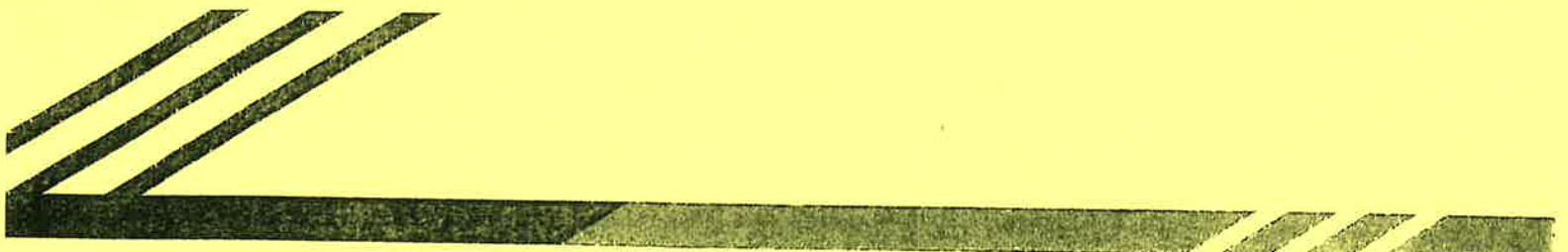


# Social Studies for the HiSet

U.S History, Government, Economics, Geography



## HiSet Social Studies Test

Interpret, Apply, Analyze, Evaluate and Generalize in the following:

- History (35 %)
- Government (35 %)
- Economics (20 %)
- Geography (10 %)

Reading passages, tables/diagrams, maps in 60 multiple choice

Time: 70 minutes

# Structure of the U.S. Government

The U.S. **federal** government divides governing power among three branches: a legislative, or law-making branch, an executive, or law-enforcing branch, and a judicial, or law-interpreting branch. Each branch is separate from and largely independent of the others.

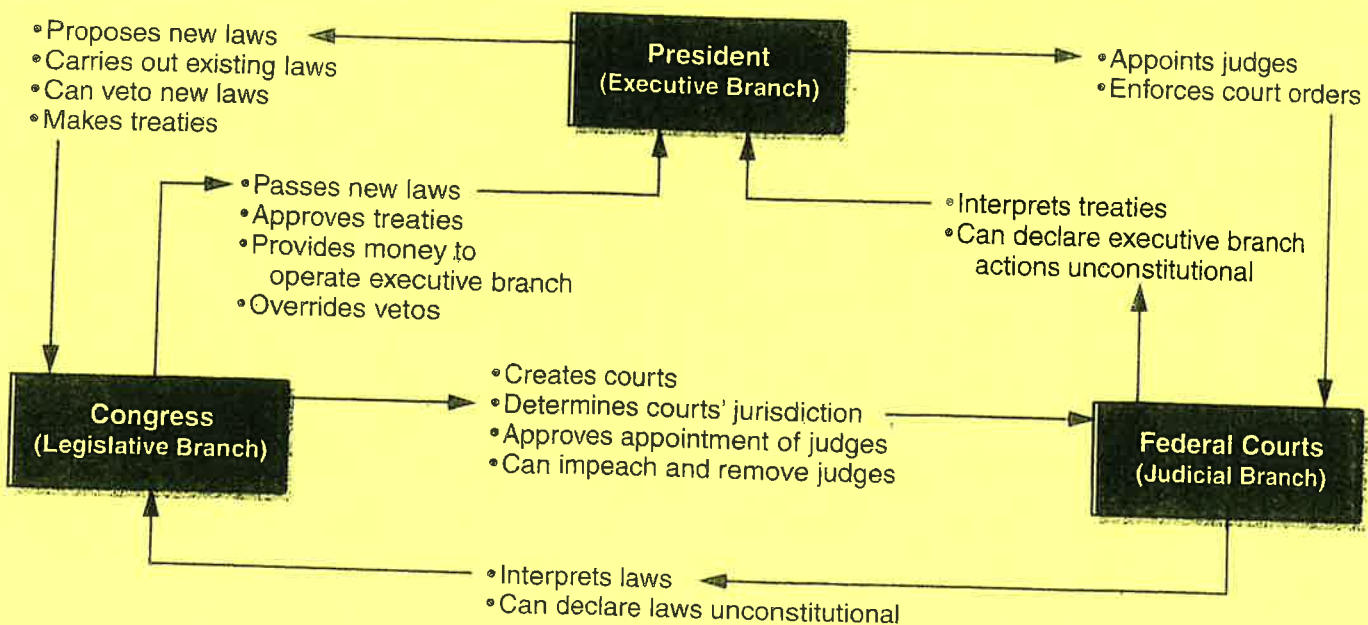
The power to make laws is held by Congress, which consists of two houses or parts. Each state is represented by two people in the **Senate**. In the **House of Representatives**, the number of legislators is determined by the population of each state. The **Constitution** gives Congress many powers, including the power to declare war, to regulate trade between states, and to raise money and authorize how it will be spent. All bills to raise money must originate in the House of Representatives.

