



North Carolina End-of-Course Practice Workbook

**Use your civics and
economics knowledge to help
you succeed on the North
Carolina End-of-Course Test!**

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Overview

What is the North Carolina End-of-Course test?

The North Carolina End-of-Course test is administered by the state of North Carolina during the last week of the instructional period. The test is composed of multiple-choice questions. Questions are often based on graphics or documents that you must interpret to correctly answer the question.

How This Book Helps You Succeed on the North Carolina End-of-Course Test

This book is designed to help you practice for the NCEOC test by reviewing and applying civics and economics content and practicing test-taking skills. This book includes the following sections:

1. Diagnostic Test
2. Standardized Test Practice Activities
3. Practice Test

The **Diagnostic Test** includes 50 multiple-choice questions. The purpose of the Diagnostic Test is to identify your test-taking strengths and weaknesses so you can review the skills you need to perform well on the NCEOC test.

The **Standardized Test Practice Activities** will help you review specific skills you need in order to do well on the NCEOC, as well as other tests in the future. Each lesson leads you step-by-step toward finding the correct answer, with strategies on how to interpret and answer the practice questions. After this assistance, there are additional practice questions at the end of each skill lesson.

The **Practice Test** contains another 50 multiple-choice questions that will help you determine how your test-taking skills are improving and what you are learning in this book and in civics class.

Both the Diagnostic Test and the Practice Test questions have been correlated to meet the North Carolina End-of-Course content for civics and economics. These correlation codes are located below each test question.

Guide to Analyzing Graphics

On the NCEOC, you may need to refer to graphs, charts, maps, and political cartoons to help you correctly answer questions. For questions that involve graphics, take the following steps:

1. Look closely at all the details. You will find a great deal of information in the graph, chart, map, or cartoon if you look at the specifics as well as the big picture.
2. If there is text, read it carefully. Any text that goes with a graph, chart, map, or political cartoon is provided to give the reader an understanding of the information in the graphic.
3. Read the question and answers carefully. Read the question carefully to find out exactly what you need to find from the graphic. Also, always read all answer choices closely to ensure that you choose the best possible answer from the choices.
4. Decide if there is a special way the graph, chart, or map presents the information. For example, look to see if there is a time order on the graph, or examine a map to see if it is current or not.
5. Determine the point of view of a political cartoon. Ask yourself the following questions: What event is the cartoon about? What are the two sides of the event? Which side does the cartoon represent?

Tip:

When you are preparing for the NCEOC test, look at newspapers, magazines, atlases, and textbooks for examples of charts, graphs, maps and political cartoons. The more comfortable you are with finding information in a graphic, the more skilled you will be at answering a test question that uses one.

North Carolina Course of Study, Civics and Economics

Competency Goal 1—The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.	
1.01	Describe how geographic diversity influenced economic, social, and political life in colonial North America.
1.02	Trace and analyze the development of ideas about self-government in British North America.
1.03	Examine the causes of the American Revolution.
1.04	Elaborate on the emergence of an American identity.
1.05	Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.
1.06	Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.
1.07	Evaluate the extent to which the Bill of Rights extended the Constitution.
1.08	Compare the American system of government to other forms of government.
Competency Goal 2—The learner will analyze how the government established by the United States Constitution embodies the purposes, values, and principles of American democracy.	
2.01	Identify principles in the United States Constitution.
2.02	Explain how the United States Constitution defines the framework, organization and structure of the three branches of government at the national level.
2.03	Explain how the United States Constitution grants and limits the authority of public officials and government agencies.
2.04	Describe how the United States Constitution may be changed and analyze the impact of specific changes.
2.05	Analyze court cases that illustrate that the United States Constitution is the supreme law of the land.
2.06	Analyze court cases that demonstrate how the United States Constitution and the Bill of Rights protect the rights of individuals.
2.07	Identify modern controversies related to powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over ratification of the United States Constitution.
2.08	Examine taxation and other revenue sources at the national level of government.
2.09	Describe the services provided by selected government agencies and how funding is provided.

Competency Goal 3—The learner will analyze how state and local government is established by the North Carolina Constitution.	
3.01	Identify the principles in the North Carolina Constitution and local charters.
3.02	Explain how the North Carolina Constitution and local charters define the framework, organization, and structure of government at the state and local level.
3.03	Explain how the state constitution grants and limits the authority of public officials and government agencies.
3.04	Describe how the state constitution and local charters may be changed, and analyze the impact of specific changes.
3.05	Analyze court cases that illustrate that the North Carolina Constitution is the law of the state.
3.06	Analyze how the Fourteenth Amendment extends the Bill of Rights' protection to citizens of a state.
3.07	Identify modern controversies related to powers of the state government.
3.08	Examine taxation and other revenue sources at the state and local level.
3.09	Describe the services provided by state and local government agencies and how funding is provided.
Competency Goal 4—The learner will explore active roles as a citizen at the local, state, and national levels of government.	
4.01	Examine the structure and organization of political parties.
4.02	Describe the election process and the qualifications and procedures for voting.
4.03	Analyze information on political issues and candidates seeking political office.
4.04	Demonstrate active methods of promoting and inhibiting change through political action.
4.05	Analyze consequences of compliance or noncompliance with laws governing society.
4.06	Describe the benefits of civic participation.
4.07	Analyze costs and benefits of jury service, voting, seeking office, and civic action at the local, state, and national level.
4.08	Participate in civic life, politics, and/or government.
4.09	Utilize various methods of resolving conflicts.

Competency Goal 5—The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.

5.01	Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts.
5.02	Identify the jurisdiction of state and federal courts.
5.03	Describe the adversarial nature of the judicial process.
5.04	Evaluate the role of debate and compromise in the legislative process.
5.05	Explain how local government agencies balance interest and resolve conflicts.
5.06	Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions, dispute resolution, and government action.

Competency Goal 6—The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels.

6.01	Trace the development of law in American society.
6.02	Cite examples of common, criminal, civil, constitutional, administrative, and statutory law.
6.03	Identify the various procedures in the enactment, implementation, and enforcement of law.
6.04	Identify ways citizens can be informed about the laws.
6.05	Investigate the role and responsibility of government to inform the citizenry.
6.06	Analyze the role of lobby groups and special interest groups in the enactment of legislation.
6.07	Compare responsibilities, jurisdictions, and methods of law enforcement agencies.
6.08	Evaluate methods used by society to address criminal and anti-social behaviors.

Competency Goal 7—The learner will investigate how and why individuals and groups make economic choices.

7.01	Describe the basic factors of production such as land, labor, capital, and entrepreneurial skills and their impact on economic activities.
7.02	Explain how scarcity influences producers and consumers to make choices.
7.03	Compare examples of tradeoffs and opportunity costs of economic choices.
7.04	Analyze the impact on economic activities of specialization, division of labor, consumption and production increases.
7.05	Explain the impact of investment on human, capital, productive, and natural resources.
7.06	Compare and contrast how different economic systems address key economic factors.

Competency Goal 8—The learner will analyze features of the economic system of the United States.	
8.01	Compare characteristics of command, market, traditional, and mixed economies.
8.02	Describe how the free enterprise system encourages private ownership of property and promote individual initiative.
8.03	Explain the circular flow of economic activities and how interactions determine the prices of goods and services.
8.04	Illustrate how supply and demand affects prices.
8.05	Predict how prices change when there is either a shortage or surplus.
8.06	Explain how changes in the level of competition can affect price and output levels.
8.07	Identify and describe the roles and functions of various economic institutions and business organizations.
8.08	Evaluate the investment decisions made by individuals, businesses, and the government.
8.09	Describe the role of money in trading, borrowing, and investing.
Competency Goal 9—The learner will analyze factors influencing the United States economy.	
9.01	Identify phases of the business cycle and the economic indicators used to measure economic activities and trends.
9.02	Describe the impact of government regulation on specific economic activities.
9.03	Explain the impact of the movement of human and capital resources on the United States economy.
9.04	Assess how current events impact decisions made by consumers, producers, and government policy makers.
9.05	Explain the impact on the United States economy of international trade and global products.
9.06	Investigate the ways that domestic and international economies are interdependent.
9.07	Analyze the short- and long-term effects of fiscal and monetary policy on the United States economy.
9.08	Analyze the influence of environmental factors, economic conditions, and policy decisions on individual economic activities.
Competency Goal 10—The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.	
10.01	Explain the distinction between personal and civic responsibilities and the tensions that may arise between them.
10.02	Develop, defend, and evaluate positions on issues regarding diversity in American life.
10.03	Evaluate the importance of supporting, nurturing, and educating oneself in the United States society.
10.04	Demonstrate characteristics of effective citizenship.
10.05	Describe examples of recurring public problems and issues.
10.06	Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices.

DIAGNOSTIC TEST

North Carolina End-of-Course Practice Book—Diagnostic Test

1. Which *best* describes a representative democracy?
- A a government ruled by a king, queen, or other royal figure
 - B a government where all citizens vote on matters first hand
 - C a government where all power is held by an individual or group not accountable to the people
 - D a government where citizens choose a smaller group of people to govern on their behalf

[1.08]

2. What was one reason that many people immigrated to the South?
- A to grow crops such as tobacco, rice, and indigo
 - B to reform the Anglican Church
 - C to form proprietary colonies
 - D to work in mills or in the shipbuilding industry

[1.01, 1.04]

3. Colonists protested which act of the British government in 1765 by boycotting British goods?

- A Declaratory Act
- B Stamp Act
- C Townsend Acts
- D Coercive Acts

[1.02, 1.03]



Office of the President			
Qualifications	Elections	Term of Office	Benefits
<ul style="list-style-type: none"> • Must be at least 35 years old • Must be a native-born US citizen 	<ul style="list-style-type: none"> • Takes place every four years in years evenly divisible by the number four • Elected through the Electoral College system 	<ul style="list-style-type: none"> • Serves four year terms • Limited to two elected terms of office 	<ul style="list-style-type: none"> • Receives a salary of \$400,000 per year • Has a staff to take care of the President and family

4. According to the chart what is the maximum number of years a person can serve as President?

- A 4
- B 8
- C 10
- D 16

[4.03]

5. According to the chart how is the President elected?

- A by direct popular election
- B through an indirect method called the Electoral College
- C from the votes of the House of Representatives only
- D from the votes of the House of Representatives and the Senate

[4.02]



North Carolina End-of-Course Practice Book—Diagnostic Test

6. What is administrative law?

- A Administrative law is composed of statutes written to regulate behavior and provide people with certain rights or benefits.
- B Administrative law deals with the formation, construction, and interpretation of constitutions.
- C Administrative law involves rules that are applied to the relationship among members of a family.
- D Administrative law refers to the rules and regulations that the executive branch must make to fulfill its job.

[6.02, 6.03]

7. Which method would a special interest group use to inform citizens about government legislation?

- A lobbying elected officials
- B providing information using mail or advertisements
- C offering incentives to businesses to invest in a particular field
- D bringing cases to court when a law is not being properly enforced

[6.04, 6.06]

8. What do criminal laws work to do?

- A to prevent people from deliberately hurting one another or one another's property
- B to settle disputes between people or groups
- C to decide the limits of the government's power
- D to give people rights and benefits, such as getting a driver's license

[6.08]



Factors of Production			
Natural Resources	Labor	Capital	Entrepreneurs
<ul style="list-style-type: none"> Actual surface land and water, as well as fish, animals, forests, and mineral deposits 	<ul style="list-style-type: none"> Anyone who produces goods and services 	<ul style="list-style-type: none"> Manufactured goods used to make other goods 	<ul style="list-style-type: none"> Individuals who start new businesses, introduce new products, and improve processes

9. According to the chart, what does labor include?
- A all the “gifts of nature”
 - B anyone who works to produce goods or services
 - C the manufactured goods used to make other goods or services
 - D individuals who start new businesses

[7.01]

10. Which of the items on the chart might an entrepreneur need to start a new and profitable business?
- A government regulations
 - B available workers
 - C manufactured goods
 - D tax revenue

[7.05]



Economic Systems		
Market Economy	Command Economy	Mixed Economy
<ul style="list-style-type: none"> • Individual freedom • Competition • Dealing with externalities • High per-capita GDP 	<ul style="list-style-type: none"> • Socialism • Communism • Government control • Slow growth 	<ul style="list-style-type: none"> • Most countries use • Some individual freedom • Some government intervention • Government provides some goods and services

11. According to the chart which *best* describes a market economy?
- A It does not allow the individual to have influence over basic economic functions.
 - B It holds that one class would evolve and all property would be held in common.
 - C It offers a high degree of individual freedom regarding what to produce.
 - D It maintains that the means of production should be controlled by society.

[8.01]

12. What role does the United States government play in the country's economic system?
- A The government plays no role in ensuring the economy operates and runs smoothly.
 - B The government keeps competition free and fair and protects the public interest.
 - C The government owns most productive resources, especially land and capital.
 - D The government makes major economic decisions and tells producers what to do.

[7.06]



North Carolina End-of-Course Practice Book—Diagnostic Test

13. What does having a shortage of a product signal?
- A the price is too low
 - B the price is too high
 - C the price is at equilibrium
 - D the price has hit the price ceiling

[8.05]

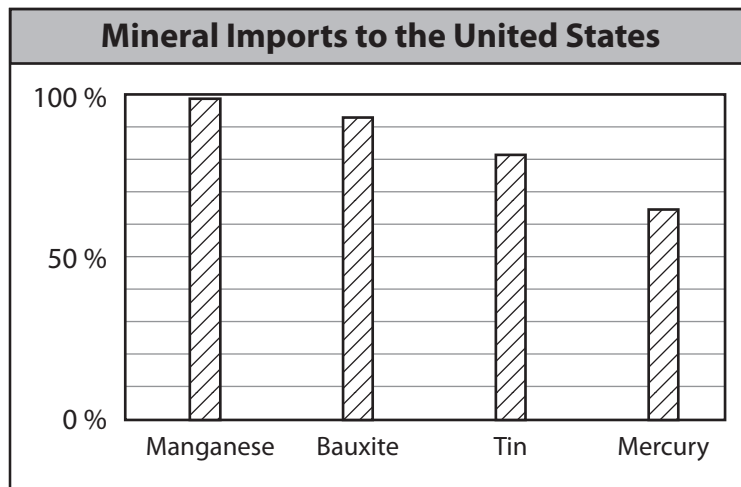
14. How does competition between producers benefit the consumer?
- A Competition keeps the cost of production high.
 - B Competition forces the least efficient producers out of business.
 - C Competition results in higher-quality products at lower prices.
 - D Competition causes a struggle between buyers and sellers.

[8.06]

15. What role does the business sector play in a circular market system?
- A Revenues received from taxes are used to purchase goods and services.
 - B It accounts for less than 4 percent of the United States' GDP.
 - C It allows people to earn income in factor markets.
 - D It receives payments in product markets where goods and services are sold.

[8.03, 8.07]





16. According to the chart which mineral has the lowest amount of domestic production?

- A Tin
- B Mercury
- C Manganese
- D Bauxite

[9.05]

17. Why might the United States have such a high percentage import rate of these minerals?

- A Because the United States does not want to deplete its supply of these minerals.
- B Because it would cost the United States more money to use its own natural resources.
- C Because the United States wants to keep the companies from other countries that supply these minerals in business.
- D Because the United States needs these minerals to keep its industries running, but the country does not have a large supply of them.

[9.03]

18. One of the principles granted in the North Carolina Constitution is popular sovereignty. What is popular sovereignty?

- A Popular sovereignty explains the structure of local governments.
- B Popular sovereignty means that the people are the ultimate source of any power given to the government.
- C Popular sovereignty divides the power among the legislative, executive, and judicial branches of government.
- D Popular sovereignty allows each branch of government to exercise some control over the other branches.

[3.01]

19. Article I, Section 19 of the North Carolina Constitution extends the Fourteenth Amendment of the United States Constitution by guaranteeing what?

- A all North Carolinians will have equal protection
- B voting rights to all North Carolinian males 21 years old or older
- C that women have the right to vote in national elections
- D all people 18 years old or older have the right to vote

[3.06]

20. What power does the North Carolina Constitution give to the General Assembly?

- A the power to implement the law
- B the power to interpret the law
- C the power to make laws
- D the power to resolve disputes

[3.02]



North Carolina End-of-Course Practice Book—Diagnostic Test

21. What did the Federalists claim that the new Constitution would do?
- A ignore the will of the states
 - B not protect individual freedoms
 - C take away the liberties Americans had fought to win from Great Britain
 - D create a form of government in which power is divided between the federal and state government

[1.06]

22. Which of the following is protected by the First Amendment?
- A civil liberties
 - B the rights of people accused of crimes
 - C unreasonable searches and seizures of personal property
 - D the right to a speedy trial

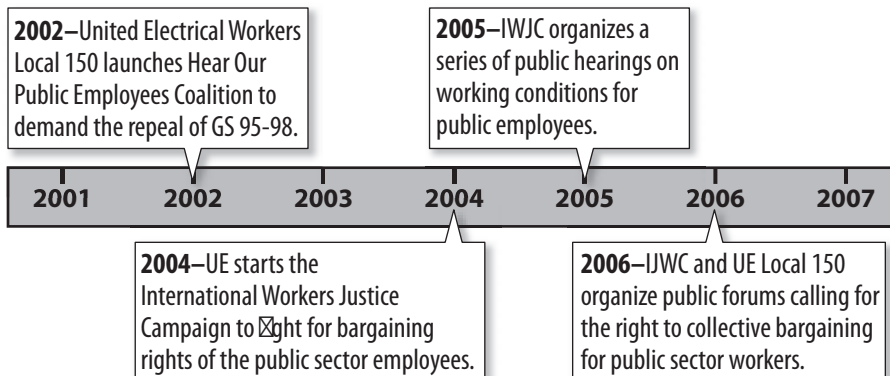
[1.07]

23. Most of the powers of Congress are clearly listed in the Constitution and are called what?
- A implied powers
 - B the elastic clause
 - C expressed powers
 - D checks and balances

[2.02]



**Efforts to Repeal North Carolina General Statute 95-98,
The Prohibition on Collective Bargaining for Public Workers**



24. According to the time line what did the UE 150 do in 2002?
- A launched the International Worker Justice Campaign
 - B helped launch Hear Our Public Employees coalition
 - C organized a series of public hearings testifying about working conditions
 - D organized a series of forums calling for the right to collective bargaining for public sector workers

[4.09]

25. What is mediation?
- A a third party listens to both two sides of a dispute and decides how to settle the disagreement
 - B officials from a union and a company meet to discuss workers' contracts
 - C a third party tries to help two sides reach a compromise agreement
 - D workers in a union refuse to go to work

[5.01]



North Carolina End-of-Course Practice Book—Diagnostic Test

26. If a person breaks the law and is convicted of a crime, which of the following is the most serious sentence the defendant could receive?

- A monetary fine
- B imprisonment
- C home confinement
- D work release

[4.05]

27. How might citizens voice their opinions about an issue using the Internet?

- A by using the Web to learn about public policy
- B by reading a person's political blog
- C by learning how their representative plans on voting on the issue
- D by creating a grassroots Web site

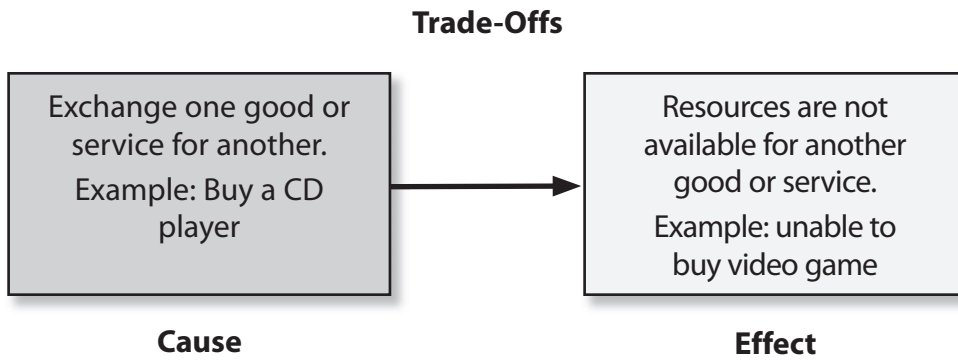
[4.08]

28. What system of law most influenced American law?

- A French common law
- B Roman law
- C English common law
- D the Code of Hammurabi

[6.01]





29. According to the chart, what happens when a person makes a trade-off?
- A a person chooses to use his or her resources in one way and not another
 - B a person suffers no losses from his or her choice
 - C a person only loses money from his or her choice
 - D a person gains the opportunity to engage in his or her next highest valued activity

[7.03]

30. Which of the following takes place when people or businesses concentrate on producing goods or services that they can make better than anyone else?
- A productivity
 - B division of labor
 - C economic interdependence
 - D specialization

[7.04]



“In December 1965, a group of adults and students in Des Moines held a meeting . . . The group determined to publicize their objections to the hostilities in Vietnam and their support for a truce by wearing black armbands during the holiday season and by fasting on December 16 and New Year’s Eve.

