

Chapter 10

Social Studies Smart

**A Guide to Passing
the GED Social Studies Test**

“If you don’t know history, it’s as if you were born yesterday. If you were born yesterday, then any leader can tell you anything.”

—Howard Zinn

The GED Social Studies Test

What is the GED social studies test like? You'll have 50 multiple choice questions to answer in 70 minutes. That means, on average you'll have about $1\frac{1}{4}$ minutes per question. The social studies test will ask you questions based on both readings and visual materials. About 40% of the questions, or 20 questions, will be about a reading of 200 words or less. Another 40% (20 questions) will be about visual materials, like maps, charts and graphs, diagrams, cartoons, or pictures. The final 20% (10 questions) will have a combination of text and images. Map reading, understanding charts and graphs, and interpreting diagrams and pictures are all important skills for the social studies test, but these skills are not difficult to learn.

Often, several questions will be grouped together to apply to one text or image, but overall you'll have more, shorter texts than on the reading test. Most often, there will be one or two questions about a particular short text, chart, map, or picture. A good plan is to aim at finishing one question per minute. That will leave plenty of time to go back to more difficult questions at the end of the test.

The social studies test covers 25% National (U.S. or Canadian) History (12–13 questions), 15% World History (7–8 questions), 15% Geography (7–8 questions), 25% Civics and Government

(12–13 questions), and 20% Economics (10 questions). That’s a lot of material to cover, and not very many questions. The test doesn’t try to check your knowledge of details of historical events, because it can’t. The area it covers is too broad. Anyone might have a broad knowledge of social studies and still be missing an important piece of information about a Civil War battle, so it would be unfair to test people on facts and dates. The social studies test addresses the bigger issues—whether you have a background of understanding against which to read, analyze and interpret information in all these different areas.

Your context for understanding social studies is more important than the details. The GED social studies test is 60% international and 40% national (U.S. or Canada, depending on where you’re taking the test). That means you need a background of thinking about the whole world, not just your own country or local area. Reading about world news can give you a good background for thinking about global issues.

You’ll also need to understand a few important historical documents. In the U.S., you’ll find questions about the Declaration of Independence, the U.S. Constitution, and landmark Supreme Court cases. In Canada, you’ll find questions about the Charter of Rights and Freedoms.

You’ll also find at least one practical document on the social studies test. That means a tax form, voter guide, political speech, or some other document that is important to you, as a citizen. This practical document shows how the big, global and national issues of civics or economics affect individuals like you.

Having a context and background to understand important social studies concepts is one part of the GED test. The other part is having the thinking skills to answer questions about social studies readings or visual information. The thinking skills on the social studies test are broken down into the following categories:

- * About 10 questions (20%) will be **comprehension** questions. These questions want to know if you understood what you read. You'll use skills like restating, summarizing, and inferring.
- * About 10 questions (20%) will be **application** questions. These questions want to know if you can apply what you read about to a new situation. You'll need to understand general principles and examples of those principles.
- * About 20 questions (40%) will be **analysis** questions. These questions want to know if you can understand facts and opinions, make conclusions and relate conclusions to supporting statements and assumptions, recognize persuasive information and evaluate arguments, understand biases and viewpoints, and recognize cause and effect.
- * About 10 questions (20%) will be **evaluation** questions. These questions want to know if you can evaluate information (by its source, objectivity, accuracy, and appropriateness), compare and contrast, and understand how values and beliefs affect decisions.

GED Social Studies Skills

Comprehension Questions

RESTATING INFORMATION AND IDEAS

One of the ways the GED exam tests whether you understand information and ideas is by testing whether you can recognize restated information and ideas. Restated information is the same information, put in different words. This is also known as paraphrasing. It means saying something in a new way, using new words. The GED exam will show you a paragraph of text, and then let you choose which answer contains the same information, in different words. If you can recognize the information, even though it's in different words, then you understood what was said.

Here's an example of a sentence you might see on the GED social studies test:

Antonio Pigafetta, an Italian sailor with Magellan in the 1500s, was one of the first people to notice the International Date Line.

Here is the same idea, restated in new words:

One of the first people who paid attention to the International Date Line was an Italian who sailed with Magellan in the 1500s named Antonio Pigafetta.

Notice that the restated sentence isn't shorter. It's just using different words. Here's a practice question for this skill:

Important Concept:
Eras

Eras are periods of time when important events or trends happened in history. Eras are defined by time and location. This question is about the World War II era. Be prepared to see questions about many different eras on the GED social studies test!

PRACTICE QUESTION

On June 22, 1941, Germany attacked the Soviet Union with three million soldiers, mainly German. Hitler thought the war with Soviet Russia would end in six months or less. It lasted for four years, getting worse and worse. On the Russian front, where Hitler's German tyranny fought Stalin's Russian tyranny, the German army lost. Russia's win over the Germans changed the course of World War II and helped the Allies—England, Russia, and the U.S.—win the war. From 20 million to 27 million Russian people, both soldiers and civilians, lost their lives.

Which of the following statements is true based on the above paragraph?

- 1) The war with Soviet Russia ended in six months.
- 2) More than 27 million Russian soldiers lost their lives.
- 3) Germany's decision to go to war with the Soviet Union turned out as predicted by German strategists.
- 4) The Soviet Union's hard-won defeat of Germany was instrumental in winning World War II.
- 5) Only German soldiers were involved in the attack on the Soviet Union.

PRACTICE QUESTION ANSWER

This question is about recognizing restated information from the paragraph. Answer 1 uses a lot of the same words as are in the paragraph. The paragraph says, “Hitler thought the war with Soviet Russia would end in six months or less,” and the first answer says, “The war with Soviet Russia ended in six months.” You need to pay close attention to the meaning of the words to see that these two sentences are saying something different. The first sentence just says what Hitler thought would happen, and the second sentence says it did happen. Reading the whole paragraph, it becomes clear that Hitler was wrong.

The second answer also uses words similar to those in the paragraph. It says that more than 27 million Russian soldiers lost their lives. Pay careful attention: The reading says that between 20 and 27 million Russians died, but that includes civilians as well as soldiers. It doesn’t say that 27 million Russian soldiers died.

Answer 3 says that the decision to go to war turned out as predicted. According to the paragraph, though, Hitler didn’t expect the war to last long, and he didn’t expect to lose. Answer 5 says that only German soldiers were involved in the attack, but the paragraph says they were *mainly* German.

The correct answer is answer 4. The paragraph says: “Russia’s win over the Germans changed the course of World War II and helped the Allies—England, Russia, and the U.S.—win the war.” This sentence is restated in answer 4: “The Soviet Union’s hard-won defeat of Germany was instrumental in winning World War II.” It says the same thing in different words.

Learn More about Restating:

<http://www.passGED.com/links/restating-or-paraphrasing/>

Learn More about World War II:

<http://www.passGED.com/links/category/world-war-ii/>

FINDING A FACT

Finding a fact is similar to recognizing a restated idea, but the information is not necessarily given in different words. The question will ask about something in the reading, and you'll need to find the correct fact in the reading. A helpful skill in finding a fact is skimming the reading quickly to locate information. You can develop this skill through practice. Remember, reading the question first will help you out. Once you read the question, you'll know what you're looking for in the reading.

Here's an example of finding a fact:

Important Concept:
Supply and Demand

Supply and demand is a fundamental economic concept. Be prepared to see questions about supply and demand on the GED social studies test!

Supply and Demand

Supply and demand shows what the price for something should be. At higher prices, people want (demand) less quantity. At lower prices, people want (demand) more quantity. Think of it like this: More people will buy something priced at \$1 than if the same thing were \$100.

Find-a-Fact Question: What does a supply and demand chart help you find?

The answer is that “**supply and demand shows what the price for something should be.**” A supply and demand chart would help you find the price of an item in a free market.

Learn More about Supply and Demand:
<http://www.passGED.com/links/supply-and-demand/>

Now, here’s a GED practice question about finding a fact.

Important Concept: U.S. Constitution

The United States Constitution is one of the fundamental U.S. documents that might be on the GED social studies test. Pay close attention to the ideas in the Constitution.

We give you the original text from the Constitution plus a plain, modern English version after the question, to make it easier to read. Try the question first without looking at the plain English version.

On the exam, you may need to read and understand the original text without a “translation.” For complete information on these fundamental documents, see the end of *Social Studies Smart*.

PRACTICE QUESTION

FROM THE U.S. CONSTITUTION:

How does a presidential veto work?

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

How would Congress pass a law if the President vetoed, or rejected, it?

- 1) The law would need a two-thirds vote of both the Senate and the House of Representatives.
- 2) The law would need a majority vote of both the Senate and the House of Representatives.
- 3) The law would need the concurrence of both the Senate and the House of Representatives.
- 4) The law would need a unanimous vote of both the Senate and the House of Representatives.
- 5) Congress cannot pass a law after the President has vetoed it.

U.S. CONSTITUTION EXCERPT IN PLAIN ENGLISH:

Everything that the Congress does, except end a session, needs to be approved by the President before it becomes law. If he doesn't approve it, it's called a veto. If the President vetoes a law, Congress can pass it anyway if two thirds of the Congress votes for it.

PRACTICE QUESTION ANSWER

To answer this question, you'll need to find the information in the passage. The question asks how Congress can pass a law if the President has vetoed it. First, you need to understand that a veto is the same as the President "disapproving" the law. You can find the correct answer near the end of the paragraph. The law would need to be "repassed by two thirds of the Senate and House of Representatives." In other words, two thirds of the Congress would need to vote for the law. That's answer 1.

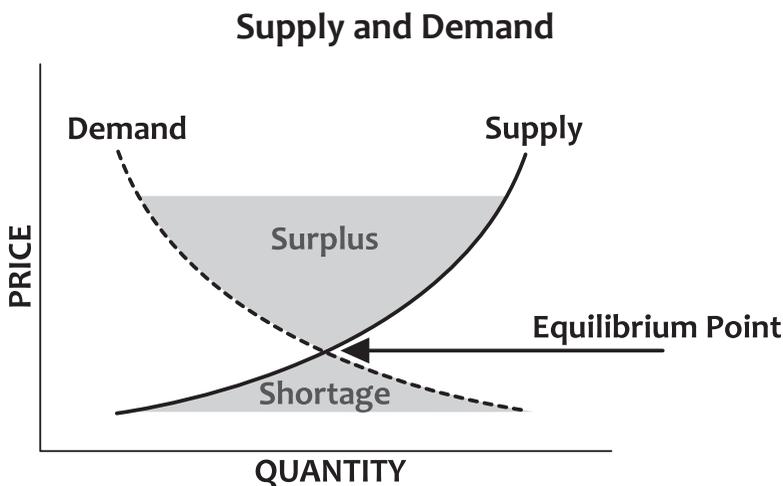
Learn More about the U.S. Constitution:
<http://www.passGED.com/links/the-us-constitution/>

CHARTS AND GRAPHS

The GED social studies exam asks you to find information on charts and graphs, as well as in text. Charts, graphs, and tables are different ways to see and understand information. Take a look at the following chart.

