This year you will be studying United States history. You will also be taking Florida’s “U.S. History End-of-Course Assessment.” This assessment will have 50 to 60 multiple-choice questions, testing your knowledge of 19 Social Studies Benchmarks:

**Florida’s 19 Tested Benchmarks**

**SS.912.A.1.1** Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

**SS.912.A.2.1** Review causes and consequences of the Civil War.

**SS.912.A.3.1** Analyze the economic challenges to American farmers and farmers’ responses to these challenges in the mid to late 1800s.

**SS.912.A.3.2** Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

**SS.912.A.4.1** Analyze the major factors that drove United States imperialism.

**SS.912.A.4.5** Examine causes, course, and consequences of United States involvement in World War I.

**SS.912.A.5.3** Examine the impact of United States foreign economic policy during the 1920s.

**SS.912.A.5.5** Describe efforts by the United States and other world powers to avoid future wars.

**SS.912.A.5.10** Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

**SS.912.A.5.11** Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.

SS.912.A.6.10 Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

SS.912.A.6.13 Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.

SS.912.A.7.1 Identify causes for post-World War II prosperity and its effects on American society.

SS.912.A.7.4 Evaluate the success of 1960s-era presidents’ foreign and domestic policies.

SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

SS.912.A.7.8 Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.

SS.912.A.7.11 Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

SS.912.A.7.12 Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

Most of these Benchmarks will incorporate additional information from related Benchmarks found in Florida’s Social Studies Standards. The questions on the End-of-Course Assessment will be distributed as follows:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Chapters in this Book</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Late Nineteenth and Early Twentieth Century, 1860–1910</td>
<td>Chapters 1–3</td>
<td>32%</td>
</tr>
<tr>
<td>Global Military, Political and Economic Challenges, 1890–1940</td>
<td>Chapters 4–11</td>
<td>34%</td>
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<tr>
<td>The United States and the Defense of the International Peace, 1940–Present</td>
<td>Chapters 12–17</td>
<td>32%</td>
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In addition to these Benchmarks, this book incorporates all of the most important terms and individuals listed by the Florida Department of Education in the “Remarks/Examples” section of the CPALMS website (collaborate-plan-alignment-learn-motivate-share). Some of these terms may also appear on the End-of-Course Assessment.

This book also includes a large number of primary source documents to improve your skills in interpreting key ideas and details in a nonfiction text, as required by the Common Core Standards.

This book can therefore help you both to learn more about U.S. history and to perform your very best on the End-of-Course Assessment. It can be used either by itself or alongside another textbook. It contains everything you need to learn about American history to do well on the statewide test.
Special Features of Gateway to U.S. History

- We often learn best when we have some general idea of what we are about to learn in advance. Every content chapter in this book begins with information that tells you what the chapter is about. First, there is the title of the chapter, which describes its topic. This is followed by a list of Florida Social Studies Standards that are covered in the chapter. This includes not only the 19 Benchmarks listed on pages v and vi, but also all related Benchmarks.

- At the bottom of the first page there is a list of Names and Terms You Should Know. You can use this list to guide your way through the chapter. Most of these terms are either listed in the Benchmarks or in the “Specifications” provided to those teachers who are writing your test.

- This is followed by Florida “Keys” to Learning. No, these aren’t the real Florida Keys on the southern end of the state! They are the keys to what you should know for the test. This section provides a summary of important ideas and facts, forming the backbone to the chapter. You might look at these before you read the chapter to see how many of these “Keys” you already know. You will then see that the rest of the chapter simply expands on these key ideas and facts. When you have finished the chapter, you can read through these “Keys” again to review the chapter. If you don’t understand or remember one of these “Keys,” you might want to look back at the more detailed discussion in the chapter. Finally, you may want to review all of the 17 Florida “Keys” to Learning sections (one for each content chapter) just before you take the statewide U.S. History End-of-Course Assessment.

- The “Keys” are followed by the main text of the chapter. You will find that each chapter is divided into sections, and that the text is accompanied by illustrations, charts, graphs, and maps. Information in the chapter is organized around core concepts and developments to make it easier to understand and learn.

- Most chapters include a “Focus on Florida,” where you learn about important events that took place in Florida at the same time as the other events in the chapter.
At the end of each section of the text, you will find The Historian’s Apprentice. This feature recommends activities for you and your classmates to complete under the supervision of your teacher. In these activities, you will be asked to conduct research, interpret a historical document, or use your historical imagination to think about what it might have been like to have lived in the past—just as real historians do.