The principals of the Des Moines schools became aware of the plan to wear armbands . . . and adopted a policy that any student wearing an armband to school would be asked to remove it, and if he refused he would be suspended until he returned without the armband . . .

They were all sent home and suspended from school until they would come back without their armbands.”

excerpt from *Tinker v. Des Moines Independent School District*, 1969

31. Based on the excerpt, which amendment in the Bill of Rights did the Supreme Court find to have been violated in *Tinker v. Des Moines*?

A the First Amendment
B the Third Amendment
C the Fifth Amendment
D the Sixth Amendment

[2.05, 2.06]

32. Which statement *most accurately* summarizes the Supreme Court’s opinion?

A Students wore black arm bands and interrupted school activities, but are still protected by the Constitution.
B Students did not disrupt school activities; however, they are subject to the schools’ regulations.
C Student’s did not interfere with school activities nor cause disorder; it is their right to wear the arm bands as a form of expression.
D Students are not protected under the Constitution inside the walls of a school therefore, the student petitioners punishments are acceptable.

[2.06]

33. What is scarcity?

- A Scarcity is when there are not enough resources to produce all the things people would like to have.
- B Scarcity is when a country is capable of meeting all its citizens' wants and needs.
- C Scarcity is being able to choose from a variety of options.
- D Scarcity enables people to buy what they want at a low price.

[7.02]

34. What do private property rights give citizens?

- A they act as a connector to other economic sectors
- B they allow citizens to struggle between being buyers and sellers
- C they allow citizens to risk any part of their wealth in a business venture
- D they give citizens the freedom to own, use, or dispose of personal property

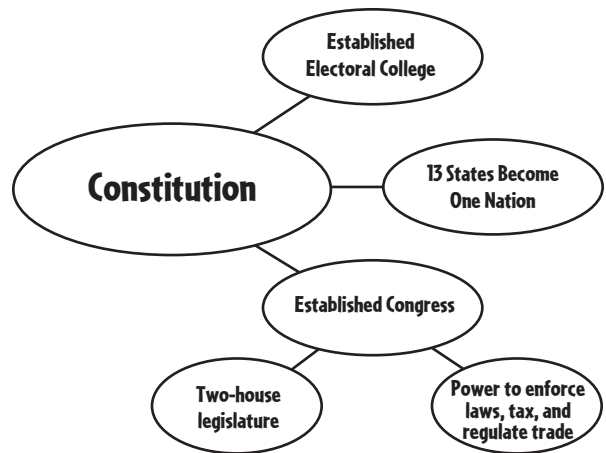
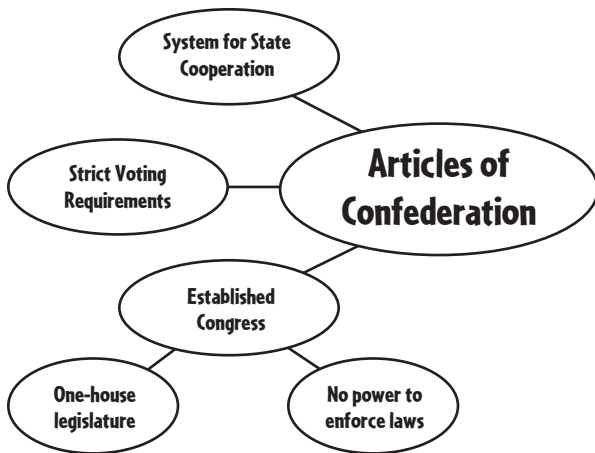
[8.02]

35. What happens to the quantity supplied of a product if the price of that product increases?

- A the quantity supplied goes down
- B the quantity supplied goes up
- C the quantity supplied stays the same
- D the quantity supplied goes up then comes back down

[8.04]





36. According to the diagram, under the Articles of Confederation which of these could Congress not do?
- A have a one-house legislature
 - B enforce laws
 - C control the army
 - D have strict voting requirements

[1.05]

37. According to the diagram, under the Constitution which of these could Congress do?

- A not tax any of the states
- B enforce that states remain independent
- C regulate trade between states
- D ensure equal representation in both houses

[2.01]

North Carolina End-of-Course Practice Book—Diagnostic Test

38. What is a loan?

- A a bank account for paying regular expenses
- B money that a bank allows consumers or businesses to borrow
- C a bank account that pays interest to consumers
- D money left untouched in an account for a certain period of time

[8.09]

39. What does the Federal Trade Commission (FTC) regulate?

- A companies that have natural monopolies
- B the purity, effectiveness, and labeling of food, drugs, and cosmetics
- C problems of false advertising and product claims
- D products that may pose a safety hazard

[2.09, 9.02]



Responsibilities of Citizenship		
Responsibility	Benefit	Cost
Jury Service	<ul style="list-style-type: none"> • Service is rewarding • Upholds principles of the Constitution 	<ul style="list-style-type: none"> • Possibility of missing work or school
Voting	<ul style="list-style-type: none"> • Chance to shape future of community, state, or nation • Ensures that leadership changes in a peaceful, orderly manner 	<ul style="list-style-type: none"> • May be difficult to choose between candidates • Must accept that a person other than the candidate you voted for may win
Civic Service	<ul style="list-style-type: none"> • Helps improve the health and welfare of the community • Contributes to the common good 	<ul style="list-style-type: none"> • Must be completed during personal time • Tasks may be tedious or unpleasant

40. According to the chart which reason *best* explains why voting is an important responsibility?

- A Voting upholds the principles of the Constitution.
- B Voting allows a person to miss work or school.
- C Voting helps improve a person’s community.
- D Voting allows a person to help shape the future of his or her state or nation.

[4.07]

41. According to the chart what is one benefit of civic participation?

- A Citizens can contribute to the common good.
- B It must be completed during personal time.
- C It ensures leadership is changed in a peaceful fashion.
- D It allows a person to miss work or school.

[4.06]



North Carolina End-of-Course Practice Book—Diagnostic Test

42. How does international trade benefit the American economy?

- A by creating jobs
- B by offering goods in limited quantities
- C by forcing weak companies out of business
- D by increasing participation in trade wars

[9.05]

43. Which raw material does the United States sell to other countries?

- A oil
- B manganese
- C wheat
- D bauxite

[9.06]



North Carolina End-of-Course Practice Book—Diagnostic Test

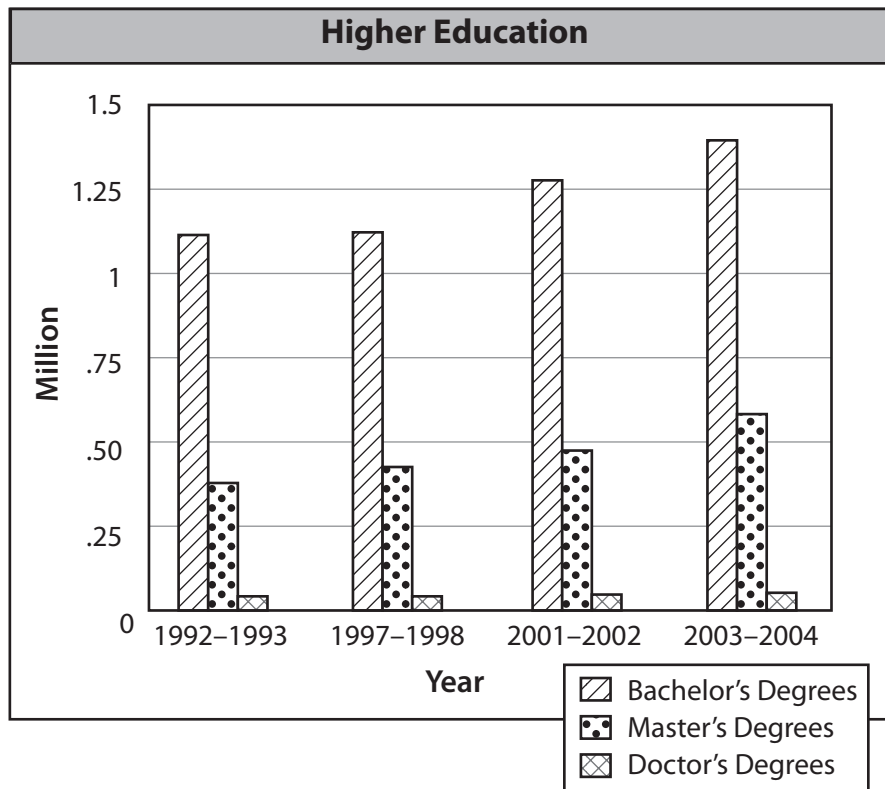
44. Immigrants wishing to become citizens of the United States must first do what?
- A take a citizenship exam
 - B sign a statement saying they wish to become a citizen of the United States
 - C be interviewed by an official of the U.S. Citizenship and Immigration Services
 - D attend a ceremony and pledge an oath of allegiance to the United States

[10.04]

45. Where do the funds that pay for North Carolina's streets, roads, and highways come from?
- A the state government
 - B the state lottery
 - C government bonds
 - D gasoline taxes

[3.09]





46. According to the graph, in which year were the most bachelor's degrees received?

- A 1992-93
- B 1997-98
- C 2001-02
- D 2003-04

[10.03]

47. According to the graph, what happened to the number of doctor's degrees received between 1997-98 and 2003-04?

- A The number decreased from 1997-98 to 2001-02, and then stayed the same.
- B The number increased from 1997-98 to 2003-04.
- C The number decreased from 1997-98 to 2001-02, and then decreased again.
- D The number increased from 1997-98 to 2001-02, and then decreased.

[10.03]



North Carolina Law Enforcement Agencies	
Agency	Duties
Attorney General	Chief law enforcement officer for the state
State Bureau of Investigation	Assists local law enforcement agencies in identifying criminals, analyzing evidence, and preparing evidence for use in court
North Carolina Justice Academy	Develops and conducts training courses for local and state law enforcement professionals
Medicaid Investigations Unit	Investigates and prosecutes health care fraud committed by Medicaid providers, the physical abuse of patients, and embezzlement of patient funds in Medicaid-funded facilities
Sheriff's Training and Standards Commission	Administers programs related to training, standards and licensing for law enforcement officers

48. According to the chart which two agencies share a similar set of duties?
- A the Attorney General and the State Bureau of Investigation
 - B the North Carolina Justice Academy and the Sheriff's Training and Standards Commission
 - C the Sheriff's Training and Standards Commission and the Medicaid Investigations Unit
 - D the State Bureau of Investigation and the North Carolina Justice Academy

[4.07]

49. According to the chart who is the state's chief law enforcement officer?
- A the Law Enforcement Liaison
 - B the North Carolina State Bureau of Investigation
 - C the Sheriff's Training and Standards Commission
 - D the State's Attorney General

[4.07]



50. What is the name for the basic freedoms that all people should enjoy, including safety, food, and shelter?

- A human rights
- B globalization
- C equal rights
- D standard of living

[10.06]



STANDARDIZED TEST PRACTICE WORKBOOK

Standardized Test Practice



ACTIVITY 1 Interpreting Charts and Tables

Social Studies Objective: The student will organize and interpret information on charts and tables.

A chart or table is often used to organize data. After studying the data in a chart or table, you will be able to analyze trends or patterns. A chart or table, for example, may show population trends over a period of time. Information in a chart or table may also compare different types of data.

★ Learning to Interpret Charts and Tables

Use the following guidelines to help you interpret data in tables and charts.

- Read the chart's or table's title to determine its subject.
- Read each column's heading and each row's label.
- Study the data vertically in each column and horizontally across the rows.
- Identify relationships and draw conclusions.

★ Practicing the Skill

Directions: Use the information in the chart below to complete the activity that follows.

The population of the United States has shifted gradually over time. In the early 1900s, many Americans lived on farms. However, with rising industrialization and immigration, more people moved to urban centers. By the 1920s, more people had purchased cars as the price for

them decreased, allowing families to leave crowded cities to live in new suburbs. After World War II, many more Americans settled in the suburbs to raise families. Suburban growth, particularly in exurbs, or communities lying outside the traditional suburban ring, continues today.

United States Population—Suburban, Urban, Rural					
	1920	1940	1960	1980	2000
Suburban	9.7 million	20.2 million	55.4 million	101.5 million	140.7 million
Urban	26.2 million	42.8 million	57.9 million	68 million	85.3 million
Rural	69.8 million	68.7 million	65.8 million	57 million	55.4 million
Total	105.7 million	131.7 million	179.3 million	226.5 million	281.4 million

Source: U. S. Census Bureau

Directions: Breaking down a chart into its specific elements or parts will help you in interpreting the chart. Refer to the chart on the previous page and answer the following questions.

1. What is the subject of the chart?

2. What are the chart's column headings? Row labels?

3. Study the data in each column and row. What generalization(s) can you make from the data in the chart?



Standardized Test Practice

Directions: Use the chart on population to answer the following questions.

1 According to the chart, which type of area had the most residents in 2000?

- A suburban
- B urban
- C rural
- D industrial

2 According to the chart, which statement below is accurate?

- F The overall urban population of the United States declined between 1920 and 2000.
- G Rural areas had more residents than suburban areas in 1980.
- H Suburban areas first had more residents than urban areas in 1980.
- J The rural population changed the most between 1920 and 2000.

Standardized Test Practice

ACTIVITY 2

Using Time Lines

Social Studies Objectives: The student will organize and interpret information on time lines and analyze information by sequencing events.

A time line is a graphic illustration that shows events in order of occurrence over a particular period of time. It is easier to understand the order of events and their relationship to one another if the events are seen in chronological sequence on a time line. Creating your own time lines can also help you better understand how to read the time lines that you see on standardized tests.

★ Learning to Sequence Events and Read Time Lines

Use the following steps to understand how events are arranged in sequential order on a time line.

- Read the time line's title to determine its purpose.
- Look at the span of years and the number of events.
- Identify the relationships among the events.
- Draw conclusions or inferences from your study.

★ Practicing the Skill

Directions: Study the example of a time line below and complete the activity that follows.

Roots of American Democracy

1215	English nobles forced King John to sign the Magna Carta.
Late 1300s	English Parliament had developed into a legislature.
1607	English colonists founded Jamestown colony in Virginia.
1619	English colonists in Virginia established the Jamestown House of Burgesses, making it the first legislature in the English colonies.
1620	English colonists bound for the Plymouth colony in Massachusetts signed the Mayflower Compact, which established a democratic form of government in the colony.
1670	William Penn tried in England for preaching an unlawful religion; found not guilty.
1688–89	The Glorious Revolution in England established power of Parliament over the monarch.
1689	Parliament drew up the English Bill of Rights, which gave Parliament sole power to make laws, raise taxes, and control the nation's army. It also set up a system of parliamentary elections.

Directions: A time line provides an organized look at a sequence of events. In the space provided below, create your own time line that shows the major events of your own life from birth to the present.

Title: _____



Standardized Test Practice

Directions: Using the time line on the previous page, answer the following questions.

- | | |
|--|--|
| <p>1 According to the time line, which event occurred first?</p> <ul style="list-style-type: none">A The Glorious Revolution occurred in England.B Colonists wrote and signed the Mayflower Compact.C Colonists founded Jamestown.D Parliament drew up the English Bill of Rights. | <p>2 According to the time line, which event happened after the colonists signed the Mayflower Compact?</p> <ul style="list-style-type: none">F The Glorious Revolution occurred in England.G King John signed the Magna Carta.H English colonists founded Jamestown.J Colonists established the Jamestown House of Burgesses. |
|--|--|

Standardized Test Practice



ACTIVITY 3 Interpreting Diagrams

Social Studies Objective: The student will organize and interpret information from diagrams.

A simplified drawing that shows how something works is called a **diagram**. Some diagrams use arrows to show movement or relationships. For example, the diagram in this activity shows the system of checks and balances at work in our government.

★ Learning to Interpret a Diagram

Use the following guidelines to help you interpret diagrams.

- Review the diagram's title to find out the subject or concept.
- Study the information on the diagram, noting the direction of the arrows.
- Identify the relationships among the parts of the diagram.

★ Practicing the Skill

Directions: Read the selection below and complete the activity that follows.

Checks and Balances

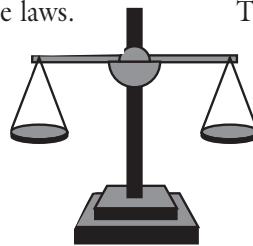
To meet the goals listed in the Preamble, the writers of the Constitution divided the national government into three parts, or branches. The legislative branch—Congress—makes the laws. The executive branch—the president, the vice president, and executive workers—makes sure those laws are carried out. The judicial branch—the court system, including the Supreme Court—decides how the laws should be applied in individual cases.

To keep any one of these three branches of government from becoming too powerful, the Framers of the Constitution also set up a system of checks and balances. Under this system each branch of government is able to check, or limit,

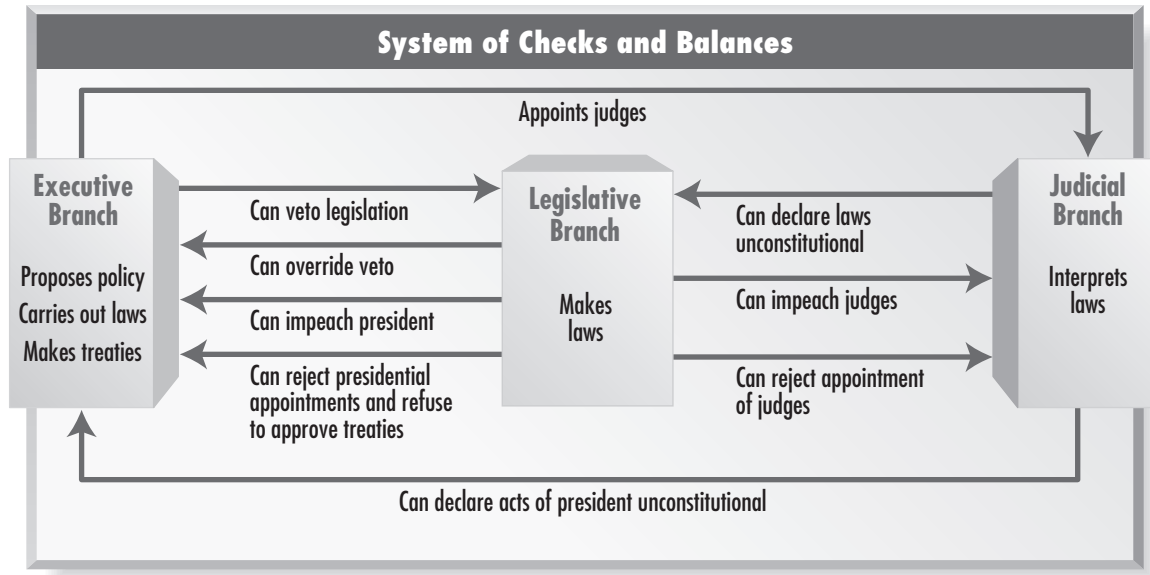
the power of the others.

The system of checks and balances helps maintain a balance among the three branches.

The president, for example, can check Congress with his veto power. Veto power is the power to reject a bill passed by Congress and keep it from becoming a law. Congress can also check the Chief Executive's power by overriding a veto. To do so, however, requires a vote by two-thirds of the members of both houses of Congress. The Supreme Court can check the power of both the legislative and executive branches with its power to decide the meanings of laws and to declare laws or actions unconstitutional.



Directions: Diagrams provide insights about governmental relationships. Study the diagram below and answer the following questions.



1. What information is shown in the diagram?

2. What do the arrows on the diagram indicate?

3. How do you think the system of checks and balances has affected government in the United States?



Standardized Test Practice

Directions: Answer the following questions based on the data above.

- | | |
|---|--|
| <p>1 How can the judicial branch check the power of the executive branch?</p> <ul style="list-style-type: none"> A It can veto legislation. B It can impeach the president. C It can declare presidential acts unconstitutional. D It can override a veto. | <p>2 How can the executive branch check the power of the legislative branch?</p> <ul style="list-style-type: none"> F It can declare laws unconstitutional. G It can veto legislation. H It can impeach members of the legislative branch. J It can appoint judges to federal courts. |
|---|--|

Standardized Test Practice

ACTIVITY 4

Identifying the Main Idea

Social Studies Objective: The student will analyze information by identifying the main idea of a reading.

The question “What is this writing about?” is answered in the **main idea**. Every section in the textbooks you read has a main idea. Sometimes titles and headings reveal it. Individual paragraphs are built around a main idea. The rest of the sentences explain, give details about, or support the idea. The main idea is often stated in the **topic sentence** that can be at the beginning, in the middle, or at the end of the paragraph. Sometimes it is implied rather than stated.

★ Learning to Identify the Main Idea

Use the following guidelines to help you identify the main idea.

