



AMERICAN BOOK COMPANY'S

**PASSING THE NEW  
ALABAMA  
HIGH SCHOOL GRADUATION  
EXAMINATION  
IN  
SOCIAL STUDIES**

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# Preface

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**PASSING THE NEW ALABAMA HIGH SCHOOL GRADUATION EXAMINATION IN SOCIAL STUDIES** will help students preparing for the **Social Studies Exam** during their junior year in high school. This book will also assist students who have failed the **Social Studies Exam** and who want to review skills and strategies before taking the exam again. **The materials in this book are based on the objectives and content descriptions of the New Alabama High School Graduation Examination published by the Alabama State Department of Education.**

This book contains the following sections: 1) General information about the exam; 2) A Diagnostic Exam; 3) Chapters that teach the concepts and skills emphasized on the exam; 4) Two Practice Exams. Answers to the exams and exercises are in a separate manual.

We welcome comments and suggestions about the book. Please contact the author at:

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The Pintozzis have written best-selling books on passing graduation exams in Alabama, Georgia, Minnesota, South Carolina, and Tennessee.

## SOCIAL STUDIES DIAGNOSTIC EXAM

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1. According to this theory, a nation's power is measured by its gold reserves. A country strives to export more than it imports in order to create a surplus of gold. This theory is called
  - A. capitalism.
  - B. supply side economics.
  - C. socialism.
  - D. mercantilism.
2. Ralph Waldo Emerson was an important 19th Century writer in the United States. Which of the following accurately describes Emerson?
  - A. He wrote popular short stories such as "Rip Van Winkle" and "The Legend of Sleepy Hollow."
  - B. He wrote about his motivation for living apart from society in his famous work *Walden*.
  - C. He was an essayist, a poet, and a leader of the transcendentalist movement.
  - D. He became the first popular writer of action-packed novels such as *The Last of the Mohicans*.

**Read the following passage, and answer the question that follows.**

... 'Tis the business of little minds to shrink; but he whose heart is firm, and whose conscience approves his conduct, will pursue his principles unto death. My own line of reasoning is to myself as straight and clear as a ray of light. Not all the treasures of the world, so far as I believe, could have induced me to support an offensive war, for I think it murder; but if a thief breaks into my house, burns and destroys my property, and kills or threatens to kill me, or those that are in it, and to "bind me in all cases whatsoever" to his absolute will, am I to suffer it?

Thomas Paine, *Common Sense*

3. What is the main idea of this passage?
  - A. Thomas Paine is urging his readers to surrender and avoid bloodshed.
  - B. Thomas Paine is urging his readers to form a neighborhood crime watch.
  - C. Thomas Paine wants his audience to support a new Constitutional Amendment.
  - D. Thomas Paine is urging his audience to fight for freedom.
4. The United States Constitution retained which of the following features from the Articles of Confederation?
  - A. a national tax system
  - B. control over foreign commerce
  - C. a central government
  - D. measures cannot be amended in Congress

## EVALUATION CHART SOCIAL STUDIES DIAGNOSTIC EXAM

**Directions:** On the following chart, circle the question numbers that you answered incorrectly, and evaluate the results. Then turn to the appropriate topics (listed by chapters), read the explanations, and complete the exercises. Review the other chapters as needed. Finally, complete the Social Studies Practice Exams to further prepare yourself for the **New Alabama High School Graduation Examination in Social Studies**.

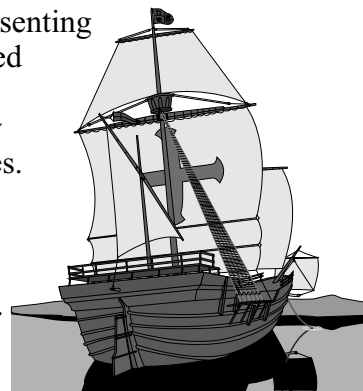
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World where they could practice their beliefs without interference. In Spain, zeal to defend the Catholic faith and to evangelize others led many Spanish missionaries to the New World in search of conversions among the Native Americans.

## COLUMBUS AND THE COLUMBIAN EXCHANGE

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**Christopher Columbus** (1451-1506), an Italian explorer representing Spain, set out in 1492 to find a new route to Asia. His voyage marked the beginning of colonization efforts by European countries in the Americas. After his historic voyage, the native cultures in the newly discovered Western Hemisphere began to mix with European cultures. This mixture of cultures, called the **Columbian Exchange**, had several results:



- Europeans brought tea, sugar, and coffee to the New World.
- The New World offered tobacco, potatoes, corn, tomatoes, and chocolate to Europe.
- Europeans brought over animals such as horses and cattle as well as plants that were not native to the New World.
- The Europeans and Native Americans exchanged words from their languages.
- Europeans brought their communicable diseases to the New World. In some Native American cultures, European diseases killed as many as 80% of Native Americans. Their immune systems were not accustomed to these diseases.

