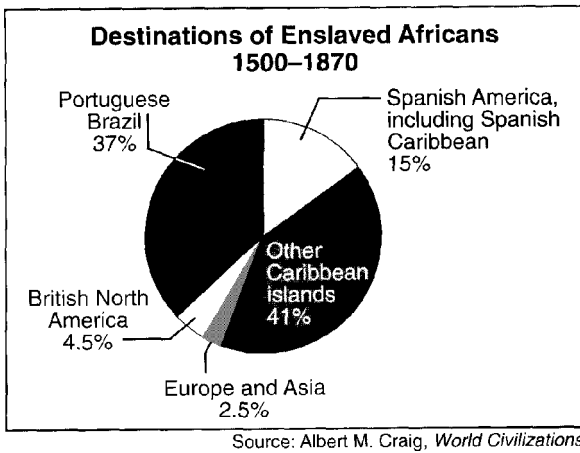


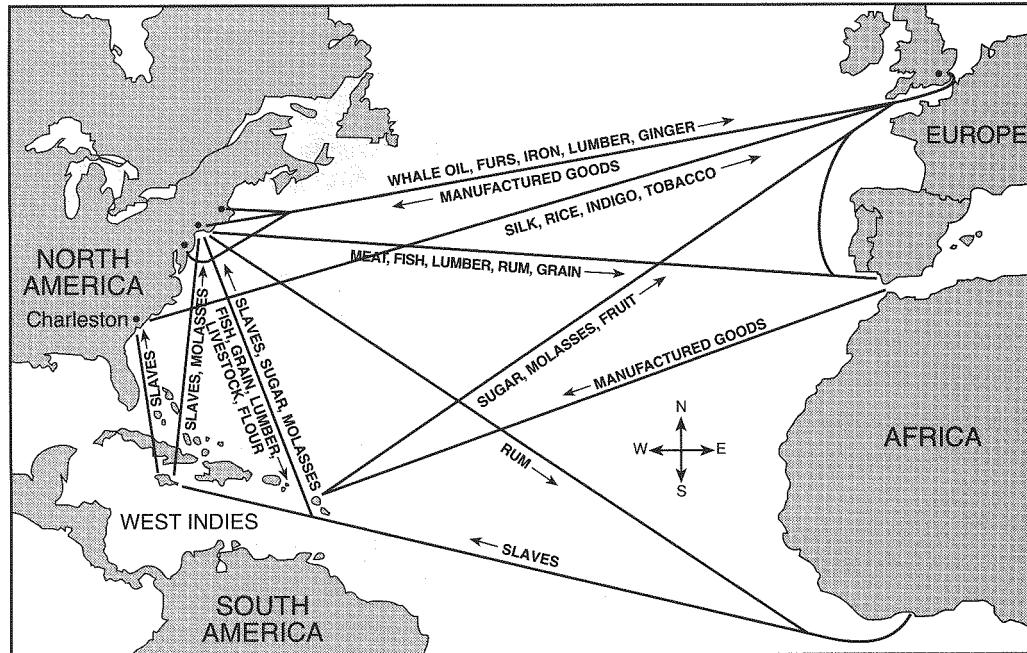
- Which of the following demonstrates how nature was an important element of Iroquois society?
 - All of the Iroquois villages were located near rivers or streams.
 - The pine tree was an emblem of the Iroquois Confederacy.
 - The legend of Hiawatha claims the Iroquois Confederacy was created by the connection between the river and the forest.
 - The image of maize appeared on Iroquoian currency.
- Why did the longhouse have significance in Iroquoian government?
 - The five nations of the Confederacy were similar to the living arrangements within a longhouse.
 - The longhouse was the building where representatives from the five nations met.
 - The longhouse was the main residence of the Iroquois chief.
 - The longhouse was the emblem of the Iroquois Confederacy.
- Base your answer to the following question on the chart below and on your knowledge of social studies.



- Which idea is best supported by this graph?
- Slavery had its greatest effect on Europe and Asia.
 - Slavery was more important in North America than it was in South America.
 - The Portuguese made early efforts to outlaw the slave trade.
 - Many slaves were transported to the Caribbean islands.
- Which of the following best explains why the lumber industry was the most important single manufacturing activity in the English colonies?
 - It provided jobs to people of all ages.
 - It was in tremendous demand for the thriving shipbuilding industry.
 - The abundant forests prevented wood from ever being in short supply.
 - It could be done year-round.