- Read the selection carefully.
- Look for the main idea and jot it down in your own words.
- Look for the same main idea in a topic sentence. Remember that the topic may be implied.
- Read the selection to see whether other sentences support the main idea.

★ Practicing the Skill

Directions: Read the selection below and complete the activity that follows.

The Fourth Amendment, sometimes known as the privacy amendment, protects Americans against unreasonable searches and seizures. No soldier, government official, or law enforcement official can search a person’s home or take a person’s property without a search warrant.

In some cases, however, searches and seizures may be “reasonable.” If law enforcement officers believe an individual has committed a crime, they can ask a judge to issue a search warrant. A search warrant is a legal document that allows law enforcement officials to search a suspect’s home and take specific items to use as evidence in court.



Judges do not give out search warrants easily, however. They must be convinced that the search will probably yield evidence. Without this safeguard, the Fourth Amendment would have little meaning. Warrants could be issued readily and our privacy invaded. Without the Fourth Amendment, we would have little feeling of security in our homes. At any time of the day or night, a knock on the door could bring police into our homes to invade our privacy and confiscate our possessions.

The Fourth Amendment is one of the most important safeguards we have for protecting the rights of individuals from abuse of governmental power.

Directions: In searching for the main idea in a reading, you need to distinguish the topic sentence from other sentences. Using information from the selection on the previous page, fill in the spaces below.

1. Topic sentence:

• **Detail sentence:**

• **Detail sentence:**

• **Detail sentence:**

2. Concluding sentence(s):



Standardized Test Practice

Directions: Answer the following questions based on the reading on the previous page.

- 1** Which of the following sentences best states the main idea of the reading?
- A** Many searches are found to be reasonable by judges.
 - B** Judges do not use the Fourth Amendment very often because the court system in the United States is fair.
 - C** The Fourth Amendment is an important safeguard against unreasonable searches and seizures of property.
 - D** The Fourth Amendment makes it harder for the police to do their job.

- 2** Which sentence below best represents a conclusion that can be drawn from this reading?
- F** The Fourth Amendment is necessary to protect citizens against abuse of power by the government.
 - G** Judges issue search warrants too easily.
 - H** The Fourth Amendment is really not necessary to protect citizens because everyone can hire a lawyer when arrested.
 - J** Most police officers would rather not have a Fourth Amendment.

Standardized Test Practice



ACTIVITY 5 Interpreting a Visual Image

Social Studies Objective: The student will analyze visual presentations of social studies information.

Paintings, illustrations, and photographs are **visual images** that can be useful social studies sources. Learning to interpret visual images can help you make use of important sources of information.

★ Learning to Interpret a Visual Image

Use the following guidelines to help you write a composition describing a visual image.

- Decide what subject the artist has chosen to portray.
- Study the details of the visual image and how they are arranged.
- Think about the central impression created by the visual image and how that impression is communicated.

★ Practicing the Skill

Directions: Read the selection and study the chart below. Then, complete the activity that follows.

Citizenship in the United States

It takes a combination of rights, duties, and responsibilities to be a citizen in the United States. Most rights are listed in the Bill of Rights, such as the right of freedom of expression. U.S. citizens' rights have been expanded by civil rights amendments.

U.S. citizens are also required to perform legal duties established by national, state, and local laws, or be subject to legal penalties. The U.S. government requires its citizens to obey the laws, pay taxes, defend the nation, serve on a jury, and serve as witnesses at trials. Most states require

young people to attend school until age 16.

U.S. citizens have several responsibilities to fulfill for democracy to flourish. Citizens should be informed about issues, leaders, the activities of the government, and their rights as citizens. Citizens need to speak up regarding their opinions about issues. Voting is one of the most important rights and responsibilities of citizens. Citizens are responsible for respecting the rights, property, opinions, and ways of life of others. Responsible citizens contribute time, effort, and money to help others and improve their community.

Citizens' Rights, Duties, and Responsibilities

RIGHTS	DUTIES	RESPONSIBILITIES
Security—protection by government	Obey laws	Be informed and vote
Equality—equal treatment under the law	Pay taxes	Participate in your community and government
Liberty—rights guaranteed under the Constitution	Defend the nation	Respect the rights and property of others
	Serve in court	Respect different opinions and ways of life
	Attend school	

Directions: Photographs and paintings provide visual clues about events. Study this picture of a woman protesting government policies. Based on your reading of the introduction on the previous page and your analysis of the picture, answer the following questions.

1. What is the photograph's subject?

2. What details are shown in the photograph?

3. How are the details arranged in the photograph? Why?

4. In writing about the photograph, what topic sentence would you write?



Standardized Test Practice

Directions: Answer the following questions based on the information above.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 According to the reading, the U.S. Constitution's Bill of Rights <ul style="list-style-type: none"> A lists the rights of U.S. citizens. B describes the powers of the president of the United States. C establishes the system of checks and balances. D lists the powers of the three branches of government. | <ol style="list-style-type: none"> 2 Which of the following are legal duties that U.S. citizens are required to perform? <ul style="list-style-type: none"> F expressing opinions G being informed about issues H defending the nation J volunteering in the community |
|--|--|

Directions: Imagine that you are a tour guide at a photograph gallery that shows recent acquisitions. The picture of the woman protesting is the newest acquisition, and you decide to give a lecture about it to a tour group. On a separate sheet of paper, draft a paragraph that describes the picture, as well as your personal reactions to it.

Standardized Test Practice



ACTIVITY 6 Using a Bar Graph to Interpret Data

Social Studies Objective: The student will interpret social studies information on bar graphs.

You can use a **bar graph** to compare different items or changes in the same item over time. The horizontal and vertical axes of a bar graph provide the structure for the data. When these axes represent numbers, each amount of space along the axis should represent the same unit or number.

★ Learning to Use Bar Graphs to Interpret Data

Use the following guidelines when using bar graphs to interpret data.

- Read the graph's title.
- Read the data on the axes of the bar graph.
- Analyze the data, make comparisons, and draw conclusions.

★ Practicing the Skill

Directions: Read the following paragraph and study the table. Then complete the activity that follows.

One of the major conflicts at the Constitutional Convention in 1787 concerned state representation in the new Congress. Delegates from the smaller states wanted each state to have equal representation. Delegates from larger states wanted representation to be based on population, which would give them a greater voice in government.

The Great Compromise, which established a bicameral, or two-house, Congress settled the dispute. In the upper house, the Senate, each state would have an equal number of representatives—two. In the lower house, the House of Representatives, each state's population would determine its representation.

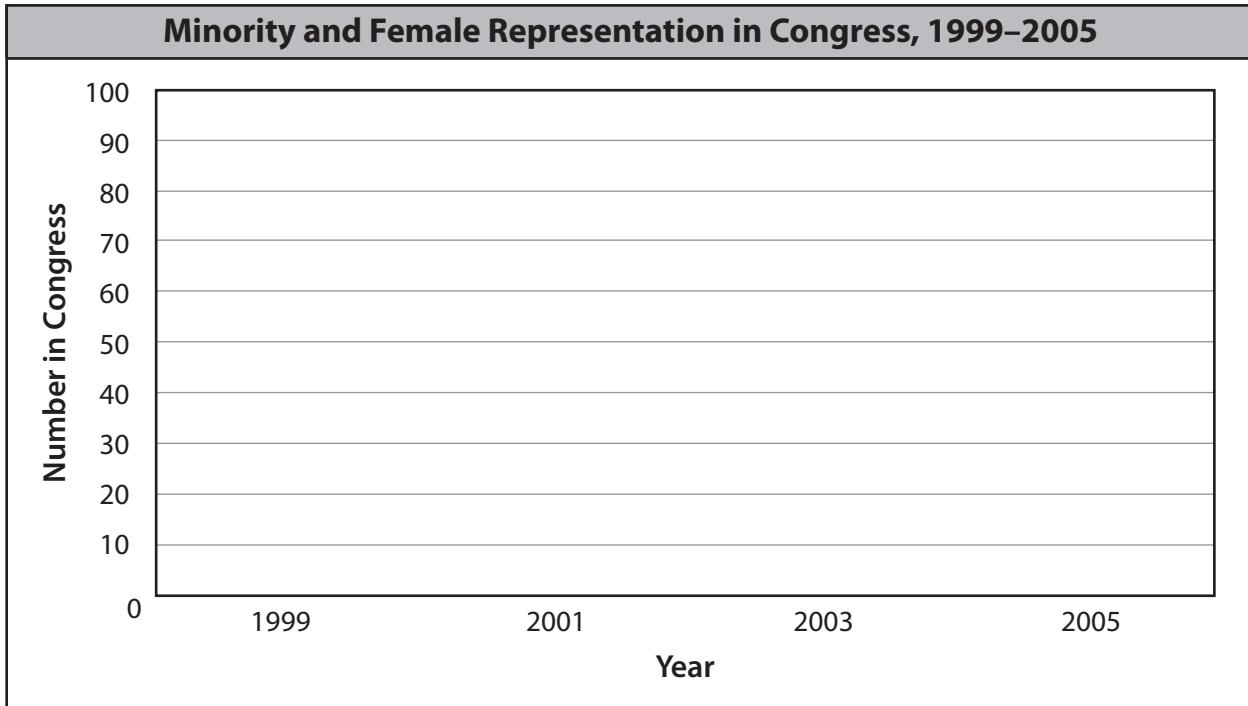
In the House of Representatives, the number of delegates is fixed at 435. The Constitution guarantees each state at least one representative, but the number of additional representatives depends upon the state's population. Some small-population states, such as Wyoming and Vermont, have only one representative. California, the state with the largest population, has 53.

In the past, most members of Congress were white males. In recent years minority groups and women have increased their number of representatives in Congress.

Minority and Female Representatives in Congress, 1999–2005

	1999	2001	2003	2005
Women	64	73	77	81
African Americans	39	39	39	43
Latinos	19	19	25	29
Native Americans	2	2	3	1
Asian Americans	6	6	7	8

Directions: Bar graphs may be drawn vertically or horizontally. Study the table and the guidelines for using a bar graph on the previous page. In the horizontal bar graph below, add the data from the chart. Use different colors or patterns to distinguish between the bars (i.e., each bar represents a different year).



Standardized Test Practice

Directions: Answer the following questions based on the information in the graph.

- | | |
|---|--|
| <p>1 Which group had the smallest representation in 2003?</p> <p>A Native Americans</p> <p>B Latinos</p> <p>C Women</p> <p>D Asian Americans</p> | <p>H Women</p> <p>J Asian Americans</p> |
| <p>2 Which group has always had the 2nd largest representation?</p> <p>F African Americans</p> <p>G Latinos</p> | <p>3 Which group’s representation increased most between 1999 and 2005?</p> <p>A Latinos</p> <p>B African Americans</p> <p>C Asian Americans</p> <p>D Women</p> |

Standardized Test Practice



ACTIVITY 7 Interpreting Graphs

Social Studies Objective: The student will interpret social studies information such as maps and graphs.

Drawings that present statistical data are known as **graphs**. Each kind of graph has certain advantages in presenting numerical facts. Line graphs are best for showing how statistics change over time. Bar graphs are better for making statistical comparisons. Circle graphs show relationships among parts of a whole.

★ Learning to Interpret Graphs

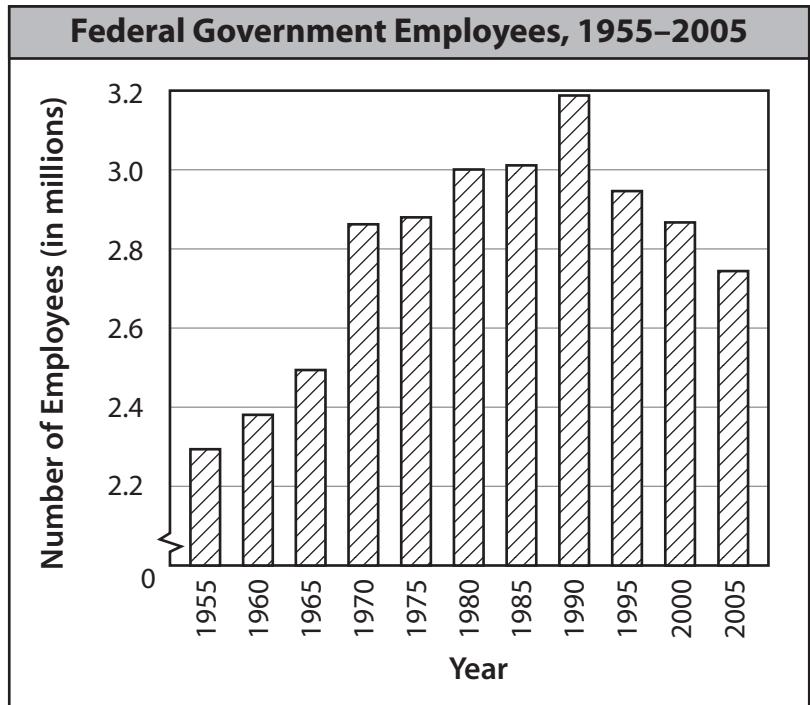
Use the following guidelines to help interpret graphs.

- Read the graph's title.
- Read data on the axes of bar graphs, follow the dot/lines on a line graph, or read the labels for each segment in a circle graph.
- Analyze the data, make comparisons, and draw conclusions.

★ Practicing the Skill

Directions: Study the graph below to learn about changes in civilian employment by the federal government.

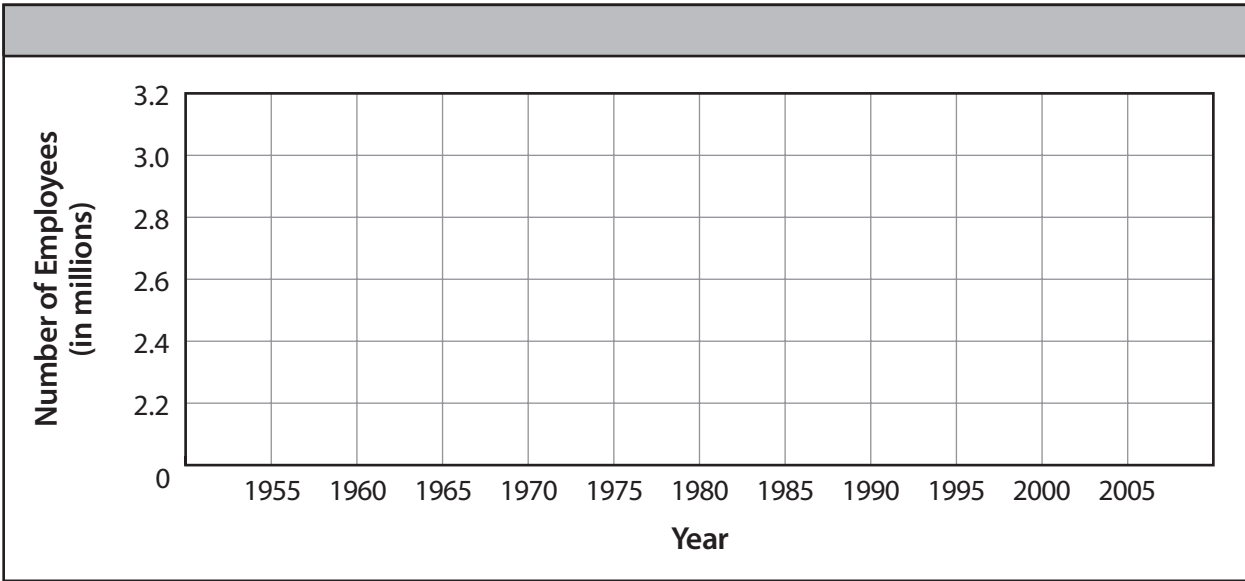
The federal government employs millions of people to do its work. Most of these civilian employees work for departments of the executive branch. With huge staffs and multibillion-dollar budgets, these departments, agencies, and commissions carry out much of the work of the government.



Source: Bureau of Labor Statistics

Directions: Use the information from the bar graph on the previous page to make a line graph in the space provided below. On a line graph, numbers usually appear on the vertical axis, while time is usually shown on the horizontal axis. Lines on the graph show whether the numbers increase or decrease over time. On your line graph, show changes in the number of federal government employees in the United States over time. Then draw conclusions about the impact of these changes on American society. Title your graph.

Title: _____



Standardized Test Practice

Directions: Analyze the bar graph on the previous page and answer the following questions.

- | | |
|---|--|
| <p>1 In what year did federal government employment reach its highest level?</p> <p>A 1920</p> <p>B 1970</p> <p>C 1990</p> <p>D 2000</p> | <p>2 About how many people were employed by the federal government in 1990?</p> <p>F 2,300,000</p> <p>G 2,700,000</p> <p>H 2,900,000</p> <p>J 3,200,000</p> |
|---|--|

Standardized Test Practice

ACTIVITY 8

Interpreting Primary Sources

Social Studies Objective: The student will use primary and secondary sources to acquire information.

Original records of events made by eyewitnesses are known as **primary sources**. Primary sources include letters, journals, autobiographies, legal documents, drawings, photographs, maps, and other objects made at the time. Each primary source can give some kinds of information but not necessarily all the information. For example, a letter from an immigrant to another country might describe the difficult journey but likely will not tell how many people immigrated.

★ Learning to Interpret Primary Sources

Use the following guidelines to help you interpret primary sources.

- Determine the origin of the source, the source's author, and when and where the source was written or created.
- Analyze the data for the main idea or concept as well as supporting ideas.
- Learn what data is provided and what data is missing or needed for a full understanding of the concept.
- Consider the author's personal beliefs and attitudes.

★ Practicing the Skill

Directions: Read the following selection and complete the activity that follows.

The Judicial Branch

The judicial system of the United States is one of the nation's most important institutions. Its function is to interpret the laws and to preserve and protect the rights the Constitution guarantees. As such, it plays a vital role in the system of checks and balances that protects our democracy.

From 1781 to 1789, when the United States was governed by the Articles of Confederation, there was no national court system. Each state had its own laws and its own

courts. There was no way to guarantee that people would receive equal justice in all the states.

To deal with this problem, the writers of the Constitution provided for a federal judiciary.

Article III of the Constitution established a national supreme court. It also gave

Congress the power to establish other inferior courts, or courts of

lower authority. This power was given to Congress as a way of checking the power of the judicial branch.



Directions: Remember that primary sources have many different formats. The following primary sources deal with the judicial system of the United States. Study the sources and answer the questions that follow each one.

Primary Source A

The Sixth Amendment, 1791

When the Constitution of the United States was adopted in 1787, some early officials believed that it did not sufficiently protect individual rights from the state and federal governments. In 1791, the states ratified the first ten amendments to the Constitution, known popularly as the Bill of Rights. The Bill of Rights protects various civil liberties, including the rights of people accused of crimes to have an open, fair trial by jury, as guaranteed in the Sixth and Seventh Amendments.

“In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained [determined] by law. . . .”

1. What is the meaning of this amendment?

2. To which kinds of charges does this amendment relate?

Primary Source B

Duncan v. Louisiana, 1968

A Louisiana teenager named Gary Duncan was arrested in 1966 for simple battery, a misdemeanor punishable under Louisiana law by up to two years in prison and a \$300 fine. Duncan’s request for a jury trial was denied because Louisiana’s constitution guaranteed jury trials only in cases in which capital punishment or hard labor was a possible sentence.

Duncan took his case to the U.S. Supreme Court, contending that the U.S. Constitution guaranteed a right to trial by jury even though Louisiana’s constitution did not. The following excerpt, from the Supreme Court’s majority decision, supports Duncan’s claim.

“Those who wrote our constitutions knew . . . that it was necessary to protect against unfounded criminal charges. . . . If the defendant preferred the common-sense judgment of a jury to the more tutored [educated] but perhaps less sympathetic reaction of the single judge, he was to have it. . . . Fear of unchecked power . . . found expression . . . in this insistence upon community participation in the determination of guilt or innocence. The deep commitment of the Nation to the right of jury trial in serious criminal cases as a defense against arbitrary law enforcement [rulings made by judges] qualifies for protection under the Due Process Clause of the Fourteenth Amendment, and must therefore be respected by the States.”

1. What determination is made by this Supreme Court ruling?

2. According to this ruling, against what does trial by jury protect?

Primary Source C

Apprendi v. New Jersey, 2000

In 1994, a New Jersey man named Charles Apprendi fired shots into the home of an African American family. He made a statement to police (that he later retracted) in which he admitted firing on the house because he did not want African Americans in his neighborhood. Apprendi was tried, convicted, and sentenced for possessing a firearm for an unlawful purpose. Although the court did not invoke New Jersey’s hate crime law during the trial, it sentenced Apprendi to a sentence two years longer than the maximum defined for the firearms charge because the crime had been racially motivated.

Apprendi contested the sentence, contending that his guilt must be proved to a jury beyond a reasonable doubt on all counts for the sentencing to be fair. The following excerpt comes from the U.S. Supreme Court’s majority decision supporting Apprendi’s claim.

