SOURCEBOUND PREP

TEXAS U.S. HISTORY

EOC Study Guide

United States History Since 1877
End-of-Course Exam
3 Full-Length Practice Tests

224 Questions, Every Answer Explained from Primary Sources

- 64 questions, 78 points, like the state form
- Sources cited for every answer
- Free online timed tests

Edition 1

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Edition 1.1 · November 2026

Texas U.S. History EOC Study Guide. United States History Since 1877 End-of-Course Exam: 3 Full-Length Practice Tests, 224 Questions, Every Answer Explained from Primary Sources.

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Sources and verification. Every question and explanation in this book was written from and checked against public records: milestone documents, treaties, statutes, and executive orders as transcribed by the National Archives; the opinions of the Supreme Court; the published papers and speeches of presidents held by the presidential libraries; and the histories and data published by federal agencies, the Office of the Historian of the Department of State, the Census Bureau, and the Federal Reserve. The full source list appears at the back. Every date, amendment, and case holding in the question bank was cross-checked by automated tests against those sources, every quoted passage was matched word for word to its source, and the complete bank was reviewed independently for keyed-answer errors and ambiguity before publication.

Development note. This book was developed with the assistance of artificial intelligence tools under human editorial direction. The sourcing and verification process described above applies to every page.

Corrections. If you find an error, the online edition at https://sourceboundprep.com/texas-us-history-eoc lists any corrections and tells you how to report one. Note the question number and test.

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How to Use This Book

This book has one purpose: to get you through the Texas end-of-course exam in United States History with a score you are comfortable with. It is built around the state's own blueprint for the exam: the course standards (the Texas Essential Knowledge and Skills for United States History Studies Since 1877), the Texas Education Agency's list of which student expectations are eligible for testing, and its published test design. Every chapter and every question here is tied to an expectation on that list.

What is inside

- **Four review chapters**, one for each of the exam's four reporting categories: History; Geography and Culture; Government and Citizenship; and Economics, Science, Technology, and Society. Each chapter walks through the expectations the state tests, in the order the standards list them, explains what each one asks you to know, quotes the primary sources the questions draw on, points out how the exam tends to frame questions on that topic, and ends with an eight-question Quick Check.
- **Three full-length practice tests** of 64 questions each, built to the state's current design: 50 one-point questions and 14 two-point questions, 78 points in all, mixed across the four categories the way the real test is. Every explanation tells you why the right answer is right, why the tempting wrong answers are wrong, and which source it comes from. The answer key also tells you which category and which expectation each question tested, so you can score yourself by category.
- **Quick-review sheets**: one page per category with the facts most worth memorizing.
- **A glossary** of every event, law, case, person, and term in the book.
- **Online practice tests** at https://sourceboundprep.com/texas-us-history-eoc: the same questions as the printed tests, with an optional timer, automatic scoring by category, and instant explanations.

How to study with it

If you have three weeks, follow the plan in the next chapter. If you have less, do this:

1. **Take Practice Test 1 first, before reading anything.** You need to know where you stand. Score it by category using the table in the answer key. The state reports your performance by category too, and so do we. History is nearly half the test, so a weak History score costs the most.
2. **Read the chapters for your weak categories**, then do the Quick Check at the end of each. Read the explanations even for questions you got right; the explanations are where the exam's patterns live.
3. **Take Practice Test 2 under exam conditions.** No notes. Work straight through in one sitting; the state gives you several hours, but most students finish in well under two.
4. **Read the quick-review sheets** for a few days and quiz yourself on the glossary.
5. **Take Practice Test 3 the day before or two days before the exam**, and review every explanation.

How the questions are written

The state tests four things with its questions, and this book mirrors them:

- **Recall with a reason.** "Which policy did the Truman Doctrine establish?" is not just a name to remember; the best questions ask why it mattered or what it caused. The quick-review sheets and glossary cover the names and dates; the chapters cover the reasons.
- **Sources.** A quotation from a speech, a law, or a court opinion, a description of a map, a table of figures, or a political cartoon described in words, followed by "What does this source show?" or "Which development does this reflect?" The review chapters quote the same documents the state draws on, so you will recognize them.
- **Cause and effect, and sequence.** "Which was an effect of the Dawes Act?" "Which event came first?" The chapters are built around causes and effects for exactly this reason.
- **Two-point questions.** The state's form includes questions that ask you to select two correct answers from five, and two-part questions where Part B

asks for the evidence or reason behind your answer to Part A. Both types are in every practice test here. On a select-two question, both selections must be right; on a two-part question, Part B usually makes sense only if Part A is right, so answer Part A carefully first.

Three rules for test day

Answer every question. There is no penalty for guessing. If you can eliminate two options, your odds are already even.

Read the stem for the exact question being asked. Many wrong answers are true statements about the right era that do not answer the question. "Which action of the federal government increased western settlement?" has one best answer even when three of the options describe real federal actions.

Use the dates in the stem. The standards name specific eras and turning-point years. A question that says "in the 1920s" has already ruled out any option about the New Deal, and a question about the Cold War has ruled out anything before 1945.

About the Exam

The Texas end-of-course exam in U.S. History is the state test that goes with the course United States History Studies Since 1877, usually taken in eleventh grade. Here is what you need to know about it, drawn from the Texas Education Agency's published test design, its administration manual, its rules, and its testing calendar. Those documents are listed in the Sources chapter; the online edition's About page notes any change after this book went to press.

Who takes it and why

Texas requires five end-of-course assessments for a high school diploma: Algebra I, English I, English II, Biology, and U.S. History. A student takes the U.S. History exam at the end of the course. Students who do not reach the passing standard can retest in a later window; the state offers the exam in December, in the spring, and in June. Two other routes exist for the graduation requirement. A qualifying score on an approved substitute assessment counts in place of the exam: for U.S. History, the state's rule lists an Advanced Placement U.S. History score of 3 or an International Baccalaureate History of the Americas score of 4, and a substitute score may be used for only one specific end-of-course exam. Some students who fall short may also be able to graduate through an Individual Graduation Committee; ask your counselor whether you are eligible, because that route has conditions this book does not cover.

The program is changing names, not content. Under House Bill 8 (2025), the state replaces its current testing program with the Student Success Tool beginning in the 2027-28 school year. The U.S. History end-of-course exam continues as the required end-of-year assessment; optional beginning-of-year and middle-of-year assessments become available for the high school courses; and the December and June testing opportunities continue. The English II exam is the one being phased out, not U.S. History. The agency's draft design for the 2028 U.S. History test keeps the same four reporting categories with somewhat fewer questions (46 to 48, worth 52 points). Everything in this book is organized by those four categories, so it serves both the current test and the one that follows it.

The format

Feature	Detail
Questions and points	64 questions worth 78 points: 50 one-point questions and 14 two-point questions
Question types	Multiple choice is most of the test. The rest are technology-enhanced: select two correct answers from five (multiselect), two-part questions (Part A, then Part B asking for the evidence or reason), fill-in-a-sentence from a drop-down list (inline choice), click-the-sentence (hot text), drag and drop, click-the-map (hot spot), match-the-table grids, and a few short written responses. The two-point questions are the non-multiple-choice ones
Reporting categories	1 History (28 to 30 questions, 33 to 38 points); 2 Geography and Culture (10 to 12 questions, 10 to 14 points); 3 Government and Citizenship (8 to 10 questions, 9 to 13 points); 4 Economics, Science, Technology, and Society (14 to 16 questions, 16 to 21 points)
Readiness and supporting standards	The state marks 43 of the 97 eligible student expectations as readiness standards; they carry about 55 to 70 percent of the points. The supporting standards carry the rest. Chapters 1 to 4 flag which is which
Delivery	Online, on the state's testing platform, at your school
Time	The manual says students are expected to finish within three to four hours. A student who needs more time may keep working until the end of the regular school day, up to seven hours, but must finish the same day
Testing windows, 2026-27	November 30 to December 11, 2026; April 12 to April 23, 2027; June 14 to June 25, 2027. Your district sets its test days inside these windows
Score levels	Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, Masters Grade Level. Approaches is the passing standard for graduation
Scale scores	Approaches 3550, Meets 4000, Masters 4424 on the end-of-course scale

What the score means in raw points

The state converts your raw points to a scale score with a table it publishes after each administration. The scale cut points stay the same from year to year; the raw points needed move a little as the forms change. On the spring 2025 form, the published table put Approaches Grade Level at 23 of 78 points, Meets Grade Level at 37 points, and Masters Grade Level at 51 points. Treat those as a guide, not a promise: aim well above 23 points on the practice tests here, because a form can be a few points harder, and because a Meets score (around 37 points) is what shows you actually know the course. The practice tests in this book use the same 78-point structure, so your practice totals compare directly.

