

Oklahoma School Testing Program

Oklahoma Core Curriculum Tests (OCCT)

End-of-Instruction
ACE U.S. History

PARENT, STUDENT, AND TEACHER GUIDE



2012–2013

Oklahoma State Department of Education

2704124

**Testing Dates
2012–2013 School Year**

Winter Testing

December 3–December 21, 2012
(Online extended through January 11, 2013)

Trimester Testing

January 21–February 8, 2013
(Online extended through February 15, 2013)

Spring Testing

April 15–May 3, 2013
(Online extended through May 10, 2013)

Summer Testing

June 3–August 2, 2013



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**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA**

Dear Parent/Guardian and Student:

Soon students will be participating in the ACE U.S. History End-of-Instruction Oklahoma Core Curriculum Test. This test is designed to measure knowledge of ACE U.S. History competencies contained in the Oklahoma C³ Standards, the basis of Oklahoma's core curriculum.

You will receive a report about your child's performance on the test. If your student does not attain at least a proficient score on this test, retake opportunities will be available.

This guide provides practice questions, objectives covered in the test, and a list of test-taking tips. Discuss these materials with your child ahead of time to encourage test preparedness. During the test week, it is very important for students to get plenty of sleep, eat a good breakfast, and arrive at school on time.

If you have any questions about the ACE U.S. History End-of-Instruction Test, please contact your local school or the State Department of Education.

Sincerely,
Your State Superintendent of Public Instruction

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(405) 521-3301, FAX: (405) 521-6205
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The Oklahoma Core Curriculum Tests

The Governor, State Legislators, and other Oklahoma elected officials have committed themselves to ensuring that all Oklahoma students receive the opportunity to learn the skills required to succeed in school and in the workplace. To achieve this goal, schools must prepare every Oklahoma student for colleges, universities, and careers that require new and different skills.

Under the direction of the Legislature, Oklahoma teachers, parents, and community leaders met to agree upon the skills that students are expected to master by the end of each grade. The results of their efforts, Oklahoma C³ Standards, provide the basis for Oklahoma's core curriculum.

In addition, the Legislature established the criterion-referenced test component of the Oklahoma School Testing Program to measure students' progress in mastering the Oklahoma C³ Standard objectives. Tests have been developed by national test publishers that specifically measure the Oklahoma C³ Standard objectives at the end-of-instruction levels. Teachers from throughout Oklahoma have been involved in the review, revision, and approval of the questions that are included in the tests.

In contrast to a norm-referenced testing program, the Oklahoma Core Curriculum Tests compare student performance with performance standards established by the State Board of Education. The performance standards are based upon recommendations from groups of Oklahoma educators who evaluated the test and recommended the performance standards for the different levels of performance for each test. The Oklahoma Performance Index, or OPI, is a scaled score earned by a student that places the student into one of the four performance levels (Advanced, Proficient, Limited Knowledge, Unsatisfactory).

The state statute reads as follows: "Each student who completes the instruction for English II, English III, United States History, Biology I, Algebra I, Geometry, and Algebra II at the secondary level shall complete an end-of-instruction test, to measure for attainment in the appropriate state academic content standards in order to graduate from a public high school with a standard diploma."

All students shall take the tests prior to graduation, unless otherwise exempt by law.

Beginning with students entering the ninth grade in the 2008–2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma: Algebra I, English II, and two of the following five: Algebra II, Biology I, English III, Geometry, and United States History.

To demonstrate mastery, the student shall attain at least a proficient score on the end-of-instruction criteria. Students who do not attain at least a proficient score on any end-of-instruction test shall be provided remediation and the opportunity to retake the test up to three times each calendar year or will be allowed to substitute approved alternate tests in order to meet this requirement. School districts shall report the student's performance levels on the end-of-instruction tests on the student's high school transcript.

This guide provides an opportunity for parents, students, and teachers to become familiar with this test. It presents general test-taking tips, lists the Oklahoma C³ Standard objectives that could be assessed in a statewide testing program, and provides practice multiple-choice questions.