“I think it not unfair to tell a prospective felon that if he commits his contemplated crime he is exposing himself to a jail sentence of 30 years—and that if, upon conviction, he gets anything less than that he may thank the mercy of a tenderhearted judge (just as he may thank the mercy of a tenderhearted parole commission if he is let out inordinately early, or the mercy of a tenderhearted governor if his sentence is commuted). Will there be disparities [differences]? Of course. But the criminal will never get more punishment than he bargained for when he did the crime, and his guilt of the crime (and hence the length of the sentence to which he is exposed) will be determined beyond a reasonable doubt by the unanimous vote of 12 of his fellow citizens.”

1. What determination is made by this U.S. Supreme Court ruling?

2. According to this ruling, what variables can affect the length of a convicted felon’s stay in jail?



Standardized Test Practice

Directions: Answer the following questions based on the primary sources above.

1 According to the U.S. Supreme Court, which amendment requires states to provide jury trials for serious crimes?

- A First
- B Sixth
- C Seventh
- D Fourteenth

2 On the basis of primary sources A, B, and C, which of the following statements is accurate?

- F The Sixth Amendment guarantees a right to trial by jury in civil cases.
- G Judges have the power to sentence convicted criminals without limitation.
- H All counts related to a criminal charge must be proved to the jury beyond a reasonable doubt.
- J State constitutions take precedence over the federal Constitution in legal matters.

Standardized Test Practice



ACTIVITY 9 Comparing and Contrasting

Social Studies Objective: The student will analyze information comparing and contrasting people, events, and data.

When you **compare** two or more subjects, you explain how they are similar. When you **contrast** them, you explain how they are different. Making comparisons and contrasts usually involves more than stating similarities and differences. You also explore relationships and draw conclusions.

★ Learning to Make Comparisons and Contrasts

Use the following guidelines to help you in making comparisons and contrasts.

- Identify or decide what subjects will be compared and contrasted.
- Determine common categories, or areas, in which comparisons and contrasts can be made.
- Look for similarities and differences within these areas.
- Organize your comparisons/contrasts by creating a graphic organizer.

★ Practicing the Skill

Directions: Read the selection below and complete the activity that follows.

The Two-Party System

The United States has had a two-party system since its early days as a nation. Although the names of the parties have been different, one of two major parties has always been in power. Smaller political parties have also been formed, but these minor parties generally have had little impact on national elections.

For the most part, our two-party system has worked well. If the voters are dissatisfied with the way one party is running the nation, they can elect candidates from the other party. The same process works on the state and local government levels.

Sometimes it is difficult to tell the difference between the Republican and the Democratic Parties. The parties are similar because the American people agree, to a large extent, about

many political and social issues. Americans cherish their personal rights and freedoms. They believe people should have an opportunity to make a decent living. They also believe the government has a duty to protect the nation, to preserve the environment, and to help its citizens.

The essential difference between the two major parties is that they disagree on how to achieve these ends. For example, the Democrats tend to believe that the federal government should be more directly involved in providing housing, income, education, and jobs for the poor. The Republicans tend to believe that if they help the nation's economy grow, poor people will have a better chance of finding work and meeting their needs on their own.

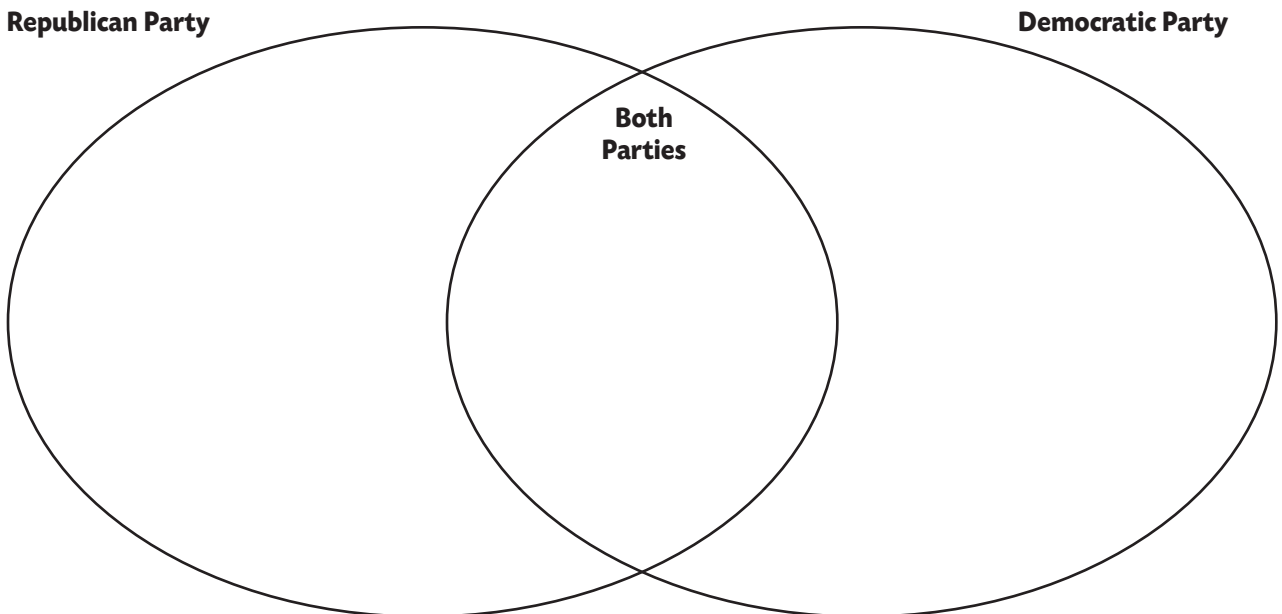
Directions: In comparing and contrasting, you may find two kinds of graphic organizers—a comparison frame and a Venn diagram—particularly useful.

Comparison Frames If you know the categories you want to compare and contrast, you may wish to use a chart known as a comparison frame. To create a comparison frame, write the subjects as headings across the top. Then list on the left side the categories that you will compare and contrast. Finally, list relevant information in the boxes. Below is an example of a comparison frame that compares and contrasts the Democratic and Republican Party platforms from the 2004 election.

	Republican Party	Democratic Party
Taxes	<ul style="list-style-type: none"> • Has lowered the dividend and capital gains taxes • Supports across-the-board tax cuts • Has eliminated the estate tax 	<ul style="list-style-type: none"> • Calls for tax cuts for all but the wealthiest • Supports tax credits for higher education, child and elder care, and health care
Supreme Court	<ul style="list-style-type: none"> • Favors appointing Supreme Court justices who interpret the Constitution strictly 	<ul style="list-style-type: none"> • Favors appointing Supreme Court justices who interpret the Constitution in favor of Constitutional rights
Health Care	<ul style="list-style-type: none"> • Has created Health Savings Accounts in which individuals may save for health care costs tax-free 	<ul style="list-style-type: none"> • Advocates broad health care reform measures, including the expansion of existing government health programs, tax credits, and a Patients' Bill of Rights
Social Security	<ul style="list-style-type: none"> • Supports the addition of optional private, individual investment accounts for younger workers 	<ul style="list-style-type: none"> • Aims to strengthen existing Social Security system through fiscal responsibility in other areas

Venn Diagram To explore the similarities and differences in your subjects, you may also create a Venn diagram. Suppose you want to create a Venn diagram of the two major political parties. Draw two intersecting circles. Where the two circles overlap, place the characteristics that the two parties have in common. In the areas where they do not overlap place the characteristics that are found in, or that are absent from, only that particular party.

Directions: Study the information in the comparison frame. Then construct a Venn diagram of the two major parties in the intersecting circles below.





Standardized Test Practice

Directions: Using the comparison frame and the Venn diagram on the previous page, answer the following questions.

- 1** Given the information on the previous page, which of the following statements regarding the 2004 platforms is most accurate?
 - A** Both parties offer tax incentives for health care.
 - B** Both parties support tax cuts for all Americans.
 - C** Both parties want to keep the existing Social Security system unchanged.
 - D** Both parties work to appoint Supreme Court justices who interpret the Constitution strictly.
- 2** According to the 2004 Democratic and Republican Party platforms, which of the following statements is accurate?
 - F** Only the Democrats favored creating Health Savings Accounts.
 - G** Neither party wished to privatize some Social Security benefits.
 - H** Both parties supported tax cuts for at least some Americans.
 - J** The two parties agreed on almost every issue.
- 3** According to information on the previous page, on which of the following issues do the two parties agree?
 - A** whom to appoint to the U.S. Supreme Court
 - B** the need to improve Social Security
 - C** expansion of government health programs
 - D** lower capital gains and dividend taxes
- 4** Based on the reading and chart, which of the following statements about political parties in the United States is accurate?
 - F** The two parties disagree on basic political and social issues.
 - G** Third parties have often significantly affected national elections.
 - H** The two parties often differ only on how to achieve particular ends.
 - J** The two-party system operates only at the national level.

Directions: On a separate sheet of paper, write a short composition comparing and contrasting the Democratic and Republican Party platforms in the 2004 national election. You may organize your material subject-by-subject or category-by-category. At the end of your composition, draw conclusions about which party had the better platform. Explain the reasons for your conclusion.

Standardized Test Practice



ACTIVITY 10

Making Inferences

Social Studies Objective: The student will analyze information by drawing inferences.

Using diagrams, charts, and other data sources requires careful reasoning skills. Sometimes you may have to draw conclusions based on the evidence in the source itself. This is known as making an **inference**. Making an inference involves combining the limited facts at hand and your general knowledge to form a reasonable conclusion.

★ Learning to Make Inferences

Use the following guidelines to help you use data to make accurate inferences.

- Observe the key features and details of the source.
- Decide what general topic is being presented or illustrated.
- Review what you already know about the topic.
- Use logic and common sense to form a conclusion about the topic.
- If possible, find specific information that proves or disproves your inference.

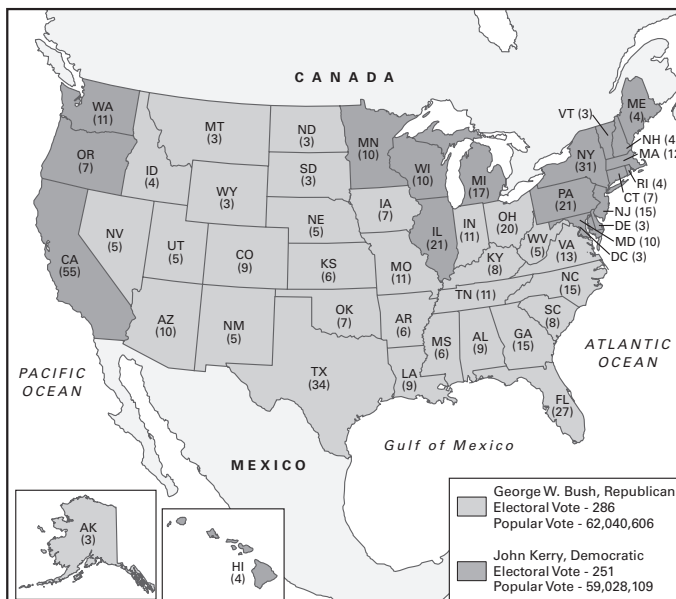
★ Practicing the Skill

Directions: Read the paragraph and look at the map below. Complete the activity that follows.

Some special-purpose maps relate political information to geography. The information includes political boundaries and place-names. Boundaries show the location and size of regions, populations, nations, states, districts, counties, or any other political divisions; and other features, such as cities and ports.

The election map below is an example of a special-purpose map. It shows the results of the 2004 presidential election. The map identifies each state and the number of its electoral votes. The

map key explains the meaning of the shading and includes the totals of each candidate's electoral and popular vote.



Directions: Observing details can help you make inferences. Analyze the map that shows the results of the 2004 presidential election on the previous page. Based on the map and the reading, answer the questions that follow.

1. What details and key features are shown on the map?

2. What information do you already know about the 2004 election that might help you in drawing conclusions about the map?

3. What inferences can you make about the 2004 election?



Standardized Test Practice

Directions: Answer the following questions based on the map and your knowledge of social studies.

- 1 According to the map, which of the following statements is accurate?
 - A Kerry won the majority of the states in the northeastern United States.
 - B Bush won all the states in the southwestern United States.
 - C No Midwestern states voted for Kerry.
 - D Kerry won as many electoral votes as did Bush.

- 2 Based on the map, which two states had the greatest number of electoral votes?
 - F Florida and Texas
 - G Ohio and Pennsylvania

- H New York and California
- J Illinois and Michigan

- 3 According to the map, which of the following statements is accurate?
 - A The electoral vote did not reflect the popular vote.
 - B Kerry won electoral votes in more states than did Bush.
 - C Bush won more states with large electoral vote totals than did Kerry.
 - D Each candidate won a significant portion of the popular vote.

Standardized Test Practice

ACTIVITY 11

Interpreting a Political Cartoon

Social Studies Objective: The student will interpret the social and political messages of cartoons.

Expressions of opinion are often presented visually in the form of **political cartoons**. Using caricatures and symbols, political cartoons help readers see relationships and draw conclusions about personalities and events.

★ Interpreting a Political Cartoon

Use the following guidelines to help you interpret political cartoons.

- Determine the main theme or subject of the cartoon.
- Find out what the cartoon's caricatures and symbols represent.
- Identify the issues that are addressed.
- Draw conclusions about the cartoonist's point of view.

★ Practicing the Skill

Directions: Read the paragraphs below and complete the activity that follows.

Lobbying

Interest groups are comprised of people with a similar point of view who work together to promote that point of view. One of the primary goals of interest groups is to influence public policy. An antiabortion group wants the government to pass laws outlawing abortion. Railway commuters want the government to run more trains at lower fares. The NAACP wants the courts to enforce laws against discrimination. Interest groups affect public policy and bring about changes by lobbying.

To lobby is to try to get government officials to support a group's goals. The word dates from the 1830s, when it described how people would wait in the lobbies of statehouses to ask politicians for favors. The people who lobby politicians are called *lobbyists*. They are either paid employees or volunteers who work for interest groups. Sometimes companies or corporations act as

interest groups and hire lobbyists to influence public policy that affects their business. The lobbyist's job is to persuade government officials to support a group's policies.

In the past, lobbying was criticized severely because some lobbyists tried to win legislators' votes by providing them with gifts. Some lobbyists also provided large campaign contributions and even used bribery.

Today most lobbyists are ethical and professional. Instead of trying to buy votes, they rely on their ability to present the facts and make persuasive arguments to influence public officials. Nevertheless, many people still criticize lobbyists and their special-interest groups. They feel that some interest groups, because of their power and influence, have an unfair advantage over their opponents.

Directions: For special effect, cartoonists often exaggerate a person’s or object’s appearance. Their representations can be positive or negative, depending on their point of view. Study the political cartoon below and answer the questions that follow.

1. What is the theme of the cartoon?

2. What do the two figures in the cartoon represent?

3. What do the relative sizes of the figures in the cartoon imply?

4. Is the cartoonist supporting or criticizing the role of lobbyists in the United States? Explain.



Standardized Test Practice

Directions: Answer the following questions based on the reading and the cartoon.

1 In this cartoon, what symbol does the cartoonist use to represent members of Congress?

- A Capitol building
- B puppet
- C briefcase
- D clothing

2 Which of the following is the most accurate statement about the cartoonist’s message?

- F Lobbyists serve an important public service.
- G Politicians are independent thinkers who seldom take the advice of lobbyists.
- H Lobbyists have a great deal of influence over politicians.
- J Politicians always vote the way lobbyists want them to.

Standardized Test Practice

ACTIVITY 12

Persuasive Writing About an Issue

Social Studies Objective: The student will support a point of view on a social studies issue or event.

A writer uses persuasion to express his or her opinion and to make readers agree with it, to change their own opinion, or, sometimes, to take action. Like other types of writing, **persuasive writing** consists of a topic, a main idea about the topic, and supporting details. However, the main purpose in persuasive writing is to influence other people. Therefore, the writer needs to pay special attention to the audience, presenting the supporting ideas in a way that will persuade the audience to accept his or her opinion.

★ Learning to Write Persuasively

Use the following guidelines to help you write persuasively.

- Direct your argument to a particular audience.
- Present your viewpoint in a main idea statement.
- Support your main idea statement with facts and relevant opinions.
- Use supporting evidence that appeals to both reason and emotion.
- Anticipate and respond to possible opposing viewpoints.
- End by summarizing your ideas and, if appropriate, giving a clear call to action.

★ Practicing the Skill

Directions: Read the selection below and complete the activity that follows.

The Pledge of Allegiance

The Pledge of Allegiance was first published in 1892 in a periodical called *The Youth's Companion*. The United States government officially recognized the pledge in 1942, but the U.S. Supreme Court ruled the following year that people must not be forced to recite it. Since 1892, the wording of the pledge has changed, most notably with the addition of the phrase “under God” in 1954.

Some people believe that the words “under God” take the pledge from a simple expression of patriotism to a statement of religious beliefs. They contend that this violates the separation of church and state outlined in the U.S. Constitution and by early leaders such as Thomas Jefferson.

When President Eisenhower signed the bill approving the language change in 1954, the United States was deeply involved in the Cold War with the Soviet Union. The communist government of the Soviet Union suppressed religious freedoms, and

some thought that the words “under God” would help strengthen Americans’ resolve against the anti-religious communist power. However, Eisenhower’s statement that “from this day forward, the millions of our school children will daily proclaim . . . the dedication of our nation and our people to the Almighty. . . . we are reaffirming the transcendence of religious faith in America’s heritage and future” causes others to believe that the words “under God” display official government support for religion.

In recent years, state and federal courts have considered whether the current wording of the pledge violates the separation of church and state. In 2002, a federal district court found that the phrase “under God” violated separation of church and state, banning the words from the recitation of the pledge in nine western states. However, in 2004, the U.S. Supreme Court overturned the ruling and reinstated the words. Today, Americans continue to debate the issue.

Directions: Persuasive writing involves the use of facts or opinions that favor one side. Take a position either for or against the controversial issue of the inclusion of the words “under God” in the Pledge of Allegiance. Following the guidelines on the previous page, write a persuasive composition that explains the reasons for your position. Write your composition on another sheet of paper. Make an informal outline for your essay in the space below.



Standardized Test Practice

Directions: Imagine that you are a citizen in a state where the legislature is debating the passage of a law that would ban the words “under God” when the pledge is recited in public schools. On a separate sheet of paper, write a letter to the editor aimed at persuading people that the law would support the separation of church and state OR that the passage of the law would violate people’s rights to religious expression. Make an informal outline of your letter before you begin to write.

Standardized Test Practice

ACTIVITY 13

Recognizing Point of View

Social Studies Objective: The student will identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

A person's point of view affects the way he or she interprets topics or events. There are a number of factors that affect a person's point of view, including age, gender, ethnic background, and religion. The ability to interpret points of view will help you determine the objectivity of an argument or the accuracy of a description.

★ Learning to Recognize Point of View

Use the following guidelines to help you recognize point of view.

- Read the material and identify the general subject.
- Identify the tone or attitude the author takes toward the subject.
- Identify aspects of the topic that the author has emphasized or excluded.
- Identify any words or phrases suggesting a personal opinion.

★ Practicing the Skill

Directions: Read the following introduction and excerpts from a muckraker. Then answer the questions that follow.

The Muckrakers

In the early years of this century, penniless immigrants poured into cities and lived in cold, dark firetraps. Whole families worked six or seven days a week to scratch a living.

In many large cities, powerful political machines arose that took advantage of the poor. Political leaders continued in office year after year, growing rich from taxpayers' dollars. Voters could have broken the machine's power but did nothing. Often this was because they were bribed with jobs or money.

Into this world stepped the muckrakers, a group of publishers, writers, and artists. They were called muckrakers because they raked the "muck," or filth, to expose political corruption and social ills.

One of the most famous muckrakers was

Lincoln Steffens. Traveling from city to city, he exposed the corruption of politicians who were stealing millions from city treasuries while failing to provide basic services. Steffens and other muckrakers tried to educate the public and set a reform movement in motion. Steffens's articles were collected in a book, *The Shame of the Cities* (1904), the source of the following quotation.

"The great truth I tried to make plain was that bribery is no ordinary felony, but treason . . . [and that] corruption . . . is not an occasional offense, but a common practice . . . the effect is literally to change the form of government from one that is representative of the people to an oligarchy [government by the few], representative of special interests."

Directions: Identifying point of view helps you determine the accuracy of a description. Review the guidelines for recognizing point of view and answer the following questions.

1. What is the general subject of the excerpts from *The Shame of the Cities*?

2. What do you know about the author that might reveal his point of view?

3. What words or phrases indicates the author's point of view?

4. Based on the excerpts, do you agree or disagree with the author's viewpoint?



Standardized Test Practice

Directions: After reading the excerpt on the previous page, answer the following questions.

