



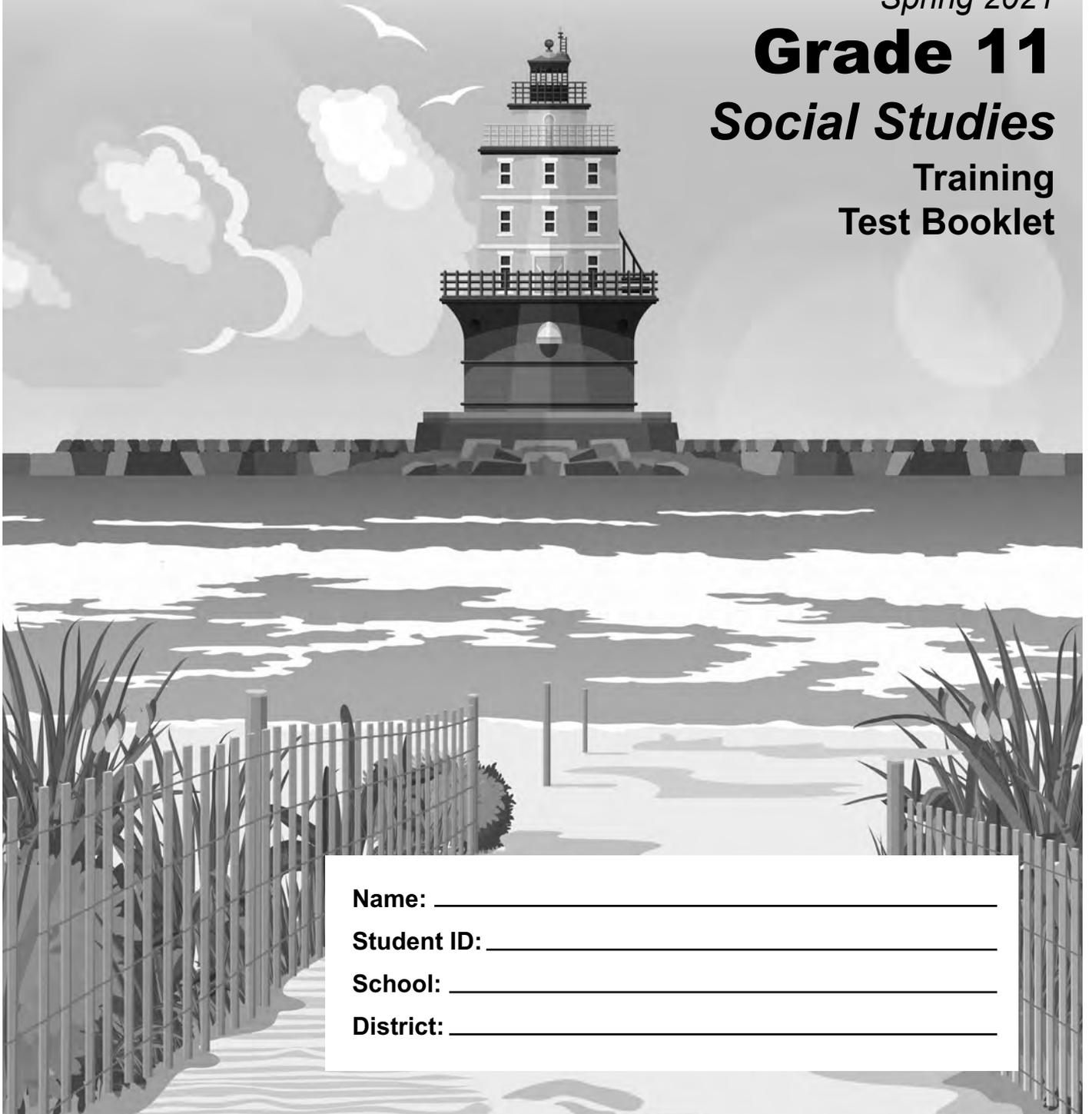
Delaware DeSSA

Delaware System of Student Assessments

Spring 2021

Grade 11 *Social Studies*

Training
Test Booklet



Name: _____

Student ID: _____

School: _____

District: _____

Copyright © 2019 by the Delaware Department of Education. All rights reserved. Only authorized users may copy and/or download and print the document. Any other use or reproduction of this document, in whole or in part, requires written permission of the Delaware Department of Education and the publisher. All brand and product names found in this publication are the trademarks of their respective owners.

Social Studies

This practice test contains samples of various question types that will appear on the Spring test. Read each question carefully and follow the directions.