Test-Taking Tips

The following tips provide effective strategies for taking the Oklahoma Core Curriculum Tests. Test-taking skills cannot replace study based on the Oklahoma C³ Standards objectives, which serve as the foundation for the tests. **To access a practice test, go to www.ctb.com/ok and click on the Experience Online Testing (Student) button.**

General Test-Taking Tips

- DO . . .** read this guide carefully and complete the practice test.
- DO . . .** make sure you understand all test directions. If you are uncertain about any of the directions, raise your hand to ask questions before testing has started.
- DO . . .** read the selections for the ACE U.S. History test carefully.
- DO . . .** make notes or work problems on your scratch paper if needed.
- DO . . .** be sure that you have seen all four answer choices before making your selection. On an online test, this may require you to use the scroll bar on the right side of the test question.
- DO . . .** check your work if you finish a test session early. Use the extra time to answer any questions that you skipped in that section.
- DO . . .** remember that if you cannot finish the test section within the time allotted, you will be given additional time to complete that test section.
- DO . . .** read each question and every answer choice carefully. Choose the best answer for each question.

- DON'T . . .** wait until the last minute to study for the test. The test covers a lot of material, and you cannot learn it all in a short amount of time.
- DON'T . . .** worry about the test. Students who are calm and sure of themselves do better on tests.
- DON'T . . .** spend too much time on any one question. If a question takes too long to answer, skip it and answer the other questions. You can return to any questions you skipped after you have finished all other questions in the section.
- DON'T . . .** attempt to leave the online testing system by clicking the Stop Test tab. Doing so will result in ending that section of the test.

The ACE U.S. History Test

This online multiple-choice test will be administered in two sections, each approximately 50 minutes in length, with up to an additional 20 minutes for testing directions. The test is not strictly timed. Testing sessions for students who need more time can be extended. However, some studies have shown that more than one hour of additional time can contribute to a decrease in student scores. This additional time is available as an immediate extension of the testing session; it is not available as a separate session at another time.

Students who finish a test section early should make sure their work is complete and are encouraged to check and verify their answers within that section prior to closing their test booklets or saving and exiting an online test. Once a test section has been completed, students will not be allowed to return to that section.

The following sections of this guide:

- list the Oklahoma C³ Standards for the Social Studies (2012) that are covered on the ACE U.S. History End-of-Instruction test.
- reproduce the student directions.
- present practice test questions.

Oklahoma C³ Standards (2012 Revision)

The Oklahoma C³ Standards measured in the End-of-Instruction ACE U.S. History multiple-choice test are presented below. The numbers reflect the Oklahoma C³ Standards numbering scheme contained in the Oklahoma C³ Standards document. They represent the portion of the Oklahoma core curriculum that can be assessed in a statewide testing program. The Oklahoma C³ Standards for U.S. History are grouped into standards with specific objectives listed under each one. Student performance on the multiple-choice test will be reported at the standard level.

End-of-Instruction ACE U.S. History

Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.

1. Cite specific textual and visual evidence to analyze the post-Reconstruction civil rights struggles.
 - a. Examine the purposes and effects of the *13th, 14th, and 15th Amendments*.
 - b. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.
2. Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans.
 - a. Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the *Chinese Exclusion Act*, the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island.
 - b. Examine the rationale behind federal policies toward Native Americans including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the *Dawes Act* on tribal sovereignty and land ownership.
 - c. Compare the contrasting view points of Native American leadership's resistance to United States Indian policies as evidenced by Red Cloud and his Cooper Union speech, Seattle, Quannah Parker, and Chief Joseph as expressed in his *I Will Fight No More Forever* speech.
3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics.
 - a. Analyze the impact of leading industrialists as "robber barons" and as "philanthropists" including John D. Rockefeller and Andrew Carnegie and his *Gospel of Wealth* essay on American society.
 - b. Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, and the Bessemer process.
 - c. Evaluate the contributions of muckrakers including Ida Tarbell and Upton Sinclair that changed government policies regarding child labor, working conditions, and the *Sherman Antitrust Act*.
 - d. Analyze major social reform movements including the Women's Suffrage and Temperance Movement and their significant leaders including Susan B. Anthony, Alice Paul, and Jane Addams.
 - e. Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.
 - f. Evaluate the rise and reforms of the Progressive Movement including the
 1. Direct primary, initiative petition, referendum, and recall,
 2. Impact of William Jennings Bryan and his *Cross of Gold* speech on the political landscape, and
 3. Conservation of the environment under the leadership of Theodore Roosevelt.
 4. Analyze the series of events leading to and the effects of the *16th, 17th, 18th, 19th, and 21st Amendments* to the *United States Constitution*.

