

U.S. History

2011 Released Test Questions

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

Copyright © 2011, Texas Education Agency. All rights reserved. Reproduction of all or portions of this work is prohibited without express written permission from the Texas Education Agency.

- 1 After the attacks on September 11, 2001, how did U.S. foreign policy change?
- A The administration authorized preemptive strikes against nations sponsoring terrorism.
 - B A program to reduce military bases and personnel in Europe was announced.
 - C Military aid to Pakistan and Afghanistan was immediately cut off.
 - D Diplomatic efforts to negotiate peace between Israel and Palestine were abandoned.

2

Questions Asked of Japanese Americans in 1943

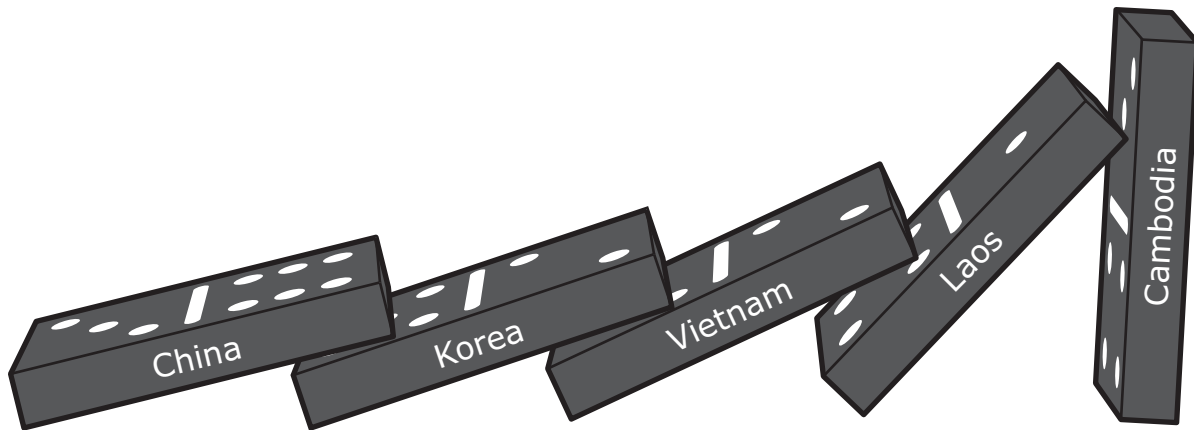
No. 27. Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered?

No. 28. Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any or all attack by foreign or domestic forces, and forswear any form of allegiance or obedience to the Japanese emperor, or any other foreign government, power, or organization?

Japanese Americans were required to answer these questions before they were —

- A given a dishonorable discharge from the military
- B allowed to contest deportation orders to return to Japan
- C released from relocation centers
- D allowed to apply for repatriation to Japan

3



This drawing illustrates the U.S. rationale behind —

- A** entering agreements designed to prevent the use of nuclear weapons
- B** establishing diplomatic relations with the People's Republic of China
- C** implementing a free-trade agreement with the government of North Korea
- D** providing military aid to Ngo Dinh Diem's government

4 Which set of events is listed in chronological order?

A

1. The United States declares war against Japan.
2. President Richard Nixon resigns.
3. The Supreme Court upholds segregation in *Plessy v. Ferguson*.
4. Dwight D. Eisenhower is elected to a second presidential term.

B

1. The Supreme Court upholds segregation in *Plessy v. Ferguson*.
2. The United States declares war against Japan.
3. Dwight D. Eisenhower is elected to a second presidential term.
4. President Richard Nixon resigns.

C

1. Dwight D. Eisenhower is elected to a second presidential term.
2. The Supreme Court upholds segregation in *Plessy v. Ferguson*.
3. President Richard Nixon resigns.
4. The United States declares war against Japan.

D

1. President Richard Nixon resigns.
2. The United States declares war against Japan.
3. Dwight D. Eisenhower is elected to a second presidential term.
4. The Supreme Court upholds segregation in *Plessy v. Ferguson*.

