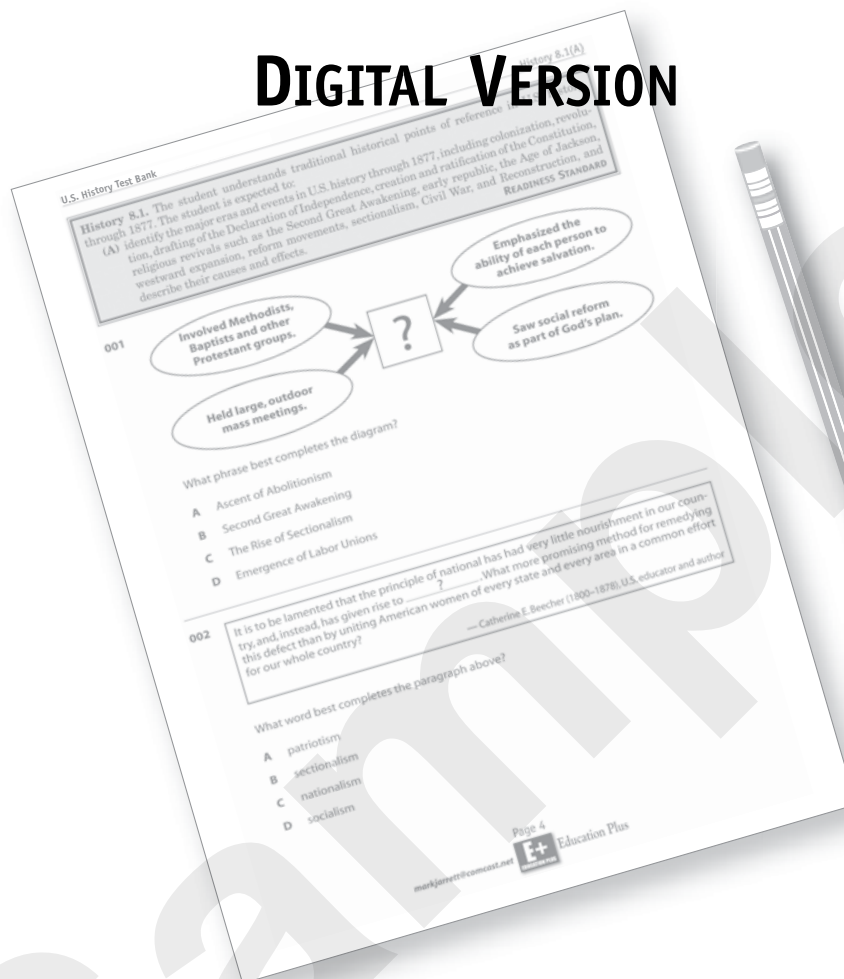


U.S. HISTORY TEST BANK —FLORIDA EDITION

DIGITAL VERSION



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HOW TO USE THIS TEST BANK

This U.S. History Test Bank—Florida Edition, with its wide range of questions, is designed to help your students learn U.S. History. You will find that all of the NGSSS in U.S. History are covered, with a multitude of questions for each Benchmark. This test bank will provide you with ample practice questions to create unit tests, a midterm, and a practice final exam. You will still have enough questions left over for classroom quizzes and additional practice. Familiarizing your students with these types of questions will help them to perform their best when they take the EOC in U.S. History the spring.

HOW THIS TEST BANK IS ORGANIZED

This test bank is organized to follow Florida’s NGSSS in U.S. History. Each Benchmark, found in a gray box at the top of the page, begins a new section. There are at least three or more EOC-type questions for each Benchmark. The questions run the gamut from easy to challenging—both in content and cognitive complexity. Each question is designed to test student mastery of a specific Benchmark. These questions cannot be found in any other resource and will provide you with a snapshot of what your students know for diagnostic purposes. Most importantly, you will find maps, documentary excerpts, photographs, and diagrams as part of many questions—just like those on the actual EOC Assessment.

Because the test bank follows the NGSSS themselves, navigating the test bank is easy. Each Benchmark appears in order and each new Benchmark begins on a separate page.

