- C Arizona.
- D Louisiana.

CSH00063

78

What was the purpose of the Monroe Doctrine (1823)?

- A to open Canada to American settlers
- B to prevent European expansion in the Americas
- C to acquire Florida for the United States
- D to end the United States' alliance with Great Britain

CSV22775

79

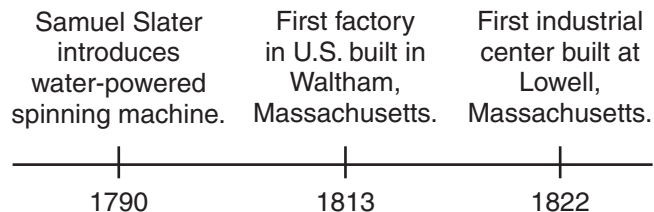
Which statement *best* describes the location of factories in New England during the early 1800s?

- A They needed to be close to coal deposits.
- B They were located next to rivers.
- C They were located in isolated areas.
- D They needed to be close to railroads.

CSV20338

80

**Timeline of Technological Development in the 1800s**



The timeline above represents development in the production of

- A oil.
- B glassware.
- C steel.
- D textiles.

CSV22944



**81** During the 1800s, the movement of large numbers of immigrants from many different countries into large American cities resulted in the rapid growth of

- A effective public health programs.
- B ethnic neighborhoods.
- C public parks and recreation areas.
- D plentiful and affordable public housing.

CSH00067

**82** What agricultural invention, designed to increase production, had the effect of increasing the number of slaves needed for labor in the Deep South?

- A the wheat reaper
- B the cotton gin
- C the steel plow
- D the rice mill

CSH10143

**83** The growing importance of cotton to the South created an economy and a society dominated by

- A managers and professional people.
- B small independent farmers.
- C large landowners.
- D industrial leaders.

CSH00031

**84** The slave-based agricultural system in the South encouraged the development of

- A economic self-reliance.
- B a rigid social class system.
- C an urban middle class.
- D small independent businesses.

CSH10211

**85** Prior to the Civil War, which group had the *most* political power in the South?

- A plantation owners
- B cattle ranchers
- C urban merchants
- D religious officials

CSV22059

**86**

Go west, young man, and grow up with the country.

—Horace Greeley  
*Hints Toward Reform*

Greeley's quotation is associated with which of these?

- A Farmers Alliance
- B Populist Party
- C Manifest Destiny
- D Temperance movement

CSH00075

**87** By the mid-1800s, California was being settled *mostly* by people in search of

- A jobs in industrial cities.
- B wealth from the discovery of gold.
- C animal pelts for the fur trade.
- D trade with American Indians.

CSH00542

## Released Test Questions

## History–Social Science

88

Texas has been absorbed into the Union in the inevitable fulfillment of the general law which is rolling our population westward.

—Democratic Review, 1845

The quotation above describes the nineteenth-century American belief in

- A the Social Contract.
- B Manifest Destiny.
- C isolationism.
- D the Monroe Doctrine.

CSH00552

89

The Indian Removal Act (1830) relocated thousands of Cherokees from Georgia to Indian Territory for the purpose of

- A making the land available for white miners and farmers.
- B allowing the Cherokee their freedom from U.S. control.
- C obeying the Supreme Court's order to move the Cherokee.
- D creating a wilderness area for use by white fur trappers.

CSH10014

90

While the American colonies were fighting a revolution against England and forming a new nation, New Spain was establishing new settlements in California using what type of system?

- A plantation
- B factory
- C mission
- D capitalist

CSH10017

91

Who was the *most* important leader of the Underground Railroad?

- A Harriet Tubman
- B William Lloyd Garrison
- C Phillis Wheatley
- D Sarah Grimké

CSH00146

92

The main goal of abolitionists like William Lloyd Garrison was to

- A allow all women the right to vote.
- B establish tax-supported schools.
- C stop individuals from drinking alcoholic beverages.
- D end slavery immediately.