- g. Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.
- h. Cite specific textual and visual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey in response to rising racial tensions, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.

Content Standard 2: The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.

1. Cite specific textual and visual evidence to evaluate the impact of American imperialism on international relations and explain its impact on developing nations.
 - a. Compare and contrast the economic, religious, social, and political rationales for American imperialism including the concept of “white man’s burden,” the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League.
 - b. Assess the role of yellow journalism in inciting American desire to go to war with Spain.
 - c. Examine how the Spanish-American War resulted in the rise of the United States as a world power, and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.
 - d. Compare and contrast the foreign policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy the *Roosevelt Corollary*, military interventionism, and the territorial acquisition and construction of the Panama Canal.
2. Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson and Eugene V. Debs; the key issues of dealing with the trusts, the right of women to vote, and trade tariffs; and the impact of the “Bull Moose Party” on the outcome of the election.
3. Evaluate the long-term impact of America’s entry into World War I on national politics, the economy, and society.
 - a. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the *Zimmerman Note* and the threats to international trade caused by unrestricted submarine warfare.
 - b. Analyze the experiences of the war’s homefront including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, the Great Migration, the institution of a draft, and the suppression of individual liberties resulting in the First Red Scare.
 - c. Cite specific textual and visual evidence to examine Wilson’s foreign policy as proposed in his *Fourteen Points* and the reasons for the nation’s return to isolationism including the rejection of the League of Nations.

Content Standard 3: The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.

1. Examine the economic, political, and social transformations between the World Wars.
 - a. Cite specific textual and visual evidence to describe modern forms of cultural expression including the Harlem Renaissance, the Jazz Age, and “talkies” (movies).
 - b. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.
 - c. Examine growing labor unrest and industry’s reactions including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor.
 - d. Describe the booming economy based upon access to and easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.
 - e. Assess the impact of the *Indian Citizenship Act of 1924* upon the various Native American tribes.

2. Cite specific textual and visual evidence to analyze the effects of the destabilization of the American economy.
 - a. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government's laissez-faire policy.
 - b. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.
 - c. Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.
 - d. Cite specific textual and visual evidence to compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.
3. Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.
 - a. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's *First Inaugural Address* and the *Four Freedoms* speech.
 - b. Examine how national policies addressed the economic crisis including deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation, Works Progress Administration, and Tennessee Valley Authority.
 - c. Cite specific textual and visual evidence to summarize the causes and impact of the Dust Bowl including the government's responses.

Content Standard 4: The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

1. Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.
 - a. Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the *Neutrality Acts* and the Lend-Lease program.
 - b. Evaluate the mobilization for war as stated in President Roosevelt's *Day Which Will Live in Infamy* speech including the role of women and minorities in the war effort, rationing, the internment of Japanese-Americans and the *Korematsu v. United States* decision, and the internment of Americans of German and Italian descent.
2. Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.
3. Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials, which held Nazi leaders accountable for war crimes.

Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

1. Cite specific textual and visual evidence to analyze the origins of international alliances and efforts at containment of Communism following World War II.
 - a. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the fall of the Iron Curtain, and the Marshall Plan.
 - b. Describe the role of the United States in the formation of the United Nations, NATO and the resulting Warsaw Pact, and the dividing of the political world into the Western and Soviet spheres of influence.