- 1 According to the introduction and excerpt from *The Shame of the Cities*, which of the following statements is most accurate?
- A Political corruption in turn-of-the-century cities was widespread.
 - B Political corruption in turn-of-the-century cities affected only immigrants.
 - C Turn-of-the-century cities were very democratic.
 - D Muckrakers were corrupt politicians in turn-of-the-century cities.

- 2 According to the introduction and excerpt from *The Shame of the Cities*, political machines in turn-of-the-century cities
- F favored democratic government reforms.
 - G helped improve basic services to immigrants.
 - H caused American democracy to function like an oligarchy.
 - J changed the form of government to one that is representative of the people.

Standardized Test Practice



ACTIVITY 14 Forming Hypotheses

Social Studies Objective: The student will analyze information by forming and evaluating hypotheses.

An educated guess, or hypothesis, is based on evidence that a person has about a situation, a problem, or a puzzle. Learning to form and test hypotheses is an important skill in critical thinking. To prove or disprove a hypothesis, you must test the hypothesis using available data.

★ Learning to Make and Test Hypotheses

Use the following guidelines to help you in making and testing hypotheses.

- Observe and ask a detailed question about your observation. Ask questions such as *why*, *how*, *where*, *when*, *which*, and *if*.
- Form a hypothesis by making an educated guess to answer the question.
- Gather and analyze data to prove or disprove your hypothesis.
- If necessary, modify your hypothesis and retest.

★ Practicing the Skill

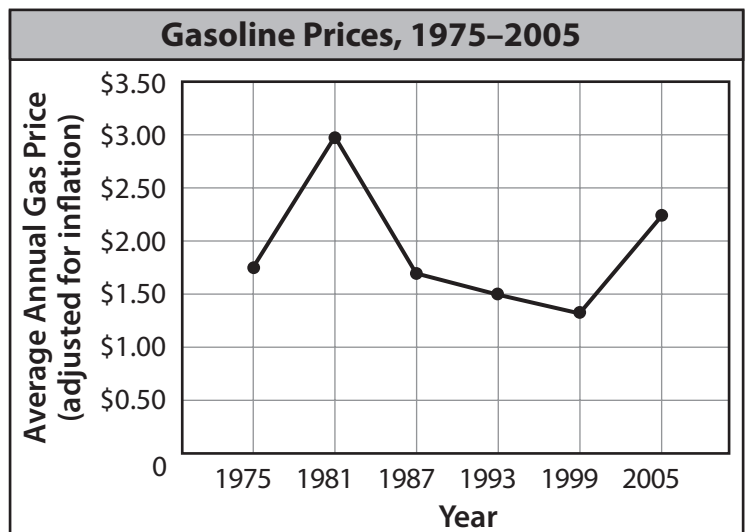
Directions: Read the selection and chart below and complete the activity that follows.

Waste Disposal

Americans drove nearly 3 trillion miles in 2002. Because automobiles are powered by gasoline made from crude oil, prices for oil and gasoline have a direct effect on people's lives. Gasoline prices nearly doubled between 2000 and 2005. A variety of factors led to these rising prices, and many Americans now debate ways of reducing price levels.

Crude oil remains the primary factor in consumer fuel costs. Member nations of the Organization of Petroleum Exporting Countries, or OPEC, produce about 40 percent of its crude oil. When OPEC increases or decreases crude oil production, the change in supply affects the cost of gasoline. Civil wars and hurricanes also affect oil prices. When an oil-producing region experiences unrest, that area cannot produce as much oil as it normally could, reducing supply. Severe weather often stops

both overall oil production and oil refinement, the process needed to transform crude oil to usable gasoline. After Hurricane Katrina struck the Gulf of Mexico region in 2005, U.S. oil refineries had significantly less output, raising prices at the gas pump.



Directions: Based on the reading and chart on the previous page, speculate about the potential effects of fuel prices on the quality of life for Americans. Follow the steps listed below to formulate and test a hypothesis.

1. Ask a detailed question.

2. State a hypothesis about possible answers to your question.

3. Test the hypothesis.

4. State a conclusion.



Standardized Test Practice

Directions: After reading the selection and studying the chart on the previous page, answer the following questions.

- | | |
|---|--|
| <p>1 According to the graph, which of the following statements is the most accurate?</p> <ul style="list-style-type: none">A Inflation-adjusted fuel prices have risen steadily since 1975.B Fuel prices in 2005 were significantly higher than those of the 1990s.C In 2005, gas prices reached their highest level ever when adjusted for inflation.D During the 1980s, fuel prices were much lower than they had been previously. | <p>2 Which of the following is a major cause of the changes in fuel prices?</p> <ul style="list-style-type: none">F how far Americans driveG economic inflationH fuel efficiency of vehiclesJ crude oil production levels |
|---|--|

Standardized Test Practice

ACTIVITY 15

Perceiving Cause-and-Effect Relationships

Social Studies Objective: The student will analyze information identifying cause-and-effect relationships.

Any condition or event that makes something happen is known as a cause. What happens as a result of a cause is an effect. **Cause-and-effect** relationships explain why things happen and how actions produce other actions. Cause-and-effect relationships can be simple or complex. Sometimes several different causes produce a single effect. At other times, one cause can produce several effects.

★ Learning to Perceive Cause and Effect

Use the following guidelines to help you in perceiving cause-and-effect relationships.

- Select an event.
- Compare the situation at the time of the event with conditions before it happened (*causes*) and after it happened (*effects*).
- Look for vocabulary clues to help decide whether one event caused another. Words or phrases such as *brought about*, *produced*, *resulted in*, *when*, and *therefore* indicate cause-and-effect relationships.
- Describe the causes and effects of the event.
- Look for other relationships between the events. Check for other, more complex, connections beyond the immediate cause and effect.

★ Practicing the Skill

Directions: Read the selection below and complete the activity that follows.

MGM Studios v. Grokster

With the rapid growth of the Internet in the late 1990s and early 2000s, copyright infringement, or the unauthorized use of copyrighted materials, through file-sharing of popular music and movies became an increasingly significant problem. Many Americans joined peer-to-peer networks, enabling them to share music and movie files with other users. These free networks did not require users to pay royalties to artists or recording companies.

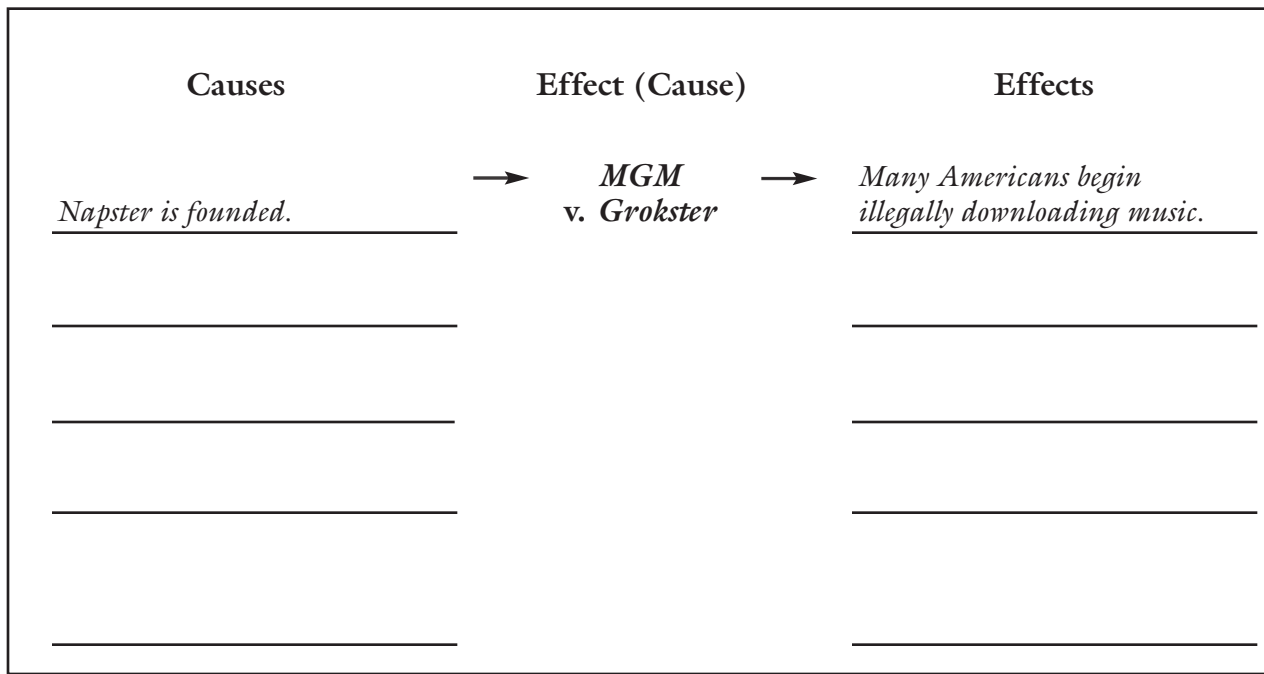
In 1999, the Recording Industry Association of America sued Internet file-sharing pioneer company Napster, claiming that Napster encouraged copyright infringement. Napster cited U.S. Supreme Court precedent protecting other home-copying materials because of their significant legal applications. A court required Napster to cease operating services, and competing Web services, including Grokster,

appeared. Soon, a coalition of music and movie industry companies sued Grokster, claiming that it primarily served to further copyright infringement without having significant legal uses.

In 2005, the U.S. Supreme Court ruled that Grokster and other companies were liable for the copyright infringement committed by users. The decision effectively outlawed free file-sharing software. In its place, music companies and other merchandisers have promoted legal, pay-for-play services, such as Apple's iTunes.

Sales of compact discs began a long slide in 2001, a trend music companies blame on the rise of online music sources. The long-term effects of companies such as Napster and Grokster have yet to be determined, but it seems certain that consumers will continue to download or stream music from the Internet.

Directions: When studying complex cases such as *MGM v. Grokster*, a graphic organizer can help in understanding multiple causes and effects. Fill in the graphic organizer below with information you just read about the causes and effects of *MGM v. Grokster*. The first entry is done for you.



Standardized Test Practice

Directions: After reading the paragraphs about *MGM v. Grokster* above, answer the following questions.

- | | |
|--|---|
| <p>1 What company was the first to be sued for copyright infringement?</p> <ul style="list-style-type: none"> A Grokster B Napster C Kazaa D Streamcast | <p>2 Which of the following is a major effect of <i>MGM v. Grokster</i>?</p> <ul style="list-style-type: none"> F More Americans download music and movies at no cost. G Compact disc sales have increased significantly. H File-sharing companies are liable for users' copyright infringement. J Record companies have become less profitable than file-sharing companies. |
|--|---|

Standardized Test Practice



ACTIVITY 16

Distinguishing Between Fact and Nonfact

Social Studies Objective: The student will recognize statements of fact and nonfact in social studies information.

Learning to distinguish fact from nonfact can help you make reasonable judgments about what others say. A **fact** is a statement that can be proven by evidence such as records, documents, statistics, and historical sources. A **nonfact**, often expressed as an opinion, is a statement that may contain some truth but also contains a personal view or judgment.

★ Learning to Distinguish Fact from Nonfact

Use the following guidelines to help you distinguish facts from nonfacts, or opinions, and to judge the reliability of what you read or hear.

- Identify the facts. Ask yourself the following:
Can these statements be proved? Where can I find information to verify them?
- Identify the nonfacts or opinions. Sometimes opinions contain phrases such as *I believe, in my view, it is my conviction, and I think.* Sometimes they describe the way a person feels.
- Identify the purpose. What does the speaker or author want you to believe or to do?

★ Practicing the Skill

Directions: Read the following information and complete the activity that follows.

Fighting Crime

Although most people agree that crime is a serious problem in the United States, they do not agree on what should be done to reduce crime. The solutions offered fall into two distinct approaches to fighting crime: prevention and punishment.

Viewpoint A

The best way to fight crime is to identify and deal with its causes. A number of factors—such as lack of education and good employment, a low standard of living, an unstable home environment, and poor self-esteem—contribute to crime. The majority of criminals come from unstable homes, have a low level of education, or suffer from drug addiction.

Helping people improve their lives can reduce crime. Social service programs, education, job training, and drug programs will help reduce the amount of crime in American society.

Viewpoint B

Millions of people face social, economic, and personal problems without resorting to crime. The most effective way of fighting crime is through punishment. Since 1970 the prison population has increased in the United States, and over the past few years, the numbers of serious crimes has declined.

The criminal justice system is too easy on criminals and offers no real deterrent to crime. Punishing crimes swiftly and severely is the only real deterrent. Society needs to expand police forces, impose harsher sentences, and make sure that convicts serve their full terms.

Directions: Remember that opinions often include expressions of approval or disapproval, or qualifying phrases. Study the opposing views about fighting crime. Then answer the following questions.

1. Identify the facts. Is there a way to prove that education, job training, or social programs prevent crime? Can it be proven that harsher sentences deter crime? What could you do to check these and other statements?

2. Notice the nonfacts or opinions. What phrases do the writers sometimes use to signal their own points of view?

3. What is the purpose of each writer? What does each writer want readers to believe?

4. How does knowing the purpose of each writer help you distinguish between fact and nonfact in their material?



Standardized Test Practice

Directions: After reading the viewpoints on the previous page, answer the following questions.

1 Which of the following is an **OPINION** expressed in the viewpoints?

- A Many criminals suffer from drug addiction.
- B The prison population in the United States has increased since 1970.
- C The best way to fight crime is to impose harsher penalties on criminals.
- D Many criminals come from unstable homes.

2 Which of the following is a statement of **FACT**?

- F Improving social programs will do more to reduce crime than anything else will.
- G Over the past few years, serious crime in the United States has decreased.
- H Prevention is the best way to reduce crime.
- J The criminal justice system is too easy on criminals.

Standardized Test Practice



ACTIVITY 17

Evaluating a Web Site

Social Studies Objective: The student will evaluate the reliability of a Web site.

A Web site is a page or pages on the Internet’s World Wide Web that may contain text, images, audio, and video. By searching the World Wide Web, you can find information on almost every topic imaginable. However, not all of the Web sites on the World Wide Web are reliable. Learning to evaluate Web sites will assure that you get reliable information.

★ Learning to Evaluate Web Sites

Use the following guidelines to evaluate a Web site.

- Determine the person or group who sponsors the Web site.
- Check to see how current the Web site is.
- Check the Web site for the accuracy of factual content and for correct spelling and grammar.
- Determine the intent of the Web site.

★ Practicing the Skill

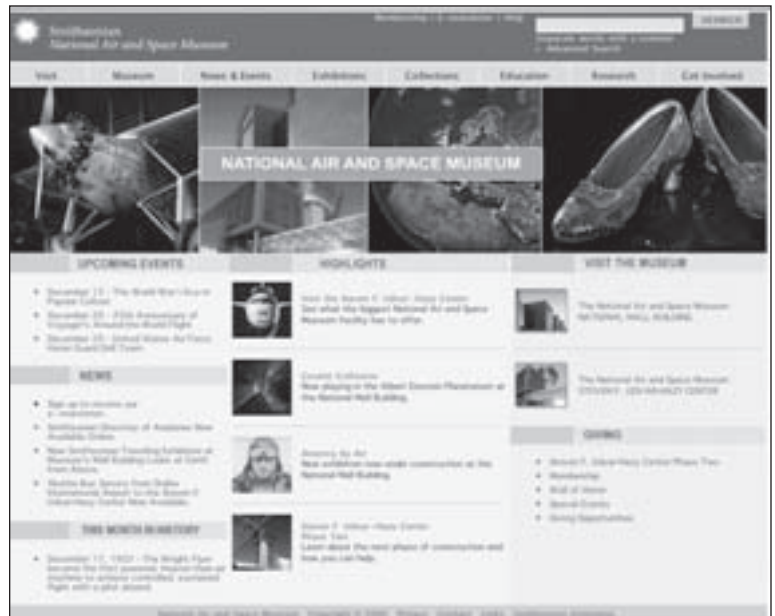
Directions: Read the selection and Web site below and complete the activity that follows.

Many citizens today use the Internet to stay informed. Web sites on the Internet can help people find news and information quickly. But not all Web sites can be trusted as being reliable. No one supervises Internet content.

Most national newspapers, magazines, and television and radio networks have Web sites. You can log onto those Web sites to read articles and to watch and listen to the news. Blogs with running updates of news or commentary have become increasingly popular. Many Web sites also offer podcasting, a form of Internet broadcasting playable on personal electronics devices such as iPods as well as on home computers.

Web sites exist for federal, state, county, and local governments. At the national level, hundreds

of sites exist for the branches of government, federal agencies, and resources like the Smithsonian Institution museums.



Directions: Use the information from the Web site on the previous page to answer the following questions.

1. When was the Web site last copyrighted?

2. What organization is described on this Web site?

3. What is the intent of the Web site?

4. Overall, how reliable do you think this Web site is?



Standardized Test Practice

Directions: Answer the following questions based on the Web site on the previous page.

1 Which group sponsors this Web site?

- A *Time Magazine*
- B Smithsonian Institution
- C National Public Radio
- D *The Wall Street Journal*

2 Which of the following criteria helps you know this is a reliable Web site?

- F The Web site has links to other sites.
- G The design of the Web site is appealing.
- H The factual content can be verified.
- J The information is easy to access.

3 Which of the following sites is a public-service Web site?

- A www.amazon.com
- B www.google.com
- C www.whitehouse.gov
- D All of the above

4 Which of the following sites might be for a nonprofit organization?

- F microsoft.com
- G www.senate.gov
- H www.yahoo.com
- J www.madd.org

Standardized Test Practice



ACTIVITY 18 Making Decisions

Social Studies Objective: The student will learn approaches to making decisions.

In problem solving, a choice made among two or more alternatives is known as a **decision**. Your final decision should not conflict with your goals or values, so you must weigh each choice carefully.

★ Learning to Make Decisions

Use the following guidelines to help you make decisions.

- Find out what issue requires a decision.
- List the alternative decisions that are available.
- Identify the positive and negative consequences of each.
- Evaluate each choice and its consequences.
- Evaluate the decision.

★ Practicing the Skill

Directions: Read the following selection and study the table. Then complete the activity that follows.

Economic decision making is surprisingly simple. Most economic decisions are made using common sense and a careful analysis. Scarcity forces people to make decisions about how they will use their resources.

The economic choices people make involve exchanging one good or service for another. If you choose to buy a DVD player, you are exchanging your money for the right to own the DVD player rather than for something else that might cost the same amount. Exchanging one thing for the use of another is called a **trade-off**.

Another measure of cost in making economic decisions is **opportunity cost**. This is what you cannot buy or do when choosing to do one thing

rather than another. Opportunity cost includes more than just money. It also takes into account all the possible discomforts and inconveniences linked to the choice made. For example, the opportunity cost for cleaning the house is not just the price of cleaning products. It includes the time you spent cleaning that you could have spent doing other things such as going to a movie or playing a game of basketball.

A decision-making grid is one way to analyze an economic problem. It forces you to consider a number of relevant alternatives. It also requires you to identify the criteria used to evaluate the alternatives. It also forces you to evaluate each alternative based on the criteria you pick.

Jesse's Decision-Making Grid

Alternative	CRITERIA				
	Costs \$50 or less?	Durable?	Will parents approve?	Future expense unnecessary?	Can use anytime?
Several CDs	yes	yes	yes	yes	no
Concert tickets	yes	no	no	no	no
MP3 player	no	yes	yes	no	yes
Soccer ball	yes	yes	yes	yes	no
Jeans	yes	yes	yes	yes	yes

Source: Adapted from *A Framework for Teaching Basic Economics*. Economics America National Council on Economics, 1996.

Directions: Making decisions involves weighing the trade-offs and opportunity costs as well as the benefits that each choice may bring. A decision-making grid provides an organized way to help people make decisions. Use the grid below to help you weigh the trade-offs for a decision in your life.

Your Decision-Making Grid

Alternatives	Criteria				



Standardized Test Practice

Directions: Using the selection and table on the previous page, answer the following questions.

- 1 Based on the criteria, which alternative would be the best choice for Jesse?
 - A CDs
 - B MP3 player
 - C soccer ball
 - D jeans

- 2 What would be an opportunity cost if Jesse chose to buy the concert tickets?
 - F watching the musicians play
 - G listening to music he enjoys
 - H spending time with friends at the concert
 - J practicing his soccer skills

- 3 The most accurate definition of opportunity cost is
 - A the alternative you face when you decide to do one thing rather than another.
 - B the cost of the next best use of your time or money.
 - C the study of how we make decisions.
 - D things we would like to have.

- 4 Which of the following occurs because we do not have enough resources to produce all the things we would like to have?
 - F opportunity costs
 - G trade-offs
 - H economics
 - J scarcity

Standardized Test Practice**ACTIVITY 19**
Predicting Outcomes

Social Studies Objective: The student will analyze social studies information by making predictions.

Making accurate predictions depends both on gathering reliable facts and observing past behaviors in similar situations.

