



**Mississippi Academic Assessment Program (MAAP)**

**U.S. History**

**PRACTICE TEST**

The U.S. History Practice Test is a useful tool for Mississippi educators to use in preparing students for the format of the Mississippi Academic Assessment Program for U.S. History. The items were written and aligned to the 2018 Mississippi College- and Career-Readiness Standards for the Social Studies. **This document contains 25 U.S. History items.**

1. The paragraph below describes the tactics used by various groups during the Civil Rights Movement. Underline the sentence in the text that describes actions of the American Indian Movement (AIM).

In the aftermath of World War II, the Civil Rights Movement gained strength for various minority groups. The tactics used by these groups varied. One of the most popular strategies involved the use of nonviolent protest through demonstrations, marches, and boycotts. The leaders of some groups engaged in civil disobedience and went on hunger strikes while imprisoned. One group armed themselves in self-defense. Another group occupied federal buildings and refused to leave until their demands were met, resulting in violent standoffs. While the strategies varied, these groups shared the common goal of achieving justice for their members.

- 2** Many minority groups worked to obtain civil rights in the United States during the twentieth century. From the list below, select the phrase that describes a way that both groups attempted to obtain civil rights.

<b>African Americans and Americans with Disabilities</b>

**sat at segregated lunch counters**

**sought justice through the courts**

**refused to move to the backs of buses**

**obstructed the movement of inaccessible buses**

3. Draw a line to match each cause of the Great Depression to an example of the cause.

trade  
policies

high  
tariff rates

income  
inequality

increase in  
interest rates

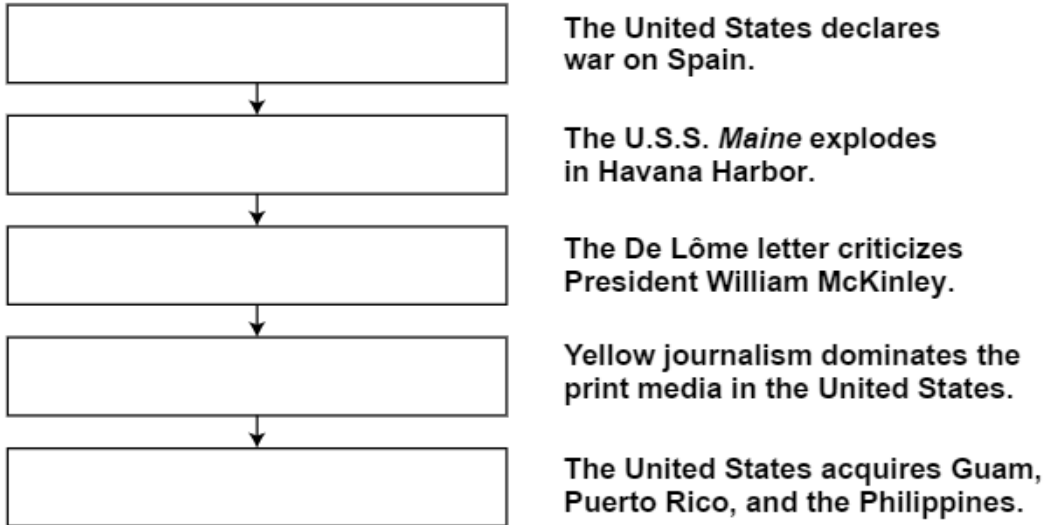
Federal Reserve  
actions

collapse of the  
farm economy

unregulated  
business practices

overspeculation in  
the stock market

4. Complete the time line by writing the description for each late nineteenth-century event from the list below onto the time line in the order in which the events occurred.



5. Draw a line to match the names of the World War II leaders with the roles they played during the war in the right-hand column.