How the four categories map to the course

The course standards have eight strands. The test folds them into four reporting categories:

1. **History** (strands 1 through 11): the founding documents and Celebrate Freedom Week; the eras and turning-point years from 1877 to the present; the Gilded Age; the rise to world power and World War I; the Progressive Era; the 1920s; World War II; the Cold War, Korea, and Vietnam; the civil rights movement; the 1970s and 1980s; and the 1990s into the twenty-first century. This is nearly half the test.
2. **Geography and Culture** (strands 12 through 14 and 24 through 25): the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the New Orleans levee failure; migration and immigration; population and the environment; the arts and cultural movements; and the contributions of groups to the national identity.
3. **Government and Citizenship** (strands 18 through 23): the changing role of government, political scandals, and modern legislation; the three branches, the Gulf of Tonkin Resolution, the War Powers Act, the court-packing plan, and the 2000 election; the named Supreme Court cases and the amendments since 1877; American exceptionalism and civic values; expanding participation; naturalization; and leaders and Medal of Honor recipients.
4. **Economics, Science, Technology, and Society** (strands 15 through 17 and 26 through 27): the economy from the railroads to the Pure Food and Drug Act; the 1920s, the Great Depression, and the New Deal; the wartime and postwar economy, the Great Society, and trade policy; and the effects of

scientific and technological change on the economy, the workplace, and the standard of living.

The social studies skills strands (28 through 31) are not a separate category. They are tested inside the content questions: reading a quotation, a map, a chart, or a political cartoon, putting events in order, and telling cause from effect. That is why so many questions in this book start with a source.

Official resources you should also use

- The **released tests** from recent spring administrations are available on the state's online practice-test site, with answer keys and rationales published as separate documents. Work through at least one; it shows the state's own question style and the technology-enhanced formats you will see on screen.
- The **U.S. History assessed curriculum** document lists every student expectation eligible for testing and marks each as readiness or supporting. This book follows it.
- The **test blueprint** and the **testing calendar** on the agency's student assessment pages give the point structure and the dates.

All are free. Links appear in the Sources chapter.

A Three-Week Study Plan

About 45 minutes a day, five days a week. Adjust the weeks to match your weak categories; the plan assumes you need work on all four.

Week 1: Baseline and the story line

- **Day 1.** Take Practice Test 1 without studying first. Score it by category using the answer-key table. Write your four category scores inside the front cover.
- **Day 2.** Review the explanations for every History question on Test 1, right or wrong. Mark any expectation you missed twice.
- **Day 3.** Review the explanations for the other three categories on Test 1.
- **Day 4.** Read Chapter 1, first half (1877 to 1945: the Gilded Age, the Progressive Era, the world power, World War I, the 1920s, the Depression, World War II).
- **Day 5.** Read Chapter 1, second half (1945 to the present: the Cold War, civil rights, the 1970s and 1980s, the 1990s and the twenty-first century). Do the Quick Check.

Week 2: The other three categories

- **Day 6.** Read Chapter 2 (Geography and Culture). Do the Quick Check.
- **Day 7.** Read Chapter 3 (Government and Citizenship). Build or review your case list: for each of the named Supreme Court cases, the year, the question, the holding, and the one-line effect.
- **Day 8.** Chapter 3, second half (amendments, citizenship, leaders). Do the Quick Check.
- **Day 9.** Read Chapter 4 (Economics, Science, Technology, and Society). Do the Quick Check.
- **Day 10.** Take Practice Test 2 under exam conditions: no notes, one sitting. Score it by category.

Week 3: Close the gaps

- **Day 11.** Review every Test 2 explanation, including the ones you got right. Compare your category scores to Week 1.
- **Day 12.** Re-read the chapter for your weakest category. Work the glossary entries for it until you can define each one without looking.
- **Day 13.** Quick-review sheets, all four. Read them twice, then try to reproduce the History timeline from memory on a blank page.
- **Day 14.** Take Practice Test 3. Score it. Review the explanations for everything you missed.
- **Day 15 (the day before the exam).** Quick-review sheets once more, and the turning-point years and the named cases. Stop early. Sleep.

What your scores should look like

Each practice test is worth 78 points. The state converts a raw score to a scale score each year and sets the passing level, called Approaches Grade Level, on that scale; the number of raw points needed changes a little from year to year, so this book does not print a single cut score. Use these ranges instead:

Test	Points if you are on track	What to do if you are below it
Practice Test 1	35 to 45 out of 78	Normal. This is your baseline.
Practice Test 2	48 to 58	Spend Week 3 on your two weakest categories only.
Practice Test 3	58 or higher	If below 50, add a week: re-read all four chapters and retake Test 1, which you will have mostly forgotten.

A score around 60 points on Practice Test 3 gives you a comfortable margin for exam-day nerves and for the handful of questions on any test that fall outside what any book can predict.

Chapter 4: Economics, Science, Technology, and Society

What this category tests. Reporting Category 4 covers strands 15, 16, 17, 26, and 27: the growth of the economy from the 1870s to 1920 and the changing relationship between government and business; the 1920s, the Great Depression, and the New Deal; the economic effects of World War II and the policies that followed, from the GI Bill to NAFTA; and the discoveries and innovations that drove economic development, changed the workplace, and raised the standard of living. On the current form it is the second-largest category: 14 to 16 questions worth 16 to 21 points out of 78. Nineteen expectations are eligible, nine of them readiness standards, which carry most of the points.

Strand 15: Economic growth from the 1870s to 1920

15.A The Transcontinental Railroad, the Homestead Act, and the close of the frontier

The idea. Two laws of 1862 filled the West. The Homestead Act offered 160 acres of surveyed public land to any adult head of family for a small fee and five years of residence and cultivation. The Pacific Railway Act gave bonds and land grants to companies building a railroad and telegraph line from the Missouri River to the Pacific, which private corporations would not attempt without federal help; the line was finished at Promontory, Utah, in 1869. Cheap land drew settlers, the railroad carried them west and their wheat, cattle, and ore east, and the frontier closed within a generation. Together the two laws turned the interior into farms and markets.

The sources. The National Archives on the Homestead Act (1862):

> Passed on May 20, 1862, the Homestead Act accelerated the settlement of the western territory by granting adult heads of families 160 acres of surveyed public land for a minimal filing fee and five years of continuous residence on that land.

On the Pacific Railway Act (1862):

> On May 10, 1869, the last rails were laid and the last spike was driven in during a ceremony at Promontory, UT. The completion of the transcontinental railroad shortened a journey of several months to about one week.

On the exam. The right answer joins land and transportation: settlers got land they could reach and products they could sell. Know the numbers: 160 acres and five years; bonds and land grants; 1869 for the last spike.