The responsibility to execute, or carry out and enforce, the laws passed by Congress is held by the executive branch. This branch is headed by the president, who is also commander-in-chief of the nation's armed forces. The executive branch is responsible for carrying out the orders and decisions of the federal courts.

The federal courts, which are headed by the Supreme Court, have the power to settle disputes arising over alleged violations of the laws passed by Congress. A power known as **judicial review** also allows them to interpret these laws and the Constitution.

To make sure that no one branch of government becomes too powerful, the writers of the Constitution set up a system of checks and balances among the branches. The diagram below shows how some of these checks and balances work.

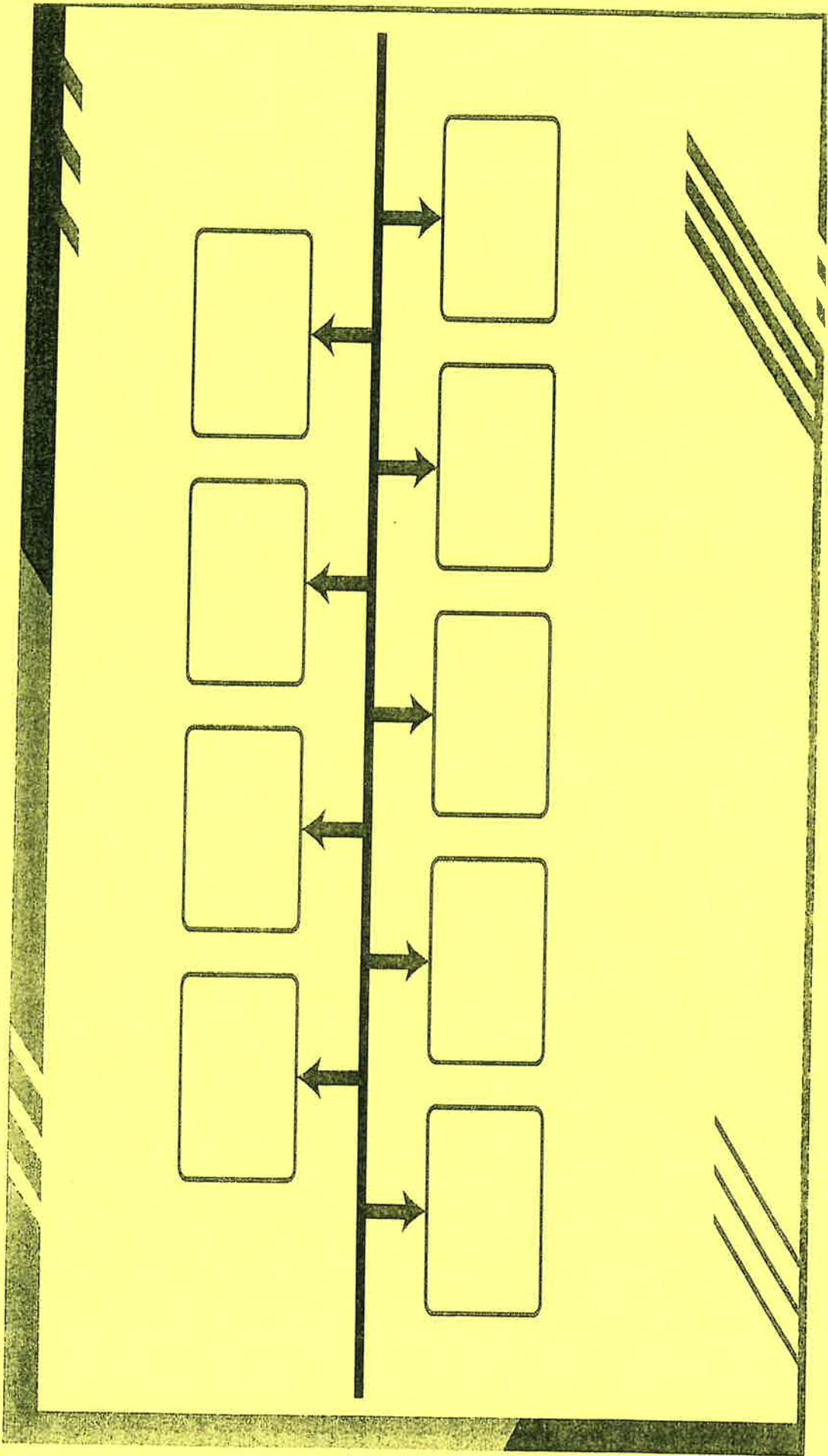
**MAJOR CHECKS AND BALANCES IN THE U.S. GOVERNMENT**



Directions: Choose the one best answer to each question.