General  
George S.  
Patton

became commander in chief on  
April 12, 1945; made the decision  
to drop atomic bombs on Japan

President  
Harry S.  
Truman

was a tank commander in the  
European theater; was very  
successful at rapid deployment tactics

General  
Dwight D.  
Eisenhower

was commander of Allied forces in the  
European theater; organized the  
D-Day invasion

President  
Franklin D.  
Roosevelt

prepared the nation for war by  
supporting programs such as lend-  
lease; met with Winston Churchill to  
form the Atlantic Charter

6. Circle the underlined answer that best completes the statement.

Those who worked in the agricultural industry during the late nineteenth century experienced problems such as declining crop prices, high transportation costs, and property foreclosures. As a response to these problems, many agriculturists first joined the ( Grange / Knights of Labor / United Farm Workers / Industrial Workers of the World) and later joined the Populist Party.



7. Which term refers to the outpouring of African American artistic and intellectual work celebrating black culture during the 1920s?
- A. the Jazz Age
  - B. the Lost Generation
  - C. the Harlem Renaissance
  - D. the Charleston Renaissance

8. This excerpt, describing the lives of Japanese Americans during World War II, comes from an article on the Library of Congress website.

Japanese Americans were required to register [with the U.S. government] and received identification numbers. . . . They were given just days to divest themselves of all that they owned, including businesses and family homes. Bringing only what they could carry, they were told to report to assembly centers.

Which justification did the U.S. government give for the actions described in the excerpt?

- A. The actions were taken to identify potential soldiers.
- B. The actions were taken to increase the population of rural areas.
- C. The actions were taken to ensure the national security of the country.
- D. The actions were taken to identify potential workers for war-related industries.

9. This chart includes several factors.

?
bimetallism
graduated income tax
direct election of U.S. senators
government ownership of railroads

Which title **best** completes the chart?

- A. Goals of the Populist Party
- B. Conditions of the Dawes Act
- C. Failures of Gilded Age Politics
- D. Successes of the Roaring Twenties

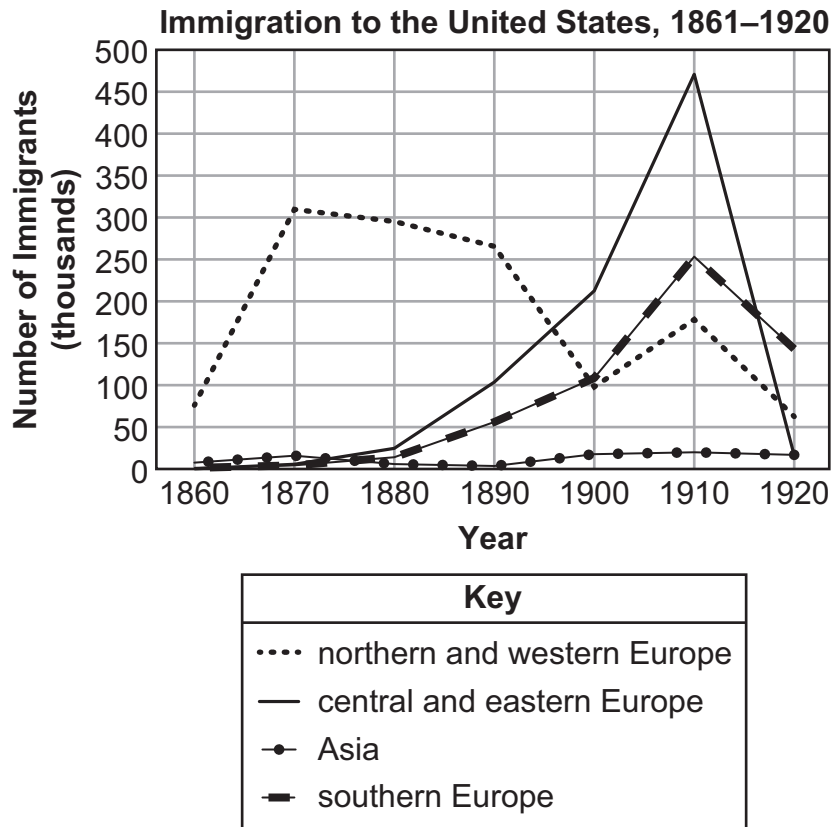
10. This excerpt, describing the impact of radio, comes from an article originally published in the *Cleveland News* in December 1925.

For the first time in the world's history, outside of the printed word, it becomes possible for one man to be heard by all of the people at the same time.

How did radio impact American society in the 1920s?

