

STECK-VAUGHN

Second Edition

SOCIAL STUDIES

TEST PREPARATION for the GED® Test

- ▶ Civics and Government
- ▶ United States History
- ▶ Economics
- ▶ Geography and the World
- ▶ Social Studies Practices

FEATURES

- **High Impact Lessons** focus on the High Impact Indicators identified by GED® Testing Service to be the foundational skills critical to student success
- **At Work** features provide real-world context and application to the skills covered
- **Spotlighted Items** provide practice with technology-enhanced item types on the GED® Test
- **Workbook** content provides additional practice opportunities on targeted concepts
- **Answer Key** includes correct answers, explanations, and rationales
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- **Authentic Text** and **Graphics** mirror those seen on the GED® Test



High Impact Lesson: Determine Main Idea

SS CONTENT TOPICS: I.CG.b.2, I.CG.b.3, I.CG.b.8, I.U.S.H.a.1, I.U.S.H.b.1
SS PRACTICES: SSP.1.a, SSP.1.b, SSP.2.a

1 Learn the Skill

The **main idea**, or central idea, of a text is its most important point. In informational texts, the main idea is the message that an author is trying to get across to readers about a topic. It is the idea developed by the **supporting details** and evidence presented by the author.

The **topic** of an informational text is simply the subject of the text. The topic can usually be described with a few words, whereas the main idea is stated as a sentence.

For example, imagine you were reading a letter written by a soldier in the Revolutionary War about his experiences.

- The topic would be “The Revolutionary War” or “The Next Battle.”
- The main idea would be the main point of the letter, which would be stated as a sentence, such as “The soldier is worried that his regiment will not win the next battle.”
- The supporting details would include anything that supports this main idea, such as facts about not having enough food or weapons.

Types of Main Ideas

- **Stated main ideas:** The main idea may be directly stated in a paragraph or passage. In a paragraph, the main idea is often stated in the first or last sentence. In a passage, the main idea is often stated in the first or last paragraph. The rest of the text will include details that support the main idea.
- **Implied main ideas:** An implied main idea is not stated directly. You will need to use reasoning and the supporting details of the text to determine it. Supporting details provide additional information or facts about the main idea. These can include definitions, explanations, statistics, and other facts.

Main Idea in Primary and Secondary Sources

Primary sources are first-hand accounts of a topic, and they include letters, newspaper accounts, photographs, and other objects from a specific time in history. Secondary sources describe historical events and include passages about specific historical topics.

Secondary sources are often written specifically to inform and usually have stated main ideas. Many primary sources, such as letters or personal accounts, are not always as clearly organized as secondary sources, and their main ideas tend to be implied and not directly stated. In this case, the supporting details will need to be examined more closely to determine the main idea.

Determine the Main Idea

To determine the main idea of a text, ask the following questions:

- **Who** or **what** is the text about? Does it discuss a person, an event, an idea, a place, or an object?
- **When** do the events take place? Are specific dates mentioned?
- **Where** do the events take place? Is a specific location named?
- **Why** do the events take place? Does the author explain the reason the events happen?
- **How** do the events relate to one other or to the main idea?

Summary of a Text

A **summary** of a text is also related to the text's main idea. A summary is a brief statement or restatement of the main points of a text. A summary is not just a retelling of what you read. It is organized into the most important points and is as concise as possible.

A summary should begin with the main idea and should only include the details that directly support the main idea in the order in which they were presented.

To summarize a text, follow these steps:

- Read the text closely and make note of the main idea.
- Note supporting details. These can include definitions, explanations, statistics, and other facts.
- Determine which details are the most important to include. It helps to consider which details, if left out, would not impact the main idea in any way.