1. This headline is about an action by a citizens' group.



Which step is **most important** for the citizens' group to achieve its goal?

- A. Seeking suggestions for rally locations from participants
- B. Communicating rules for public demonstrations to participants
- C. Asking participants to wear the same color of clothing at the rally
- D. Expecting participants to carry signs printed with a common slogan

2. A student is preparing to write a paper about President Dwight D. Eisenhower. Draw a line from each step to the box that shows the order that would be the **most effective** way for the student to conduct the research needed for the paper.

Use a timeline in an encyclopedia entry to identify major events in Eisenhower's life

First

Locate online documents posted by the Dwight D. Eisenhower Presidential Library and Museum

Second

Select and read a biography about Eisenhower

Third

Use the bibliography from an Eisenhower biography to identify important primary source documents

Fourth

3. This information about the Second World War is based on research published by the U.S. Department of State in 2017.

One long-term effect of the Second World War was a dramatic change in world foreign relations. **1)** The German surrender on May 8, 1945, gave the Allies victory in Europe but left them with a new challenge—that of rebuilding not only their own countries but the continent as a whole. **2)** Earlier that year, leaders from Great Britain, the Soviet Union, and the United States had met at Yalta to begin planning for this enormous task. They found general agreement on the question of how to administer Germany after the war, agreeing to divide the country plus its capital city of Berlin into four zones of control. **3)** They also agreed that Germany should pay for some of the costs of the war. **4)** However, when leaders from the three countries met at Potsdam in the summer of 1945 to discuss details, they found less common ground. From this point forward, relations between East and West continued to deteriorate. **5)** This tension between freedom and democracy, as represented by the United States, and communism, as represented by the Soviet Union, lasted for more than four decades.

The three statements below describe the end of the Second World War in Europe. Analyze the five numbered sentences to determine which one **best** supports each statement. Then write the number for each sentence you select in the box beside the statement that the text describes. Only **one** number belongs in each box.

Statement	Number
The Second World War left much of Europe in ruins.	
Cold War hostilities were rooted in ideological differences about freedom.	
Cooperation between the Allies influenced the outcome of the Second World War.	

4. These newspaper headlines show fiscal and monetary policy decisions. Draw a line from each headline to the correct box to show whether each decision would most likely occur during a period of expansion or during a period of recession. Match **two** headlines with each box.

DAILY HERALD
**Congress Extends
Eligibility Period for
Unemployment
Benefits**

DAILY HERALD
**Congress Reduces
Farm Subsidies**

DAILY HERALD
**Federal Reserve
Raises Interest
Rates**

DAILY HERALD
**Federal Reserve
Votes to Increase
the Money Supply**

Expansion

Recession

Use the sources to answer the questions.

Source 1

This passage about European immigration between 1850 and 1920 is based on historical research.

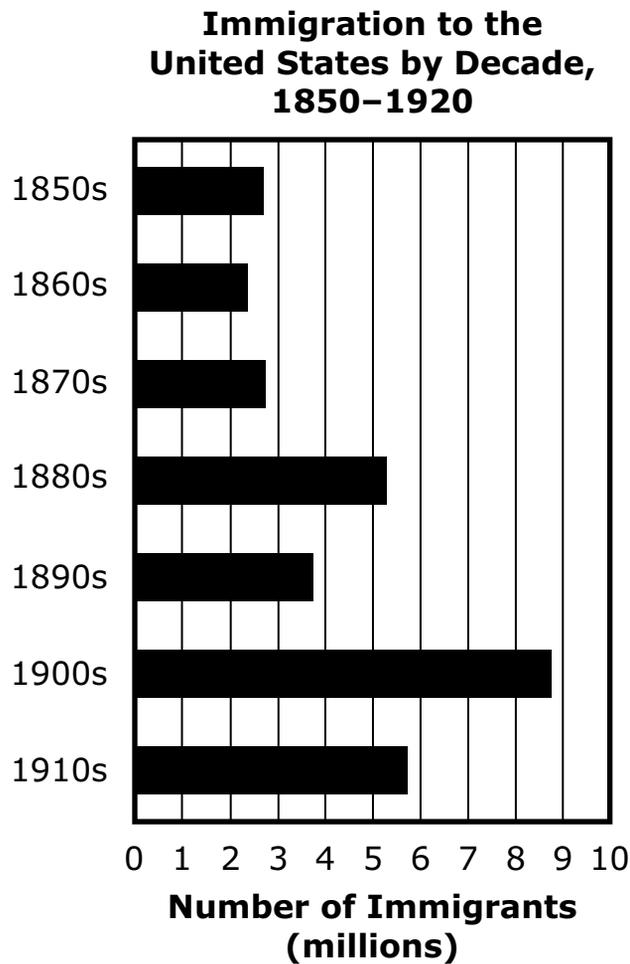
From 1850 to 1880 most immigrants came from northern and central Europe and then settled in the Midwest and Northeast. Several economic factors had a role in the decision to immigrate. In Europe, the consolidation of land into large farms was occurring, which forced many small family farmers off their land. Some of these people found work in Europe's industrial cities. However, the supply of workers soon outpaced demand. The situation was different in the United States. A shortage of workers in the textile industry enabled many immigrants to find work in cities in the Northeast. Meanwhile, there was plenty of rich farmland in the Midwest, as well as a way to ship crops to northeastern cities via the Erie Canal.