- A. by creating a mass national culture
- B. by decreasing consumerism for decades to come
- C. by increasing government regulations for citizens
- D. by devaluing sales for newspapers for the immediate future

11. This graph shows immigration to the United States between 1861 and 1920.



Source: *Historical Statistics of the United States: Colonial Times to 1970*

Based on the graph and your own knowledge, which conclusion can be made?

- A. Immigration to the United States from Asia increased because of the demand for skilled labor created by industrialization.
- B. Immigration to the United States from central and eastern Europe increased because of political and religious persecution at home.
- C. Immigration to the United States from Asia increased because the Chinese Exclusion Act encouraged immigration to the United States.
- D. Immigration to the United States from northern and western Europe increased because Europe was experiencing economic prosperity.

12. This excerpt comes from U.S. Secretary of State John Hay's 1899 Open Door Note.

. . . The Government of the United States would be pleased to see His German Majesty's Government give formal assurances, and lend its cooperation in securing like assurances from the other interested powers, that each, within its respective sphere of whatever influence—

*First.* Will in no way interfere with any treaty port or any vested interest within any so-called "sphere of influence" or leased territory it may have in China.

*Second.* That the Chinese treaty tariff of the time being shall apply to all merchandise landed or shipped to all such ports as are within said "sphere of influence" (unless they be "free ports"), no matter to what nationality it may belong, and that duties so leviable shall be collected by the Chinese Government.

What was the purpose of this correspondence?

- A. to request that Germany relinquish control of Manchuria to the Chinese government
- B. to request that Germany relinquish control of German-built railroads to the Chinese government
- C. to request that nations holding spheres of influence in China share trading rights in China with the United States
- D. to request that nations holding spheres of influence in China return acquired territories to China in accordance with agreements with the United States

13. This chart shows African American voter registration rates by percentage for elections held in some southern states in 1965 and 1988.

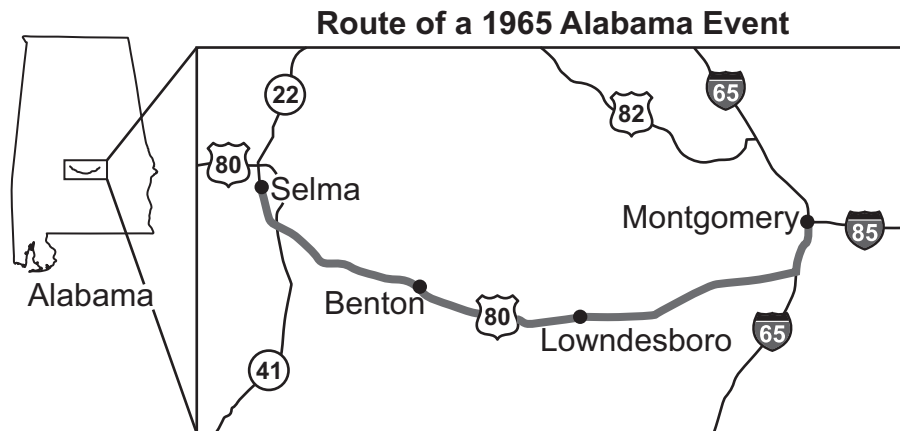
State	March 1965	November 1988
Alabama	19.3%	68.4%
Georgia	27.4%	56.8%
Louisiana	31.6%	77.1%
Mississippi	6.7%	74.2%
North Carolina	46.8%	58.2%
South Carolina	37.3%	56.7%
Virginia	38.3%	63.8%

Source: United States Department of Justice, Civil Rights Division

The change in African American voter registration rates between 1965 and 1988 was prompted by

- A. executive orders issued by Franklin D. Roosevelt.
- B. civil rights legislation signed by Lyndon B. Johnson.
- C. anti-war sentiment during Richard M. Nixon's administration.
- D. judicial decisions during Dwight D. Eisenhower's administration.