- The trading patterns that developed between the American colonies, the West Indies, the coast of Africa, and the British Isles in the eighteenth century was known as the
 - triangular trade
 - international trade
 - circular trade
 - cross-cultural exchange
- The two factors that influenced colonial economic development the most included
 - foreign trade and a growing local economy
 - the growth of railroads and slavery
 - the growth of cities and slavery
 - the triangular trade and the growth of railroads
- During the Great Awakening, impassioned preachers like George Whitefield and Jonathan Edwards gave descriptive sermons about
 - the existence of many gods
 - sinfulness and the helplessness of humankind
 - the importance of other religions
 - importance of democracy
- In 17th century Southern society, which group was at the top of the social ladder?
 - Men that ran family-sized grain farms
 - Owners of the large plantations
 - Indentured Servants
 - Military leaders in the colonial army
- A major reason why the colonies developed economically and politically at the beginning of the 18th century was because
 - there was tremendous population growth
 - slavery was declared illegal throughout the colonies
 - France had given up its colonies to England
 - the majority of the settlers owned large plantations
- During the 18th century, the _____ was important for bringing wealth to the _____.
 - indentured servant system...Middle colonies
 - triangular trade...New England colonies
 - shipbuilding industry...Southern colonies
 - Separatists...New England colonies
- Based on the theory of mercantilism, why did some people believe that England should give Canada back to France and take the tropical island of Guadeloupe instead?
 - Guadeloupe was valuable as a naval base.
 - The island was rich in sugar, which was in great demand in England.
 - Canada didn't have enough rivers for trade.
 - Fur-trading was no longer a successful industry in Canada.

12. Base your answer to the following question on the map below and on your knowledge of social studies.



Source: Steven Goldberg and Judith Clark DuPré, *Brief Review in Global History and Geography*, Prentice Hall (adapted)

Which economic system was responsible for the creation of the situation shown on the map?

- (A) feudal system (B) mercantilism (C) socialism (D) barter system

13. Which act required colonists to pay a tax on public documents such as newspapers, customs documents, legal papers and licenses?

- (A) the Stamp Act (C) Proclamation of 1763
(B) the Sugar Act (D) Quartering Act

14. Which of the following best explains why the Virginia House of Burgesses was unusual?

- (A) It was the only colonial legislature governed by a Catholic.
(B) It made slavery illegal in the colony of Virginia.
(C) It was the first institution of representative government in the colonies.
(D) It ordered the separation of church and state.

15. Organized by _____, the _____ was a famous protest of the _____.

- (A) Samuel Adams...Boston Tea Party...Tea Act
(B) George Washington...Northwest Ordinance...Proclamation of 1763
(C) Alexander Hamilton...Whiskey Rebellion...Townshend Acts
(D) George Grenville ...Stamp Act Congress...Stamp Act

16. What was one common feature between state governments immediately after the revolution?

- (A) a weak executive
(B) high taxes on business
(C) incentives towards factories
(D) tobacco subsidies

17. Which statement is accurate about governmental power under the Articles of Confederation?

- (A) State governments had the power to collect taxes, coin money, and control trade.
(B) The executive branch of the central government was more powerful than the legislative and judicial branches.
(C) The central government was made stronger than state governments.
(D) The states with the largest populations had the most votes in Congress.

18. Presidents can most directly influence the future decisions of the United States Supreme Court by

- (A) impeaching Justices with whom they disagree
(B) encouraging the public to write letters to the Justices
(C) vetoing rulings of the Justices
(D) appointing new Justices to the Court with Senate approval

19. During the debates over the ratification of the United States Constitution, Federalists and Anti-Federalists disagreed most strongly over the

- (A) division of powers between the national and state governments
(B) provision for admitting new states to the Union
(C) distribution of power between the Senate and the House of Representatives
(D) method of amending the Constitution

20. Base your answer on the table below and on your knowledge of social studies.

POPULATION DATA — 1790

| STATE | TOTAL POPULATION | NUMBER OF ENSLAVED PERSONS |
|---------------|------------------|----------------------------|
| Massachusetts | 378,787 | 0 |
| New Jersey | 184,139 | 7,557 |
| New York | 340,120 | 10,088 |
| Virginia | 747,610 | 425,353 |

Source: Historical Statistics of the United States

In terms of representation in the United States Congress, which state benefited most from the three-fifths compromise reached at the Constitutional Convention of 1787?

