



## **U.S. History Semester A Study Guide Credit by Exam for Credit Recovery or Acceleration**

The exam you are interested in taking is designed to test your proficiency in the relevant subject matter. You should be thoroughly familiar with the subject matter before you attempt to take the exam. This EA/CBE Study Guide can help you prepare for the exam by giving you an idea of what you need to review. You can check your familiarity level by reviewing the Texas Essential Knowledge and Skills (TEKS) for this course (see below). To refine your skills, you can refer to any of the state-adopted textbooks.

### **Texas Essential Knowledge and Skills (TEKS)**

Every question that appears on this exam is derived from the knowledge and skills statements and student expectations within the Texas-mandated standards, the Texas Essential Knowledge and Skills (TEKS). You can view the TEKS for this exam online via the following link: <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113c.html>. Refer to section (c), Knowledge and skills, 1A–32B. Throughout this guide, you’ll see TEKS references. These refer to the numbers listed under (c) Knowledge and skills; for example, 1A or 3B.

### **Materials Needed**

#### **Paper exams**

You will need to bring a #2 pencil to complete the exam. You will receive a computer-graded answer sheet when you arrive at the testing center.

### **Exam Structure**

You will be allowed **3 hours** to complete this exam. The exam consists of 100 multiple-choice questions worth 1 point each and two essay questions, worth 15 points each for a total of 140 points. To help you study, we have isolated 8 key topics and provided study tips and sample questions for each. You can expect multiple-choice questions on each of the following topics:

- Objective 1:** History
- Objective 2:** Geography
- Objective 3:** Economics
- Objective 4:** Government
- Objective 5:** Citizenship
- Objective 6:** Culture
- Objective 7:** Science, Technology, and Society
- Objective 8:** Social Study Skills

## **Scholastic Honesty**

When you arrive at the testing center, you will be asked to carefully read the exam rules and sign a statement agreeing to take the exam in accordance with the rules. This is called the Examinee's Certification. The following is a copy of these rules:

### **Examinee's Certification**

**This certification must be signed *before* the exam is administered and then returned with the completed examination attached, or credit for the exam will not be given.**

Scholastic dishonesty is a serious academic violation that will not be tolerated. Scholastic dishonesty encompasses, but is not limited to:

- copying from another student's work;
- using an unauthorized testing proctor or taking the exam at an unauthorized testing location;
- using materials not authorized by a testing proctor;
- possessing materials that are not authorized by a testing proctor, such as lessons, books, or notes;
- knowingly using or soliciting, in whole or part, the contents of an unadministered test;
- collaborating with or seeking aid from another student without authorization during the test;
- substituting for another person, or permitting another person to substitute for oneself, in taking a course test or completing any course-related assignment;
- using, buying, stealing, or transporting some or all of the contents of an unadministered test, test rubric, homework answer, or computer program.

**Evidence of scholastic dishonesty will result in a grade of *F* on the examination and an *F* in the course (if applicable).**

*At the testing center, you will be asked to sign a statement that says you have read the above and agree to complete the examination with scholastic honesty.*

## General Study Tips

The bulleted lists and sample questions in this study guide can assist you in preparing for the exam. It is a fairly complete guide, but does not cover every item on the test. Ultimately, you should use the TEKS to guide your exam preparation.

## Additional Study Tips

The following information provides direction for your studies. For each part, you will find study tips and sample questions to give you a general idea of the types of questions you can expect to see on the exam.

## Objective 1: History

This part relates to your knowledge of United States History from 1877 to the 1939. Historical content focuses on the issues related to the Founding Fathers and documents, industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights.

### Study Tips for Objective 1

This part relates to TEKS 1A–6B. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

#### *Founding Fathers and Documents*

- Evaluate the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights
- Explain the contributions of Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull, Sr.
- Identify the major eras in U.S. History from 1877 onward

#### *Important Turning Points*

- Explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1948 (WWI), and 1929 (Great Depression begins)

#### *Gilded Age*

- Indian policies, political machines, civil service reform, and Populism
- Industrialization, growth of railroads, labor unions, farm issues, cattle boom, entrepreneurship, free enterprise, and pros & cons of big business
- Women's issues, minorities, and children during the Gilded Age
- Urbanization, the Social Gospel Movement and philanthropy
- Describe the optimism felt by many immigrants