Native American societies were destabilized as Europeans began interacting with them. Because of European diseases and advanced weaponry, the population of the Native Americans declined. In addition, Spanish conquests destroyed whole Native American societies such as the Aztec and the Inca nations.

## EUROPEAN RIVALRY AND EXPLORATION IN THE NEW WORLD (1492-1700)

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For many European rulers and merchants, the New World offered opportunities for wealth, power, and adventure. The rulers of Spain, Portugal, France, and England wanted more territory so their power and importance would surpass those of other nations.

**Spain and Portugal** Explorers from these countries wanted gold and riches. They also imported slaves to work on plantations. In addition, Catholic missionaries came to bring Christianity to the Native Americans of Mexico and South America.

**France and England** Explorers from these countries visited eastern North America about 1500. They also became fur traders, but after 1600, they established permanent settlements. The French settlements were mainly in Canada. The English settlements centered on the thirteen colonies in eastern North America which later became the United States.

## CHAPTER 1 REVIEW

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**A. Define the following names, terms, and events:**

Crusades	Christopher Columbus	mercantilism
compass	Colombian Exchange	St. Augustine
astrolabe	conquistadors	joint-stock company
caravel	Hernando Cortez	House of Burgesses
sextant	Francisco Pizarro	plantation
Renaissance	Francisco Coronado	indentured servants
Martin Luther	Hernando de Soto	triangular trade route
Reformation	Juan Ponce de León	Mayflower Compact

**B. Using the spaces provided, write your response to the following:**

1. List 5 factors that led Europeans to explore the New World.

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2. What was the significance of the Crusades for European exploration of the New World?

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3. What was the significance of the Renaissance for European exploration of the New World?

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4. List the major results of the Columbian Exchange.

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## MAJOR BATTLES IN THE REVOLUTIONARY WAR

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- April 19, 1775 - The **Battles of Lexington and Concord** in Massachusetts began the War. **Paul Revere** and other Patriots rode from Boston to Concord warning that the British were coming.
- June 17, 1775 - At the **Battle of Bunker Hill**, Massachusetts, the British suffered heavy casualties even though the Patriots ran out of ammunition.
- October 17, 1777 - At the **Battle of Saratoga**, New York, the British General Burgoyne surrendered his 5,700 troops to the Patriots.
- December 1777 - At news of the victory at **Saratoga**, the French decided to fight for the colonies' independence from Britain.
- Winter, 1777-78 - George Washington trained his tired and poorly equipped troops at **Valley Forge**, Pennsylvania. With the help of other foreign generals, General Washington was able to instill discipline and lift morale during that winter.
- 1778-1781 - Fighting shifted to the South. **Nathanael Greene** led forces in the South to victory against the British at the **Battle of Cowpens** (1781) in South Carolina. In the South, Patriots fought using **guerrilla war tactics**. They would strike quickly and then disappear into the woods or swamps.
- September - October, 1781 - French naval and army forces joined General Washington and the Patriots in defeating the British troops at **Yorktown, Virginia** on October 18, 1781. This was the final blow to the British war effort.

## THE TREATY OF PARIS

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After nearly two years of difficult negotiations, representatives of Great Britain and the United States signed the **Treaty of Paris** on September 3, 1783. In this treaty, Britain recognized the independence of the United States, as well as the border of the new nation. The border extended to Canada in the north, to the Mississippi River in the west, to the northern border of Spanish Florida in the south, and to the Atlantic Ocean in the east.

## THE WAR OF 1812

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### Events Leading to Another War with Great Britain

- The British and the French were fighting each other on the open seas. They would frequently take sailors from United States ships and force them to serve in the British or the French Navy. This activity is called **impressment**. As a result, the United States refused to ship goods to either nation.
- Napoleon, leader of France, agreed to stop conscripting sailors from the United States. After this announcement, the United States dropped its **embargo** (prohibiting entry or departure of ships) of French goods and opened trade with France.
- In Congress, “war hawks” from the South and the West pressed for war with Great Britain. These politicians were infuriated by the British not respecting the rights of United States sailors. They also felt that war with Britain could produce land gains for the United States in British Canada, as well as in Spanish Florida because Spain was a British ally at the time.