During this period, immigrants to both areas of the United States typically settled near other recent arrivals from their home countries. For instance, most Irish immigrants established neighborhoods in coastal cities, while most Germans clustered together farther west in farming regions.

A second wave of immigration took place from 1880 to 1920. Most of these immigrants were from southern and eastern Europe and Scandinavia, where economic changes had made life difficult. Most of these new arrivals settled in the industrial cities that had spread into the Midwest as a result of an expanding network of rail lines. By 1920, more than half of the industrial jobs in the United States were held by recent immigrants and their children.

Source 2

This graph shows the number of immigrants to the United States from 1850 to 1920.



Public Domain/U.S. Census Bureau

Source 3

This table shows changes in the percentage of immigrants to the United States from selected countries between 1850 and 1920.

**Immigration to the United States From
Selected Countries, 1850–1920
(percent of total immigration)**

	Germany	Ireland	Italy	Russia
1850s	35%	37%	<1%	<1%
1860s	35%	24%	1%	<1%
1870s	27%	15%	2%	1%
1880s	28%	13%	5%	4%
1890s	16%	11%	16%	12%
1900s	4%	4%	24%	18%
1910s	3%	3%	19%	17%

Public Domain/U.S. Department of Homeland Security

Source 4

This excerpt is from *How the Other Half Lives: Studies Among the Tenements of New York*. In the book, Progressive reformer Jacob Riis describes tenement districts in New York City during the late 1800s.

"[A tenement is] a brick building from four to six stories high. . . . Four families occupy each floor, and a set of rooms consists of one or two dark closets, used as bedrooms, with a [tiny] living room. . . . The staircase is too often a dark well in the centre of the house, and no direct through ventilation is possible. . . ." The dim light admitted by the air-shaft shines upon greater crowds than ever. . . . The statement once made a sensation that between seventy and eighty children had been found in one tenement. It no longer excites even passing attention. . . .

Where are the tenements of to-day? Say rather: where are they not? . . . The tenements to-day are New York, harboring three-fourths of its population. . . .

A map of [the tenement districts in] the city, colored to designate nationalities . . . would fall into two great halves, green for the Irish prevailing in the West Side tenement districts, and blue for the Germans on the East Side. But intermingled with these ground colors would be an odd variety of tints that would give the whole the appearance of an extraordinary crazy-quilt. . . . The red of the Italian would be seen . . . along the line of Mulberry Street. . . . The Russian and Polish Jew [are] . . . disputing with the Italian every foot of available space in the back alleys of Mulberry Street.

Source 5

This excerpt is from *Twenty Years at Hull-House*, written by Jane Addams in 1910.

The Settlement, then, is an experimental effort to aid in the solution of the social and industrial problems which are engendered¹ by the modern conditions of life in a great city. . . . The one thing to be dreaded in the Settlement is that it lose its flexibility, its power of quick adaptation, its readiness to change its methods as its environment may demand. It must be open to conviction and must have a deep and abiding sense of tolerance. . . . It should demand from its residents a scientific patience in the accumulation of facts. . . . Its residents . . . must be content to live quietly side by side with their neighbors, until they grow into a sense of relationship and mutual interests. Their neighbors are held apart by differences of race and language which the residents can more easily overcome. They are bound to see the needs of their neighborhood as a whole, to furnish data for legislation, and to use their influence to secure it. In short, residents are pledged to devote themselves to the duties of good citizenship and to the arousing of the social energies which too largely lie dormant in every neighborhood given over to industrialism. They are bound to regard the entire life of their city as organic, to make an effort to unify it, and to protest against its over-differentiation.