Important Concept:
Supply and Demand

Supply and demand is a fundamental economic concept. Be prepared to see questions about supply and demand on the GED social studies test!



What does this chart tell you? At higher prices, people want (or demand) lower quantities. In other words, people don't want to buy as much when the prices are higher. At higher prices, businesses want to make (supply) bigger quantities. In other words, businesses want to sell more when the prices are higher. Makes sense! The equilibrium point is the place where supply and demand meet. The equilibrium point gives the price the item should sell for on an open market, when the same number of people want to buy and sell an item.

Learn More about Charts and Graphs:

<http://www.passGED.com/links/charts-graphs-and-tables/>

MAIN IDEAS AND SUMMARIES

On the GED social studies test, it's important to recognize the main idea of what you're reading. What's the writer trying to say? What does the writer mean? What's the point? The main idea is the point the writer is trying to make and the focus of what

you're reading. You need to boil down the information to the big ideas.

A summary is related to a main idea. A summary is a shorter way to say something, so it gives the main idea in fewer words. Summaries focus on retelling or restating the main idea of the reading.

In text, the best places to focus on to look for the main idea are at the beginning and at the end. The beginning and end of text often contains an introduction or conclusion that tells you the main idea. That's not always the case, though. The summary of a paragraph needs to relate to the whole paragraph, not just one part.

Here's an example of a paragraph you might find on the GED social studies exam:

Fort Smith is located in Surry County, Virginia. The historic significance of this site dates back to 1614, when English settler John Rolfe married his Native American bride, Pocahontas. Pocahontas's father, Chief Powhatan, gave the newlyweds land as a present, and included in that land was a small brick house, across the James River from Jamestown. Pocahontas and John Rolfe lived in this house, now Fort Smith, during the first years of their marriage.

A summary of the main idea might read:

In 1614, what is now Fort Smith was a wedding present from Chief Powhatan to John Rolfe and Pocahontas.

A GED social studies question about main ideas can be asked in many different ways. It will include a paragraph, picture, or

chart, and you'll need to identify the main idea from among several answer choices. Here is an example question:

PRACTICE QUESTION

The Federalist Papers are a group of articles written by Alexander Hamilton and other Founding Fathers of the U.S. The Federalist Papers try to get people to agree with the United States Constitution. Seventy-seven of the 85 articles were printed in *The New York Packet* and *The Independent Journal* between 1787 and 1788. The authors hoped that the articles would get people to like the Constitution and get more states to vote for the Constitution. Today, the Federalist Papers show how the Founding Fathers, who wrote the Constitution, thought about the Constitution and what the Constitution means.

Which of the following is the best explanation of what the Federalist Papers are?

- 1) The Federalist Papers are 85 articles printed in *The New York Packet* and *The Independent Journal* between 1787 and 1788.
- 2) The Federalist Papers, written by the Founding Fathers to gain support for the Constitution, explain what the Constitution meant to the Founding Fathers.
- 3) The Federalist Papers are newspapers that show the Federalist point of view of the Founding Fathers.
- 4) The Federalist Papers, written by *The New York Packet* and *The Independent Journal*, were an attempt to get states to vote down the Constitution.
- 5) The Federalist Papers are *The New York Packet* and *The Independent Journal*.

PRACTICE QUESTION ANSWER

This question asks you for an explanation of the Federalist Papers. Since the whole paragraph talks about the Federalist Papers, the question is really asking for a summary of the paragraph. What's the main idea of what the Federalist Papers are, not just a detail about them?

Answers 3, 4, and 5 are incorrect. They are untrue, according to the text. Answer 1 is not untrue, but it gives a detail about the Federalist Papers, not a main idea. It's not a very good explanation of what the Federalist Papers are, because it does not tell what's in the Federalist Papers, why they were written, or why they're important. The best answer is answer 2.

Learn More about Main Ideas:

<http://www.passGED.com/links/main-ideas/>

Learn More about the Federalist Papers:

<http://www.passGED.com/links/the-federalist-papers/>

IMPLICATIONS AND INFERENCES

One of the ways the GED exam tests whether you understand what you read is by testing whether you can make an assumption based on what you read. The assumption must be clear from the text. There's not any doubt that it's true, based on what you read. This assumption is called an inference. It's a conclusion or judgment based on information in the reading. It isn't directly stated, but you can guess it's true based on the text.

An inference is often based on an *implication* in what you read. An implication is a hint or suggestion. The text hints,

or implies, that something is true. If you can pick up on the implications in the text, it shows you understand what you've read.

Here's an example of text you might find on the GED social studies test:

Apartheid in South Africa was a group of laws that did not allow black people to have the same jobs as whites, live in the same areas, or have the same education. Here are some figures comparing blacks and whites in South Africa in 1978, under apartheid.

Apartheid and the People of South Africa		
	<i>Blacks</i>	<i>Whites</i>
Population	19 million	4.5 million
Land Allocation	13 percent	87 percent
Share of National Income	< 20 percent	75 percent
Ratio of Average Earnings	1	14
Minimum Taxable Income	360 rands	750 rands
Doctors/Population	1/44,000	1/400
Infant Mortality Rate	20% (urban) 40% (rural)	2.7%
Annual Expenditure on Education per Pupil	\$45	\$696
Teacher/Pupil Ratio	1/60	1/22

Figure 1: Disproportionate Treatment circa 1978. Source: [Leo80]

Source: <http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html>

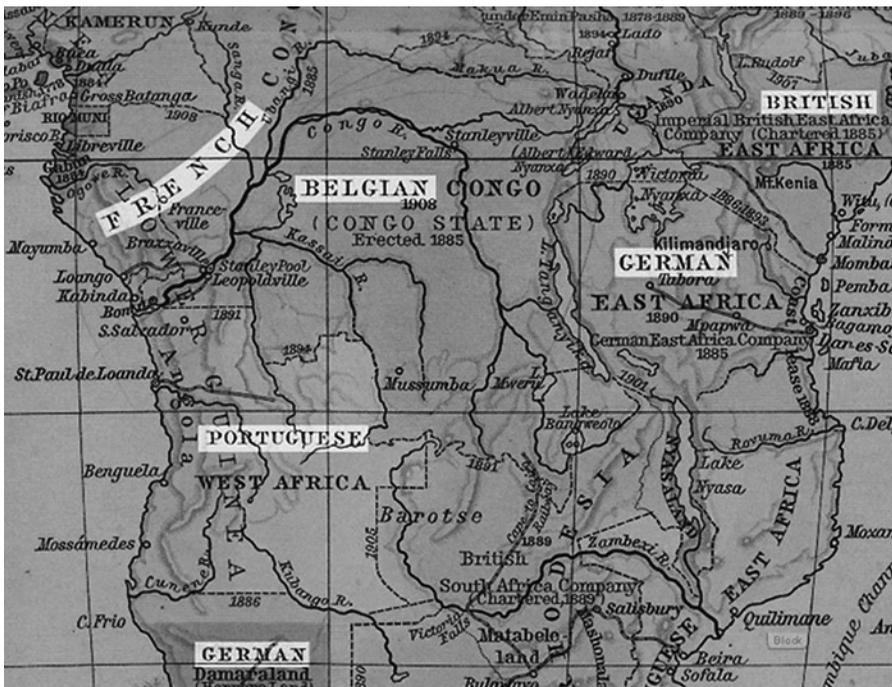
Here's one inference you might make from this text: Apartheid kept black South Africans uneducated. There's a reason for the inference in the text: If only \$45 dollars was spent to educate each black child, and there was 1 teacher for every 60 black children, black children were probably uneducated. The inference must be based on something in the text.

Here's another inference you might make from the same text: The apartheid laws were put in place by white people. There's a reason for this inference in the text, too: Since apartheid laws were so unfair to blacks, it's unlikely that black people put them in place.

Here's a practice question about making inferences:

PRACTICE QUESTION

Partial Map of Africa, 1911



Based on this map:

- 1) The locations of mountains in Africa has changed significantly since 1911.
- 2) West Africa is actually in the east.
- 3) East Africa is actually in the west.
- 4) Portugal was one of the few nations with no relationship to Africa.
- 5) Europe had a large influence over Africa in 1911.

PRACTICE QUESTION ANSWER

The question gives a number of statements. Which one is a good inference based on the information on the map? Some of the answers are false. Answers 2 and 3 are incorrect. The map shows West Africa on the western side of Africa and East Africa on the eastern side. Answer 1 is not right, because there's no information about whether the location of mountains have or have not changed. Answer 4 is incorrect, because the name "Portuguese West Africa" *implies* that Portugal was active in Africa. In fact, the European names of the countries imply that answer 5 is correct: Europe had a large influence over Africa in 1911.

Learn More about Implications and Inferences:

<http://www.passGED.com/links/inferences/>

Learn More about Africa, including Colonization and Apartheid:

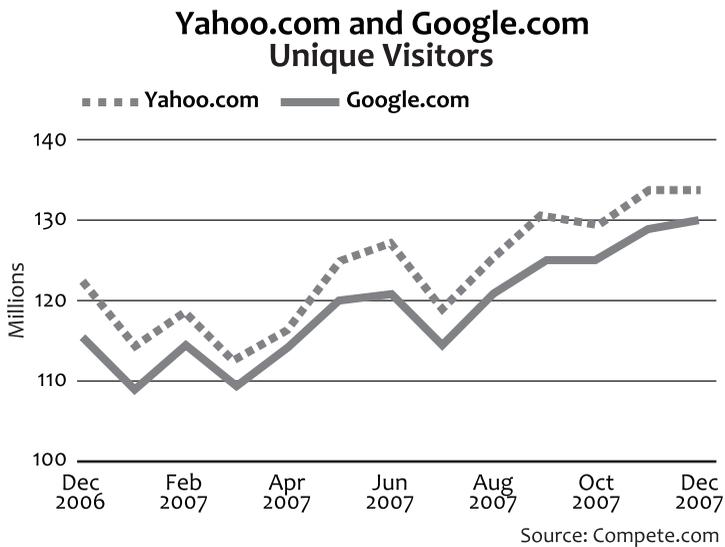
<http://www.passGED.com/links/category/africa/>

Application Questions

RECOGNIZING A PRINCIPLE

Application questions are about principles, fundamental or general ideas that can apply to many different situations or circumstances. The first step in applying a principle is being able to recognize one. It's important to be able to look at information and see if there's a principle at work. Can you generalize? Can you look at the information and see a guiding principle behind what's happening? To recognize a principle, look at the information. See what's happening. And then think about why it might be true.