On the GED® Social Studies test, you will be expected to show you understand how to determine the main idea of a primary or secondary source and how to summarize the text. You may encounter questions that ask you to do the following:

- **Differentiate between a topic and a main idea.** You may be asked to differentiate between the topic and the main idea of a piece of text.
 - Remember that the topic is just the general subject of a text, whereas the main idea is the overall message that the text conveys.
- **Identify the topic and/or main idea of a piece of text.** You may be asked to identify the topic and/or the main idea of a piece of text.
 - Note the title, and scan the text to find a word or two that tell you the general subject of the text. This is the topic.
 - Ask yourself: *What is the most important point of the text, or what is the author of the text trying to tell me?* This is the main idea.
 - If the central idea is not directly stated, use the supporting details to help you infer what the main idea must be.
- **Identify and explain supporting details of the main idea.** You may be asked to identify some supporting details of the main idea or explain how the details support the main idea.
 - Once you have identified the main idea, begin to look for details that support it. These can be explanations about the main idea or facts that give further examples.
 - Ask yourself: *Why is this detail important? What is it telling me about the topic and the main idea? How does this detail relate to other details in the text?*
- **Summarize a text.** You may be asked to summarize a text or to decide which of the supporting details in the text belong in a summary.
 - Re-read the text, looking for just the most important details that support the main idea. Remember that a summary does not include every detail from a passage but only the most important details. Ask yourself: *Which details must be included to support the main idea? What details are not as important to include?*

2 Practice the Skill

a The topic is the general subject of a text. Often you can look at the title of the text to help determine the topic. The topic of this passage is the Articles of Confederation.

b Each paragraph presents a separate article. Each article has its own main idea that can be implied by reading it entirely and looking for the main point in each. Ask yourself: *What is the main point of each article? What main idea do the supporting details relate to?*

c The passage as a whole also has a main idea. Once you have read all of the articles, you can determine the main idea of the excerpt as a whole. Look at the Articles of Confederation included in the passage. What do all of these articles have in common?

Remember that the main idea is the most important point of the entire passage. Re-read the entire passage before answering the question. The correct answer will relate to all of articles included in the passage, not just one of the articles. The correct answer is **B**.

Remember that a summary is a concise description of the main points. Not all details need to be included. Re-read the paragraph for Article XIII. Ask yourself: *What are the most important points in this article?* The correct answer is **C**.

a EXCERPT FROM ARTICLES OF CONFEDERATION, 1777

b Article I. The style of this confederacy shall be The United States of America.

b Article II. Each state retains its sovereignty, freedom, and independence, and every power, jurisdiction, and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.

Article III. The said states hereby severally enter into a firm league of friendship with each other for their common defense, the security of their liberties, and their mutual and general welfare, binding themselves to assist each other against all force offered to or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

...
b Article VIII. All charges of war, and all other expenses that shall be incurred for the common defense or general welfare, and allowed by the United States in Congress assembled, shall be defrayed out of the common treasury, which shall be supplied by the several states in proportion to the value of all land within each state, granted to or surveyed for any person, as such land and the buildings and improvements thereon shall be estimated, according to such mode as the United States, in Congress assembled, shall from time to time direct and appoint. The taxes for paying that proportion shall be laid and levied by the authority and direction of the legislatures of the several states within the time agreed upon by the United States, in Congress assembled.

...
b Article XIII. Every state shall abide by the determinations of the United States, in Congress assembled, on all questions which by this confederation are submitted to them. And the Articles of this confederation shall be inviolably observed by every state, and the union shall be perpetual; nor shall any alteration at any time hereafter be made in any of them, unless such alteration be agreed to in a Congress of the United States, and be afterwards, confirmed by the legislatures of every state.

- What is the main idea of the Articles of Confederation?
 - The Articles of Confederation establish that war can be decided by Congress with the express consent of each state.
 - The Articles of Confederation establish the states as a united country and present the specific plan that must be followed.
 - The Articles of Confederation establish that any changes to the government can only be made by Congress.
 - The Articles of Confederation establish that the states will support each other against any foreign attacks.
- Which of the following is the **best** summary of Article XIII?
 - Each state can govern itself as its own sovereignty.
 - The confederacy is to be called the United States of America.
 - Every state must agree to follow the Articles of Confederation.
 - The Articles of Confederation establishes thirteen states.

3 Apply the Skill

DIRECTIONS: Study the information, read each question, and choose the **best** answer.

SHAYS' REBELLION

What became known as Shays' Rebellion was a series of attacks by farmers on courthouses and other government buildings in western Massachusetts that began in 1786. Though it was only a local revolt, its impact was felt throughout the country and would ultimately lead to a new plan of government for the United States.