- (A) Massachusetts (C) New York
 (B) New Jersey (D) Virginia

21. "All communities divide themselves into the few and the many. The first are the rich and well born, the other the mass of the people.... The people are turbulent and changing.... Give therefore to the first class a distinct permanent share in the government. They will check the unsteadiness of the second."

— Alexander Hamilton

The author of this quotation suggests that

- (A) the will of the majority should guide public policy
 (B) wealthy people are too preoccupied to rule well
 (C) the common people cannot be trusted to run a stable government
 (D) poorer people must work harder to gain access to economic and political power

22. "Our true policy is to steer clear of permanent alliances"
 —George Washington

President Washington made this statement to warn against United States involvement in

- (A) European wars
 (B) international trade
 (C) the race for overseas colonies
 (D) westward expansion

23. A major aim of both the Granger and Populist movements in the United States was

- (A) the establishment of a gold standard for currency
 (B) government laws to curb inflation
 (C) passage of laws to help farmers
 (D) unlimited immigration of Asians

24. Which was a major problem faced by United States farmers in both the 1890's and the 1920's?

- (A) poor technology (C) overproduction of crops
 (B) lack of tariff protection (D) inflation

25. The purpose of the political reforms of initiative, recall, and referendum was to provide opportunities for citizens to

- (A) gain greater control of their government
 (B) control campaign spending by candidates
 (C) reduce government spending
 (D) increase voter turnout at elections

26. The Interstate Commerce Act of 1887 and the Populist movement of the 1890's were both reactions to

- (A) unrestricted immigration (C) the abuses of big business
 (B) United States imperialism (D) economic depressions

27. the song excerpt below.

The Farmer is the Man

When the farmer comes to town
 With his wagon broken down,
 Oh, the farmer is the man
 Who feeds them all. . . .

The farmer is the man,
 The farmer is the man,
 Lives on credit till the fall;
 Then they take him by the hand
 And they lead him from the land,
 And the middleman's the man
 Who gets it all. . . .

— American folk song

Which political party focused most of its efforts on the problem identified in this song?

- (A) Bull Moose (C) Populist
 (B) Free Soil (D) Progressive

28. Which heading best completes the partial outline below?

| |
|--|
| I. _____ A. Secret ballot B. Direct election of senators C. Recall D. Referendum |
|--|

- (A) Checks and Balances (C) Progressive Reforms
 (B) Unwritten Constitution (D) Universal Suffrage

29. A major reason that Secretary of State John Hay announced the Open Door policy in 1899 was to

- (A) secure important military bases in Europe
 (B) encourage more immigration from Europe
 (C) increase United States access to trade in Asia
 (D) claim new colonial territories in Africa

30. Base your answer to the following question on the cartoon below and on your knowledge of social studies.



What is the main idea of this cartoon?

- (A) Wealthy persons should be discouraged from running for public office.
- (B) Efforts to limit political contributions from special interest groups are not successful.
- (C) Special interest groups from foreign nations have too much influence on American politics.
- (D) Placing limits on terms in office for elected officials would solve campaign funding problems.

31. In the early 20th century, which policy for the advancement of African Americans was favored by W.E.B. Du Bois and the newly formed National Association for the Advancement of Colored People (NAACP)?

- (A) mass movement to northern cities
- (B) immediate action to end segregation and win equal rights
- (C) establishment of a country in Africa for freedmen
- (D) focus on economic advancement over social equality

32. Base your answer to the following question on the speakers' statements below and on your knowledge of social studies.

Speaker A: "I am tired of fighting. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food."

Speaker B: "We took away their country and their means of support, broke up their way of living, killed their buffalo, their habits of life, introduced disease and decay among them."

