

Multiple Choice Social Studies Assessment Questions

Restaurant Management

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

Subchapter I. Hospitality and Tourism

- (5) The student understands roles within teams, work units, departments, organizations, and the larger environment of the restaurant industry. The student is expected to:
- (A) explain the different types and functions of departments
 - (B) investigate quality-control standards and practices
 - (C) differentiate between various styles of restaurant services such as table, buffet, and fast food



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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 130.224

- (3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:
- (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business
 - (D) describe the optimism of the many immigrants who sought a better life in America
- (7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:
- (B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort

(14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:

(C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights

(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:

(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century

(19) Government. The student understands changes over time in the role of government.

The student is expected to:

(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders

(D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009

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

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

(27) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:

(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States

(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management

Assessment Questions

1. At its beginning, the A.F.L. aimed to:
 - a. Unite skilled and unskilled workers into one union
 - b. Establish industrial unions
 - c. Form craft unions of skilled workers
 - d. Campaign actively for the election of its members to public office

2. During the period 1865-1900, labor management disputes were often marked by:
 - a. A willingness by both sides to have disputes arbitrated
 - b. Violence on both sides
 - c. Federal support of the strikers
 - d. Government mediation

3. In the 1930's which issue caused a split within the A.F.L. and led to formation of an independent C.I.O.?
 - a. The sit down strike
 - b. The reelection of Franklin D. Roosevelt
 - c. Industrial unionism
 - d. The National Labor Relations Act

4. The organizational principles of the Congress of Industrial Organizations reflected the:
 - a. Increased need for skilled workers
 - b. Rise of mass production industries
 - c. Opposition by many labor leaders to the political involvement of the A.F. of L.
 - d. Decline in union membership during the New Deal

5. An important reason for the decline of the Knights of Labor was the:
 - a. Organization of the Socialist party
 - b. High cost of membership
 - c. Conflict between skilled and unskilled workers
 - d. Passage of antilabor laws by the federal government

6. The procedure by which representatives of employees deal directly with representatives of employers to determine working conditions is known as:
 - a. Arbitration
 - b. Collective bargaining
 - c. Injunction
 - d. Mediation

7. When labor and management agree in advance to settle a dispute by accepting the decision of a third party, they are relying upon:
 - a. Arbitration
 - b. Conciliation
 - c. The check off system
 - d. A secondary boycott

8. A major purpose of the Landrum-Griffin Act was to:
 - a. Reestablish the close shop
 - b. Replace the injunction provisions of the Taft-Hartley Act
 - c. Strengthen the position of the AFL-CIO
 - d. Promote democratic operation within labor unions

9. The Wagner National Relations Act:
 - a. Led to a rapid increase in labor union membership
 - b. Led to a marked decline in the use of the closed shop
 - c. Encouraged the use of injunctions by employers
 - d. Made legal the use of strikes and picketing

10. When a strike threatens the national health and safety, the Taft-Hartley Act empowers the President of the United States to:
 - a. Forbid the calling of the strike
 - b. Request an injunction to halt the strike temporarily
 - c. Provide for government operation of the plants threatened by the strike
 - d. Provide for compulsory arbitration

Answer Key

1. C

2. B

3. A

4. B

5. C

6. B

7. A

8. D

9. A

10. B