14. This map shows the route of an event that occurred in Alabama in 1965.

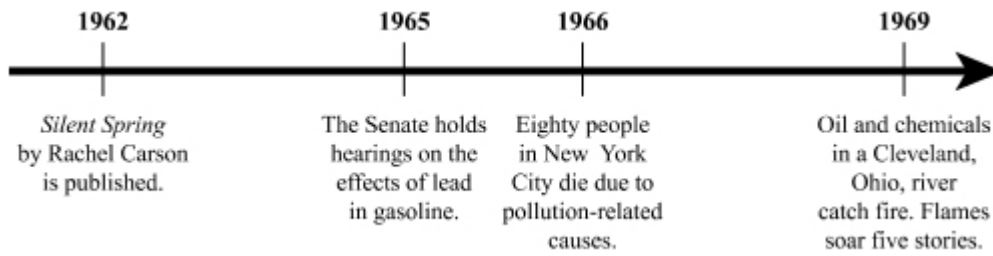


Which piece of legislation was passed, in part, as a result of the event represented on the map?

- A. Voting Rights Act of 1965
- B. Social Security Act of 1965
- C. Immigration and Nationality Act of 1965
- D. Housing and Urban Development Act of 1965



15. The time line lists events that occurred in the United States during the 1960s.



What was the effect of these events in the United States?

- A. The Kyoto Protocol was ratified.
- B. The Forest Service was established.
- C. The Highway Beautification Act was passed.
- D. The Environmental Protection Agency was created.

**16.** The following sections of the Mississippi Constitution of 1890 describe election regulations.

Sec. 241. Every male inhabitant of this State . . . who is a citizen of the United States, twenty-one years old and upwards, who has resided in this State two years, and one year in the election district, . . . who has paid . . . all taxes . . . for the two preceding years . . . is declared to be a qualified elector. . . .

Sec. 243. A uniform poll tax of two dollars . . . is hereby imposed on every male inhabitant of this State between the ages of twenty-one and sixty years. . . .

Sec. 244. . . . Every elector shall . . . be able to read any section of the constitution of this State; or he shall be able to understand the same when read to him, or give a reasonable interpretation thereof.

What was the purpose of these constitutional regulations?

- A.** to limit access to voting
- B.** to end the one-party system
- C.** to ensure the orderly collection of tax revenue
- D.** to allow local governments to determine polling places

- 17.** During President Dwight Eisenhower's administration, brinkmanship became the policy of the United States.

The strategy of brinkmanship meant that the United States was willing to commit to all-out war to contain communism. People in the United States were prepared for nuclear conflict.

How did President Eisenhower's support of brinkmanship affect society in the United States?

- A.** Media appearances by political leaders were limited.
- B.** Government funding for science education was expanded.
- C.** Immigrant laborers found advancement in the workplace to be difficult.
- D.** Minority groups found discrimination in the workplace to be widespread.

- 18.** In 1894, President Grover Cleveland used federal troops to break up a railroad strike. What does this event indicate about the relationship between business and government?
- A.** Businesses were committed to government monitoring of collective bargaining.
  - B.** The government was determined to exert legislative action to control business.
  - C.** The government was willing to use legal authority to protect business.
  - D.** Businesses were willing to accept government regulation of industry.

- 19.** What was a reason for the establishment of the Securities and Exchange Commission?
- A.** to regulate farm subsidies
  - B.** to regulate stock transactions
  - C.** to provide employment for artists
  - D.** to provide insurance for mortgages

**20.** These events occurred during the Civil Rights Movement.

- 1955—Rosa Parks refused to give up her bus seat to a white man in Montgomery, Alabama.
- 1960—African Americans staged a sit-in at a lunch counter in Greensboro, North Carolina.
- 1965—Martin Luther King Jr. led a march from Selma, Alabama.

How did these events influence tactics used by other minority groups?

- A.** They revealed the effectiveness of economic boycotts.
- B.** They revealed the effectiveness of continued harassment.
- C.** They demonstrated the effectiveness of voter registration.
- D.** They demonstrated the effectiveness of civil disobedience.

**21.** This summary describes a new government agency.

The Banking Act of 1933 created the Federal Deposit Insurance Corporation (FDIC), which insures bank deposits. This reform protected banks and consumers from the type of losses banks faced at the beginning of the Great Depression.

Which statement explains the way this act expanded the power of the federal government?