5 During the early 1900s, Booker T. Washington supported a moderate strategy for attaining civil rights for African Americans, while W. E. B. Du Bois called for a more aggressive approach. During the 1960s, a similar difference emerged between —

- A** Medgar Evers and Thurgood Marshall
- B** Barbara Jordan and Alice Walker
- C** Rosa Parks and Marcus Garvey
- D** Martin Luther King, Jr., and Malcolm X

6

House in Milton, North Dakota, 1898

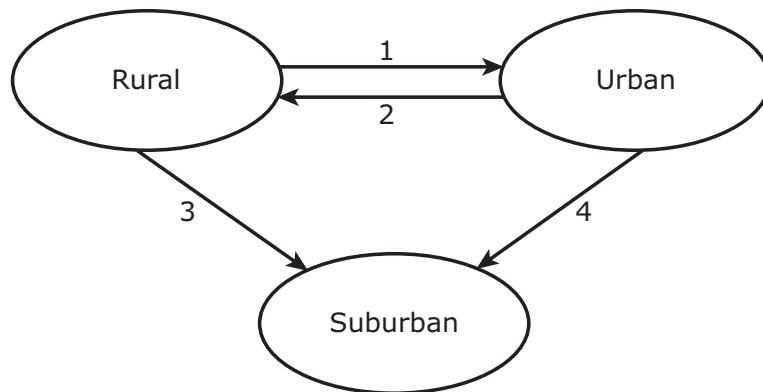


Fred Hultstrand History in Pictures Collection, NDIRS-NDSU, Fargo

Homesteaders on the Great Plains found it necessary to build the type of house shown in the photograph because —

- A** the ground was not stable enough to support heavier structures
- B** unpredictable weather conditions required settlers to build shelter rapidly
- C** access to timber was limited by distance and lack of transportation
- D** settlers lacked the skill required to build more-permanent structures

7



Which arrow represents the heaviest volume of migration within the United States since 1960?

- A 1
- B 2
- C 3
- D 4

CLEVELAND

MANY PEOPLES, ONE LANGUAGE

"AMERICA FIRST"

Come to the Public Schools.
Learn the Language of America.
Prepare for American Citizenship.
Free Classes for both Men and Women.
Classes in the Evening and Afternoon.
Apply to nearest Public School or Library for further information.

Venite alle Scuole Pubbliche.
Imparate la lingua di America.
Preparate di diventare un cittadino Americano.
Ve ne sono classe per uomini e donne.
Le classe sono serali ed anche dopo mezzogiorno.
Andate alla scuola pubblica piu vicina o alla Biblioteca pubblica per altra informazione.

Zapisz się do Szkoły Publicznej
Ucz się języka angielskiego.
Przygotuj się do Obywatelstwa tego kraju.
Otwieramy klasy dla mężczyzn i kobiet wieczorami i po południu.
Zgłosz się do najbliższej Publicznej Szkoły lub Biblioteki po dalsze informacje.

Jöjjenek a Public Schoolokba.
Tanuljok meg amerika nyelvet.
Készüljök amerikai polgárnak.
Osztalvok úgy fernek mint nok szamara.
Előadások délután és este.
Jelentkeztek a legközelebbi iskolában vagy könyvtárban hovebb felvilágosítasert.

Pridite v' ljudske Šole!
Učite se ameriskega jezika!
Pripravljajte se za državljanstvo!
Razredi za moške in ženske!
Poduk zvečer in popoldne!
Vprašajte v bližnji publik šoli ali v čitalnici za nadaljna pojasnila.

LOCATION OF PUBLIC EVENING SCHOOLS.
For use for convenience only - subject to change.