*Age of Expansion*

- Impact of individuals on expansionism: Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries
- Idea of American exceptionalism
- Spanish-American War and acquisition of Guam, Hawaii, Philippines, and Puerto Rico

*World War I*

- Causes of World War I & reasons for U.S. entry
- American Expeditionary Forces (AEF) and General John J. Pershing
- World War I innovations: machine guns, airplanes, tanks, poison gas, and trench warfare
- Battle of Argonne Forest
- Issues of American isolationism and neutrality
- Woodrow Wilson, the Fourteen Points, and Treaty of Versailles

*Progressive Era*

- Reforms: initiative, referendum, recall, 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> amendments
- Impact of muckrakers and reform leaders: Upton Sinclair, Susan B. Anthony, Ida B. Wells, W.E.B. DuBois
- Impact of third parties on presidential elections (Populist and Progressive)

*Roaring Twenties*

- Causes and effects of social issues: such as immigration, Social Darwinism, eugenics, race relations, nativism, Red Scare, Prohibition, changing role of women
- Impact of individuals: Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles Lindbergh

*Great Depression*

- Domestic leadership of Franklin D. Roosevelt during the Great Depression

*Civil Rights*

- Civil Rights Movement during the 19<sup>th</sup> & 20<sup>th</sup> centuries, including the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments

### Sample Questions for Objective 1

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS: Select the BEST response to each of the following questions.**

1. Which of the following Founding Fathers was the only British Colonial Governor to side with the American colonists during the American Revolution?
  - A. John Jay
  - B. John Hancock
  - C. Benjamin Rush
  - D. Jonathan Trumbull, Sr.
  
2. The Gilded Age can be defined as \_\_\_\_\_.
  - A. a period of social, political, and economic reform
  - B. a period of aggressive expansion and international conflict
  - C. a period of great prosperity followed by sharp economic decline
  - D. a period of poverty, corruption and scandal hidden by rapid expansion, technological innovation, and industrialization

## **Objective 2: Geography**

This part relates to your knowledge of the impact of geographic factors on major events and eras from 1877 to 1939.

### **Study Tips for Objective 2**

This part relates to TEKS 12A–14C. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

#### *Impact of Geography on Major Events*

- Settlement of the Great Plains
- Klondike Gold Rush
- Panama Canal
- Dust Bowl

#### *Causes and effects of migration and immigration on American society*

- Western expansion
- Rural to urban
- Great Migration
- Changing demographic patterns resulting from legal and illegal immigration

#### *Relationship between population growth and modernization of the physical environment*

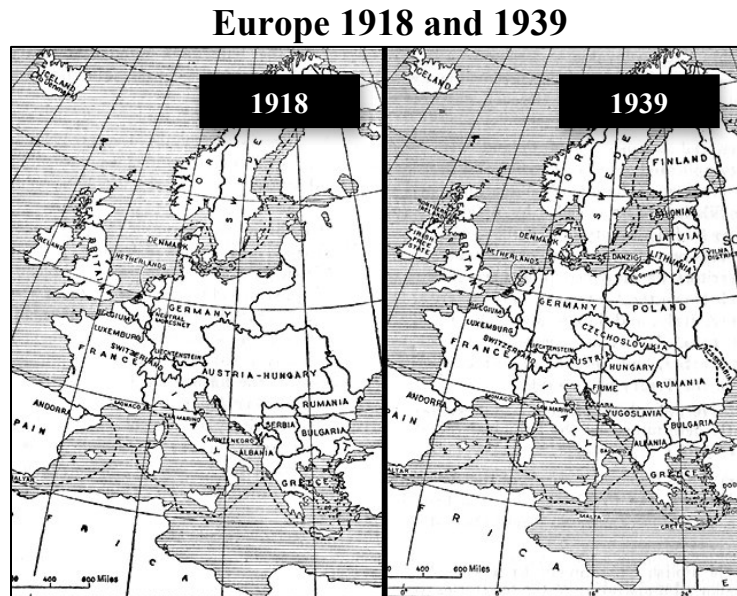
- National Park System
- Government actions on individuals, industries, and communities
- Fifth Amendment property rights

### Sample Questions for Objective 2

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS:** Select the **BEST** response to each of the following questions.