By the end of the American Revolution, the country was suffering from enormous debt. Soldiers had been sent home with little or no pay because, under the Articles of Confederation, Congress had no power to raise money. Each state was responsible for its own war debt. In Massachusetts, the state legislature had voted to pay off their debt by heavily taxing land, which greatly affected the farmers in the western part of the state. By 1786, nearly 2,000 farmers were threatened with foreclosure of their property or imprisonment for failure to repay debts. The farmers sent petitions to the state government, asking that taxes be reduced and that their farms not be seized. When the government did not respond, the farmers decided to take further action.

On August 29, 1786, Daniel Shays, a farmer and former soldier in the American Revolution, led a group of men who called themselves the Regulators. They occupied the Northampton courthouse, making it impossible for the court to imprison debtors or seize property. For the next few months, armed Regulators marched through various towns in the area and surrounded the courthouses to keep them closed. In response, Congress authorized the raising of troops to fight them, but the national government had no power to raise money for an army. Finally, the Massachusetts governor and some Boston merchants raised money to hire a militia to stop the revolt. By January of 1787, the Regulators were forced to surrender.

However, Shays' Rebellion had a huge impact on the country. Many Americans feared that rebellions like it could spread across all 13 states. It had become increasingly clear that the Articles of Confederation was a weak form of government, unable to solve basic economic and social problems. Knowing that something better was needed, the states eventually sent delegates to the Constitutional Convention in May of 1787 to create a stronger central government. This would lead to the drafting of the Constitution.

3. What is the topic of this passage?
 - A. Daniel Shays led a group of farmers on a protest against the state government.
 - B. Shays' Rebellion began in 1786 and ended in 1787.
 - C. Shays' Rebellion
 - D. the Articles of Confederation
4. What is the main idea of this passage?
 - A. Shays' Rebellion took place in western Massachusetts in 1786.
 - B. Shays' Rebellion was a rebellion against the taxation of farmers.
 - C. Shays' Rebellion had an impact on a new plan for the United States government.
 - D. Shays' Rebellion was ended by the Massachusetts government.
5. Which of the following details supports the main idea?
 - A. Farmers in western Massachusetts sent petitions to their state government.
 - B. The rebellion demonstrated that the federal government was too weak.
 - C. Daniel Shays was a former soldier in the American Revolution.
 - D. The Regulators were forced to surrender by a militia.
6. Which of the following details would NOT be necessary in a summary of the passage?
 - A. Many Americans feared that similar rebellions could spread across the country.
 - B. The Massachusetts governor hired a militia to stop Shays' Rebellion.
 - C. Thousands of farmers were unable to pay the heavy taxes imposed by Massachusetts.
 - D. The first occupation by the Regulators took place in Northampton.
7. What was the main impact of Shays' Rebellion on the United States?
 - A. It discouraged Americans from creating a stronger central government.
 - B. It proved that citizens could fight against their local governments.
 - C. It led to the passage of the Articles of Confederation.
 - D. It threatened farmers with foreclosure of their property due to taxation.

1

LESSON

Understand Geography



SS CONTENT TOPICS: II.E.g, II.E.h, II.G.b.2, II.G.b.4, II.G.b.5, II.G.c.1, II.G.c.2, II.G.c.3, II.G.d.1, II.G.d.2, II.G.d.3
SS PRACTICES: SSP.3.c, SSP.6.b

1 Learn the Skill

To **understand geography**, you must realize that geography is the study of Earth. In Social Studies, the focus is typically on cultural geography—the impact of human culture on Earth and how humans are impacted by their geographical surroundings.

Key terms, such as *globe*, *map*, and *equator*, will assist your understanding of geography. A **globe** is a model of Earth; a **map** is a visual representation of a place that is usually shown on a flat surface. The **equator** is an imaginary line that runs around the middle of Earth.

As with other areas of the GED® test, geography questions will test your ability to interpret information at various Depth of Knowledge levels through the use of complex reading skills and thinking skills.

2 Practice the Skill

By practicing the skill of understanding geography, you will improve your study and test-taking abilities, especially as they relate to the GED® Social Studies test. Study the text, map, and strategies in the callout boxes. Then answer the question that follows.

a When reading a selection about geography, pay close attention to key geographic terms that may appear. In this case, *equator* and *climates* are helpful words to use in answering question 1.

b Even though countries on the map are not labeled, continents are. Use logic, prior knowledge, and your understanding of location to reason through the answer to question 1.

The equator runs through many countries spread over three continents. While it may seem that those countries should be the hottest on Earth, factors such as altitude and rainy climates keep temperatures down.