Questions 1 through 6 refer to the passage and the diagram on page 146.

1. Which statement contrasts the Senate and the House of Representatives?
  - (1) The Congress consists of the Senate and the House of Representatives.
  - (2) All tax laws must originate in the House of Representatives.
  - (3) States are represented equally in the Senate and according to their population in the House.
  - (4) The Supreme Court can declare acts of Congress to be unconstitutional.
  - (5) The Senate and House each consist of members from every state in the United States.
2. Which power is shared by the president and Congress?
  - (1) levying taxes
  - (2) enforcing laws
  - (3) making trade agreements with other nations
  - (4) waging war against other nations
  - (5) enforcing court orders
3. How is the judicial branch's power to check the legislative branch similar to its check on the executive branch?
  - (1) The Supreme Court carries out the laws of Congress and the president's executive orders.
  - (2) The Supreme Court appoints the president's cabinet as well as the committees of Congress.
  - (3) The Supreme Court can declare laws and executive branch actions to be unconstitutional.
  - (4) The Supreme Court must approve treaties that the president makes with foreign countries.
  - (5) The Supreme Court can force the president and Congress to obey its orders.
4. What basic difference exists between the legislative function and the executive function as they apply to the nation's laws?
  - (1) Congress makes laws and treaties, and the president decides what they mean.
  - (2) Congress passes laws, and the executive branch carries them out.
  - (3) Both the president and members of Congress can propose laws.
  - (4) Congress interprets laws, and the president interprets treaties.
  - (5) The money to operate the executive branch comes from Congress.
5. Which of the following statements about the structure of the U.S. government is a fact, not an opinion?
  - (1) The national government has too much power.
  - (2) The major powers of government have been divided among its three branches.
  - (3) Congress has more power than the president.
  - (4) The judicial branch is the most powerful branch of government.
  - (5) The president should not have the power to veto laws passed by Congress.
6. Which statement about checks on government is supported by the diagram?
  - (1) The executive branch alone is responsible for checking the power of the legislative branch.
  - (2) The legislative branch alone is responsible for checking the power of the judicial branch.
  - (3) The judicial branch alone is responsible for checking the power of the executive branch.
  - (4) Each of the three branches of government checks the power of the other two branches.
  - (5) Each of the three branches of government checks the power of the president.

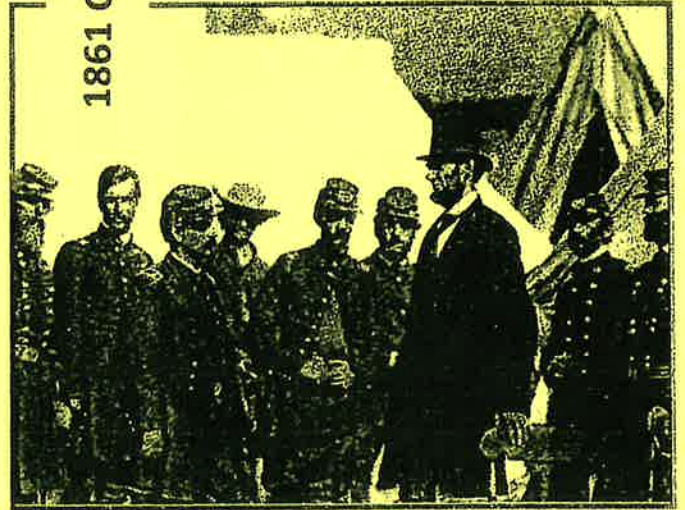




Thomas Jefferson wrote much of the Declaration of Independence, but he was not an author of the Constitution. In fact, he was in France from 1785 to 1789. The Constitution was composed and signed in 1787. Jefferson's only contributions were long letters of advice to his friend James Madison.

Actually, Jefferson did not fully approve of the original Constitution because it did not spell out citizens' specific rights. With Jefferson's support, Madison proposed ten amendments to guarantee protection of individual liberties. These amendments, called the Bill of Rights, were adopted in 1791. The addition supplied what Jefferson and others had thought was missing.

1. Which of the following sentences best expresses the main idea of the second paragraph?
- (1) The original Constitution did not specify citizens' rights.
  - (2) The Bill of Rights was part of the original Constitution.
  - (3) The first ten Constitutional amendments are called the Bill of Rights.
  - (4) The Bill of Rights was added to the Constitution to protect specific liberties.
  - (5) The first ten amendments were approved in 1791.



Source: Lincoln National Life Foundation

This photograph shows President Lincoln with General McClellan and his staff at Sharpsburg, Maryland, on October 3, 1862 after the battle of Antietam. Lincoln urged McClellan to continue to fight, not just for the preservation of the Union, but also for the end of slavery.