3. Review the map below.



The change in political boundaries in the map above can best be explained by which of the following statements?

- A. Aggressive expansion led to the acquisition of new territories.
  - B. New countries are created as a result of war treaties and territorial restrictions.
  - C. Belligerent nations conquered weaker nations expanding their political boundaries.
  - D. The spread of Communism in Europe created satellite nations for the Soviet Union.
4. The Dust Bowl refers to \_\_\_\_\_.
- A. environmental efforts to save rivers
  - B. a drought during the Great Depression
  - C. the lack of rain in the mid-west during the 1820s
  - D. the election in which William Jennings Bryan lost his bid for President

### **Objective 3: Economics**

This part relates to your knowledge of the economic issues in American history from 1877 to 1939.

#### **Study Tips for Objective 3**

This part relates to TEKS 15A–16E. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

#### *Domestic and foreign issues related to U.S. economic growth from 1870s to 1920*

- Closing of the frontier: impact of the Transcontinental Railroad and Homestead Act
- Laissez-faire, anti-trust acts, Interstate Commerce Act, Pure Food and Drug Act
- Chinese Exclusion Act of 1882, Open Door Policy, Dollar Diplomacy, immigration quotas
- Economic effects of Spanish-American War and World War I
- Federal Reserve Act of 1913, shift from Gold Standard to fiat money

#### *Economic developments between World War I and World War II*

- Economy of Roaring Twenties: Harding’s Return to Normalcy, reduced taxes
- Causes of Great Depression: including impact of tariffs on trade, stock market speculation, bank failures, monetary policy of Federal Reserve
- Effects of Great Depression: unemployment, deportation & repatriation
- New Deal policies and its opponents
- Federal Deposit Insurance Corporation
- Securities and Exchange Commission
- Social Security Administration

#### **Sample Questions for Objective 3**

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS: Select the BEST response to each of the following questions.**

5. The Pure Food and Drug Act and the Meat Inspection Act were congressional acts passed as a direct result of \_\_\_\_\_.
  - A. Taft’s weight issue
  - B. Roosevelt’s daughter’s death
  - C. Upton Sinclair’s book *The Jungle*
  - D. Ida Tarbell’s pamphlet “The Red Record”



6. When first passed, the Interstate Commerce Act and the Sherman Antitrust Act were considered largely symbolic because they both \_\_\_\_\_.
- A. concerned the handling of the flag
  - B. provided for fewer working hours for women
  - C. contained little or no provisions for enforcement
  - D. provided equal pay for equal work between the sexes

#### **Objective 4: Government**

This part relates to your knowledge of the impact of constitutional issues on American society, as well as the dynamic relationship of the three branches of the federal government, and an understanding of the efforts to expand the democratic process from 1877 to 1939.

#### **Study Tips for Objective 4**

This part relates to TEKS 19A–21C. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

##### *Changes over time in the role of government*

- Impact of New Deal legislation on state and federal government
- Constitutional issues raised by federal policy changes during: World War I and the Great Depression
- Teapot Dome Scandal
- Pros and cons of U.S. participation in international organizations or treaties

##### *Changing relationship between the three branches of government*

- Franklin D. Roosevelt’s attempt to increase the number of Supreme Court justices

##### *Impact of constitutional issues on American society*

- *Plessy v. Ferguson*
- Reasons why the constitution has been amended

### Sample Questions for Objective 4

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS: Select the BEST response to each of the following questions.**

7. Franklin Delano Roosevelt (FDR) defeated Herbert Hoover in the race for president because FDR promised an economic and political \_\_\_\_\_.
  - A. New Deal
  - B. return to normalcy
  - C. chicken in every pot
  - D. Ford in every garage
  
8. After World War I, the United States rejected its role in world political affairs by \_\_\_\_\_.
  - A. passing anti-immigration laws
  - B. refusing to join the United Nations
  - C. refusing to join the League of Nations
  - D. failure to occupy Cuba after the Spanish-American War

### Objective 5: Citizenship

This part relates to your knowledge of American exceptionalism, efforts to expand the democratic process, and the importance of effective leadership in a constitutional republic.

