

PRACTICE EXAM 5: NATIONAL BOARD MIDDLE CHILDHOOD GENERALIST SIMULATION (100 QUESTIONS)

This expanded practice exam contains 100 selected-response questions for Middle Childhood Generalist study. Current National Board materials describe approximately 45 selected-response items and three constructed-response exercises for MC/Generalist Component 1. This simulation expands the selected-response practice while following the current approximate content emphasis: 30% English language arts, the arts, and health and wellness; 35% science and mathematics; and 35% social studies. It is an independent study aid, not an official National Board assessment.

1. A fourth-grade teacher wants students to select independent-reading books that are both accessible and worthwhile. Which approach best supports this goal?

- A. Assign the same book to every student regardless of background knowledge or reading success.
- B. Require students to choose only the shortest books available in the classroom library.
- C. Offer varied, engaging texts and teach students to consider comprehension, purpose, and interest when choosing.
- D. Let students choose any text without ever checking whether they can understand or discuss it.

2. A student can blend /s/ /a/ /t/ into sat. The teacher then asks the student to change /s/ to /m/ and say the new word. Which phonological skill is being practiced?

- A. Syllable deletion
- B. Phoneme substitution
- C. Alphabetic sequencing
- D. Morpheme identification

3. A student reads the unfamiliar word disagreement by identifying dis-, agree, and -ment. What is the student using to support word recognition and meaning?

- A. Morphemic analysis of prefixes, bases, and suffixes
- B. Counting punctuation marks
- C. Recognizing alphabetical order
- D. Matching only the first consonant

4. In the sentence 'After the long hike, Mateo said he could eat a horse,' what should students recognize about the final phrase?

- A. It is a literal plan to eat an animal after the hike.
- B. It is an example of alphabetical word order in a sentence.
- C. It is a technical definition of how hunger affects digestion.
- D. It is a hyperbolic expression meaning Mateo is extremely hungry.

5. A story is told by a narrator outside the action who reveals only Lila's thoughts and feelings. Which point of view is used?

- A. First-person participant
- B. Third-person omniscient
- C. Third-person limited
- D. Second-person direct address

6. Students read two folktales from different cultures in which a clever younger character solves a problem that stronger characters cannot. Which comparison best addresses theme?

- A. Count how many paragraphs appear in each folktale.
- B. Explain how both stories develop the idea that ingenuity can be more useful than physical power.
- C. List only the different character names in the two stories.
- D. Identify which story uses the larger font on the page.

7. An article explains that unusually warm ocean water can increase evaporation, which can add moisture to the atmosphere and contribute to heavier rainfall. Which text structure is most evident?

- A. Problem and solution
- B. Chronological biography
- C. Compare and contrast
- D. Cause and effect

8. After reading three paragraphs about how beavers alter stream habitats, which student response is the strongest summary?

- A. Beavers build dams that change water flow and create habitat conditions used by many organisms.
- B. Beavers have orange teeth, flat tails, brown fur, and many other interesting features.
- C. I think beavers are the most impressive animals because their dams look difficult to build.
- D. The first paragraph has six sentences, the second has five, and the third has four.

9. A student argues that the school should extend library hours. Which evidence would most strengthen the argument?

- A. A list of the librarian's favorite novels from childhood
- B. Usage records and student surveys showing unmet demand after the current closing time
- C. A photograph of the library taken before school opens
- D. A description of the color of the library furniture

10. An argumentative essay includes a counterclaim that school uniforms can reduce clothing-based distractions. What should the writer do next to strengthen the argument against requiring uniforms?

- A. Delete the counterclaim so readers never encounter another perspective.
- B. Repeat the original claim several times without adding new support.
- C. Change the topic to a different school policy with no connection to uniforms.
- D. Respond to the counterclaim with relevant evidence and reasoning that supports the writer's position.

11. Which sentence has clear pronoun-antecedent agreement?

- A. Each student placed a notebook on the desk before beginning the activity.
- B. Each student placed their notebooks on the desk before beginning the activity.
- C. The students placed his notebook on the desk before beginning the activity.
- D. Maria and Elena placed her notebook on the desk before beginning the activity.

12. A narrative is written in past tense. Which sentence maintains consistent verb tense?

- A. Mina opens the gate and walked toward the garden.
- B. Mina opened the gate and walks toward the garden.
- C. Mina opened the gate and walked toward the garden.
- D. Mina will open the gate and walked toward the garden.

13. Which sentence correctly shows that one teacher owns the desk?

- A. The teachers desk is beside the window.
- B. The teacher's desk is beside the window.
- C. The teachers' desk is beside the window.
- D. The teacher,s desk is beside the window.

14. A student writes, 'Because the class finished the experiment before lunch.' Which revision best corrects the sentence fragment while preserving the meaning?

- A. Because the class. Finished the experiment before lunch.
- B. The class because finished the experiment before lunch.
- C. Because the experiment ended before lunch, the class discussed the results.
- D. Before lunch because the experiment the class finished.

15. A writer describes a narrow alley as 'cozy' in one paragraph and 'cramped' in another. What language difference should students notice?

- A. The words are exact synonyms with identical emotional associations.
- B. The words differ only because one is a noun and one is a verb.
- C. The words have unrelated meanings and cannot describe the same space.
- D. The words have similar denotations but different connotations.

16. In the line 'Wild winds whistle through winter woods,' which sound device is most prominent?

- A. Alliteration
- B. Metaphor
- C. Hyperbole
- D. Irony

17. In a narrative, the central conflict reaches its most intense turning point just before the outcome begins to unfold. Which plot element is this?

- A. Exposition
- B. Climax
- C. Falling action
- D. Setting

18. A student is giving a short oral presentation to classmates. Which behavior most improves communication with the audience?

- A. Read every word from the screen without looking up at the audience.
- B. Speak as quickly as possible so the presentation ends early.
- C. Use an audible pace and volume while making purposeful eye contact with listeners.
- D. Turn away from listeners whenever explaining the most important points.

19. A graph in an advertisement begins its vertical axis at 95 instead of 0, making a small increase look dramatic. What should students recognize?

