1 Use the table to answer the question.

### Estimates Percentages of Voting-Age African Americans Registered in 1960 and 1970 in the South

<table>
<thead>
<tr>
<th>State</th>
<th>1960</th>
<th>1970</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>13.7</td>
<td>66.0</td>
</tr>
<tr>
<td>Arkansas</td>
<td>38.0</td>
<td>82.3</td>
</tr>
<tr>
<td>Florida</td>
<td>39.4</td>
<td>55.3</td>
</tr>
<tr>
<td>Georgia</td>
<td>29.3</td>
<td>57.2</td>
</tr>
<tr>
<td>Louisiana</td>
<td>31.1</td>
<td>57.4</td>
</tr>
<tr>
<td>Mississippi</td>
<td>5.2</td>
<td>71.0</td>
</tr>
<tr>
<td>North Carolina</td>
<td>39.1</td>
<td>51.3</td>
</tr>
<tr>
<td>South Carolina</td>
<td>13.7</td>
<td>56.1</td>
</tr>
<tr>
<td>Tennessee</td>
<td>59.1</td>
<td>71.6</td>
</tr>
<tr>
<td>Texas</td>
<td>35.5</td>
<td>72.6</td>
</tr>
<tr>
<td>Virginia</td>
<td>23.1</td>
<td>57.0</td>
</tr>
<tr>
<td><strong>Average of Southern States</strong></td>
<td><strong>29.1</strong></td>
<td><strong>62.0</strong></td>
</tr>
</tbody>
</table>

The table shows the change in the estimated percentages of African Americans registered to vote as a result of the Voting Rights Act of 1965. What was most likely the long-term impact of the trend in the table?

A. African Americans became the largest voting bloc in the South.
B. The number of African Americans joining the Democratic Party decreased in the South.
C. The number of African Americans holding public office increased in the South.
D. African Americans shifted their interest away from national politics to state politics in the South.

2 Which of these statements describes both the Fifteenth Amendment and the Voting Rights Act of 1965?

A. Suffrage cannot be denied on the basis of race.
B. Anyone born in the United States is a citizen.
C. Congress has the power to collect taxes.
D. Slavery cannot exist in the United States.

3 Why did large numbers of African Americans migrate to the North in the early twentieth century?

A. Northern states offered them free farmland.
B. Labor unions in the North recruited them as members.
C. Southern Jim Crow laws restricted their job opportunities.
D. New laws forced them to leave the South or pay heavy fines.

4 The expansion of suffrage in the United States best illustrates society’s changing views of

A. civil rights       B. limited government
C. popular sovereignty D. due process of law
5 Which statement evaluates the impact of the Voting Rights Act of 1965 on democratic participation?

A. The act succeeded because it allowed more citizens to vote.
B. The act succeeded because it increased voting qualifications.
C. The act failed because it did not loosen requirements for gaining citizenship.
D. The act failed because it did not anticipate loopholes in legislative guarantees.

6 In March 1964, President Lyndon Johnson went before Congress and announced his support for the Equal Opportunity Act...

...It will give almost half a million underprivileged young Americans the opportunity to develop skills, continue education, and find useful work.... First we will give high priority to helping young Americans who lack skills, who have not completed their education or who cannot complete it because they are too poor.

What was the purpose of President Johnson’s proposed legislation?

A. To expand the civil service sector
B. To overhaul the public school system
C. To provide the means to escape poverty
D. To address the effects of juvenile delinquency

7 This list describes several events during the Civil Rights Movement.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1957</td>
<td>Federal troops enforce integration of an Arkansas high school.</td>
</tr>
<tr>
<td>1964</td>
<td>Civil Rights Act forbids discrimination in public facilities.</td>
</tr>
<tr>
<td>1965</td>
<td>Voting Rights Act forbids literacy tests for voters.</td>
</tr>
</tbody>
</table>

What do these events indicate about the government response to the Civil Rights Movement?

A. The federal government continued to encourage social activism.
B. The state governments actively upheld constitutional protections.
C. The state governments continued to promote political participation.
D. The federal government actively secured constitutional guarantees.

8 Why did Stokely Carmichael’s rhetoric differ from that of other civil rights advocates?

A. He was dissatisfied with the focus on social activism.
B. He was disappointed with the qualifications of minority leaders.
C. He was dissatisfied with the emphasis on civil disobedience in the face of violence as a means to achieve social equality.
D. He was disappointed with the involvement in economic boycotts of public services as a means to achieve economic equality.
9 In 1957 this telegram was sent to President Dwight Eisenhower from the Mayor of Little Rock, Arkansas.