#### Study Tips for Objective 5

This part relates to TEKS 22A–24B. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

#### *American Exceptionalism*

- Alexis de Tocqueville’s five values
  - Liberty, egalitarianism, individualism, populism, and laissez-faire
  - How are these values different and unique from other nations?
- Understand how U.S. citizens, although from many numerous places, hold a common bond in standing for certain self-evident truths

#### *Efforts to Expand the Democratic Process*

- Lobbying, non-violent protesting, litigation, amendments to the U.S. Constitution
- 19<sup>th</sup>, 24<sup>th</sup>, 26<sup>th</sup> Amendments
- American Indian Citizenship Act of 1924
- How the democratic process reflects our national ethos, patriotism, and civic responsibility
- Concept of working toward a “more perfect union”

*Effective Leadership*

- Describe qualities of effective leadership
- Contributions of significant leaders such as Andrew Carnegie

**Sample Questions for Objective 5**

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS: Select the BEST response to each of the following questions.**

9. Which of the following entrepreneurs built his empire in the steel industry, then later dedicated his life to philanthropy and his Gospel of Wealth?
  - A. Leland Stanford
  - B. Andrew Carnegie
  - C. John D. Rockefeller
  - D. Cornelius Vanderbilt
  
10. Which of the following founding American principles inspires both legal and illegal immigration to the United States?
  - A. the spirit of American ingenuity
  - B. free public education and healthcare
  - C. to learn English as a second language
  - D. life, liberty, and the pursuit of happiness

## **Objective 6: Culture**

This part relates to your knowledge of the arts and the times they were created as well as how people of various groups have contributed our national identity.

### **Study Tips for Objective 6**

This part relates to TEKS 25A–26F. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

#### *Relationship between the arts and times they were created*

- How U.S. history has been reflected in various genres of art, music, film and literature
- Describe the positive and negative impacts of cultural movements in art, music, and literature such as:
  - Tin Pan Alley, the Harlem Renaissance

#### *How people from various groups have contributed to our national identity*

- Actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women in American society
- Americanization movement to assimilate American Indians
- Contributions of various racial, ethnic, gender, and religious groups in shaping American culture
- Identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt
- Meaning and historical significance of the mottos “E Pluribus Unum” and “In God We Trust”
- Importance of congressional Medal of Honor recipients, including Alvin York

### **Sample Questions for Objective 6**

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS: Select the BEST response to each of the following questions.**

11. Which of the following individuals attempted to expand the economic and political rights of African Americans during the Great Depression?
- A. Jane Addams
  - B. Marcus Garvey
  - C. Eleanor Roosevelt
  - D. Booker T. Washington

12. Which of the following novels best exemplifies the culture of the 1920s?

- A. *Of Mice and Men* by John Steinbeck
- B. *The Great Gatsby* by F. Scott Fitzgerald
- C. *The Grapes of Wrath* by John Steinbeck
- D. *The Adventures of Tom Sawyer* by Mark Twain

### **Objective 7: Science, Technology, and Society**

This part relates to your knowledge of the impact of science, technology, the free enterprise system, and the influence of scientific discoveries and technological innovations.

#### **Study Tips for Objective 7**

This part relates to TEKS 27A–28A. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

*Impact of Science, Technology, and the Free Enterprise System on the U.S. economic development*

- Effects of scientific discoveries and technological innovations
  - Electric power, telephone and satellite communications
  - Petroleum-based products
  - Steel production
- How specific needs result in scientific discoveries and technological innovations
  - Agriculture
  - Military
  - Medicine and vaccines
- Impact of technological and management innovations
  - Assembly line, time-study analysis, robotics, computer management, just-in-time inventory

*Influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the U.S.*

- Transportation, communication

### Sample Questions for Objective 7

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

**DIRECTIONS: Select the BEST response to each of the following questions.**

13. Henry Ford is significant because he \_\_\_\_\_.
- A. acquired several small car companies
  - B. manufactured the first car in the world
  - C. used the assembly line to manufacture an affordable car
  - D. owned the first car company to offer different paint options
14. Samuel F.B. Morse, Alexander Graham Bell, and Thomas Edison all invented devices that improved \_\_\_\_\_.
- A. weapons
  - B. architecture
  - C. transportation
  - D. communication

### Objective 8: Social Studies Skills

This part relates to your ability to apply critical-thinking skills to organize and use information acquired from a variety of valid sources.