Both of these speakers are commenting on the

- (A) need to limit immigration to the United States
- (B) vanishing way of life for Native American Indians
- (C) condition of former slaves after the Civil War
- (D) evils of child labor

33. Base your answer to the following question on the cartoon below and on your knowledge of social studies.

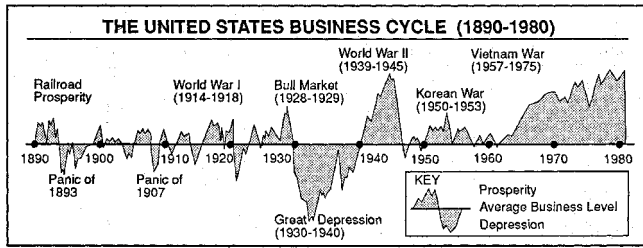


Uncle Sam:
"I rather like your looks"

The cartoon, which reflects the period from 1898 to 1900, suggests the United States was primarily interested in

- (A) increasing its empire
- (B) improving living standards in poor areas of the world
- (C) establishing democracies in other countries
- (D) forming a world peace organization

34. What 1919 Supreme Court decision established the “clear and present danger” test as a method of determining the limit of free speech?
- (A) *Plessy v. Ferguson*
 (B) *McCulloch v. Maryland*
 (C) *Brown v. Board of Education*
 (D) *Schenck v. United States*
35. Who would be most likely to support modern industrial values in the 1920s?
- (A) urban dwellers (C) Southerners
 (B) senior citizens (D) small town residents
36. Base your answer to the following question on the graph below and on your knowledge of social studies.



Based on the graph, which is an accurate statement about the Great Depression?

- (A) It was overcome without the use of deficit spending.
 (B) It was the first downturn in the nation's economic history.
 (C) Urban areas of the nation were affected, but not rural areas.
 (D) The lowest point was during the first half of the 1930's.
37. The major goal of United States foreign policy in the period 1946-1972 was to
- (A) contain the spread of communism
 (B) abolish strategic nuclear weapons
 (C) establish the United States as a major naval power
 (D) appease communist leaders and avoid global conflicts
38. President Lyndon Johnson's Great Society program was aimed at reducing the social pressures caused by
- (A) poverty and in cities deterioration
 (B) the war in Vietnam
 (C) environmental pollution
 (D) political corruption
39. Once an amendment has been added to the United States Constitution, which process must be used to change that amendment?
- (A) ratifying a new amendment
 (B) convincing the states to ignore the amendment
 (C) having Congress pass a law repealing the amendment
 (D) having the President issue an executive order canceling the amendment

40. Base your answer to the following question on the cartoon below and on your knowledge of social studies.



Which event of 1948–1949 is illustrated by this cartoon?

- (A) Berlin airlift
 (B) collapse of the Berlin Wall
 (C) reunification of Germany
 (D) allied invasion on Normandy
41. Base your answer to the following question on the chart below.

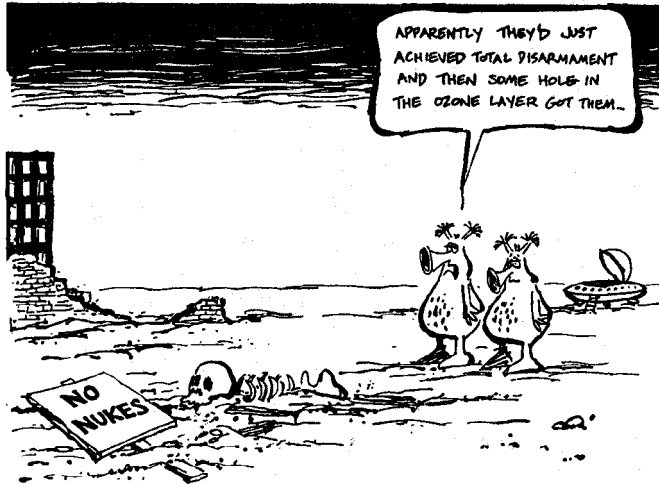
African-American Voter Registration

| State | Years | |
|-------------|---------|---------|
| | 1960 | 1966 |
| Alabama | 66,000 | 250,000 |
| Mississippi | 22,000 | 175,000 |
| N. Carolina | 210,000 | 282,000 |
| S. Carolina | 58,000 | 191,000 |
| Tennessee | 185,000 | 225,000 |