USING LOGIC

Find the *equator* on the map, and then locate the continents that it crosses. Use logic and your knowledge of geography to eliminate countries that are not within those continents.

1. Based on the text and map, which country lies on the equator?

- A. Mexico
- B. Brazil
- C. Saudi Arabia
- D. Italy

★ Spotlighted Item: **HOT SPOT**

DIRECTIONS: Study the map and read the passage. Then mark on the map the **best** answer(s) to each question.



Ecuador is located along the equator on the western coast of South America. The country took its name from “the equator.” In area, Ecuador is somewhat smaller than the state of Nevada in the United States. Ecuador has four distinct geographic regions: the Costa, the Sierra, the Oriente, and the Galápagos Islands.

The Costa Region lies between the 2,237-kilometer-long coast and the Andes Mountains. The terrain of the Costa is primarily flat and fertile, and the region experiences tropical temperatures. The Sierra Region includes the cooler highlands of the Andes Mountains. The region enriches Ecuador with productive farmland, although the world’s highest active volcano, Cotopaxi, is located here.

The flat and rolling eastern region of the country is the Oriente. The Oriente Region enjoys a tropical climate, includes part of the Amazon rainforest, and holds rich deposits of oil. The Galápagos Islands lie almost 100 kilometers off the coast of Ecuador. These volcanic islands are home to spectacular species of birds, plants, and reptiles.

Most of the population of Ecuador lives in the Costa and Sierra regions. Many people migrated to the Costa region in the 1950s when banana production increased in that area. The Sierra experienced a similar population boom when oil was discovered in that region in the 1970s. The exotic animals and plants and ancient volcanoes on the Galápagos Islands provide Ecuador’s economy with a popular tourist destination.

- Which of Ecuador’s geographic regions—Costa Region, Sierra Region, Oriente Region, Galápagos Islands—enjoy an ocean border? Circle your answer(s) on the map.
- People often live in areas or regions that feature a variety of employment options. In which region or regions do **most** of Ecuador’s population live? Mark your answer(s) with a star on the map.
- In which region or regions of Ecuador could travelers take a highland trek? Note your answer(s) on the map with a check mark.
- Oil has become an important natural resource and industry in Ecuador. In fact, oil ranks as Ecuador’s main source of revenue. In which region or regions should people interested in working in Ecuador’s oil industry live? Place an X on the map in each oil-producing region.
- Ecuador has a number of active volcanoes, including Cotopaxi, in its regions. In fact, the Galápagos Islands themselves developed from volcanic eruptions. New islands, such as Isabela and Fernandina, continue to develop through volcanic eruptions. Place a dot in the region or regions of Ecuador in which tourists may see volcanoes.

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

DIRECTIONS: Study the information, read each question, and choose the **best** answer.

When law enforcement officers intend to interrogate suspects, they must read the suspects their “Miranda rights,” which include the right to remain silent and the fact that anything they say can and will be used against them in a court of law. These important rights were named after the defendant in a Supreme Court case in 1966.

The case of *Miranda v. Arizona* began in 1963 when Ernesto Miranda was arrested and charged with rape, kidnapping, and robbery. Miranda was not informed of his rights before he was questioned by police. During his police interrogation, in which no lawyer was present, Miranda confessed to the crimes. This confession was recorded by the police. At his trial, the prosecution presented Miranda’s confession as the only evidence for his crimes. Miranda was then convicted of rape and kidnapping and was sentenced to 20 to 30 years in prison. His case was appealed, and it eventually reached the United States Supreme Court in 1966.

In a 5–4 decision, the Supreme Court ruled that the prosecution should not have been able to introduce Miranda’s confession as evidence in the trial because the police did not tell Miranda of his rights as a citizen, namely the right to an attorney and the right to refuse to provide evidence against himself. These rights come directly from the Constitution. The Fifth Amendment gives a criminal suspect the right to refuse “to be a witness against himself,” and the Sixth Amendment guarantees criminal defendants the right to an attorney.

