



Florida EOC Review

US History EOC

Navarre High School



Question 1:

- **The Kansas-Nebraska Act concerned which issue?**
 - A. the right of Northerners to own slaves.
 - B. the sale of federal lands to slave owners.
 - C. the expansion of slavery into new territories.
 - D. the return of slaves who had escaped from the South.

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 - B. the sale of federal lands to slave owners.
 - C. *the expansion of slavery into new territories.*
 - D. the return of slaves who had escaped from the South.
- *The Kansas-Nebraska Act was passed to allow for settlement in the territories of Kansas and Nebraska. The Act allowed for settlers to vote on whether or not the territory would have slavery.*



Question 2:

- **Which of these was a direct consequence of the Civil War?**
 - A. the disintegration of the Whig Party.
 - B. the addition of new states to the Union.
 - C. the use of popular sovereignty to decide the issue of slavery.
 - D. the extension of voting rights to African American men.

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 - D. *the extension of voting rights to African American men.*
- *When the Civil War ended the US entered a period called Reconstruction. During Reconstruction, 3 amendments were added to the Constitution: 13th, 14th, & 15th. The 15th Amendment guaranteed voting rights to ALL men!*



Question 3:

- **What was the main accomplishment of the Freedman's Bureau?**
 - A. providing aid and education to emancipated slaves.
 - B. helping Confederate states get readmission to the Union.
 - C. securing protections for African Americans' voting rights.
 - D. preventing violence against African Americans in the South.

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 - D. preventing violence against African Americans in the South.
- *The Freedman's Bureau was created to assist in the transition from slavery to freedom. It succeeded in creating schools for African Americans.*

Question 4: Easy Version

The cartoon below was published in the early 1900s.



Source: Public Domain / Library of Congress

Which social issue is addressed in the cartoon?

- A. industrial safety
- B. training of teachers
- ★ C. compulsory public education
- D. organization of immigrant laborers

Question 4: Moderate Version

The cartoon below was published in the early 1900s.



Source: Public Domain / Library of Congress

Which problem was the state action shown in the cartoon meant to resolve?

- A. the influence of labor unions
- ★ B. the employment of child laborers
- C. the low literacy rates for immigrants
- D. the poor safety conditions in industries

Question 4: Complex Version

The cartoon below was published in the early 1900s.



Source: Public Domain / Library of Congress

Based on the cartoon, which conclusion can be made about the United States in the early 1900s?

- A. The government assumed an active role in suppressing social activists.
- ★ B. The government assumed an active role in legislating social reform.
- C. Business monopolies controlled the means of production.
- D. Business owners monitored the activities of laborers.

Question 5: Population

The table below provides information about the African-American population in several cities after the Civil War.

POPULATION OF AFRICAN AMERICANS IN SELECT CITIES, 1880–1930

Year	Chicago	Detroit	New York	Pittsburgh
1880	6,480	2,821	27,763	4,077
1890	14,852	3,454	36,609	7,957
1900	30,150	4,111	60,666	17,040
1910	44,103	5,741	91,709	25,623
1920	109,458	40,383	152,467	37,725
1930	233,908	120,066	327,607	54,983

Source: Public Domain / U.S. Census Bureau

Which condition in society was primarily responsible for the change in urban population?

- A. absence of agricultural employment in Southern communities
- B. lack of political representation in Southern communities
- ★ C. availability of job opportunities in Northern cities
- D. prevalence of racial equality in Northern cities



Question 6:

- **In the late 1800s, how did railroad monopolies create economic hardships for farmers?**
 - A. by claiming productive land for business leaders to develop.
 - B. by charging high prices to ship agricultural goods to market.
 - C. by separating farmers from profitable markets in western cities.
 - D. by isolating farmers from technological developments in eastern cities.

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- ***This question references the Granger laws found in Chapter 6 Section 2 of your text. (Munn v. Illinois).***

Question 7: Child Labor

The cartoon below depicts a social issue in United States history.



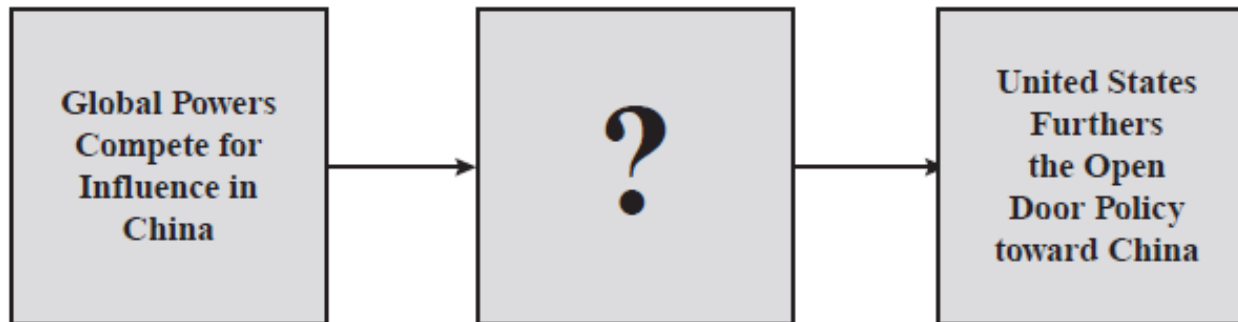
Source: Public Domain / Library of Congress

With which social issue is this cartoon associated?