The immediate need for federal troops is urgent. The mob is much larger in numbers at 8 am than at any time yesterday…. Situation is out of control and police cannot disperse the mob…. Action by you will restore peace and order and compliance with your proclamation.

Why was it important for the federal government to respond to this situation?

A. The federal government wanted to appease voters in Southern states.
B. The federal government needed to demonstrate it would enforce the law.
C. The federal government wanted to promote political participation in Southern states.
D. The federal government needed to prove it would halt protests by civil rights activists.

10 Why did leaders of the Civil Rights Movement oppose the use of poll taxes?

A. The tax raised funds for political candidates.
B. The tax offset reductions in property tax rates.
C. The tax used political participation to raise funds.
D. The tax used economic grounds to exclude voters.

11 In the 1960s, women campaigned for an end to discrimination based on gender.

In the 1960s, there were many examples of gender-based discrimination. Classified ads for employment were separated by gender in newspapers. Most women were unable to borrow money at a bank without a male cosigner. Seventy-five percent of the women who worked were saleswomen, clerks, factory laborers, or housekeepers.

Based on this information, which area describes a common goal for progress in the women's rights movement and the African American Civil Rights Movement?

A. Voter registration
B. Social democracy
C. Educational access
D. Economic opportunities
12 The list identifies several issues associated with the Civil Rights Movement.

- Jim Crow Laws
- Literacy Tests
- *Plessy v. Ferguson*

Why were these issues important motivations for civil rights reformers?

A. They were evidence that individual rights were not upheld.

B. They furthered the demand for constitutional amendments.

C. They were evidence that states’ rights were not respected.

D. They furthered the interest in financial reparations.

13 This is a description of changes during the Civil Rights Movement.

In 1960 only 5% of Mississippi’s African American population was registered to vote. By 1968, 60% of the African American population was registered to vote. Other southern states showed similar change. Between 1965 and 1990, the number of African American state legislators and members of Congress increased from 2 to 160.

Which factor increased African American political influence between 1960 and 1990?

A. Laws that forbade discriminatory hiring practices

B. Policies that ended discrimination in the workplace

C. Court cases that ended segregation in public schools

D. Legislation that removed unfair electoral requirements
14 The United Farm Workers union is a civil rights organization.

In order to protect the rights of mostly immigrant workers, Cesar Chavez organized the United Farm Workers union. When the large companies that employed the minority workers refused to sign contracts with the organized workers, the workers went on strike. The workers then organized a boycott of the products produced by the companies.

Which statement correctly evaluates the effectiveness of this strategy?

A. It led to government intervention to protect consumers.
B. It resulted in legislation regulating the use of the strike.
C. It promoted work stoppages by other labor organizations.
D. It created awareness of the plight of agricultural laborers.

15 Which statement evaluates the impact of the Selma to Montgomery marches on the expansion of voting rights?

A. The marches aided the movement by promoting reform at the state level.
B. The marches hindered the movement by provoking backlash at the local level.
C. The marches aided the movement by rallying support among national politicians.
D. The marches hindered the movement by interfering with reform measures in progress.

16 In 1957 President Dwight Eisenhower issued an executive order.

WHEREAS certain persons in the state of Arkansas…have willfully obstructed the enforcement of orders of the United States District Court…[T]he Secretary of Defense is authorized to use such of the armed forces of the United States as he may deem necessary.

—Executive Order 10730, President Dwight Eisenhower (1957)

Which statement evaluates the impact of President Eisenhower’s action in advancing the goals of the Civil Rights Movement?

A. The Executive Order allowed states to determine the pace of school integration.
B. The Executive Order encouraged states to coordinate with federal law enforcement.
C. The Executive Order was an example of Eisenhower’s opposition to radical change.
D. The Executive Order was evidence of Eisenhower’s willingness to uphold the authority of a court order.
In 1963 Governor George Wallace made this statement while opposing integration at the University of Alabama.

I claim today for all the people of the State of Alabama those rights reserved to them under the Constitution of the United States. Among those powers so reserved and claimed is the right of state authority in the operation of...colleges and Universities.

What was Governor Wallace’s justification for attempting to block racial integration at the University of Alabama?