2. Why is the photograph historically significant?

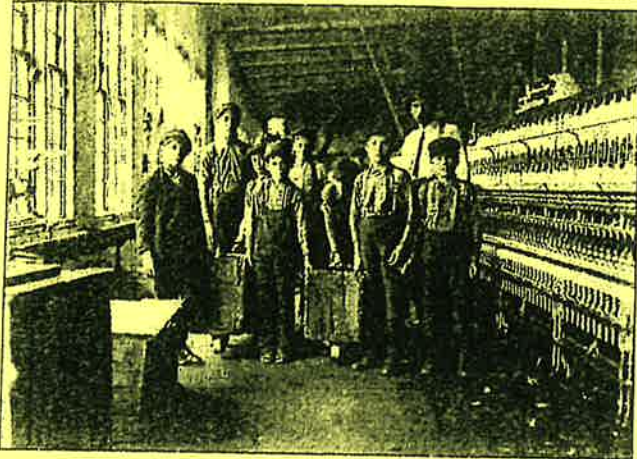
**THINK:** According to the caption, when and where was the photo taken?

- A President Lincoln was visiting Confederate soldiers before he issued the Emancipation Proclamation.
- B President Lincoln was visiting Union soldiers after the bloody Battle of Antietam, which was a turning point in the Civil War.
- C President Lincoln was campaigning for votes at a Civil War battleground.
- D President Lincoln was delivering the Gettysburg Address.

3. Why was it important for Lincoln to visit General McClellan on the battlefield?

- A He needed to encourage McClellan to rally his troops and fight for victory.
- B He wanted to console McClellan for the loss of so many soldiers.
- C He needed to order McClellan to free any slaves in his army.
- D He had to tell McClellan that the war was over.

This photograph was taken at a North Carolina cotton mill in 1908.



4. What can you infer from this photograph?

- (1) The cotton mill was owned by children.
- (2) In 1908, young children worked in factories.
- (3) In the early 1900s, children were healthier than they are now.
- (4) The cotton mill was well-run.
- (5) The man in the back row was the children's father.

5. What title could you give the photograph to best summarize its topic?

- (1) Child Labor in 1908
- (2) A Strike at a Cotton Mill
- (3) Children at Play in 1908
- (4) A Typical Turn-of-the-Century Family
- (5) Taking the Children to Work

1914 WWI

Allied Losses World War I

Country	Total # Soldiers	Dead in Battle	Civilians Dead	Financial Cost in \$ Millions
Russia	12,000,000	1,700,000	2,000,000	25,600
U.K.	8,904,467	908,371	30,633	51,975
France	8,410,000	1,357,800	40,000	49,877
Italy	5,615,000	462,391	0**	18,143
U.S.	4,355,000	50,585	0**	32,320
Japan	800,000	300	0**	0**
Romania	750,000	334,706	275,000	2,601
Serbia	707,343	45,000	650,000	2,400
Belgium	267,000	513,715	30,000	10,195
Greece	230,000	5,000	132,000	556
Portugal	100,000	100,000	0**	0**
Montenegro	50,000	3,000	0**	2,400

\*All figures approximate.

\*\*Figures not available

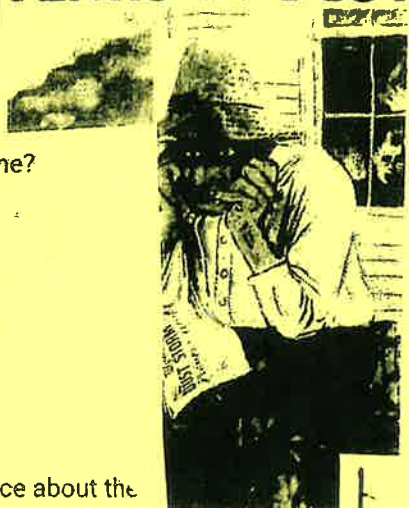
6. Which information in the tables supports the generalization that in the twentieth century, wars increasingly became a deadlier enterprise for civilians than for fighting men?

- (1) a comparison of soldiers mobilized to citizens dead
- (2) a comparison of citizens dead to financial costs
- (3) a comparison of total soldiers killed on both sides to total civilians dead
- (4) a comparison of French soldiers killed to French civilians killed
- (5) a comparison of allied civilians killed to central powers civilians killed