15.B Free enterprise, laissez-faire, and the first federal regulation (readiness)

The idea. The course uses free enterprise, capitalism, and the free market system for the same thing: an economy of private property and competition. Laissez-faire is the belief that government should leave that system alone, and for most of the nineteenth century it did. Railroads were privately owned and unregulated; where one line served a region it set prices and charged one shipper more than another. State Granger laws, upheld in 1877, were limited by the Wabash case of 1886 for traffic that crossed state lines, so in 1887 Congress passed the Interstate Commerce Act, created a five-member commission, and made railroads the first federally regulated industry. The Sherman Antitrust Act of 1890 reached trusts, combinations run by a single set of trustees, and passed the House without a dissenting vote. The Pure Food and Drug Act of 1906 barred adulterated or misbranded foods, drugs, medicines, and liquors from interstate commerce. Each law kept business private while asserting a public interest in its conduct.

The sources. The National Archives on the Interstate Commerce Act (1887):

> The Interstate Commerce Act challenged the philosophy of laissez-faire economics by clearly providing the right of Congress to regulate private corporations engaged in interstate commerce.

The Pure Food and Drug Act (1906), section 2, on the shipment into any state of

> any article of food or drugs which is adulterated or misbranded, within the meaning of this Act, is hereby prohibited

Justice Holmes, dissenting in Lochner v. New York (1905), on the theory the acts had challenged:

> But a Constitution is not intended to embody a particular economic theory, whether of paternalism and the organic relation of the citizen to the state or of laissez faire.

Law	Year	What it did	Target
Interstate Commerce Act	1887	Required reasonable rates, banned rate discrimination, created the Interstate Commerce Commission	Railroads, the first regulated industry
Sherman Antitrust Act	1890	Outlawed combinations in restraint of trade and monopolization; the first federal antitrust law	Trusts and monopolies
Pure Food and Drug Act	1906	Barred adulterated or misbranded food and drugs from interstate commerce; inspections by the Bureau of Chemistry	Food, drugs, medicines, liquors

On the exam. A passage about a railroad charging more for a short haul than a long one, or a trust controlling an industry, asks what the federal response showed about government and business. The right answer is regulation of a private industry, not government ownership and not a retreat from the economy. Pairing questions match each act to its target: railroads, trusts, food and drugs.

15.C Foreign policy and the economy: exclusion, the Open Door, dollar diplomacy, and quotas

The idea. Chinese laborers had built the western railroads; pressed to repay the merchants who paid their passage and to send money home, they took low wages, and other workers blamed them for it. After President Hayes vetoed an 1879 bill as a violation of treaties, the Chinese Exclusion Act of 1882 imposed a ten-year ban on Chinese laborers, the first federal law to shut out a group by nationality; it stood until 1943. The Open Door notes of 1899 and 1900 by Secretary of State John Hay asked the powers in China to keep trade open to merchants of every nation and to respect China's territorial integrity; the United States held no territory there, so equal access served it best. Dollar diplomacy, under President Taft and Secretary of State Knox, used private capital to create stability abroad for American commerce, above all in the Caribbean and Central

America. The quota laws of 1921 and 1924 limited immigration by national origin; the 1924 act set each nationality at two percent of its population in the 1890 census and excluded immigrants from Asia.

The sources. The National Archives on the Chinese Exclusion Act (1882):

> This act provided an absolute 10-year ban on Chinese laborers immigrating to the United States.

The Office of the Historian, U.S. Department of State, on the Open Door (1899-1900):

> Hay proposed a free, open market and equal trading opportunity for merchants of all nationalities operating in China

On the Immigration Act of 1924:

> The quota provided immigration visas to two percent of the total number of people of each nationality in the United States as of the 1890 national census. It completely excluded immigrants from Asia.

On the exam. The right answer names an economic cause or effect: labor competition behind exclusion, access to Chinese markets behind the Open Door, private investment behind dollar diplomacy, a smaller labor supply behind the quotas. Dates: 1882, 1899 and 1900, the Taft years 1909 to 1913, and 1924.

15.D The economic effects of the Spanish-American War and World War I (readiness)

The idea. The war with Spain in 1898 was short, but the treaty remade the country's reach: Spain gave up Cuba and ceded Guam, Puerto Rico, and the Philippines, the last for $20 million; Hawaii had been annexed during the war. The United States became a Caribbean and Pacific power with new markets and the interests in Asia that the Open Door notes protected. World War I worked on a larger scale. Military outlays rose fifteen-fold from 1916 to 1918, and Treasury Secretary McAdoo refused to print money as the Union had with greenbacks. Four Liberty Loan drives raised more than $17 billion from twenty million buyers, taxes brought in $8.8 billion, and about two-thirds of the cost came from bonds. Europe paid for American goods in gold; the belligerents left the gold

standard while the dollar stayed on it, so traders turned to the dollar. Victory in November 1918 brought a postwar boom, and the Fed afterward moved to bring down the inflation that followed.

The sources. The Office of the Historian on the war of 1898:

> U.S. victory in the war produced a peace treaty that compelled the Spanish to relinquish claims on Cuba, and to cede sovereignty over Guam, Puerto Rico, and the Philippines to the United States.

Federal Reserve History on the First World War:

> Outlays for troop training, weapons, and munitions increased fifteen-fold from 1916 to 1918.
>
> Almost exactly two-thirds of the war funds came from bonds and one-third from taxes.

On the exam. Expect figures: a description of war spending or bond sales and a question about how the war was paid for or what it did to the economy. The right answers: bonds plus taxes, not printed money; gold flowing in and the dollar rising, not a debtor nation; territory and markets gained in 1898, not tribute paid. Two-point items pair the method of finance with its evidence, the $17 billion and the twenty million buyers.

Strand 16: Between the wars

16.A Why the 1920s boomed

The idea. The standards name three causes of the decade's prosperity: Warren Harding's return to normalcy, reduced taxes, and increased production efficiencies. Harding's recorded campaign speech of 1920, "Readjustment," made the plea for "not nostrums but normalcy": a rejection of Roosevelt's activism and Wilson's idealism in favor of a peacetime return to business, and a promise to step back from wartime direction of the economy. He won by a landslide, 404 electoral votes to 127, and his 1921 inaugural called the resumption of the nation's onward, normal way its supreme task. Harding appointed Andrew Mellon to the Treasury in 1921, and Mellon served under Coolidge and Hoover as well, pursuing debt reduction and tax reduction on the

theory that business taxed lightly would prosper and pass its profits on. Production efficiencies came from electric power, the automobile, and the spread of new technologies through factories and homes. The stock market measured the mood: the Dow rose six-fold from 63 in August 1921 to 381 in September 1929.

The sources. Harding's campaign recording "Readjustment" (1920), as the Library of Congress quotes it:

> America's present need is not heroics but healing; not nostrums but normalcy; not revolution but restoration

Harding's inaugural address (1921), as quoted in the Park Service nomination of his Marion home:

> Our supreme task is the resumption of our onward, normal way. Reconstruction, readjustment, restoration-all these must follow.

The U.S. Department of the Treasury on Secretary Mellon:

> His theory was that big business would prosper in proportion to the lightening of its tax load and its profit would be transferred to the rest of the Nation.

Federal Reserve History on the 1920s:

> The Dow Jones Industrial Average increased six-fold from sixty-three in August 1921 to 381 in September 1929.

On the exam. Questions ask for the causes of growth as a combination: lower taxes, a peacetime return to business, and new technologies that raised output. A passage from the Mellon biography asks what policy it describes: tax cuts, with gains expected to spread.

