

## Reading Guide VIII

Choose the letter of the best answer. (4 points each)

- \_\_\_ 1. \_\_\_ were **least** likely to be a part of the New Deal coalition.  
A. Rural Democrats  
B. African Americans  
C. Southern Republicans  
D. Unionized industrial workers
- \_\_\_ 2. By decreasing farm surpluses, New Deal policies helped to \_\_\_\_\_.  
A. lower the cost of food  
B. increase the food supply  
C. raise the price of farm goods  
D. combat the effects of the Dust Bowl
- \_\_\_ 3. \_\_\_ claimed that the New Deal policies were inadequate and proposed a social program called Share-Our-Wealth.  
A. Huey Long  
B. Francis Townsend  
C. John L. Lewis  
D. Charles Coughlin
- \_\_\_ 4. The Federal Emergency Relief Administration was most helpful to \_\_\_\_\_.  
A. farmers in isolated rural areas  
B. the unemployed, the aged, and the ill  
C. politicians and business owners  
D. mass-production industrial workers
- \_\_\_ 5. The American public perceived many characteristics in President Roosevelt, but \_\_\_ was probably not one of them.  
A. compassion  
B. determination  
C. self-confidence  
D. economic conservatism
- \_\_\_ 6. \_\_\_ used music to express the hardships of American life during the Depression.  
A. Woody Guthrie  
B. Grant Wood  
C. Diego Rivera  
D. Richard Wright
- \_\_\_ 7. \_\_\_ helped organize the "Black Cabinet," a group of influential African Americans who advised the Roosevelt administration on racial issues.  
A. Dorothea Lange  
B. Mary McLeod Bethune  
C. Frances Perkins  
D. Eleanor Roosevelt
- \_\_\_ 8. The Supreme Court ruled that the \_\_\_ was unconstitutional on the grounds that its provisions were local matters and should be regulated by the states.  
A. Federal Securities Act  
B. Fair Labor Standards Act  
C. Wagner Act  
D. Agricultural Adjustment Act
- \_\_\_ 9. Of the following New Deal policies, \_\_\_ had the biggest long-term impact on the American economy.  
A. Social Security Act  
B. Civilian Conservation Corps  
C. Tennessee Valley Authority  
D. Federal Emergency Relief Administration
- \_\_\_ 10. The \_\_\_\_\_ reflected President Roosevelt's concern for the natural environment.  
A. Civil Works Administration  
B. National Youth Administration  
C. Civilian Conservation Corps  
D. Works Progress Administration
- \_\_\_ 11. What was the first major action Roosevelt took as president?  
A. He called the first meeting of the "Brain Trust."  
B. He proposed a reorganization of the Supreme Court.  
C. He closed all of the nation's banks and ordered inspections.  
D. He established the Civil Works Administration to provide job relief.
- \_\_\_ 12. Who was the first woman to serve in the cabinet?  
A. Arlene Francis  
B. Frances Perkins  
C. Eleanor Roosevelt  
D. Mary McLeod Bethune
- \_\_\_ 13. Which of the following was a goal of the New Deal?  
A. regulate the stock market  
B. deregulate the nation's banking system  
C. decrease prices of farm goods  
D. increase crop production
- \_\_\_ 14. Which of the following was most directly responsible for creating new jobs and putting people to work?  
A. Social Security Act  
B. Fair Labor Standards Act  
C. National Labor Relations Act  
D. Works Progress Administration
- \_\_\_ 15. Which of the following was the main objective of the Agricultural Adjustment Act?  
A. to increase farm production  
B. to raise prices of farm products  
C. to provide pensions for retired farmers  
D. to encourage more people to enter farming
- \_\_\_ 16. Which of the following pieces of New Deal legislation was ruled unconstitutional by the Supreme Court?  
A. Wagner Act  
B. Social Security Act  
C. Emergency Banking Relief Act  
D. National Industrial Recovery Act
- \_\_\_ 17. What role did Eleanor Roosevelt play in the Roosevelt administration?  
A. She served as a cabinet member.  
B. She focused on being an excellent hostess.  
C. She was an important advisor on foreign policy.  
D. She was an important advisor on domestic policy.
- \_\_\_ 18. Which of the following reached a new high during Roosevelt's first term as president?  
A. tariff rates  
B. employment rates  
C. the national debt  
D. per capita income
- \_\_\_ 19. Which of the following of Roosevelt's ideas failed to become a law?  
A. federally supported loans for housing  
B. the reorganization of the Supreme Court  
C. the establishment of regional planning authorities  
D. the creation of a federally supported pension program

