

## Introduction - Grade 11 U.S. History–Social Science

The following released test questions are taken from the Grade 11 U.S. History–Social Science Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content and skills standards in Grade 11 U.S. History–Social Science. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, 2007, and 2008. First on the pages that follow are lists of the standards assessed on the Grade 11 U.S. History–Social Science Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content and skills (where applicable) standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
1. Foundations of American Political and Social Thought	10	16
2. Industrialization and the U.S. Role as a World Power	13	18
3. United States Between the World Wars	12	18
4. World War II and Foreign Affairs	12	19
5. Post–World War II Domestic Issues	13	19
TOTAL	60	90

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 11 U.S. History–Social Science Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education’s Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

## REPORTING CLUSTER 1: Foundations of American Political and Social Thought

The following two California content standards (indicated by bold type) are included in Reporting Cluster 1 and are represented in this booklet by 16 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 11 California U.S. History–Social Science Standards Test.

### CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

---

#### Foundations of American Political and Social Thought

- |               |  |
|---------------|--|
| <b>US11.1</b> | <b>Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</b>   |
| US11.1.1.     | Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.  |
| US11.1.2.     | Analyze the ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights.   |
| US11.1.3.     | Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.   |
| US11.1.4.     | Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19 <sup>th</sup> century of the United States as a world power.   |
| <b>US11.3</b> | <b>Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.</b>   |
| US11.3.1.     | Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities).   |
| US11.3.2.     | Analyze the great religious revivals and the leaders involved, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in 19 <sup>th</sup> century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times. |
| US11.3.3.     | Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).  |
| US11.3.4.     | Discuss the expanding religious pluralism in the United States and California as a result of large-scale immigration in the twentieth century.   |
| US11.3.5.     | Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.   |
-

**REPORTING CLUSTER 2: Industrialization and the U.S. Role as a World Power**

The following two California content standards (indicated by bold type) are included in Reporting Cluster 2 and are represented in this booklet by 18 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 11 California U.S. History–Social Science Standards Test.

**CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER****Industrialization and the U.S. Role as a World Power**

**US11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.**

US11.2.1. Know the effect of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.

US11.2.2. Describe the changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class.

US11.2.3. Trace the effect of the Americanization movement.

US11.2.4. Analyze the effect of urban political machines and responses by immigrants and middle-class reformers.

US11.2.5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

US11.2.6. Trace the economic development of the U.S. and its emergence as a major industrial power, including the gains from trade and advantages of its physical geography.

US11.2.7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).

US11.2.8. Examine the effect of political programs and activities of Populists.

US11.2.9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the 16<sup>th</sup> Amendment, Theodore Roosevelt, Hiram Johnson).

**US11.4 Students trace the rise of the U.S. to its role as a world power in the 20<sup>th</sup> century.**

US11.4.1. List the purpose and the effects of the Open Door policy.

US11.4.2. Describe the Spanish-American War and U.S. expansion in the South Pacific.

US11.4.3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.

US11.4.4. Explain Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy, drawing on relevant speeches.

US11.4.5. Analyze the political, economic and social ramifications of World War I on the homefront.

US11.4.6. Trace the declining role of Great Britain and the expanding role of the U.S. in world affairs after World War II.

## REPORTING CLUSTER 3: United States Between the World Wars

The following two California content standards (indicated by bold type) are included in Reporting Cluster 3 and are represented in this booklet by 18 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 11 California U.S. History–Social Science Standards Test.

### CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

#### United States Between the World Wars

**US11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**

- US11.5.1. Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.
- US11.5.2. 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, 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.
- US11.5.3. Examine the passage of the 18<sup>th</sup> Amendment to the Constitution and the Volstead Act (Prohibition).
- US11.5.4. Analyze the passage of the 19<sup>th</sup> Amendment and the changing role of women in society.
- US11.5.5. 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).
- US11.5.6. Trace the growth and effects of radio and movies and their role in the wide world diffusion of popular culture.
- US11.5.7. 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.

**US11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**

- US11.6.1. Describe the monetary issues of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920’s.
- US11.6.2. Understand the explanations of the principal causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis.
- US11.6.3. Discuss the human toll of the Depression, natural disasters, unwise agricultural practices and their effect 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.
- US11.6.4. 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 1930’s (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, Bonneville Dam).
- US11.6.5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organization to current issues of a post-industrial multinational economy, including the United Farm Workers in California.

