

STAR Test Sample Questions

Grade 11: History-Social Science

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STAR Test Sample Questions

Grade 11: History-Social Science

World War II and Postwar Foreign Affairs

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Standardized Testing and Reporting - STAR

Grade 11: History-Social Science

Foundations of American Political and Social Thought (Performance Level: Advanced) – Question 01

Key decisions of the Supreme Court under the leadership of John Marshall solidified the power of the Supreme Court to

- A try cases between states.
- B accept appeals from lower federal courts.
- C try cases involving foreign diplomats.
- D review the constitutionality of state and federal laws.

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Foundations of American Political and Social Thought (Performance Level: Advanced) – Question 02

The acquisition of an American overseas empire during the late 1890s created legal controversies concerning the

- A power of the government to make and ratify peace treaties.
- B role of the President as Commander in Chief.
- C Constitutional rights of the inhabitants of the new American territories.
- D rights of American businesses to operate in the territories.

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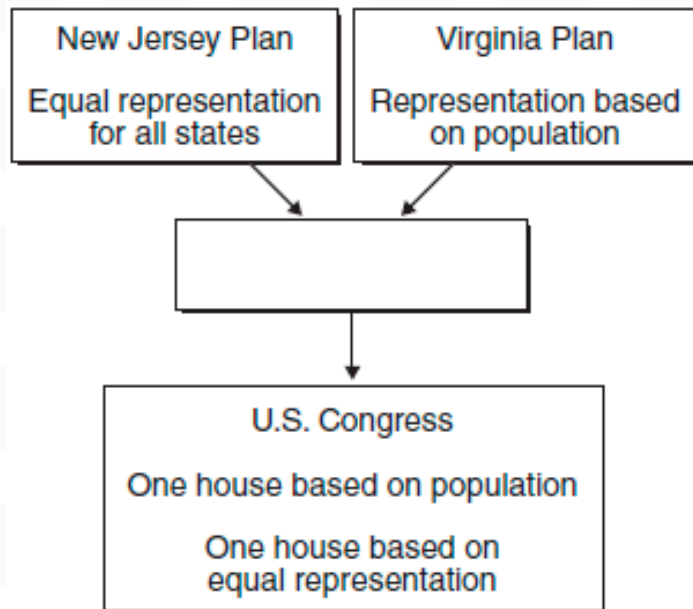
Foundations of American Political and Social Thought (Performance Level: Advanced) – Question 03

The primary religious issue of the 1960 presidential election in the United States was

- A the Catholic faith of John F. Kennedy.
- B Richard Nixon's upbringing as a Quaker.
- C the teaching of creationism in public schools.
- D the Mormonism of George Romney.

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Foundations of American Political and Social Thought
(Performance Level: Advanced) – Question 04



Which of the following belongs in the empty box above?

- A The Missouri Compromise
- B The Great Compromise
- C The Federalist papers
- D The Articles of Confederation

Grade 11: History-Social Science

Foundations of American Political and Social Thought (Performance Level: Basic) – Question 01

The Declaration of Independence elaborates on the Enlightenment idea of

- A natural rights.
- B collective ownership.
- C religious freedom.
- D political equality.

Grade 11: History-Social Science

Industrialization and the U.S. Role as a World Power (Performance Level: Advanced) – Question 01

Theodore Roosevelt's "Speak softly and carry a big stick" policy relied on the United States having a

- A competitive economy.
- B system of military alliances.
- C strong navy.
- D tax on imports.

Grade 11: History-Social Science

Industrialization and the U.S. Role as a World Power (Performance Level: Advanced) – Question 02

What did the Roosevelt Corollary to the Monroe Doctrine state?

- A The United States would permanently station troops in the Philippines and other Pacific islands.
- B The United States reserved the right to intervene in the affairs of Central America and the Caribbean.
- C The United States had the right and duty to expand its colonial possessions in Asia.
- D The United States would provide military aid to Europe to resist communism.

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Industrialization and the U.S. Role as a World Power (Performance Level: Advanced) – Question 03

During the late nineteenth and early twentieth centuries, the U.S. government attempted to facilitate the growth of domestic industry by

- A placing high tariff barriers on foreign imports.
- B encouraging the growth of labor unions.
- C repealing the Sherman Antitrust Act.
- D providing subsidies to small businesses.

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Industrialization and the U.S. Role as a World Power (Performance Level: Advanced) – Question 04

During President Theodore Roosevelt's administration, Congress gave the Interstate Commerce Commission the power to

- A enforce legislation regulating railroad rates.
- B construct a national canal system.
- C impose lower import tariffs on foreign goods.
- D mint a national currency.