7. Which of these countries lost the greatest percentage of its soldiers?

- (1) Germany
- (2) Russia
- (3) France
- (4) Portugal
- (5) Romania

# YEARS OF DUST

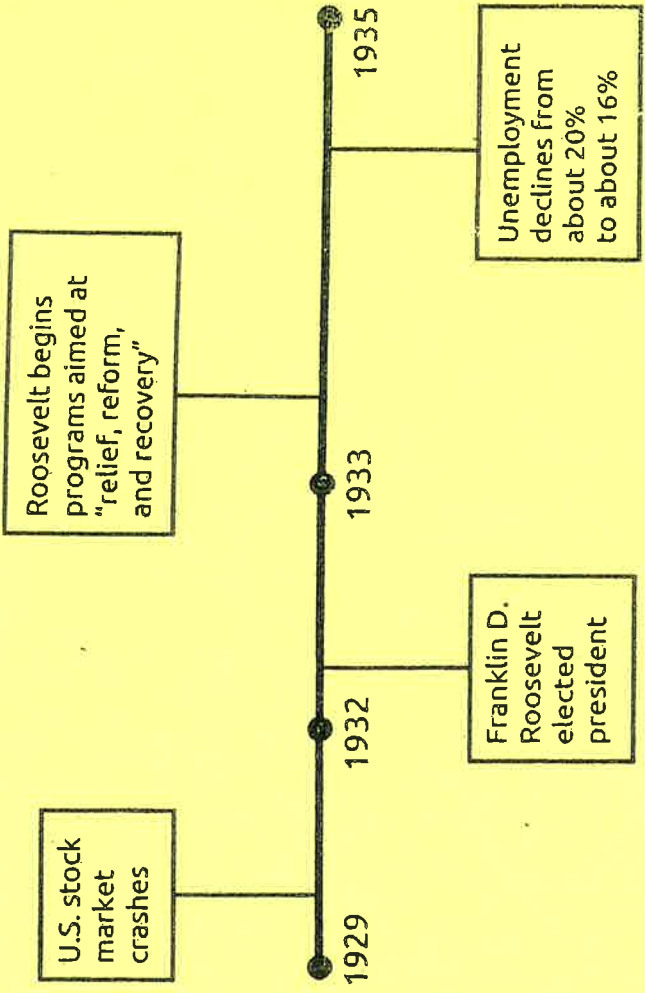


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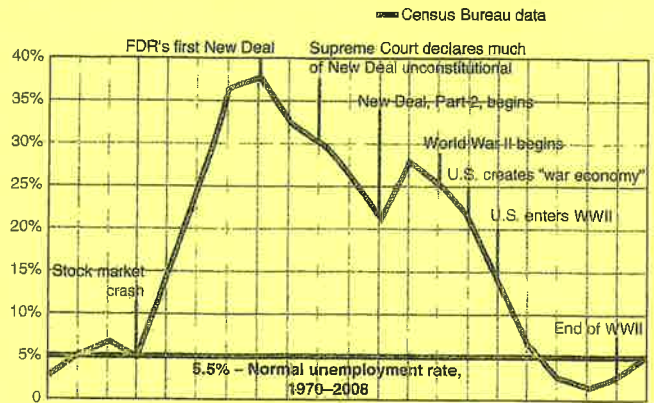
# 1939 WWII

8. Which is the best title for this timeline?
- A Steps toward Isolationism
  - B Progressive Era Reforms
  - C Causes of World War II
  - D Great Depression and New Deal

9. Based on this timeline, what inference about the early 1930s can be made?
- A Interest in political matters was low.
  - B Many people were buying and selling stocks.
  - C Roosevelt had a low approval rating.
  - D Unemployment was higher than 20%.



Unemployment Rates During the New Deal : Percentage of Jobless Nonfarm Workers, 1926-1946



Source: U.S. Census Bureau, Bureau of Labor Statistics

10. According to the Census Bureau's data on the graph, it can be concluded that the onset of World War II contributed to which change in the U.S. unemployment rate?
- A. The unemployment rate stabilized at the beginning of World War II and remained stable until the war's end.
  - B. The unemployment rate declined consistently until shortly before the war's end.
  - C. The unemployment rate decreased during World War II but remained above the normal rate throughout the war.
  - D. The unemployment rate increased gradually throughout the war.
11. According to the graph, the most significant and uninterrupted change in the U.S. unemployment rate between 1926 and 1946 occurred immediately after
- A. the stock market crash
  - B. FDR's first New Deal
  - C. New Deal, Part 2, began
  - D. the U.S. entered World War II



1964 Civil Rights Act

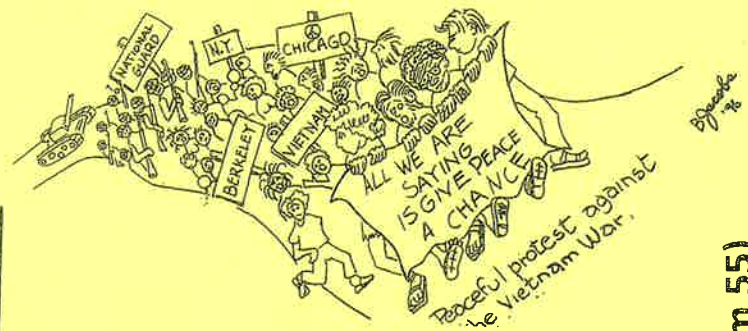
2. Which of the following goals would a civil rights activist be most likely to pursue?
- A. getting Congress to enact laws to restrict the sale of firearms
  - B. petition for a city ordinance requiring those selling real estate to select a buyer without regard to race
  - C. getting local companies to stop polluting the environment
  - D. working with local clergy to publicize a worship service open to people of all religions

The National Association for the Advancement of Colored People (NAACP) never accepted the doctrine of "separate but equal." In the 1940s and 1950s, this organization brought a series of cases to the Supreme Court as proof that separate facilities did not meet the criteria for equality.

