Multiple Choice Social Studies Assessment Questions
Hotel Management

Chapter 130 Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter I. Hospitality and Tourism

(6) The student understands the importance of employability skills. The student is expected to:
   (A) identify the required training or education requirements that lead to an appropriate industry certification
   (B) comprehend and model skills related to seeking employment;
   (E) complete required employment forms such as I-9, work visa, W-4, and licensures to meet employment requirements
   (F) research the local and regional labor workforce market to determine opportunities for advancement
   (G) investigate professional organizations and development training opportunities to keep current on relevant trends and information within the industry
   (H) explore entrepreneurship opportunities

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All Social Studies questions come from TEKS 113.41 Subchapter C. High School
United States History Studies Since 1877 and address TEKS 130.223

(9) History. The student understands the impact of the American civil rights movement. The student is expected to:
   (A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments
   (B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements
   (C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan
(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.

(E) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement

(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965

(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo

(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process

(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:

(B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum

(17) Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to:

(D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each

(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:

(B) discuss historical reasons why the constitution has been amended

(C) evaluate constitutional change in terms of strict construction versus judicial interpretation

(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution

(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924

(C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union"
(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:

(A) explain 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

(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture

(D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society

(F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez

Assessment Questions

1. What organization, begun in the early twentieth century by a newspaper publisher, has had a large impact on removing racial discrimination from American society?
   a. the Civil Rights Union
   b. ANCCAP
   c. NAACP
   d. Federation of Citizens

2. What did Rosa Parks do that affected the course of the civil rights movement?
   a. she refused to give up her seat in the front of a bus for a white passenger
   b. she helped desegregate Little Rock High School
   c. she ate at an all white lunch counter
   d. she ate at an all white lunch counter and helped desegregate Little Rock High School

3. The Supreme Court’s decision in the Regents of the University of California v. Bakke case:
   a. invalidated the principle of affirmative action
   b. ruled that Bakke could not be admitted to medical school
   c. established quota systems as a legitimate basis of affirmative action
   d. upheld the principle of affirmative action

4. An example of a policy that aimed chiefly to overcome de facto discrimination is:
   a. the Equal Rights Amendment
   b. the Voting Rights Act of 1965
   c. busing to achieve racial integration in the schools
   d. the Fourteenth Amendment

5. The Civil Rights Act of 1964 was aimed at eliminating discrimination:
   a. by governments in their conduct of elections (e.g., registration, placement of polling booths)
   b. by private individuals in their social relations, bigoted statements, and other acts of prejudice are unlawful under most circumstances
   c. by governments in their job practices and provision of services (e.g., schools, roads)
   d. by private individuals in their employment practices and in their operation of public accommodations (e.g., hotels, restaurants)
6. The NAACP’s main strategy for winning civil rights protections for African Americans was:
   a. litigation
   b. nonviolent protests
   c. writing letters to Congress
   d. violent protests

7. What is the standard of review for determining gender discrimination?
   a. rational basis test
   b. heightened standard
   c. minimum rationality standard
   d. intermediate standard

8. Policies designed to give special attention or treatment to members of previously discriminated against groups are known as:
   a. rational basis
   b. strict scrutiny
   c. fundamental freedoms
   d. affirmative action

9. Which kind of discrimination has been declared unconstitutional by the Supreme Court?
   a. De facto discrimination based on social status
   b. De jure discrimination based on sexual orientation
   c. De facto racial discrimination
   d. De jure racial discrimination

10. Which of the following kinds of discrimination is most likely to be prohibited by the Equal Protection Clause of the Constitution?
    a. gender discrimination
    b. age discrimination
    c. racial discrimination
    d. disability discrimination
Answer Key

1. C
2. A
3. D
4. C
5. D
6. A
7. D
8. D
9. D
10. B