- A. The truncated scale can visually exaggerate the size of the difference.
- B. Any graph that does not begin at zero is automatically false.
- C. The graph becomes a primary source because the axis is shortened.
- D. A shortened axis proves the underlying numerical data were invented.

20. Which sentence uses the correct homophone?

- A. The hikers left there backpacks beside the trail marker.
- B. The hikers left they're backpacks beside the trail marker.
- C. The hikers left thare backpacks beside the trail marker.
- D. The hikers left their backpacks beside the trail marker.

21. A waltz is commonly organized in groups of three beats with the first beat emphasized. Which meter best represents that pattern?

- A. 3/4 meter
- B. 2/4 meter
- C. 4/4 meter
- D. 6/8 used strictly as four equal beats

22. In one-point perspective drawing, parallel lines representing the edges of a road appear to meet at what feature?

- A. A texture swatch in the foreground
- B. A complementary color pair at the margin
- C. A single vanishing point on the horizon line
- D. A repeated pattern that fills the entire page

23. A drama teacher asks groups to create a silent frozen picture showing the moment a community learns surprising news. Which dramatic technique are students using?

- A. Soliloquy
- B. Tableau
- C. Improvisational dialogue
- D. Narrated exposition

24. A dancer travels across the stage in a spiral before moving in a broad curve. Which movement element is being varied most directly?

- A. Level
- B. Dynamics only
- C. Costume color
- D. Pathway

25. An artist mixes white paint into blue to create a lighter blue. Which property of color is being changed most directly?

- A. Value
- B. Complementary relationship
- C. Line direction
- D. Surface texture

26. After vigorous outdoor activity on a hot day, a student feels thirsty, has a dry mouth, and reports a mild headache. What is the most appropriate immediate response?

- A. Continue exercising until the symptoms disappear on their own.
- B. Avoid all fluids so the stomach can rest during recovery.
- C. Stop activity, move to a cooler area, and drink water gradually.
- D. Put on additional layers of clothing to increase sweating.

27. Which food is a strong source of calcium that can support bone health as part of a balanced diet?

- A. Hard candy
- B. Soft drink
- C. Table sugar
- D. Plain yogurt

28. Two classmates disagree about how to divide materials for a project. Which response best demonstrates constructive conflict resolution?

- A. Raise one's voice until the other student gives up the materials.
- B. State the concern calmly, listen to the other viewpoint, and work toward a fair solution.
- C. Refuse to discuss the problem and stop participating in the project.
- D. Ask other students to take sides before hearing both viewpoints.

29. During aerobic activity, a student's breathing and heart rate increase but the student can still speak in short sentences. What does this most likely indicate?

- A. The circulatory system has stopped delivering oxygen to working muscles.
- B. The body no longer needs energy because movement has become automatic.
- C. The body is responding to increased demand for oxygen during moderate-to-vigorous activity.
- D. The student must be asleep because breathing rate has changed.

30. A student feels overwhelmed by a large project due in two weeks. Which response best demonstrates a healthy coping strategy?

- A. Avoid the project completely until the night before it is due.
- B. Break the project into smaller tasks, schedule work periods, and ask for help when needed.
- C. Give up sleep each night so every hour can be used for schoolwork.
- D. Ignore the stress and refuse to talk with anyone about the workload.

31. A recipe uses 2.5 cups of oats for one batch. How many cups are needed for 3 identical batches?

- A. 5.5 cups
- B. 6.0 cups
- C. 8.5 cups
- D. 7.5 cups

32. A science class measured two plant heights, 7.25 centimeters and 3.806 centimeters. What is their combined height?

- A. 11.056 centimeters
- B. 10.556 centimeters
- C. 11.506 centimeters
- D. 110.56 centimeters

33. A class has 45 students in an after-school program. If $\frac{3}{5}$ of them choose a science activity, how many students choose science?

- A. 27 students
- B. 15 students
- C. 30 students
- D. 75 students

34. What is $6.040 - 2.875$?

- A. 3.275
- B. 4.165
- C. 3.935
- D. 3.165

35. What is 0.006×100 ?

- A. 0.00006
- B. 0.06
- C. 0.6
- D. 6

36. A jacket costs \$48 before a 25% discount. What is the sale price?

- A. \$12
- B. \$36
- C. \$24
- D. \$42

37. A data set has a mean of 14. If 2 is added to every value in the data set, what happens to the mean?

- A. The mean becomes 16.
- B. The mean stays 14.
- C. The mean becomes 12.
- D. The mean doubles to 28.

38. The data set 5, 6, 6, 7, 30 contains one unusually large value. Which measure of center best represents a typical value?

- A. The mean, because an outlier never changes an average.
- B. The range, because it is always a measure of center.
- C. The median, because it is less affected by the outlier.
- D. The maximum, because the largest value represents all observations.

39. A rectangular garden is 9 meters long and 6 meters wide. A path runs around the outside. What is the garden's perimeter before adding any path width?

- A. 15 meters
- B. 54 meters
- C. 108 meters
- D. 30 meters

40. A quadrilateral has both pairs of opposite sides parallel. Which classification is guaranteed?

- A. Trapezoid with exactly one parallel pair
- B. Parallelogram
- C. Kite with no parallel sides
- D. Isosceles triangle

41. An angle measures 128 degrees. Which classification is correct?

- A. Acute angle
- B. Obtuse angle
- C. Right angle
- D. Straight angle

42. The ratio of red beads to blue beads is 4:7. If there are 20 red beads in an equivalent ratio, how many blue beads are there?

- A. 23 blue beads
- B. 28 blue beads
- C. 35 blue beads
- D. 40 blue beads

43. Solve $3x + 5 = 26$.

- A. $x = 7$
- B. $x = 5$
- C. $x = 9$
- D. $x = 31$

44. A student checks the solution to 48 divided by 6 by multiplying 8 by 6. Which idea is the student using?

- A. Addition and subtraction always produce equal answers.
- B. Multiplication is associative only when factors are even.
- C. Division changes every number into a fraction less than one.
- D. Multiplication and division are inverse operations.