A young African-American girl, Linda Carol Brown, was forced to walk twenty-one blocks to the nearest all-black school rather than four blocks to an all-white school. A lawsuit was brought against the Board of Education of Topeka, Kansas, on her behalf in 1953.

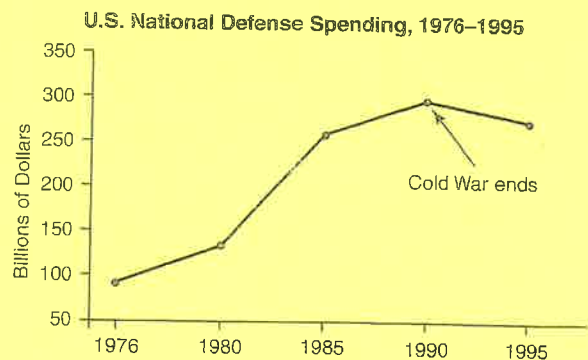
In the spring of 1954, the Supreme Court issued its unanimous opinion in *Brown v. Board of Education*, reversing the ruling in *Plessy v. Ferguson*. Justice Warren wrote the court's opinion stating that "separate but equal" was inherently unequal. The court went further to state that segregation is a denial of the equal protection of laws, a violation of the Fourteenth Amendment of the Constitution.

13. Which of the following resulted from the ruling in *Brown v. Board of Education*?
- (1) segregation of colleges and universities
  - (2) segregation in public housing
  - (3) desegregation of public education
  - (4) desegregation of private schools
  - (5) desegregation in public housing



14. The conflict during the second half of the 20th century between the United States and the Soviet Union was called the Cold War because it involved \_\_\_\_\_.
- A. communists and capitalists
  - B. two countries at the far north of Earth
  - C. the threat of nuclear war
  - D. no direct combat

15. Which of the following statements about the Vietnam War is a false generalization?
- A. Some Americans served in both Korea and Vietnam.
  - B. The United States sent massive military aid to South Vietnam.
  - C. Americans were in complete agreement about pulling out of Vietnam.
  - D. The Vietnam War lasted much longer than the Korean War.



16. Which of the following statements is supported by the graph?
- A. Before the Cold War began, defense spending was at an all-time high.
  - B. Defense spending remained steady throughout the Cold War.
  - C. Defense spending declined steadily during the period 1976 to 1990.
  - D. After the Cold War ended, defense spending began to fall.

## Landmark Supreme Court Cases

The U.S. Constitution provides for three branches of government: executive, legislative, and judicial. Each branch serves as a check against the other branches to ensure that no one branch has too much power.

The judicial branch consists of a series of federal courts with the Supreme Court as its head. Members of the Supreme Court determine whether or not laws passed by the Congress, presidential actions, and decisions made by lower courts are constitutional. Landmark Supreme Court cases are those where the decisions of the court have significantly affected the lives of American citizens and the direction of American democracy.

17. Which of the following sentences best describes the function of the Supreme Court?
- (1) The Supreme Court is the strongest branch of the government.
  - (2) The Supreme Court is the weakest branch of the government.
  - (3) The Supreme Court ensures that laws are constitutional.
  - (4) The Supreme Court is seldom used because most laws are constitutional.
  - (5) The Supreme Court was important in the early years of the country but is less so now.



In 1966 the Supreme Court overturned an Arizona court's conviction of Ernesto Miranda. Miranda was initially found guilty of kidnapping and rape. After being identified in a police lineup, Miranda was questioned and then he confessed before he was told he had the right to see a lawyer. The Supreme Court asserted that Miranda's comments could not be held against him because the police made no effort to inform him of his rights. A very contentious decision that divided the court, the Miranda case set the precedent for what are now known as Miranda rights. All individuals in police custody must be told they have the right to remain silent, that anything they say can be used against them, and that they have the right to a lawyer. The Supreme Court went further, stating if at any time an individual in custody asks for a lawyer, the police cannot question them any further without the presence of a lawyer.

18. Why was Miranda's conviction overturned?

- (1) He was the victim of police brutality.
- (2) He did not commit the crimes.
- (3) He was not informed of his rights.
- (4) He remained silent.
- (5) He was deprived of a lawyer.

19. What was the significance of the Miranda case?

- (1) It divided the Supreme Court.
- (2) It changed the way police suspects can be questioned.
- (3) It required that Miranda be set free.
- (4) It barred the police from seeking confessions.
- (5) It united everyone in favor of Miranda rights.