16.B The causes of the Great Depression (readiness)

The idea. The standards name four causes: tariffs, stock market speculation, bank failures, and Federal Reserve policy. Brokerage houses, investment trusts, and margin accounts let ordinary people buy stock with borrowed money, and prices rose far above the value of the companies. The Fed raised rates in 1928

and 1929 to limit speculation; the crash came in October 1929. Waves of bank failures then destroyed savings and credit, and the Fed failed to offset the collapse: from the fall of 1930 through the winter of 1933 the money supply fell by nearly 30 percent, prices fell with it, and every debt grew heavier. Hoover had pledged higher farm tariffs in 1928; the Smoot-Hawley Tariff Act of 1930 became the symbol of beggar-thy-neighbor policies that shrank world trade, and from 1934 the United States turned toward tariff reduction instead.

The sources. Federal Reserve History on Federal Reserve policy:

> An example of the former is the Fed's decision to raise interest rates in 1928 and 1929. The Fed did this in an attempt to limit speculation in securities markets.
>
> From the fall of 1930 through the winter of 1933, the money supply fell by nearly 30 percent.

The Office of the Historian on the Smoot-Hawley tariff (1930):

> It quickly became a symbol of the “beggar-thy-neighbor” policies of the 1930s.

Cause	What happened	Effect
Stock market speculation	Margin buying pushed the Dow from 63 in 1921 to 381 in 1929	Crash of October 1929; losses spread to banks that had lent to speculators
Bank failures	Banking panics destroyed savings and credit	Businesses could not borrow; families lost deposits
Federal Reserve policy	Rates raised in 1928 and 1929; money supply allowed to fall nearly 30 percent from 1930 to 1933	Deflation; heavier real debts; a deeper and longer slump
Tariffs	Smoot-Hawley Tariff Act of 1930; foreign retaliation	World trade and cooperation shrank
Effects on people	24.9 percent unemployed in 1933	Hoovervilles, migration, foreclosures, Roosevelt elected in 1932

On the exam. Heavily tested, often with a quotation or a two-point item asking for two causes. The right answers are among the four named causes; the wrong ones are remedies disguised as causes (deposit insurance, the 1934 trade act) or events from other eras. Watch the direction of Fed policy: rates raised before the crash, money supply allowed to fall after it.

16.C The effects of the Great Depression (readiness)

The idea. At the height of the Depression in 1933, 24.9 percent of the labor force, 12,830,000 people, had no job, and the figure understates the hardship because farmers were not counted as unemployed even as collapsing prices cost them their land. Families split up or moved in search of work. Shantytowns of packing crates and abandoned cars, named Hoovervilles after the president, rose across the country; young people rode the rails; and on the Great Plains, where drought and dust storms made things worse, families abandoned their farms for California. By 1932 the public had lost faith in Hoover's programs and elected Franklin Roosevelt. The Depression also turned hostility against people of Mexican heritage: blamed for the lack of jobs, Mexican Americans and Mexican immigrants were given an ultimatum to leave the country or face deportation, and a repatriation program that ran from 1929 to 1939 forced out many who were citizens born in the United States, a majority of them children. The standards name this deportation and repatriation beside unemployment as an effect of the Depression.

The sources. The Franklin D. Roosevelt Presidential Library:

> At the height of the Depression in 1933, 24.9% of the total work force or 12,830,000 people was unemployed.
>
> "Hoovervilles," or shantytowns built of packing crates, abandoned cars, and other scraps, sprung up across the nation.

A 2024 statement in the Congressional Record on the repatriation:

> hostility turned against Mexican Americans and Mexican immigrants, who were blamed for the lack of employment opportunities and were given an ultimatum to leave the country voluntarily or endure a forceful deportation

On the exam. Expect a data stimulus and a question about what conclusion it supports. Stay close to the numbers (one worker in four, hardship beyond the count) and to the recorded effects: unemployment, migration, Hoovervilles, foreclosures, the repatriation of people of Mexican heritage, the political turn of 1932. Wrong answers put families into public housing that did not exist or into defense plants that belong to the next war.

16.D The New Deal and its opponents

The idea. Voters in 1932 chose Roosevelt's promise of activism and bold persistent experimentation over Hoover's programs, and in his first hundred days he pushed through measures for banks, farms, relief, and industry. Opposition came from several directions. Critics called the Social Security bills of 1935 governmental overreach into the private sphere, and the Supreme Court seriously challenged the New Deal, striking down in 1935 the National Industrial Recovery Act of 1933, which had suspended the antitrust laws and let industries write codes fixing prices and wages. Opposition also came from the other direction: the National Recovery Administration drew fire from business people who wanted guaranteed profits, from congressional critics who insisted on open pricing, and from a few intellectuals who wanted an even more extensive government role. Yet the public stood with Roosevelt, the only president elected four times. The comparison the standards want is between an active, experimenting federal government and opponents who said it went too far or not far enough.

The sources. The Roosevelt Library on the election of 1932:

> Dissatisfied with President Herbert Hoover's economic programs, the people elected Franklin D. Roosevelt as their president in 1932 after a campaign that promised activism and "bold persistent experimentation."

The National Archives on the National Industrial Recovery Act (1933):

> Antitrust laws were suspended, and companies were required to write industry-wide "codes of fair competition" that effectively fixed prices and wages, established production quotas, and imposed restrictions on entry of other companies into the alliances.

On the exam. The right answer sets Roosevelt's active programs against critics on both sides: those who warned of overreach or won in court, and those who wanted a larger government role. Wrong answers reverse the sides, have Roosevelt cutting relief to balance the budget, or make the Court a supporter of every New Deal law. Know the program struck down, the National Industrial Recovery Act, and the year, 1935.

16.E New Deal agencies that still shape daily life

The idea. Three New Deal creations touch almost every American. The Banking Act of 1933, known as Glass-Steagall, separated commercial from investment banking and created the Federal Deposit Insurance Corporation, which insures deposits. The Securities Exchange Act of 1934 established the Securities and Exchange Commission, five commissioners appointed by the President with the Senate's consent, to police the markets whose excesses had helped bring on the crash. The Social Security Act of August 14, 1935, created old-age benefits funded by payroll taxes, unemployment insurance, and aid for dependent children, the blind, and the disabled.

The sources. Federal Reserve History on the Banking Act of 1933:

> The Glass-Steagall Act effectively separated commercial banking from investment banking and created the Federal Deposit Insurance Corporation, among other things.

The National Archives on the Social Security Act (1935):

> On August 14, 1935, the Social Security Act established a system of old-age benefits for workers, benefits for victims of industrial accidents, unemployment insurance, and aid for dependent mothers and children, persons who are blind, and persons with disabilities.

Agency or program	Created by	Year	What it still does
Federal Deposit Insurance Corporation	Banking Act of 1933 (Glass-Steagall)	1933	Insures bank deposits; maintains confidence in the banking system
	Securities Exchange Act	1934	

Agency or program	Created by	Year	What it still does
Securities and Exchange Commission			Regulates securities markets; companies selling stock register and report
Social Security Administration	Social Security Act	1935	Pays old-age and survivors' benefits funded by payroll taxes; unemployment insurance with the states
Tennessee Valley Authority	Tennessee Valley Authority Act	1933	Operates dams and sells electric power in the Tennessee Valley

On the exam. Identification questions: a present-day situation and the law or agency behind it. Deposits to the FDIC, securities to the SEC, retirement to Social Security, electricity to the TVA.

Strand 17: Government policies from World War II to the present

17.A The World War II home front (readiness)

The idea. Mobilization ended the Depression. War production raised incomes, employment, and the money supply while factories stopped making consumer goods, so the danger shifted from unemployment to inflation. The government answered with price and wage controls and with rationing of gasoline, rubber, sugar, butter, and meat. The Treasury and the Federal Reserve financed the war with bonds sold to every class of saver, and the Fed pegged interest rates low from July 1942 to June 1947. Labor shortages opened the factories: at Richmond, California, the Kaiser shipyards built Liberty and Victory ships at record speeds with workers of every background, including women and immigrants, and Executive Order 8802 of June 1941 prohibited discrimination in the defense industry.