- c. Assess the impact and successes of the *Truman Doctrine* including the American military response to the invasion of South Korea.
 - d. Compare and contrast the domestic and international goals of President Kennedy's administration as expressed in his *Inaugural Address* to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps.
2. Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath.
 - a. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on these threats including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, and the Rosenbergs' spy trials.
 - b. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), and the launching of *Sputnik* and the space race.
3. Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the *Gulf of Tonkin Resolution*, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the *War Powers Act*, and the *26th Amendment*.
4. Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.
 - a. Assess the effects of President Truman's decision to desegregate the United States armed forces, and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation.
 - b. Compare and contrast segregation policies of "separate but equal," disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the sustained attempts to dismantle segregation including the *Brown v. Board of Education* decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the Oklahoma City lunch counter sit-ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the *24th Amendment*, the passage of the *Civil Rights Act of 1964* and the *Voting Rights Act of 1965*, the Selma to Montgomery marches, and the assassination of Dr. Martin Luther King, Jr.
 - c. Compare and contrast the view points and the contributions of civil rights leaders and organizations linking them to events of the movement including Dr. Martin Luther King, Jr. and his *I Have a Dream* speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.
 - d. Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women's Liberation Movement, the United Farm Workers and César Chávez, and the American Indian Movement.
5. Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States.
 - a. Summarize and examine the United States Supreme Court's use of the incorporation doctrine in applying the *Bill of Rights* to the states, thereby securing and further defining individual rights and civil liberties.
 - b. Assess the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society.
 - c. Describe the goals and effectiveness of the Native American movement on tribal identity and sovereignty including the American Indian Movement (AIM), and the Siege at Wounded Knee.
 - d. Cite specific textual and visual evidence to compare and contrast the changing roles of women from the Post-war Era through the 1970s including the goals of the Women's Liberation

Movement, the National Organization of Women (NOW), the attempts to ratify the *Equal Rights Amendment* (ERA), and the United States Supreme Court's ruling in *Roe v. Wade*.

- e. Analyze the political and economic impact of President Nixon's foreign policies including *détente* and the opening of China.
- f. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the *Pentagon Papers*, the first use of the *25th Amendment*, and President Ford's decision to pardon former President Nixon.

Content Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.

1. Cite specific textual and visual evidence to evaluate President Carter's foreign policy in the Middle East including the *Camp David Accords*, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.
2. Analyze the economic and political impact of President Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan's *Tear Down This Wall* speech in West Berlin.
3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire.
4. Describe the goal of President H.W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.
5. Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.
6. Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the *PATRIOT ACT*, and the creation of the Department of Homeland Security.

***Content Standard 7: The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.**

1. Cite specific textual and visual evidence to assess the causes, conduct, and consequences of the United States led wars in Afghanistan and Iraq including President George W. Bush's leadership, the efforts to counter and combat terrorism, and the impact of President Barack Obama's election on the course of the wars.
2. Examine the ongoing issues of immigration, employment, climate change, environmental pollution, globalization, population growth, race relations, women's issues, healthcare, civic engagement, education, and the rapid development of technology.

An asterisk (*) has been used to identify Content Standard 7 and the following objectives under that standard that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

**Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
ACE U. S. History
Transitional Test Blueprint
School Year 2012–2013**

The Test Blueprint reflects the degree to which Oklahoma C³ Social Studies standards and objectives are represented on the test. The overall distribution of operational items on a test form is intended to look as follows:

<i>C³ Standards for the Social Studies Standards and Objectives</i>	Ideal Number of Items	Ideal Percentage of Test¹
Post-Reconstruction to the Progressive Era, 1878–1900 (1.0)	8	13%
Post Reconstruction Amendments (1.1a, 1.1b)	2–4	
Immigration, Westward Movement, and Native American Experiences (1.2)	2–4	
Impact of Industrialization on Society, Economics, and Politics (1.3)	2–4	
Expanding Role of the United States in International Affairs (2.0)	9	15%
Cycles of Economic Boom and Bust in the 1920s and 1930s (3.0)	11	18%
Economic, Political, & Social Transformation Between the World Wars (3.1)	3–5	
Economic Destabilization and the Great Depression/New Deal (3.2, 3.3)	3–5	
Role of the U.S. in International Affairs and World War II, 1933–1946 (4.0)	11	18%
Mobilization for World War II (4.1)	3–5	
World War II and U.S. Reaction to the Holocaust (4.2, 4.3)	3–5	
U.S. Foreign and Domestic Policies during the Cold War, 1945–1975 (5.0)	21	35%
The Cold War—Foreign and Domestic (5.1, 5.2)	4–6	
The Vietnam War Era (5.3)	4–6	
The African American Civil Rights Movement (5.4)	4–6	
Social Political Transformation (5.5)	4–6	
<i>Total Test</i>	60	100%