Here's an example of some data that might show you a principle:



This graph compares how many people went to Google.com and Yahoo.com between the months of December 2006 and December 2007.

What can you tell from the graph? The two graphs go up and down at the same times, so the number of people going to Google.com and Yahoo.com go up and down at the same times. The same factors probably change how many people visit both sites.

The graph shows a principle: The same factors affect how many people visit Google and how many people visit Yahoo.

Here's a practice question that asks you to recognize a principle:

PRACTICE QUESTION

California Cities



Important Concept: Geography and Behavior

The geography of our land, how the world is laid out, affects human behavior. Be prepared to see questions about how geography affects human behavior on the GED social studies test!

Based on this map:

- 1) Cities tend to be located in deserts.
- 2) Cities tend to be located in mountains.
- 3) Cities tend to be located near water.
- 4) Cities tend to be located near national parks.
- 5) Cities tend to be located in the center of states.

PRACTICE QUESTION ANSWER

The principle you can see from this map is that cities tend to be located by water. It makes sense. Travel is easier near water, and there are more resources. It's easier to grow crops, and there are more plants already growing.

Learn More about Geography:

<http://www.passGED.com/links/category/geography/>

APPLYING A PRINCIPLE

Recognizing a principle is only half your task. The GED social studies test also asks you to apply the principles you recognize to new situations. Here's the same principle you recognized in the previous practice question:

California Cities

This map shows the principle that cities tend to be near water.

By applying this principle to a new location, such as Australia, you might guess that big cities in Australia are probably on the

coast. You'll find that it's true. Most of the cities in Australia are around its coast.

One of the places you'll find fundamental principles is in the U.S. government. The Constitution lays out basic principles that are the foundation of our laws. The U.S. Supreme Court makes important decisions about laws by *applying the principles of the Constitution* to court cases. You should be familiar with some of the important principles of U.S. law and how they are applied by the Supreme Court.

Important Concept: The Bill of Rights and Landmark U.S. Supreme Court Cases

The Bill of Rights is the common name for the first 10 amendments to the U.S. Constitution. As an important part of the Constitution, the Bill of Rights or concepts from the Bill of Rights are likely to be on the GED social studies exam.

Landmark U.S. Supreme Court cases are another source of fundamental U.S. government documents. Find more information about the Bill of Rights and landmark U.S. Supreme Court cases at the end of *Social Studies Smart*.

Learn More about the Bill of Rights:
<http://www.passGED.com/links/the-bill-of-rights/>

THE FIRST AMENDMENT OF THE UNITED STATES CONSTITUTION:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

This amendment states basic principles of U.S. law:

Freedom of Religion

The government cannot make laws restricting religion.

Freedom of Speech and Assembly

The government cannot make laws restricting what people say or against people protesting.

The U.S. Supreme Court makes rulings by applying these principles to specific cases or examples.

EXAMPLE OF FREEDOM OF RELIGION:

In 1961, the Supreme Court ruled that the state of Maryland cannot require people to swear that they believe in God to hold office.

EXAMPLE OF FREEDOM OF SPEECH AND ASSEMBLY:

In 1989, the Supreme Court ruled that the state of Texas could not jail Gregory Lee Johnson for protesting Ronald Reagan's policies by burning a U.S. flag.

THE FIFTH AMENDMENT OF THE UNITED STATES CONSTITUTION:

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

This amendment states basic principles of U.S. law:

Double Jeopardy	No one can be tried twice for the same crime.
Self-Incrimination	No one can be forced to give testimony against him- or herself.
Due Process	No one can be killed, sent to prison, or fined without a trial or hearing.

The U.S. Supreme Court makes rulings by applying these principles to specific cases or examples.

EXAMPLE OF DOUBLE JEOPARDY:

In 1969, the Supreme Court ruled that the state of Maryland, when it needed to re-try a man convicted of burglary because of a change in the law, could not add the charge of larceny because he was found not guilty of larceny during the first trial.

EXAMPLE OF SELF-INCRIMINATION:

In 1966, the Supreme Court instituted the reading of “Miranda Rights” to suspects when it ruled that the police could not use the statements of people they questioned unless the police made the suspects aware that they did not have to give the police information.

EXAMPLE OF DUE PROCESS:

In 1975, the Supreme Court decided that education was protected by due process, and that a student could not be suspended (denied education) without a hearing (due process).

Here’s a GED practice question about a principle in the U.S. Constitution’s Bill of Rights:

*PRACTICE QUESTION****THE FOURTH AMENDMENT OF THE UNITED STATES CONSTITUTION:***

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

In 1914, the Supreme Court ruled that the Federal government could not convict Freemont Weeks of illegal gambling because the evidence against him was found during a search of his home without a warrant. What right was the Supreme Court upholding in this decision?

- 1) The right to be secure in your person.
- 2) The right to protection against unreasonable search and seizure.
- 3) The right to being supported by oath or affirmation.
- 4) The right to protection against self-incrimination.
- 5) The right to have probable cause to protect against double jeopardy.

PRACTICE QUESTION ANSWER

The fourth amendment establishes the necessity for protection against unreasonable search and seizure. It says that in order to search someone or their home or property, the police must show evidence (“probable cause”) of why they are searching and what they are searching for. The correct choice is answer 2. The 1914 Supreme Court case applies the principle of protection against unreasonable search and seizure to a particular case. The authorities searched Weeks’ home without a warrant. Since the fourth amendment requires a warrant, the Supreme Court upheld that the search was illegal, and the government could not convict Weeks with evidence obtained unconstitutionally.

IDENTIFYING EXAMPLES OF A PRINCIPLE

The GED test might ask you to identify what principle is being illustrated, but it also might ask you to identify an example of a principle. You'll need to recognize which example in the answer choices illustrates the principle. If you understand the basic principle, you can understand which example illustrates it.

Here's an example of a GED question that asks you to identify an example of a principle.

PRACTICE QUESTION

The world is divided into time zones to reflect the local perceived time, since the sun is visible in a different portion of the sky from different locations on Earth. As you travel quickly westward in a plane or other fast-moving vehicle, you “lose” time because you travel through different time zones.

Which of the following is an example of the principle of losing time?

- 1) When you fly across the U.S. from Los Angeles to New York, you need to set your watch forward three hours when you arrive.
- 2) When you fly across the U.S. from New York to Los Angeles, you need to set your watch backward three hours when you arrive.
- 3) When you take a train from Seattle, Washington south to San Diego, California.
- 4) When you fall asleep on an airplane and lose track of the time.
- 5) When you travel to Alaska and the days are shorter because you're closer to the North Pole.

PRACTICE QUESTION ANSWER

To answer this application question, you need to understand the principle of “losing time.” What’s a real-life instance of losing time while traveling, by passing through time zones? When you set your watch backwards, as in answer 2, you’re actually *gaining* time. It’s three hours earlier than it feels like to you, so you have an “extra” three hours. But when you set your watch forward, as in answer 1, you’re losing time. Answer 1 is an example of the principle of losing time.

Analysis Questions

FACTS AND OPINIONS

Analysis questions ask you to think about and categorize information. One of the skills on the GED social studies test is being able to tell the difference between facts and opinion. A fact is a statement that is true. Facts can be checked and proved to be true. An opinion is a belief, conclusion, or value judgment based on facts. It gives someone’s views or beliefs. Opinions and facts can often be found side-by-side in writing. Here’s an example of a paragraph you might find on the GED social studies test:

In capitalism, the economy is based on different businesses competing with each other, with as few rules as possible. Unfortunately, an economy where there are few rules will have problems over time. Socialism has an economy that is mainly controlled by the government, and so socialism will have a better economy over time.

The first sentence is a fact. This is the definition of capitalism. The second sentence is an opinion. It gives the writer's beliefs about what will happen to a capitalist system over time. The third sentence contains both a fact and an opinion. It gives a definition of socialism, a fact, and it gives an opinion, the value judgment that socialism will have a better economy. Words like "unfortunately" or "better" show value judgments and indicate the writer's opinion.

Here's an example of a GED question about facts and opinions:

PRACTICE QUESTION

On July 16, 1945, the U.S. held its first successful test of an atomic bomb. The end of World War II was near. To end the war in Japan, the U.S. tragically dropped a nuclear bomb on Hiroshima, Japan. Dropping a bomb on Hiroshima was not needed to win the war. The U.S. did not even give enough time for Japan to realize the terrible effects of the bomb before bombing Nagasaki. This display was not just to end the war. The costs for creating the atomic bomb were a staggering \$2 billion. The display of might at Hiroshima and Nagasaki was intended to justify the cost of developing the bomb and put the U.S. in a powerful position over the Soviet Union.

Which of the following statements is an opinion, not a fact?

- 1) The U.S. dropped a nuclear bomb on Hiroshima, Japan.
- 2) The costs for creating the atomic bomb were \$2 billion.
- 3) Dropping a bomb on Hiroshima was not needed to win the war.
- 4) On July 16, 1945, the U.S. held its first successful test of an atomic bomb.
- 5) None of the above.

PRACTICE QUESTION ANSWER

The paragraph contains a lot of clues to the writer’s opinion. Words like “tragically” and “staggering” give opinions, but when those words are removed from the sentences, the rest of the sentences are factual. The cost for creating the bomb can be checked and verified. The U.S. did drop a nuclear bomb on Hiroshima. This fact can be checked from historical records and accounts. The only answer that gives an opinion is that dropping a bomb on Hiroshima was not needed to win the war. Whether the bomb was necessary is an opinion, not a fact.

Learn More about Facts and Opinions:

<http://www.passGED.com/links/facts-and-opinions/>

SHOWING INFORMATION IN PICTURES

The GED social studies exam tests your ability to understand how showing information in a different way has a different effect. Pictures and images are an important part of the GED social studies exam, and pictures give us information differently than words. Remember the phrase, “A picture is worth a thousand words”? Pictures can sometimes give better (or just different) information than words.

Here’s an example.

Apartheid in South Africa was a group of laws that did not allow black people to have the same jobs as whites, live in the same areas, or have the same education. Here is a photo showing an example of an apartheid law.