★ Learning to Predict Outcomes

Use the following guidelines to help you predict outcomes.

- Review what you already know by listing facts, events, and people's responses.
- The list will help you recall important events and how they affected people.
- Define and analyze patterns. Try to determine what the patterns show.
- Incorporate your knowledge and observations of similar situations.
- Make a prediction.

★ Practicing the Skill

Directions: Read the following selection and complete the activity that follows.

Budgeting

Just as governments use budgets to manage their finances, individuals and families also use budgets to plan their spending. Although governments usually plan budgets for an entire year, most individuals plan their budgets month by month.

A budget has two parts: (1) income and (2) expenditures. The first step in planning a monthly budget is to determine monthly income. Common sources of income include a job, an allowance, or interest from money in the bank.

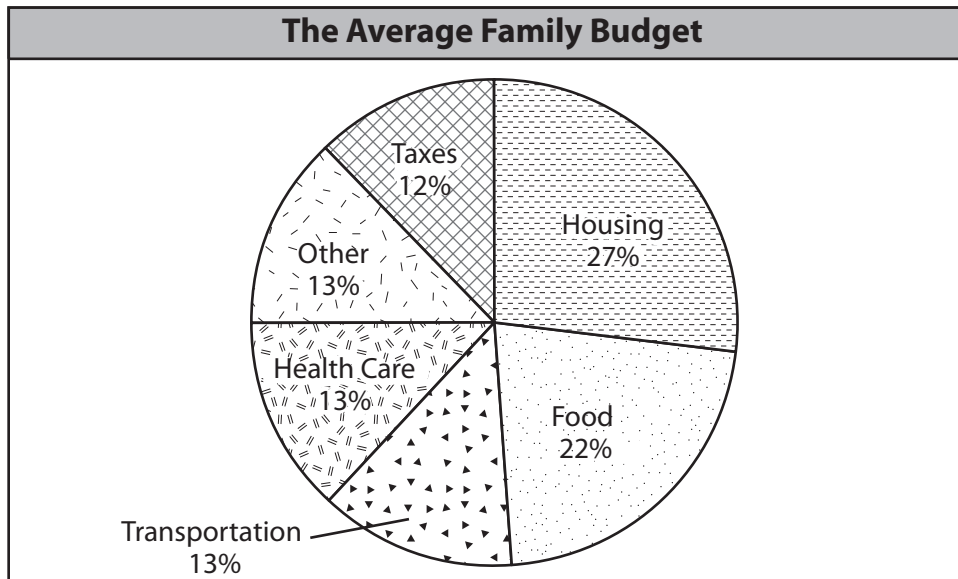
Once an individual or a family has determined its income, it must decide how that money will be spent. A large portion of the money in most people's budgets goes toward fixed expenses—expenses that are the same from month to month. Common fixed expenses include rent, car payments, loan payments, and insurance premiums. Other expenses vary from month to month. Some of these flexible expenses, such as heating bills and clothing

purchases, vary according to the time of the year. Others, such as entertainment expenses, depend on the spender's changing needs and wants.

Not all money in a budget goes toward expenses. Most people try to set some money aside for saving or investing.

Very few people have enough income to cover all their needs and wants. As a result, people must set priorities and make decisions that allow them to balance their budgets—to make sure that expenditures do not exceed income. Several possibilities exist. One possibility is to increase income by getting a better-paying job or by working more hours each week. Another is to decrease fixed expenses, by moving to a less expensive apartment, for example. Most people, however, find that the most practical decision is to decrease their flexible expenses. They may try to spend less on food, clothing, or entertainment. They may also avoid buying things they do not really need, such as jewelry or compact discs.

Directions: You can develop skills that will help you identify the logical outcomes of decisions or actions. Review the guidelines for predicting outcomes. Study the graph below. Then answer the questions about spending and budgeting.



1. What are the two largest items in the average family budget?

2. If the employer of a family’s main wage earner moves 25 miles away, what will likely happen to the family budget?

Standardized Test Practice

Directions: After reading the selection on the previous page and studying the graph, answer the following questions.

1 Which of the following is a fixed expense?

- A rent
- B clothing purchases
- C doctor bills
- D gasoline purchases

2 If an individual buys a new car, what will probably happen to his or her budget?

- F There would be more money for flexible expenses.
- G Fixed expenses would increase.
- H The budget would not be affected.
- J The individual or family would have to stop using a budget.

Standardized Test Practice

ACTIVITY 20

Classifying Facts and Details

Social Studies Objective: The student will identify relevant factual material and group data in appropriate categories.

A common way to organize information is by **classifying**. It involves sorting or grouping facts and details into general and/or specific common features. Nearly everything can be classified; most things can be classified in more than one way. When you are faced with a large list of facts and details, think about different sets of common features that are present.

★ Learning to Classify Facts and Details

Use the following guidelines to help you understand how to classify facts and details.

- Read and study the information.
- Decide the different categories you will use to group data.
- Sort data into categories and draw conclusions about similarities and differences.

★ Practicing the Skill

Directions: Read the selection below and complete the activity that follows.

President George W. Bush's Proposed Social Security Reform Measures

In 1935, Congress passed the Social Security Act, creating a permanent government-run pension system for older Americans. In time, the structure expanded to include more people, such as those with disabilities and their dependents. Social Security is funded by payroll taxes paid by every American worker.

The current system uses a pay-as-you-go method. Benefits are funded by payroll taxes as soon as the government receives them. Thus, workers today pay for the benefits used by today's retirees. Workers today expect to have their benefits funded by those working at the time of their retirement. In 1950, each person collecting Social Security benefits was supported by the payroll taxes of 16 workers. By 2005, the number of workers paying taxes per retiree had dropped to 3.3. Social Security has had higher revenues than expenses since the 1980s, but that is expected to change in 2017.

The linchpin of Bush's proposed reforms was the creation of personal retirement accounts, or PRAs, for younger workers. This system would have allowed workers to voluntarily place about one-third of their payroll taxes into privately held stocks and bond accounts, which Bush argued would grow at a higher rate than traditional Social Security accounts.

However, PRAs alone would not make up for the expected benefit payment shortfalls Social Security is predicted to face as early as 2042. Other proposed changes included raising the retirement age, increasing the amount of taxable wages for Social Security (currently set at \$97,500 per year), or reducing the level of benefits provided to workers in the future.

This plan would have both short- and long-term consequences for workers. Although benefits for those nearing retirement age or currently retired would not change, those still

in the workforce would have paid higher payroll taxes immediately. If workers chose to put money into PRAs, less money would be immediately available for current Social Security payments. People who would not retire for decades would have received comparatively lower benefits and be forced to rely more heavily on individual retirement accounts such as 401(k)s.

Currently, Social Security payments are funded purely through specialized payroll taxes. However, money from the general fund supported by income taxes may be used in the future to compensate for any shortfall. This

would mean less available money for government programs on which citizens have come to rely.

Finally, in order to finance transition costs that will inevitably arise from any changes to Social Security, the federal government will probably have to borrow money. This would increase the large national debt, with potential fiscal consequences now and for generations to come.

Although Bush's Social Security reforms have failed to garner the public and Congressional support needed to be enacted, it seems certain that something must be done to prepare for the problems looming for today's young workers.

Directions: Lists are a convenient way to place facts and details in appropriate categories. Using information in the reading, classify the short-term and long-term financial effects of Bush's proposed Social Security reforms.

Short-Term Effects of Reform	Long-Term Effects of Reform
<ul style="list-style-type: none"> • Some workers may divert money into private retirement accounts. • The retirement age may rise, causing people to work for more years. • Less money may be immediately available for Social Security payments. • Workers may pay higher payroll taxes. • The federal government may borrow money to finance transition costs, raising the national debt. 	<ul style="list-style-type: none"> • Social Security shortfalls can be reduced or eliminated. • Young workers may qualify for reduced guaranteed benefits. • Future retirees may need to rely more on personal accounts such as 401(k)s. • Government financing for programs may be reduced in the future. • Future generations will have a larger national debt.



Standardized Test Practice

Directions: Answer the following questions based on your lists and the selection.

- | | |
|---|---|
| <p>1 Which of the following is both a short-term and a long-term effect of potential Social Security reforms?</p> <ul style="list-style-type: none"> A increased national debt B greater reliance on private accounts C elimination of Social Security shortfalls D higher payroll taxes | <p>2 Which group is most affected by potential Social Security reforms?</p> <ul style="list-style-type: none"> F people who have already retired G people who will retire soon H people who will retire in several decades J people who currently pay no payroll taxes |
|---|---|

Standardized Test Practice



ACTIVITY 21 Analyzing Graphs and Tables

Social Studies Objective: The student will analyze statistics to interpret social studies information.

Sets of tabulated information, or **statistics**, may be gathered through surveys and other sources. In statistics a sample is the population or group under study and to which the statistics apply. A **biased sample** is one that does not represent the whole population being studied, and an **unbiased sample**, also called a representative sample, does represent the whole population.

★ Learning to Analyze Statistics

Use the following guidelines to help you in analyzing statistics.

- Decide what population or group is under study.
- Determine if there is a biased or an unbiased sample.
- Draw conclusions about the importance of the data.

★ Practicing the Skill

Directions: Read the selection and study the table below. Then complete the activity that follows.

The Launch of the Playstation 3 and Nintendo Wii

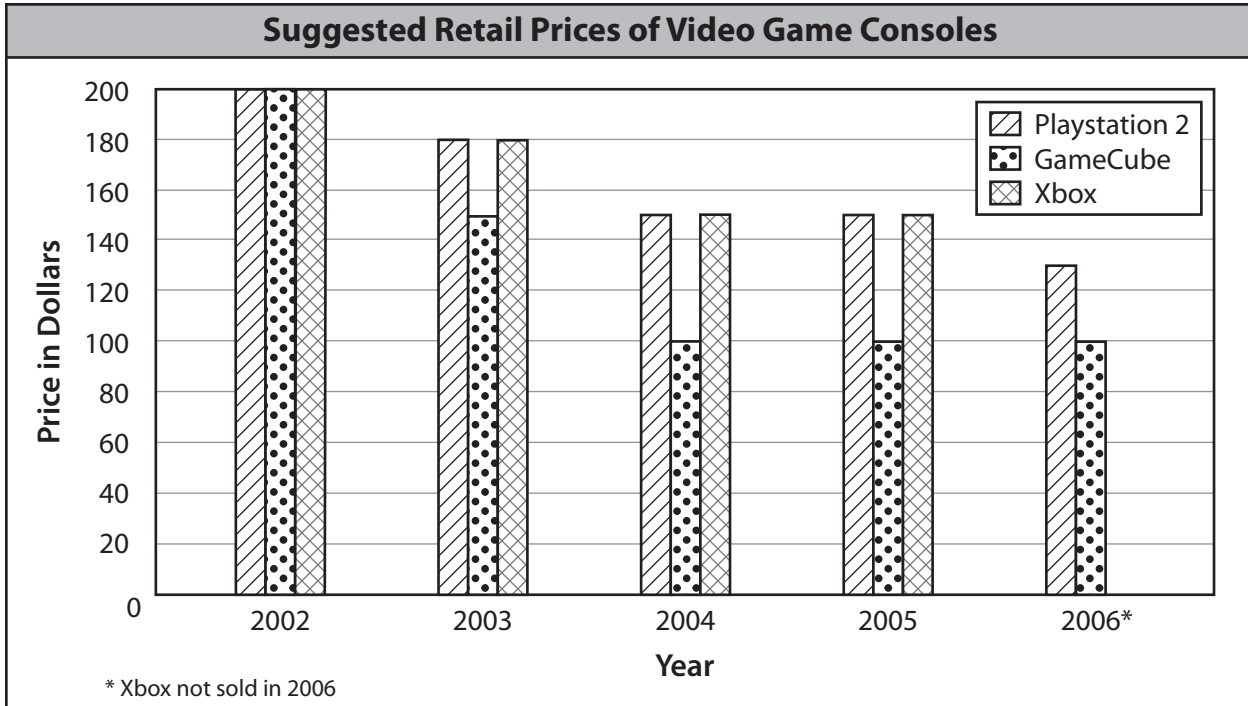
Sony's highly anticipated Playstation 3 (PS3) game console hit stores on November 17, 2006. Two days later, Nintendo released its latest system, Wii, to equally excited crowds. Despite the relatively high prices of the new consoles—the PS3 retailed for nearly \$600—consumer

demand rapidly outpaced available units. Reports of confrontations over and thefts of the consoles surfaced. Shortages of both systems occurred almost immediately, and some consumers turned to auction sites such as eBay to purchase units at inflated prices.

Launch Information for Video Game Consoles

	Release Date	Number of Units Shipped	Suggested Retail Price	Average Resale Price
Wii	November 19, 2006	600,000*	\$249.99	\$400
Playstation 3	November 17, 2006	200,000*	\$599.99	\$1,000–\$1,200
Xbox 360	November 15, 2005	300,000–400,000	\$299.99–\$399.99	\$800–\$1,000
GameCube	November 18, 2001	700,000	\$199.99	\$200–\$250
Playstation 2	October 26, 2000	500,000	\$299.99	\$700

*estimated according to early sales



1. What game console had the highest resale value?

2. What relationship might exist between the initial supply of game consoles and their resale values?

3. According to the information in both tables, which console do you think had the most consistent level of demand? Explain your answer.

Standardized Test Practice

Directions: Study the table on the previous page and the graph above. Then answer the questions that follow by circling the letter of the correct answer.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 What game console shipped the most units at launch? <ul style="list-style-type: none"> A Wii B Playstation 3 C GameCube D Playstation 2 | <ol style="list-style-type: none"> 2 According to the table, which of the following statements is the most accurate? <ul style="list-style-type: none"> F Game consoles made by Playstation tend to have the lowest resale values. G The Xbox 360 had the highest suggested retail price at its launch. H Initially, the Wii shipped fewer units than had the Playstation 2. J Except for the Playstation 3, the Xbox 360 had the highest resale value. |
|--|---|

Standardized Test Practice



ACTIVITY 22 Constructing Bar Graphs to Analyze Data

Social Studies Objective: The student will analyze information by interpreting bar graphs.

You can use a **bar graph** to compare different items or changes in the same item over time. The horizontal and vertical axes of a bar graph provide the structure for the data. When these axes represent numbers, each amount of space along the axis should represent the same unit or number.

★ Learning to Make a Bar Graph

Use the following guidelines when making a bar graph.

- Collect statistical data for the bar graph.
- Create a grid with horizontal and vertical axes.
- Decide how each axis will be divided numerically. Label each unit.
- Give the graph a title and create bars by filling in data.

★ Practicing the Skill

Directions: Read the following paragraphs and study the table. Then complete the activity that follows.

Women in the Workplace

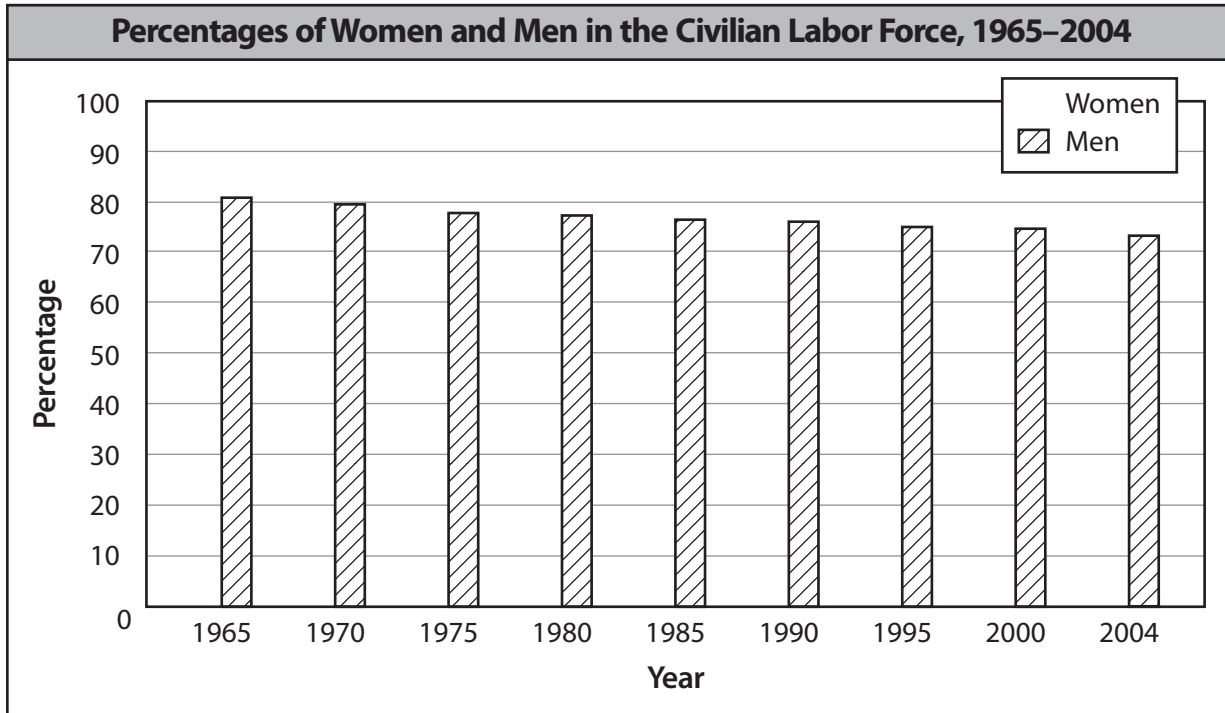
Until the twentieth century, an American woman’s traditional role was as wife and mother—her life centered around her home. By the 1960s, the largest percentage of women that had worked outside the home was 36 percent. This was in 1944, when the demand for workers rose due to increased manufacturing for World War II. Women filled this demand because a large segment of the male population was serving in the war.

The 1960s marked a period of political and social change in the United States. During that time, women’s movements began to emerge that challenged women’s traditional role and worked for greater equality for women in all areas of their lives—at work, at home, and in society. These movements contributed to an increased acceptance of women having careers, opening up greater opportunities for women in the workplace.

Percentages of Women and Men in Civilian Labor Force					
Year	Women*	Men*	Year	Women*	Men*
1965	39.3	80.7	1990	57.5	76.1
1970	43.3	79.7	1995	58.9	75.0
1975	46.3	77.9	2000	60.2	74.7
1980	51.5	77.4	2004	59.2	73.3
1985	54.5	76.3	(*16 years and older)		

Source: Bureau of Labor Statistics.

Directions: Bar graphs may be drawn vertically or horizontally. Study the chart as well as the guidelines for making a bar graph on the previous page. In the bar graph below, add the missing data for the percentage of women in the labor force over the past three decades by using data from the chart. The bars representing the percentage of men in the civilian labor force are shown. Use a different color or pattern to draw bars that represent the percentage of women in the civilian labor force.



Standardized Test Practice

Directions: Answer the following questions based on the information in the graph.

- 1 Which of the following statements is accurate about women in the civilian labor force?
 - A Since 1965, the percentage of women in the labor force has remained greater than the percentage of men in the labor force.
 - B Since 1965, the percentage of women in the labor force has steadily decreased.
 - C Since 1965, the percentage of women in the labor force has increased by over 20 percent.
 - D Since 1965, the percentage of women in the labor force has remained unchanged.
- 2 In which year were the percentages of women and men in the civilian labor force the closest?
 - F 1970
 - G 1980
 - H 1990
 - J 2000

Standardized Test Practice



ACTIVITY 23

Interpreting and Evaluating Editorials

Social Studies Objective: The student will interpret writers' opinions on issues.

Any article written for publication that expresses the writer's opinion on an issue is known as an **editorial**. In some editorials the writer makes a strong case for his or her opinion, but in other editorials the writer may contrast several viewpoints as background for presenting his or her own position on the issue. As with a political cartoon, the purpose of an editorial is to influence public opinion and to generate discussion.

★ Learning to Interpret an Editorial

Use the following guidelines to help you interpret editorials.

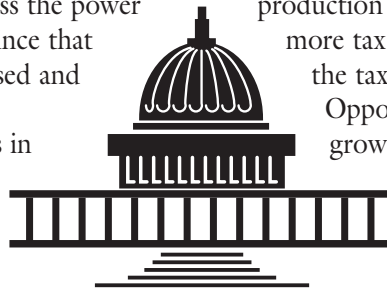
- Focus on the subject and the purpose.
- Familiarize yourself with the pros and cons of the subject as well as the facts that support both sides.
- Develop your own viewpoint with information that will add authority and interest to your viewpoint.

★ Practicing the Skill

Directions: Read the selection below and complete the activity that follows.