The sources. Federal Reserve History on the wartime economy:

> Inflation was a fear because wartime policies increased incomes, employment, and the money supply, while restricting the available supply of consumer goods.

The National Archives, Powers of Persuasion:

> During the war years, gasoline, rubber, sugar, butter, and meat were rationed. Government publicity reminded people that shortages of these materials occurred because they were going to the troops, and that civilians should take part in conservation and salvage campaigns.

On the exam. Why the government rationed (scarce goods for the military, prices held down while incomes rose), how the war was paid for (bonds and low pegged rates, taxes continuing), and what the war did for women and minority workers. Two-point items ask for two effects: unemployment ended, incomes rose, goods were rationed, women and minorities were hired.

17.B The prosperity of the 1950s (readiness)

The idea. While the war was still being fought, the Department of Labor estimated that 15 million men and women leaving the services might be unemployed, and planners feared a new depression. The GI Bill of 1944, signed June 22 days after the Normandy invasion, answered with money for college, unemployment insurance, and home loans, and it put higher education within reach of millions. The baby boom followed: Americans born from 1946 to 1964, about 73 million people by 2019. Growing families needed houses, schools, cars, appliances, and food, and businesses and farms expanded to supply them; increased consumption and the growth of agriculture and business are the effects the standards name.

The sources. The National Archives on the GI Bill (1944):

> While World War II was still being fought, the Department of Labor estimated that, after the war, 15 million men and women who had been serving in the armed services would be unemployed.

The U.S. Census Bureau on the baby boom:

> Born after World War II, from 1946 to 1964, the oldest boomers will turn 74 next year.

On the exam. Causes: the GI Bill and the baby boom. Effects: consumption, housing, the growth of business and agriculture. Boomers in the 1950s were children creating demand, not workers holding down wages. Two-point items pair the planners' fear of postwar unemployment with the GI Bill's response.

17.C Defense spending, the business cycle, and education

The idea. After 1945 defense spending became a permanent part of the economy. In his farewell address of January 1961 Eisenhower described a permanent armaments industry of vast proportions where the country had once improvised its defenses, and warned that a military-industrial complex could acquire unwarranted influence in government. Defense dollars moved the business cycle in the regions and industries that received them, and they shaped education: the Soviet launch of Sputnik in October 1957 produced NASA in 1958 and, the same year, the National Defense Education Act, which declared that national security required developing the mental resources and technical skills of the young and funded student loans and instruction in science, mathematics, and modern foreign languages.

The sources. President Eisenhower's farewell address (1961):

> In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex.

The National Defense Education Act (1958), section 101:

> The Congress hereby finds and declares that the security of the Nation requires the fullest development of the mental resources and technical skills of its young men and women.

On the exam. Pair the event with its result: Sputnik with the National Defense Education Act, the Cold War with a permanent arms industry, Eisenhower's warning with the concern it expressed. Wrong answers attach the wrong trigger (Pearl Harbor, the Korean armistice, the Cuban Missile Crisis of 1962) or the wrong result (the GI Bill, the highways). The farewell address was a warning about influence, not a call for more spending.

17.D Policies to create economic opportunity: the Great Society, affirmative action, Title IX

The idea. The Great Society began with the Economic Opportunity Act of 1964, written to combat poverty, and continued in 1965 with the Elementary and Secondary Education Act, which sent aid to schools serving children of low-income families, and the Social Security Amendments that created Medicare for people 65 and older and Medicaid for people with limited income. Affirmative action in employment rests on Executive Order 11246 of 1965, under which federal contractors agree not to discriminate and to take affirmative action for equal opportunity; Bakke in 1978 struck down racial quotas in admissions while allowing race as one factor. Title IX of the Education Amendments of 1972 bars exclusion or discrimination on the basis of sex in any education program receiving federal funds, a condition that reaches programs, activities, and athletics, and most admissions, with exemptions for private undergraduate admissions.

The sources. Title IX (1972):

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance

On the exam. Identify the policy from its text or pair laws with purposes. Title IX is about sex and education funding; affirmative action is about contractors and hiring; the Great Society is about poverty, schools, and medical care. Distractors cross the wires or reach back to the GI Bill of 1944. Years: 1964 and 1965, 1965 for the executive order, 1972 for Title IX.

17.E Trade policy and the free enterprise system: OPEC, GATT, NAFTA (readiness)

The idea. GATT grew out of the wartime planning that produced the Bretton Woods conference of 1944; twenty-three nations signed it at Geneva in October 1947, committing themselves to lower tariffs by negotiation. The oil embargo of October 1973 showed the other side of trade: Arab members of OPEC cut off exports to the United States for resupplying Israel, the price of a barrel first doubled and then quadrupled, and an economy dependent on foreign oil faced

shortages and inflation. NAFTA, enacted in December 1993 and in force from January 1, 1994, phased out tariffs among the United States, Canada, and Mexico, widening the market in which private firms could buy and sell.

The sources. The Office of the Historian on the postwar order, which culminated in the

> signing of the General Agreement on Tariffs and Trade at an international conference in Geneva in October 1947

On the oil embargo (1973):

> The price of oil per barrel first doubled, then quadrupled, imposing skyrocketing costs on consumers and structural challenges to the stability of whole national economies.

On the exam. GATT and NAFTA lowered barriers and widened markets; the embargo raised prices and exposed dependence on imported oil. Multiselect items want the two statements that describe tariff reduction and its effect on markets.

Strand 26: Science, technology, and economic development

26.A Innovations and the growth of the economy (readiness)

The idea. The standards list electric power, telephone and satellite communications, petroleum-based products, steel production, and computers. Edison's patent of January 27, 1880, for an improved lamp with a carbon filament made electric light reliable and practical, and the Tennessee Valley Authority Act of 1933 used dams to bring cheap power to a poor rural region, with fertilizer production at Muscle Shoals. Petroleum became the fuel of transportation; its share of energy consumption peaked at about 49 percent in 1978, which is why the 1973 embargo hurt. Computers began with the ENIAC, built under an Army contract of 1943 and completed in 1945, the prototype of every electronic computer since; by 2018, 92 percent of households had one. Satellite communications are the story of GPS: tracking Sputnik's signal in 1957 gave scientists the idea, the first NAVSTAR satellite flew in 1978, and the 24-

satellite system became fully operational in 1993. Steel came from the Bessemer process of 1856, which purified molten pig iron with a blast of air; American mills added economies such as moving metal straight from furnace to converter, and converters and open-hearth furnaces displaced the skilled puddlers of the Pittsburgh mills. The telephone began with Bell's patent of March 7, 1876, sustained by the Supreme Court in 1888, and by 1880 companies capitalized in the millions were making and leasing telephones.

The sources. The National Archives on Edison's patent (1880):

> On January 27, 1880, Thomas Edison received the historic patent embodying the principles of his incandescent lamp that paved the way for the universal domestic use of electric light.

On the Tennessee Valley Authority Act (1933):

> This act of May 18, 1933, created the Tennessee Valley Authority to oversee the construction of dams to control flooding, improve navigation, and create cheap electric power in the Tennessee Valley basin.