- A.** It granted the government the power to issue a national currency.
- B.** It permitted the government to collect taxes from private businesses.
- C.** It gave the government the power to protect deposits in a bank failure.
- D.** It allowed the government access to data about individual bank deposits.

**22.** In 1890 Congress passed the Sherman Antitrust Act.

The Sherman Antitrust Act of 1890 forbade “combinations in restraint of trade,” but lacked enforcement power. As practices of large corporations continued to result in monopolistic forms and to reduce competition, Congress responded with the Clayton Antitrust Act of 1914. Congress also established an enforcement arm, the Federal Trade Commission (FTC). Today the FTC monitors practices that might lead to trusts or discourage fair competition. The FTC’s powers extend beyond regulating corporations to protecting consumers.

Based on an analysis of the information, what inference can be made about the impact of antitrust legislation?

- A.** Companies lost influence over rules for legal incorporation.
- B.** Competition among businesses reduced consumer confidence.
- C.** Laissez-faire capitalism was weakened by government regulations.
- D.** Monopolies lost tax incentives that had kept costs down for consumers.



- 23.** How did the direct primary, which was supported by President Theodore Roosevelt, result in domestic reform?
- A.** It reduced the number of district courts.
  - B.** It lessened the power of political bosses.
  - C.** It increased the number of registered voters.
  - D.** It strengthened the authority of state senators.

24. This is an excerpt from a novel published in 1920.

We want to believe. Young students try to believe in older authors, constituents try to believe in their Congressmen, countries try to believe in their statesmen, but they can't. Too many voices, too much scattered, illogical, ill-considered criticism.

—F. Scott Fitzgerald, *This Side of Paradise*

Which trend is reflected by this literary example?

- A. the focus on social reform of the Muckrakers
- B. the sense of disillusionment in the Lost Generation
- C. the opposition to conformity of the Beat Generation
- D. the expression of identity in the Harlem Renaissance

**25.** In 1896, the Supreme Court upheld this Louisiana law.

All railway companies carrying passengers in their coaches in this State shall provide equal but separate accommodations. . . . No person or persons, shall be admitted to occupy seats in coaches other than the ones assigned to them on account of the race they belong to.

What was a consequence of this ruling?

- A.** Exceptions were made based on economic status.
- B.** Facilities provided for African Americans were inferior.
- C.** Public funds were withheld from companies for refusing to comply.
- D.** Local governments passed laws protecting African American equality.

## U.S. History Practice Test Answer Key

The information for each item, including the objective, DOK level, item type, and correct answer, is in this document. The items appear in the order as shown in the table.

Item Number	Objective	DOK Level	Item Type	Correct Answer
1	(US.9.3) Cite and analyze the impact of other minority groups to those of the Civil Rights Movement led predominantly by African Americans, including: AIM, UFW, American Disabilities Act.	2	Technology Enhanced	See Answer Key
2	(US.9.3) Cite and analyze the impact of other minority groups to those of the Civil Rights Movement led predominantly by African Americans, including: AIM, UFW, American Disabilities Act.	2	Technology Enhanced	See Answer Key
3	(US.6.1) Compare the causes of the Great Depression, including: the uneven distribution of wealth; rampant stock market speculation; the collapse of the farm economy; policies of the federal government and the Federal Reserve System; overproduction of industry; and the impact	3	Technology Enhanced	See Answer Key
4	(US.4.1) Investigate causes of the Spanish-American War, including: yellow journalism, the sinking of the Battleship USS Maine, and economic interest in Cuba.	3	Technology Enhanced	See Answer Key
5	(US.7.2) Examine roles of significant World War II leaders, including: Franklin D. Roosevelt, Harry S Truman, Dwight D Eisenhower, and George S Patton.	2	Technology Enhanced	See Answer Key
6	(US.1.2) Compare the changing role of the American farmer, including: establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues.	2	Technology Enhanced	See Answer Key
7	(US.5.6) Analyze the impact of the changes in the 1920s on the economy, society, and culture, including: mass production, the role of credit, the effect of radio in creating a mass culture, and the cultural changes exemplified by the Harlem Renaissance.	1	Multiple Choice	C
8	(US.7.10) Summarize the discrimination the Japanese Americans faced during WWII. Include the Korematsu v. US U.S. Supreme Court case.	2	Multiple Choice	C
9	(US.1.4) Explain the impact of the Populist movement on the role of the federal government in American society.	2	Multiple Choice	A
10	(US.5.6) Analyze the impact of the changes in the 1920s on the economy, society, and culture, including: mass production, the role of credit, the effect of radio in creating a mass culture, and the cultural changes exemplified by the Harlem Renaissance.	2	Multiple Choice	A
11	(US.2.2) Compare population percentages, motives, and settlement patterns of immigrants from Asia, Europe, and including: Chinese Exclusion Act regarding immigration quotas.	3	Multiple Choice	B