HOW TO INSERT ITEMS FROM THE TEST BANK INTO YOUR ASSESSMENTS

This test bank is available as both a PDF and an MS Word file. When you purchase the test bank, we will furnish your school with a unique password needed to open it. You will also need *Adobe Acrobat Reader* to navigate the PDF version of the test bank. If you don’t have a copy of *Adobe Acrobat Reader*, go to www.adobe.com and download a free copy of this program. Once you open the test bank, you will find several ways to copy items from the test bank to place into your own tests:

Copy-Paste Method.

1. First, create a new blank word processing document on your computer screen.
2. Then open the PDF version of the test bank with your *Adobe Acrobat Reader* or *Preview*, or the MS Word version with MS Word.
 - A. **If you are using Adobe Acrobat Reader 9.** Along the top menu of your computer, find the “**Tools**” menu. Highlight that menu, and slide your cursor down to “**Select and Zoom.**” Use your cursor to open the “**Snapshot Tool.**” Using the “**Snapshot Tool,**” highlight the question you wish to use. Select “**Copy**” and then paste the question in the blank Word document you just created. This also works by simply using the *Preview* program that may come with your computer.

- B. If you are using Adobe Acrobat Reader 10 or later.** If you go to the top menu and open “**Edit**,” a dropdown menu should appear. Go to “**Take a Snapshot**,” and follow the same directions as above for *Adobe Acrobat Reader 9*. You can also copy items by simply highlighting them, opening the “**Edit**,” menu at the top, and clicking “**Copy**.” Then place your cursor on your blank document and click “**Paste**.” Images will also copy if you highlight the image separately.
 - C.** You can also take a screenshot by simply pressing Command-Shift 4 on your keyboard (on a Mac) or using the **Snipping Tool** on a PC..
 - D.** From MS Word, you can highlight the question you want to copy, go to the “**Edit**” menu at the top of your screen, and click on “**Copy**” from the drop-down list. Then paste the question into your new document.
- 3.** We suggest you copy each question into your Word file without its number so that you can renumber it based on its position in the new document you are creating.

Cut and Paste Method. A second method to use the test bank is to print out copies of the questions you want and paste them onto a page of paper. You can then photocopy the page with the hand-pasted items to create copies of the test for your students.

Retype Questions Method. A third method is to retype the questions you wish to use by using your word processing program. You may need to copy and paste graphics, maps, and other visuals to insert them into your typed question. You might also use “**Screen Capture**” to copy and paste an image or map that goes with the question. This method gives you complete control to change the wording of any question.

LICENSING RESTRICTIONS

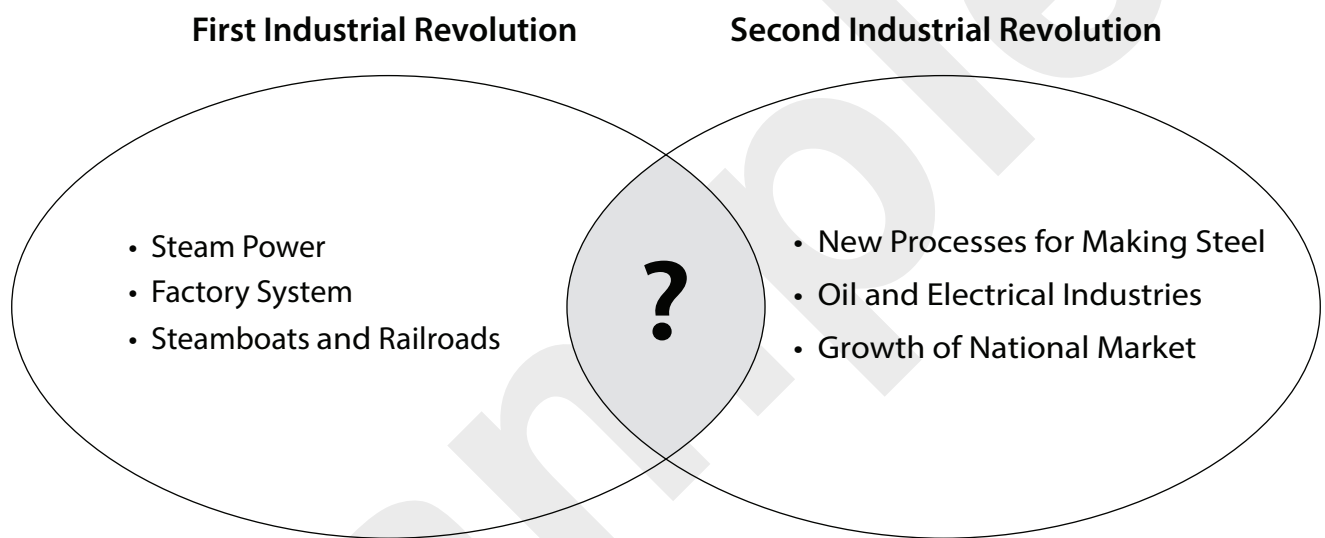
Your district is licensed to use the test bank in perpetuity. However, Education Plus retains the copyright on these items. You are not entitled to sell or share these items to teachers with teachers in other schools (or where applicable, other districts). In addition, you may not post the test bank or its items on the Internet in any way that is accessible to the general public. All electronic communications of items between teachers within the purchasing entity (either your school or district) must be password-protected. Your school department chairpersons should inform teachers of these important restrictions.