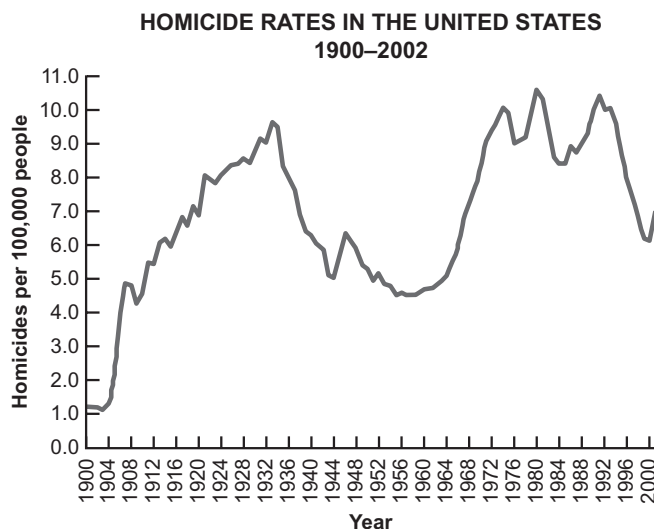
To ensure that these citizen rights would be protected in the future, the Court created statements that police are now required to tell any suspect who is being questioned. These are known as “Miranda rights” or the “Miranda warning.” They include “the right to remain silent” and the fact that “anything you say can and will be used against you in a court of law.” In addition, the police must also inform the suspect that he or she has a right to an attorney. Once the police tell a suspect the Miranda rights, the suspect can still choose to waive these rights and answer questions or make a statement.

Now, any evidence that is a result of a police interrogation cannot be used against a suspect in a trial unless it can be proven that the Miranda warnings were given and the suspect knowingly waived them.

1. What did the police do in the case of Ernesto Miranda that was found to be illegal?
 - A. They arrested him for rape, kidnapping, and robbery.
 - B. They did not make him aware of the rights he had before he was interrogated.
 - C. They told him that his confession would not be used in the trial against him.
 - D. They accused him of robbery, which he did not commit.
2. Which of the following rights is provided by the Sixth Amendment of the Constitution?
 - A. The right to an attorney for criminal defendants
 - B. The right to refuse to give evidence to police
 - C. The right to refuse to provide evidence against yourself
 - D. The right to remain silent in a police interrogation
3. If Ernesto Miranda had known of these rights, what might have happened when the police questioned him?
 - A. He might not have been arrested in the first place.
 - B. He might have appealed his case.
 - C. He might have been let go by the police.
 - D. He might not have confessed to the crimes.
4. What happens if a person waives his or her Miranda rights?
 - A. He or she will be immediately arrested and tried.
 - B. The evidence used against the person will not be brought to trial.
 - C. He or she cannot be prosecuted in a criminal trial.
 - D. The information the person gives to police can be used as evidence in a trial.
5. What happens if Miranda rights are NOT told to someone who becomes a suspect in a criminal trial?
 - A. The suspect is instantly cleared of all charges and must be released.
 - B. Any evidence collected by police must be brought to the Supreme Court.
 - C. Any evidence collected in a police interrogation of the suspect cannot be used.
 - D. The suspect must appeal the ruling of the trial to the Supreme Court.

DIRECTIONS: Study the information and graph, read each question, and choose the **best** answer.

Homicide is defined as the deliberate and unlawful killing of one person by another. You work for the Bureau of Justice studying the rates of homicide in American history, from 1900 to 2002, in order to understand how and why homicide occurs. Though there are no simple answers as to why homicide rates increase or decrease over time, the graph below indicates trends over specific time spans.