45. A container holds 2.75 kilograms of rice. How many grams is this?

- A. 27.5 grams
- B. 275 grams
- C. 2,750 grams
- D. 27,500 grams

46. A trapezoid has parallel bases of 8 meters and 12 meters and a height of 5 meters. What is its area?

- A. 50 square meters
- B. 40 square meters
- C. 60 square meters
- D. 100 square meters

47. A fair number cube is rolled once. What is the probability of rolling a number greater than 4?

- A. $\frac{1}{6}$
- B. $\frac{1}{2}$
- C. $\frac{2}{3}$
- D. $\frac{1}{3}$

48. Students recorded the number of books read in a month: 1, 1, 2, 2, 2, 3, 4. What is the mode?

- A. 1 book
- B. 2 books
- C. 3 books
- D. 4 books

49. Students test whether water evaporates faster from a wide dish or a narrow cup. To make the comparison fair, which factor should they keep the same?

- A. The surface area exposed to air
- B. The starting volume of water in each container
- C. The shape of each container
- D. The amount of exposed water surface

50. An object has a mass of 60 grams and a volume of 20 cubic centimeters. What is its density?

- A. 3 grams per cubic centimeter
- B. 0.33 grams per cubic centimeter
- C. 40 grams per cubic centimeter
- D. 80 grams per cubic centimeter

51. A mixture contains sand and dissolved salt in water. Which sequence best separates and recovers both solid substances?

- A. Evaporate the sand first, then filter the salt gas.
- B. Use a magnet to remove both sand and dissolved salt.
- C. Filter out the sand, then evaporate the water to recover the salt.
- D. Freeze the mixture and assume the solids separate automatically.

52. A sealed plastic bag contains vinegar and baking soda in separate compartments. After they are mixed, gas forms and the bag expands. If nothing escapes, what should happen to the total mass?

- A. The total mass should decrease because a gas formed.
- B. The total mass should double because the bag expanded.
- C. The total mass should become zero after the reaction ends.
- D. The total mass should remain the same.

53. A student uses a ramp to move a heavy box into a truck. What is the main mechanical advantage of the ramp?

- A. It eliminates the work required to raise the box against gravity.
- B. It increases the box's mass so gravity becomes weaker.
- C. It creates energy that was not present before the box moved.
- D. It reduces the force needed by increasing the distance over which the force is applied.

54. A student wants to create the darkest, sharpest shadow of a cardboard shape using a flashlight. Which material should the shape be made from?

- A. Opaque cardboard that blocks most light
- B. Clear plastic that transmits nearly all light
- C. Transparent glass that lets light pass through
- D. A completely open frame with no material inside

55. Two sounds have the same pitch, but one is much louder. Which wave property is greater for the louder sound?

- A. Frequency
- B. Wavelength only
- C. Amplitude
- D. Speed in the same medium

56. Which material would be the best conductor for connecting components in a simple classroom electric circuit?

- A. Rubber strip
- B. Copper wire
- C. Dry wooden stick
- D. Plastic string

57. Why do ocean tides on Earth show a strong relationship to the Moon's position?

- A. The Moon heats ocean water enough each day to make it rise and fall.
- B. Earth's oceans stop responding to gravity whenever the Moon is below the horizon.
- C. The Moon's gravity pulls on Earth's oceans, contributing to repeating tidal bulges.
- D. Tides occur because the Moon blocks sunlight from reaching the ocean surface.

58. What is the main reason Earth experiences seasons?

- A. Earth moves dramatically closer to the Sun every summer and farther away every winter.
- B. Earth's tilted axis changes the angle and duration of sunlight received by each hemisphere during its orbit.
- C. The Sun changes its temperature four times during each Earth year.
- D. Clouds permanently block sunlight from one hemisphere for several months.

59. A fast-moving river enters a broad, flat lake and slows down. What is most likely to happen to much of the sediment the river was carrying?

- A. The sediment accelerates upward into the atmosphere.
- B. The sediment instantly changes into dissolved oxygen.
- C. The sediment becomes lighter because gravity stops acting in the lake.
- D. The sediment is deposited as the water loses energy.

60. A rock contains visible layers of compacted sediments and several fossil fragments. Which rock type is most likely?

- A. Sedimentary rock
- B. Igneous rock formed directly from cooling magma
- C. Metamorphic rock identified only by complete melting
- D. Metallic mineral formed entirely from liquid iron

61. Which description best defines an aquifer?

- A. A cloud layer that produces only frozen precipitation
- B. A permeable underground layer that stores and transmits groundwater
- C. A riverbank made entirely of impermeable metal
- D. A machine that converts seawater directly into rainfall

62. Burdock fruits have hooked structures that catch on animal fur. What advantage can this adaptation provide to the plant?

- A. It lets the plant make sunlight during the night.
- B. It allows roots to breathe air above the soil continuously.
- C. It causes every seed to germinate immediately on the parent plant.
- D. It helps disperse seeds to new locations.

63. Which body system transports oxygen from the lungs to cells throughout the body?

- A. Circulatory system
- B. Digestive system
- C. Skeletal system
- D. Integumentary system

64. What is the primary function of the tiny air sacs called alveoli in the lungs?

- A. Digest food into smaller nutrient molecules
- B. Pump blood through arteries to the entire body
- C. Exchange oxygen and carbon dioxide between air and blood
- D. Produce bones that protect the chest cavity

65. Students must design a paper bridge that spans 30 centimeters using no more than 20 craft sticks. What does the 20-stick limit represent?

- A. The dependent variable
- B. A scientific law
- C. An uncontrolled measurement error
- D. A design constraint

66. A region has 12,000 residents living in an area of 300 square kilometers. What is its population density?

- A. 4 people per square kilometer
- B. 300 people per square kilometer
- C. 40 people per square kilometer
- D. 3,600 people per square kilometer

67. What do lines of latitude measure?

- A. Distance east or west of the Prime Meridian
- B. Distance north or south of the Equator
- C. Elevation above or below sea level
- D. Travel time between two cities

68. A mountain range forces moist air upward. Rain falls on the windward side, while the leeward side is much drier. Which geographic effect does this illustrate?