CSH00086

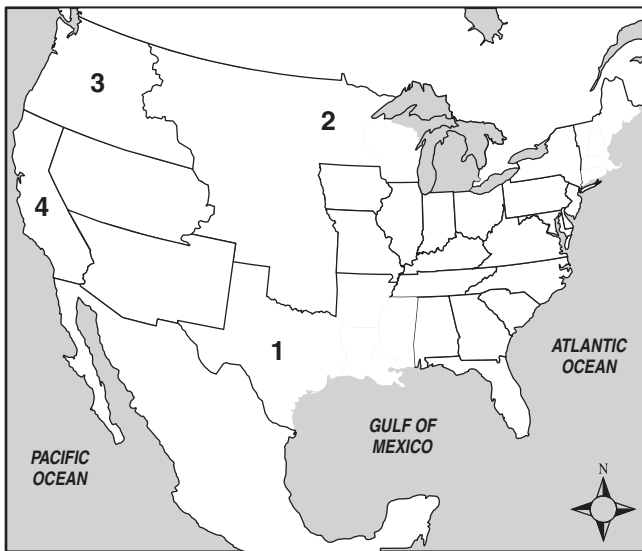
**93** After the American Revolution, most Northern state constitutions called for

- A universal suffrage for citizens.
- B the gradual elimination of slavery.
- C the adoption of a state religion.
- D abolition of state property taxes.

CSV21507

**94**

United States in 1850



Which area on the map above was admitted as a state as a result of the Compromise of 1850?

- A 1
- B 2
- C 3
- D 4

CSV22836

**95** What led the newspapers to speak of “Bleeding Kansas” in 1856?

- A fighting between pro-slavery and anti-slavery forces
- B attacks on job-seeking Irish immigrants
- C conflict between cattle ranchers and farmers
- D reaction to the U.S. Supreme Court ruling against Dred Scott

CSH00557

**96** States’ rights played a major role in all of the following *except* the

- A Kentucky and Virginia Resolves.
- B Missouri Compromise.
- C Nullification Crisis.
- D Monroe Doctrine.

CSH10338

**97** Abraham Lincoln’s Gettysburg Address is similar to the Declaration of Independence in that both documents

- A include descriptions of laws which should be passed.
- B emphasize the need for effective government.
- C support the ideals of self-government and human rights.
- D justify the need for economic change.

CSH00140

**98** What was the first major goal of President Abraham Lincoln’s administration?

- A to destroy the institution of slavery
- B to maintain the unity of the country
- C to expand the power of state governments
- D to industrialize the economy

CSH10225

## Released Test Questions

## History–Social Science

- 99** Use the excerpt to complete the following statement.

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and orphan, to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

**This ending to Lincoln's Second Inaugural Speech indicates that his vision for the future after the Civil War was for**

- A peacemaking and rebuilding the Union.
- B resolving differences through armed action.
- C providing pensions to Confederate veterans.
- D punishing the South for its actions during the war.

CSH10021

- 100** What is one reason that the Union strategy for defeating the South included a naval blockade of Southern ports?

- A to cut the South off from its supply lines in the countries of Latin America
- B to stop Southern attempts to establish slave plantations in Cuba and Mexico
- C to prevent Southern efforts to sell cotton in Europe in exchange for war supplies
- D to deprive the South of fishing and whaling as a primary source of food

CSF10245

- 101** One goal of post–Civil War Congressional Reconstruction was to

- A repay Confederate war debts.
- B ensure civil rights for former slaves.
- C preserve the plantation system.
- D rebuild the Southern naval system.

CSF10159

- 102** During Reconstruction, the Freedmen's Bureau

- A relocated many former slaves to the North.
- B created a system for tenant farming.
- C gave forty acres and a mule to former slaves.
- D established schools for former slaves.

CSF10161

- 103** One of the functions of the Freedmen's Bureau was to

- A discourage segregation in the South.
- B relocate former slaves to urban areas.
- C provide assistance to former slaves.
- D reward veterans with land and money.