¹engendered—caused

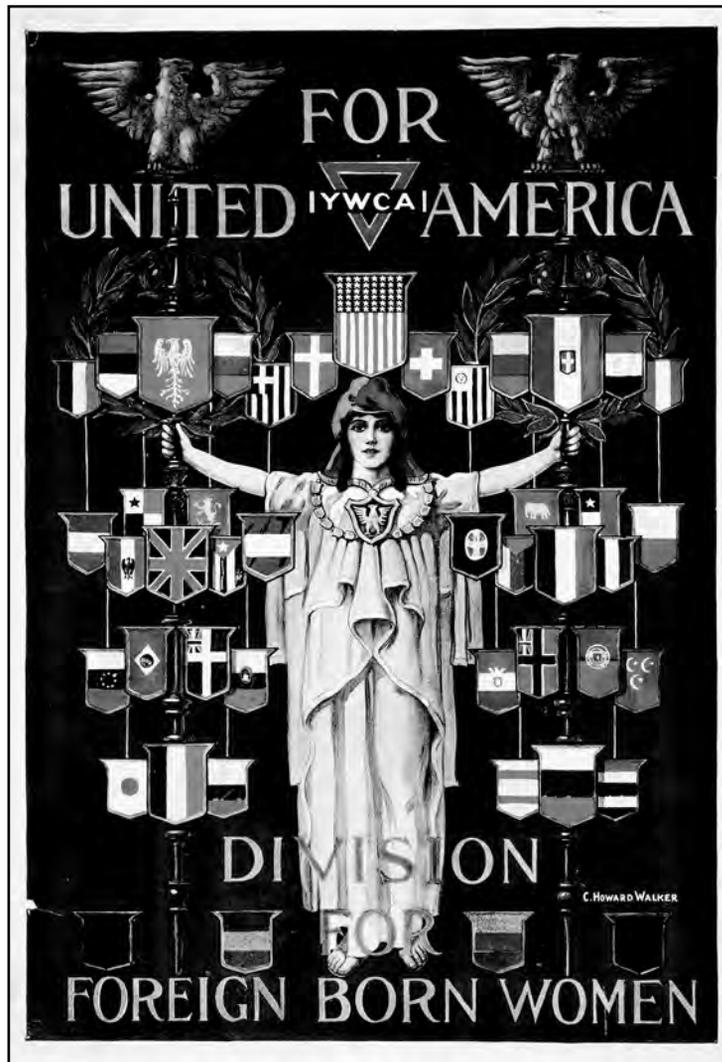
5. Use Source 1 to answer this question.

How did the cultural and economic processes discussed in Source 1 affect the Midwest after 1880?

- A. By encouraging rapid urbanization of cities such as Chicago
- B. By encouraging extensive expansion outside cities such as St. Louis
- C. By encouraging agricultural innovation near cities along the Missouri River
- D. By encouraging transportation innovation in cities along the Mississippi River

6. Use Sources 1, 4, and 5 to answer this question.

This poster was created in 1919 by the Young Women’s Christian Association (YWCA), which provided housing and social services to female immigrants in urban areas across the United States.



Public Domain/Library of Congress

Complete the sentence by circling the correct response in the box below each blank.

This poster could **best** corroborate Source _____

1

4

5

because the poster supports an effort to

regulate immigration

dissolve barriers between cultures

preserve customs of ethnic groups

7. Use Sources 1, 2, 3, and 5 to answer this question.

How do the sources **best** help explain a historical trend in U.S. immigration?

- A. Source 1 shows that the reasons for immigration have changed over time.
- B. Sources 1 and 3 show that the primary regions of origin for immigrants have changed over time.
- C. Source 2 shows that immigration numbers have remained fairly constant over time.
- D. Sources 2 and 5 show that political support for immigration has remained fairly constant over time.

8. Use Sources 4 and 5 to answer this question.

Which topics related to the impact of immigration in the late 1800s and early 1900s are addressed in **both** sources? Select **two** options.

