

Ohio's State Tests

PRACTICE TEST

**AMERICAN
HISTORY**

Student Name

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Directions:

Today you will be taking the Ohio American History Practice Assessment.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question. Then, choose or write the answer you think is best in your Answer Document.
2. Use only a #2 pencil to answer questions on this test.
3. For questions with bubbled responses, choose the correct answer and then fill in the circle with the appropriate letter in your Answer Document. Make sure the number of the question in this Student Test Booklet matches the number in your Answer Document. If you change your answer, make sure you erase your old answer completely. Do not cross out or make any marks on the other choices.
4. For questions with response boxes, write your answer neatly, clearly and only in the space provided in your Answer Document. Any responses written in your Student Test Booklet will not be scored. Make sure the number of the question in this Student Test Booklet matches the number in your Answer Document.
5. If you do not know the answer to a question, skip it and go on to the next question. If you have time, go back to the questions you skipped and try to answer them before turning in your Student Test Booklet and Answer Document.
6. Check over your work when you are finished.

1.

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2. Federalists and Anti-Federalists debated issues and concerns related to the proposed Constitution.

In the **Answer Document**, select the boxes to identify each argument as a Federalist position or an Anti-Federalist position.

	Federalist	Anti-Federalist
The rights of citizens should be listed in the Constitution.	<input type="checkbox"/> A	<input type="checkbox"/> B
The use of a standing army threatens the liberty of citizens.	<input type="checkbox"/> C	<input type="checkbox"/> D
The protection of national interests requires a standing army.	<input type="checkbox"/> E	<input type="checkbox"/> F
The rights of citizens are inherent and do not need to be defined.	<input type="checkbox"/> G	<input type="checkbox"/> H
The national government holds too much power compared to individual states.	<input type="checkbox"/> I	<input type="checkbox"/> J



American History—Part 1

3. Use the following tables to answer the question.

Percent of the U.S. Population That is Foreign-Born

	1970	2000
Percent	4.7	10.4

Origins of the U.S. Foreign-Born Population (in percents)

	1970	2000
Latin America	19.4	51.0
Asia	8.9	25.5
Europe	61.7	15.3
Other Areas	10.0	8.2

Data Source: U.S. Census Bureau, *Profile of the Foreign-Born Population in the United States: 2000*

Using the data in the tables above, support or refute the following thesis:

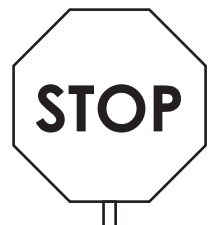
- Between 1970 and 2000, there was an increase in cultural diversity in the United States.

Write your answer in the **Answer Document**.



4. Between 1870 and 1900, industrialization in the United States led to working conditions that labor unions opposed.
- Identify two working conditions that labor unions opposed.
 - Then, for each working condition, identify a demand made by labor unions to change the working condition.

Write your answer in the **Answer Document**.



Do not go on

Do not go on

American History—Part 2

1. What perspective held by Hispanic-American agricultural workers led to the creation of the United Farm Workers?

- A. Farm workers wanted to become owners of the farms on which they worked.
- B. Small family farms needed economic assistance from the federal government.
- C. Farm workers needed to organize in order to bargain with farm owners.
- D. Large farms could be made more efficient by using modern agricultural technology.

2. Before the 1950s, most immigrants to the United States came from Europe.

What change in immigration policy was reflected in the 1965 Immigration Act?

- A. It set large quotas to encourage European immigration.
- B. It enforced a complete ban on immigration from China.
- C. It imposed stricter quotas on immigration from every country.
- D. It allowed more immigrants from Asia, Africa and Latin America.



3. Rapid industrialization in the United States in the late 1800s led to significant changes in business organizations. Justice Barrett of the Supreme Court of New York described the impact of one of these powerful new companies in the sugar industry:

It can close every refinery at will,...
artificially limit the production of
refined sugar, (and) enhance
the price...at the public expense...

How did reformers propose that Congress respond to this type of powerful new business?

- A. by regulating child labor
 - B. by organizing labor unions
 - C. by passing antitrust legislation
 - D. by adopting free market policies
4. Following World War I, large U.S. cities experienced increased competition for jobs and housing.

Which development was a significant result of this pattern of urban changes?

- A. New Deal legislation to create jobs and stimulate the economy
- B. a population shift to rural areas for increased job opportunities
- C. race riots fueled by intolerance and continuing African-American migrations
- D. the banning of women in the workplace so that they could focus on the home



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8. Which organization was founded on the following ideals?

- a shared perspective of ethnic minorities
- a desire to improve working conditions
- a belief in the effectiveness of collective bargaining

- A. United Farm Workers
- B. American Indian Movement
- C. National Organization for Women
- D. Student Nonviolent Coordinating Committee

9. Historians evaluate the credibility of sources using a number of criteria.

What is one of the criteria that historians consider?

- A. the ease of availability of the source
- B. the race and gender of the source's author
- C. the accuracy and internal consistency of the source
- D. the payment made by the publisher to the source's author



American History—Part 2

10. In the **Answer Document**, select all of the factors that enabled racism to become institutionalized in the United States following the end of the Reconstruction period.
- A. Federal troops were removed from southern states.
 - B. The Republican Party regained control of state governments in the South.
 - C. The federal government banned the application of grandfather clauses to new laws.
 - D. The Supreme Court affirmed the principle of “separate but equal” in *Plessy v. Ferguson*.
 - E. Southern state governments repealed laws that limited African-Americans’ ability to vote.



11. The following question has two parts. In the **Answer Document**, first, answer Part A. Then, answer Part B.

Part A

On August 6 and 9, 1945, the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

How did the Soviet Union respond to this military action?

- A. It accelerated the pace of its military invasion of Germany.
- B. It formed an alliance with the United States to share nuclear technology.
- C. It intensified development on and successfully tested its own nuclear weapons.
- D. It withdrew from international organizations in which the United States was also a member.

Part B

Why did the Soviet Union respond in the way that you identified in Part A?

- A. It wanted to quickly end the war to avoid further military casualties.
- B. It wanted to retain political and military influence in the post-war world.
- C. It wanted nuclear technology to be available as a cheap source of energy after the war.
- D. It wanted to pursue a policy of isolationism following the devastation caused by World War II.



12.

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13. Identify one reform that Progressives introduced to combat the problems associated with industrialized capitalism.

Write your answer in the **Answer Document**.

14.

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15. Describe the effect the end of the Cold War had on the amount of military spending by the U.S. government in the 1990s.

Write your answer in the **Answer Document**.

16. Which source would provide the most credible information about the daily life of factory workers during the 1880s?
- A. a collection of letters written by a farmer
 - B. a journal written by an employee at a factory
 - C. a novel written to encourage factory regulation
 - D. a pamphlet written by a group opposing unions
17. Who was in charge of investigating claims of communist activity in the government, armed forces, universities, and other areas of American life during the Second Red Scare in the late 1940s and early 1950s?
- A. Ethel and Julius Rosenberg
 - B. Whittaker Chambers and Alger Hiss
 - C. House Un-American Activities Committee
 - D. Senate Committee on Homeland Security and Governmental Affairs
- 18.

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