Grade 11: History-Social Science

Industrialization and the U.S. Role as a World Power (Performance Level: Proficient) – Question 01

The Espionage Act of 1918 included punishments for speaking or writing
“disloyal, scurrilous or abusive language about the American form of government, the Constitution, the armed forces, or the flag. . . .”

—The Espionage Act of 1918

The passage and the enforcement of the Espionage Act by the Wilson Administration reflected the belief that the

- A Fourteenth Amendment permitted suspending the Bill of Rights in wartime.
- B nation’s war effort would be threatened if dissenters were allowed free speech.
- C public should be shielded from hearing about the reality of the war.
- D other countries at war had already curtailed civil liberties.

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Industrialization and the U.S. Role as a World Power (Performance Level: Proficient) – Question 02

In 1900 the United States declared an Open Door Policy that reflected which of the following beliefs?

- A The Chinese were secretly negotiating trade privileges with European countries.
- B Japan might conquer China and cut off all foreign trade.
- C All countries should have equal trading rights in China.
- D American consumers would be hurt by international trade.

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Industrialization and the U.S. Role as a World Power

(Performance Level: Proficient) – Question 03

During the late 19th and early 20th centuries, urban immigrants generally supported local political machines that

- A discouraged the new immigrants from participating in civic affairs.
- B were usually supported by urban reformers.
- C provided essential services to the immigrants.
- D reminded immigrants of political practices in their homelands.

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Industrialization and the U.S. Role as a World Power

(Performance Level: Proficient) – Question 04

The followers of the Social Gospel movement believed that organized religion must place greater emphasis on

- A reconstructing American society.
- B raising funds.
- C supporting the Populist Party.
- D stopping immigration to the United States.

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Industrialization and the U.S. Role as a World Power

(Performance Level: Proficient) – Question 05

Ford's production of Model T's in the early 20th century demonstrated the economic relationship between specialization and

- A reduced labor demand.
- B greater efficiencies in production.
- C higher production costs.
- D decreased union organization.

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Industrialization and the U.S. Role as a World Power (Performance Level: Proficient) – Question 06

Which of the following was an effect of the publication of Upton Sinclair's *The Jungle* (1906)?

- ☐ A It aided the growth of federal social services.
- ☐ B It contributed to the development of settlement houses.
- ☐ C It influenced the passage of the Meat Inspection Act.
- ☐ D It led to the development of child labor laws.

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Industrialization and the U.S. Role as a World Power (Performance Level: Proficient) – Question 07

The United States supported a revolution in Panama at the turn of the 20th century in order to

- A stop human rights abuses in Latin American countries.
- B prevent the spread of communism in Latin America.
- C secure the right to build a canal through Central America.
- D end European colonialism in Central America.

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Industrialization and the U.S. Role as a World Power (Performance Level: Proficient) – Question 08

The “Red Scare” in the United States immediately following World War I was a reaction to

- A President Wilson's attempts to include the U.S. in the League of Nations.
- B the perceived growth of organized crime in major urban areas.
- C a perceived threat of a communist revolution in the United States.
- D a rise in the number of immigrants from Germany.

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Industrialization and the U.S. Role as a World Power

(Performance Level: Proficient) – Question 09

The muckraking journalists associated with the Progressive Era were known *primarily* for their

- A willingness to expose the corruption of U.S. society.
- B articles supporting the economic benefits of laissez-faire economics.
- C use of the media to advocate the passage of the Equal Rights Amendment.
- D support for the formation of U.S. military alliances with European countries.

Grade 11: History-Social Science

Post-World War II Domestic Issues

(Performance Level: Advanced) – Question 01

A major accomplishment of medical science since the end of World War II has been the virtual worldwide elimination of death caused by

- A malaria.
- B smallpox.
- C cholera.
- D tuberculosis.

Grade 11: History-Social Science

Post-World War II Domestic Issues

(Performance Level: Advanced) – Question 02

Changes in the balance of power among the three branches of the Federal government during the 20th century have resulted from the

- ☐ A passage of Constitutional Amendments on voting.
- ☐ B expansion of executive power during periods of crisis.
- ☐ C loss of the Supreme Court's power to review Congressional actions.
- ☐ D revival of the authority of the states.

Grade 11: History-Social Science

Post-World War II Domestic Issues

(Performance Level: Advanced) – Question 03

What effect did the African-American civil rights movement have on other minority groups in the United States?

- A It brought about anti-discrimination legislation that applied to other groups.
- B The backlash caused other minority groups to limit the use of civil disobedience.
- C It convinced other groups to create one unified civil rights movement.
- D It convinced other groups to minimize the use of protests as a way to end discrimination.

Grade 11: History-Social Science

Post-World War II Domestic Issues

(Performance Level: Advanced) – Question 04

This administration, today, here and now, declares unconditional war on poverty in America, and I urge this Congress and all Americans to join with me in that effort.