A. The school was unwilling to accept federal funds for state colleges.
B. The federal government had illegally taken a power reserved to the states.
C. National Guard capability was too small to control violent actions by angry crowds.
D. African American students had been given preferential treatment in selecting schools.

Supreme Court decisions were instrumental in achieving the goals of the Civil Rights Movement.

- 1896—Plessy v. Ferguson upheld a law allowing “separate but equal” public facilities.
- 1917—Buchanan v. Warley overturned a law requiring segregated residential areas.

According to the information above, which issues were in conflict in these Supreme Court decisions?

A. States’ rights and the 10th Amendment
B. Judicial review and the 5th Amendment
C. Individual rights and the 13th Amendment
D. Legalized discrimination and the 14th Amendment

How did the actions of the Tuskegee Airmen contribute to the Civil Rights Movement?

A. The unit was able to desegregate effectively during a conflict.
B. The unit performed wartime service that increased calls for equality.
C. The unit provided covert military aid before the outbreak of the war.
D. The unit employed an unbreakable code for battlefield communications.
20 Which action by student groups in the 1960s was inspired by the example of Rosa Parks during the 1950s?

A. Holding mass protest marches
B. Integrating public transportation
C. Registering African voters
D. Creating a separate African American culture

21 In 1972 Congress created the Equal Employment Opportunity Commission.

The Commission is empowered…to prevent any person from engaging in any unlawful employment practice…

—Equal Employment Opportunity Act

Which practice would be considered an “unlawful employment practice” under the Equal Employment Opportunity Act of 1972?

A. Evaluation of employees based on skill level
B. Using race or gender to disqualify job applicants
C. Paying different salaries for different types of work
D. Limiting interviews to applicants with college degrees


The Voting Rights Act…included a requirement that any state must submit voting requirements to federal court for review with the express purpose of ensuring that states would not deny the right to vote to any citizen.

Which statement evaluates the impact of the Voting Rights Act?

A. Laws defining voting rights were confirmed as the exclusive domain of individual states.
B. Individual citizens were encouraged to sue states for the right to participate in elections.
C. The federal government established a process for monitoring voting rights violations.
D. The federal government determined the rights of states to tax their citizens.
23 In 1975 Congress expanded the provisions of the 1965 Voting Rights Act.

States and precincts where non-English speakers make up 5 percent of the voting age population or number 10,000 are required to provide ballots, registration forms, and all other voting materials in the language of the minority group.

Why did this provision of the Voting Rights Act expand democratic participation?

A. Non-English news sources provided less coverage of political issues.
B. English voting materials were difficult for non-English speakers to understand.
C. Political debates held in English were rarely translated for non-English speakers.
D. Public officials were not willing to explain materials in languages other than English.

24 During the presidency of Lyndon B. Johnson, Congress passed the Civil Rights Act of 1964, which ended segregation in—

A. the armed forces.
B. public schools and colleges.
C. private clubs.
D. public facilities, such as hotels and restaurants.

25 Which one of the following events is generally recognized as the start of the Civil Rights Movement?

A. African American college students staged a sit-in at the Woolworth’s lunch counter in Greensboro, North Carolina.
B. A multiracial march was organized for Washington, D.C., to demonstrate for human rights.
C. Rosa Parks, an African American woman, refused to give up her seat on a bus in Montgomery, Alabama.
D. Fannie Lou Hamer organized the Mississippi Freedom Democratic Party so that African Americans would be represented at the Democratic National Convention of 1964.

26 During the presidency of Lyndon B. Johnson, Congress passed the Civil Rights Act of 1964, which ended segregation in—

A. the armed forces.
B. public schools and colleges.
C. private clubs.
D. public facilities, such as hotels and restaurants.

A good title for this chart is—

A. “Kennedy-Johnson Civil Rights Laws.”
B. “Expanding the Role of State Government.”
C. “Promises Kept by the Republican Party.”
D. “Increasing the People’s Rights in the 20th Century.”
27 In the landmark case of *Brown v. Board of Education* (1954), the Supreme Court—