**REPORTING CLUSTER 4: World War II and Foreign Affairs**

The following two California content standards (indicated by bold type) are included in Reporting Cluster 4 and are represented in this booklet by 19 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 11 California U.S. History–Social Science Standards Test.

**CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER****World War II and Foreign Affairs****US11.7 Students analyze the American participation in World War II.**

- US11.7.1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- US11.7.2. Explain United States and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
- US11.7.3. Identify the role 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 Codetalkers).
- US11.7.4. Analyze Roosevelt’s foreign policies during World War II (e.g., Four Freedoms speech).
- US11.7.5. 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; the role and growing political demands of African Americans.
- US11.7.6. Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.
- US11.7.7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
- US11.7.8. Analyze the effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and the importance of a rebuilt Europe to the U.S. economy.

**US11.9 Students analyze United States foreign policy since World War II.**

- US11.9.1. Discuss the establishment of the United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order.
- US11.9.2. Understand the role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War.
- US11.9.3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
- The era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting
  - The Truman Doctrine
  - The Berlin Blockade
  - The Korean War
  - The Bay of Pigs invasion and the Cuban Missile Crisis
  - Atomic testing in the American west, the “mutual assured destruction” doctrine, and disarmament policies
  - The Vietnam War
  - Latin American policy

- 
- US11.9.4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
- 
- US11.9.5. Analyze the role of the Reagan Administration and other factors in the victory of the West in the Cold War.
- 
- US11.9.6. Describe the U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.
- 
- US11.9.7. Examine U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues.
-

**REPORTING CLUSTER 5: Post-World War II Domestic Issues**

The following three California content standards (indicated by bold type) are included in Reporting Cluster 5 and are represented in this booklet by 19 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 11 California U.S. History–Social Science Standards Test.

**CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER****Post-World War II Domestic Issues**

<b>US11.8</b>	<b>Students analyze the economic boom and social transformation of post-World War II America.</b>
US11.8.1.	Trace the growth of service sector, white collar, and professional sector jobs in government and business.
US11.8.2.	Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
US11.8.3.	Examine Truman’s labor policy and congressional reaction to it.
US11.8.4.	Analyze new federal government spending on defense, welfare, interest on the national debt, and Federal and state spending on education, including the California Master Plan.
US11.8.5.	Describe the increased powers of the presidency in response to the Great Depression, World War II and the Cold War.
US11.8.6.	Discuss the diverse environmental regions in North America, their relation to local economies, particular forms of economic life, and the origins and prospects of environmental problems in those regions.
US11.8.7.	Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
US11.8.8.	Discuss forms of popular culture with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).
<b>US11.10</b>	<b>Students analyze the development of federal civil rights and voting rights.</b>
US11.10.1.	Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948.
US11.10.2.	Examine and analyze the key events, policies and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.
US11.10.3.	Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.
US11.10.4.	Examine the role of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King’s “Letter from Birmingham Jail” and “I Have a Dream” speech.

- 
- US11.10.5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
- 
- US11.10.6. Analyze the passage and effect of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the 24<sup>th</sup> Amendment with an emphasis on equality of access to education and to the political process.
- 
- US11.10.7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the 19<sup>th</sup> Amendment to the movement launched in the 1960s, including differing perspectives on the role of women.
- 
- US11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.**
- 
- US11.11.1. Discuss the reasons for the nation's changing immigration policy with emphasis on the way the Immigration Act of 1965 and successor acts have transformed American society.
- 
- US11.11.2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., education, civil rights, economic policy, environmental policy).
- 
- US11.11.3. Describe the changing role of women in society as reflected in the major entry of women into the labor force and the changing family structure.
- 
- US11.11.4. Explain the constitutional crisis originating from the Watergate scandal.
- 
- US11.11.5. Trace the impact, need, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
- 
- US11.11.6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform and other social policies.
- 
- US11.11.7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt to Sunbelt migration, international migration, decline of family farm, increase in out-of-wedlock births, and drug abuse.
-

## CALIFORNIA ANALYSIS SKILLS STANDARDS FOR GRADE 11

**Historical and Social Science Analysis Skills (Grade 11)*****Chronological and Spatial Thinking***

- CS1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- CS2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- CS3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- CS4. Students relate current events to the physical and human characteristics of places and regions.