- A. Problems affecting city life
- B. Competition for living space
- C. Methods for improving society
- D. The divisions among ethnic groups
- E. The need to gather data about city dwellers

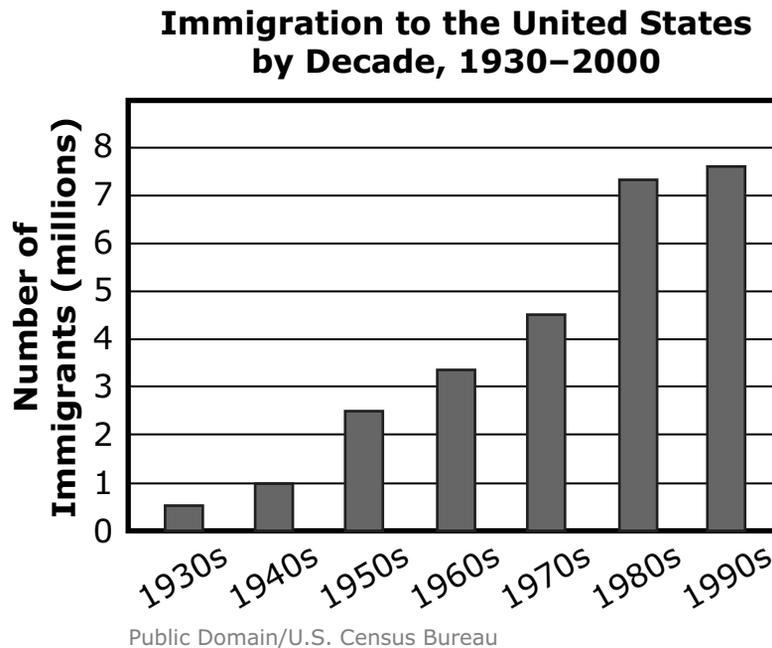
9. Use Source 5 to answer this question.

Which action would Progressives such as those at Hull-House **most likely** have supported to improve life for immigrants?

- A. Seeking political campaign reform
- B. Proposing product safety legislation
- C. Proposing business corporation reform
- D. Seeking mandatory education legislation

10. This graph shows the trend in immigration to the United States from 1930 to 2000.

What was the **most likely** reason for the trend shown on the graph? Support your answer with historical evidence.



- 11.** This excerpt is from a 1910 speech in which former President Theodore Roosevelt outlined his plans for a “square deal” that would benefit the American people by reducing the influence of corporations on elected officials. Circle the numbers in front of the **two** sentences that **best** describe specific reforms he proposed to reduce the influence of corporations on elected officials.

1) Corporate expenditures for political purposes, and especially such expenditures by public-service corporations, have supplied one of the principal sources of corruption in our political affairs. . . .

2) . . . It is particularly important that all moneys received or expended for campaign purposes should be publicly accounted for, not only after election, but before election as well. **3)** Political action must be made simpler, easier, and freer from confusion for every citizen. **4)** I believe that the prompt removal of unfaithful or incompetent public servants should be made easy and sure in whatever way experience shall show to be most expedient in any given class of cases.

5) One of the fundamental necessities in a representative government such as ours is to make certain that the men to whom the people delegate their power shall serve the people by whom they are elected, and not the special interests. **6)** I believe that every national officer, elected or appointed, should be forbidden to perform any service or receive any compensation, directly or indirectly, from interstate corporations; and a similar provision could not fail to be useful within the States.

12. This diagram shows how changes in the food industry would **most likely** reflect stages of the business cycle. Draw a line from each change in the food industry to its stage of the business cycle.

Change in the Food Industry

Grocery stores offer higher wages.

Grocery stores hire only essential workers.

Purchase of less-expensive food items increases.

Consumer spending at restaurants increases.

Consumers purchase more full-price items.

Stage of the Business Cycle

Contraction

Expansion

- 13.** These statements represent notes made by a historian studying Europe during the 1940s. Draw a line from each statement to the correct box to indicate whether it represents a historical fact or a historical interpretation.

Germany intentionally inflicted unnecessary damage on the Soviet Union during the Second World War.

The Soviet Union significantly expanded its political influence after the Second World War.

World peace requires the global establishments of democratic governments.

The United States was a partner in rebuilding Europe after the Second World War.

Strained relations between the United States and the Soviet Union after the Second World War affected most of Europe.

Historical Facts

Historical Interpretations

- 14.** This table identifies actions that would occur prior to testimony by a citizens' group before a committee in the U.S. House of Representatives. Determine whether each action is the primary responsibility of the committee or the citizens' group. Mark **one** box for each action.

Action	Committee	Citizens' Group
Scheduling an official recorder		
Learning about the accepted format for testimony		
Gathering evidence to provide an expert opinion		
Determining the order in which people give testimony		

Use the sources to answer the questions.

Source 1

This excerpt is from a joint resolution of Congress proposing the Equal Rights Amendment in 1972.

The following article is proposed as an amendment to the Constitution of the United States, which shall be valid . . . when ratified by the legislatures of three-fourths of the several States within seven years from the date of its submission by the Congress:

“ARTICLE —

“Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

“Sec. 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

“Sec. 3. This amendment shall take effect two years after the date of ratification.”