CSV20800

- 104** The 13th, 14th, and 15th Amendments to the Constitution of the United States were intended to solve problems relating to

- A government organization.
- B civil rights.
- C checks and balances.
- D rapid economic change.

CSH00112

105

**Attention Workingmen!**

# MASS-MEETING

**TO-NIGHT, at 7:30 o'clock,**

— AT THE —  
**HAYMARKET, Randolph St. Bet Desplaines and Halsted.**

Good Speakers will be present to denounce the latest atrocious act of the police shooting of our fellow workmen yesterday afternoon.

*Workingmen Arm Yourselves and Appear in Full Force!*

THE EXECUTIVE COMMITTEE

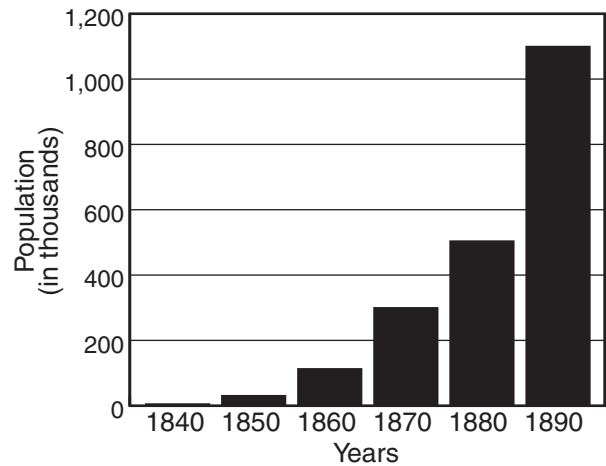
The above poster suggests that 19th-century industrialization was often accompanied by

- A labor strife.
- B farm protests.
- C technological progress.
- D political stability.

CSH00004

106

**Chicago Population**



Which of these is the *best* explanation for the trend shown in the bar graph above?

- A availability of industrial jobs in Chicago
- B Chicago's location on an important river
- C Chicago's nearness to the gold fields
- D lack of regulation in the banks of Chicago

CSH00109

## Released Test Questions

## History–Social Science

**107** What did the American Federation of Labor try to achieve in the late 1800s?

- A control of decision making in the market
- B higher wages and better working conditions
- C employee ownership of factories and mines
- D elimination of racial discrimination in the workplace

CSV20858

**108** A large percentage of the immigrants who came to the United States during the late 19th and early 20th centuries settled in large cities because

- A most of them had lived in cities in their homelands.
- B there were fewer and fewer farms in the United States.
- C the growing industries were usually located in cities.
- D the government encouraged immigrants to settle in big cities.