Photo by Guinnog

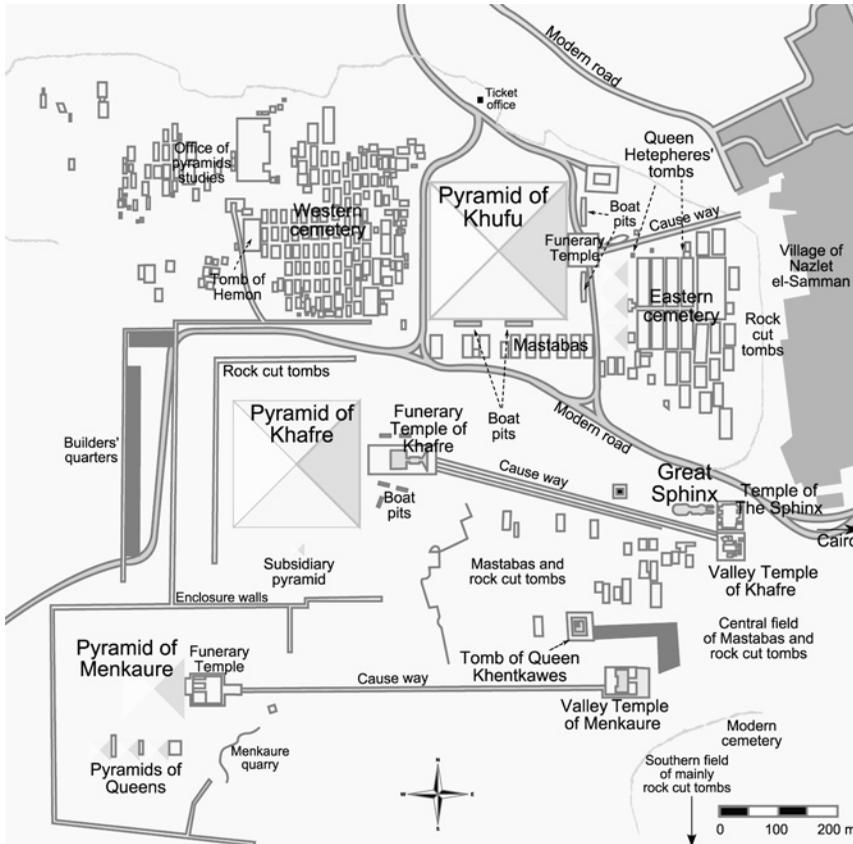
Source: <http://commons.wikimedia.org/wiki/File:DurbanSign1989.jpg>

Why show a photograph of this sign instead of just giving the text of the sign? The photograph shows the law, that the beach is only for whites. But it also gives a context. Seeing the official-looking sign makes the law seem real, and the kids playing in the water let you see what non-white people are being denied.

Following is a GED practice question about showing information in images.

PRACTICE QUESTION

This map shows the ancient pyramids in Giza, Egypt.



Graphic by MesserWoland

Source: [http://commons.wikimedia.org/wiki/File:Giza_pyramid_complex_\(map\).svg](http://commons.wikimedia.org/wiki/File:Giza_pyramid_complex_(map).svg)

What kind of information does the map show that a photograph might not show?

- 1) What the pyramids look like
- 2) The type of ground the pyramids are on
- 3) The color of the pyramids
- 4) The damage that's been done to the pyramids over time
- 5) How far away different pyramids are from each other

PRACTICE QUESTION ANSWER

The map doesn't give you some information that you might see in a photo, like what the pyramids look like, what type of ground they're on, what color they are, or how they've been damaged over time. That's information you might see by looking at the pyramids. A map does give you other types of information, such as how far away different pyramids are from each other. The map has a scale that lets you see distances. The correct choice is answer 5.

SHOWING INFORMATION IN CHARTS AND GRAPHS

In addition to pictures, the GED social studies exam also expects you to understand information in charts, graphs, and tables. Each way of showing data has different benefits, and points out different ideas about the data.

The American Civil War lasted from 1861 to 1865 and was fought between the northern Union states and the southern Confederacy states, which wanted to break away from the United States. Following is the same data, or information, about the American Civil War presented in two different ways.

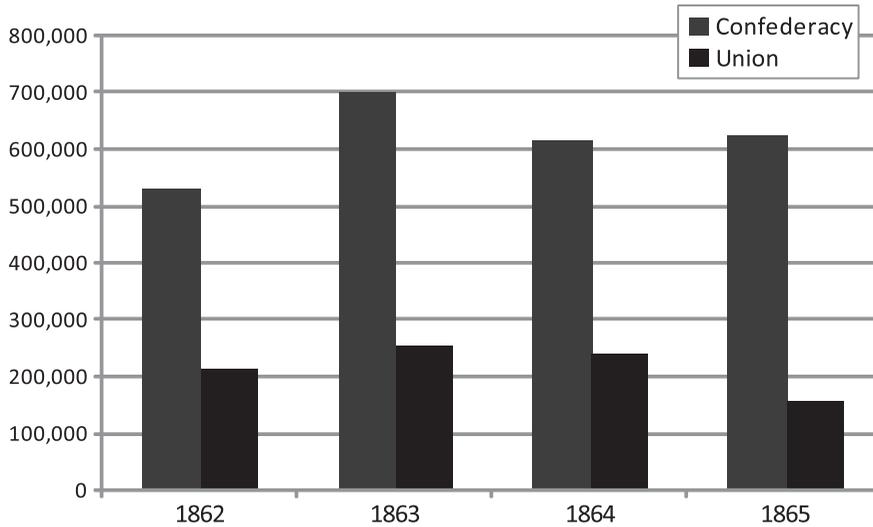
Learn More about the American Civil War:

<http://www.passGED.com/links/category/american-civil-war/>

Learn More about Charts, Graphs, and Tables:

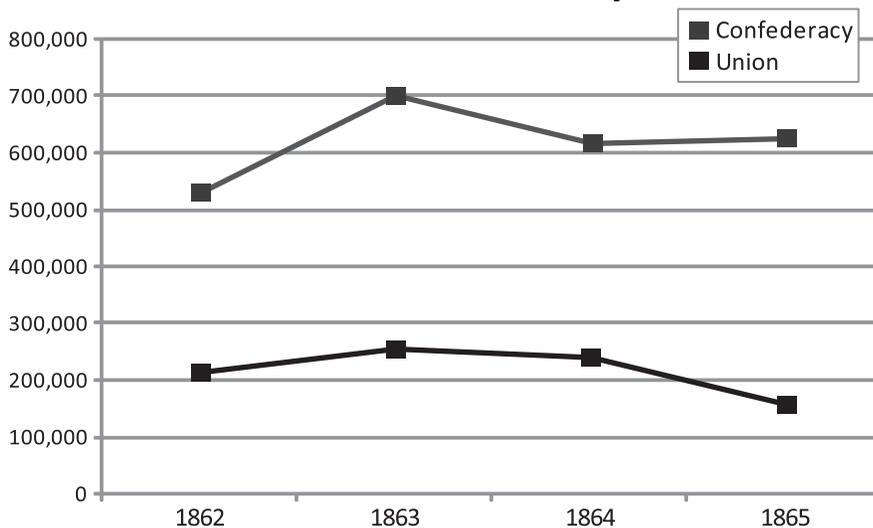
<http://www.passGED.com/links/charts-graphs-and-tables/>

Number of Troops



This chart emphasizes how many more troops the confederacy had than the union, because it's easy to visually compare the height of the bars.

Number of Troops



This chart emphasizes how the number of troops in the confederacy and the union changed over time, because your eye follows the line across the chart.

CONCLUSIONS

The GED social studies exam tests your ability to analyze conclusions and support for conclusions. A conclusion is like an opinion. It is an idea or interpretation based on facts. Facts and reasoning are used to support a conclusion, or argue that it's true. A conclusion without any support is not very convincing.

Here's an example of some text you might read on the GED social studies exam:

The Underground Railroad was an escape route for slaves to get from the South to free states in the North or Canada. No single person or organization ran the Underground Railroad. Instead, it was a web of people who each helped runaway slaves through a particular part of the route. Between 1810 and 1850, the Underground Railroad helped an estimated 100,000 slaves escape. This staggering number shows the effectiveness of the Underground Railroad.

The writer makes a conclusion: that the Underground Railroad was effective. The paragraph contains support for that conclusion: the estimated number of slaves it helped escape. The supporting statement gives the reason why the writer thinks the Underground Railroad is effective.

Following is a practice question about support and conclusions.

PRACTICE QUESTION

In 1945, the U.S. dropped the first two atomic bombs at Hiroshima and Nagasaki, ending World War II. This was a needed step to save lives. William Shockley did a study for the U.S. Secretary of War. This study said that if the U.S. attacked Japan, 1.7 to 4 million Americans would be hurt, and 400,000 to 800,000 would die. Five to ten million Japanese people would die. The total number of deaths at Hiroshima and Nagasaki was around 200,000. The need to use a nuclear weapon is appalling to humanity. However, if the U.S. had attacked Japan traditionally, more people would have died than the number who died at Hiroshima and Nagasaki. Measured in human life, the bombings were necessary.

Which of the following statements supports the author's conclusion that the U.S. bombings at Hiroshima and Nagasaki were necessary and saved lives?

- 1) In 1945, the U.S. dropped the first two atomic bombs at Hiroshima and Nagasaki, ending World War II.
- 2) William Shockley did a study for the U.S. Secretary of War.
- 3) This study said that if the U.S. attacked Japan, 1.7 to 4 million Americans would be hurt, and 400,000 to 800,000 would die.
- 4) The need to use a nuclear weapon is appalling to humanity.
- 5) Measured in human life, the bombings were necessary.

PRACTICE QUESTION ANSWER

Each of the answers is a statement from the paragraph. Your job is to decide which one supports the author's conclusion, that the U.S. bombings were necessary and saved lives. Answer 1 gives a fact, that the U.S. dropped the bombs. But it doesn't give any reason why the bombings were necessary. Answer 2 has the same problem. It gives a fact, that Shockley did a study. It doesn't say what the study said, or give any reason for the author's conclusion. Answer 3 does give a reason. It tells how many Americans might have been hurt or died. The author supports his conclusion by comparing the number of deaths their might have been without dropping the bombs to the number of deaths that occurred. Answer 3 is correct.

Answers 4 and 5 are incorrect because they give opinions, not facts or support for the author's conclusion.

CAUSE AND EFFECT

The GED social studies exam expects you to be able to recognize cause and effect. An effect is something that happens as a result of something else, and a cause is why that thing happened. The cause is the reason for the effect. Understanding cause and effect helps you evaluate arguments, opinions, and conclusions.

Cause and effect is easy to understand, but it can be complex to apply to real-life problem. Two things happen at once. Which one is the cause, and which one is the effect? Maybe there's another, more complex relationship. Here's an example:

In America, the number of ice cream sales and the number of car thefts both go up at the same time. This is called a correlation. Whenever ice cream sales go up, car thefts become more common. This doesn't mean there is a cause and effect relationship between ice cream sales and car thefts. In fact, both are caused by weather. On hot days, people want ice cream. On hot days, people also leave their car windows down, which makes their cars easier to steal. The correlation between ice cream sales and car thefts is explained by a common cause: hot weather.