- \_\_\_\_ 20. Who wrote the novel *The Grapes of Wrath* about the grim lives of Oklahomans fleeing the Dust Bowl during the Depression?
- A. Grant Wood  
 B. John Steinbeck  
 C. Richard Wright  
 D. Dorothea Lange

If the statement is true, write "true" on the line. If it is false, change the underlined word or words to make it true. (4 points each)

- \_\_\_\_\_ 21. People who oppose all forms of government are called anarchists.
- \_\_\_\_\_ 22. Massachusetts governor Calvin Coolidge called out the National Guard to break the Boston firefighters strike.
- \_\_\_\_\_ 23. The panic surrounding the threat of communism in the early 1920s was called the "Big Scare."
- \_\_\_\_\_ 24. The Fordney-McCumber Tariff was adopted in 1922 to lower the taxes on imported goods.
- \_\_\_\_\_ 25. A dollar down and a dollar forever" represents a form of credit called the installment plan.
- \_\_\_\_\_ 26. The main goal of the Washington Naval Conference was to reduce the threat of communism.
- \_\_\_\_\_ 27. The personal friends that President Harding put into his cabinet were known as the fall guys.
- \_\_\_\_\_ 28. Great changes in America's landscape were tied mostly closely to a large increase in the use of automobiles in the 1920s.
- \_\_\_\_\_ 29. The quota system of the 1920s was created to reduce tariffs.
- \_\_\_\_\_ 30. The Teapot Dome scandal involved the secret leasing of government-owned oil reserves for profitable use by private companies.

Choose the letter of the best answer. (4 points each)

- \_\_\_\_ 31. According to Attorney General A. Mitchell Palmer, what was "eating its way into the homes of the American workman, its sharp tongues . . . licking the altars of the churches"?
- A. communism  
 B. the philosophy of nativism  
 C. the hopelessness of poverty  
 D. governmental abuse of civil rights
- \_\_\_\_ 32. Which of the following rose dramatically in the early 1920s?
- A. wages  
 B. labor union membership  
 C. tariffs  
 D. the build-up of armaments
- \_\_\_\_ 33. Which of the following is **not** considered a sign that the prosperity of the 1920s was superficial?
- A. the economic situation on farms  
 B. the success of the advertising industry  
 C. the number of products purchased on credit  
 D. the difference in income between workers and managers
- \_\_\_\_ 34. Why was the Kellogg-Briand Pact considered useless?
- A. It didn't prevent war; it only punished countries that started wars.  
 B. It made the process of repaying war debts too easy.  
 C. It provided no means of enforcing the "no war" agreement.  
 D. It failed to include several of the strongest military powers.
- \_\_\_\_ 35. Nativists who found fault with the Emergency Quota Acts of 1921 would have been most likely to say which of the following?
- A. It did not restrict immigration enough.  
 B. It threatened industry with a labor shortage.  
 C. It discriminated against the wrong immigrants.  
 D. It violated U.S. principles by restricting immigration.
- \_\_\_\_ 36. Which of the following was most closely tied to the public's negative reactions to organized labor in the 1920s?
- A. fears of rising prices  
 B. fears of communism  
 C. fears of a depression  
 D. resentment of labor's advances
- \_\_\_\_ 37. Which of the following called for the abolition of private property in order to equally distribute wealth and power?
- A. quota system  
 B. isolationism  
 C. nativism  
 D. communism
- \_\_\_\_ 38. John L. Lewis is most closely associated with which of the following?
- A. the coal miners' strike  
 B. the steel mill strike  
 C. the Boston police strike  
 D. the Teapot Dome scandal
- \_\_\_\_ 39. What might an anarchist have said about the scandals that plagued President Harding's administration?
- A. In a successful government, all officials should be chosen by the public.  
 B. The scandals are more proof that all forms of government should be abolished.  
 C. Such scandals would not happen in a communist government.  
 D. Mistakes made by cabinet members should not damage the reputation of the president.
- \_\_\_\_ 40. Which of the following is **not** considered a direct result of the growing popularity and availability of the automobile?
- A. changes in American landscape  
 B. changes in American architecture  
 C. urban sprawl  
 D. changes in the advertising industry
- \_\_\_\_ 41. \_\_\_\_\_ marked the works of many famous writers of the 1920s, including the Lost Generation.
- A. Fierce patriotism  
 B. Celebration of small-town life  
 C. Critical views of American culture  
 D. Deep respect for tradition
- \_\_\_\_ 42. Except for \_\_\_\_\_, all of the following were likely to approve of prohibition in the 1920s and early 1930s.
- A. recent immigrants  
 B. rural residents of the South  
 C. members of organized crime syndicates  
 D. the Women's Christian Temperance Union
- \_\_\_\_ 43. \_\_\_\_\_ increased during the 1920s.
- A. Child labor  
 B. The birthrate  
 C. The school dropout rate  
 D. The crime rate