CSH00130

**109** Which of these groups *most* favored immigration to the United States between 1880 and 1910?

- A unskilled workers
- B rural farmers
- C urban nativists
- D factory owners

CSH10181

| Question Number | Correct Answer | Standard | Skills | Year of Release |
|-----------------|----------------|----------|--------|-----------------|
| 1               | D              | WH6.1.3  |        | 2005            |
| 2               | A              | WH6.1.3  | HI 2   | 2006            |
| 3               | A              | WH6.2.4  |        | 2005            |
| 4               | D              | WH6.2.5  |        | 2003            |
| 5               | B              | WH6.2.5  | HR 2   | 2003            |
| 6               | A              | WH6.2.9  |        | 2006            |
| 7               | B              | 6WH6.3.2 | HI 3   | 2007            |
| 8               | C              | WH6.3.3  |        | 2006            |
| 9               | A              | 6WH6.3.5 |        | 2008            |
| 10              | A              | WH6.4.1  | HI 1   | 2004            |
| 11              | C              | 6WH6.4.3 |        | 2007            |
| 12              | B              | WH6.4.4  |        | 2003            |
| 13              | C              | WH6.4.4  | HI 3   | 2004            |
| 14              | B              | 6WH6.4.4 |        | 2007            |
| 15              | A              | 6WH6.4.6 |        | 2008            |
| 16              | D              | WH6.4.7  | HI 2   | 2006            |
| 17              | C              | WH6.5.1  | CS 3   | 2004            |
| 18              | D              | 6WH6.5.4 |        | 2008            |
| 19              | C              | 6WH6.6.3 |        | 2008            |
| 20              | B              | WH6.6.4  |        | 2005            |
| 21              | A              | WH6.6.5  |        | 2006            |
| 22              | C              | 6WH6.7.4 |        | 2008            |
| 23              | B              | WH6.7.8  |        | 2005            |
| 24              | A              | WH7.1.2  |        | 2004            |
| 25              | C              | WH7.2.4  | CS 3   | 2006            |
| 26              | A              | 7WH7.2.5 |        | 2007            |
| 27              | B              | WH7.3.4  |        | 2004            |
| 28              | A              | WH7.3.5  | HI 2   | 2003            |
| 29              | D              | 7WH7.3.6 | HR 4   | 2008            |
| 30              | C              | WH7.4.2  |        | 2005            |
| 31              | B              | WH7.4.3  | HI 2   | 2006            |
| 32              | A              | 7WH7.5.1 |        | 2008            |
| 33              | C              | WH7.5.3  |        | 2006            |
| 34              | C              | WH7.6.3  |        | 2003            |
| 35              | A              | WH7.6.3  |        | 2003            |

## Released Test Questions

## History–Social Science

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| Question Number | Correct Answer | Standard  | Skills | Year of Release |
|-----------------|----------------|-----------|--------|-----------------|
| 36              | <i>B</i>       | WH7.6.4   | HI 1   | 2003            |
| 37              | <i>C</i>       | WH.7.6.5  |        | 2005            |
| 38              | <i>C</i>       | WH7.6.6   |        | 2004            |
| 39              | <i>B</i>       | 7WH7.6.6  | HR 4   | 2008            |
| 40              | <i>C</i>       | 7WH7.6.7  |        | 2007            |
| 41              | <i>D</i>       | WH7.7.1   | CS 3   | 2003            |
| 42              | <i>D</i>       | 7WH7.7.2  |        | 2007            |
| 43              | <i>D</i>       | 7WH7.7.2  |        | 2008            |
| 44              | <i>D</i>       | WH7.7.3   |        | 2005            |
| 45              | <i>D</i>       | WH7.7.4   |        | 2004            |
| 46              | <i>A</i>       | WH7.8.3   |        | 2006            |
| 47              | <i>A</i>       | WH7.8.5   |        | 2003            |
| 48              | <i>C</i>       | WH7.8.5   |        | 2004            |
| 49              | <i>B</i>       | WH7.8.5   |        | 2006            |
| 50              | <i>A</i>       | WH7.9.4   |        | 2006            |
| 51              | <i>C</i>       | WH7.9.7   |        | 2004            |
| 52              | <i>D</i>       | 7WH7.9.7  | CS 3   | 2008            |
| 53              | <i>D</i>       | WH7.10.2  | CS 2   | 2003            |
| 54              | <i>B</i>       | WH7.10.2  |        | 2005            |
| 55              | <i>D</i>       | 7WH7.10.2 |        | 2008            |
| 56              | <i>B</i>       | 7WH7.10.2 |        | 2008            |
| 57              | <i>B</i>       | WH7.11.2  |        | 2006            |
| 58              | <i>A</i>       | 7WH7.11.4 | HI 3   | 2007            |
| 59              | <i>B</i>       | WH7.11.5  | HR 4   | 2006            |
| 60              | <i>A</i>       | 7WH7.11.5 |        | 2007            |
| 61              | <i>A</i>       | WH7.11.6  |        | 2004            |
| 62              | <i>B</i>       | US8.1.1   | HI 2   | 2003            |
| 63              | <i>C</i>       | US8.1.2   |        | 2006            |
| 64              | <i>D</i>       | US8.1.4   |        | 2005            |
| 65              | <i>A</i>       | 8USH8.2.1 | HI 3   | 2007            |
| 66              | <i>C</i>       | US8.2.3   |        | 2005            |
| 67              | <i>D</i>       | US8.2.4   |        | 2004            |
| 68              | <i>D</i>       | US8.2.6   |        | 2003            |
| 69              | <i>B</i>       | 8USH8.2.7 |        | 2008            |
| 70              | <i>C</i>       | US8.3.4   |        | 2005            |