Source: Bureau of Justice Statistics

6. What conclusion can you draw from looking at this graph of homicide rates from 1900–2002?
 - A. Homicide rates have been increasing steadily in the United States since 1900.
 - B. Homicide rates increased up through the 1930s and then fluctuated for the rest of the century.
 - C. Homicide rates increased up through the 1960s and then began to decline steadily.
 - D. Homicide rates first decreased steadily and then steadily increased since 1900.
7. What happened to homicide rates between the 1930s and the 1980s?
 - A. They decreased, stayed level, and then increased.
 - B. They increased, then fluctuated, and then stayed level.
 - C. They increased, then began to steadily decrease, and then began to increase again.
 - D. They decreased, then fluctuated, and then began to increase steadily.
8. According to the graph, around what year were homicide rates the highest in the United States?
 - A. 1980
 - B. 2000
 - C. 1944
 - D. 1932
9. Studies have shown that property crimes tend to increase during times of high unemployment, such as during the Great Depression of the 1930s. How does this graph demonstrate that homicide rates may not be linked to high unemployment rates?
 - A. Homicide rates increased during the 1930s, but then began to decline.
 - B. Homicide rates fluctuated wildly during the 1930s.
 - C. Homicide rates steadily decreased during the 1930s.
 - D. Homicide rates first decreased but then steadily increased during the 1930s.
10. Why does the graph show the number for homicides per 100,000 people instead of showing the actual number of homicides per year?
 - A. Because the population increased over time, it is helpful to see homicides expressed as a proportion of a given population.
 - B. Because homicides have increased over time, it is helpful to see them expressed as a part of the total population.
 - C. Because the numbers of homicides have increased and decreased over time, it is helpful to see them over a period of years.
 - D. Because the population has remained constant over time, it is helpful to see homicides expressed as a given number.
11. Based on the data presented on this graph, what prediction can you make about homicide rates of the 21st century?
 - A. They will be similar to the homicide rates of the 1990s.
 - B. They will steadily decrease until they level off to the rates of the 1950s.
 - C. They will increase and then steadily decrease over the next 100 years.
 - D. There is no way to make future predictions because data on the graph are too erratic.

HOSPITALITY AND TOURISM

DIRECTIONS: Study the information and graph, read each question, and choose the **best** answer.

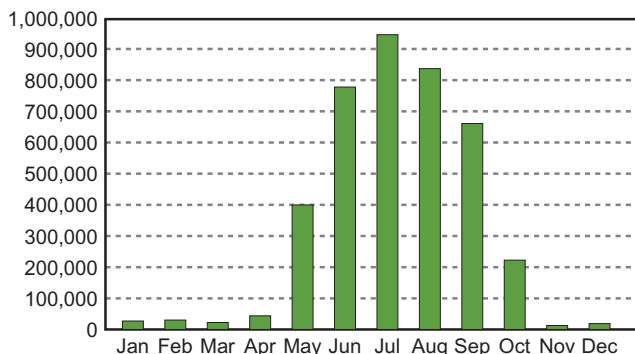
You are a travel advisor helping people decide on the best times to visit Yellowstone National Park. You read information about the park and consult a graph showing the average number of visitors to the park each month.

YELLOWSTONE NATIONAL PARK

Yellowstone National Park, established in 1872, is the oldest national park in the United States. The park stretches over 2 million acres and is located mostly in Wyoming but includes parts of Idaho and Montana as well. The park is teeming with wildlife, including bears, wolves, bison, elk, moose, and bald eagles. The park's famous geyser Old Faithful is a popular attraction. The hot spring erupts around 130 feet into the air, which can happen 20 times a day. Old Faithful can be visited any time of year but is most popular in the summer. It is not the only geyser in the park, but it is the only one that erupts daily with regularity.

Millions of people visit Yellowstone each year. Because most of the park is about 6,000 feet above sea level, the weather is very unpredictable. It can snow any month of the year, and most roads are closed from early November through late April. Summer is the only season when all roads and facilities are open in the park, but it is also the busiest season. Thunderstorms are also most common in the summer. Fall is very beautiful at the park, but the weather can be increasingly cold and snowy, especially at night. Many roads are closed in the winter, but it is a great time for skiing, snowshoeing, and snowmobiling. Spring at the park is when you can see the most wildlife, but the roads are often muddy and the weather is still quite cold.