Identifying cause and effect can be important. Historians want to know what caused different events in history to occur. Economists want to know what causes prices to rise and fall, or what causes more jobs to be created. Geographers want to know what the effect of geography is on human civilization. So, cause and effect is found throughout social studies. You can even use what you know about cause and effect to predict the results of some situations.

Following is a GED practice question about cause and effect.

PRACTICE QUESTION

Spanish Conquest of Mexico**1519–1521**

In April of 1519, 11 Spanish ships landed on Mexico's coast. Hernán Cortés was the leader of over 500 Spanish soldiers and sailors on the ships. The local people, called Totonac Indians, greeted the Spanish and gave them gifts. Cortés knew that there was a large area inland that was ruled by the Aztec people. Cortés asked to meet with the Aztec ruler, Moctezuma II.

Cortés came to Mexico to find riches and land for Spain, but the Aztec people did not know this. The Aztecs were impressed by the Spanish guns and horses, which the Aztecs did not have. The Aztecs were also expecting the return of the god Quetzalcoatl, and they thought that the strangers from the sea could be Quetzalcoatl or his messengers.

Which of the following is most likely to happen?

- 1) Cortés will be touched by the Aztec people's gifts and not take their land for Spain.
- 2) Cortés will convince the Aztec people to peacefully give all their land and wealth to Spain.
- 3) The Aztecs will realize what Cortés is doing and defeat Cortés and the Spanish.
- 4) The Aztecs will be taken over by Cortés and the Spanish because the Aztecs will not be prepared to fight the Spanish.
- 5) The Aztecs will be taken over by the Spanish, but Cortés will not participate.

PRACTICE QUESTION ANSWER

The text gives you some causes and an effect:

Causes The Spanish and their guns and horses seemed strange to the Aztecs.

According to the Aztec religion, the god Quetzalcoatl would return soon.

Effect The Aztecs thought the Spanish might be related to the god Quetzalcoatl.

The text also tells you that Cortés wanted riches and land for Spain. What is the most likely effect of this situation? The Aztecs don't know who Cortés really is or what he wants. Cortés is looking for money and land. Cortés is unlikely to change his mind because of the Aztecs' gifts, and the Aztecs are unlikely to peacefully give away their land. There is nothing to indicate that the Aztecs will realize what Cortés is doing, and there's nothing to indicate that Cortés might not participate in trying to take over the Aztecs. The best choice is answer 4.

Learn More about Cause and Effect:

<http://www.passGED.com/links/cause-and-effect/>

POINT OF VIEW

Point of view is important in understanding historical situations and interactions between people. Everyone has different opinions, ideas, and beliefs. Different people, living in different places and times, see things in different ways. A point of view is the way someone looks at an issue or idea.

Social studies deals with people from different times throughout history and different cultures around the world. A person's culture is important to his or her point of view. When Cortés first contacted the Aztecs, each group looked at the situation differently. Cortés and the Spanish believed that they were superior to, or better than, the people of Mexico. They thought that it was the right thing to do to take over Mexico for Spain and make the local people Spanish citizens. The Aztecs did not realize that Cortés wanted to take over their land and did not understand the Spanish guns and horses, which they had never seen. From their point of view, the strange-seeming Spanish people could have been gods. Here's an example showing point of view:

Trade Between China and Europe

1517–1800

When Europeans began to trade with China, the Chinese were already using a tribute system to gain power over other local nations. In the tribute system, a government had to give China "tribute." A tribute was not only giving a gift; it was also recognizing how important China was. From the Chinese point of view, a nation giving tribute to China was showing that China was the most important country in the world. When Europeans arrived to trade, the Chinese saw Europe's countries as lesser states, just like Siam, Japan, and other Asian nations. On the other hand, the Europeans did not think of China as better than them. To Europe's nations, the tribute system was just a way to trade with China.

POINT OF VIEW

The Chinese had a different point of view than the Europeans. The Europeans paid "tribute" to China so that they

could trade with China. The Chinese felt the Europeans were acknowledging China as superior, or better than them. The Europeans thought of it more like paying a fee to trade with China.

THE PERSUASIVE ARGUMENT

Point of view is also important in understanding persuasive arguments. The GED social studies exam tests if you can recognize and understand a persuasive argument. *Persuasion* is when someone or something tries to change the way you think about a topic. Persuasion can take many forms, including speech, text or even a picture. A persuasive argument tries to convince you of something.

Here's an example of a persuasive argument:

In theory, subsidies (money given by the government to businesses) help American farmers compete with foreign farms. This may be true in the short term, but what about the big picture? Yes, subsidies may help farmers right now, but what happens later? Subsidy payments, once begun, are very difficult to stop. Big businesses try to make the government keep giving them money long after they don't need it anymore. People like you and me pay for these subsidies, and this hurts the whole country. Subsidies may work in the short term, but they are a bad idea.

The author is trying to persuade you that subsidies are a bad idea because they end up costing you money and paying big business. The author gives you evidence and a conclusion, and the evidence is designed to persuade you that the conclusion is true. This is one of many issues where arguments can be made on each side. It's important to understand that the writer isn't interested

in showing you both sides of the issue. The writer only wants to persuade you to believe one opinion.

Here's an example GED question about persuasive arguments:

PRACTICE QUESTION

Between 1920 and 1933, drinking alcohol was illegal in the United States. This period is called Prohibition. Read the following passage from an article about Prohibition:

“National prohibition of alcohol (1920–33)—the ‘noble experiment’—was undertaken to reduce crime and corruption, solve social problems, reduce the tax burden created by prisons and poorhouses, and improve health and hygiene in America. The results of that experiment clearly indicate that it was a miserable failure on all counts. The evidence affirms sound economic theory, which predicts that prohibition of mutually beneficial exchanges is doomed to failure.”

From “Alcohol Prohibition Was a Failure” by Mark Thornton,
http://www.cato.org/pub_display.php?pub_id=1017

Which of the following statement best expresses the writer’s point of view about Prohibition?

- 1) The writer is for Prohibition, because he believes it can reduce crime and corruption.
- 2) The writer is for Prohibition, because he believes it can solve social problems and reduce taxes.
- 3) The writer is for Prohibition, because he believes it can improve health and hygiene in America.
- 4) The writer is against Prohibition, because he believes the goals of Prohibition cannot be accomplished by limiting business.
- 5) The writer is against Prohibition, because he believes it’s morally wrong to stop people from selling alcohol.

PRACTICE QUESTION ANSWER

The writer is against Prohibition, but his opinion is more specific than that. The writer called Prohibition a “miserable failure” and says that outlawing any “mutually beneficial exchange”—an exchange of goods, services, or money that’s good for both people involved—is a bad idea. The use of strong words like “miserable” and “doomed” shows that the writer has a strongly held opinion against Prohibition. The writer isn’t opposed to the *goals* of Prohibition, but he believes that Prohibition cannot solve problems. He believes that limiting business (a mutually beneficial exchange, where one party gains money and another party gains goods) cannot be successful. It is “doomed to failure,” in his words. He doesn’t say it’s morally wrong, only that it cannot succeed.

Learn More about Persuasive Arguments:

<http://www.passGED.com/links/persuasive-arguments/>

Learn More about Prohibition:

<http://www.passGED.com/links/prohibition/>

Evaluation Questions

HOW GOOD IS AN ARGUMENT?

The GED exam expects you to recognize points of view, arguments, and conclusions. An argument is the facts and logic used to support a conclusion, and the GED expects you to analyze arguments. How good is a person’s support for his or her opinion? Can you tell a good argument from a poor argument? If an argument is good, it will have good reasons why it’s true. It’s not enough that there *might* be good support for the argument

somewhere. The support for the argument needs to be stated with the argument.

Here's an example of an argument:

Tax breaks for big businesses are important. While most people may not see how businesses paying less taxes helps them right away, when big businesses pay less taxes, they make more money. Businesses that make more money charge less for goods and make more jobs. That means lower prices and more jobs. What's good for business is also good for you.

This argument uses logic to say why lower taxes for businesses is good for everyone. But is it good logic? The writer does not give any facts, and does not give any evidence that businesses will lower prices and add jobs if they pay less in taxes. The argument is not very well supported in this one paragraph because there are no facts. This paragraph might be a good introduction to a longer essay that included facts, examples, or studies to support the generalizations in the paragraph.

Learn More about Making Good Arguments:

<http://www.passGED.com/links/making-good-arguments/>

COMPARING AND CONTRASTING

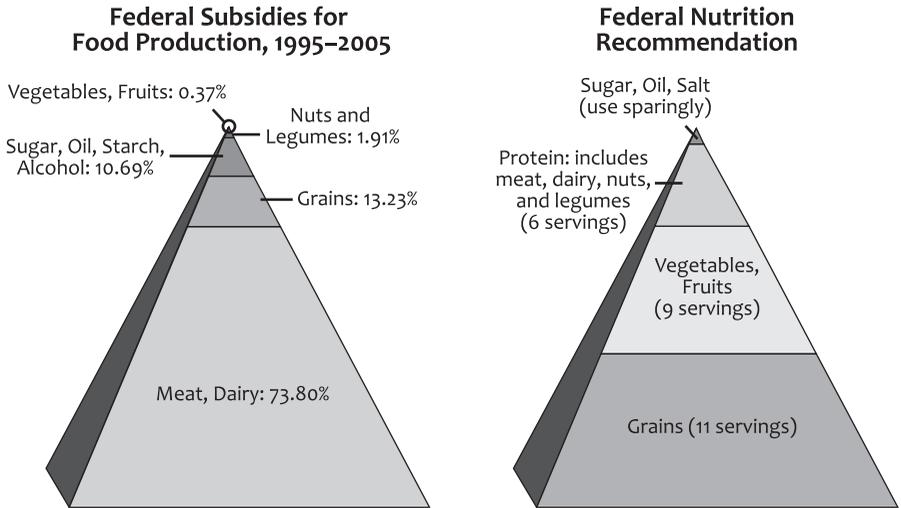
The GED test may ask you to compare and contrast different ideas, points of view, or events. When you make comparisons, you can evaluate conclusions or evidence, ways of presenting information, or interpretations of ideas.

The following GED question asks you to compare:

PRACTICE QUESTION

Compare the following presentations of information:

Why Does a Salad Cost More Than a Big Mac?



Source: http://www.pcrm.org/magazine/gmo7autumn/health_pork.html

	Federal Subsidies for Food Production, 1995–2005	Federal Nutrition Recommendations
Vegetables and Fruits	.37%	9 servings
Nuts, Legumes, Meat, and Dairy	75.71%	6 servings
Grains	13.23%	11 servings
Sugar and Oil (subsidies include starch and alcohol)	10.69%	Use sparingly

Which of the displays of the same data shows greater desire to persuade on the part of the author?