¹Percentages are approximations and may result in a sum other than 100 due to rounding.

- A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

ACE U.S. History Practice Test

Note for students:

The practice test in the following section is a shortened version of a test similar to the End-of-Instruction ACE U.S. History test you will take.

Follow the instructions below as you take the practice test.

Practice Test Directions

1. Mark your answers to the practice test questions on the answer document on the inside back cover of this guide.
2. Look at the ACE U.S. History Practice Test on the next page. Read the directions at the top of the page.
3. Look at Sample A in the box. Read it to yourself and think of the answer. Then look at the answer document. The correct answer to Sample A has been filled in. This shows you how to mark your answers.
4. Read Sample B of the ACE U.S. History Practice Test. Mark your answer to Sample B. Then answer the remaining practice questions. Fill in the circle for each answer completely, as shown in the sample. You may underline, mark, make notes, or work out problems in your test booklet. However, make sure you mark your answers on your answer document.
5. When you are finished, check your answers against the answer key printed on page 19 of this guide. The objectives for each question are also shown.

Section 1

Directions

Read each question and choose the best answer. Find the question number in the answer document that matches the question number in the ACE U.S. History Practice Test. Then mark your answer on the answer document.

The correct answer for Sample A has been filled in on the answer document to show you how to mark your answers. Mark your answer for Sample B.

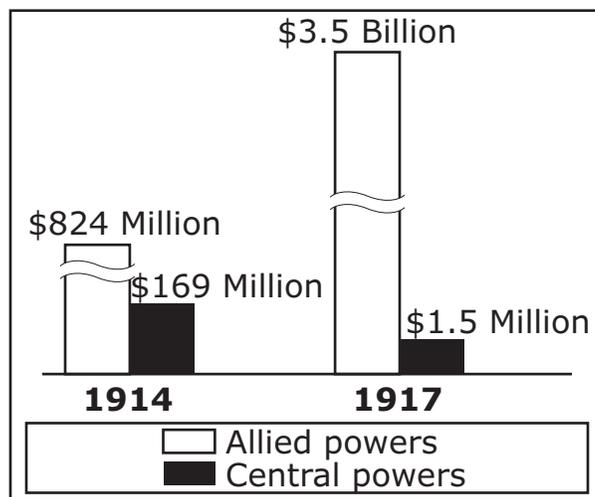
Sample A

The “separate but equal” doctrine established by the Supreme Court in the case of *Plessy v. Ferguson* (1896) upheld the use of

- A Jim Crow laws.
- B voting rights restrictions.
- C forced busing of students.
- D Affirmative Action programs.

Sample B

United States Exports



Which inference about World War I is best supported by the data in this graph?

- F The Allies had no need for United States exports.
- G American exports remained constant during the war.
- H President Wilson’s call for strict neutrality was difficult to meet.
- J Germany increased trade with the United States after war began.

Section 1

1

“You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly.”

—President Dwight D. Eisenhower, referring to the spread of communism in Southeast Asia, 1954

Which action was taken to support President Eisenhower’s theory about communism in Vietnam?

- A** President Johnson suspended bombing in North Vietnam.
- B** United States citizens held demonstrations against the Vietnam War.
- C** United States forces increased military operations in South Vietnam.
- D** President Nixon called for a gradual withdrawal of troops from Vietnam.