***Historical Research, Evidence, and Point of View***

- HR1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
- HR2. Students identify bias and prejudice in historical interpretations.
- HR3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of author's use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- HR4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

***Historical Interpretation***

- HI1. Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- HI2. Students recognize the complexity of historical causes and effects, including the limitations of determining cause and effect.
- HI3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.
- HI4. Students understand the meaning, implication, and impact of historical events recognizing that events could have taken other directions.
- HI5. Students analyze human modifications of landscape, and examine the resulting environmental policy issues.
- HI6. Students conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

At least twenty-five percent of the content questions must include an element of the skills standards.

**1** What effect did the Enlightenment have on political thought in the colonies?

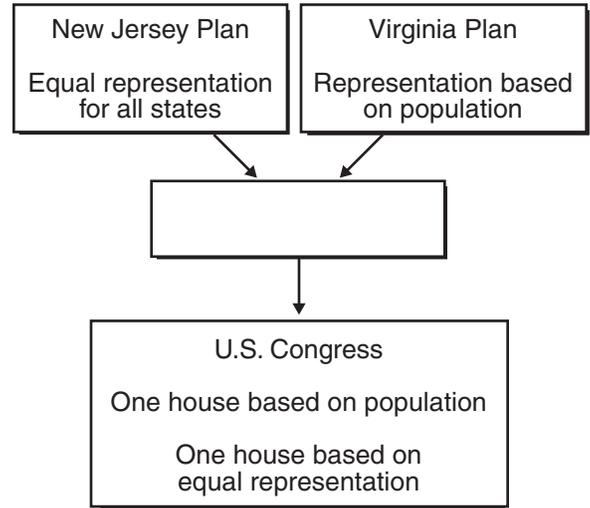
- A Colonial leaders began extending voting rights to all citizens.
- B The First Continental Congress determined a need for a federal bill of rights.
- C Colonial leaders began advocating the adoption of a state-supported church.
- D Colonists began to question the authority of the British monarchy.

CSH10443

**2** The Declaration of Independence elaborates on the Enlightenment idea of

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

CSH10109

**3**

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

CSV21975

## Released Test Questions

## U.S. History

11

- 4** Use the following information to complete the statement.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.

—The Declaration of Independence

The idea included in the excerpt from the Declaration of Independence can be attributed to

- A John Locke.
- B Montesquieu.
- C Voltaire.
- D Jean-Jacques Rousseau.

CSH10106

- 5** 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.

CSH00324

- 6** 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.

CSH00355

- 7** Reconstruction comes to an end in the South.



White government officials regain power in the South.



Southern states begin to implement poll taxes, literacy tests, and grandfather clauses.

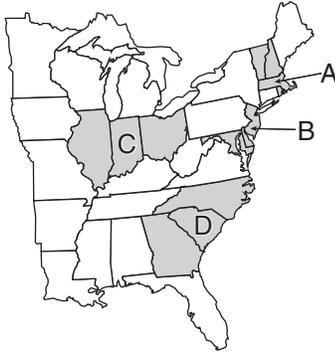
During the late 19th century, the above sequence of events resulted in the

- A disfranchisement of most African Americans in the South.
- B movement to repeal the 14th Amendment to the Constitution.
- C strengthening of the Republican Party in the South.
- D expansion of free public education to all children.

CSH10439

8

Eastern United States



Which shaded area on the map was *least* industrialized in the second half of the 1800s?

- A area A
- B area B
- C area C
- D area D

CSV22098

9

The railroad building boom during the nineteenth century contributed to

- A increasing agricultural production in the Northeast.
- B the establishment of trade relations with Mexico.
- C dramatic population decreases in Southern cities.
- D the rapid industrialization of the United States.

CSV22413

10

The First Great Awakening of the 1730s and 1740s was *primarily* a

- A movement to increase colonial loyalty to the British monarchy.
- B revival of evangelical religion that spread through the colonies.
- C process of assimilating immigrants into colonial American culture.
- D period of economic prosperity brought about by colonial trade.

CSV21147

11

What would be considered a significant social effect of the First Great Awakening?

- A The number of women assuming a leadership role in religious institutions increased.
- B The number of Protestant religious denominations in the colonies declined.
- C The colonies experienced an increase in the number of Catholic immigrants.
- D The colonists began to challenge the hierarchical structure of existing religious denominations.

CSV21164

12

Lord Baltimore established the Maryland colony in response to

- A Spanish attempts to seize lands along the Chesapeake Bay.
- B the overcrowding of England's large industrial centers.
- C the growing demand for cotton in English textile mills.
- D discrimination against Roman Catholics in England.