The American economy is said to go through an eight-to-ten-year **business cycle**. This cycle has four phases: expansion, peak, contraction, and trough. During **expansion**, business activity increases until it reaches a high point, or peak. During **contraction**, business activity decreases until it reaches a low point, or trough. Although minor upswings and downswings happen all the time, the overall pattern of the business cycle is to rise, then fall, and then rise again.

Movement in the economy is classified by many different terms that explain the effects that wages, production, and money supply have on one another—and on the business cycle—at any given time. The chart identifies some of these terms and briefly defines the economic trends they describe.

### ECONOMICS TERMS AND DEFINITIONS

Term	Description
<b>inflation</b>	a general increase in prices resulting from a decline in the value of money; occurs when there is more money in the economy than there are goods to buy
<b>demand-pull inflation</b>	an increase in prices that occurs when there is a greater demand for goods than there is a supply; results from too much money and relatively too few goods
<b>cost-push inflation</b>	an increase in prices caused by an increase in the cost of production; often results from a general rise in wages; cost-push inflation related to wages is sometimes called the wage-price spiral
<b>recession</b>	a period of general economic decline; characterized by production declines, rising unemployment, and people having less money to spend
<b>depression</b>	a severe reduction or slowing of business activity and in the flow of money in the economy; many people are unemployed and have little money to spend

20. Which word best describes the American economy?

- (1) positive
- (2) negative
- (3) changing
- (4) unchanging
- (5) large

21. Which economics term relates to both a recession and a depression?

- (1) inflation
- (2) peak
- (3) trough
- (4) expansion
- (5) upswing

22. Which is an unstated assumption the passage makes about the American economy?

- (1) It is currently on the rise.
- (2) Inflation has no effect on it.
- (3) Contraction is preferable to expansion.
- (4) Minor variations in the pattern can lead to recession or depression.
- (5) It is not seriously affected by minor variations in the pattern.

23. In the year 2000, it cost \$2 to purchase an item that cost \$1 in 1990. Which economic condition does this illustrate?

- (1) inflation
- (2) recession
- (3) depression
- (4) expansion
- (5) contraction

Two important economic principles are the laws of supply and demand. The law of supply is that as the price of a product or service increases, the supplier usually wants to provide more to the consumer. The law of demand is that as prices decrease, the consumer usually will want to buy more.

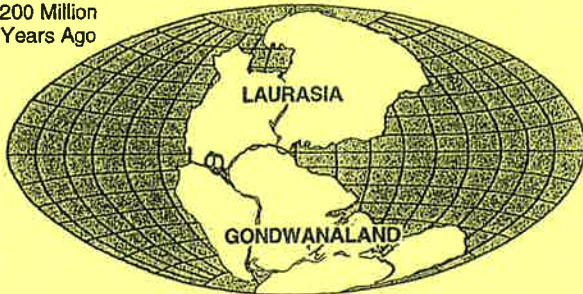
24. Which of the following is an example of the law of demand?

- (1) As gasoline prices rise, people don't drive any less.
- (2) A local supermarket offers more kinds of bread.
- (3) Automobile dealers lower prices and offer cash rebates in order to increase sales.
- (4) A two-pack-a-day smoker continues the habit even though the price of cigarettes goes up.
- (5) Sales of personal computers decline as

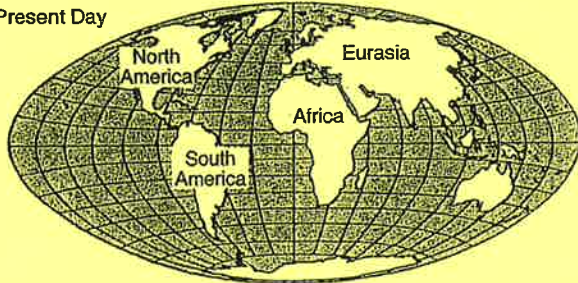
Directions: Choose the one best answer to each question. Questions 1 through 4 refer to the following maps and passage.

### Evolution of the Continents

200 Million  
Years Ago



Present Day



According to the theory of continental drift, the shapes and positions of the continents have evolved over hundreds of millions of years. This theory is based partly on the fact that the shapes of the continents could fit together almost like pieces in a jigsaw puzzle. The theory of drifting continents, as well as the shifting plates on which the continents sit, explains how mountains, volcanoes, and other physical features of Earth have come about.