## Chapter

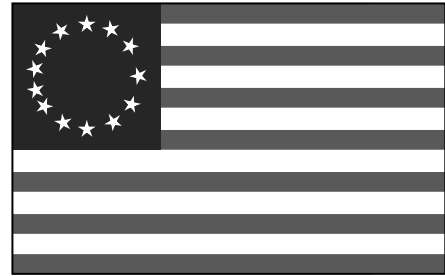
# 3

## THE UNITED STATES GOVERNMENT

### GOVERNMENT FOLLOWING THE REVOLUTIONARY WAR

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Following the Revolutionary War, thirteen independent states were left to figure out how to govern themselves. The colonists' chief loyalty was to the state in which they lived. Each state established its own government based on English traditions and colonial experiences. Most state constitutions included a bill of rights that guaranteed certain important rights. These rights included freedom of the press, freedom of religion, and the right to trial by jury.



First United States flag representing the 13 states.

### FOUNDATIONS OF THE UNITED STATES GOVERNMENT

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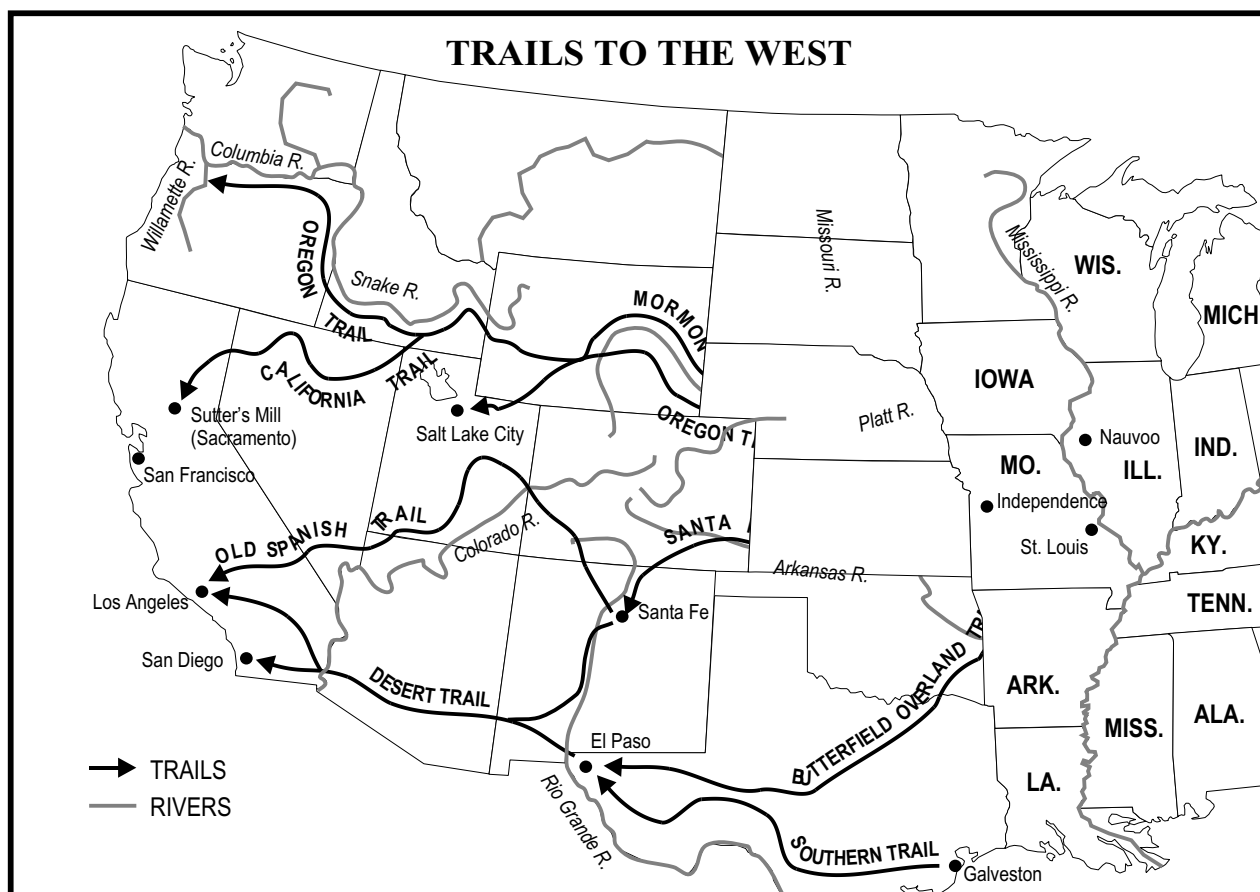
Many policies, governmental procedures, and people influenced the formation of the new government of the United States. The following are the main influences:

- The **Magna Carta (1215)** was a written document protecting the rights of English nobles. Although it didn't protect the rights of the common man, it set the precedent that a king's power was not absolute.
- **John Locke (1632-1704)** was an English philosopher who believed that government should derive its power from the people whom it governed.
- **Jacques Rousseau (1712-1778)** was a French philosopher who wrote *The Social Contract* in 1762. He believed that the right to rule should come from the people and not a king. The **Social Contract Theory** expressed the idea that there should be an agreement between the people and the government that limits the rights and duties of each. **Thomas Jefferson (1743-1826)** agreed with this theory, and it became one of the philosophies for colonial separation from England expressed in the Declaration of Independence (1776).
- **Baron de Montesquieu (1689-1755)** published *The Spirit of the Laws* in 1748. In this book, he expressed that government should possess legislative, executive, and judicial authority. In other words, government must make, enforce, and interpret the laws of the land. He thought the functions of government should be divided among three branches of government and that powers and duties should be carefully defined and separated so no branch acquired too much power.
- The **Great Awakening**, a general revival of evangelical Christianity in the American colonies, reached its peak in the early 1740s. This intercolonial movement contributed to a sense of American nationality before the Revolution.
- The challenging life on the frontier taught the colonists the values of independence and self-reliance.

## THE TRAILS

Fur trappers and traders were the first people to explore the western states. Their trails become routes for settlers who later went West. The following is a list of well-known trails:

- **The Oregon Trail.** This trail was started by Nathaniel Wyeth, who led an expedition (1832) to colonize the coast of Oregon by the Columbia River. Wyeth's colonization attempt failed. However, his careful notes of the area provided new settlers with a way to reach the Pacific Coast. The rich soil and constant rainfall drew settlers to the Oregon area.
- **The Mormon Trail.** The Mormons were a religious group persecuted for their beliefs in special revelations and **polygamy** (marriage to more than one wife). They moved from town to town in the United States. Under the leadership of Brigham Young, the Mormons left Nauvoo, Illinois, and traveled (1846-1847) to the Salt Lake area of present-day Utah. Deemed infertile by most, this land prospered as irrigation was introduced.
- **The California Trail.** After gold was discovered (January 24, 1848) at Sutter's Mill near Sacramento, tens of thousands of people in search of riches trekked to California. This migration of people is known as the **Gold Rush of 1849**. The trail westward began in Independence, Missouri. Overnight, it seemed California was being settled and developed. Most miners did not find their fortunes, but land speculators, restaurant and hotel owners, and the Mormons of Salt Lake City profited greatly from this movement to northern California.
- **The Santa Fe Trail.** Also beginning in Independence, Missouri, the Santa Fe Trail was a wagon route that President Monroe ordered established to increase trading with Mexico in Santa Fe. This trail increased desire for later United States expansion into the Southwest.

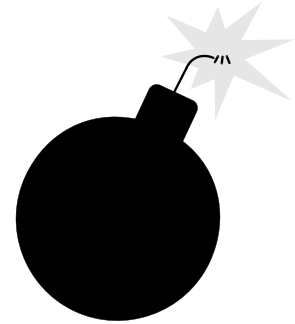


## Chapter

# 5

## SECESSION AND RESISTANCE

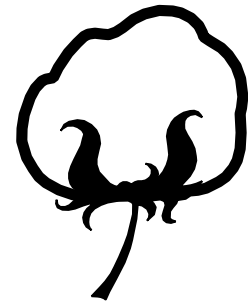
In the early days of the United States, loyalty to one's state was often more important than loyalty to one's country. Neither North nor South had any strong sense of the permanence of the Union. New England, for example, once thought of **seceding**, or leaving the Union, because the War of 1812 cut off trade with England.