- \_\_\_ 44. The "Great Migration" of 1910-1920 refers to the movement of \_\_\_\_.
- A. immigrants from Europe to America  
 B. people from rural areas and towns to large cities  
 C. African Americans from the United States to Africa  
 D. African Americans from the South to northern cities
- \_\_\_ 45. The main significance of the trial of John T. Scopes was that \_\_\_\_.
- A. it ended the career of William Jennings Bryan, who was unable to defend fundamentalism  
 B. its outdoor setting allowed many Americans to witness the justice system in action  
 C. it highlighted the struggle between science and religion in American schools  
 D. led to the repeal of a law that made teaching evolution in schools illegal
- \_\_\_ 46. Except for \_\_\_\_, alcohol caused all of the following, according to most fundamentalists.
- A. urban slums  
 B. child abuse  
 C. crime  
 D. evangelism
- \_\_\_ 47. Except for \_\_\_\_, all of the following allowed women to shed old roles in the 1920s.
- A. work opportunities provided by the new industrial economy  
 B. equal wages paid to women and men  
 C. new managerial positions that were open to women  
 D. equality in the business world
- \_\_\_ 48. Concert music composer \_\_\_\_ was influenced by both the music of \_\_\_\_ and traditional music.
- A. Louis Armstrong, George Gershwin  
 B. Bessie Smith, Georgia O'Keeffe  
 C. George Gershwin, Louis Armstrong  
 D. Paul Robeson, Duke Ellington
- \_\_\_ 49. Ernest Hemingway, author of *The Sun Also Rises*, introduced \_\_\_\_.
- A. a simplified style of writing  
 B. an elaborate style of writing  
 C. a patriotic movement in literature  
 D. glorification of war in literature
- \_\_\_ 50. The \_\_\_\_ fought for legislation to protect African-American rights under the leadership of \_\_\_\_.
- A. NAACP, Marcus Garvey  
 B. UNIA, Langston Hughes  
 C. NAACP, James Weldon Johnson  
 D. UNIA, Claude McKay
- \_\_\_ 51. Buying stocks on the chance of a quick profit without considering risks is known as
- A. buying on margin.  
 B. speculation.  
 C. profit-taking.  
 D. living on credit.
- \_\_\_ 52. In calling shantytowns "Hoovervilles," people conveyed their
- A. patriotism.  
 B. trust in Hoover.  
 C. disgust with Hoover.  
 D. grudging respect for Hoover.
- \_\_\_ 53. The aim of the Federal Home Loan Bank Act was to
- A. encourage new construction.  
 B. increase the value of homes and farms.  
 C. make it easier for banks to foreclose on farms and homes.  
 D. prevent farmers and homeowners from losing their property.
- \_\_\_ 54. An example of the psychological stress caused by the Great Depression was the rise in the number of
- A. children who were malnourished.  
 B. people who committed suicide.  
 C. women who worked outside the home.  
 D. men who stood in bread lines.
- \_\_\_ 55. Herbert Hoover's approach to the Depression economy was based on a belief in
- A. voluntary cooperation.  
 B. separation of church and state.  
 C. the golden rule.  
 D. direct government relief.
- \_\_\_ 56. During the Great Depression, the overall unemployment rate was about
- A. 100 percent.  
 B. 75 percent.  
 C. 25 percent.  
 D. 10 percent.
- \_\_\_ 57. One long-range effect of the Great Depression was that many people
- A. grew to like President Hoover.  
 B. became risk takers in the stock market.  
 C. developed habits of saving and thriftiness.  
 D. came to believe in small government.
- \_\_\_ 58. Within a few years, the Hawley-Smoot Tariff Act led to
- A. a dramatic drop in world trade.  
 B. Hoover's reelection as president.  
 C. more demand for American manufactured goods.  
 D. an unequal distribution of income in the United States.
- \_\_\_ 59. All of the following were important causes of the Great Depression **except**
- A. both individuals and businesses built up large debts because of easy credit.  
 B. tariffs on foreign imports were lowered.  
 C. the federal government did not insure people's bank accounts.  
 D. the stock market crashed.
- \_\_\_ 60. Causes of the farming crisis of the 1920s included the fact that
- A. demand for crops fell after World War I.  
 B. most people did not own electric refrigerators.  
 C. the Dust Bowl took much land out of production.  
 D. federal price-supports of corn and wheat were not effective.
- \_\_\_ 61. To combat wartime inflation, the U.S. government did all of the following **except**
- A. raise and extend the income tax.  
 B. impose wage and price controls.  
 C. encourage the purchase of war bonds.  
 D. increase production of consumer goods.
- \_\_\_ 62. During the war, women in the WAACs served as
- A. fighter pilots and foot soldiers.  
 B. shipbuilders and waitresses.  
 C. scientists and factory workers.  
 D. nurses and radio operators.