CSH10117

## Released Test Questions

## U.S. History

11

- 13** 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.

CSH10099

- 14** Growing anti-Catholic sentiment in the United States during the first half of the twentieth century was related to
- A increasing immigration from southern and eastern Europe.
  - B interference by the Catholic Church in U.S. foreign policy.
  - C the reduction in the number of Catholic social programs.
  - D the church's refusal to ordain women to the priesthood.

CSV20652

- 15** Which religious group has had the greatest increase in membership due to the increasing immigration from Latin American countries to the United States over the last fifty years?
- A Catholics
  - B Muslims
  - C Jews
  - D Protestants

CSH10539

- 16** The First Amendment to the U.S. Constitution, prohibiting the federal government from making any law "respecting an establishment of religion," was one response to the
- A attempts by Maryland to make Catholicism the official state religion.
  - B increasing number of Puritans arriving in the country.
  - C religious persecution exhibited by the Church of England.
  - D antireligious sentiments expressed during the Great Awakening.

CSV21156

- 17** 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.

CSH10035

- 18** The Americanization movement of the early twentieth century sought to
- A assimilate ethnic immigrant groups into the dominant culture.
  - B restrict the military involvement of the United States in foreign conflicts.
  - C protect domestic businesses from foreign competition.
  - D diminish the role of government in the regulation of industry.

CSV21144

- 19** 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.
- CSH00215
- 20** 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.
- CSV20882
- 21** Ford's production of Model Ts 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.
- CSH00291
- 22** 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.
- CSV22445

- 23** How did the growth of U.S. manufacturing affect the country's international relations during the late nineteenth century?
- A Increasing industrial production led to support for an isolationist foreign policy.
  - B Increasing demand for natural resources led to the U.S. acquisition of African colonies.
  - C Increasing demand for markets contributed to support for an Open Door policy in China.
  - D Increasing need for trading partners encouraged the United States to lower tariff rates.
- CSV22406
- 24** 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.
- CSH00269
- 25** Members of the Populist Party supported public ownership of railroads because they thought it would
- A help small farmers.
  - B reduce immigration.
  - C decrease income taxes.
  - D change monetary policy.
- CSV40056
- 26** 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.
- CSV22470

## Released Test Questions

## U.S. History

11

- 27** 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.

CSH00172

- 28** 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.

CSH10091

- 29** 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.

CSH00352

- 30** 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.

CSV20896

- 31** Which of the following is the *most* accurate example of President Taft's policy of "dollar diplomacy"?
- A allowing for the nationalization of Latin American property owned by U.S. citizens
  - B exerting economic influence rather than military force in Latin American countries
  - C using international trade organizations to stabilize Latin American economies
  - D maintaining a military force to discourage European colonization in Latin America

CSV21130

32

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.

CSH00151

33

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

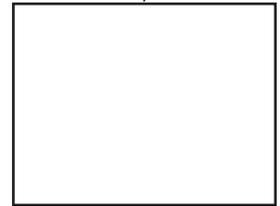
- A President Wilson’s attempts to include the U.S. in the League of Nations.
- B the perceived growth of organized crime in major urban areas.
- C a perceived threat of a communist revolution in the United States.
- D a rise in the number of immigrants from Germany.

CSH10530

34

President Wilson proposes the Fourteen Points at Paris Peace Conference in 1919.

Thirty-nine U.S. Senators sign petition against U.S. entry into the League of Nations.



**Which action belongs in the empty box above as it relates to World War I?**

- A The U.S. Senate approves a military alliance with Great Britain.
- B The U.S. Senate refuses to ratify the Treaty of Versailles.
- C The U.S. Senate fails to pass the Selective Service Act.
- D The U.S. Senate authorizes the use of troops in Europe.

CSV22447

35

**Marcus Garvey’s program in the 1920s emphasized**

- A vocational training.
- B a back-to-Africa movement.
- C integration into mainstream society.
- D separate-but-equal doctrines.

CSH00233

## Released Test Questions

## U.S. History

11

**36** 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

CSV21863

**37** Marcus Garvey's "Back to Africa" movement and the creation of the National Association for the Advancement of Colored People (NAACP) were both early-twentieth-century responses to

- A the passage of more restrictive immigration laws.
- B the growth of communism in the South.
- C the practice of racial discrimination in the United States.
- D the desegregation of World War I combat units.