The economic, social, and political differences between the states in the South and the states in the North set the stage for conflict. The South and the North differed in several important ways:

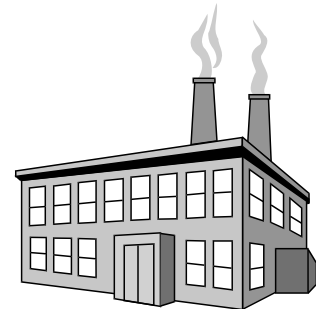
### SOUTH

- Agrarian, or farming, economy based on cotton, which represented 57% of all United States exports
- Cotton production was tied to the plantation system which relied on slavery
- Few immigrants from Europe
- Manufactured little, imported much; consequently, opposed high tariffs because they raised the price of imported goods
- Did not need strong central government, and feared it might interfere with slavery



### NORTH

- Industrial economy based on manufacturing
- Factories needed labor, but not slave labor
- Immigrants worked in factories, built railroads, settled the West
- Wanted high tariffs to protect its own products from cheap foreign competition
- Needed central government to build roads and railways, to protect trading interests, and to regulate the national currency



The United States required foreign companies bringing products into the United States to pay money to the government in order to sell them. The federal government relied on these **tariffs** for income because there were no taxes on personal or corporate income. The tariffs paid for infrastructure such as roads, canals, and turnpikes. Southerners preferred to do without these improvements in order to keep tariffs low.

## RADICAL RECONSTRUCTION

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On June 13, 1866, Congress passed the **14th Amendment** which stated, "All persons born or naturalized in the United States...are citizens." The amendment prohibited states from repaying the Confederacy's war debts and from compensating slave owners for the loss of the slaves. It penalized states for denying the voting rights of male citizens and required that government officials who had joined the Confederacy be pardoned by Congress before returning to public office.

During the summer of 1866, President Johnson offered strong opposition to the 14th Amendment and urged the southern states to reject it. Except for Tennessee, the southern states followed his advice. Riots in Memphis and New Orleans convinced Northerners that Johnson's leniency toward the South was not working. Northerners responded in the fall elections. Republicans won a majority in every northern state legislature, every northern governor's race, and more than a two-thirds majority in Congress, guaranteeing the ability to override Johnson's vetoes. In the spring of 1866, the Republican Congress passed its most radical plan for Reconstruction, despite Johnson's veto.

The main features of this **Reconstruction Act** (March 1867) were the following:

- 1) With the exception of Tennessee, which had ratified the 14th Amendment, all former Confederate states would be administered as five military districts;
- 2) Southern states would not be readmitted until they ratified the 14th Amendment;
- 3) Black citizens must be granted the right to vote;
- 4) Former Confederate officials could not hold public office.

Fearing that President Johnson would thwart the enforcement of the Reconstruction Act, Congress passed several laws which limited his power and strengthened the Reconstruction Act itself. While Congress was in recess for the summer, Johnson violated one of these laws by firing the Secretary of War. Upon returning to Washington, the House of Representatives threatened to **impeach** Johnson, which means removing him from office. On February 24, 1868, after several months of investigation, the House voted to impeach Johnson, even though the evidence against him was quite weak. He escaped a conviction in the Senate by one vote and finished his term as President. His political power had been significantly weakened by the whole process. At the end of his term, Johnson returned to Tennessee and was elected senator.

## A NEW KIND OF POLITICS

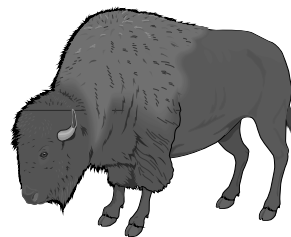
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Ready to capture the presidency, the Radicals nominated Ulysses S. Grant to be the Republican candidate in 1868. Grant's popularity as a hero of the Civil War made him a strong candidate, and the 700,000 blacks voting for the first time ensured his victory. These new voters put a majority of Republicans in office, including many black officials who held office for the first time in the South. During the Reconstruction years (1868-1877), there were 14 black representatives elected to Congress and two black senators. Both senators were from Mississippi, including **Hiram R. Revels** who filled the seat last held by **Jefferson Davis** (former President of the Confederacy). On February 26, 1869, Congress passed the **15th Amendment** which guaranteed voting rights to all citizens regardless of "race, color, or previous condition of servitude." The amendment was ratified by the states within a year.

## CONFLICTS WITH NATIVE AMERICAN NATIONS

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As settlers began moving West with these railroads, they looked for land to farm. They also looked for gold in Colorado and the Black Hills of the Dakotas. The Plains Indians depended on buffalo for their livelihood. Wave after wave of settlers and fur trappers came into the Plains, killed the buffalo for their hides, and left the meat to rot on the land. As settlers from the East began taking away the livelihood and lands of Native Americans, Native Americans had the choice of either being forced onto **reservations** (parcels of land set aside by the federal government for the Native Americans) or fighting back. When the Native Americans did fight back, the United States Army stepped in to protect these new settlers and forced the Natives to sign treaties giving up their land. The conflicts with those Native American nations that did fight back, lasting over thirty years, can be classified as the **Frontier Wars**. The United States Army conducted several costly campaigns in its fight with tribes resisting the move to reservations. One group of soldiers who served with distinction on the frontier were the **Buffalo Soldiers**. These soldiers, so named by the Native Americans, were members of four all-black regiments, the 9th and 10th Cavalry and the 24th and 25th Infantry divisions, and were well-known for their bravery in battle.