- A. Rain-shadow effect
- B. Tidal flooding
- C. Urban heat island
- D. Continental drift

69. Why did many early settlements develop near rivers?

- A. Rivers provided water, transportation routes, fertile floodplains, and other resources.
- B. Rivers prevented all flooding and made farming unnecessary.
- C. Rivers guaranteed that settlements would never face conflict or disease.
- D. Rivers removed the need for trade because every resource was locally available.

70. Which resource is renewable on a human time scale when managed appropriately?

- A. Coal
- B. Petroleum
- C. Natural gas
- D. Solar energy

71. Which feature of Pueblo peoples' traditional architecture best reflects adaptation to the dry climate of the Southwest?

- A. Homes built primarily on floating platforms in deep water
- B. Thick adobe walls that help moderate indoor temperatures
- C. Roofs designed mainly to shed heavy year-round tropical rainfall
- D. Structures made entirely of ice blocks to retain Arctic warmth

72. For many Indigenous peoples of the Pacific Northwest Coast, which resource historically supported food systems, trade, and cultural life?

- A. Large herds of desert camels
- B. Rice paddies dependent on tropical monsoons
- C. Salmon from rivers and coastal waters
- D. Olive groves adapted to Mediterranean climates

73. Under mercantilist policies, European colonial powers generally expected colonies to do what?

- A. Supply raw materials and serve as markets that benefited the home country
- B. Trade freely with any nation without restrictions
- C. Operate completely independent monetary and trade systems
- D. Avoid exporting resources or importing manufactured goods

74. Why is the Mayflower Compact often discussed in lessons about the development of self-government in English North America?

- A. It ended all British authority over the colonies immediately.
- B. It created the U.S. Constitution before the American Revolution.
- C. The signers agreed to form a government and follow laws made for the common good.
- D. It granted universal voting rights to every person living in North America.

75. After the French and Indian War, why did tensions increase between Great Britain and many American colonists?

- A. Britain immediately granted the colonies complete independence from Parliament.
- B. Britain sought new colonial revenue and tighter control, while many colonists resisted taxes and restrictions.
- C. The colonies stopped all trade with Britain because the war ended slavery.
- D. France took permanent control of all thirteen British colonies after winning the war.

76. Why did colonial protestors dump tea into Boston Harbor during the Boston Tea Party?

- A. They wanted Parliament to increase the price of all imported goods.
- B. They were celebrating the signing of the U.S. Constitution.
- C. They were trying to stop colonial merchants from selling locally grown wheat.
- D. They were protesting British taxation and control connected to the tea trade.

77. What was a central argument of Thomas Paine's Common Sense?

- A. The colonies should return all elected assemblies to direct royal control.
- B. The colonies should break from British rule and establish independent government.
- C. The colonies should abandon representative government and restore feudalism.
- D. The colonies should end transatlantic trade but remain politically ruled by Britain.

78. Which weakness of the Articles of Confederation made it difficult for the national government to pay debts and fund shared responsibilities?

- A. Congress had unlimited power to tax citizens without state involvement.
- B. The national executive collected too much revenue from income taxes.
- C. Federal courts controlled all state budgets and local tax rates.
- D. Congress lacked an effective power to levy taxes directly.

79. Why did many Anti-Federalists press for a bill of rights during debates over ratifying the Constitution?

- A. They wanted to abolish all state governments before ratification.
- B. They wanted the president to inherit office rather than be elected.
- C. They wanted explicit protections for individual liberties against government power.
- D. They wanted Congress to prohibit every form of public criticism.

80. The U.S. Supreme Court's power of judicial review allows it to do what?

- A. Evaluate whether laws or government actions are consistent with the Constitution.
- B. Write all federal laws before Congress debates them
- C. Command military forces during every national emergency
- D. Collect state and local taxes directly from citizens

81. Which power is exercised by the U.S. Senate as part of the treaty-making process?

- A. Writing state constitutions without state participation
- B. Issuing final Supreme Court opinions in constitutional cases
- C. Commanding local police departments during routine municipal matters
- D. Voting whether to give advice and consent to treaties negotiated by the president

82. Which action is a judicial function in the federal government?

- A. Introducing a revenue bill in the House of Representatives
- B. Hearing a legal case and interpreting how federal law applies
- C. Negotiating a treaty with another nation on behalf of the executive
- D. Administering a city's trash-collection schedule

83. Why did the Lewis and Clark expedition keep journals, maps, and observations while traveling through the Louisiana Territory?

- A. To replace every existing Indigenous place name with a European city name
- B. To prove that the Pacific Ocean was located east of the Mississippi River
- C. To document geography, plants, animals, routes, and encounters for the expedition's sponsors
- D. To create a new national constitution while traveling west

84. Why did the Homestead Act encourage westward migration by many settlers?

- A. It offered eligible settlers a way to claim western land by living on and improving it.
- B. It prohibited all farming west of the Mississippi River.
- C. It required every western settler to return land to railroad companies.
- D. It ended federal involvement in western land policy altogether.

85. What was the Underground Railroad?

- A. A secret network of people and routes that helped enslaved individuals seek freedom.
- B. A government-owned subway that transported factory workers between northern cities
- C. A military railroad built to carry Confederate weapons across the South
- D. A trade route used mainly to move cotton from plantations to European markets

86. Why was Union control of the Mississippi River strategically important during the Civil War?

- A. It would move the national capital from Washington to New Orleans.
- B. It would automatically end slavery in every state without further action.
- C. It could disrupt Confederate transportation and divide major parts of the Confederacy.
- D. It would prevent all immigration from entering the United States by sea.

87. Why is the Gettysburg Address often considered significant in understanding the Civil War's meaning?

- A. It announced that the United States would return to rule by the British monarchy.
- B. It linked the war to preserving the nation and advancing the principle of human equality.
- C. It created the Articles of Confederation as a new wartime constitution.
- D. It ordered every Confederate army to surrender immediately after the speech.

