

10th Grade Social Studies Ohio Graduation Test
History Standard

Question 25
Benchmark A
Spring 2005

Natural law was a fundamental idea of the Enlightenment.

Which concept is an application of natural law to the government's role in the economic lives of its citizens?

- A. free markets based on supply and demand
- B. government control to achieve a favorable balance of trade
- C. agriculture based on tenant farming and serfdom
- D. lower taxes on the most privileged groups in society

Question 43
Benchmark A
Spring 2005

. During the Enlightenment, a number of writers explored the relationship between governments and the people they governed. For example, Rousseau wrote *The Social Contract*, in which he examined ideas about majority will and the common good.

How did these ideas influence the American and French Revolutions?

- A. They encouraged loyalty to established governments.
- B. They supported movements for social and political change.
- C. They encouraged the formation of American and French constitutional monarchies.
- D. They supported the efforts of governments to maintain control over their subjects.

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Question 1
Benchmark A
9th Practice 2004

In 1789, the French National Assembly issued the "Declaration of the Rights of Man," based in part on the concepts expressed in the U.S. Declaration of Independence in 1776. Both documents reflected the Enlightenment belief that governments exist to protect the natural rights of citizens. What developments in France and the United States attempted to assure the implementation of this concept of government?

- A. drafting constitutional protections
- B. restoring monarchical rule
- C. gaining additional territory
- D. expanding the slave trade

Question 31
Benchmark A
9th Practice 2004

The economist Adam Smith was an Enlightenment thinker. In his writings, he described how market systems worked and expressed his belief in laissez-faire economics. His ideas influenced how people viewed their relationship with their government. Supporters of Smith wanted government to

- A. end universal suffrage.
- B. uphold the divine right of kings.
- C. protect their freedoms and property.
- D. provide strict economic regulations on business.

Question 2
Benchmark B
Spring 2005

During the Industrial Revolution of the late 19th century, farmers in the United States worked to increase their land holdings and modernize their equipment. A lasting effect of these changes was

- A. higher prices for crops.
- B. increased rural population density.
- C. a shortage of land for farming.
- D. greater productivity of farming.

Question 12
Benchmark B
Spring 2005

The Industrial Revolution brought about major changes not only in cities, but in rural America as well. Before machines were used, one farmer could harvest about 7.5 acres of wheat per year. With machines, he could harvest wheat on 135 acres. Scientists also developed new kinds of wheat seeds that could survive northern winters. These developments were examples of what was happening in many areas of agriculture.

Explain two additional ways farming changed as a result of the Industrial Revolution. Write your answer in the **Answer Document**. (2 points)

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Question 27
Benchmark B
Spring 2005

One effect of industrialization in the United States in the late 19th century was

- A. a decrease in child labor.
- B. an increase in demand for handicraft goods.
- C. a decrease in immigration to the United States.
- D. an increase in urbanization.

Question 6
Benchmark B
9th Practice 2004

Explain four effects of industrialization on living and working conditions for the early industrial working class that moved to the new industrial towns of 19th-century Britain. Write your answer in the **Answer Document**.
(4 points)

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Question 8
Benchmark B
9th Practice 2004

Progressive reformers after 1900 sought federal legislation to regulate working conditions and to set a minimum age for child labor. The need for this legislation was prompted by

- A. Civil War casualties leading to children taking the jobs of adults.
- B. unions restricting membership to adult workers.
- C. industrialists using child labor to keep production costs down.
- D. lack of job opportunities for children seeking after-school jobs.

Question 28
Benchmark B
9th Practice 2004

The Industrial Revolution began in Britain in the 18th century as a result of technological innovations in the production of cotton cloth. Which major change in the economies of Europe and the United States was set in motion by this development?

- A. an increasing portion of the work force engaged in manufacturing
- B. labor shortages resulting from a decreasing population
- C. a shift from free market systems to command economies
- D. a decreasing need for international trade agreements

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Question38
Benchmark C
Spring 2005

One factor that motivated U.S. imperialism during the late 19th and early 20th centuries was the

- A. development of closer political ties with European nations.
- B. closing of China to all foreign trade.
- C. support of international peacekeeping operations.
- D. acquisition of new markets and sources of raw materials.