Government Regulation

In 1913, the Sixteenth Amendment to the U.S. Constitution granted Congress the power to legislate a federal income tax. Since that time, the U.S. government has raised and lowered taxes on income to fund government services and programs in areas as diverse as national security, transportation, and the arts. Debate continues today, however, on the relationship between taxes and economic growth. Many economically conservative politicians such as Presidents Ronald Reagan and George W. Bush have supported a system with low taxes, arguing that the increase in available capital will spur businesses to create jobs and afford consumers



greater purchasing power. Higher levels of production and spending ideally generate more tax dollars, removing the impact of the tax cut on the government budget. Opponents believe that economic growth has historically occurred during times of greater taxation, such as FDR's New Deal and during World War II, and that tax cuts typically benefit the wealthy more than the middle and working classes. Also, opponents note that reduced government income often leads to fewer government services and higher spending deficits. Debate continues today: in times of economic decline, do tax cuts help the country and spur economic growth?

Directions: Editorials appeal to both reason and emotion in persuading people to accept a given viewpoint. Study the following editorials and answer the questions that follow.

Tax Cuts and Economic Growth

Arguments for Tax Cuts

- Increased levels of business capital lead to increased production and employment.
- Higher levels of employment and lower tax levels provide consumers with more disposable income.
- Greater production and spending produce more taxable income for the government.
- Economic growth creates a better quality of life for Americans.

Arguments Against Tax Cuts

- The wealthy benefit more from tax cuts than do the middle and working classes.
- Economic growth has historically occurred during times of higher taxes.
- Reduced government income from lower taxes can affect services.
- The federal budget deficit may increase because of less taxable income.

Two Editorial Views

Editorial View #1

Taxes restrain economic growth, making it difficult for businesses and individuals to invest in the nation's goods and services. By lowering taxes, the government can create economic growth. Lower taxes mean more capital for businesses, and more capital means more production, more research, and more jobs. When businesses do well, they hire more employees and pay higher salaries. American employees receive boosts to their income through increased employment as well as through a lower tax burden. When businesses and people make more money, they pay more taxes, even at a lower rate, providing more income to the government than before. Taxes should be reduced in order to strengthen our nation's economy.

Editorial View #2

When politicians cut taxes, they help only large corporations and the very wealthiest Americans—the people who need help least in times of economic downturn. Some of our nation's greatest periods of economic growth, such as the New Deal and during World War II, occurred while taxes were at much higher levels than they are today. Increased taxes support government services and help keep the federal budget balanced. Without needed tax revenues, the government must restrict services and can incur a budget deficit. Economic growth is important, but tax cuts are not the best way to encourage that growth.

1. What is the subject and purpose of each editorial?

2. Which fact do you think is the strongest argument for tax cuts? Why?

3. Which fact do you think is the strongest argument against tax cuts? Why?



Standardized Test Practice

Directions: Answer the following questions based on the editorials.

1 Which of the following statements is an argument used to support the view of Editorial #1?

- A** When people have more money, they can purchase more goods, creating economic growth.
- B** Tax cuts primarily benefit the wealthiest Americans.
- C** Lower taxes discourage businesses from investing in new products.
- D** In order to provide services, the government must maintain a balanced budget.

2 Which of the following statements is an argument used to support the view of Editorial #2?

- F** Lower taxes allow individuals to invest more money in the stock market.
- G** Higher taxes mean that the middle and working classes have less disposable income.
- H** One of the greatest periods of economic growth in our nation's history occurred during a time of heavy taxation.
- J** The federal government can raise funds from sources other than taxes, such as bonds, to replace lost tax income.

Standardized Test Practice

ACTIVITY 24

Outlining Information for Writing

Social Studies Objective: The student will organize information by outlining prior to writing.

Before writing a paper, you can start by outlining the information you have researched. An **outline** is a summary of main points and supporting ideas. Formal outlining involves the use of a system of numbers and letters to help you organize your material and further focus your research efforts. Informal outlining can be helpful for the essays you write for standardized tests because it allows you to quickly organize your ideas before you begin writing.

★ Learning to Outline Information for Writing

Use the following guidelines to help you develop an outline for standardized test essays.

- Write an introductory sentence that explains the topic of the essay.
- Organize the material into one or more main topics.
- Under the main topic(s), include a few subtopic headings.
- Under the subtopics, include relevant details.
- Write a conclusion about the central idea of the essay.

★ Practicing the Skill

Directions: Read the selection below, and then complete an informal outline organized like the one suggested.

In May 2006, U.S. Treasury Secretary John W. Snow stated: “Perhaps the most serious threat to financial consumers today is identity theft. Identity thieves are clever, adaptable, and heartless. Indeed, many identity thieves specifically target the most vulnerable members of society—families of the recently deceased, seniors, hospital patients, and men and women serving our nation overseas. The effects don’t stop with a few unauthorized charges. A ruined credit history can be an unbearable burden that lasts for years. They are a threat to individual Americans and a threat to our progressive and open economy.”

Take the position of a victim of identity theft. On a separate sheet of paper, write an essay

in which you describe how identity theft could affect someone’s life. What consequences might an identity theft victim experience? What steps might someone take to repair the damage done by identity theft? How should people who commit identity theft be punished? What steps might be taken to prevent identity theft in the future? Before you write, complete an informational outline like the one below.

- Introduction
- Main Idea
 - Supporting point or detail
 - Supporting point or detail
 - Supporting point or detail
- Conclusion



Standardized Test Practice

Directions: Read the selection below and complete the activity that follows.

Technology and Financial Privacy

Although identity theft has always been possible through the physical theft of documents such as Social Security cards, recent technological improvements have made identity theft easier than ever. Web sites offering personal information for sale as well as sophisticated computer hacking techniques allow identity thieves to access the information stored about individuals on corporate networks and Web sites. *Phishing scams*, which can trick unwitting consumers into providing personal and banking information to thieves posing as representatives of a company, have also become more common.

As part of the federal government’s attempt to crack down on international terrorism, the Bush administration began secretly evaluating the international banking records of people with suspected links to terrorism shortly after

September 11, 2001. After this monitoring became public in 2006, members of the press, the government, and the public began questioning the ethics and legalities of the program. Although no domestic records were investigated, the initiative displays the kinds of close monitoring possible by government authorities.

As technology becomes an integral part of all American businesses, particularly the financial sector, information about individuals is more available than ever before. The Federal Trade Commission developed a strategy called “Deter, Detect, and Defend” to help consumers protect their personal information from identity thieves. Consumers today must be alert to the potential issues stemming from the electronic availability of their data.

Directions: Consider the relationship between technology and the availability of consumer information. In the space below, prepare an informal outline for an essay discussing the issues and possible solutions to the problem of identity theft. Add additional supporting points or details if necessary. Also write an introductory sentence that explains the topic and your approach to it. Then, on a separate sheet of paper, write the editorial in which you explain your position.

- Introduction
- Main Idea
 - Supporting point or detail
 - Supporting point or detail
 - Supporting point or detail
- Conclusion

Standardized Test Practice



ACTIVITY 25 Analyzing Statistics to Draw Conclusions

Social Studies Objective: The student will interpret social studies statistics.

Sets of tabulated information, or **statistics**, may be gathered through surveys and other sources. In statistics a sample is the group, or population, under study and to which the statistics apply. A **biased sample** is one that does not represent the whole population being studied, and an **unbiased sample**, also called a representative sample, does represent the whole population.

★ Learning to Analyze Statistics

Use the following guidelines to help you in analyzing statistics.

- Decide which group, or population, is under study.
- Determine if there is a biased or an unbiased sample.
- Draw conclusions about the importance of the data.

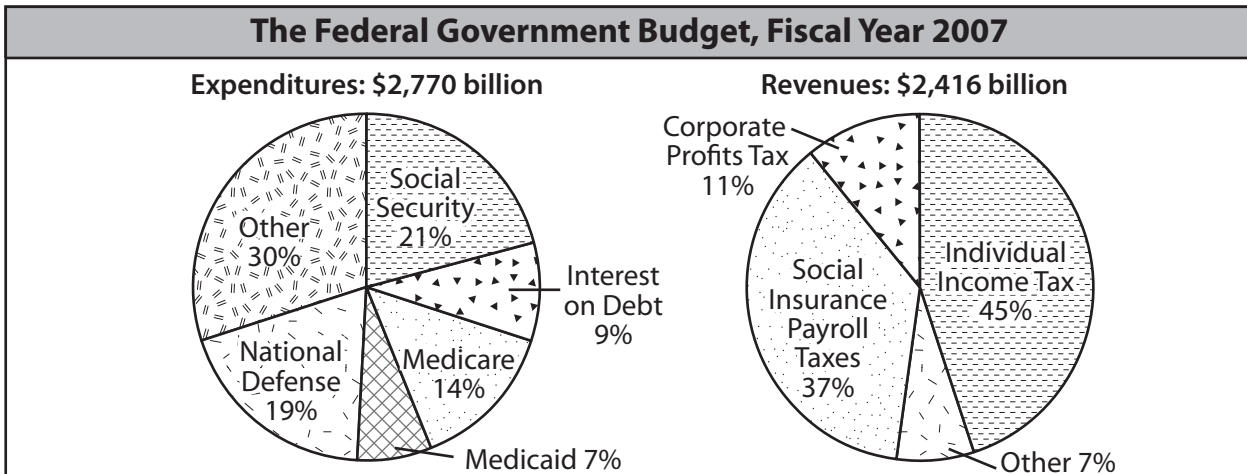
★ Practicing the Skill

Directions: Read the selection and study the table below. Complete the activity that follows.

Every government has expenses. It must pay the salaries of elected officials and public employees. It must also pay for the services it provides to citizens. Government spending is one of the most controversial aspects of government policy. Some people feel that governments should spend less. Others feel governments should spend more. Almost everyone has different ideas about what the money should be spent on. People’s feelings about public spending generally

reflect their deepest beliefs about the purpose of government.

Governments, like individuals, must receive money before they can spend it. The money that governments receive is generally called revenue. While governments get revenue from a variety of sources, the main source is taxes. State and local governments usually get 60 to 80 percent of their revenue through taxes. The federal government gets nearly all of its revenue from taxes.



Directions: In statistics, two or more sets of data may be related or unrelated. Study the tables below and answer the questions that follow.

The Federal Government Budget, Fiscal Year 2007

Revenues: \$2,416 billion	
Individual Income Tax	45%
Corporate Profits Tax	15%
Social Insurance Payroll Taxes	37%
Other	3%

Expenditures: \$2,770 billion	
Social Security	21%
Interest on Debt	9%
Medicare	14%
Medicaid	7%
National Defense	19%
Other	30%

- In 2007, did the federal government take in more revenue than it spent (expenditures), or did it spend more than it took in (revenues)?

- What was the deficit in 2007?

- Does the federal government receive more revenue from corporations or from individuals?

- Approximately what fraction of the government’s expenditures goes toward Medicare and Medicaid?



Standardized Test Practice

Directions: Study the tables above and answer the following questions.

- | | |
|--|--|
| <ol style="list-style-type: none"> What was the single largest source of revenue for the federal government in 2007?
A corporate profits taxes
B individual income taxes
C social insurance payroll taxes
D other | <ol style="list-style-type: none"> Which would have the greatest effect on the federal government expenditures?
F ending Social Security payments
G paying off the national debt
H ending the Medicare program
J decreasing national defense expenditures |
|--|--|

Standardized Test Practice

ACTIVITY 26

Making Generalizations

Social Studies Objective: The student will analyze information by making generalizations.

A broad statement drawn from a group of facts about a topic is called a **generalization**. To be valid, a generalization must be supported by evidence that is logical and factual. Learning to make generalizations will help you develop conclusions and identify trends. An example of a generalization is “Only tall people play basketball well.” Can this be supported by facts? If not, it is not a valid generalization.

★ Learning to Make Generalizations

Use the following guidelines to help you make generalizations.

- Collect facts about a topic.
- Identify the relationships among the facts.
- Make a generalization that states a relationship and is consistent with most of the supporting facts.
- Write a paragraph or essay using the generalization and its supporting facts.

★ Practicing the Skill

Directions: Read the paragraphs below. Then complete the activity that follows.

Economic Systems

Economics is the study of how we make decisions in a world where resources are limited. It helps answer such questions as: What to produce? How to produce? For whom to produce?

Every country has its own economic system, or way of producing the things its people want and need. A country’s economic system helps determine how basic economic decisions will be made. The economic system of a nation creates the mechanism used to decide: 1) what and how much to produce, and 2) how goods and services will be produced and distributed.

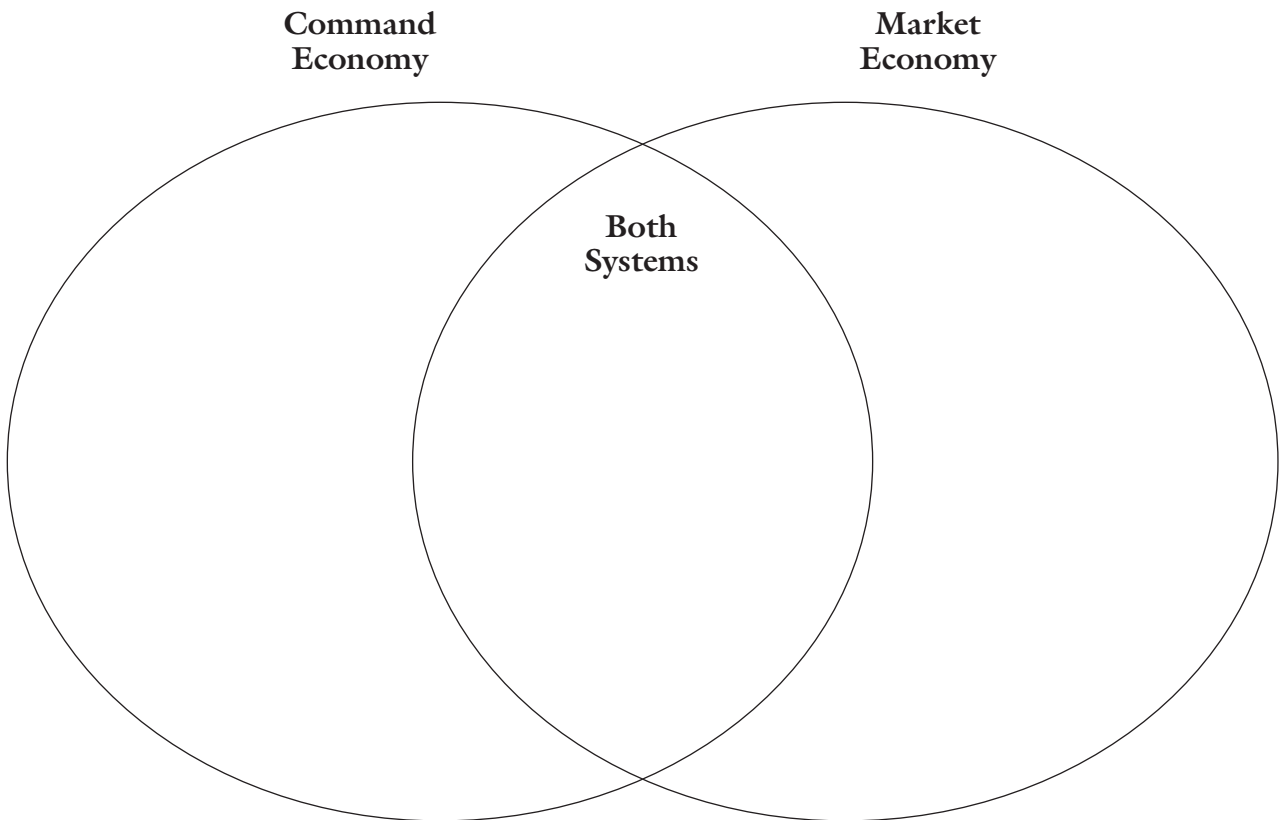
In a command economy, the government makes all economic decisions. It decides what products to make, how many to make, how to make them, and who gets them. The government also owns and controls the means of production—

the factories, farms, natural resources, transportation systems, and stores. In a command economy, the individual has little, if any, influence on basic economic decisions. Businesses do not compete for profit.

In a market economy, individual consumers make basic economic decisions according to the principles of supply and demand. People are free to buy, sell, and produce whatever they want, whenever they want, and any way they want. They can also work wherever they want. In addition, individuals own most, if not all, of the means of production in a market economy. In a market economy, businesses are allowed to compete for profit. Individual profit is the motive for businesses.

Directions: Generalizations are made from individual, supporting facts. Study the chart below. Pay particular attention to how each economy addresses basic economic decisions. Complete the Venn diagram below about command and market economies. In one circle, list the characteristics of command economies; in the other circle, list the characteristics of market economies. In the area of the diagram where the two circles overlap, list the characteristics shared by both economies.

Command Economy	Market Economy
Government owns all means of production and distribution.	Means of production is privately owned.
Government makes all economic decisions.	Supply and demand are the main factors in economic decisions.
There is no competition.	There is competition for business.
Businesses are not run for profit.	Individual profit is the motive.



Directions: After completing the Venn diagram, consider what conclusions you might draw from it. Formulate a generalization about the two economic systems. You can use the information on the diagram and your own knowledge of economics. Choose to focus on the basic economic decisions that every system must make. Write your generalization on the lines below.



Standardized Test Practice

Directions: Answer the following questions based on the reading, chart, and diagram.

- | | |
|--|---|
| <p>1 Which of the following characteristics applies to both command and market economies?</p> <ul style="list-style-type: none">A They both rely on supply and demand to decide what to produce.B They both decide how to produce, but in different ways.C They both encourage individual freedom.D They both feature government ownership of the means of production. | <p>2 Based on the chart and Venn diagram, what generalization can you make about the two economic systems?</p> <ul style="list-style-type: none">F Individual freedom and choice is greater in a market economy.G Government direction is more important in a market economy.H Competition is more important in a command economy.J In a command economy, supply and demand are the most important factors in making decisions. |
|--|---|

Standardized Test Practice



ACTIVITY 27 Reading a Special-Purpose Map

Social Studies Objective: The student will interpret information on social studies maps.

Besides showing political or physical features, some maps have a special purpose. There are many kinds of special-purpose maps. They may show cultural features, historical changes, unique physical features, population, or climates. When looking at a special-purpose map, it is important to remember that you are seeing only the information that relates to the map's special purpose.

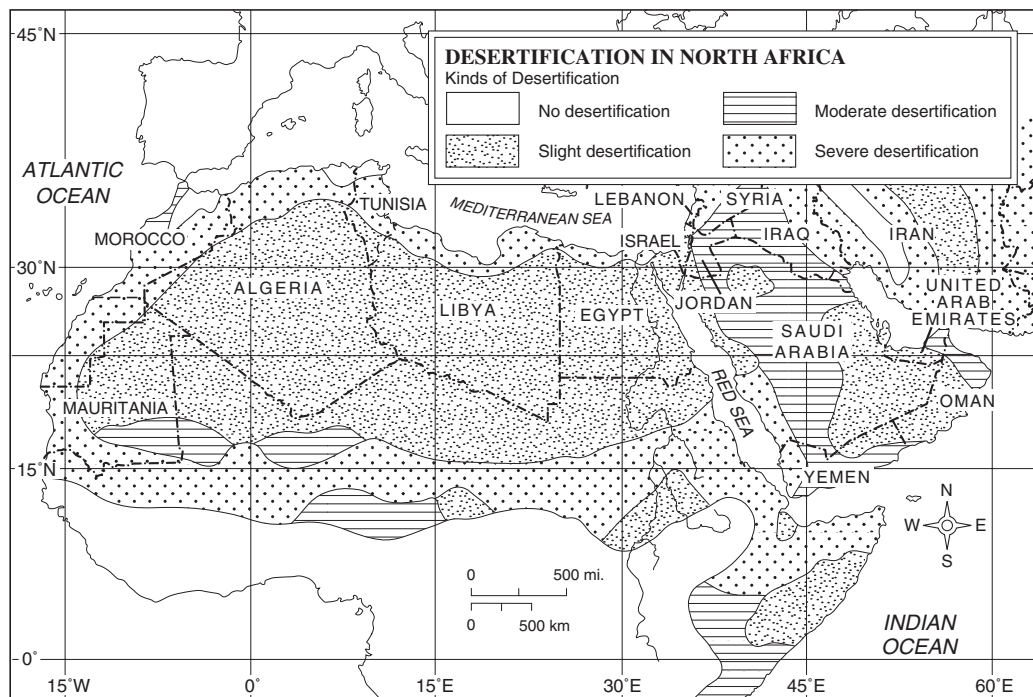
★ Learning to Read a Special-Purpose Map

To read a special-purpose map, use the following guidelines.

- Read the title of the map.
- Decide the special purpose of the map; that is, what particular feature does the map emphasize?
- Read the map legend (key) and make note of what the colors or shades represent.
- Study the scale of distance to determine how much area is covered.
- Look at the compass rose in order to determine the directional orientation of the map.

★ Practicing the Skill

Directions: The map below shows the environmental destruction known as **desertification**. This is the process in which land suitable for growing crops is turned into desert. Study the map and complete the activity that follows.