At the end of each chapter, there are several special features to help you review concepts in the chapter, reinforce your understanding, and check your knowledge. First, there is a series of Review Cards. These cards summarize the most important information in the chapter, most likely to be found on Florida’s End-of-Course Assessment. You can use these Review Cards in a variety of ways. You might cover part of the Review Card and check your ability to recall the information you have covered. You might copy the card by hand and make pictures to illustrate it or add further information. You can also use the Review Card to test your friends, or to make sample test questions. As you read through the book, you can copy these cards by hand to assemble a whole collection of them. Scramble them up to see if you can recall their contents when they are not in order.

The Review Cards are followed by a Concept Map. This map provides an overview showing how all the developments in the chapter are related.

Each content chapter concludes with What Do You Know? This is a series of practice multiple-choice questions, similar in format to the assessment items on Florida’s U.S. History End-of-Course Assessment.

Each group of related chapters forms a unit. Every unit of the book ends with a list of key terms and people for you to identify or define, followed by a crossword puzzle. The last chapter of the book provides a final practice test covering all the Benchmarks in the book, so that you can see what you have learned. The questions on this test follow the same test specifications and the same distribution (by time period) as the actual Florida U.S. History End-of-Course Assessment. By taking this practice test and by reviewing any errors you may commit, you can be sure to have prepared your very best for the test!
There are many ways to use this book. You may want to use this book as your main resource in the course of the school year. It covers everything you need to know for the test. You may also use it with another textbook. After you complete each unit in your textbook, you can review it by using one or more chapters in Gateway to U.S. History. Finally, you may want to use this book for a final review in the weeks just before the test. You can focus on the Florida “Keys” to Learning, Review Cards, and practice questions. With its lively text and special learning features, reading through this book may be a great way for you to recall everything you have studied this school year to prepare for the test.

How to Answer a Multiple-Choice Question

Besides possessing the knowledge and skills that are being tested, you have to be a good test-taker to do your best on this or any test. Here are the three basic steps we recommend for answering multiple-choice questions on Florida’s U.S. History End-of-Course Assessment. In fact, these same steps should be used to answer multiple-choice questions on almost any test.

1 Understand the Question

Make sure you read the question carefully. Take special care in examining any document or data that may be contained in the question itself. Also, make sure you understand what the question asks for. Questions on the U.S. History End-of-Course Assessment will most likely ask you one of the following:

- to identify the cause of something: what made it happen?
- to identify or analyze the effect or impact of something: how did it influence people or change things?
- to explain or describe an event or development: how did it happen? what was it like?
- to identify or define something: what is it?
- to compare two or more things: what are their similarities and differences?
- to sequence events: in what order did they occur? which was first or last?
- to interpret a document, an illustration, a cartoon, a map, a table, or a graph: what issue is addressed in this cartoon?
- to provide an example of something: which best illustrates this principle?
- to make a prediction: what is most likely to happen next?
- to categorize people events, places, or concepts: which action furthered the goal of international peace?
- to make a generalization or to draw a conclusion: Based on the photograph, what conclusion can be made about child labor in the United States in the 1880s?

2 Think About What You Know.

Here comes the hardest part! Many students wish to rush ahead: they want to finish the test early. To do your best, however, you have to take your time. Once you have read and understood the question, take a moment to think about the topic that it asks about. For example, if the question asks about the causes of the Civil War, think about what you can remember about the causes of the Civil War. You might think about sectionalism, states’ rights, slavery, the abolitionists, and the conflicts and compromises in Congress. You might also recall how the election of Abraham Lincoln in 1860 divided the nation. Then think how you might answer the question, based on what you can recall, without looking at the answer choices.
Answer the Question.

Now you are ready to answer the question. Review the question. Look carefully at the answer choices. Eliminate any answer choices that are obviously wrong or irrelevant (not related to the question or its topic). Then choose the best of the remaining answer choices, based on your knowledge and understanding.

If you have extra time after you have finished the test, be sure to check your work again to eliminate any careless mistakes.

Special Types of Questions

Many questions on Florida’s End-of-Course Assessment will ask about a “graphic” that is a part of the question. It is important for you to be able to interpret these different types of graphics, including maps, graphs, charts, tables, political cartoons, illustrations, photographs, and timelines. Each of these is simply another way of presenting or displaying information.