2 Advocates of the Chinese Exclusion Act of 1882 generally overlooked the contributions Chinese immigrants had made to the

- F** settlement of farmlands on the Great Plains.
- G** defeat of the Confederacy in the Civil War.
- H** defeat of Native Americans in the 1870s.
- J** settlement of the American West.

3 Which reason explains why the United States helped to form the United Nations?

- A** to protect the rights of Jewish people in the newly-established state of Israel
- B** because of concerns about the growing influence of newly-independent African nations
- C** because of a conviction that efforts to achieve world peace required United States involvement
- D** to continue to hold the place of world leadership that the United States held at the Yalta Conference

4 In response to an increased need for farm and industrial labor in the nineteenth century, the United States government favored

- F** the unionization of workers.
- G** virtually unrestricted immigration.
- H** vocational and post-secondary education.
- J** the recruitment and retraining of former slaves.

5 Some economists criticized the New Deal as the beginning of

- A** deficit spending.
- B** demand economy.
- C** trickle-down economics.
- D** government budget surpluses.

Section 1

6

Migration 1917–1925



Which reason best explains the migration patterns shown on the map?

- F Cuban immigrants were looking for jobs as farmworkers.
- G European immigrants were seeking wartime employment in factories.
- H Native Americans were looking for abandoned farmland in the Dust Bowl.
- J African Americans were searching for employment in Northern industries.

7 Which statement describes the effect mobilization for World War II had on American women?

- A Women received equal pay in all job areas.
- B The number of women in the American labor force increased.
- C Corporations expected women to remain in their jobs after the war.
- D Women no longer played the dominant role in caring for their children.

8 Which explanation best describes the process by which Hawaii was added to the United States?

- F A congressional resolution declared that Hawaii was a United States territory.
- G Queen Liliuokalani signed a treaty to make Hawaii a United States territory.
- H The United States purchased Hawaii from Russia in 1867.
- J Spain ceded Hawaii to the United States in 1898.

9

**1912 Presidential Election Results
by Party**

Party	Popular Vote	Electoral Vote
Democratic (Wilson)	43%	82%
Republican (Taft)	24%	2%
Progressive (Roosevelt)	28%	16%

What role of third parties is illustrated by President Theodore Roosevelt's performance in the 1912 election?

- A Third parties introduce new ideas into elections.
- B Third parties divert attention from important issues.
- C Third parties win popular votes but seldom win electoral votes.
- D Third parties can shift election victories from one major party to the other.

10

Executive Order 11,246 (1965) required federal contractors to take affirmative action to recruit and employ minorities.

What purpose did President Lyndon B. Johnson say would be served by issuing this executive order?

- F to reduce racial tensions
- G to reverse the effects of past discrimination
- H to gain the political support of minority groups
- J to eliminate poverty for women and minorities

Section 1

11

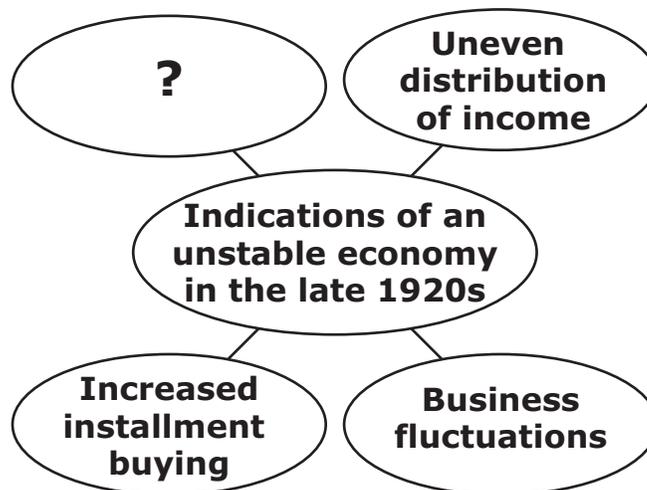
The right of [a poor] defendant in a criminal trial to have the assistance of counsel is a fundamental right essential to a fair trial, and petitioner's trial and conviction without the assistance of counsel violated the Fourteenth Amendment.