- 1) The table
- 2) The pyramid charts
- 3) Neither the table nor the pyramid chart is an attempt to persuade.
- 4) Both the table and the pyramid chart attempt to persuade equally.
- 5) The federal subsidies on the pyramid chart, but the nutrition recommendations in the table

PRACTICE QUESTION ANSWER

This question asks you to analyze the presentation of information, but it also asks you to evaluate the differences between two presentations. You need to use your skills in recognizing point of view to compare which chart is more geared toward persuasion. The best choice is answer 2. The pyramid charts give a visual comparison of two kinds of information in order to persuade the viewer that federal food subsidies are not well balanced. The title of the chart shows that the author is trying to promote a specific point of view about health.

HOW VALUES AND BELIEFS AFFECT DECISIONS

Social studies is really about people. The GED social studies exam wants you to recognize that the decisions made throughout history are human decisions, and they're based on values and beliefs that people have held in different times and different places. Values and beliefs affect the choices that we make.

Values are what's important to us, and beliefs are the things we believe are true. Values and beliefs make up our ideas about what is fair, just, or right.

The fundamental ideas of our government, such as the freedom of speech and the balance of power are based on values. The Declaration of Independence says, "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." That's a statement of values and beliefs. The Founding Fathers of the United States believed in equality and rights, and they valued life, liberty, and the pursuit of happiness, since they chose to point out those rights. They believed that people's rights were "unalienable," meaning that rights cannot be given by the government or taken away. Rights exist apart from the government.

Here is a quote from United States Senator Carl Schurz:

"My country, right or wrong; if right, to be kept right, and if wrong, to be set right."

This is an often quoted remark made by Senator Schurz to the U.S. Senate in 1872. He was replying to a call for patriotism, to stand by the country, right or wrong. Later, Schurz called this "false patriotism," saying that the true patriotism was to watch the path of the country and change course when things were not right.

What values and beliefs does Schurz hold? How do his actions reflect his values and beliefs?

The values expressed in this statement are duty and responsibility. He says that Americans must not only take pride in their country. They must also work to keep it healthy. His words in speaking before the Senate reflect these values. Schurz's decision to become a U.S. Senator also reflects his values of responsibility and working to keep the country healthy, something a Senator has power to influence.

EVALUATING INFORMATION

The GED social studies exam tests how well you can evaluate information. We get information from many sources. But how useful is it? What does our information really tell us?

To be useful, information should be from a good source. A source is a person or organization that provides information. The source should be reliable. If you can't depend on the source, then you can't depend on the information. It might be true, but it might not. If information is from an unreliable source, it's best to try to confirm it with more reliable sources. It's always best to look at information from multiple, reliable sources. Here are some examples of reliable and unreliable sources of information:

Reliable Sources	Unreliable Sources
A credible major newspaper	Something a friend told you at a party
A government website	A website by an unknown author
A university researcher	An e-mail forwarded from a third party

You can often judge a source by whether its information has been reliable (true) in the past, how it gets its information, and what its motives are. For example, a drug company's motive might be to get you to buy its drugs. Motives have to do with objectivity, and that's another way to evaluate information. To be useful, information should be objective, not influenced by a strong opinion. Someone without an objective opinion might only give you information on one side of an issue and leave out information that doesn't support his or her views. At worst, someone without an objective opinion might give false or untrue information. An example of non-objective information might be a sales brochure or an advertisement.

To be useful, information must also be correct and accurate. Information might be from a reliable, objective source, but it could still be incorrect. For example, a reliable polling firm might give a result that's incorrect because of a problem with their data.

To be useful, information must also be not too old. Information from past sources can be useful to understand past conditions, but old information is often out-of-date and doesn't reflect the best current information and knowledge. For example, the following map of the U.S. and Mexico from 1847 is not good information for showing the accurate west coastline. The makers of this map didn't have as much knowledge about the west coast of the U.S. as we do today.



Here is a practice question about information:

PRACTICE QUESTION

Which of the following would be the best source for information about the current population of Newark, New Jersey?

- 1) An article on a user-generated online encyclopedia
- 2) The U.S. Census Bureau's ten-year census, taken eight years ago
- 3) A New Jersey state census conducted last year
- 4) A book on population statistics written by a Newark author in 1964
- 5) A local Newark newspaper's poll of 300 Newark residents

PRACTICE QUESTION ANSWER

This question asks you to rate sources of the best information. The article on a user-generated online encyclopedia might have correct information, but it might not. Because the information is written by users, you have no way to judge the reliability of the source. The U.S. Census Bureau is a reliable source, but the last census was eight years ago, so the information might not be current. The New Jersey state census is a better source, since it is a government census as well, but it's more recent. The book on population statistics is also too old, since it's from more than forty years ago. The local newspaper's poll can't give accurate population statistics, since it only polled 300 residents. The best choice is answer 3.

Learn More about Evaluating Information:

<http://www.passGED.com/links/evaluating-information/>

Important Historical Documents

The GED social studies test won't ask you to remember facts, names, and dates, but you will need to be able to read, understand, and interpret information and images. That means, you'll need some background in important concepts.

On the U.S. GED test, you'll definitely run into a question about the Declaration of Independence, the United States Constitution, or landmark Supreme Court cases. Since some of these documents can be difficult to read, it's a good idea to become familiar with them. It will also give you background on important civics ideas.

The Declaration of Independence

The Declaration of Independence is a document sent by the original 13 British colonies that became the first 13 United States to King George III of England, declaring their intention of forming a new nation. Here is the beginning of the Declaration of Independence, along with a plain-English summary of what it says.

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

Original Text	Plain English
<p>When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.</p>	<p>When one group of people need to free themselves from their political relationship with another people to form their own nation, it is important for them to tell the world why they are declaring their freedom.</p>
<p>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.</p>	<p>We believe these things are unmistakably true: all men are fundamentally equal, with certain rights that cannot be taken away, including life, freedom, and the ability to seek happiness.</p>
<p>— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,</p>	<p>The purpose of government is to keep people’s rights safe, and the power of the government comes from the people’s agreement.</p>
<p>— That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.</p>	<p>When a government no longer protects people’s rights, the people may change or remove the government, and put in place a government that seems best able to promote safety and happiness.</p>

Original Text	Plain English
<p>Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.</p>	<p>It would be unwise to change a long-standing government for unimportant reasons, and people tend to live with bad things instead of having a revolution. But when rulers show themselves to be tyrants, it is the people's right and duty to change the government and create a new means of security.</p>
<p>— Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.</p>	<p>The colonies have suffered through this treatment and now must change their government. The King of Great Britain has hurt and stolen from the colonies, creating a tyranny, and here are the facts that show it.</p>

After this introduction, the Declaration of Independence goes on to list many reasons why the thirteen colonies wanted to become independent United States. It says that King George III:

- * Rejected necessary laws
- * Stopped his governors from passing laws without his permission, and then wouldn't look at the laws

- * Refused to pass laws unless people gave up their right to be represented in the government
- * Made government meetings of lawmakers at inconvenient, strange, and far-away places, so that the lawmakers would give up what they wanted
- * Disbanded legislatures (groups of lawmakers, like the Congress) that disagreed with his policies
- * Refused to allow new elections of new legislatures
- * Stopped people from immigrating to the States
- * Stopped laws that would create courts and judges
- * Made judges dependent on only the king for their jobs and salaries
- * Created many official positions and sent officers who annoyed and took advantage of the people
- * Kept an army in the colonies without the colonies' legislatures' permission
- * Put the military in charge of the colonies' governments
- * Imposed laws outside of the colonies' own laws
- * Made the colonies house soldiers
- * Protected soldiers from punishment for murdering colonists
- * Cut off trade between the colonies and the rest of the world
- * Taxed the colonies without their permission

- * Punished or jailed colonists without a proper trial with a jury
- * Brought colonists overseas to be tried for crimes they didn't commit
- * Replaced the laws of a neighboring area with an imposed government
- * Removed and changed local government charters and laws
- * Removed the colonies' legislatures and appointed his own people as lawmakers
- * Waged war against the colonies
- * Wreaked destruction on the lands, towns, and people of the colonies
- * Brought paid foreign armies to attack the colonies
- * Forced colonists to join his army and fight against and kill other colonists
- * Stirred up revolts and fighting among the colonists and caused the native Indians to attack

When you boil down all these examples, the colonists are complaining that King George III isn't letting them have a say in their own government and is taking advantage of them unfairly. Instead of letting the colonies write their own laws and elect their own governors, King George sent officers and soldiers to control the colonies. The colonists didn't have a say. The Declaration of Independence also says that King George is the one waging war on them and trying to control them with his army.

Here is the end of the Declaration of Independence, with what it means in everyday English:

Original Text	Plain English
<p>In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.</p>	<p>While we were being oppressed, we asked for change, and we were given only more oppression. A ruler who becomes a tyrant is not qualified to rule a free people.</p>
<p>Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.</p>	<p>We have not ignored the British. We have warned them of the wrong and oppressive actions of their government. We have reminded them why we came to America. We asked for justice and fairness, and we asked them, because we were once British, to reject the wrongs done to us, wrongs that would lead to a break of the ties between Britain and America. The people of Britain have ignored a call for justice and brotherhood. That is why we must treat the British as any other foreign nation, enemies in war and friends in peace.</p>

Original Text	Plain English
<p>We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.</p>	<p>We, who are representing the United States of America, appealing to a higher power and by the power of the People, state that the colonies are and should be free and independent states. The United States of America have no obligation to be loyal to Britain. All ties between Britain and the States are ended. As free and independent nations, the States have power to fight wars, negotiate peace, make alliances, conduct business, and do all things that nations do. In support of this declaration, relying on a higher power to protect us, we promise to each other our lives, our futures, and our honor.</p>

Learn More about The Declaration of Independence:
<http://www.passGED.com/links/the-declaration-of-independence/>

The United States Constitution

The United States Constitution is the document that determines how the United States government is structured and what its powers are. The Constitution is the first law of the United States. Any law that goes against the Constitution must be overturned.

THE PREAMBLE

The Constitution is divided into a number of parts. The introduction of the Constitution is called the **Preamble**:

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

The Preamble begins “We the People,” because the point was to have *self-governance*. The colonists wanted to govern themselves, and have a government that helped them, instead of having a government imposed on them, like under King George III.

The Preamble also states the goals of the government: justice, domestic tranquility (peace), self-defense, well-being, and freedom, for the people and their posterity (children).

THE BODY OF THE CONSTITUTION

After the Preamble, there are seven sections, or articles, of the Constitution. The first three articles of the Constitution

create the three branches of the U.S. government, the legislative, executive, and judicial branches. The writers of the Constitution wanted to split the government's power between three parts of the government, so no one part of the government or person could be too powerful. This idea is called the "separation of powers" or a "system of checks and balances."