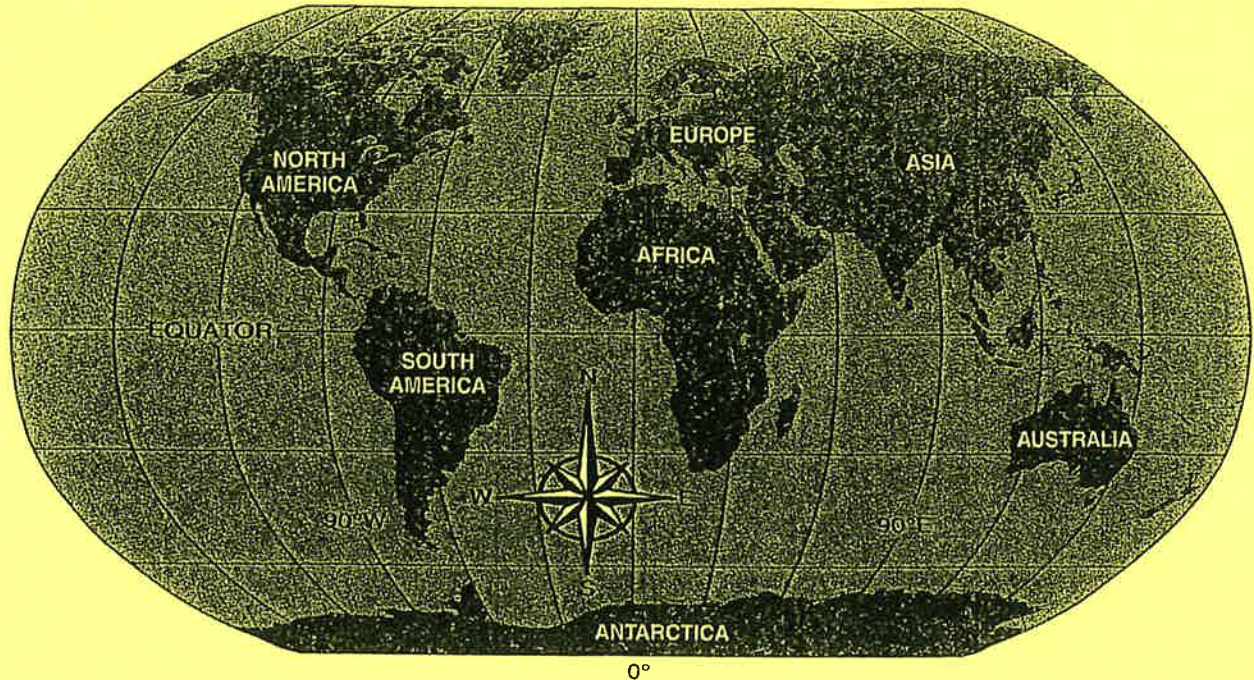
1. Which of the following continents broke off from what was once Gondwanaland?
  - (1) Africa and South America
  - (2) Africa and North America
  - (3) Eurasia and North America
  - (4) Eurasia and Africa
  - (5) North America and South America

2. Which of the following statements most accurately restates the theory represented in the passage and map?
  - (1) Our modern maps cannot be considered accurate.
  - (2) The shapes of the continents have developed gradually during Earth's history.
  - (3) Eventually, the continents will all fit together like pieces in a jigsaw puzzle.
  - (4) Modern mapmakers must consider the ever-changing nature of Earth's surface.
  - (5) Millions of years ago, Earth had less ocean and more landmass.
3. How could you best restate the information presented in the first map?
  - (1) Earth's continents have always looked the way they do today.
  - (2) The continents are drifting apart at a rapid pace.
  - (3) All of Earth's land was once clustered together.
  - (4) The oceans are pushing the continents apart.
  - (5) The continents of today have unclear borders.
4. Which continents of today broke off from the landmass that was once Laurasia?
  - (1) North America and South America
  - (2) Africa and South America
  - (3) Eurasia and South America
  - (4) Eurasia and Africa
  - (5) North America and Eurasia

### Tip

To restate information accurately, the facts must stay the same. On maps, use labels to confirm the restated information.

Questions 5 through 8 refer to the following map and passage.



A meridian is a line that is found on a map and runs from north to south. The prime meridian, arbitrarily assigned at  $0^\circ$ , provides a central, fixed point from which the other lines can be measured. The number of degrees and the direction—either east or west of the prime meridian—identifies the location of the other meridians.

5. Which of the following best describes meridians?

Meridians are

- (1) imaginary horizontal lines on a map
- (2) lines on a map that run parallel to the equator
- (3) vertical lines that divide a map into sectors
- (4) lines that divide a map into countries
- (5) lines that divide a map into continents

6. Through which of the following does the prime meridian pass?

- (1) eastern Europe and Africa
- (2) western Europe and Africa
- (3) North and South America
- (4) Europe and Asia
- (5) Africa and Asia

7. Which of the following continents lie entirely between the  $90^\circ$  west meridian and the  $90^\circ$  east meridian?

- (1) South America and Africa
- (2) North America and South America
- (3) Europe and Australia
- (4) Asia and North America
- (5) Europe and Asia

8. Which of the following best describes the location of most of Africa?

Most of Africa lies

- (1) between the prime meridian and the equator
- (2) west of the prime meridian
- (3) south of the equator
- (4) between the prime meridian and the  $90^\circ$  east meridian
- (5) east of the  $90^\circ$  east meridian