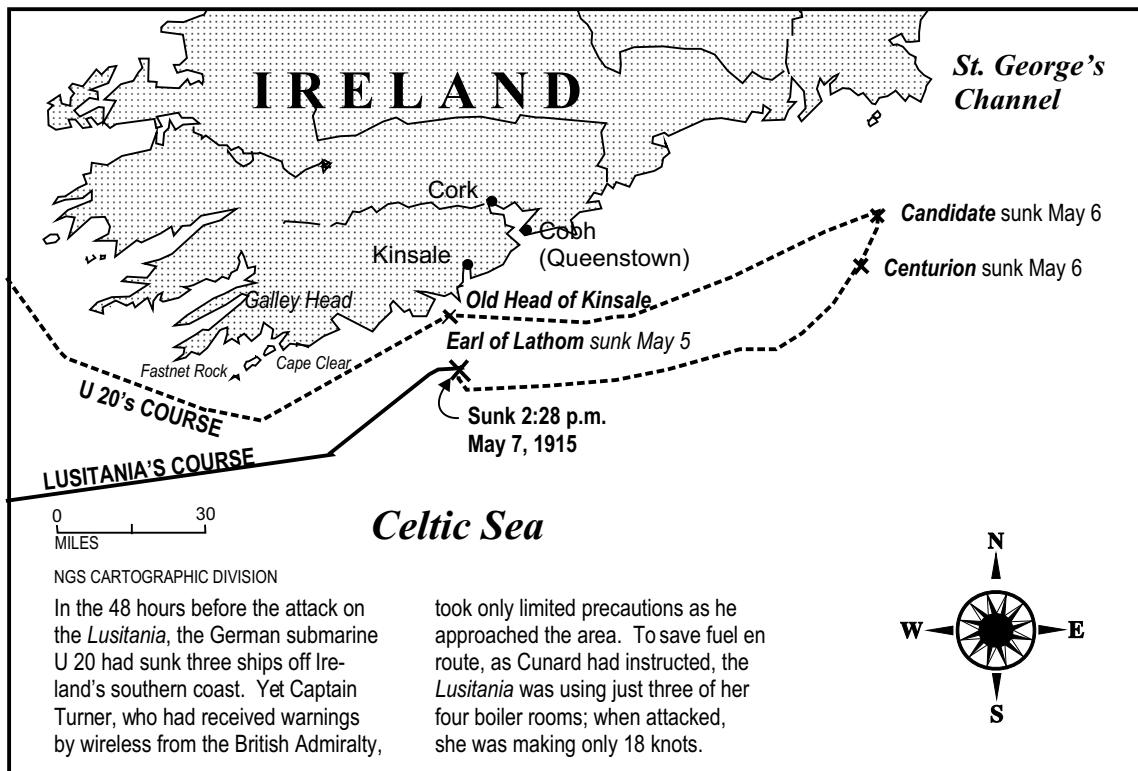
In the year 1800, approximately 60 million buffalo roamed the Great Plains from Canada to Mexico. Tribes, such as the **Sioux** and the **Ojibwa (Chippewah)**, depended on the buffalo for food, clothing, and shelter. As white settlers began killing the buffalo for sport and for hides, buffalo numbers dropped dramatically. By 1889, only 1,000 buffalo were left on the continent. As a result, the Plains Indians could no longer continue their ancestral way of life. They voluntarily moved or were forcibly moved onto reservations, where they became dependent on government assistance.