! Article 1 creates the legislative branch of the government, the U.S. Congress. The legislative branch makes laws. The Congress is divided into two houses, the Senate and the House of Representatives. Every state has two Senators and a number of Representatives decided by the state's population. Both houses of Congress need a majority vote to pass a law, and then the President either signs the law or refuses to sign. If the President refuses to sign a law, a two-thirds majority of the Senate can vote for the law to pass it anyway.

! Article 2 creates the executive branch of the government, which is responsible for carrying out the country's laws. The head of the executive branch is the President, who is in charge of the military and appointing judges, as well as running the government.

! Article 3 creates the judicial branch of the government, the courts. The courts are responsible for interpreting the laws, or saying what they mean, and settling disputes or arguments. Article 3 creates the Supreme Court, the highest court in the U.S., and specifies that crimes must be tried by a jury.

The last four articles of the constitution talk about the role of the states and how to add new states; how the Constitution can

be amended, or changed; debts and oaths of office, including the idea that no one must take a religious oath to hold an office in the United States; and ratification, or how the states vote for and sign the original Constitution to make it the basic law of the new government.

Learn More about the U.S. Constitution:

<http://www.passGED.com/links/the-us-constitution/>

THE BILL OF RIGHTS AND OTHER AMENDMENTS

The Constitution includes a section on how it can be changed, or amended. Over time, 27 amendments have been added to the Constitution. The first ten amendments were added in 1791, soon after the Constitution was enacted. These amendments are commonly called the Bill of Rights. The first ten amendments to the Constitution are:

- ! **First Amendment:** Establishes freedom of speech, freedom of religion, freedom of the press, and freedom of assembly and peaceful protest.
- ! **Second Amendment:** Establishes the right to own weapons.
- ! **Third Amendment:** Establishes that the government cannot force people to house soldiers in their homes.
- ! **Fourth Amendment:** Establishes that the government cannot search people or their homes or property, or take someone's property, without a warrant that shows the government has good reason to search and/or take something.

- ! **Fifth Amendment:** Establishes that people cannot be arrested and tried without an indictment, showing that the government has good reason for the arrest, and that a person cannot be tried for the same crime twice (double jeopardy) or be forced to testify against himself or punished without a trial.
- ! **Sixth Amendment:** Establishes the right to a quick trial, where the accused can confront witnesses against him and present witnesses in his defense.
- ! **Seventh Amendment:** Establishes that non-criminal law suits have the right to be tried by a jury instead of decided by a judge.
- ! **Eighth Amendment:** Establishes that the government cannot impose “cruel and unusual” punishments or unfair fees and bail.
- ! **Ninth Amendment:** Establishes that just because a specific right isn’t mentioned in the constitution doesn’t mean that that right doesn’t exist or isn’t important.
- ! **Tenth Amendment:** Establishes that any power not given to the U.S. government in the Constitution belongs to the individual states and to the people of the U.S.

Some other important amendments include:

- ! **Thirteenth Amendment:** Makes slavery illegal.
- ! **Fifteenth Amendment:** Guarantees the right to vote, regardless of race.

- ! **Eighteenth Amendment:** Made alcoholic drinks illegal in the U.S., during a period called Prohibition. During this time, illegal alcohol became large criminal black market. The Eighteenth Amendment was repealed, or undone, by the Twenty-First Amendment more than a decade later.
- ! **Nineteenth Amendment:** Guarantees the right to vote to women as well as men.
- ! **Twenty-First Amendment:** Repeals, or ends, the Eighteenth Amendment and ends Prohibition, making alcohol legal in the U.S. again.
- ! **Twenty-Second Amendment:** Limits Presidents to two four-year terms in office.

Learn More about the Bill of Rights:

<http://www.passGED.com/links/the-bill-of-rights/>

Landmark Supreme Court Cases

The United States Supreme Court makes judgments about what is and is not legal in the United States under the United States Constitution. Supreme Court Justices use the Constitution to decide individual cases. Even if the Federal government passes a law, the Supreme Court can overturn that law, if it goes against the Constitution. The Supreme Court has decided many cases, and you won't have to know or memorize them. But you should understand what Supreme Court decisions mean and be able to read and think about them. Here are a few of the most important Supreme Court cases in United States history.

MARBURY V. MADISON (1803)

In the case of *Marbury v. Madison*, the Supreme Court first defined its own powers. The Supreme Court ruled that it had the power to overturn a law of Congress, if that law went against the United States Constitution. From the majority opinion (the written opinion of most of the Supreme Court Justices): “Certainly all those who have framed written constitutions contemplate them as forming the fundamental and paramount law of the nation, and consequently the theory of every such government must be, that an act of the legislature, repugnant to the constitution, is void.”

DRED SCOTT V. SANDFORD (1857)

Dred Scott was a slave who traveled with his owner to Illinois, a state without slavery. Scott claimed freedom because he was in a free state, and the case went to the Supreme Court. The Supreme Court ruled that black slaves, or any black man, could not be a citizen of the United States. The ruling says that Congress could not outlaw slavery, that slaves could not file law suits, and that slaves, as property, could not be taken away from their owners without legal due process. The Dred Scott decision was later overturned by the Thirteenth Amendment, and later Supreme Court cases contradict it.

PLESSY V. FERGUSON (1896)

Plessy v. Ferguson began as a lawsuit by Homer Plessy, a man who was one-eighth black, against the state of Louisiana for making it illegal for him to ride in a whites-only train car. After a

judge named Ferguson ruled against Plessy in Louisiana, the case came to the Supreme Court. The Supreme Court ruled against Plessy, saying that keeping blacks segregated was okay as long as there were equal accommodations, leading to a policy of “separate but equal” segregation in the U.S. This case was later overruled in the case of *Brown v. Board of Education*.

BROWN V. BOARD OF EDUCATION (1954)

Brown v. Board of Education overturned “separate but equal” policy in the United States. The Supreme Court decided that state laws forcing black children to go to separate schools from white children denied equal education for black children. All nine Supreme Court judges agreed with the decision, which stated that “separate educational facilities are inherently unequal.”

Important Concept: Change over Time

Changes in our government reflect changes over time in our society and culture. Change is written into the U.S. Constitution, giving Congress and the States the ability to get together and change the Constitution.

Supreme Court decisions can be changed over time. *Plessy v. Ferguson* was changed by the case of *Brown v. Board of Education*, and *Dred Scott v. Sandford* was changed by amending the U.S. Constitution.

MIRANDA V. ARIZONA (1966)

The case of *Miranda v. Arizona* is the origin of the “Miranda warning” that police officers recite to suspects before questioning. Although no particular wording is required, a typical Miranda warning says: “You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to have an attorney present during questioning. If you cannot afford an attorney, one will be appointed for you. Do you understand these rights?” This is very similar to the Supreme Court decision’s language, which reads: “The person in custody must, prior to interrogation, be clearly informed that he or she has the right to remain silent, and that anything the person says may be used against that person in court; the person must be clearly informed that he or she has the right to consult with an attorney and to have that attorney present during questioning, and that, if he or she is indigent, an attorney will be provided at no cost to represent him or her.” The basis of the Miranda warning is the Constitutional guarantee that people will not be forced to testify against themselves.

ROE V. WADE (1973)

Roe v. Wade is one of the most controversial Supreme Court cases. This decision states that the Constitution contains a right to privacy, and that laws banning abortion deny the right to privacy. The decision states that until a fetus is viable, able to live outside the mother with medical help, usually around 4 months, a mother may choose to abort the fetus. The decision also allows for abortions after 4 months, if the pregnancy endangers a woman’s

health. The Supreme Court's opinion reads: "right of privacy, whether it be founded in the Fourteenth Amendment's concept of personal liberty and restrictions upon state action, as we feel it is, or, as the District Court determined, in the Ninth Amendment's reservation of rights to the people, is broad enough to encompass a woman's decision whether or not to terminate her pregnancy."

Practice Questions

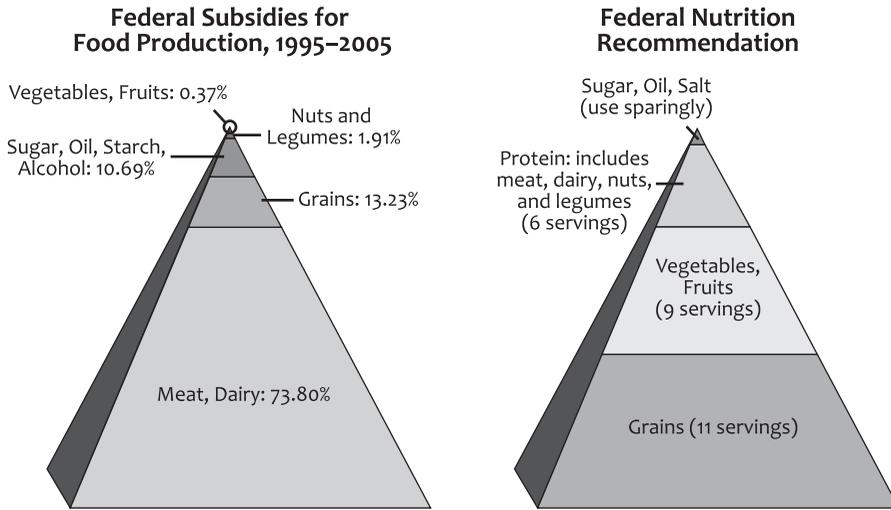
1. Read the following passage:

What is insider trading? It usually means an insider (someone who works in a company) buying or selling stock because of special information he or she knows. For example, if you know your company is going to be bought by a bigger company, but it's a secret from the public, buying more stock would be insider trading. The same thing is true if an insider knows the stock price will go down (for example, if the company is going bankrupt), and sells all their shares in the stock to keep from losing money. This type of buying or selling stock is illegal.

Which statement best defines insider trading?

- 1) Insider trading is someone who works in a company buying or selling stock.
- 2) Insider trading is when someone buys stock because his or her company is going to be bought by a bigger company.
- 3) Insider trading is the illegal buying or selling of stock based on inside information.
- 4) Insider trading is when an insider knows the stock price will go down.
- 5) Insider trading is selling all your shares of a stock that's going down to keep from losing money.

Why Does a Salad Cost More Than a Big Mac?



Source: http://www.pcrm.org/magazine/gmo7autumn/health_pork.html

2. Which of the following statements best expresses why salads are more expensive than Big Macs, according to the creators of this chart?
- 1) The government gives more subsidies for meat than for farming fruits and vegetables.
 - 2) The government recommends more fruits and vegetables each day than proteins.
 - 3) The government recommends more grains and protein, combined, per day than vegetables.
 - 4) The government gives a small amount of subsidies to grain farmers.
 - 5) Federal subsidies for food production are roughly in line with federal nutrition recommendations.