TROUBLE-SHOOTING

For your convenience, we have appended a complete answer key at the end of this test bank. If you are having trouble or have any problem or question, we are here to help. Simply email Education Plus at MarkJarrett@comcast.net.

- 76 How were the First and Second Industrial Revolutions similar?
- A Both depended on skilled craftsmen to produce most goods.
 - B Both were primarily focused on increasing textile production.
 - C Both relied on animal power to drive manufacturing machinery.
 - D Both led to innovations in the ways in which goods were produced.

- 77 The Venn diagram below compares two industrial revolutions.



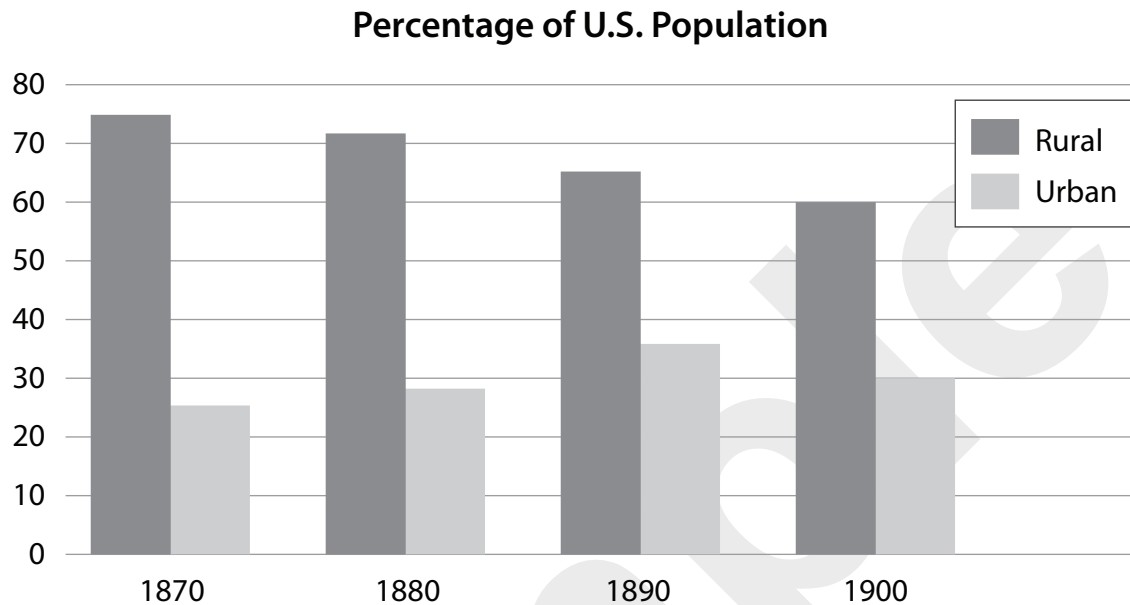
Which best completes the diagram?