Source 2

This table identifies government actions regarding women’s rights in the United States from 1908 to 2018.

**Government Actions Regarding Women’s
Rights in the United States, 1908–2018**

Year	Action
1908	The U.S. Supreme Court upholds an Oregon law limiting the number of hours that women can work in <i>Muller v. Oregon</i> .
1920	The Nineteenth Amendment is ratified, granting women the right to vote.
1923	Congress considers but fails to approve an equal rights amendment. Similar amendments will be introduced unsuccessfully in every Congress until 1972.
1948	The U.S. Supreme Court upholds a Michigan law that prohibits women from holding certain jobs in <i>Goesaert v. Cleary</i> . The Court states that the Constitution does not prevent “the States from drawing a sharp line between the sexes.”
1961	The U.S. Supreme Court upholds a Florida law exempting women from jury duty in <i>Hoyt v. Florida</i> . The ruling is based in part on the belief that “a woman’s role ‘as the center of home and family life’ is incompatible with full participation in the public sphere.”
1963	Congress passes the Equal Pay Act to “prohibit discrimination on account of sex in the payment of wages by employers.”
1964	Congress passes the Civil Rights Act. Title VII of the law makes it illegal for an employer to “discriminate against any individual with respect to . . . compensation, terms, conditions, or privileges of employment, because of such individual’s race, color, religion, sex, or national origin.”
1972	Congress approves the Equal Rights Amendment (ERA). In order to become part of the U.S. Constitution, 38 states must ratify the amendment.
1972–1977	Thirty-five states ratify the ERA.
1978	Congress extends the deadline for ratification of the ERA to 1982.
2017	Nevada becomes the 36th state to ratify the ERA.
2018	Illinois becomes the 37th state to ratify the ERA.

Source 3

This excerpt is from testimony about the Equal Rights Amendment given before a committee of the U.S. Senate in 1970. The speaker is Georgianna Sellers, a labor union leader from Indiana.

The members of our organization wholeheartedly support the equal rights amendment—and for many reasons. It would eliminate injustices to women in employment, educational opportunities, and other areas.

. . . One of our strongest reasons for supporting the equal rights amendment is that it would nullify all State restrictive laws that limit women as to what work they can do, how long they can work, and what they can lift.

It is an insult to women that such laws or rules are referred to as “protective” when their sole function is to exclude women from the higher-paying jobs.

The experience of the women employees at the plant where I am employed, demonstrates the urgent need for the equal rights amendment. . . .

The women working [at my plant] were denied the right to work on the better-paying jobs to which their seniority entitled them, simply because they were women and the jobs might occasionally require the lifting of over 85 pounds. . . .

We were kept off of higher paying easier jobs for years because the company wanted to “protect” us. I say it did not protect, but exploited women. . . .

Therefore, we . . . support the equal rights amendment because it would have a restraining effect on those who abuse and discriminate against women. It would help to dispel the myth of women’s inferiority.

Source 4

This excerpt is from testimony about the Equal Rights Amendment given before a committee of the U.S. Senate in 1970. The speaker is Myra Wolfgang, a labor union leader from Michigan.

I am opposed to enactment of the equal rights amendment. I recognize that the impetus for the passage of the equal rights amendment is the result of a growing anger amongst women over job discrimination, social and political discrimination, and many outmoded cultural habits of our way of life.

. . . I do not believe, however, that passage of the equal rights amendment will satisfy, or is the solution to the problem. . . .

. . . Differences in laws are not necessarily discriminatory, nor should all laws containing different provisions for men and women be abolished, as the equal rights amendment would do. . . .

. . . I am sure you are aware of the influence of [minimum labor standards] legislation upon working conditions. And I am sure you are aware that many such laws apply to women only.

They are varied and they are in the field of minimum wages, hours of work, rest periods, weight lifting, childbirth legislation, et cetera.

These State laws . . . should be amended where they are. They should be strengthened and they should be handled on a case-by-case basis. . . .