The changes shown in the chart were most directly the result of the

- (A) enactment of education-reform laws by these southern states
 (B) Supreme Court decision in *Brown v. Board of Education*
 (C) passage of the Voting Rights Act of 1965
 (D) executive branch's resistance to protecting the civil rights of minorities

42. Base your answer on the cartoon below and on your knowledge of social studies.



Laxman/Times of India/New Delhi

The main idea of this cartoon is that

- (A) the world will not be able to recover from a nuclear war
 - (B) global pollution may be just as deadly as nuclear warfare
 - (C) science and technology must be regulated by the government
 - (D) efforts to achieve global disarmament are doomed to failure
43. The partial outline below concerns the United States Constitution.

Basic Principles

- I. _____
- A. The amendment Process
 - B. The elastic clause
 - C. Judicial review

Which entry would be most appropriate for line I?

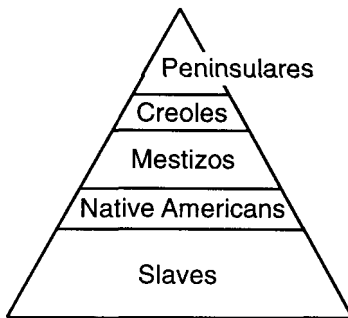
- (A) The balance of power between the National Government and the States
 - (B) The Constitution's ability to adapt to change
 - (C) Constitutional rights and freedoms
 - (D) The powers of the Executive
44. When compared to the Articles of Confederation, the Constitution
- (A) gives more power to the states.
 - (B) shifts the balance of power more to the national level from the states.
 - (C) weakens the executive.
 - (D) takes away the power to tax from the national government.

45. The elastic clause of the United States Constitution has been used primarily to
- (A) expand the power of the Federal courts
 - (B) balance the powers of the states with those of the Federal Government
 - (C) eliminate the need for Senate approval of Presidential appointments
 - (D) expand the power of Congress
46. The Trail of Tears was
- (A) a reaction to the Panic of 1819.
 - (B) a march of the Cherokee from Georgia to Oklahoma.
 - (C) the reaction of South Carolina residents after nullification was rejected.
 - (D) a Whig reaction Andrew Jackson's election.
47. Which crop is matched correctly with the area where it would be planted in 1850?
- (A) Alabama and lumber
 - (B) Mississippi and cotton
 - (C) Michigan and grain
 - (D) Massachusetts and sugar cane
48. The poll tax, the literacy test, and the actions of the Ku Klux Klan were all attempts to limit the effectiveness of
- (A) the 14th and 15th amendments
 - (B) the Supreme Court's decision in *Brown v. Board of Education*
 - (C) civil rights legislation passed in all states after the Civil War
 - (D) immigration laws such as the Gentleman's Agreement and the Chinese Exclusion Act
49. The most significant aspect of the population changes in the United States during the first quarter of the 20th century was the
- (A) reversal of the earlier movement of population from east to west
 - (B) rapid growth of cities
 - (C) mass movement to suburbs
 - (D) general increase in back-to-the-farm movements
50. Where did most immigrants settle who entered the United States between 1890 and the mid-1920's?
- (A) They came from northern and western Europe.
 - (B) They received economic assistance from government welfare programs.
 - (C) They tended to settle in cities.
 - (D) They returned to their native countries.
51. Nativism is
- (A) the discrimination against native Americans.
 - (B) discrimination against immigrants.
 - (C) the movement to bring blacks back to Africa.
 - (D) the movement to only allow native-born Americans to become President.