### IMPORTANT INDIAN BATTLES AND CONGRESSIONAL ACTION

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- **1860s -1870s - The Sioux Wars.** White settlers left the Sioux tribe alone until the 1870s when gold was discovered in the arid lands where the Sioux lived. Supporting the gold prospectors, the United States Army fought the Sioux tribes of the Dakota region. During one battle, the **Battle of the Little Bighorn** (1876), Sioux warriors surrounded a United States force led by General Custer, United States Army. Sioux warriors killed every soldier under Custer's command. However, the Sioux people were fighting a losing war with the United States Army. By 1877, the Sioux and Cheyenne had surrendered, and they were moved to reservations in the Dakotas or present-day Oklahoma.
- **1877 - The Nez Perce Trail.** The leader of the Nez Perce in the Oregon Territory, **Chief Joseph** (1840-1904), refused to give in to United States demands to resettle. Instead, he and his followers attempted to escape the federal government by fleeing to Canada. The United States Army stopped them 30 miles from the border. After they were moved to Oklahoma, the Nez Perce people almost completely died off due to sickness and malnutrition. White settlers eagerly claimed the rich farmland of the Oregon territory.
- **1887 - Dawes Act (General Allotment Act)** - This act of Congress was intended to assimilate Native Americans into the mainstream of society. Reservation lands were dissolved. Instead, each Native American family was given 160 acres to farm. Native American tribes having excess land were then forced to sell their land at outrageously low prices. The United States government did not provide the Native Americans with any

ammunition. On May 7, 1915, a German submarine torpedoed the *Lusitania* off the coast of Ireland. Twelve hundred people died in this attack, including 128 people from the United States. The people of the United States were furious. Unwilling to risk war with the United States, Germany agreed not to attack passenger ships in the Atlantic. A wave of anti-German feeling swept over the people of the United States.



## 2) The Zimmerman Telegram

In 1917, the United States intercepted a secret telegram between the German foreign secretary, Arthur Zimmerman, and his official in Mexico. The telegram stated that the German minister in Mexico should tell the Mexican government to attack the United States if the United States declared war on Germany. In return, Germany promised to help Mexico win back the land the United States gained in the Mexican-American War. When the people in the United States heard about this telegram, they were very upset. As a result, President Wilson broke off diplomatic relations with Germany. This incident started another wave of anti-German feeling across the United States.

## 3) German Aggression at Sea

In 1917, Germany began sinking United States merchant ships in the Atlantic. This German aggression against the United States was seen as a reason for immediate war.

## 4) The Russian Revolution

In March 1917, revolutionaries in Russia overthrew the monarchy and strengthened the *Duma* as a temporary democratic assembly. With the monarchy of Russia gone, the Allied forces could present a united front for the ideals of democracy. With this event, Wilson asked the Congress to declare war on Germany, which Congress did on April 6, 1917.

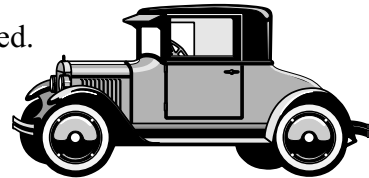
## Mass Media Entertainment

**Radio** - In the 1920s, radios became available for the households of the United States. The first radio station began broadcasting in Pittsburgh in 1922. Radio sales grew from less than 100,000 radios in 1922 to over 10 million radios in 1929. Radios changed the speed with which people gained information. In addition, national unity increased when radio stations transmitted the same programs into homes across the United States. Radio listeners enjoyed comedies, westerns, mysteries, music, and the latest news.

**Movies** - In the 1920s, movies became very popular. Over 20,000 theaters across the United States showed the latest films from Hollywood. People came to see the famous movie stars and watch the fast action. In 1927, the first movie with sound, *The Jazz Singer*, made its debut. This new technology caused a sensation, and people flocked to the movies in greater numbers.

## New Inventions

Important inventions changed the way people lived and worked. They also gave the people who used them more free time than they ever had before. Automobiles allowed people to travel long distances for work or for pleasure. The airplane provided a way for many people to travel the United States or between continents in a matter of hours. Home appliances such as vacuum cleaners, mixers, and washing machines freed up more time for women working at home. The end result of these inventions was an increase in leisure time and leisure activities.



## POVERTY IN THE 1920s

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While many businesses flourished in the booming 1920s, many also did not. The new fashions of shorter skirts hit the clothing industry especially hard. These skirts required less material and created less demand for fabric. In addition, farmers produced an abundance of food during a time of falling prices for food. If any natural disaster occurred, such as a flood that destroyed their crops, many farmers would have to declare bankruptcy because they did not have any savings accumulated, and they had to sell their products very cheaply. Manufacturers laid off railroad workers by the thousands as automobiles and trucks took the place of trains. Mining companies also laid off coal miners as the demand for coal fell because of the new production of oil. In addition, immigrants and blacks did not fare well during this time. Wealthy white business owners made their fortunes by getting the work of their businesses done by blacks and immigrants at low wages. In addition, child labor laws were not yet enacted. Children continued working in hazardous conditions and brought home a meager wage. Labor at this time was largely unorganized. Employees who tried to organize at this time were generally seen as threats to the public order. As a result, employers could dictate the wages for their employees.