88. Which amendment abolished slavery in the United States, except as punishment for a crime after conviction?

- A. Tenth Amendment
- B. Seventeenth Amendment
- C. Twenty-second Amendment
- D. Thirteenth Amendment

89. How did the assembly line change many manufacturing industries?

- A. It required every worker to build an entire product alone from start to finish.
- B. It eliminated the use of standardized parts and interchangeable components.
- C. It divided production into repeated specialized tasks, increasing the speed of mass production.
- D. It made factories unnecessary by moving all production back into individual homes.

90. Which is an example of a pull factor that encouraged immigration to the United States?

- A. War or persecution pushing people from their homelands
- B. Crop failure making survival difficult in the home country
- C. Government repression forcing families to flee their communities
- D. The possibility of jobs, land, or greater political and religious freedom

91. What was a major purpose of settlement houses in growing industrial cities?

- A. Provide community services such as education, childcare, and assistance to working-class and immigrant families
- B. Prevent all immigrants from learning English or participating in civic life
- C. Operate military bases that trained soldiers for overseas combat
- D. Replace city governments by collecting all local taxes independently

92. During the Great Depression, which condition directly increased hardship for many families?

- A. A national labor shortage that caused wages to rise rapidly
- B. Widespread unemployment and loss of income
- C. Guaranteed profits for every bank and business
- D. An immediate surplus of high-paying jobs in most communities

93. Why did the United States use rationing during World War II?

- A. To encourage households to consume unlimited gasoline and rubber
- B. To conserve scarce goods and materials for military and essential civilian needs
- C. To eliminate the need for industrial production during wartime
- D. To guarantee that imported luxury goods would become cheaper

94. What was a primary goal of the Montgomery Bus Boycott?

- A. End racial segregation on public buses in Montgomery
- B. Create separate bus systems in every neighborhood
- C. Increase bus fares only for Black passengers
- D. Replace public transportation with private automobiles

95. What did the Twenty-sixth Amendment change about voting rights in the United States?

- A. It established direct election of U.S. senators.
- B. It abolished slavery and involuntary servitude.
- C. It created the two-term limit for presidents.
- D. It protected voting at age eighteen or older from age-based denial.

96. Which action demonstrates a legislative check on an executive appointment?

- A. The president writes a judicial opinion for the Supreme Court.
- B. A state governor changes the text of the federal Constitution alone.
- C. The Senate votes whether to confirm certain presidential nominees.
- D. A federal agency cancels an election without legal authority.

97. Why is participation by informed citizens important in a representative democracy?

- A. Citizens transfer all political responsibility permanently to unelected officials.
- B. Citizens are expected to avoid learning about issues before voting.
- C. Citizens choose representatives, communicate priorities, and hold public officials accountable.
- D. Citizens can participate only by serving as full-time government employees.

98. A town has many workers who specialize in making furniture, while a nearby town specializes in growing fruit. What economic benefit can specialization support?

- A. Elimination of all scarcity and resource limits
- B. Greater efficiency and trade between producers with different strengths
- C. A guarantee that every producer makes every product independently
- D. The end of any need to exchange goods or services

99. If demand for a product stays about the same but the available supply decreases substantially, what usually happens to the market price?

- A. The price must fall to zero immediately.
- B. The price becomes unrelated to scarcity or demand.
- C. The price is guaranteed to stay exactly unchanged.
- D. The price tends to rise.

100. Students compare two eyewitness accounts of the same strike and notice conflicting descriptions of the crowd. What should they do next?

- A. Corroborate the accounts with additional sources and consider each witness's position, purpose, and access to events.
- B. Assume the longer account must be accurate because it contains more words.
- C. Discard both accounts because disagreement proves neither source has value.
- D. Select the account that best matches the students' prior opinions and stop researching.

Practice Exam 5: Answer Key and Explanations

1. C — Independent reading is most productive when students have meaningful choice within a range of texts they can comprehend with reasonable independence. Teaching students to consider purpose, interest, and understanding develops increasingly strategic text selection rather than reducing choice to length or a single assigned title. The other options do not match the specific literacy evidence or purpose as directly.

2. B — The task requires replacing one individual speech sound with another while keeping the remaining sounds unchanged: /s/ becomes /m/, producing mat. Manipulating phonemes orally is a phonemic-awareness skill and does not require printed letters, syllable removal, or analysis of meaningful word parts. The other options do not match the specific literacy evidence or purpose as directly.

3. A — Disagreement can be divided into meaningful morphemes: the prefix dis-, the base agree, and the suffix -ment. Using these meaningful units supports both decoding and vocabulary development because the parts contribute information about pronunciation, grammatical function, and the meaning of the whole word. The other options do not match the specific literacy evidence or purpose as directly.

- 4. D** — The statement exaggerates Mateo's hunger far beyond a literal possibility, so it functions as hyperbole. Readers use context and knowledge of figurative language to interpret the intended meaning. Treating the phrase literally would ignore the common rhetorical purpose of deliberate exaggeration for emphasis. The other options do not match the specific literacy evidence or purpose as directly.
- 5. C** — A third-person limited narrator uses third-person pronouns while restricting access mainly to one character's thoughts, feelings, and perceptions. An omniscient narrator can reveal multiple characters' internal experiences, while first person uses a participating 'I' narrator and second person directly addresses 'you.' The other options do not match the specific literacy evidence or purpose as directly.
- 6. B** — Theme comparison focuses on a broader message developed through characters, conflicts, and outcomes. Both plots can support the idea that clever thinking may overcome problems that strength alone cannot solve. Surface features such as paragraph count, names, or font size do not establish thematic meaning. The other options do not match the specific literacy evidence or purpose as directly.
- 7. D** — The passage links one condition to consequences: warmer water increases evaporation, which can increase atmospheric moisture and rainfall. That chain of causes and effects organizes the information. A problem-solution structure would propose remedies, while comparison would emphasize similarities and differences between subjects. The other options do not match the specific literacy evidence or purpose as directly.
- 8. A** — A strong summary states the central idea and includes only essential supporting information. The keyed response captures how dam building changes streams and habitats without adding unrelated details or personal opinions. Counting sentences and listing interesting physical features do not condense the passage's main meaning. The other options do not match the specific literacy evidence or purpose as directly.
- 9. B** — Evidence should be relevant to the claim and help show why additional access is needed. Usage records and surveys can document demand that the current schedule does not meet. Personal favorites, room appearance, and furniture color do not provide evidence about whether later hours would serve students. The alternatives do not provide evidence that directly supports the claim.
- 10. D** — Effective argumentation acknowledges reasonable opposing views and then responds with evidence and reasoning. Addressing the counterclaim demonstrates that the writer has considered another perspective and can explain why the overall evidence still favors the stated position. Avoiding the issue or merely repeating a claim weakens reasoning. The other options do not match the specific literacy evidence or purpose as directly.
- 11. A** — In formal edited usage, the keyed sentence avoids an agreement mismatch by repeating a singular noun rather than pairing each with an unclear plural or mismatched pronoun. The other sentences create number or reference problems between pronouns and their antecedents, making the relationships less precise. The other options do not match the specific literacy evidence or purpose as directly.