The Supreme Court in Carnegie Steel Co. v. Cambria Iron Co. (1902):

> In 1856 Bessemer discovered a process of purifying iron without the use of fuel, by blowing air through a molten mass of pig iron placed in a refractory lined vessel called a converter

Innovation	Source in the record	Economic effect
Electric power	Edison's lamp patent, 1880; TVA dams from 1933	Lighting and power for homes, factories, and farms; development of a whole region
Petroleum-based products	Petroleum about 49 percent of energy use in 1978	Fuel for cars, trucks, and aircraft; the economy exposed to the 1973 embargo
Computers	ENIAC, 1943-1945; 92 percent of households with a computer in 2018	Calculation, business records, and communication transformed

Innovation	Source in the record	Economic effect
Satellite communications	GPS: first satellite 1978, fully operational 1993	Free positioning and timing signal; hundreds of commercial applications
Steel production	Bessemer process, 1856; Carnegie Steel case, 1902	Cheap steel for rails, machines, and structures; skilled puddlers displaced
Telephone	Bell's patent, 1876; sustained 1888	A new industry; companies capitalized in the millions by 1880

On the exam. Connect the technology to production, markets, or regions: electric power to homes and industry, petroleum to transportation, the computer to calculation and communication, satellites to navigation and commerce. Wrong answers credit the wrong invention with the wrong effect or give the government a role it did not play. Two-point items pair the technology behind GPS with its economic consequence.

26.B How needs produce discoveries and innovations

The idea. The military case is the clearest in the record. Artillery needed firing tables that human computers could not produce fast enough, so in June 1943 Army Ordnance contracted with the University of Pennsylvania, where Eckert and Mauchly designed the ENIAC to reduce to seconds computations that had taken days. In medicine, when the pandemic created a shortage of ventilators, NASA engineers designed one in just over five weeks from parts that would not compete with hospital supply lines, and companies licensed it. In agriculture, the Morrill Act of 1862 granted land to fund colleges of agriculture and the mechanic arts, and the Tennessee Valley Authority Act charged its agency with the agricultural development of the valley and the fertilizer works at Muscle Shoals.

The sources. The U.S. Army on the ENIAC:

> The world's first electronic digital computer was developed by Army Ordnance to compute World War II ballistic firing tables.

NASA on its spinoffs:

> We’ve profiled more than 2,400 spinoffs since 1976

On the exam. The right examples run from a stated need to a device or discovery: firing tables to the computer, navigation to GPS, a ventilator shortage to a new design, farming to agricultural colleges and fertilizer. Wrong examples attach innovations to laws that did something else, such as the antitrust act or the highway act.

26.C Technology in the workplace: the assembly line and robotics

The idea. The assembly line divided production into simple repeated steps so that many workers new to a trade could turn out standardized goods at speeds no craftsman could match. Henry Ford, finding a market for cheap standardized cars, moved to precision-made parts and assembly that did not rely on skilled fitters. At the Highland Park plant, opened in 1910, he and his engineers rearranged men, machines, and materials until in 1913 they had the continuously moving assembly line, which cut the assembly time of a car from 728 minutes to 93; by 1920 a Model T came off the line every minute of the working day, and tens of thousands of workers attached its pieces by hand. Lower costs went into lower prices and higher wages: the Model T that sold for $850 in 1908 cost $260 by 1924, and on January 5, 1914, Ford announced the Five Dollar Day. The method reached full stretch in the Second World War: the Kaiser shipyards at Richmond, California, organized for innovation and efficiency, built Liberty and Victory ships at record speed with a workforce drawn from every background. Robotics carries the logic further by giving the repeated task to a machine. NASA's Robonaut 2, built with an automobile maker for the space station, and the robotics research of the National Institute of Standards and Technology for manufacturing point to the same change: machines handle repetitive, precise, or dangerous work while people design, program, and maintain them.

The sources. The National Park Service theme study on labor history, on Ford:

> Ford determined that a market existed for cheap standardized cars, and he moved toward mass production.

The Park Service landmark nomination for the Highland Park plant:

> Over the years, the company constantly refined its methods until by 1920, a Model T could be produced each minute of the working day.
>
> By 1924 the price of the Model T, which had been $850 in 1908, had dropped to $260.

The Park Service on the Richmond shipyards:

> Workers from all walks of life, including men, women, and immigrants, came together to build Liberty and Victory ships at record speeds

On the exam. Both methods raised output per worker by organizing or automating repetitive tasks; robotics can replace human hands on a task where the assembly line only divided the work.

Strand 27: Innovation and the standard of living

27.A How discoveries, inventions, and space exploration raised the standard of living (readiness)

The idea. The interstate highway act of 1956, signed by Eisenhower, who had crossed the country in an Army convoy in 1919, expanded the system to 41,000 miles with $25 billion for 1957 through 1969, and faster travel and trucking followed. Aviation had already gone from barnstorming to business: Charles Lindbergh flew the mail between St. Louis and Chicago in 1926, and in May 1927 his nonstop flight from New York to Paris, which won the $25,000 Orteig prize, made the airplane the symbol of what new technology could do. Communication changed faster still: by 2018, 92 percent of households had a computer, 85 percent had broadband, and the smartphone, in 84 percent of households, had passed the desktop and laptop. Space exploration paid dividends on the ground: NASA has profiled more than 2,400 commercial spinoff products since 1976, and GPS, begun for defense, provides a free civilian signal that companies have turned into hundreds of applications, from car navigation to farming and shipping.

The sources. The National Archives on the highway act (1956):

> In the act, the interstate system was expanded to 41,000 miles. To construct the network, $25 billion was authorized for fiscal years 1957 through 1969.

The Park Service landmark nomination for the Lindbergh house:

> In 1926 Lindbergh flew a mail route between St. Louis and Chicago. About this time, he decided to attempt the first nonstop flight between New York and Paris and win the $25,000 prize offered by Raymond Orteig. He achieved the epoch-making intercontinental flight in May 1927, received the prize, and became an overnight international hero.

The U.S. Census Bureau (2018 data, released 2021):

> Among all households in 2018, 92% had at least one type of computer and 85% had a broadband internet subscription.

GPS.gov:

> The free, open, and dependable nature of GPS has led to the development of hundreds of applications affecting every aspect of modern life.

On the exam. A table of household technology asks what it supports: near-universal access, with the smartphone leading. A question on space exploration asks for two ways it improved daily life: spinoffs and GPS.

27.B How free enterprise drives innovation into the marketplace

The idea. The standards' examples are cell phones, inexpensive personal computers, and global positioning products, and the pattern is the same for each: a technology, sometimes developed with public money, becomes a product when businesses compete to sell it. The government built and operates GPS and charges nothing for the civilian signal; private companies make the dashboard units, phone applications, and self-steering tractors. Competition improves products and lowers prices, which is how devices that were rare and costly within living memory came to sit in nine households out of ten.

The sources. The U.S. Census Bureau on computer and internet use:

> Smartphone ownership surpassed ownership of all other computing devices.

On the exam. The right answer is that businesses competing for customers find uses for a technology and spread its benefits. Wrong answers require the government to manufacture every product, deny that firms can profit from defense-born technology, or make innovation depend on government-set prices or tariffs.

Quick Check

Eight questions on this chapter. Answers follow.

1. What was the main purpose of the Sherman Antitrust Act of 1890?

- **A.** to set the rates railroads could charge shippers and passengers
- **B.** to keep adulterated or misbranded food and drugs out of interstate commerce
- **C.** to prohibit trusts and other combinations that restrained trade among the states
- **D.** to create a central bank that would regulate the supply of credit

2. How did the United States government raise most of the money it spent on World War I?

- **A.** by printing unbacked paper money, as it had done with greenbacks during the Civil War
- **B.** by selling Liberty Loan bonds to the public, with taxes covering about a third of the cost
- **C.** by collecting reparations from Germany after the armistice
- **D.** by borrowing from Britain and France, its wartime allies

3. Which practice of the late 1920s is identified as a cause of the Great Depression?

   A. buying stocks with borrowed money through margin accounts, which drove prices far above the value of the companies behind them
   B. federal insurance of bank deposits, which encouraged banks to lend recklessly
   C. an embargo on imported oil, which raised fuel costs for industry
   D. a reciprocal trade act that cut tariffs and exposed American factories to imports

4. > During the war years, gasoline, rubber, sugar, butter, and meat were rationed. Government publicity reminded people that shortages of these materials occurred because they were going to the troops, and that civilians should take part in conservation and salvage campaigns.
   >
   > *National Archives, Powers of Persuasion: Poster Art from World War II*

   Why did the federal government ration these goods during World War II?