—*Gideon v. Wainwright*, 1963

According to this Supreme Court decision, which of these judicial actions would be unconstitutional?

- A denying legal representation to any person accused of a serious crime
- B allowing police to look for evidence in a criminal case without a warrant
- C requiring persons accused of crimes to testify against themselves in court
- D requiring witnesses to describe what they have seen during a criminal act

12



Which economic factor best completes the web?

- F Secure banking system
- G Increased foreign trade
- H Stock market speculations
- J Strict government regulations

13

Exclusion of those of Japanese origin was deemed necessary We uphold the exclusion order Hardships are part of war [and] . . . we are at war with the Japanese Empire The military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily

—*Korematsu v. United States*, 1944

What action by the United States government was declared constitutional by the Supreme Court in 1944?

- A requiring Japanese Americans to return to Japan
- B forcing Japanese Americans into internment camps
- C forbidding acts of discrimination against Japanese immigrants
- D restricting the number of Japanese immigrants to the United States

14

“Europe’s requirements for the next three or four years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help or face economic, social, and political [decline] of a very grave character.”

—Secretary of State George Marshall, 1947

What was a primary goal of the program George Marshall described?

- F to repay loans made by the United States
- G to stop the spread of communism in Europe
- H to take over western European governments
- J to help the Soviet Union rebuild its military strength

Section 1

15

“Despite a superior geographical location, the United States is . . . unready to assert its influence Whether they will or not, Americans must now begin to look outward. The growing production of the country demands it.”

—Admiral Alfred T. Mahan, 1890

“The United States have always protested . . . international law which permits the [domination] of the weak by the strong. A self-governing state cannot accept sovereignty over an unwilling people.”

—the American Anti-Imperialist League, 1890

The quotations are arguments for and against the

- A** formation of a league of nations to prevent future wars.
- B** expansion of United States political and economic power abroad.
- C** restriction of immigrants to protect the jobs of domestic workers.
- D** creation of a United States agency to provide relief for natural disaster victims.

Answer Key

ACE U.S. History		
Item Number	Correct Answer	Standard/Objective
Sample A	A	1.3.G
Sample B	H	2.3.A
1	C	5.3
2	J	1.2.A
3	C	5.1.B
4	G	1.2.A
5	A	3.3.B
6	J	2.3.B
7	B	4.1.B
8	F	2.1.A
9	D	2.2
10	G	5.5.B
11	A	5.5.A
12	H	3.2.A
13	B	4.1.B
14	G	5.1.A
15	B	2.1.A

ACE U.S. History

SAMPLES
A ● B C D
B F G H J

Section 1

1 A B C D	11 A B C D	21 A B C D	31 A B C D
2 F G H J	12 F G H J	22 F G H J	32 F G H J
3 A B C D	13 A B C D	23 A B C D	33 A B C D
4 F G H J	14 F G H J	24 F G H J	34 F G H J
5 A B C D	15 A B C D	25 A B C D	35 A B C D
6 F G H J	16 F G H J	26 F G H J	36 F G H J
7 A B C D	17 A B C D	27 A B C D	37 A B C D
8 F G H J	18 F G H J	28 F G H J	38 F G H J
9 A B C D	19 A B C D	29 A B C D	39 A B C D
10 F G H J	20 F G H J	30 F G H J	40 F G H J

STOP
Do not go on to Section 2
until you are instructed to do so.

Section 2

41 A B C D	51 A B C D	61 A B C D	71 A B C D
42 F G H J	52 F G H J	62 F G H J	72 F G H J
43 A B C D	53 A B C D	63 A B C D	73 A B C D
44 F G H J	54 F G H J	64 F G H J	74 F G H J
45 A B C D	55 A B C D	65 A B C D	75 A B C D
46 F G H J	56 F G H J	66 F G H J	76 F G H J
47 A B C D	57 A B C D	67 A B C D	77 A B C D
48 F G H J	58 F G H J	68 F G H J	78 F G H J
49 A B C D	59 A B C D	69 A B C D	79 A B C D
50 F G H J	60 F G H J	70 F G H J	80 F G H J