12. C — A narrative framed in past tense should use past-tense verbs consistently unless a time shift is purposeful and clearly signaled. Opened and walked both describe completed past actions. The distractors mix present, future, and past forms without a meaningful change in time, creating unnecessary tense shifts. The alternatives test other language concepts rather than the specific skill described.

13. B — A singular possessive noun is usually formed by adding an apostrophe and s, so teacher's correctly shows that the desk belongs to one teacher. Teachers' would indicate possession by multiple teachers, while the versions without a correct apostrophe do not mark singular possession according to standard conventions. The alternatives test other language concepts rather than the specific skill described.

14. C — Beginning with because creates a dependent clause that cannot stand alone as a complete sentence. Adding an independent clause completes the thought while preserving the original time and cause relationship. The other revisions either remain fragments or create word-order problems that do not form a grammatical sentence. The alternatives either remain fragments or change the intended grammatical relationship.

15. D — Both cozy and cramped can describe a small or confined space, but they carry different emotional associations. Cozy often suggests comfort or pleasant closeness, while cramped suggests discomfort or insufficient room. This contrast illustrates connotation: shades of feeling or association beyond a word's basic dictionary meaning. The alternatives test other language concepts rather than the specific skill described.

16. A — The repeated initial w sound in wild, winds, whistle, winter, and woods creates alliteration. This sound pattern can add rhythm, emphasis, or mood. The line does not primarily equate unlike things, exaggerate beyond possibility, or create a contrast between what is expected and what occurs. The alternatives test other language concepts rather than the specific skill described.

17. B — The climax is the point of greatest tension or decisive turning point in a plot, after which consequences begin to unfold. Exposition introduces characters, setting, and initial circumstances, while falling action follows the climax. Setting identifies the time and place rather than a stage of plot development. The alternatives test other language concepts rather than the specific skill described.

18. C — Effective oral presentation combines understandable pace and volume with attention to listeners. Purposeful eye contact helps speakers monitor engagement and communicate directly, while clear vocal delivery supports comprehension. Reading mechanically, rushing, or facing away from the audience makes it harder for listeners to follow the message. The other options do not match the specific literacy evidence or purpose as directly.

19. A — Changing the displayed scale can make modest numerical differences appear much larger visually. Students should distinguish between the accuracy of the underlying data and the way a graph frames those data. A truncated axis is not automatically dishonest, but it requires careful interpretation of actual values. The other options do not match the specific literacy evidence or purpose as directly.

20. D — Their is the possessive form needed to show that the backpacks belong to the hikers. There refers to a place, while they're is a contraction of they are. Choosing among homophones depends on grammatical function and meaning in context rather than on sound alone. The other options do not match the specific literacy evidence or purpose as directly.

21. A — A 3/4 meter groups each measure into three quarter-note beats, often heard as ONE-two-three in a waltz. Other meters organize pulses differently. Recognizing meter involves hearing recurring beat groupings and accents, not simply counting how many notes appear in a musical phrase. The other options describe different artistic elements or techniques and do not fit the evidence as directly.

22. C — One-point perspective creates the illusion of depth by directing receding parallel lines toward one vanishing point, usually placed on the horizon line. Texture, color relationships, and repeated patterns can affect an artwork, but they do not establish the central geometric structure of one-point perspective. The alternatives name visual features that do not create one-point perspective.

23. B — A tableau is a deliberately arranged, motionless scene in which performers use body position, facial expression, and spatial relationships to communicate an idea or moment. Because the scene is silent and frozen, it differs from spoken improvisation, solo speech, or narrated background information. The other options describe different artistic elements or techniques and do not fit the evidence as directly.

24. D — Pathway describes the route a dancer's body takes through space, such as straight, curved, zigzag, or circular routes. A spiral followed by a broad curve clearly changes pathway. Level concerns vertical height, dynamics concern movement quality and energy, and costume color is a visual design feature rather than a spatial route.

25. A — Color value refers to relative lightness or darkness. Adding white produces a tint and raises the value of the blue, making it lighter. Complementary relationships depend on positions on a color wheel, while line direction and texture describe different visual elements rather than lightness. The alternatives describe color relationships or elements other than value.

26. C — Thirst, dry mouth, and headache after heat and exertion can be early signs of dehydration or heat stress. Reducing exertion, cooling down, and replacing fluids are appropriate first responses. Continuing activity, restricting fluids, or adding insulation can increase heat strain rather than relieve it. The other options are less direct, less preventive, or less appropriate for the wellness need described.

27. D — Dairy foods such as yogurt commonly provide substantial calcium, a mineral important for bones and teeth. Candy, soft drinks, and table sugar do not provide comparable calcium. A balanced diet includes many nutrients, but the question specifically asks which listed food contributes meaningfully to calcium intake. The other choices are less direct, less preventive, or less appropriate for the wellness.