CSV22882

**38** 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.

CSH00498

**39** 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.

CSH10440

**40** The *primary* objective of Harlem Renaissance writers was to

- A encourage militant protest among African Americans.
- B support educational programs for African Americans.
- C improve literacy rates among African Americans.
- D generate pride in African-American culture.

CSV21876

**41** 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

CDV20526

**42** 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.

CSV20756

**43** One of the key goals of the 1913 Federal Reserve Act was to

- A place a banking system under the direct control of Congress.
- B decentralize the banking industry in order to allow for local control of money.
- C protect the banking industry by removing the country from the gold standard.
- D create a banking system that could regulate the amount of money in circulation.

CSV23528

**44** 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.

CSH00270

**45** 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

CSV21865

**46** Franklin Roosevelt's immediate response to the banking crisis after becoming president was to

- A declare a bank holiday that closed banks in the United States for several days.
- B nationalize the banks to ensure they were following federal regulations.
- C establish the Federal Reserve to reduce the possibility of another bank emergency.
- D borrow money from foreign banks to support the U.S. banking industry.

CSV22652

**47** To many Californians, the arrival of the Dust Bowl refugees of the mid-1930s represented

- A a welcome addition to the labor force.
- B a source of much-needed capital investment.
- C new markets for California businesses.
- D unwanted additions to the ranks of the unemployed.

CSH00363

## Released Test Questions

## U.S. History

11

- 48** The large-scale movement of Great Plains residents to California during the Great Depression resulted in
- A an increase in wages for California laborers.
  - B a decrease in the number of California residents seeking relief.
  - C a significant decrease in the number of industrial workers in California.
  - D a greater demand on available relief funds in California.

CSH23179

- 49** 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.

CSH00174

- 50** 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.

CSH00182

- 51** What New Deal program employed large numbers of artists and writers during the Great Depression?
- A National Recovery Administration (NRA)
  - B Agriculture Adjustment Administration (AAA)
  - C Works Progress Administration (WPA)
  - D National Youth Administration (NYA)

CSH10448

- 52** One reason the United Farm Workers had difficulty gaining national recognition for their union was that
- A there were relatively few agricultural workers in California.
  - B most agricultural workers were already members of other labor organizations.
  - C there was no prior federal protection of agricultural workers.
  - D wages for agricultural workers in California were already high.

CSV20945

**53**

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

CSH00257

**54** Japanese attempts to create an empire prior to World War II were in conflict with the U.S. goal of

- A maintaining an open trade policy in Asia.
- B gaining a sphere of influence in Asia.
- C establishing a military presence in China.
- D creating a military alliance with China.

CSH10372

**55** 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

CSV22761

**56** 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.

CSH00356

**57** Many Americans opposed the 1941 Lend-Lease Act because they feared it would

- A draw the United States into the war in Europe.
- B cause the country to fall into an economic recession.
- C be declared unconstitutional by the Supreme Court.
- D place the United States in violation of the Versailles Treaty.

CSV20558

**58** The U.S. Congress passed a series of neutrality acts beginning in August 1935 in response to

- A British requests to blockade German ports.
- B American antiwar sentiment.
- C the German invasion of Poland.
- D the Japanese bombing of Pearl Harbor.

CSV20551

**59** In 1944, the Supreme Court upheld the internment of Japanese Americans residing on the West Coast by ruling that the actions were

- A part of an international agreement with U.S. allies.
- B approved by both houses of Congress.
- C allowed under the Fourteenth Amendment.
- D necessary for national security.

CSV20758

**60** Partly because Japanese Americans living on the West Coast during World War II were considered security risks, they were

- A forced to give up their U.S. citizenship.
- B barred from military service throughout the war.
- C moved from their homes to internment camps.
- D prohibited by law from seeking employment with the federal government.

CSV22762

**61** 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.

CSV21883

## Released Test Questions

## U.S. History

11

**62** The purpose of the 1947 General Agreement on Tariffs and Trade (GATT) was to

- A use tariffs to restrict international trade with communist countries.
- B raise money through tariffs to rebuild Europe after World War II.
- C encourage countries to repay war debts by increasing tariffs.
- D expand international trade by mutual reduction of tariffs.

CSH00528

**63** 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.

CSH10315

**64** Since its establishment in 1945, the United Nations has

- A prevented border wars around the world.
- B provided a forum for international negotiations.
- C eliminated hunger and starvation worldwide.
- D replaced national armies with an international armed force.