—President Lyndon B. Johnson
State of the Union Address
January 8, 1964

The program President Lyndon B. Johnson created to wage his unconditional war on poverty was the

A Alliance for Progress.

B Fair Deal.

C Great Society.

D New Deal.

Grade 11: History-Social Science

Post-World War II Domestic Issues

(Performance Level: Proficient) – Question 01

In 1957, President Eisenhower used federal troops in Little Rock, Arkansas, to

- A eliminate racial discrimination in housing.
- B allow African Americans to vote in local elections.
- C integrate the public schools.
- D admit African Americans to graduate programs.

Grade 11: History-Social Science

Post-World War II Domestic Issues

(Performance Level: Proficient) – Question 02

The immigration policies in place since the 1960s have

- A reinforced the population patterns reflected in the laws of the 1920s.
- B greatly increased ethnic diversity in American society.
- C encouraged immigration from Western European countries.
- D discouraged immigration from Asian countries.

Grade 11: History-Social Science

Post-World War II Domestic Issues

(Performance Level: Proficient) – Question 03

The outstanding record of African Americans who served in the military forces during World War II was one reason President Truman decided in 1948 to

- A begin drafting African Americans into the armed forces.
- B order an end to racial segregation in the military.
- C create special African-American combat units.
- D continue the Tuskegee Airmen program.

Grade 11: History-Social Science

Post-World War II Domestic Issues

(Performance Level: Proficient) – Question 04

Employment Figures for Three Economic Sectors*			
Year	Agriculture	Manufacturing	Service
1900	11,050	7,252	6,832
1950	6,001	18,475	20,721
*numbers in millions Sources: Historical Statistics of the United States, Colonial Times to 1970; Statistical Abstracts of the United States, 1953, 1954, 1999			

What factor would be considered most responsible for the employment trend depicted in the chart?

- ☐ A the increasing use of technology
- ☐ B the issuance of an isolationist trade policy
- ☐ C the establishment of a restrictive immigration policy
- ☐ D the initiation of extensive farm subsidy programs

Grade 11: History-Social Science

Post-World War II Domestic Issues (Performance Level: Basic) – Question 01

The Supreme Court in *Brown v. Board of Education* (1954)

- ☐ A permitted affirmative action in admission to colleges.
- ☐ B ended Bible reading and prayer in public schools.
- ☐ C outlawed racial segregation in public schools.
- ☐ D authorized schools to censor student newspapers.

Grade 11: History-Social Science

United States Between the World Wars (Performance Level: Advanced) – Question 01

Many business groups opposed the Tennessee Valley Authority (TVA) in the 1930s on the grounds that it

- A unfairly competed with private power companies.
- B charged too much for the electricity it sold.
- C did not treat its electric customers equally.
- D generated electricity with obsolete methods and equipment.

Grade 11: History-Social Science

United States Between the World Wars (Performance Level: Proficient) – Question 01

Social Security was a New Deal program designed to

- A foster the growth of trade unions.
- B promote recovery through economic development.
- C give direct aid to American businesses.
- D provide a minimum retirement income.

Grade 11: History-Social Science

United States Between the World Wars

(Performance Level: Proficient) – Question 02

Early in the Depression, the Hoover Administration established the Reconstruction Finance Corporation to

- A make direct grants to unemployed workers.
- B loan money to banks, insurance companies, and other depressed businesses.
- C purchase American manufactured goods for export to foreign markets.
- D guarantee a minimum income to all of the nation's farmers.

Grade 11: History-Social Science

United States Between the World Wars

(Performance Level: Proficient) – Question 03

Zora Neale Hurston and Langston Hughes had which of the following in common?

- A They were leaders involved with the 1960s civil rights movement.
- B They were initial members of President Franklin Roosevelt's Black Cabinet.
- C They were writers associated with the Harlem Renaissance.
- D They were outspoken opponents to U.S. involvement in Vietnam.

Grade 11: History-Social Science

United States Between the World Wars

(Performance Level: Proficient) – Question 04

Which of these was an outgrowth of mass production techniques used during the 1920s?

- ☐ A an increase in the advertising industry
- ☐ B a decrease in the need for female workers
- ☐ C an increase in environmental protection laws
- ☐ D a decrease in demand for unionization

Grade 11: History-Social Science

United States Between the World Wars

(Performance Level: Proficient) – Question 05

Why did industrialists oppose the increased coinage of silver during the nineteenth century?

- A It would have led to greater political power for southern states.
- B It would have caused economic inflation.
- C It would have made it more difficult to secure business loans.
- D It would have limited the amount of money in circulation.