### U.S. History Practice Test Answer Key

Item Number	Objective	DOK Level	Item Type	Correct Answer
12	(US.4.5) Evaluate the role of the Open-Door policy and the Roosevelt Corollary on America's expanded economic and geographic interests.	2	Multiple Choice	C
13	(US.11.2) Trace the federal government's involvement in the modern Civil Rights Movement, including: the abolition of the poll tax, the nationalization of state militias, Brown v. Board of Education in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.	3	Multiple Choice	B
14	(US.11.3) Explain contributions of individuals and groups to the modern Civil Rights Movement, including: Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the civil rights foot soldiers.	2	Multiple Choice	A
15	(US.9.5) Analyze the impact of the environmental movement and the development of environmental protection laws.	2	Multiple Choice	D
16	(US.3.2) Trace the development of political, social, and cultural movements and subsequent reforms, including Jim Crow laws, Plessy vs. Ferguson, women's suffrage, temperance movement, Niagara movement, public education, the National Association for the Advancement of Colored People (NAACP), and Marcus Garvey.	3	Multiple Choice	A
17	(US.8.4) Identify and explain the steps the US took to contain communism during the Truman and Eisenhower administration.	3	Multiple Choice	B
18	(US.2.3) Interpret the impact of the New Industrial Age on life in urban areas, including: working and living conditions, the Labor Union movement, "New Immigrants," Knights of Labor, American Federation of Labor, and the Industrial Workers of the World, the Pullman Strike and the Haymarket Square Riot, Samuel Gompers, Eugene V. Debs, Jane Addams.	2	Multiple Choice	C
19	(US.6.3) Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including: the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, and promoting organized labor.	2	Multiple Choice	B
20	(US.11.3) Explain contributions of individuals and groups to the modern Civil Rights Movement, including: Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the civil rights foot soldiers.	3	Multiple Choice	D

### U.S. History Practice Test Answer Key

Item Number	Objective	DOK Level	Item Type	Correct Answer
21	(US.6.4) Evaluate the impact of Franklin D. Roosevelt on the presidency and the New Deal's impact on the expansion of federal power.	2	Multiple Choice	C
22	(US.2.4) Analyze the effects of laissez-faire economics on business practices in the United States and their effects, including: John D. Rockefeller, Andrew Carnegie, JP Morgan, and Bessemer Process, horizontal and vertical integration, Sherman Anti-trust Act.	3	Multiple Choice	C
23	(US.3.3) Compare and contrast presidential domestic policies, including: Theodore Roosevelt, William Taft, and Woodrow Wilson; Trustbusting, Pure Food and Drug act, Meat Inspection Act, Federal Reserve, Conservation, the Hepburn Act, and the Federal Trade Commission.	3	Multiple Choice	B
24	(US.5.2) Analyze works of major American artists and writers, including: F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H.L. Mecken, to characterize the era of the 1920s.	2	Multiple Choice	B
25	(US.3.2) Trace the development of political, social, and cultural movements and subsequent reforms, including: Jim Crow laws, Plessy vs. Ferguson, women's suffrage, temperance movement, Niagara movement, public education, the National Association for the Advancement of Colored People (NAACP), and Marcus Garvey.	3	Multiple Choice	B