CSH00311

**65** 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.

CSH10470

**66** 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.

CSH00353

**67** 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

CSH00341

**68** 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

CSH00272

**69** The Truman Doctrine was a pledge on the part of the United States to help Greece and Turkey

- A avoid engaging in a war over oil reserves.
- B recover land they had lost during World War II.
- C resist the spread of communism in the region.
- D prosecute captured military leaders for war crimes.

CSV20762

**70** Which action by President Harry Truman would be an example of his post–World War II containment policy?

- A He demanded human rights guarantees from Latin American allies.
- B He helped the Greek and Turkish governments resist communist rebels.
- C He negotiated with the U.S.S.R. to eliminate long-range nuclear weapons.
- D He provided economic recovery aid to China and Japan.

CSV21175

**71** Which of the following *best* describes President Lyndon B. Johnson’s action toward Vietnam during the 1960s?

- A He threatened to use nuclear weapons to end the Vietnam War.
- B He initiated the complete democratization of North Vietnam.
- C He escalated U.S. military involvement in South Vietnam.
- D He refused to participate in a French-led occupation of Vietnam.

CSV22429

**72**

**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

CSV20969

## Released Test Questions

## U.S. History

11

**73** The federal government initiated the *bracero* program during World War II in an effort to

- A restore the agricultural industry in the Plains states.
- B provide financial support for irrigation projects.
- C address the urgent need for agricultural laborers.
- D increase the revenue of crop producers.

CSV21837

**74** During the second half of the twentieth century, the largest source of labor in California agriculture was

- A unemployed Midwestern industrial workers.
- B relocated Southern sharecroppers.
- C displaced workers from the Plains states.
- D immigrants from Mexico.

CSV21835

**75** One reason labor union leaders opposed the passage of the Taft-Hartley Act in 1947 was that the act

- A placed a limit on wage rates.
- B favored big business interests over union interests.
- C forced the consolidation of the AFL and CIO unions.
- D placed too much bargaining control in the hands of Congress.

CSV21049

**76** A wave of U.S. industrial strikes at the end of World War II contributed to President Harry Truman's attempts to

- A increase the collective bargaining power of labor union leaders during wartime.
- B place strict limits on striking labor unions when national interests were at stake.
- C register the names of striking union workers with a federal review board.
- D activate National Guard units in order to force labor unions back to work.

CSV21051

**77** 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.

CSH00284

- 78** Use the excerpt to answer the following question.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression . . .

—Joint Resolution of Congress,  
August 7, 1964

**What effect did the 1964 joint resolution of Congress have regarding the deployment of U.S. troops to Vietnam?**

- A It limited the powers of Congress during time of war.
- B It limited the power of the President to use U.S. troops overseas.
- C It authorized the President to send troops into battle.
- D It granted the President the authority to declare war.

CSH10511

**79**

United States



**During the last half of the twentieth century, what region of the United States saw a decrease in its population due to a decline in factory jobs?**

- A region A
- B region B
- C region C
- D region D

CSV20779

- 80** 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.

CSH00227

- 81** What new technology greatly expanded the audience for professional sports in the years immediately following World War II?

- A electric lighting
- B radio broadcasting
- C satellite
- D television

CSV20781

## Released Test Questions

## U.S. History

11

**82** 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.

CSH00164

**83** 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.

CSH10409

**84** 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.

CSH00334

**85** 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.

CSH00152

**86** The successful formation of the United Farm Workers indicated that the ideals of the civil rights movement had influenced the actions of

- A Native Americans.
- B Hispanic Americans.
- C Korean Americans.
- D Chinese Americans.

CSH00389

**87** 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.

CSH00235

- 88** The passage of the Immigration Act of 1965 resulted in
- A the deportation of large numbers of political refugees.
  - B an increase in the number of Eastern European immigrants.
  - C the elimination of an immigration policy based on national origin quotas.
  - D an increase in the deportation of Asian immigrants.

CSV21891

**89**

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.

CSV20594

- 90** What would be considered a major factor in the declining number of family farms during the last half of the twentieth century?
- A The U.S. agricultural industry shifted to the use of corporate farms.
  - B The U.S. government initiated the use of food production centers.
  - C Demand for grains declined in the United States because of European imports.
  - D Exports of U.S. agricultural products to Asian countries declined.

