Multiple Choice Social Studies Assessment Questions
Family and Community Services

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

Subchapter J. Human Services

(5) The student applies rigorous academic standards in implementing community service activities. The student is expected to:
   (C) define the concept of socialization and analyze the role socialization plays in human development and behavior

All Social Studies questions come from TEKS 113.41 Subchapter C. High School United States History Studies Since 1877 and address TEKS 130.249

(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
   (C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists
   (D) describe the optimism of the many immigrants who sought a better life in America

(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:
   (A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women

(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:
   (A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt
   (B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States

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(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:
   (C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas
(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:
   (C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others
(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
   (A) describe qualities of effective leadership
(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:
   (B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture
   (E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust

Assessment Questions

1. Which action is an example of nativism in the 1920s?
   a. widespread violation of Prohibition laws
   b. efforts to improve living conditions for Native American Indians
   c. passage of laws restricting immigration
   d. provision of credit to farmers
2. Nativism in the late 19th century was motivated primarily by
   a. hostility toward immigrant workers
   b. the need to reduce overcrowding in western states
   c. cultural conflicts with Native American Indians
   d. the migration of African Americans to northern cities
3. Which was an important cause of immigration to the United States in the 1840’s?
   a. the Napoleonic Wars
   b. changes in our immigration policy
   c. revolutions in Europe
   d. completion of the first transcontinental railroad
4. In which period did the largest number of immigrants enter the United States?
   a. 1789-1810
   b. 1840-1880
   c. 1870-1890
   d. 1890-1910

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5. Where can an expression of the philosophy of the United States concerning immigration be found?
   a. in Washington’s Farewell Address
   b. on the base of the Statue of Liberty
   c. in the Clayton Act
   d. in the Gettysburg Address

6. The Immigration Act of 1965 provided that the United States:
   a. retain the national origins system
   b. prohibit immigrants from the Western Hemisphere
   c. admit more German immigrants
   d. give high priority to needed professional people

7. In the early 20th century, immigrants from southern Europe settled chiefly:
   a. in the cities of the Far West
   b. in the cities along the East Coast
   c. on the farmlands in the Midwest
   d. on the farmlands of the Far West

8. In the latter part of the 19th century, a liberal immigration policy was generally opposed by:
   a. Eastern Manufacturers
   b. land speculators
   c. labor unions
   d. railroad companies.

9. The President’s Council of Economic Advisers is responsible for:
   a. preparing the budget
   b. analyzing business trends
   c. reviewing the work of the independent agencies
   d. improving the efficiency of government operations

10. In industries characterized by heavy overhead costs, manufacturers most often seek to:
    a. decrease production so as to use less raw materials
    b. secure additional money by issuing bonds
    c. charge what the traffic will bear
    d. increase production to capacity
Answer Key

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