Grade 11: History-Social Science

United States Between the World Wars

(Performance Level: Proficient) – Question 06

What organization was formed in the 1920s to ensure that the individual rights of citizens were protected from government abuse?

- A House Un-American Activities Committee
- B American Civil Liberties Union
- C American Liberty League
- D United Services Organization

Grade 11: History-Social Science

United States Between the World Wars

(Performance Level: Proficient) – Question 07

Which event *most* contributed to the establishment of the United States Securities and Exchange Commission (SEC)?

- A the Panic of 1893
- B the formation of the Standard Oil Trust
- C the Teapot Dome Scandal
- D the 1929 crash of the stock market

Grade 11: History-Social Science

United States Between the World Wars

(Performance Level: Basic) – Question 01

Why did the number of votes cast in the U.S. Presidential election rise by 8.2 million from 1916 to 1920?

- ☐ **A** The Nineteenth Amendment gave millions of women the right to vote.
- ☐ **B** The people were excited about voting on the issue of Prohibition.
- ☐ **C** Demobilization of the military released millions of men for voting.
- ☐ **D** Warren G. Harding's call for "normalcy" energized the voters.

Grade 11: History-Social Science

World War II and Postwar Foreign Affairs

(Performance Level: Advanced) – Question 01

Which of these was a formal statement of intention of the United States to aid any country threatened by communist aggression?

- ☐ A Truman Doctrine
- ☐ B Marshall Plan
- ☐ C Alliance for Progress
- ☐ D Vietnamization

Grade 11: History-Social Science

World War II and Postwar Foreign Affairs

(Performance Level: Advanced) – Question 02

In comparison to the earlier conferences at Casablanca and Teheran, the meetings at Yalta and Potsdam were more focused upon

A postwar issues.

B military supply issues.

C long-term military planning.

D technological developments.

Grade 11: History-Social Science

World War II and Postwar Foreign Affairs

(Performance Level: Proficient) – Question 01

Which of these events was the closest the United States and the Soviet Union actually came to fighting each other during the Cold War?

- A Suez Crisis, 1956
- B Bay of Pigs, 1961
- C Cuban Missile Crisis, 1962
- D Gulf of Tonkin, 1964

Grade 11: History-Social Science

World War II and Postwar Foreign Affairs

(Performance Level: Proficient) – Question 02

Which of these was a cause of the Korean War?

- A NATO air and naval forces blocked ships sailing to North Korea.
- B North Korean forces, with Soviet approval, invaded South Korea.
- C United Nations inattention allowed guerrillas to infiltrate South Korea.
- D Widespread anti-colonial riots forced the Korean government to begin the war.

Grade 11: History-Social Science

World War II and Postwar Foreign Affairs

(Performance Level: Proficient) – Question 03

The United Nations statement of principles was based on the belief that

- A the development of nuclear weapons must be closely monitored.
- B Germany must be punished by being forced to pay war reparations.
- C an international peacekeeping organization could settle disputes without warfare.
- D a strong military alliance was needed to prevent the emergence of new fascist dictators.

Grade 11: History-Social Science

World War II and Postwar Foreign Affairs

(Performance Level: Proficient) – Question 04

President Eisenhower supported the establishment of the Southeast Asia Treaty Organization (SEATO) as an attempt to

- A assist nationalist movements in Asian countries.
- B counter British attempts to establish colonies in Asia.
- C restrict communist aggression in Asian countries.
- D initiate programs for the protection of human rights in Asia.

Grade 11: History-Social Science

World War II and Postwar Foreign Affairs

(Performance Level: Proficient) – Question 05

The purpose of the Manhattan Project was to

- ☐ A provide economic aid to Latin American countries.
- ☐ B develop atomic weapons for the U.S. military.
- ☐ C bring about an end to poverty in U.S. urban areas.
- ☐ D offer assistance to relocated European refugees.

Grade 11: History-Social Science

World War II and Postwar Foreign Affairs (Performance Level: Proficient) – Question 06

During World War II, what was the primary duty of the Navajo Code Talkers?

- ☐ A interpreting confiscated German battle plans
- ☐ B transmitting secret messages to U.S. forces during combat
- ☐ C translating confidential Japanese communications
- ☐ D informing the press about the number of Allied war casualties

Grade 11: History-Social Science

World War II and Postwar Foreign Affairs

(Performance Level: Below Basic) – Question 01

Yesterday, December 7, 1941—a date that
will live in infamy. . . .

—President Franklin Roosevelt,
December 8, 1941

What was President Roosevelt referring to in his speech?

- A a police attack on strikers in Detroit
- B the Japanese bombing of Pearl Harbor
- C an explosion in a West Virginia coal mine
- D the collapse of the New York Stock Exchange