1. Ross School, W. 29th. cor. Clinton Ave.	9. Harmon School, E. 26 St. cor. Woodland Ave.	17. South Case School, Central Ave. and E. 40 St.
2. Central School, Central Ave. and E. 131 St.	10. Huron School, W. 25 St. cor. Highland cor. Ave.	18. Standard School, Standard Ave. N. 1. cor. E. 51 St.
3. Eagle School, Eagle Ave. and E. 9 St.	11. Lincoln School, E. 31 St. cor. Platt Ave.	19. Seward School, Seward Ave. cor. E. 75 St.
4. East Division School, Division Ave. cor. W. 15 St.	12. Lincoln High School, Seward Rd. cor. Lorain Ave.	20. Tolson School, Tolson Ave. W. 8 and W. 10
5. E. Madison School, Madison Rd. cor. Carl Ave.	13. Murray Hill School, Murray Hill Rd. cor. Mayfield	21. Union School, Union Ave. N. E. cor. Broadway
6. Foster School, Foster Ave. cor. Broadway	14. Memorial School, E. 152 St.	22. Warren School, E. 11 St. cor. Taylor Ave.
7. Fullerton School, Fullerton Ave. cor. E. 17 St.	15. Hawthorne School, Hawthorne Ave. bet. E. 14 and 16	23. Waverly School, W. 55 St. cor. Bridge and Lorain
8. Glenville High School, Parkwood Dr. cor. Everett	16. Prescott School, W. 103 St. cor. Lorain Ave.	24. Warrenville, Warrenville, Warrenville

CLASSES START OCTOBER 1st AT 7 O'CLOCK. CLASSES HELD MONDAY, TUESDAY, WEDNESDAY, and THURSDAY EVENINGS. COME AND ENROLL AT ONCE.

Special Classes in Citizenship will be held in these buildings on Friday Evenings.

1. Ann House, Mayfield Rd.	2. Broadway Library, Broadway and E. 55 St.	6. Tolson School, Tolson Ave. cor. W. 10 St.
3. Carnegie West Library, 1900 Fulton Rd.	4. Eagle School, Eagle Ave. and E. 9 St.	7. Woodland Library, 50th Woodland Ave.
5. St. Clair Library, St. Clair Ave. and E. 55 St.		

BOARD OF EDUCATION, East Sixth Street and Rockwell Avenue.
IN CO-OPERATION WITH
CLEVELAND AMERICANIZATION COMMITTEE
(MAYOR'S ADVISORY WAR COMMITTEE)

Image courtesy of Cleveland State University

This informational poster illustrates —

- A the resentment shown toward immigrants for taking U.S. jobs
- B a government effort to implement quotas on immigration
- C the movement to assimilate immigrants into U.S. culture
- D the requirement that immigrants become U.S. citizens

9



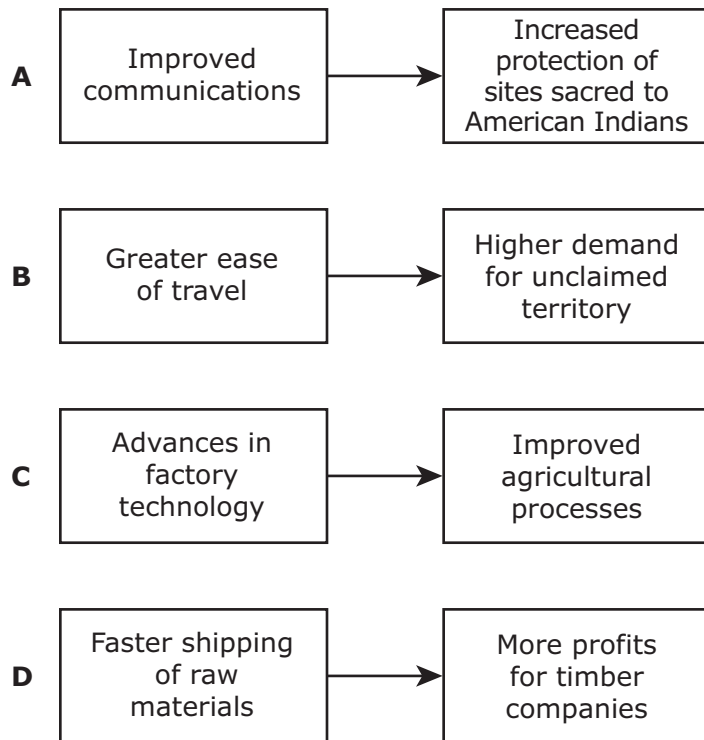
Which of the following does this 1937 political cartoon satirize?