- A. the power of political machines during the Second Industrial Revolution
- ★ B. the power of big businesses during the Second Industrial Revolution
- C. the influence of immigration quotas during the Gilded Age
- D. the influence of suffrage reformers during the Gilded Age

Question 8: Open Door Policy

The diagram below provides details about United States involvement in China during the late 1800s and early 1900s.



Which phrase completes the diagram?

- ★ A. United States Develops Interest in Chinese Markets
- B. United States Makes Commitment to Free Elections
- C. United States Plans Establishment of Military Bases
- D. United States Supports Democracy in Chinese Communities



Question 9:

- **The Gentlemen's Agreement between President Theodore Roosevelt and Japan resulted in a decrease of which of the following?**
 - A. Japanese troops stationed in Manchuria.
 - B. Japanese immigration to the United States.
 - C. Tariffs between Japan and the United States.
 - D. U.S. and Japanese fleets in the Pacific Ocean.

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 - C. Tariffs between Japan and the United States.
 - D. U.S. and Japanese fleets in the Pacific Ocean.
- ***The Gentleman's Agreement called for the Japanese to limit the number of passports it gave to allow travel to the U.S. for work. The U.S. was allowed to turn away any Japanese citizen who DID NOT have a valid passport.***

Question 10: Imperialism



- **Why does this cartoon depict Roosevelt carrying his “big stick” through the Caribbean?**
 - A. A. Roosevelt believed that an aggressive foreign policy was needed to prevent Caribbean nations from incurring major debts with European nations.
 - B. Roosevelt believed that a strong military presence in the Caribbean was needed to protect the United States from attack by Latin American nations.
 - C. Roosevelt felt that the United States had a moral responsibility to protect citizens from civil unrest in Caribbean nations.
 - D. Roosevelt wanted to seize control of resources available to the Caribbean to promote U.S. business interests.

Question 10: Imperialism



Roosevelt's foreign policy was referred to as "Big Stick" diplomacy because he could be aggressive. The Roosevelt Corollary was an addition to the Monroe Doctrine stating that the U.S. could intervene in Latin America if the nations of Europe were taking advantage here.

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Question 11:

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 - A. Samoa
 - B. Hawaii
 - C. Puerto Rico
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- ***After the Spanish-American War, the U.S. acquired Cuba and Puerto Rico in the Caribbean. (Ch. 10)***

Question 12:

- **Which of the following describes the role played by the U.S. journalists during the Spanish American War?**
 - A. Journalists provided frequent reports of the fighting, allowing the public to follow a foreign war closely for the first time.
 - B. Journalists focused on bad news rather than good news in order to criticize the decisions made by the president and military leaders.
 - C. Journalists ignored the signs of impending war until it was too late to inform the public of the government's intentions to declare war on Spain.
 - D. Journalists exaggerated events to build support for the war, giving the president and Congress little chance to resolve the conflict diplomatically.

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 - D. *Journalists exaggerated events to build support for the war, giving the president and Congress little chance to resolve the conflict diplomatically.*
- *Yellow journalism or the exaggeration of facts was used to get public support for the Spanish-American War. Newspapers printed stories about Spanish aggression and artistic images of the USS Maine explosion.*

Question 13:

The newspaper headline below describes a significant event in U.S. foreign affairs.



How did this event contribute to the United States' entry into World War I?

- A. It furthered anti-government protests in the United States.
- B. It encouraged anti-immigration campaigns in the United States.
- C. It became necessary for President Wilson to propose a plan for peace.
- ★ D. It became difficult for President Wilson to defend a policy of neutrality.



Question 14:

- **After World War I, what did the U.S. government hope to achieve by lending money to Germany?**
 - A. technological and military assistance in Europe.
 - B. political and economic stability in Europe.
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- ***This question focuses on the Dawes Plan found in Ch. 12 Sec. 2. America hoped to remain isolationist/avoid European entanglements by “loaning” monies to Germany to pay Britain and France/who would in turn pay the US.***



Question 15:

- **In the 1920s, which United States action furthered the goal of international peace?**
 - A. signing a pact to outlaw armed conflict.
 - B. advocating a policy to promote isolationism.
 - C. holding a conference to renounce imperialism.
 - D. joining a league to secure military cooperation.

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 - A. *signing a pact to outlaw armed conflict.*
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 - C. holding a conference to renounce imperialism.
 - D. joining a league to secure military cooperation.
- *This question is clearly referencing the Kellogg-Briand Pact that was signed in 1928 that renounced war as a national policy. (Ch. 12 Sec. 2)*