- A Warfare Brings New Inventions
- B Innovations Stimulate Economic Growth
- C Foreign Competition Threatens Prosperity
- D Government Subsidies Encourage Inventors

-
- 94 Which contribution did Granville Woods make to the American economy?
- A invention of the telephone
 - B invention of the traffic signal
 - C invention of the first automatic dishwasher
 - D invention of a multiplex telegraph for sending messages to moving trains
-
- 95 Which contribution did Elijah McCoy (1844–1929) make to the American economy?
- A invention of alternating current
 - B invention of rotary blade lawn mowers
 - C invention of a new type of traffic signal
 - D invention of oil-drip cups to lubricate locomotive engines
-
- 96 Which contribution did Sarah Goode make to the American economy?
- A invention of the first electric motor
 - B invention of the first automatic dishwasher
 - C invention of a fold-away bed to be tucked into a desk
 - D invention of new cosmetic products and special shampoos
-
- 97 Which contribution did Madam J. Walker (1867–1919) make to the American economy?
- A invention of the first electric motor
 - B invention of the first automatic dishwasher
 - C invention of a fold-away bed to be tucked into a desk
 - D invention of new cosmetic products and special shampoos

SS.912.A.3.6 Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

- 98 The graph below shows the the rural and urban population of the United States from 1870 to 1900.



Which factor contributed to the shift in population shown on the graph?

- A Not enough families took advantage of the Homestead Act.
 - B Houses in cities were less expensive than those in the countryside.
 - C New jobs in industry attracted farmers and farm laborers to cities.
 - D The Great Plains Indians left their reservations to buy new farmland.
- 99 Which change occurred as the United States shifted from an agrarian to an industrial society?
- A Americans had fewer forms of outside entertainment in cities than on farms.
 - B Cities became overcrowded and faced new challenges in providing public services.
 - C Fewer children attended public schools once their families migrated to urban areas.
 - D Workers' families enjoyed more fresh air and cleaner water in cities than in rural areas.

SS.912.A.3.12 Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

126 Which Progressive reform is correctly matched with its definition?

- A** Referendum → Voters can directly introduce bills into the state legislature
- B** Recall → Voters can remove an elected official from office
- C** Initiative → Voters can repeal a law already passed by the state legislature
- D** Primary → Voters, rather than state legislators, directly elect U.S. Senators

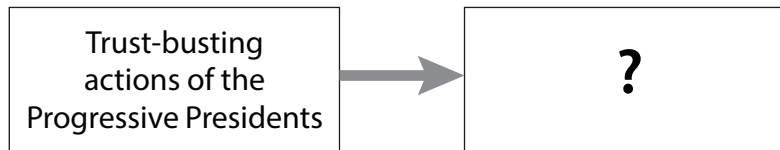
127 The diagram below provides details about legislation during the Progressive era.



Which phrase completes the diagram?

- A** Encouraged U.S. consumers to buy local beef
- B** Insured the safety of meat eaten by consumers
- C** Helped American ranchers by taxing foreign beef
- D** Led to public criticism of meat-packing processors

128 The diagram below provides details about government activity during the Progressive era.



Which phrase completes the diagram?

- A Led to public criticism of the U.S. Presidency
- B Hurt American companies facing foreign competition
- C Discouraged companies from anti-competitive behavior
- D Led to a decline in the total number of American businesses

129 The excerpt below is from a speech given by President Theodore Roosevelt in 1908.

To permit every lawless capitalist, every law-defying corporation, to take any action, no matter how iniquitous, in the effort to secure an improper profit and to build up privilege, would be ruinous to the Republic and would mark the abandonment of the effort to secure in the industrial world the spirit of democratic fair dealing.

How did President Roosevelt deal with the problem described above?

- A He filed lawsuits to break up “bad trusts.”
- B He refused to enforce patents and copyrights.
- C He arrested business leaders for unfair practices.
- D He proposed federal legislation abolishing corporations.