Directions: Cartographers, or mapmakers, often provide a map legend or key with special-purpose maps to show specific features or characteristics. The title of the map and the symbols, patterns, or colors indicated in the map's legend (key) give you the information needed to read a special-purpose map.

1. What is the special purpose of the map?

2. Where do you look on a map to determine what a particular symbol represents?

3. What pattern is used to show moderate desertification?

4. What degree of desertification covers most of Egypt?



Standardized Test Practice

Directions: Using the map on the previous page, answer the following questions.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 What degree of desertification is prevalent along the North African coast of the Mediterranean Sea? <ul style="list-style-type: none"> A no desertification B slight desertification C moderate desertification D severe desertification
 2 If you traveled along the 15°N latitude line in North Africa, what kind of terrain would you experience for most of the trip? <ul style="list-style-type: none"> F no desertification G slight desertification H moderate desertification J severe desertification | <ol style="list-style-type: none"> 3 The majority of land in North Africa above the 15°N latitude line has what degree of desertification? <ul style="list-style-type: none"> A no desertification B slight desertification C moderate desertification D severe desertification
 4 At about what latitude line does the desertification in Egypt change from slight to severe? <ul style="list-style-type: none"> F 0° G 15°N H 30°N J 45°N |
|--|--|

PRACTICE TEST

1. Which of the following is a power expressly given to Congress by the United States Constitution?

- A the power to coin, print and regulate money
- B the power to prohibit discrimination in commerce
- C the power to raise and support an army
- D the power to appoint heads of executive agencies

[2.03]

2. Which of the following best describes what happens to a bill after it is approved in committee?

- A It is passed on for the president to approve or reject.
- B The people decide to approve or reject the bill by a popular vote.
- C Congress debates the bill's pros and cons and discuss amendments.
- D The bill is "pigeonholed" until it dies.

[5.04]

3. The North Carolina Supreme Court upheld the constitutional duty of the state to provide "adequate or equal educational opportunities" in

- A *Plessy v. Ferguson*.
- B *Leandro v. State of North Carolina*.
- C *Bayard v. Singelton*.
- D *State v. Mann*.

[3.05]



4. A disagreement between a citizen of North Carolina and a citizen of another state for an amount greater than \$50,000 falls under which jurisdiction?

- A state courts
- B federal courts
- C concurrent jurisdiction
- D district courts

[5.02, 5.03]

5. A criminal prosecution for a violation of North Carolina law falls under which jurisdiction?

- A state courts
- B federal courts
- C concurrent jurisdiction
- D district courts

[5.02]



6. In which case did the Supreme Court uphold segregation and establish the doctrine of “separate but equal”?

A *Marbury v. Madison*
B *Miranda v. Arizona*
C *Plessy v. Ferguson*
D *Roe v. Wade*

[2.06]

7. How is forming a political action committee (PAC) different from conducting a poll?

A Polls report public opinion, while PACs represent specific interest groups.
B Polls support the public interest, while PACs support only private interests.
C Polls are regulated by law and PACs are not.
D PACs report popular sentiment, whereas polls fund a specific candidate for office.

[4.04]

8. What is it called when the government steps in to affect the economy by either changing spending or tax programs?

A inflation
B outsourcing
C the business cycle
D fiscal policy

[2.08, 9.08]

1. You have the right to remain silent and refuse to answer questions.
2. Anything you do say may be used against you in a court of law.
3. You have the right to consult an attorney before speaking to the police and to have an attorney present during questioning now or in the future.
4. If you cannot afford an attorney, one will be appointed for you before any questioning if you wish.
5. If you decide to answer questions now without an attorney present you will still have the right to stop answering at any time until you talk to an attorney.

excerpt from Warning of Rights, *Miranda v. Arizona*

- | | |
|--|--|
| <p>9. Which part of the Miranda warning refers to the Fifth Amendment to the Constitution?</p> <ul style="list-style-type: none">A the right to consult an attorneyB the notice that anything said may be used in a court of lawC the right to an appointed attorneyD the right to remain silent and refuse to answer questions <p>[2.06]</p> | <p>10. Under what circumstances are Miranda warnings required to be given?</p> <ul style="list-style-type: none">A when police officers arrest someone for a crimeB when a suspect for a crime comes before a judgeC to a jury before they deliberate in a criminal trialD when a convicted person applies for an appeals hearing <p>[2.06, 6.03]</p> |
|--|--|



11. Which level of a political party's organization focuses on getting party candidates elected to offices such as governor and state attorney general?

- A senatorial campaign committee
- B national chairperson
- C precinct workers
- D state committee

[4.01]

12. Which of the following is a civic duty?

- A respecting one's parents
- B cleaning up litter in a park
- C serving on a jury
- D volunteering for a political campaign

[10.01]



13. Why might the Federal Reserve lower interest rates?
- A to prevent inflation by making it more expensive to borrow money
 - B to encourage consumers and investors to borrow more money and stimulate the economy
 - C to reduce the supply of money in circulation
 - D to slow down the overall economy's rate of growth

[9.07]

14. Under which of the following types of government is Internet access *most likely* to be restricted?
- A authoritarian
 - B democratic
 - C socialist
 - D monarchy

[10.05]

15. What is one function of government?
- A controlling access to information and media
 - B managing the financial well-being of individuals
 - C deciding what kinds of goods businesses should produce
 - D providing services such as libraries, hospitals, and parks

[2.09]



North Carolina End-of-Course Practice Book—Practice Test

Federalists	Anti-Federalists
<ul style="list-style-type: none">• Supported the Constitution• Wanted to divide power between federal and state governments• Argued for a strong national government	<ul style="list-style-type: none">• Did not support the Constitution• Believed the Constitution would take away liberties• Wanted more powers for the states

16. According to the chart which group opposed adopting the Constitution?

- A Federalists
- B Anti-Federalists
- C both groups opposed it, but for different reasons
- D neither group opposed it

[1.06]

17. According to the chart which of the following *best* describes the position of the Anti-Federalists?

- A The United States would not survive without a strong national government.
- B Only a strong national government could protect the nation from enemies abroad.
- C The new Constitution would take away the liberties Americans had fought to win from Great Britain.
- D The new Constitution favored the interests of the common people over those of wealthy landowners.

[1.06]



18. Which of the following modern controversies is *most like* the debate between the Federalists and the Anti-Federalists?

- A the power of states versus the power of the federal government
- B the rights of individuals versus the rights of the states
- C the power of the government of the United States versus the power of the United Nations
- D the rights of individuals versus the rights of the United Nations

[2.07]

19. Which of the following is an example of a civic responsibility?

- A to defend the nation
- B to serve on a jury
- C to pay taxes
- D to contribute to the common good

[10.04]

20. Which *best* describes civil rights?

- A unfair treatment based on prejudice against a certain group
- B the full rights of citizenship and equality under the law
- C obligations that citizens are required to fulfill
- D the path to citizenship for immigrants

[10.05]



21. How is the number of votes per state in the electoral college determined?

- A Each state has as many electoral votes as it has senators and representatives.
- B The larger the state, the more votes it has in the electoral college.
- C The number of electoral votes is assigned by the Constitution.
- D Electoral votes are distributed based on each state's population.

[4.02]

22. What are the eligibility requirements to be elected to the North Carolina House of Representatives?

- A a citizen at least 25 years old who has lived in the district for five years before the election
- B a citizen at least 21 years old who has lived in the state for two years before the election
- C a citizen at least 21 years old who has lived in the district for a year before the election
- D a citizen at least 35 years old who has lived in the state for a year before the election

[3.02]

23. What is human capital?

- A manufactured goods used to make other goods and services
- B the sum of people's skills, abilities, and motivation
- C the free and willing exchange of goods and services
- D relying on others to provide goods and services

[7.05]

First Amendment Freedoms

- Freedom of Religion
- Freedom of Speech
- Freedom of the Press
- Freedom to Peaceably Assemble
- Freedom to Petition the Government for Redress of Grievances

24. According to the list, which First Amendment freedom guarantees the right to ask the government to clean up a polluted river?

- A freedom of religion
- B freedom of speech
- C freedom of assembly
- D freedom to petition

[1.07]

25. According to the list, which First Amendment freedom guarantees the right to join political parties?

- A freedom of religion
- B freedom of speech
- C freedom of assembly
- D freedom to petition

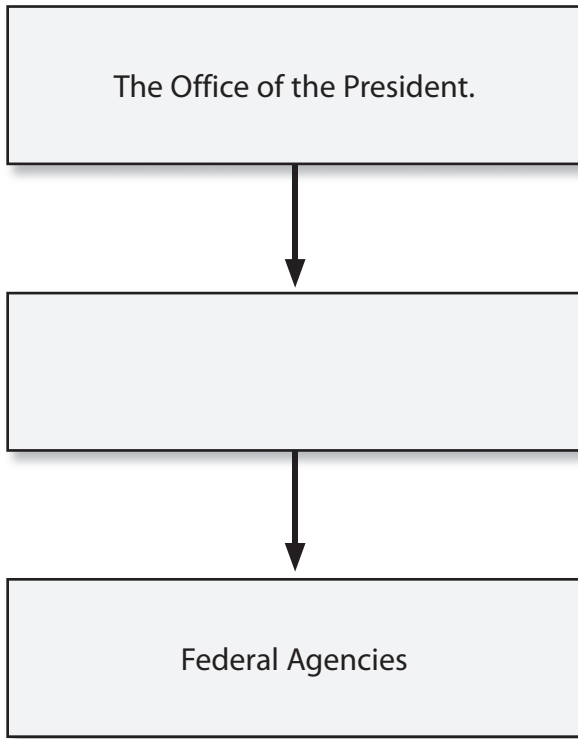
[1.07]

26. What are the eight heads of state agencies in North Carolina called ?

- A the Council of State
- B the General Assembly
- C the Board of Governors
- D the Superior Courts

[3.03]





27. What completes the diagram above?

- A Cabinet Departments
- B Congressional Committees
- C Government Workers
- D Federal Courts

[2.02]

28. Which *best* describes a free-market economy?

- A Decisions about production are made by the government.
- B There are no laws restricting business and economic activity.
- C Competition is allowed to flourish with a minimum of government interference.
- D People and businesses concentrate on goods or services they can produce better than anyone else.

[7.06]

29. Which term is used to describe the total demand of all consumers for a good or service?

- A law of supply
- B demand elasticity
- C marginal utility
- D market demand

[8.04]

30. Why is citizen involvement, such as volunteering, an important part of citizenship?

- A Citizen involvement is required by law.
- B Citizen involvement makes a community a better place to live.
- C Citizen involvement keeps people isolated from one another.
- D Citizen involvement is not an important part of citizenship.

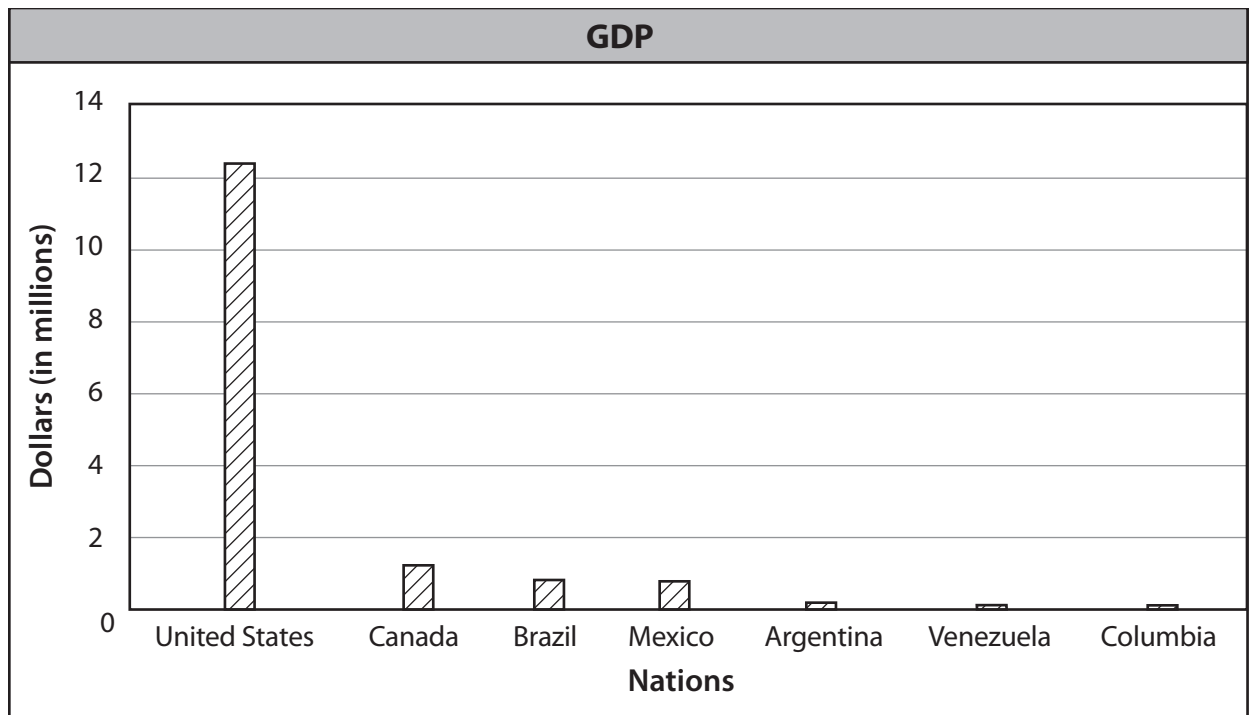
[10.01]

31. What is Gross Domestic Product (GDP)?

- A manufactured goods used to make other goods and services
- B markets where productive resources are bought and sold
- C the total value of all goods and services produced in a country during a given year
- D the quality of life based on possession of necessities and luxuries

[9.05]





32. According to the bar graph, which nation has the highest GDP? Which nation has the lowest?

- A the United States; Mexico
- B Canada; Colombia
- C Brazil; Venezuela
- D the United States; Colombia

[9.01]

33. Which generalization *best* reflects the information on the bar graph?

- A The United States is a wealthy nation surrounded by less wealthy countries.
- B A free-market economy will always lead to a high GDP.
- C All the countries in North and South America have similar GDPs.
- D The GDP is not the best way to measure a nation's economic well-being.

[9.01]



34. What is criminal law?
- A cases in which one party claims to have suffered a loss or injury
 - B cases which are always heard by a jury
 - C cases in which the state or federal government charges someone with a crime
 - D cases which are tried before a panel of judges

[6.02]

35. Which term describes how labor unions negotiate on behalf of the workers they represent?
- A right-to-work
 - B collective bargaining
 - C incorporating
 - D arbitration

[8.07]



“We hold it to be self-evident that all persons are created equal; that they are endowed by their Creator with certain unalienable Rights; that among these are life, liberty, the enjoyment of the fruits of their own labor, and the pursuit of happiness.”

excerpt from the Declaration of Independence

36. Which *best* describes the sentiment expressed in this selection from the Declaration of Independence?
- A Americans deserve more rights than other people
 - B that the government can give rights and take them away
 - C only some people should be granted full rights
 - D in a diverse population, everyone should hold the same rights
- [10.02]
37. What is one way that a municipal charter can be changed?
- A by the General Assembly
 - B by the federal government
 - C by statewide vote
 - D by the governor’s office
- [3.04]

38. The cost associated with choosing to go to the movies rather than attend a concert is called what?

- A opportunity cost
- B fixed cost
- C variable cost
- D marginal cost

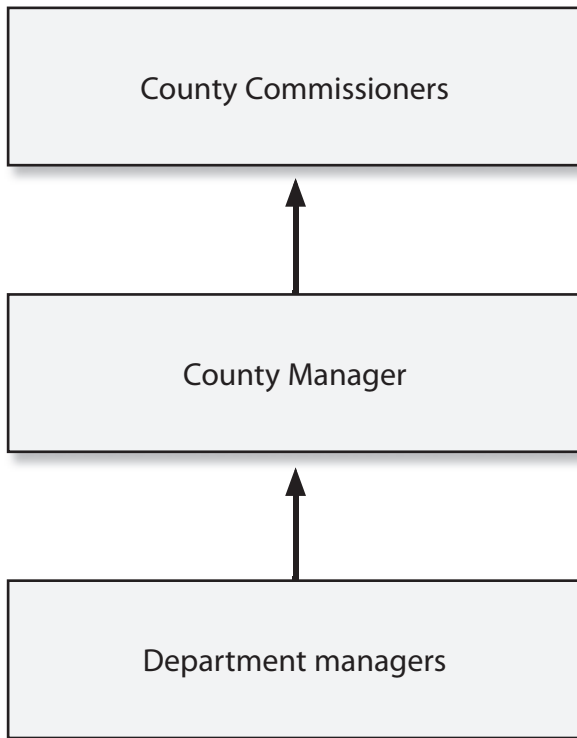
[7.03]

39. Which of the following was a cause of tensions that led eventually to the American Revolution?

- A The refusal of British merchants to transport colonial raw materials for sale in Britain.
- B Conflict between colonists and Native American peoples.
- C The introduction of new taxes to help Britain pay for its war with France.
- D Britain refused to ship any tea to the colonies in America.

[1.03]





40. According to the chart, who reports to the county manager?

- A the board of county commissioners
- B the mayors of any cities within the county
- C the general assembly
- D the heads of county departments

[3.02, 5.05]

41. What is the job of a county manager?

- A to manage the day-to-day workings of county departments, such as the sheriff's office
- B to administer the policies and services established by the board of county commissioners
- C to attract businesses to the county and advocate for those businesses already there
- D to set local public policy and carry out state guidelines

[5.05]

42. What is one argument in favor of electing Council of State agency officers?
- A it removes political partisanship from the selection process
 - B it helps agencies coordinate efforts
 - C the governor already has too much power
 - D voters can elect department head who share their views

[3.03, 3.07]

43. What is one argument in favor of having the governor appoint Council of State agency officers?
- A it would increase the overall cost to taxpayers
 - B it would give agencies more independence
 - C it would help agencies coordinate efforts
 - D it could remove political partisanship from the selection process

[3.03, 3.07]



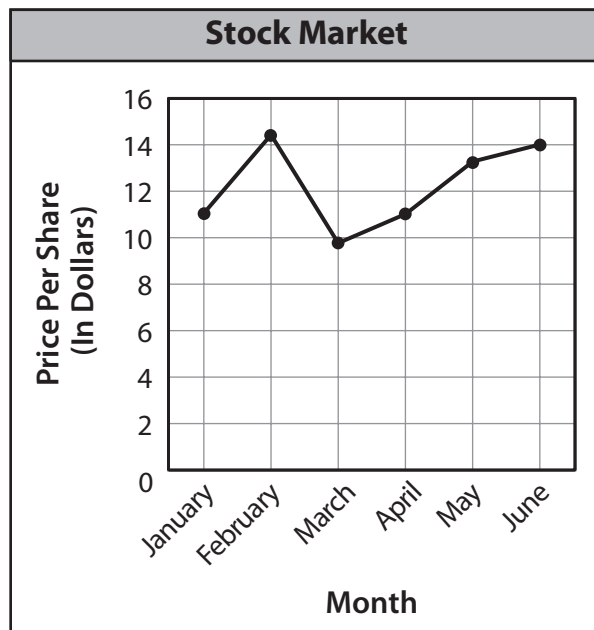
44. Which of the following is a true statement about state revenue in North Carolina?
- A The majority of state funding is provided by the federal government.
 - B Most state revenue comes from local and county government taxes.
 - C More than half of all state revenues come from state taxes.
 - D The revenue for schools and social services is provided by North Carolina's gas tax.

[3.08]

45. A natural disaster, such as a hurricane or earthquake, can force the relocation of a large number of people. Which *best* describes how this might affect the local supply of labor?
- A With fewer workers available, wages will fall.
 - B With fewer workers available, wages will rise.
 - C With fewer consumers, wages will fall.
 - D With fewer consumers, wages will rise.

[9.04]





46. Based on the price listed in the graph, was this stock a good investment for the period shown?
- A Yes, because the stock was worth more in June than it was in January.
 - B No, because the price in April was below the opening price.
 - C Yes, because the price stayed about the same.
 - D No, because the stock was worth less in June than it was in January.

[8.08]

47. According to the graph what phase of the business cycle is represented in the stock table?

- A trough
- B correction
- C recession
- D expansion

[9.01]



48. How might a drought affect the price of goods such as corn and wheat?
- A The price would fall due to a supply shortage.
 - B The price would rise due to a supply shortage.
 - C The price would fall due to decreased demand.
 - D The price would fall due to decreased demand.

[8.05]

49. What is one thing an interest group might create to try to influence government policy?
- A a public school
 - B a new business
 - C a think tank
 - D a newspaper

[5.06]

50. Which of the following *best* describes the function of E-Government, or government Web sites?
- A to allow citizens to learn about public policy and participate in government
 - B to assist government officials in communicating with each other
 - C to allow government to oversee the Internet
 - D to grant government contracts to businesses

[6.05]



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