52. What was one of the differences between the new wave of immigrants at the beginning of the twentieth century and those who had arrived earlier?
- (A) The "new wave" settled mostly in rural areas of the United States.
 (B) Northern Europeans who had arrived with the new wave mostly settled in the cities.
 (C) The new wave was mostly Southern and Eastern Europeans, who, were unskilled workers.
 (D) Prior to 1880, economic and population changes were the only reason for immigration wave.
53. During the Progressive Era, the 17th amendment provided for greater representative democracy by changing the way of selecting the
- (A) members of the United States Senate
 (B) electoral college
 (C) President's Cabinet
 (D) judges for Federal Courts
54. Which group did *not* share in the prosperity in the 1920's?
- (A) small farmers (C) automobile manufacturers
 (B) bankers (D) stock market speculators
55. "You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to 'preserve, protect, and defend' it."
 —Abraham Lincoln, Inaugural Address, 1861

When President Abraham Lincoln made this statement, he indicated his commitment to

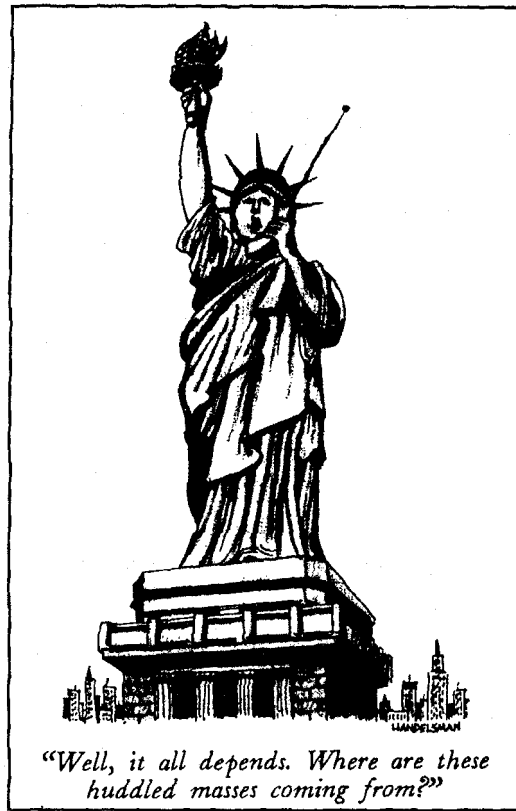
- (A) allow the Southern States to leave the Union
 (B) defend slavery throughout the United States
 (C) take strong action to preserve the Union
 (D) make changes in the United States Government
56. Base your answer on the diagram below and on your knowledge of social studies.



Which characteristic of colonial Latin American society is best illustrated in this diagram?

- (A) social mobility (C) interdependence
 (B) rigid class system (D) cultural diffusion

Base your answers to questions 57 and 58 on the cartoon below and on your knowledge of social studies.



Drawing by Handelsman © 1992
 The New Yorker Magazine, Inc.

57. During which period were several Federal laws passed to implement the immigration policy suggested by the cartoon?
- (A) colonial period (C) early 1920's
 (B) early 1800's (D) Great Depression
58. The cartoon implies that sometimes United States immigration policies
- (A) have worldwide support
 (B) encourage criminals and other undesirable persons
 (C) apply equally to all groups
 (D) reflect prejudices
-
59. Why were the colonies of Maryland and Rhode Island unique?
- (A) They practiced religious toleration.
 (B) They were established at former Spanish colonies.
 (C) They were sponsored by the English crown.
60. The importance of religion in 17th century New England society can be found in
- (A) portraits of families and individuals
 (B) books used in school
 (C) town laws
 (D) All of the Above

Answer Key

1. B
2. A
3. D
4. B
5. A
6. A
7. B
8. B
9. A
10. B
11. B
12. B
13. A
14. C
15. A
16. A
17. A
18. D
19. A
20. D
21. C
22. A
23. C
24. C
25. A
26. C
27. C
28. C
29. C
30. B

31. B
32. B
33. A
34. D
35. A
36. D
37. A
38. A
39. A
40. A
41. C
42. B
43. B
44. B
45. D
46. B
47. B
48. A
49. B
50. C
51. B
52. C
53. A
54. A
55. C
56. B
57. C
58. D
59. A
60. D