3. Read the following passage:

Fort Smith is located in Surry County, Virginia. The historic significance of this site dates back to 1614, when English settler John Rolfe married his Native American bride, Pocahontas. Pocahontas's father, Chief Powhatan, gave the newlyweds land as a present, and included in that land was a small brick house, across the James River from Jamestown. Pocahontas and John Rolfe lived in this house, now Fort Smith, during the first years of their marriage.

Which of the following inferences might you make based on this reading?

- 1) Fort Smith was an important historical location in the 1500s.
 - 2) Pocahontas was not from a local Virginian native tribe.
 - 3) Pocahontas was a peasant in her Native American tribe.
 - 4) Land was worthless and unappreciated in the 1600s.
 - 5) Chief Powhatan accepted John Rolfe as a son-in-law.
4. From the U.S. Constitution: The Congress shall have Power to lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States.

Which of the following is illegal, according to this passage?

- 1) Any Federal taxes not used for welfare.
- 2) A Federal income tax in California that is .01% more than the Federal income tax in Tennessee.
- 3) A Federal tax on imported goods from China.
- 4) A Federal tax on imports from Mexico that is .01% more than Federal taxes on imports from China.
- 5) A Federal tax on exported goods.

5. Read the following passage:

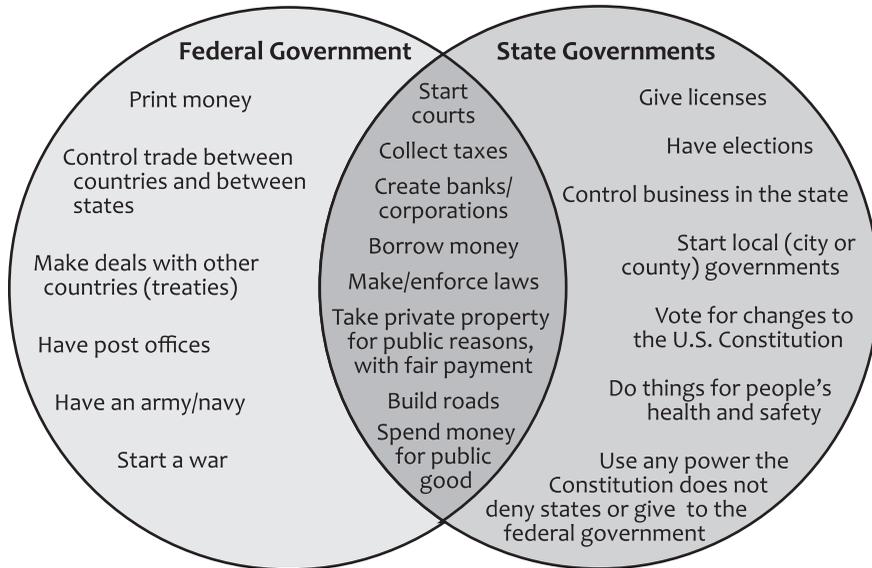
Abraham Lincoln is the best-respected American president. He was the sixteenth President of the United States and took office on March 4, 1861. Tragically, Lincoln was assassinated in April 1865. Lincoln was the greatest opponent of slavery in the U.S. and often spoke against expanding slavery into new U.S. territories. Lincoln led the United States during the American Civil War and issued the Emancipation Proclamation in 1863, declaring freedom for slaves in Confederate states. The Emancipation Proclamation was an important step toward ending slavery in the U.S.

Which of the following words conveys an opinion of the author?

- 1) President
- 2) Tragically
- 3) Assassinated
- 4) Slavery
- 5) Emancipation

Use the Venn diagram to answer questions 6 and 7. The following Venn diagram shows the powers of the Federal and state governments.

Powers of the U.S. Federal Government and State Governments



6. This diagram helps the viewer:

- 1) See the changes in state and Federal powers over time
- 2) Compare and contrast state and Federal powers
- 3) Understand the hierarchical relationship between state and Federal government
- 4) Objectively measure the importance of state versus Federal powers
- 5) See real-life examples of how Federal and state powers are implemented

7. The Federal and state governments have some of the same powers because:
- 1) The Federal and state governments' similar powers are unnecessary and duplicated effort.
 - 2) Powers like making courts give the state jurisdiction over Federal areas.
 - 3) The Federal government cannot do enough in some areas, and so the state governments must help the Federal governments through shared powers.
 - 4) The Federal and state government use similar powers like making courts to implement policies on the Federal level and the state level, respectively.
 - 5) The Federal and state governments have no similar powers.

Use the following passage to answer question 8.

The Voting Rights Act of 1965

The Voting Rights Act of 1965 was originally enacted to prohibit election practices that excluded minorities from exercising their right to vote. During the 1960s and 70s, the U.S. Department of Justice used its provisions to enforce prohibitions on election practices such as poll taxes, literacy tests, and other prerequisites to voting that discouraged minorities from voting. Once direct obstructions to voting were more or less eradicated by enforcement of the Act, the focus changed to the effects of gerrymandering on minorities. Many State redistricting plans were held to be in violation of the Act because they included districts that had been drawn in such a way as to dilute a minority population's voting strength, usually by spreading a compact minority population across several districts. These cases began in 1986.

The Voting Rights Act states: "No voting qualification or prerequisite to voting or standard, practice, or procedure shall be imposed or applied by a State or political subdivision in a manner which results in a denial or abridgement of the right of any citizen of the United States to vote on account of race or color . . ."

8. Which of the following types of redistricting does The Voting Rights Act of 1965 NOT protect people from?
- 1) Redistricting to minimize effectiveness of black votes
 - 2) Redistricting to minimize effectiveness of Latino votes
 - 3) Redistricting to minimize effectiveness of Asian votes
 - 4) Redistricting to minimize effectiveness of Democratic votes
 - 5) Redistricting to minimize effectiveness of Cuban immigrant votes

9. Read the following passage:

Almost a year ago, I visited the community for the first time to examine the town's potential water source. I explained to the residents that I could help them by providing a topographical study of the land and a design, proposal, and budget for a water system. Over the next few months, I began this process, which involved walking about 10 hours a day in mountainous terrain, looking for a semi-level route back to the houses. Sometimes I was terrified with the responsibility of designing this water system, as I am not an engineer. A nearby Peace Corps engineer helped me in the beginning of the process, but because of the timing and his other commitments, I ended up doing the survey without his presence, which was another mistake. I was mentally and physically exhausted, and I kept getting chiggers! For those of you unfamiliar with warm, moist woodsy environments, chiggers are minuscule red mites that dig into your skin and give you itchy red bumps.

*From "Chiggers and Other Challenges" by Joan Heberger
<http://www.peacecorps.gov/www/stories/stories.cfm?psid=49&gid=3>*

Why was the writer looking for a semi-level route back to the houses?

- 1) She was looking for an easy route to walk through the mountains.
- 2) Water can only flow over level ground.
- 3) It's easier to do a topographical study of level ground.
- 4) She was looking for a route to pump water through the mountains.
- 5) Chiggers don't live in level ground.

Use the following political cartoon to answer question 10.



“You are accused of wasting the grain supply of the United States!”

Cesare in the *New York Evening Post*

10. Between 1920 and 1933, drinking alcohol was illegal in the United States. This period is called Prohibition. What's this cartoonist's point of view on prohibition?
- 1) The cartoonist is for Prohibition because alcohol causes health problems.
 - 2) The cartoonist is for Prohibition because alcohol uses resources unnecessarily.
 - 3) The cartoonist is for Prohibition because alcohol causes crime and violence.
 - 4) The cartoonist is against Prohibition because grain otherwise used for alcohol will go to waste.
 - 5) The cartoonist is against Prohibition because farmers will have nowhere to sell their grain.

Practice Question Answers

Practice Question 1

This question asks you to identify a summary of information. This is a comprehension question to find out whether you understand the main idea of the passage. The best answer is answer 3, that insider trading is the illegal buying and selling of stock based on inside information. The answer gives an overview of the main idea of the paragraph.

Practice Question 2

The best choice is answer 1. This question asks you to infer. The chart does not state the answer to the question, but it's implied by the information that's presented in the chart. The chart shows a large number of subsidies for meat and a small number of subsidies for fruits and vegetables, implying that the subsidies allow hamburgers to be sold for less than salads.

Practice Question 3

The best choice is answer 5, that Chief Powhatan accepted John Rolfe as a son-in-law. There's a reason for the inference in the passage: If Chief Powhatan had not accepted John Rolfe as a son-in-law, he probably would not have given the newlyweds a wedding present of a house and land.

Practice Question 4

This is an application question, since it asks you to identify an example of a principle. In plain English, the section of the Constitution says that the Congress can collect taxes to pay for government, but the taxes should be fair and even all over the U.S. An example of this principle is that Federal income tax can't be different in California than in Tennessee. Everyone has to follow the same income tax laws. The correct choice is answer 2.

Practice Question 5

This question asks you to understand the difference between fact and opinion. An author's opinion shows a point of view or a judgment. The only word among the choices that shows the author's judgment is "tragically." The author is evaluating the events and giving his or her opinion. The correct choice is answer 2.

Practice Question 6

This chart is called a Venn diagram. It shows two groups of things, powers of the federal government and powers of the state government. The center area shows powers that both the federal and state government have. The divisions in the graphics show where Federal and state powers are the same and where they are different. A Venn diagram makes it easy to compare two groups of things and show where they overlap. The best choice describing the reason for using this type of graph is answer 2.

Practice Question 7

This question asks you to evaluate by comparing and contrasting the Federal and state government powers.

The Federal government's powers have to do with interactions between the states and with relations between the U.S. and other countries. The state governments' powers have to do with things that happen inside the states. The overlapping powers are things used to implement policies, whether they're state or Federal, such as starting courts, collecting taxes, making laws, and borrowing or spending money. The best answer is answer 4.

Practice Question 8

The Voting Rights Act protects people of different races from discrimination based on redistricting, or redrawing the borders of voting districts. That means it protects blacks, Latinos, Asians, and Cuban immigrants. However, the Voting Rights Act does not protect people based on their political party. The best choice is answer 4, redistricting to minimize effectiveness of Democratic votes.

Practice Question 9

This question asks you to identify a main idea, why the writer is looking for a route back to the houses. She's looking to make a water system. Answer 4 says she's looking for a route to pump water. That's the answer that reflects the main goal of the writer and main idea of the paragraph. If she didn't have to pump the water, she wouldn't need to go searching for a good route.

Practice Question 10

The writer is for Prohibition, and the cartoon argues that alcohol is a waste of grains, like wheat, barley, and rye. This cartoon was drawn during World War I, and Americans at the time were concerned with conserving supplies for the war. The best answer is answer 2.

*“Those who cannot remember the
past are condemned to repeat it.”*

—George Santayana