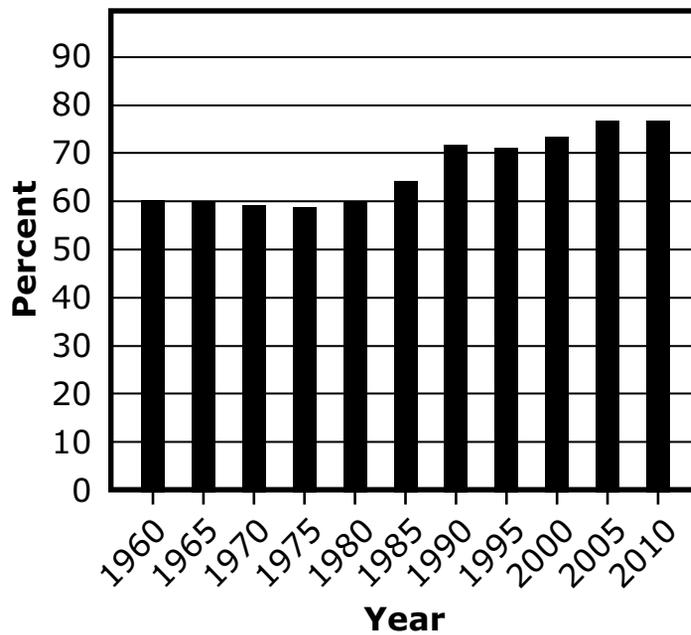
The elimination of laws regulating hours women may work permits employers to force them to work excessive overtime, endangering not only their health and safety, but disrupting the entire family relationship. . . .

I oppose the equal rights amendment since the equality it may achieve may well be equality of mistreatment.

Source 5

This graph shows women’s average annual wages as a percentage of men’s average annual wages from 1960 to 2010.

Women’s Average Annual Wages as a Percentage of Men’s Average Annual Wages, 1960–2010



Public Domain/U.S. Department of Labor

Source 6

This photograph shows protesters against the Equal Rights Amendment (ERA) in front of the White House in 1977.



Public Domain/Library of Congress

- 15.** Use Sources 1, 3, 4, 5, and 6 to answer this question.

A historian researching the Equal Rights Amendment concludes that advocacy by women was important to its proposal.

Which source **most likely** helped the historian reach this conclusion?

- A.** Source 3
- B.** Source 4
- C.** Source 5
- D.** Source 6

- 16.** Use Sources 2 and 4 to answer this question.

Which **two** actions in Source 2 are examples of the types of labor laws favored by Myra Wolfgang in Source 4?

- A.** The *Muller v. Oregon* Supreme Court decision of 1908
- B.** The *Goesaert v. Cleary* Supreme Court decision of 1948
- C.** The *Hoyt v. Florida* Supreme Court decision of 1961
- D.** The Equal Pay Act passed by Congress in 1963
- E.** The Civil Rights Act passed by Congress in 1964

- 17.** Use Sources 3 and 4 to answer this question.

Which belief about women in the workplace would Georgianna Sellers and Myra Wolfgang **most likely** share?

- A.** Women in the workplace experience discrimination.
- B.** Women in the workplace should perform the same jobs as men.
- C.** Federal legislation has resolved inequalities for women in the workplace.
- D.** Protective legislation restricts opportunities for women in the workplace.

18. Use Sources 3, 4, and 5 and this excerpt from a 1945 brochure about an equal rights amendment to answer this question.

This Dangerous Amendment . . .

WOULD Wipe Out—

1. State Minimum-Wage Laws for women.
2. Women’s Hour Laws.
3. All other special legislation for women.

WOULD Prohibit the Enactment of any kind of special legislation for women, no matter how imperative such legislation might be.

Complete the sentence by circling the correct response in the box below each blank.

A historian researching the Equal Rights Amendment would **most likely** pair this excerpt with _____

Source 3

Source 4

Source 5

because it corroborates the argument that an equal rights amendment would lead to _____ .

harmful effects for women

new discrimination against men

confusion in enforcing state laws

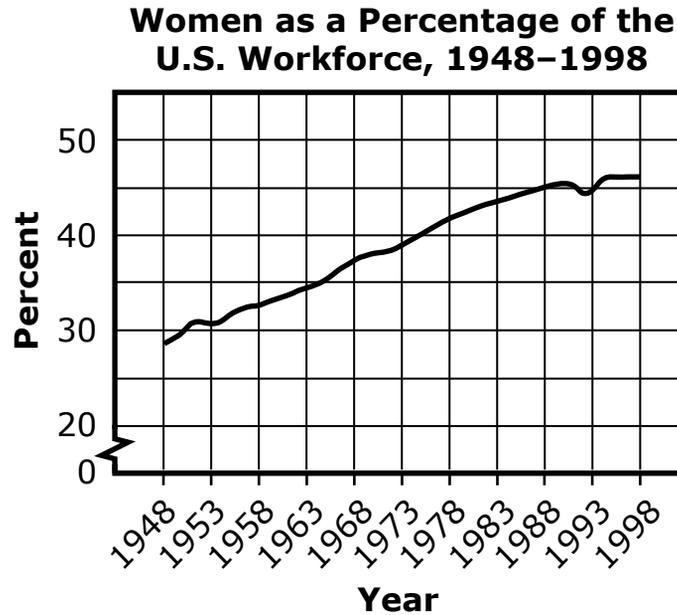
weak enforcement of federal laws

19. Use all the sources to answer this question.

How do the sources **best** help explain a historical trend in women’s rights in the United States?