A. declared school segregation unconstitutional.

B. held that race may be used as one of several factors in determining college admissions.

C. established the “separate but equal” doctrine for all public accommodations.

D. held busing to be an appropriate means of achieving integrated schools.

28 The primary economic goal of the Women’s movement during the 1960s and 1970s was to obtain the right to—

A. hold political office.

B. serve an active role in combat.

C. receive equal pay for equal work.

D. vote in national elections.

29 How did the Voting Rights Act of 1965 increase the number of United States citizens eligible to vote?

A. It abolished property ownership as a requirement to vote.

B. It suspended the use of literacy tests to deny a citizen the right to vote.

C. It gave the right to vote in national elections to people living in Washington, D.C.

D. It gave the right to vote to 18-year-olds.

<table>
<thead>
<tr>
<th>Year</th>
<th>African American Elected Officials (local, state, national)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>1,479</td>
</tr>
<tr>
<td>1975</td>
<td>3,522</td>
</tr>
<tr>
<td>1980</td>
<td>4,963</td>
</tr>
<tr>
<td>1985</td>
<td>6,312</td>
</tr>
<tr>
<td>1990</td>
<td>7,335</td>
</tr>
</tbody>
</table>

Which of the following would be the best title for this chart?

A. “The Triumph of Local Option Laws”

B. “Changes in the Two-Party System in Southern States”

C. “Consequences of States’ Rights Arguments”

D. “Effects of the Voting Rights Act”

31 In the early 1970s, feminists hoped to achieve women’s rights by—

A. refusing to vote in national elections.

B. amending the Civil Rights Act of 1964.

C. organizing protests against male military leaders.

D. urging the ratification of the Equal Rights Amendment.
32. Excerpt from *Brown vs. Board of Education of Topeka, Kansas* (1954):

“We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.”

Which statement best describes the meaning of this section of the Supreme Court ruling?

A. Local schools should solve their own problems.
B. The act of legally segregating the races in schools is unconstitutional.
C. Schools should be funded in a way that provides equal amounts of money.
D. In order to provide equality in schools, the federal government must control local schools.

33. The main purpose of affirmative action programs in the 1970s was to—

A. prevent continued discrimination in hiring.
B. provide childcare services for female employees.
C. protect striking workers from being fired.
D. promote universal health care for all workers.

34. When the governor of Arkansas called up the National Guard to prevent African American children from entering all-white public schools in 1957, President Eisenhower directed the United States Army to intervene. In this case, the president was attempting to enforce—

A. a state law.
B. a federal court order.
C. a congressional resolution.
D. an international mandate.

35. What strategy did both Martin Luther King Jr. and César Chávez use to achieve social change?

A. organized labor unions
B. started riots
C. created militant demonstrations
D. led nonviolent boycotts
36 On February 1, 1960, four college students sat down at a “whites-only” Woolworth’s lunch counter in Greensboro, North Carolina. They asked to be served and were refused. These students used the “sit-in” as nonviolent action against racial segregation. Images of the sit-ins spread through television and newspapers nationwide.

Which statement reflects the influence on the civil rights movement of citizen action in Greensboro, North Carolina?

A. Sit-ins failed to gain support, and lunch counters remained segregated.
B. Sit-ins spread to other cities, helping to desegregate public facilities.
C. Sit-ins, which were not supported by national civil rights leaders, slowed progress for desegregation.
D. Sit-ins gained national support, but little action was taken by state governments to improve civil rights.

37 How did the lunch counter “sit-ins” that were an element of the civil rights movement affect minority populations in North Carolina?

A. The sit-ins increased awareness of equal voting rights.
B. The sit-ins increased awareness of equal treatment at public businesses.
C. The sit-ins increased awareness of equal treatment on public transportation.
D. The sit-ins increased awareness of equal education opportunities.

38 Which scenario is most consistent with the concept of civil disobedience?

A. On August 11, 1965, race riots broke out in the Watts district of Los Angeles, California.
B. Stokely Carmichael of the Student Nonviolent Coordinating Committee (SNCC) advocated black power.
C. In February 1960, African-American students staged a sit-in at a Woolworth’s store in Greensboro, North Carolina.
D. Malcolm X declared that racial separation was a "positive good" with many benefits for African Americans.

39 In 1964, President Lyndon Johnson persuaded Congress to pass the Civil Rights Act, which outlawed racial discrimination in public places, such as theaters, cafeterias and hotels.

This was an attempt to

A. maintain poll taxes for African-Americans.
B. stop African-American northward migration.
C. end segregation legalized by Jim Crow laws.
D. segregate public busing in major American cities.
How did Martin Luther King Jr.’s strategy to achieve social justice differ from that of Black Power advocates?

A. King worked with white leaders.
B. King opposed the war in Vietnam.
C. King organized marches and public demonstrations.
D. King supported voting rights for African Americans.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tr>
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