28. B — Constructive conflict resolution combines clear, respectful communication with listening and collaborative problem solving. Describing the concern calmly and seeking a fair solution addresses both the task and the relationship. Escalation, withdrawal, and recruiting sides tend to intensify conflict rather than resolve it. The other options are less direct, less preventive, or less appropriate for the wellness need described.

29. C — Physical activity increases muscles' need for oxygen and energy, so breathing and heart rate rise to support greater gas exchange and circulation. Being able to speak briefly can occur during sustained activity. The response reflects normal physiological adjustment rather than a shutdown of oxygen delivery or energy use. The alternatives misinterpret normal exercise responses or recommend an inappropriate conclusion.

30. B — Breaking a large task into manageable steps reduces uncertainty and supports planning, while seeking help can address barriers before they grow. Chronic avoidance, sacrificing sleep, and refusing support can intensify stress and impair performance. Healthy coping combines realistic action, rest, and appropriate social or academic support. The other choices are less direct, less preventive, or less appropriate for the wellness.

31. D — Three identical batches require three times the amount used in one batch. Multiplying 2.5 cups by 3 gives 7.5 cups. Adding only one extra cup or misplacing the decimal does not scale the recipe proportionally. The unit remains cups because the calculation changes quantity, not measurement type. The alternatives reflect different operations or common calculation and representation errors.

32. A — Align the decimal points so each place value is combined correctly. Writing 7.25 as 7.250 gives $7.250 + 3.806 = 11.056$ centimeters. The distractors come from misaligning decimal places or treating the decimal digits like an unplaced whole number rather than preserving tenths, hundredths, and thousandths. The distractors reflect common operation, measurement, or representation errors. Checking the quantities and relationship.

33. A — Finding three fifths of 45 can be done by dividing 45 by 5 to get 9, then multiplying 9 by 3 to get 27. The result must also be less than the whole group of 45, which rules out 75 immediately. The distractors reflect common operation, place-value, measurement, or representation errors. Recomputing from the given quantities confirms the keyed result.

34. D — Align decimal points and subtract by place value: $6.040 - 2.875 = 3.165$. Writing the trailing zero in 6.040 makes the thousandths place explicit and supports regrouping. The other values result from incorrect borrowing or subtracting digits without preserving place value. The distractors reflect common operation, place-value, measurement, or representation errors. Recomputing from the given quantities confirms the keyed result.

35. C — Multiplying by 100 makes the value one hundred times as large, moving the decimal point two places to the right: 0.006 becomes 0.6. Moving only one place gives 0.06, while moving the decimal in the wrong direction makes the number smaller. The distractors reflect common operation, place-value, measurement, or representation errors. Recomputing from the given quantities confirms the keyed result.

36. B — Twenty-five percent is one fourth. One fourth of \$48 is \$12, so subtracting the \$12 discount from \$48 gives a sale price of \$36. The \$12 amount is the discount itself, not the final price; the other values use incorrect percentages. The distractors reflect common operation, place-value, measurement, or representation errors. Recomputing from the given quantities confirms the keyed result.

37. A — Adding the same constant to every observation shifts the entire data set by that amount, so the mean also increases by 2. Starting from 14 gives a new mean of 16. The number of observations does not change, and adding 2 to each value does not double the average. The alternatives reflect different operations or common calculation and representation errors.

38. C — The value 30 is an outlier far above the cluster from 5 to 7. The median remains 6 and better reflects the typical observation, while the mean is pulled upward by the outlier. Range and maximum describe spread or an extreme, not the center of the distribution. The alternatives reflect different operations or common calculation and representation errors.

39. D — Perimeter measures distance around a rectangle, so add all four sides or use $2(\text{length} + \text{width})$. Here $2(9 + 6) = 30$ meters. Multiplying 9×6 gives area rather than perimeter, and the other values result from incomplete or repeated operations not matching the boundary length. The alternatives reflect different operations or common calculation and representation errors.

40. B — A parallelogram is defined as a quadrilateral with both pairs of opposite sides parallel. More specific figures such as rectangles, rhombi, and squares are also parallelograms, but the given information guarantees only the broader classification. A triangle is not a quadrilateral, and the other descriptions conflict with the stated parallel sides. The distractors reflect common operation, measurement, or representation errors.

41. B — An obtuse angle measures more than 90 degrees but less than 180 degrees, so 128 degrees is obtuse. Acute angles are less than 90 degrees, right angles equal 90 degrees, and straight angles equal 180 degrees. The measure therefore fits only one category. The other options result from different operations or common calculation errors and do not satisfy the stated.

42. C — The red-bead count increases from 4 to 20 by a factor of 5. Multiplying the blue-bead count by the same factor gives $7 \times 5 = 35$. Equivalent ratios preserve the multiplicative relationship between corresponding quantities, not an additive difference. The distractors reflect common operation, place-value, measurement, or representation errors. Recomputing from the given quantities confirms the keyed result.

43. A — Subtract 5 from both sides to isolate $3x$, giving $3x = 21$. Dividing both sides by 3 gives $x = 7$. Substitution checks the result: $3(7) + 5 = 26$. The distractors result from incomplete inverse operations. The distractors reflect common operation, place-value, measurement, or representation errors. Recomputing from the given quantities confirms the keyed result.

44. D — Inverse operations undo one another. Because 48 divided by 6 equals 8, multiplying the quotient 8 by the divisor 6 returns the original dividend 48. This relationship provides a useful way to check division. The other statements do not describe why the multiplication verifies the quotient. The distractors reflect common operation, measurement, or representation errors. Checking the quantities and relationship.

45. C — One kilogram equals 1,000 grams, so converting 2.75 kilograms to grams requires multiplying by 1,000. Moving the decimal three places to the right gives 2,750 grams. The distractors reflect moving the decimal too few or too many places rather than applying the correct metric conversion factor. The distractors reflect common operation, measurement, or representation errors. Checking the quantities and relationship.

46. A — The area of a trapezoid is one half times the sum of the parallel bases times the height. $\text{One half} \times (8 + 12) \times 5 = \text{one half} \times 20 \times 5 = 50$ square meters. Using only one base or forgetting the one-half factor produces incorrect results. The alternatives reflect different operations or common calculation and representation errors.