Questions may ask what the graphic shows, or they may ask you to make an inference or draw a conclusion about the graphic. You might also be asked to identify the causes or effects of the situation or event described by the picture, timeline, photograph or other graphic. Often you will have to apply your knowledge of U.S. history to answer the question.

The rest of this chapter looks at six of the most important types of graphics that may appear on the test.

Maps

A map is used to show geographical information. It may show the boundaries between countries, the location of cities, or the physical characteristics of a place. A key or legend will often explain any symbols on the map. Maps may also have a scale to show what their dimensions represent in real life, and a compass (or direction indicator).

► What does this map show?
► Based on the map, which states permitted slavery in 1850?
► What conditions led to the divisions shown on this map?
► What conclusions can you draw from this map?
Graphs

Graphs are used to display quantitative information. A bar graph has bars representing different amounts. Often it is used to compare things, such as the number of Union and Confederate soldiers killed in the Civil War, or the number of battleships of each power in the 1920s. Line graphs show how the amount or size of something has changed over time. For example, a line graph might show the number of workers in the coal industry from 1850 to 1950. Or it could show the average income for Americans from 1900 to 2000. To interpret a line graph, be sure to understand both the “Y-axis” on the left side and the “X-axis” on the bottom. Usually the Y-axis is a “yard stick” providing the numbers for measuring, such as how many thousands of workers, while the X-axis indicates the passage of time.

Numbers of Workers in U.S. Coal Mining (in thousands)

![Graph showing numbers of workers in U.S. coal mining from 1840 to 1960.](image)

Source: Historical Statistics of the United States

- On a separate sheet of paper, turn this line graph into a bar graph showing the number of American coal miners in 1860, 1900 and 1960.

Charts and Tables

Charts and tables often present information in rows and columns. This format makes it easy to locate particular facts or numbers. The top row usually provides headings, telling the reader what each column stands for. The left column lists the individual items the chart or table describes.

- From the line graph above, create a your own table showing the number of American coal miners every decade from 1850 to 1920.

Political Cartoons

A political cartoon is a cartoon by an artist commenting on current affairs, social conditions or events. Political cartoonists often question authority, draw attention to corruption, or expose insincerity and hypocrisy. Cartoonists frequently use satire, exaggerate features, or make comparisons with their art to make their point. For example, a cartoonist might draw the American President with a crown and the robes of a king. What would the artist be trying to say? The artist probably thinks the President is assuming too much power, or acting without consulting Congress or the public. When looking at a cartoon, be sure to understand what it shows. What is the time period of the cartoon? Who is represented? What are the people in the cartoon doing? Are there any special symbols or references? What were some of the key issues of that time period? Finally, what is the cartoonist’s point of view?

- Andrew Jackson was President of the United States from 1829 to 1837. What is this cartoonist’s view of Andrew Jackson?

- Which features of the cartoon helped you to determine the cartoonist’s point of view?
Photographs and Illustrations

A photograph, drawing or painting gives us a snapshot into the past. Historians use these sources to understand what the past was really like. To interpret a photograph or illustration, you have to be a good detective. What details does the picture show? Consider the faces and clothing of any people in the photograph or picture. Also, consider the setting or background. What can you learn from it? Think of the photograph or illustration as a piece of evidence. A photograph might be used, for example, to show conditions for workers in an early 20th century coal mine. From the picture, you could see what equipment was used, how crowded the mine was, how much personal space each worker had, and how safe conditions were. You might also judge how energetic or tired the workers seem, their ages, and their gender and racial background. Questions on a photograph or illustration may also ask you what the picture shows or to draw conclusions from it.

Timelines

A timeline shows a series of events arranged along a line in the order, or sequence, in which they occurred. Usually, the left side of the timeline marks the beginning of the time period it shows, and the right side marks the end. As dates move from left to right, they move closer to the present. A timeline usually shows a series of related events. It is useful because we can see exactly when they occurred and how they relate to each other. Questions on timelines may ask about how the events on the timeline are related, or they may ask you to make an inference or draw a conclusion about the events that are shown.

- How old are the workers in this coal mine?
- What equipment are they using?
- Why do you think this photograph was taken?
- What conclusions can you draw from this photograph?

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