Question 23
Benchmark C
9th Practice 2004

One objective of 19th-century European imperialism was to

- A. preserve native cultures and traditions.
- B. expand peace and freedom.
- C. protect the environment and conserve wildlife.
- D. convert inhabitants of foreign territories to Christianity.

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Question 6
Benchmark D
Spring 2005

Historians often cite the harshness of the Treaty of Versailles on Germany as a primary cause of the eventual outbreak of World War II. Summarize two provisions of the Versailles Treaty relating to Germany and discuss how each helped lead to World War II. Write your answer in the **Answer Document**. (4 points)

Question 16
Benchmark D
Spring 2005

The League of Nations was created after World War I as a forum for resolving international conflicts. However, the League was unable to resolve tensions that led to World War II.

One factor that contributed to the ineffectiveness of the League was the

- A. breakup of colonial empires in Africa and Asia.
- B. decision of the United States not to join the League.
- C. opposition of League members to the Treaty of Versailles.
- D. rise of the Cold War between the United States and the Soviet Union.

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Question 26
Benchmark D
Practice 2004

In what way did the Treaty of Versailles establish conditions that led to the outbreak of World War II?

- A. It called for dissolving the League of Nations, thus removing an organization for resolving future conflicts.
- B. It gave Germany too much power by letting Germany keep the Alsace-Lorraine region of France.
- C. It weakened the Allied countries by making France, England and Russia reduce the size of their armies.
- D. It imposed harsh reparations payments on Germany, which led to economic and political instability.

Question 19
Benchmark E
Spring 2005

At the end of World War II, Soviet armies liberated the countries of Eastern Europe from Nazi Germany.

The occupation of these countries by the Soviet Union contributed to the development of the Cold War by

- A. contributing to conflict in the Middle East.
- B. bringing about the reunification of Germany.
- C. strengthening the authority of the United Nations.
- D. dividing Europe into communist and non-communist spheres.

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Question 37
Benchmark E
9th Practice 2004

Which factor helped lead to the Cold War between the United States and the Soviet Union?

- A. differing intentions between the two nations for the political and economic rebuilding of Eastern Europe after World War II
- B. the lack of U.S. aid to the Soviet Union under the Lend-Lease Program during World War II
- C. both nations being members of the United Nations Security Council after World War II
- D. uneven prosperity between the two nations after the Great Depression

Question 22
Benchmark F
Spring 2005

During World War II, Japanese-Americans were relocated from their homes on the West Coast of the United States to internment camps in the U.S. interior.

This action indicated a widespread fear that Japanese-Americans were

- A. a threat to national security.
- B. members of the Communist Party.
- C. competitors for jobs in wartime factories.
- D. immigrating to the United States in large numbers.

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Question 12
Benchmark F
9th Practice 2004

During times of war or perceived danger to the United States, groups of Americans have been singled out as potentially disloyal to the country. For example, during World War I, patriotic support for the war led to a distrust and persecution of German-Americans. In some places, German language instruction was forbidden, and German culture and heritage were subject to discrimination.

- Identify a group of Americans that was targeted as potentially disloyal in the years between 1940 and 1985.
- Explain why this group was targeted.

Write your answer in the **Answer Document**. (2 points)

Question 17
Benchmark F
9th Practice 2004

**Key Developments for the
United States in the 1920s**

- easy credit and a rise in consumer debt
- growing unemployment in key industries such as construction
- overproduction and declining farm income
- buying stocks on margin and soaring stock prices

17. What was significant about the developments shown above for the United States in the 1920s?
- A. They were causes of World War II.
 - B. They were signs of difficulties within the U.S. economy.
 - C. They demonstrated the ability of the Federal Reserve to control the money supply.
 - D. They led to legislation restricting immigration to the United States.