- A Congressional attempts to bypass the principle of separation of powers
- B President Franklin D. Roosevelt's attempt to reorganize the Supreme Court
- C President Franklin D. Roosevelt's refusal to cooperate with state governments
- D Congressional attempts to undermine the principle of state sovereignty

- 10** How did incidents like the Gulf of Tonkin Resolution and the secret bombing of Cambodia eventually affect the relationship between the legislative and executive branches of government?
- A** Presidents began to seek congressional approval of any military action.
 - B** Congress attempted to limit the president's ability to act unilaterally.
 - C** The president relinquished to Congress the position of commander in chief.
 - D** Congress called for the impeachment of a president following military failures in Vietnam.

-
- 11** The Supreme Court's 1964 decision in *Reynolds v. Sims* significantly affected U.S. politics by —
- A** limiting the use of the legislative filibuster
 - B** regulating the amount of individual campaign contributions
 - C** requiring that state legislative districts be roughly equal in population
 - D** establishing term limits for elected government officials

- 12 Which diagram shows how the completion of the transcontinental railroad contributed to the closing of the western frontier?



13

Parents faced a great fear—the dreaded poliomyelitis, or polio as it is commonly known. The disease had killed more than thirteen hundred Americans . . . and crippled more than eighteen thousand more in the year 1954 alone. On April 12, 1955, America received the much-welcomed news that Dr. Jonas Salk had _____ ? _____ .

—“Frontiers in History,” National Archives and Records Administration, 2001

Which of the following completes this excerpt?

- A discovered a cure for infantile paralysis
- B founded a private hospital for children with polio
- C developed a vaccine against the frightening disease
- D identified the mode by which the disease was transmitted

14

I hold that a corporation does ill if it seeks profit in restricting production . . . or seeking to achieve monopoly by illegal . . . treatment of its competitors. . . . If, on the other hand, a corporation seeks profit solely by . . . treating the public . . . and its rivals fairly: then such a corporation is behaving well. It is an instrumentality of civilization operating to promote abundance by cheapening the cost of living so as to improve conditions everywhere throughout the whole community.

—Theodore Roosevelt: *An Autobiography, 1913*

The main strategy that President Roosevelt’s administration used to stop the type of business practices criticized in this excerpt was to —

- A** establish the Federal Reserve System to regulate the money supply
- B** urge the Interstate Commerce Commission to decrease corporate regulations
- C** use the Sherman Antitrust Act to ensure competition in industry
- D** lobby Congress to loosen restrictions on foreign exports

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Process Student Expectation	Correct Answer
1	1	Readiness	H.11(A)		A
2	1	Readiness	H.7(D)	H.29(B)	C
3	1	Readiness	H.8(D)	H.29(H)	D
4	1	Supporting	H.2(C)	H.29(B)	B
5	1	Supporting	H.9(D)		D
6	2	Readiness	H.12(A)	H.29(H)	C
7	2	Readiness	H.13(A)	H.29(H)	D
8	2	Supporting	H.26(B)	H.29(H)	C
9	3	Readiness	H.20(B)	H.29(H)	B
10	3	Supporting	H.20(A)		B
11	3	Readiness	H.21(A)		C
12	4	Supporting	H.15(A)	H.29(B)	B
13	4	Supporting	H.27(B)	H.29(B)	C
14	4	Readiness	H.15(B)	H.29(B)	C

For more information about the new STAAR assessments, go to www.tea.state.tx.us/student.assessment/staar/.