255 The photograph below shows unemployed men waiting at a soup kitchen in Chicago in 1931.



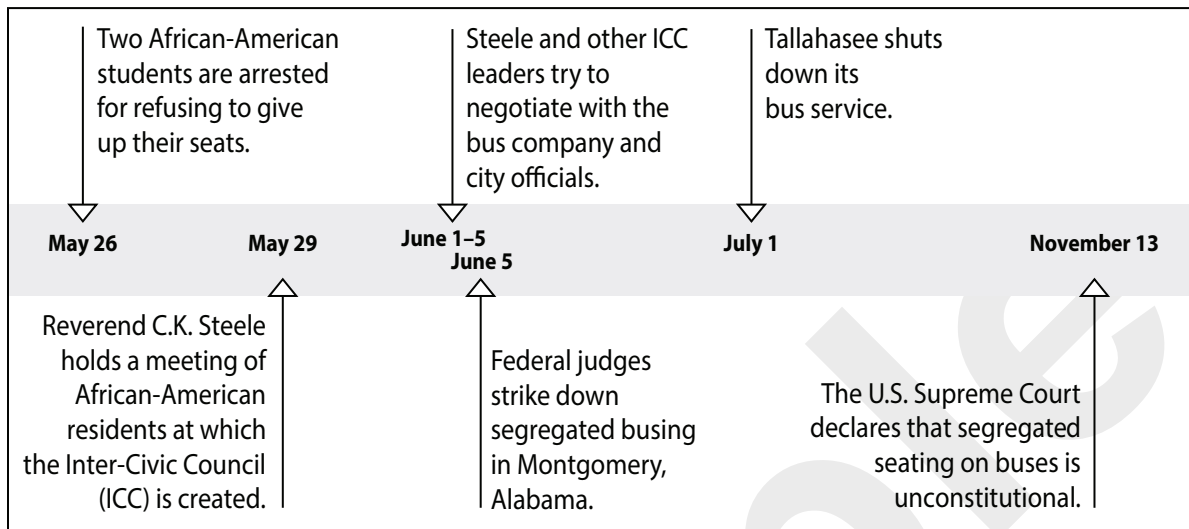
Which event contributed to the conditions depicted in the photograph?

- A the prohibition of alcoholic drinks
- B President Herbert Hoover's grant of federal money to soup kitchens
- C the refusal of France and Britain to pay war debts owed to the United States
- D a stock market crash that reduced the demand for goods and raised unemployment

-
- 335 What is an important advantage of U.S. participation in the United Nations?
- A The United States can export its goods more easily.
 - B The United States can demonstrate its global leadership.
 - C The United States avoids criticism from developing nations.
 - D The United States is able to assert its control over developing nations
-
- 336 Which African-American educator served as an adviser to President Franklin Roosevelt and attended the San Francisco Conference in 1945, which gave birth to the United Nations?
- A Marcus Garvey
 - B Booker T. Washington
 - C Mary MacLeod Bethune
 - D Dr. Martin Luther King, Jr.
-
- 337 Why did American leaders decide to promote the founding of the United Nations?
- A They felt they could use the United Nations to protect the colonial empires of France and Great Britain.
 - B They wanted to use the United Nations to protect the American “sphere of influence” in Latin America
 - C They believed that the founding of the United Nations could prevent a future Cold War with the Soviet Union.
 - D They felt a greater need for an international peacekeeping organization after the destruction of World War II.

SS.912.A.7.17 Examine key events and key people in Florida history as they relate to United States history.

495 The timeline below displays the sequence of events in the Tallahassee bus boycott of 1956



Based on the timeline, what role did the Inter-Civic Council (ICC) play in the Tallahassee bus boycott?

- A** It persuaded the U.S. Supreme Court to end segregated busing.
- B** It made the first use of non-violent protest to oppose segregation.
- C** It was the first African-American organization led by Dr. Martin Luther King, Jr.
- D** It demonstrated the determination of African Americans living in Florida to obtain their civil rights.