- A.** Source 1 shows that women had not achieved any political gains before the 1970s.
- B.** Sources 2 and 5 show that women had achieved legal and financial equality by the 1970s.
- C.** Sources 3, 4, and 6 show that women were united in the goal of seeking constitutional change.
- D.** Sources 3, 4, and 6 show that women did not always agree on the need for equality in the workplace.

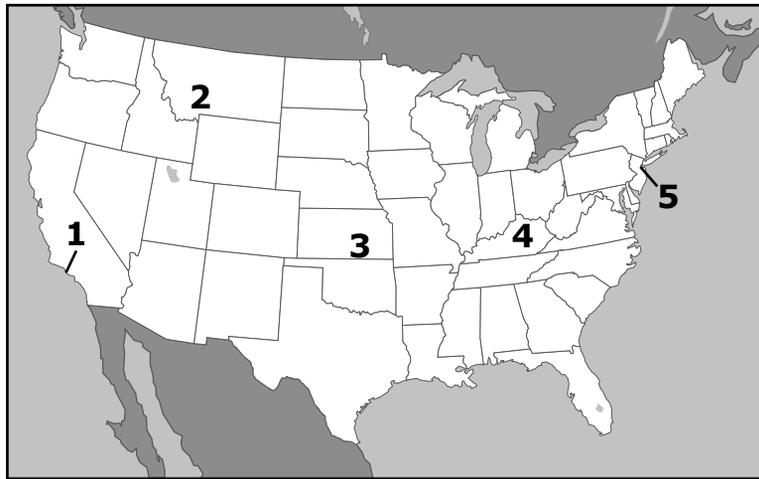
20. Use all the sources and this graph about women as a percentage of the U.S. workforce from 1948 to 1998 to answer this question.



Public Domain/U.S. Department of Labor

How did the trend shown in this graph affect the passage of legislation concerning women in the workplace? Support your answer with evidence from one of the sources.

21. Circle the numbers of **two** locations in the United States that would **most likely** contribute to the spread of disease because of their role as ports of entry for international travelers.



22. Complete the sentences by circling the correct response in the box below each blank.

The market for natural gas was once considered an example of a pure monopoly. However, most U.S. states now allow consumers to choose their natural gas provider. As a result, consumers experienced an increase in _____

spending on
competition for
consumption of

natural gas service. Because of this change, consumers should have experienced a decrease in _____ .

price
demand
regulation

GO ON TO NEXT PAGE

- 23.** A historian researching federal budgets gathered the data in this table. The table shows the average federal surplus or deficit during each decade of the twentieth century. It also shows notes that the historian made about key events in U.S. history during the same years.

Average Federal Surplus or Deficit and Key Events in U.S. History, 1901–1999

Years	Average Annual Federal Surplus or Deficit (millions of dollars)	Notes About Key Events
1901–1909	9	First airplane flight
1910–1919	–2,908	First World War
1920–1929	762	Roaring Twenties
1930–1939	–2,088	Great Depression; New Deal under F. Roosevelt (Democrat)
1940–1949	–17,757	Second World War; Cold War begins
1950–1959	–1,744	Korean War; Eisenhower (Republican) proposes Interstate Highway System
1960–1969	–5,652	Vietnam War; War on Poverty by L. Johnson (Democrat)
1970–1979	–35,084	Stagflation; Nixon (Republican) resigns
1980–1989	–156,503	Tax cuts and increased defense spending under Reagan (Republican)
1990–1999	–133,722	First Persian Gulf War

Public Domain/Office of Management and Budget

Which **two** conclusions about federal budgets during the twentieth century would the historian **most likely** reach based on this table?

- A. Federal spending increased over time.
- B. Federal budgets were limited by available revenue.
- C. Federal spending typically increased during times of crisis.
- D. Citizens expected the federal government to balance spending and revenue.
- E. Citizens typically supported the political party that promised to reduce federal spending.