   A. to punish companies that had refused to accept government contracts
   B. to reserve scarce materials for the armed forces and hold down prices while wartime incomes rose and consumer goods were short
   C. to lower prices by shrinking the amount of money in circulation
   D. to force families to buy war bonds instead of groceries

5. Which benefits did the Servicemen's Readjustment Act of 1944, known as the GI Bill, provide to returning veterans?

   A. money for college, unemployment insurance, and loans to buy homes
   B. free land on the Great Plains and seed to farm it
   C. guaranteed jobs in federal defense plants
   D. exemption from income taxes for ten years

6. What was the immediate economic effect of the oil embargo that Arab members of OPEC imposed on the United States in October 1973?

- **A.** Gasoline prices fell as domestic producers flooded the market
- **B.** The United States stopped importing oil permanently and became self-sufficient
- **C.** The embargo had little effect because the country imported almost no oil
- **D.** The price of oil first doubled, then quadrupled, bringing fuel shortages, higher costs for consumers, and inflation

7. Why was Thomas Edison's 1880 patent for an improved electric lamp important to the economic development of the United States?

- **A.** It was the first electric lamp that anyone had ever built
- **B.** It gave the federal government ownership of the electric utilities
- **C.** It made electric lighting reliable, safe, and practical, opening the way for its use in homes and businesses
- **D.** It required factories to replace steam engines with electric motors

8. How did the National Interstate and Defense Highways Act of 1956 change transportation in the United States?

- **A.** It financed the first railroad across the continent
- **B.** It created the Interstate Commerce Commission to regulate trucking rates
- **C.** It funded airports and air traffic control for the jet age
- **D.** It authorized a 41,000-mile network of highways that sped travel and shipping between cities and regions

Quick Check: Answers

1. **C** Government and business: antitrust and regulation (Economics, Science, Technology, and Society · 15.B · 1 pt)

The Sherman Act was the first federal law aimed at trusts, arrangements in which stockholders of several companies handed their shares to a single set of trustees who ran the companies together. Resting on the commerce power, it outlawed combinations and conspiracies in restraint of trade and monopolization, and it passed the Senate 51 to 1 and the House without a dissenting vote. Rate oversight for railroads belonged to the Interstate Commerce Act of 1887 and its commission. Food and drug safety came later, with the Pure Food and Drug Act of 1906. A central bank was the work of the Federal Reserve Act, not an antitrust measure.

Source: National Archives milestone document: Sherman Anti Trust Act (transcript and background), background note, paragraphs 1-5

2. **B** Economic effects of war: 1898 and World War I (Economics, Science, Technology, and Society · 15.D · 1 pt)

Treasury Secretary McAdoo rejected printing money because the Civil War greenbacks had brought inflation. He chose a mix of taxes and borrowing, and four Liberty Loan drives in 1917 and 1918 raised more than $17 billion from twenty million buyers while taxes brought in $8.8 billion, roughly two-thirds from bonds and one-third from taxes. Germany's reparations were a matter for the peace settlement and did not pay for the American effort. The flow of credit ran the other way: the Treasury lent generously to the allies rather than borrowing from them.

Source: Federal Reserve History essay: Liberty Bonds, sections on McAdoo's choice and the four drives; Federal Reserve History essay: The Fed's Role During WWI, paragraphs on war finance

3. **A** Causes of the Great Depression (Economics, Science, Technology, and Society · 16.B · 1 pt)

A new industry of brokerage houses, investment trusts, and margin accounts let ordinary people buy corporate shares with borrowed money, and the Dow Jones Industrial Average rose six-fold from 1921 to its 1929 peak before the crash. The standards list stock market speculation beside tariffs, bank failures, and Federal Reserve policy as causes. Deposit insurance did not exist until the Banking Act of 1933; it was a response to the crisis. The oil embargo belongs to 1973, and the tariff-cutting Reciprocal Trade Agreements Act of 1934 came after the Depression had begun, as a remedy for the damage high tariffs had done.

Source: Federal Reserve History essay: stock market crash of 1929, paragraphs 1-4

4. **B** World War II home front economy (Economics, Science, Technology, and Society · 17.A · 1 pt)

Mobilization raised incomes, employment, and the money supply at the same time that factories shifted from consumer goods to weapons. More money chasing fewer goods threatened inflation, so the government combined price and wage controls with rationing of scarce commodities and asked civilians to conserve and salvage. Rationing was not a penalty on business, and it did not shrink the money supply; the money supply was growing. War bonds were sold through voluntary drives and savings bonds, a separate program that absorbed savings rather than replacing food purchases.

Source: Powers of Persuasion: Poster Art from World War II (National Archives online exhibit), section on rationing and conservation posters; Federal Reserve History essay: The Fed's Role During WWII, paragraph on inflation and price controls

5. **A** Prosperity of the 1950s (Economics, Science, Technology, and Society · 17.B · 1 pt)

Signed by Roosevelt on June 22, 1944, days after the Normandy invasion, the act offered funds for college, unemployment insurance, and housing loans, and it put higher education within reach of millions of veterans. Planners had feared that 15 million discharged service members would face unemployment and bring on a new depression. Free land was the Homestead Act's answer to a different century. The bill guaranteed benefits, not factory jobs, and it created no tax exemption. Its education and home-loan provisions helped drive the consumption, suburban growth, and business expansion of the 1950s.

Source: National Archives milestone document: Servicemens Readjustment Act (transcript and background), background note, paragraphs 1-3; History of the Department of Veterans Affairs, 1944 entry

6. **D** Trade policy and free enterprise (Economics, Science, Technology, and Society · 17.E · 1 pt)

The embargo, imposed after the United States resupplied Israel during the October 1973 war, cut off exports and cut production, and the price of a barrel first doubled and then quadrupled. An economy that had grown dependent on foreign oil faced nationwide fuel shortages and a push on prices that the Federal Reserve was already struggling to contain. Prices rose rather than fell, and domestic output could not fill the gap. The Nixon administration announced plans to boost domestic production, but the United States remained an importer, and the shock showed how much it depended on imported oil.

Source: Office of the Historian, Milestones in the History of U.S. Foreign Relations, 1969-1976: oil embargo (retired series), paragraphs 1-4; Federal Reserve History essay: oil shock of 1973 74, opening paragraphs

7. **C** Technology and economic development (Economics, Science, Technology, and Society · 26.A · 1 pt)

The patent granted on January 27, 1880, covered an improvement in electric lamps, not their invention; Edison's design changes and carbon filament produced a lamp that worked dependably, and that practicality is what paved the way for universal domestic electric light and the industries that grew around it. Electric lamps existed before Edison's. The patent conferred a private right on an inventor, not government ownership of utilities, and no law compelled factories to abandon steam. Electric power's later spread, including the government-built dams of the Tennessee Valley Authority, rested on the reliability that this lamp demonstrated.