| Question Number | Correct Answer | Standard   | Skills | Year of Release |
|-----------------|----------------|------------|--------|-----------------|
| 71              | <i>B</i>       | 8USH8.3.4  | CS 1   | 2007            |
| 72              | <i>B</i>       | 8USH8.3.5  |        | 2007            |
| 73              | <i>C</i>       | US8.4.1    |        | 2006            |
| 74              | <i>C</i>       | 8USH8.4.1  |        | 2008            |
| 75              | <i>B</i>       | US8.4.2    |        | 2004            |
| 76              | <i>C</i>       | 8USH8.5.1  | HI 2   | 2008            |
| 77              | <i>A</i>       | US8.5.2    | CS 1   | 2003            |
| 78              | <i>B</i>       | US8.5.2    |        | 2006            |
| 79              | <i>B</i>       | US8.6.1    |        | 2006            |
| 80              | <i>D</i>       | 8USH8.6.1  | CS 2   | 2008            |
| 81              | <i>B</i>       | US8.6.3    |        | 2005            |
| 82              | <i>B</i>       | US8.7.1    | HI 2   | 2004            |
| 83              | <i>C</i>       | 8USH8.7.1  | HI 3   | 2007            |
| 84              | <i>B</i>       | US8.7.2    |        | 2005            |
| 85              | <i>A</i>       | US8.7.3    |        | 2006            |
| 86              | <i>C</i>       | US8.8.2    |        | 2003            |
| 87              | <i>B</i>       | US8.8.2    | HI 1   | 2003            |
| 88              | <i>B</i>       | US8.8.2    | HR 4   | 2004            |
| 89              | <i>A</i>       | US8.8.2    |        | 2005            |
| 90              | <i>C</i>       | US8.8.5    |        | 2005            |
| 91              | <i>A</i>       | US8.9.1    |        | 2003            |
| 92              | <i>D</i>       | US8.9.1    |        | 2005            |
| 93              | <i>B</i>       | 8USH8.9.2  |        | 2008            |
| 94              | <i>D</i>       | US8.9.4    | CS 3   | 2004            |
| 95              | <i>A</i>       | US8.9.5    |        | 2004            |
| 96              | <i>D</i>       | US8.9.5    |        | 2004            |
| 97              | <i>C</i>       | US8.10.4   |        | 2003            |
| 98              | <i>B</i>       | US8.10.4   |        | 2006            |
| 99              | <i>A</i>       | 8USH8.10.4 |        | 2007            |
| 100             | <i>C</i>       | US8.10.6   |        | 2005            |
| 101             | <i>B</i>       | US8.11.1   |        | 2004            |
| 102             | <i>D</i>       | US8.11.3   |        | 2004            |
| 103             | <i>C</i>       | 8USH8.11.3 |        | 2007            |
| 104             | <i>B</i>       | US8.11.5   |        | 2005            |
| 105             | <i>A</i>       | US8.12.5   | HI 1   | 2003            |

## Released Test Questions

## History–Social Science

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| Question Number | Correct Answer | Standard   | Skills | Year of Release |
|-----------------|----------------|------------|--------|-----------------|
| 106             | <i>A</i>       | 8USH8.12.5 |        | 2007            |
| 107             | <i>B</i>       | 8USH8.12.6 |        | 2008            |
| 108             | <i>C</i>       | US8.12.7   | HI 1   | 2003            |
| 109             | <i>D</i>       | 8USH8.12.7 |        | 2008            |