**AVERAGE MONTHLY VISITATION,
YELLOWSTONE NATIONAL PARK, 2014–2018**



Source: National Park Service

12. What is the **most likely** reason that the number of visitors to Yellowstone National Park is highest in July?
 - A. You can see the most wildlife then.
 - B. All the roads and facilities are open.
 - C. The weather is always warm and sunny.
 - D. The nights are longer during the summer.
13. What is the **most likely** reason a family would visit Yellowstone in October, even though the weather can be very cold at night?
 - A. They prefer to avoid the summer crowds.
 - B. They really enjoy skiing and snowmobiling.
 - C. They want to make sure they can enjoy all the facilities the park has to offer.
 - D. They want to see as much wildlife as possible.
14. Based on the graph, what is the least popular month for visiting Yellowstone National Park?
 - A. December
 - B. November
 - C. January
 - D. March
15. What is one conclusion you can draw about visitors to Yellowstone based on the graph and the passage?
 - A. More visitors prefer to come in the fall than the winter.
 - B. The number of visitors in July is twice the number of visitors in October.
 - C. Visitors prefer to come when they can see the most wildlife in the park.
 - D. The number of visitors in October is twice the number of visitors in December.
16. What is the **most likely** reason that there are a lot fewer visitors to Yellowstone in April than in May?
 - A. It is only possible to see Old Faithful from May through September.
 - B. It never snows in May, whereas snow is still possible in April.
 - C. More roads are open in May than in April.
 - D. It is no longer a good time for skiing or snowshoeing.
17. Which of the following is true about Old Faithful?
 - A. Tourists come to see it in the summer when it erupts regularly.
 - B. It is famous for erupting every day on a regular schedule.
 - C. It is Yellowstone National Park's only known hot spring.
 - D. Tourists prefer to see it in the colder months because its water so hot.

DIRECTIONS: Study the information, read each question, and choose the **best** answer.

You are a tour guide at the Liberty Bell Center in Philadelphia. You read about its history so you can lead an informative tour and answer visitors' questions.

THE LIBERTY BELL

The Liberty Bell is located in the Liberty Bell Center in Independence National Park in Philadelphia, but it once rang in the tower of the Pennsylvania State House. The bell, originally called the State House Bell, was created for the tower in 1751, and it cracked the first time it was rung. Local metalworkers remade the bell, and it was then used for many years to call lawmakers to legislative sessions and townspeople to public meetings. The inscription on the bell, which is from the Bible, reads, "Proclaim Liberty Throughout All the Land Unto All the Inhabitants thereof."

By the 1800s, the Liberty Bell was seen as a symbol of American freedom. A newspaper called *The Anti-Slavery Record* first referred to the bell as the Liberty Bell in 1835, but that name was not used until some years later. Many Americans were in fact introduced to the famous Bell in 1847, when a magazine writer wrote a fictional story about the Liberty Bell ringing on the first Independence Day, July 4, 1776. Though it is a good story, there is no evidence of this fact in any historical record.

Starting in the late 1800s, the Liberty Bell, as an important symbol of freedom, traveled across the country and was exhibited at expositions and fairs until 1915. Various movements in American history, including the women's suffrage and civil rights movements, used the Liberty Bell as a symbol of independence and protest.

There is no real record of how and when the Liberty Bell first got its distinctive crack, but it most likely happened in the early 1840s simply from excessive use. In 1846, the city decided to repair the bell, and metalworkers widened the crack specifically to prevent it from spreading. But unfortunately, a second crack developed, and the Liberty Bell was never rung again. However, it is still tapped for special occasions throughout the year.

Today, tourists can visit the Liberty Bell Center for free. It is open daily from 9 to 5.

18. Which of the following facts about the Liberty Bell would be **most** important to explain to visitors?
- A. It became a symbol of freedom in the 1800s.
 - B. It was first known as the State House Bell.
 - C. It rang on the first Independence Day in 1776.
 - D. It was cracked two different times.
19. Which group first used the Liberty Bell as a symbol of freedom?
- A. exposition leaders
 - B. anti-slavery activists
 - C. women suffragists
 - D. civil rights activists
20. What is significant about the inscription on the Liberty Bell?
- A. It indicates the year the bell was first made.
 - B. It explains why the bell was used to call townspeople to meetings.
 - C. It indicates that the local metalworkers were concerned about liberty.
 - D. It explains why the bell is viewed as a symbol of freedom.
21. The crack on the Liberty Bell is one of its most distinctive features. How did it happen?
- A. The bell cracked from traveling around the country to expositions and fairs.
 - B. The bell cracked when it was moved from its first location in the State House to its present location.
 - C. The bell first cracked from overuse and then the crack was widened in an attempt to keep it from spreading.
 - D. The bell first cracked on Independence Day, 1776, and the crack got bigger from overuse.
22. What is the **most likely** reason that Americans have been interested in seeing the Liberty Bell in person since the late 1800s?
- A. They want to see it rung during celebrations of special occasions.
 - B. They believe it was the cause of various movements in American history.
 - C. They want to see how the big the crack in it has grown over time.
 - D. They recognize its significance as a symbol of American freedom.

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