- \_\_\_\_ 63. Germany's goal in the Battle of the Atlantic was to
- A. invade the coast of Great Britain and then take over the entire country.
  - B. keep food and war supplies from reaching Great Britain and the Soviet Union.
  - C. prevent Allied forces from landing in Normandy and liberating France.
  - D. prevent the invasion of North Africa.
- \_\_\_\_ 64. The Supreme Commander of U.S. forces in Europe was
- A. George Patton.
  - B. George Marshall.
  - C. Douglas MacArthur.
  - D. Dwight D. Eisenhower.
- \_\_\_\_ 65. In the Battle of Stalingrad, all of the following contributed to the Soviet victory **except**
- A. a brutal winter.
  - B. a massive Allied invasion.
  - C. a massive Soviet counterattack.
  - D. Hitler's refusal to order a German retreat.
- \_\_\_\_ 66. The general who led Allied troops in battles on the islands of Bataan, Leyte, and Iwo Jima was
- A. Dwight D. Eisenhower.
  - B. Chester Nimitz.
  - C. Charles Brown.
  - D. Douglas MacArthur.
- \_\_\_\_ 67. In deciding to use the atomic bomb against Japan, President Truman's main goal was to
- A. end the war quickly.
  - B. weaken Japan for a long time.
  - C. get revenge for Pearl Harbor.
  - D. save Japanese lives.
- \_\_\_\_ 68. The GI Bill of Rights made it possible for
- A. African Americans to serve in combat positions.
  - B. soldiers to take short leaves from fighting.
  - C. veterans to attend college for free.
  - D. enlisted men to receive officer training.
- \_\_\_\_ 69. Roosevelt's decision to remove people of Japanese ancestry to internment camps was a response to
- A. strong anti-Japanese sentiment.
  - B. verified reports of Japanese Americans acting as spies.
  - C. the lack of Japanese Americans serving in the armed forces.
  - D. rumors that the Japanese were developing an atomic bomb.
- \_\_\_\_ 70. An example of racial tensions during the war years is
- A. sit-ins in the South staged by CORE.
  - B. the actions of the Tuskegee Airmen.
  - C. anti-Mexican demonstrations in Detroit.
  - D. the "zoot-suit" riots in Los Angeles.