## U.S. History Practice Test Answer Key

### Technology Enhanced Items Answer Key

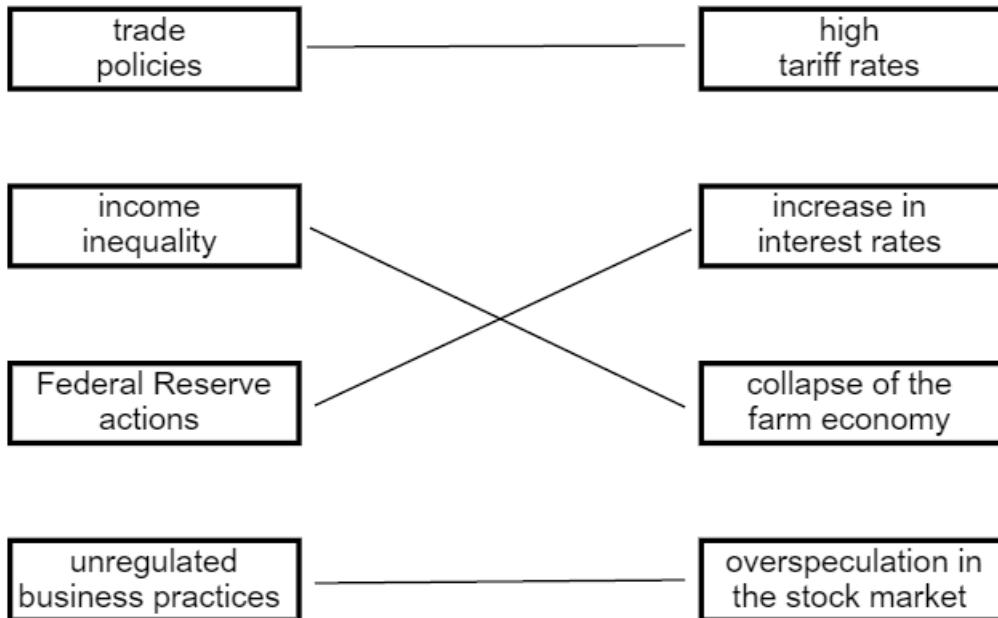
#### Item #1

In the aftermath of World War II, the Civil Rights Movement gained strength for various minority groups. The tactics used by these groups varied. One of the most popular strategies involved the use of nonviolent protest through demonstrations, marches, and boycotts. The leaders of some groups engaged in civil disobedience and went on hunger strikes while imprisoned. One group armed themselves in self-defense. Another group occupied federal buildings and refused to leave until their demands were met, resulting in violent standoffs. While the strategies varied, these groups shared the common goal of achieving justice for their members.

#### Item #2

African Americans and Americans with Disabilities
sought justice through the courts

#### Item #3



## U.S. History Practice Test Answer Key

### Technology Enhanced Items Answer Key (continued)

#### Item #4

Yellow journalism dominates the print media in the United States.



The De Lôme letter criticizes President William McKinley.



The U.S.S. *Maine* explodes in Havana Harbor.



The United States declares war on Spain.



The United States acquires Guam, Puerto Rico, and the Phillipines.

#### Item #5

General  
George S.  
Patton

became commander in chief on April 12, 1945; made the decision to drop atomic bombs on Japan

President  
Harry S.  
Truman

was a tank commander in the European theater; was very successful at rapid deployment tactics

General  
Dwight D.  
Eisenhower

was commander of Allied forces in the European theater; organized the D-Day invasion

President  
Franklin D.  
Roosevelt

prepared the nation for war by supporting programs such as lend-lease; met with Winston Churchill to form the Atlantic Charter

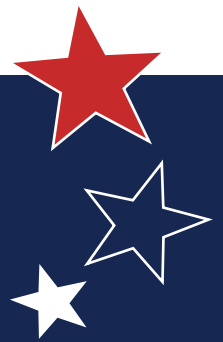
#### Item #6

Those who worked in the agricultural industry during the late nineteenth century experienced problems such as declining crop prices, high transportation costs, and property foreclosures. As a response to these problems, many agriculturists first joined the (Grange / Knights of Labor / United Farm Workers / Industrial Workers of the World) and later joined the Populist Party.



# U.S. History Practice Test

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COURSE



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