Multiple Choice Social Studies Assessment Questions
Principles of Human Services

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

Subchapter J. Human Services
Principles of Human Services (4) The student demonstrates the skills necessary to enhance personal and
career effectiveness in early childhood development and services. The student is expected to:
(A) identify the basic needs of children
(B) analyze the responsibilities of caregivers for promoting the safety and development of
children
D. investigate causes, preventions, and treatment of child abuse
F) identify employment and entrepreneurial opportunities and preparation requirements in the
areas of personal interests

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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 130.242

(3) History. The student understands the political, economic, and social changes in the United States
from 1877 to 1898. The student is expected to:
(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the
Social Gospel, and philanthropy of industrialists

(4) History. The student understands the emergence of the United States as a world power between 1898
and 1920. The student is expected to:
(A) explain why significant events, policies, and individuals such as the Spanish-American War,
U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B.
Dole, and missionaries moved the United States into the position of a world power

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(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:
   (A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments
   (B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society
   (C) evaluate the impact of third parties, including the Populist and Progressive parties

(6) History. The student understands significant events, social issues, and individuals of the 1920’s. 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

(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
   (D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression

**Assessment Questions**

1. In the period from 1890 to 1920, which development was the result of the other three?
   a. labor union agitation in response to unemployment
   b. Progressive Party plea for compulsory education
   c. public outcry following numerous industrial accidents
   d. passage of child labor laws by individual states

2. A valid generalization about reform movements throughout United States history is that:
   a. reform movements have failed to use the media effectively
   b. most successful reform movements affect relatively few people
   c. many reform movements have led to long-lasting changes in society
   d. most reform movements have had little impact on the economy

3. Jacob Riis, in How the Other Half Lives, and Lincoln Steffens, in The Shame of the Cities, contributed to reform movements in the United States by:
   a. exposing poverty and corruption
   b. opposing westward expansion
   c. criticizing racial injustice
   d. supporting organized labor

4. Lincoln Steffens and Jane Addams are best known for:
   a. attempting to ease the problems of the urban poor
   b. fighting for temperance and Prohibition
   c. leading political movements on behalf of the Populist Party
   d. promoting the interests of organized labor
5. During the Progressive Era, Jane Addams responded to urban conditions by working to establish:
   a. settlement houses that provided assistance to the poor
   b. newspapers that helped to inform Americans about slum conditions
   c. laws that restricted certain immigrant groups
   d. free public schools located in inner-city neighborhoods

6. Children were protected from working full-time jobs on farms, in factories, or in businesses after passing:
   a. an amendment to the Constitution of the United States
   b. immigration laws
   c. child labor laws
   d. unions

7. Those who were concerned about the well being of people in a community and wanted to change things to make them better were called:
   a. employers
   b. photographers
   c. journalists
   d. social reformers

8. One outcome of the laws against child labor in the late nineteenth century was:
   a. all children were required to attend public school.
   b. poor children were forced to do piecework at home.
   c. children spent more time away from their parents than when they had been working
   d. working class parents were obliged to find childcare.

9. President Theodore Roosevelt’s Square Deal and Presidents Lyndon Johnson’s Great Society were similar in that both:
   a. returned control of social welfare programs to the states
   b. relied on individual initiative to improve the economy
   c. were supported by Congress over the objections of the majority of state governments
   d. increased the role of the Federal Government in dealing with social and economic problems

10. For children, the Great Depression meant:
    a. poor nutrition
    b. longer school days
    c. direct relief payments
    d. frequent doctor visits
Answer Key

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