## Answer Sheet

1. **C.** Southern Republicans
2. **C.** raise the price of farm goods
3. **A.** Huey Long
4. **B.** the unemployed, the aged, and the ill
5. **D.** economic conservatism
6. **A.** Woody Guthrie
7. **B.** Mary McLeod Bethune
8. **D.** Agricultural Adjustment Act
9. **A.** Social Security Act
10. **C.** Civilian Conservation Corps
11. **C.** He closed all of the nation's banks and ordered inspections.
12. **B.** Frances Perkins
13. **A.** regulate the stock market
14. **D.** Works Progress Administration
15. **B.** to raise prices of farm products
16. **D.** National Industrial Recovery Act
17. **D.** She was an important advisor on domestic policy.
18. **C.** the national debt
19. **B.** the reorganization of the Supreme Court
20. **B.** John Steinbeck
21. True
22. False / police
23. False / Red Scare
24. False / raise
25. True
26. False / war
27. False / Ohio gang
28. True
29. False / immigration
30. True
31. **A.** communism
32. **C.** tariffs
33. **B.** the success of the advertising industry
34. **C.** It provided no means of enforcing the "no war" agreement.
35. **A.** It did not restrict immigration enough.
36. **B.** fears of communism
37. **D.** communism
38. **A.** the coal miners' strike
39. **B.** The scandals are more proof that all forms of government should be abolished.
40. **D.** changes in the advertising industry
41. **C.** Critical views of American culture
42. **A.** recent immigrants
43. **D.** The crime rate
44. **D.** African Americans from the South to northern cities
45. **C.** it highlighted the struggle between science and religion in American schools
46. **D.** evangelism
47. **A.** work opportunities provided by the new industrial economy
48. **C.** George Gershwin, Louis Armstrong
49. **A.** a simplified style of writing
50. **C.** NAACP, James Weldon Johnson
51. **B.** speculation.
52. **C.** disgust with Hoover.
53. **D.** prevent farmers and homeowners from losing their property.
54. **B.** people who committed suicide.
55. **A.** voluntary cooperation.
56. **C.** 25 percent.
57. **C.** developed habits of saving and thriftiness.
58. **A.** a dramatic drop in world trade.
59. **B.** tariffs on foreign imports were lowered.
60. **A.** demand for crops fell after World War I.
61. **D.** increase production of consumer goods.
62. **D.** nurses and radio operators.
63. **B.** keep food and war supplies from reaching Great Britain and the Soviet Union.
64. **D.** Dwight D. Eisenhower.

- 65. **B.** a massive Allied invasion.
- 66. **D.** Douglas MacArthur.
- 67. **A.** end the war quickly.
- 68. **C.** veterans to attend college for free.
- 69. **A.** strong anti-Japanese sentiment.
- 70. **D.** the "zoot-suit" riots in Los Angeles.

## Standards Summary

CA 11.2.2	Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class
CA 11.2.9	Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson)
CA 11.2	Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe
CA 11.3	Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty
CA 11.4.5	Analyze the political, economic, and social ramifications of World War I on the home front
CA 11.5.1	Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover
CA 11.5.2	Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks
CA 11.5.4	Analyze the passage of the Nineteenth Amendment and the changing role of women in society
CA 11.5.5	Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes)
CA 11.5.7	Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape
CA 11.5	Students analyze the major political, social, economic, technological, and cultural developments of the 1920s
CA 11.6.2	Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis
CA 11.6.3	Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California
CA 11.6.4	Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam)
CA 11.6.5	Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California
CA 11.6	Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government
CA 11.7.2	Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge
CA 11.7.3	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers)
CA 11.7.5	Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans

CA 11.7.6	Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources
CA 11.7.7	Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki)
CA 11.7	Students analyze America's participation in World War II
CA 11.8.2	Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California
CA 12.6.4	Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office)
CA 12.8.2	Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics
CA 12.9.1	Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices
NCSS III	People, Places, and Environment. Technological advancements have insured that students are aware of the world beyond their personal locations. As students study content related to this theme, they create their spatial views and geographic perspectives of the world; social, cultural, economic, and civic demands mean that students will need such knowledge, skills, and understandings to make informed and critical decisions about the relationship between human beings and their environment.
NCSS IIIg	examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;
NCSS IIIh	describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local regional, national, and global settings;
NCSS IIb	apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
NCSS IVe	examine the interactions of ethnic, national, or cultural influences in specific situations or events;
NCSS IVf	analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
NCSS IXb	explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
NCSS Ia	analyze and explain the ways groups, societies, and cultures address human needs and concerns;
NCSS Ic	apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns
NCSS Ie	demonstrate the value of cultural diversity, as well as cohesion, within and across groups;
NCSS If	interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
NCSS VIIa	explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
NCSS VIId	describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations;
NCSS VIIg	compare basic economic systems according to how rules and procedure deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
NCSS VIIh	apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
NCSS VIIi	distinguish between the domestic and global economic systems, and explain how the two interact;
NCSS VIb	explain the purpose of government and analyze how its powers are acquired, used, and justified;

NCSS VIc	analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
NCSS VI f	analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
NCSS VI i	evaluate the extent to which governments achieve their stated ideals and policies at home and abroad;
NCSS Va	apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;
NCSS Vb	analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
NCSS Vd	identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
NCSS Ve	describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
NCSS Xb	identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;