Source: National Archives milestone document: Thomas Edisons Patent Application For The Light Bulb (transcript and background), background note, paragraphs 1-3; Thomas Edison National Historical Park: history and culture, paragraph on Edison's West Orange laboratory

8. **D** Innovation and the standard of living (Economics, Science, Technology, and Society · 27.A · 1 pt)

Eisenhower, who had crossed the country in an Army convoy in 1919 and seen Germany's highways in the war, signed the act on June 29, 1956; it expanded the interstate system to 41,000 miles with $25 billion authorized for the years 1957 through 1969. Faster trucking, suburban commuting, and road travel followed, raising the standard of living in ways the standards link to transportation. The transcontinental railroad was finished in 1869 under the Pacific Railway Act. The Interstate Commerce Commission dates from 1887 and regulated railroads. The act concerned roads, not airports.

Source: National Archives milestone document: National Interstate And Defense Highways Act (transcript and background), background note, paragraphs 2-4

Practice Test 1

64 questions, 78 points: 50 one-point questions and 14 two-point questions (select-two and two-part), mixed across the four reporting categories as on the state test. Work in one sitting. Mark your answers on the sheet below or on scratch paper, then check the key that follows and score yourself by category.

1 ⒶⒷⒸⒹ
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Reporting category	Questions	Points possible	Your points
1: History	29	35	
2: Geography and Culture	11	14	
3: Government and Citizenship	9	11	
4: Economics, Science, Technology, and Society	15	18	
Total	64	78	

1.

> American troops arrived in Europe at a crucial moment in the war. Russia had just signed an armistice with Germany in December 1917 freeing Germany to concentrate her troops on the Western Front.
>
> *National Archives, teaching note on the 369th Infantry in World War I*

Why was the arrival of the American Expeditionary Forces under General John J. Pershing decisive in 1918?

A. American troops opened a new front in the east to replace the Russian army

B. The threat of American arrival forced Germany to surrender before any U.S. soldiers reached the front

C. Fresh American divisions helped stop the German offensive and then joined the Allied counterattack that ended the war

D. Pershing placed the whole American army under French command for the rest of the war

2. The Dawes Act of 1887 divided reservations into individual allotments, and the Carlisle school of 1879 became the model for two dozen more boarding schools. Which evaluation of these Americanization policies is best supported by the National Archives and the National Park Service?

A. Allotment turned most Indian families into self-sufficient farmers, while the boarding schools preserved tribal languages.

B. Both aimed to replace tribal life with individual, Anglo-American ways, and both cost Indian nations land or culture; a federal official later apologized for the boarding schools.

C. Both were requested by tribal governments to strengthen their nations.

D. Both were struck down by the federal courts within a year.

3.

> Americans of all ages, all conditions, and all dispositions, constantly form associations. They have not only commercial and manufacturing companies, in which all take part, but associations of a thousand other kinds--religious, moral, serious, futile, extensive, or restricted, enormous or diminutive.
>
> *Alexis de Tocqueville, Democracy in America, Volume 2 (1840)*

This observation best supports which conclusion about American civic life?

A. Americans relied on voluntary cooperation among citizens, rather than on government or an aristocracy, to accomplish public purposes.
B. Americans expected the federal government to organize their churches and schools.
C. Americans avoided joining groups because individualism kept them apart.
D. American associations were limited to business corporations.

4.

> The world's first electronic digital computer was developed by Army Ordnance to compute World War II ballistic firing tables.
>
> *U.S. Army Ordnance Ballistic Research Laboratories, The ENIAC Story*

Which statement best explains how a military need produced this innovation?

A. The Navy wanted a machine that could decode Japanese radio messages
B. Congress ordered a computer to tabulate the census of 1940
C. Artillery crews needed firing tables that took teams of human computers months to calculate, so the Army paid for an electronic machine to do the work in seconds
D. Private companies built it to manage payrolls, and the Army bought it after the war

Practice Test 1: Answers and Explanations

1-C 2-B 3-A 4-C 5-B 6-A 7-D 8-A C/B C 9-A, B 10-A 11-C 12-D 13-C 14-D 15-A, B 16-C 17-A 18-D 19-C 20-A A/B D 21-A A/B A 22-A, B 23-A 24-B 25-A B/B B 26-C, E 27-D 28-C 29-A, B 30-C 31-D 32-A 33-B 34-A 35-C 36-D, E 37-B 38-D 39-B 40-A 41-B 42-C 43-D 44-A B/B B 45-C 46-C 47-A, B 48-A 49-B 50-D 51-B 52-A 53-B 54-B 55-A 56-A, D 57-D 58-A 59-A D/B A 60-D 61-A 62-B 63-D 64-B

1. **C** The American Expeditionary Forces (History · 4.D · 1 pt)

With Russia out of the war, Germany gambled on a spring offensive in 1918 before the Americans could matter; the outcome of the war turned on whether Germany could beat Britain and France before the Americans arrived in force. The AEF's arrival in strength blunted that attack, and in September 1918 the AEF began independent operations in the Hundred Days Offensive, including the Meuse-Argonne Offensive that helped force the armistice. No eastern front was reopened. Germany fought on until November 1918, so American troops saw heavy combat. Pershing insisted on an independent American army, lending divisions to the Allies only at the peak of the crisis and units such as the 369th to the French as exceptions.

Source: Teaching with documents: Photographs of the 369th Infantry and African Americans during World War I, background section on American entry and the 369th; The United States and the First World War (National Park Service, World War I Memorial overview; Pershing, Meuse-Argonne, September 26, 1918), paragraphs on the AEF's arrival, the Spring Offensive and the Hundred Days Offensive

2. **B** Assimilation policies compared (Geography and Culture · 25.B · 1 pt)

The Archives notes that allotment pushed assimilation and that when allotments were sold the tribes lost vast acreage, while the Park Service records that Carlisle's methods spawned twenty-four more schools, that an assistant secretary apologized in 2000 for the violence done to children at the boarding schools, and that a broader 2009 apology addressed harms to all Native Peoples. Allotments were often too small to farm and many were sold, and the schools forbade tribal languages rather than preserving them. Tribal leaders did not request either policy. Both lasted for decades rather than being struck down.

Source: National Archives milestone document: Dawes Act (transcript and background), background note on allotment and land loss; The Carlisle Indian Industrial School: Assimilation with Education after the Indian Wars (Teaching with Historic Places lesson, with Pratt 1892 excerpts), lesson introduction and closing paragraphs on the apologies

3. **A** Tocqueville and American values (Government and Citizenship · 21.A · 1 pt)

Tocqueville went on to say that where a government or a great lord would lead an undertaking in Europe, in the United States a society of citizens does it, founding hospitals, schools, and churches themselves; that habit of association is how a people without an aristocracy governs itself. He presented associations as the remedy for individualism, not its casualty. The passage lists religious, moral, and many other kinds of associations beyond commercial companies, and it describes citizens acting without waiting for the government.

Source: Democracy in America, Volume 2 (1840), Alexis de Tocqueville, Henry Reeve translation, Book 2, chapter 5, 'Of the Use Which the Americans Make of Public Associations in Civil Life'

4. **C** Needs that drive innovation (Economics, Science, Technology, and Society · 26.B · 1 pt)

Each new gun and shell required tables that told gunners how to aim, and the Ballistic Research Laboratory could not keep up by hand. In June 1943 the Army contracted with the University of Pennsylvania's Moore School, where Eckert and Mauchly designed the ENIAC; its units went into operation from June 1944, final assembly came in the fall of 1945, and the machine, with 19,000 vacuum tubes and weighing over thirty tons, became the prototype of modern electronic computers. It was an Army ordnance project from the start, not a Navy codebreaking machine, a census tabulator, or a commercial payroll system.

Source: The ENIAC Story (Ordnance Ballistic Research Laboratories, Aberdeen Proving Ground; reprinted from Ordnance, 1961), opening paragraphs and the section on the Moore School contract

This was a sample of Texas U.S. History EOC Study Guide

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