Eduware Genealogy by Question

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50. VII. AN INDUSTRIAL SOCIETY / 2. Changes in the Social Structure / A. Immigration Experience / 1. Different Waves of Immigration : 0001459
51. VII. AN INDUSTRIAL SOCIETY / 2. Changes in the Social Structure / A. Immigration Experience / 4. Negative : 0000649
52. VII. AN INDUSTRIAL SOCIETY / 2. Changes in the Social Structure / A. Immigration Experience / 1. Different Waves of Immigration : 0000655
53. VII. AN INDUSTRIAL SOCIETY / 3. The Progressive Movement, 1900-1920 / A. Societal Problems and Issues / 2. Efforts to Reform Government and Politics : 0001833
54. IX. THE UNITED STATES BETWEEN THE WORLD WARS / 2. The Great Depression / A. Onset of the Depression / 1. Economic Weaknesses : 0001900
55. VI. DIVISION AND REUNION / 2. The Civil War Breaks Out / A. The Presidency of Abraham Lincoln / 1. Political Philosophy : 0001210
56. II. EUROPEAN EXPLORATION & COLONIZATION / 3. Life in Colonial Communities / A. The Colonial Community / 2. Social Structure and Patterns : 0002330
57. IX. THE UNITED STATES BETWEEN THE WORLD WARS / 1. The Roaring Twenties / A. On the Homefront / 3. Mass Immigration/Quota System : 0001969
58. VII. AN INDUSTRIAL SOCIETY / 2. Changes in the Social Structure / A. Immigration Experience / 4. Negative : 0001968
59. II. EUROPEAN EXPLORATION & COLONIZATION / 3. Life in Colonial Communities / A. The Colonial Community / 1. Religion : 0000116
60. II. EUROPEAN EXPLORATION & COLONIZATION / 3. Life in Colonial Communities / A. The Colonial Community / 1. Religion : 0000235