#### Study Tips for Objective 8

This part relates to TEKS 29A–32B. Familiarize yourself with those TEKS, and then be prepared to demonstrate knowledge of the following topics:

- Use a variety of both primary and secondary valid sources to acquire information and analyze and answer historical questions
- Analyze information by sequencing, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions
- Understand how historians interpret the past (historiography) and how their interpretations of history may change over time
- Use the process of historical inquiry to research, interpret, and use multiple types of sources as evidence
- Evaluate the validity of sources based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context

- Identify bias in written, oral, and visual material
- Identify and support with historical evidence a point of view on a social studies issue or event
- Use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons
- Create written, oral, and visual presentations of social studies information
- Use correct social studies terminology to explain historical concepts

### Sample Questions for Objective 8

The following are sample questions. You can find the correct answers listed at the end of this study guide, but try answering the questions without looking at the answers first to check your comprehension.

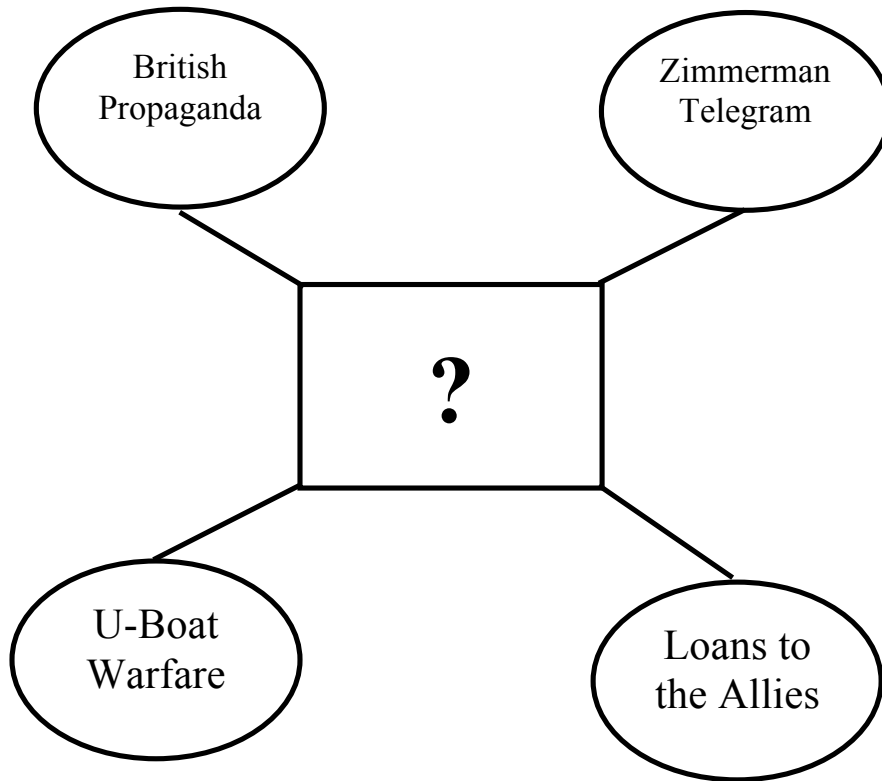
**DIRECTIONS:** Select the **BEST** response to each of the following questions.

15. What of the following is the best title for the box below?

- |  |
|--|
| <ul style="list-style-type: none"><li>• Upton Sinclair</li><li>• Susan B. Anthony</li><li>• Ida B. Wells</li><li>• W.E.B. DuBois</li></ul> |
|--|

- A. Entrepreneurs
- B. Reform Leaders
- C. Captains of Industry
- D. Congressional Medal of Honor Winners

16. Review the graph below.



Which phrase listed would best complete the graph above?

- A. Treaty of Versailles
- B. 1920s Foreign Policy
- C. Causes of World War I
- D. Reasons of U.S. Entry into World War I



**Answer Key**

<b>Item Number</b>	<b>Correct Answer</b>	<b>TEKS expectation</b>
1	D	1C
2	D	2A, 2B
3	B	12B
4	B	12A
5	C	15B, 5B
6	C	15B
7	A	19A
8	C	19E
9	B	24B, 3C
10	D	22C
11	C	26D
12	B	25A
13	C	27C, 6B
14	D	28A
15	B	29B, 5A
16	D	29H, 4F