CSV20958

## Released Test Questions

## U.S. History

11

Question Number	Correct Answer	Standard	Skills	Year of Release
1	D	US11.1.1		2005
2	A	US11.1.1		2005
3	B	US11.1.2		2006
4	A	US11.1.2		2008
5	D	US11.1.3	HI 1	2004
6	C	US11.1.4	HI 1	2003
7	A	US11.1.4		2005
8	D	US11.1.4		2007
9	D	US11.1.4	HI 1	2007
10	B	US11.3.2		2006
11	D	US11.3.2		2008
12	D	US11.3.3		2005
13	A	US11.3.3		2006
14	A	US11.3.3		2008
15	A	US11.3.4	CS 2	2004
16	C	US11.3.5		2007
17	C	US11.2.1	HI 1	2004
18	A	US11.2.3		2007
19	C	US11.2.4		2004
20	A	US11.2.4		2006
21	B	US11.2.5		2003
22	A	US11.2.6		2006
23	C	US11.2.6		2007
24	A	US11.2.7		2003
25	A	US11.2.8		2008
26	A	US11.2.9		2006
27	C	US11.4.1		2003
28	C	US11.4.3		2005
29	C	US11.4.4		2004
30	B	US11.4.4		2006
31	B	US11.4.4		2008
32	B	US11.4.5		2004
33	C	US11.4.5		2005
34	B	US11.4.5	HI 2	2007
35	B	US11.5.2		2003

Question Number	Correct Answer	Standard	Skills	Year of Release
36	<i>B</i>	US11.5.2		2006
37	<i>C</i>	US11.5.2	HI 3	2007
38	<i>A</i>	US11.5.4	HI 3	2004
39	<i>C</i>	US11.5.5		2005
40	<i>D</i>	US11.5.5		2007
41	<i>A</i>	US11.5.7		2005
42	<i>B</i>	US11.6.1		2006
43	<i>D</i>	US11.6.1		2008
44	<i>B</i>	US11.6.2	HI 3	2003
45	<i>D</i>	US11.6.2	HI 3	2006
46	<i>A</i>	US11.6.2		2007
47	<i>D</i>	US11.6.3	HI 3	2003
48	<i>D</i>	US11.6.3		2008
49	<i>D</i>	US11.6.4		2003
50	<i>A</i>	US11.6.4		2004
51	<i>C</i>	US11.6.4		2004
52	<i>C</i>	US11.6.5		2008
53	<i>B</i>	US11.7.1		2004
54	<i>A</i>	US11.7.1		2007
55	<i>B</i>	US11.7.3		2006
56	<i>A</i>	US11.7.4		2003
57	<i>A</i>	US11.7.4		2008
58	<i>B</i>	US11.7.5		2005
59	<i>D</i>	US11.7.5		2005
60	<i>C</i>	US11.7.5		2007
61	<i>B</i>	US11.7.7		2006
62	<i>D</i>	US11.9.1		2004
63	<i>C</i>	US11.9.1		2005
64	<i>B</i>	US11.9.1		2008
65	<i>C</i>	US1.9.2		2005
66	<i>B</i>	US11.9.3	HI 1	2003
67	<i>A</i>	US11.9.3		2003
68	<i>C</i>	US11.9.3		2004
69	<i>C</i>	US11.9.3		2007
70	<i>B</i>	US11.9.3		2008

## Released Test Questions

## U.S. History

11

Question Number	Correct Answer	Standard	Skills	Year of Release
71	<i>C</i>	US11.9.3		2008
72	<i>A</i>	US11.8.1		2005
73	<i>C</i>	US11.8.2		2005
74	<i>D</i>	US11.8.2		2007
75	<i>B</i>	US11.8.3		2007
76	<i>B</i>	US11.8.3		2008
77	<i>B</i>	US11.8.5	HI 1	2003
78	<i>C</i>	US11.8.5	HI 3	2006
79	<i>D</i>	US11.8.6		2006
80	<i>B</i>	US11.8.7	HI 1	2004
81	<i>D</i>	US11.8.8		2008
82	<i>B</i>	US11.10.1	HI 1	2003
83	<i>A</i>	US11.10.1		2005
84	<i>C</i>	US11.10.2		2004
85	<i>C</i>	US11.10.5		2003
86	<i>B</i>	US11.10.5	HI 3	2003
87	<i>B</i>	US11.11.1		2004
88	<i>C</i>	US11.11.1		2007
89	<i>C</i>	US11.11.2		2006
90	<i>A</i>	US11.11.7		2008