Eduware Genealogy by Category

- 2: I. THE AMERICAN PEOPLE PRIOR TO 1500\3. The Iroquois and Algonquin of North Ame\A. The Iroquois Culture\2. Iroquois Confederacy - (1, 2)
- 1: II. EUROPEAN EXPLORATION & COLONIZATION\1. Early Exploration and Settlement\B. Effects\3. Importation of African Slaves - (3)
- 3: II. EUROPEAN EXPLORATION & COLONIZATION\2. Factors Impacting Colonial Settlement\A. English Colonies\2. Economy - (4, 5, 6)
- 3: II. EUROPEAN EXPLORATION & COLONIZATION\3. Life in Colonial Communities\A. The Colonial Community\1. Religion - (7, 59, 60)
- 2: II. EUROPEAN EXPLORATION & COLONIZATION\3. Life in Colonial Communities\A. The Colonial Community\2. Social Structure and Patterns - (8, 56)
- 3: III. A NATION CREATED\1. Background Causes of the American Revol\A. Economic Factors\1. Mercantilism and the Wealth of the Colo - (9, 10, 12)
- 1: III. A NATION CREATED\1. Background Causes of the American Revol\B. Political Factors\1. The French and Indian War - (11)
- 2: III. A NATION CREATED\2. The Shift from Protest to Separation\A. New British Attitudes toward the Coloni\1. British Policies Antagonizing the Colon - (13, 15)
- 1: III. A NATION CREATED\2. The Shift from Protest to Separation\B. Public Opinions in the Colonies\1. Political Bodies - (14)
- 1: IV. EXPERIMENTS IN GOVERNMENT\1. The Articles of Confederation\A. Need for a Formal Plan of Union\1. Development of State Constitutions - (16)
- 1: IV. EXPERIMENTS IN GOVERNMENT\1. The Articles of Confederation\B. Features of the Articles\1. Powers of the States - (17)
- 1: IV. EXPERIMENTS IN GOVERNMENT\3. The United States Constitution\A. Constitutional Convention\2. The Need for Compromise - (20)
- 2: IV. EXPERIMENTS IN GOVERNMENT\3. The United States Constitution\C. The Consitution as a "Living" Document\2. Elastic Clause and Delegated Powers - (18, 45)
- 2: IV. EXPERIMENTS IN GOVERNMENT\3. The United States Constitution\B. Underlying Legal and Political Principl\3. Provisions for Change - (39, 43)
- 1: IV. EXPERIMENTS IN GOVERNMENT\3. The United States Constitution\D. Ratification Process\1. Debates in the States - (19)
- 1: IV. EXPERIMENTS IN GOVERNMENT\3. The United States Constitution\D. Ratification Process\2. The Federalists - (21)
- 1: IV. EXPERIMENTS IN GOVERNMENT\3. The United States Constitution\B. Underlying Legal and Political Principl\2. Separation of Powers - (44)
- 2: IX. THE UNITED STATES BETWEEN THE WORLD WA\1. The Roaring Twenties\A. On the Homefront\1. Social and Cultural Values - (34, 35)
- 1: IX. THE UNITED STATES BETWEEN THE WORLD WA\2. The Great Depression\A. Onset of the Depression\2. Stock Market Crash of 1929 - (36)
- 1: IX. THE UNITED STATES BETWEEN THE WORLD WA\2. The Great Depression\A. Onset of the Depression\1. Economic Weaknesses - (54)
- 1: IX. THE UNITED STATES BETWEEN THE WORLD WA\1. The Roaring Twenties\A. On the Homefront\3. Mass Immigration/Quota System - (57)
- 1: V. LIFE IN THE NEW NATION\1. New Government in Operation\A. Washington's Presidency\2. Early Foreign Policy - (22)
- 1: V. LIFE IN THE NEW NATION\2. The Age of Jackson\B. Sectionalism\2. Native American Indian Territories - (46)
- 1: V. LIFE IN THE NEW NATION\3. Preindustrial Age: 1790-1860s\A. Portrait of the United States\1. Agrarian Society - (47)
- 1: V. LIFE IN THE NEW NATION\1. New Government in Operation\B. Development of the Branches of Governme\1. Political Parties and Legislation - (30)
- 1: VI. DIVISION AND REUNION\3. Results of the Civil War\B. Reconstruction\3. New Constitutional Amendments - (48)
- 1: VI. DIVISION AND REUNION\2. The Civil War Breaks Out\A. The Presidency of Abraham Lincoln\1. Political Philosophy - (55)
- 5: VII. AN INDUSTRIAL SOCIETY\1. The Maturing of an Industrial Society\B. American Economy\5. Response of the Farmer - (23, 24, 25, 26, 27)
- 3: VII. AN INDUSTRIAL SOCIETY\3. The Progressive Movement, 1900-1920\A. Societal Problems and Issues\2. Efforts to Reform Government and Politi - (28, 31, 53)
- 1: VII. AN INDUSTRIAL SOCIETY\1. The Maturing of an Industrial Society\B. American Economy\3. Growth of Cities - (49)
- 2: VII. AN INDUSTRIAL SOCIETY\2. Changes in the Social Structure\A. Immigration Experience\1. Different Waves of Immigration - (50, 52)
- 2: VII. AN INDUSTRIAL SOCIETY\2. Changes in the Social Structure\A. Immigration Experience\4. Negative - (51, 58)
- 1: VIII. THE PLACE OF THE UNITED STATES IN TH\2. The United States' Role in Global Polit\A. U.S. Foreign Policy\1. Pre-World War I Foreign Policy - (29)
- 1: VIII. THE PLACE OF THE UNITED STATES IN TH\1. Expansion and Imperialism\A. Growth of an Overseas Empire\1. Raw Materials/Markets - (33)
- 1: VIII. THE PLACE OF THE UNITED STATES IN TH\1. Expansion and Imperialism\A. Growth of an Overseas Empire\2. Closing the Frontier - (32)
- 2: X. THE U.S. ASSUMES WORLDWIDE RESPONSIBILI\2. The U.S. as Leader of the Free World\B. U.S. and Soviets as World Leaders\2. Truman Doctrine and Marshall Plan - (37, 40)
- 1: XI. THE CHANGING NATURE OF THE AMERICAN PE\1. Postwar Society: Prosperity and Optimis\A. Changing Societal Patterns\2. Transformation of the Family and Commun - (38)
- 1: XI. THE CHANGING NATURE OF THE AMERICAN PE\1. Postwar Society: Prosperity and Optimis\A. Changing Societal Patterns\3. Civil Rights Movements - (41)
- 1: XI. THE CHANGING NATURE OF THE AMERICAN PE\2. Entering the 21st Century\A. Major Economic Transformations\2. New Technology - (42)

Intermediate History Sample Exam

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