## RACE RELATIONS

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### The Plight of Black Americans

Roughly 371,000 blacks served in segregated units in the armed forces, but only a few thousand black soldiers saw combat. The rest served in non-combat roles. Black Americans had hoped that their efforts to help make the world safe for democracy would gain them some recognition, but discrimination continued at home. Blacks left the South in large numbers during World War I and moved to northern cities in search of work and more equal treatment.

## CULTURAL DEVELOPMENTS

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### Movies

During the Depression, movie makers tried to revive people's faith in the nation. Movies told positive, uplifting stories about happy families in affluent households. The most popular movies included Walt Disney's *Snow White and the Seven Dwarfs* (1937). The first film going from black and white to the world of color was *The Wizard of Oz* (1939). This movie made people imagine what it would be like to walk on streets of gold somewhere over the rainbow. The most expensive and profitable production of the 1930s was *Gone With the Wind* (1939). This movie let people forget their lives and follow the story of love and loss across the war-ravaged South during the Civil War.

### Radio

Radio became increasingly popular during the Great Depression. Households listened with great enthusiasm for the latest news and entertainment. Radio personalities gripped the attention of listeners with exciting stories and various sound effects. One of the most famous broadcasts was Orson Welles' 1938 dramatic production of H. G. Wells' novel *War of the Worlds* (1898). At the beginning of the program, the announcer told listeners that the story was fictional. However, listeners who tuned in later were convinced that space creatures were taking over the world. This caused a panic across the nation that demonstrated the influence of radio. President Roosevelt also made use of radio. In his broadcasts, called **fireside chats**, Roosevelt spoke directly to the nation, in order to bypass the press. The 1930s and early 1940s are known as the "golden age of radio."

## TOTALITARIANISM

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The Allies in World War I fought in the name of democracy, but the economic and political instability following the war led to the rise of **totalitarian** regimes. In a totalitarian government, one political party or group maintains complete control under a dictatorship and bans all others. The government exerts strong influence over all aspects of society, restricting personal freedom.

### Italy

In the second Russian revolution of 1917, the Bolsheviks took control of the government and called for a world-wide spread of communism. In a time when there was increasing danger of political and economic upheaval, the threat of communism loomed large. The fear of communism caused people in Italy to support **Benito Mussolini** (1883-1945) and his political ideas, which he called **fascism**. When Mussolini came to power in 1922, he put his ideas into action. He established himself as dictator by banning all political parties, except for the Fascist Party, abolishing labor unions, forbidding strikes, and silencing political opponents. By eliminating all opposition, he stopped any communist threat. His government preserved a capitalist economy and pursued increased military power for the nation. Mussolini's conservative actions brought a stability that was attractive to business leaders, the Roman Catholic Church, and the army. As dictator of Italy from 1922-1945, Mussolini transformed the state into a militaristic and nationalist instrument of conquest.



64. During the late nineteenth century, individual companies merged together to eliminate competition. These mergers either gave one company control over all stages of production of a product, or they gave one company exclusive control over one stage of production. In response to the public outcry, Congress passed
- A. the Warren Anti-Monopoly Act.
  - B. the Sherman Anti-Trust Act.
  - C. the Deregulation Amendment.
  - D. the Act of Settlement.

Read the chart below, and then answer questions 65 and 66.

<b>United States Patents Issued 1861-1900</b>	
<b>Five-Year Periods</b>	<b>Number of Patents</b>
1861-1865	20,725
1866-1870	58,734
1871-1875	60,976
1876-1880	64,462
1881-1885	97,156
1886-1890	110,358
1891-1895	108,420
1896-1900	112,188

65. Inventors filed for patents so their ideas could not be used by other people. According to the chart, which five year period showed the greatest increase in the number of patents issued compared to the previous five year period?
- A. 1861-1865
  - B. 1866-1870
  - C. 1876-1880
  - D. 1896-1900
66. Which five year period showed a decline in the number of patents as compared to the previous five year period.
- A. 1861-1865
  - B. 1876-1880
  - C. 1891-1895
  - D. 1896-1900
67. Andrew Carnegie said that a rich person is “the agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do for themselves.” This statement reflects which of the following philosophies?
- A. manifest destiny
  - B. social darwinism
  - C. gospel of wealth
  - D. radicalism