47. D — A standard number cube has six equally likely outcomes, 1 through 6. Numbers greater than 4 are 5 and 6, so there are 2 favorable outcomes out of 6 total. The fraction $2/6$ simplifies to $1/3$. The other probabilities count the favorable outcomes incorrectly. The alternatives reflect different operations or common calculation and representation errors.

48. B — The mode is the value that occurs most frequently. In the data set, 2 appears three times, 1 appears twice, and 3 and 4 each appear once. Therefore 2 is the mode. This measure describes frequency rather than numerical middle or average. The other options result from different operations or common calculation errors and do not satisfy the stated relationship.

49. B — The investigation is intended to compare how exposed surface area affects evaporation, so surface area should differ while other relevant conditions remain controlled. Beginning with the same water volume supports a fair comparison. Changing several factors at once would make the cause of any difference unclear. The alternatives conflict with the observation or with the scientific principle being tested.

50. A — Density is mass divided by volume. Dividing 60 grams by 20 cubic centimeters gives 3 grams per cubic centimeter. Subtracting or adding the quantities does not produce density, and reversing the quotient would give a different unit relationship than mass per unit volume. The other options describe different processes or ignore important evidence in the observation or investigation.

51. C — Sand is insoluble in water, so filtration can remove it as solid particles. Dissolved salt passes through the filter with the water and can later be recovered by evaporating the water. A magnet does not generally separate these materials, and salt does not become a gas first. The other options describe different processes or ignore important evidence in the observation.

52. D — In a closed system, matter is conserved during a chemical reaction even when substances change form. The gas remains inside the sealed bag, so the total mass of reactants and products should be equal. Expansion changes volume and pressure conditions, not the amount of matter present. The alternatives conflict with the observation or with the scientific principle being tested.

53. D — A ramp is an inclined plane. It lets the same height be reached over a longer distance, which can reduce the input force required even though ideal work is not eliminated. Simple machines trade force for distance or direction; they do not create energy or change the object's mass. The other choices contradict these mechanical principles.

54. A — A shadow forms where light is blocked. Opaque material prevents most light from passing through and therefore produces a strong shadow. Transparent materials transmit much more light, so they create weak or minimal shadows. The light source and object position also affect shadow size and sharpness. The alternatives conflict with the observation or with the scientific principle being tested.

55. C — Loudness is associated primarily with the amplitude of a sound wave: larger-amplitude vibrations carry more energy and are perceived as louder. Pitch is associated with frequency, so equal pitch suggests similar frequency. In the same medium, sound speed is not determined simply by loudness. The other options describe different processes or ignore important evidence in the observation or investigation.

56. B — Metals such as copper contain charges that can move readily through the material, making copper an effective electrical conductor. Rubber, dry wood, and plastic are commonly used as insulators because they resist current flow under ordinary classroom conditions. A complete circuit therefore typically uses metal conductors between components. The distractors describe different processes or materials, while the keyed response best.

57. C — The Moon's gravitational attraction contributes strongly to the regular rise and fall of ocean levels, with the Sun also affecting tidal patterns. Tides are not produced by daily lunar heating or by blocking sunlight. Their timing reflects gravitational interactions among Earth, the Moon, and the Sun. The distractors describe different processes or overlook the evidence, while the keyed response best.

58. B — Earth's axial tilt causes each hemisphere to receive different sunlight angles and day lengths as Earth revolves around the Sun. More direct sunlight and longer days produce warmer seasons. Seasonal changes are not caused mainly by Earth-Sun distance or large periodic changes in the Sun's temperature. The alternatives conflict with the observation or with the scientific principle being tested.

59. D — Moving water can transport sediment, but when water slows it has less energy to carry particles. Many particles settle and are deposited, especially larger ones first. This process can build deltas or other deposits. Gravity continues acting, and sediment does not transform into oxygen. The other options describe different processes or ignore important evidence in the observation or investigation.

60. A — Sedimentary rocks commonly form when sediments are deposited, compacted, and cemented, and they can preserve fossils within layers. Igneous rocks crystallize from molten material, while metamorphic rocks are altered by heat and pressure without complete melting. The described layering and fossils support a sedimentary origin. The other options describe different processes or ignore important evidence in the observation or investigation.

61. B — An aquifer is a body of permeable rock, sediment, or similar material that can store groundwater and allow it to move through connected spaces. Wells often draw water from aquifers. Clouds, engineered metal barriers, and hypothetical rainfall machines do not describe underground groundwater-storage formations. The alternatives conflict with the observation or with the scientific principle being tested.

62. D — Hooks can attach fruits or seeds to passing animals, which may carry them away before they fall off. This dispersal can reduce competition near the parent plant and move offspring to new sites. The structures do not create light, replace root functions, or guarantee immediate germination. The distractors describe different processes or overlook the evidence, while the keyed response best.

63. A — The circulatory system moves blood through vessels, delivering oxygen picked up in the lungs to body tissues and returning carbon dioxide for removal. The digestive system processes nutrients, the skeletal system supports and protects the body, and the integumentary system includes skin and related structures. The other options describe different processes or ignore important evidence in the observation or investigation.

64. C — Alveoli provide a large, thin surface where oxygen diffuses from inhaled air into nearby capillaries and carbon dioxide diffuses from blood into the air for exhalation. They do not digest food, pump blood, or produce bone; those functions belong to other systems and organs. The other options describe different processes or ignore important evidence in the observation or investigation.

65. D — An engineering constraint is a limit or requirement that a design must satisfy, such as available materials, cost, size, or time. The maximum of 20 craft sticks restricts possible solutions while the 30-centimeter span is another requirement. It is not an experimental outcome, natural law, or accidental error. The distractors describe different processes or overlook the evidence, while the keyed.

66. C — Population density compares the number of people in a place with the area that place covers. Dividing 12,000 residents by 300 square kilometers gives 40 people per square kilometer. Multiplying the quantities or dropping a zero would not produce a valid people-per-area rate. The correct calculation expresses how densely the population is distributed across the region.

67. B — Latitude describes angular distance north or south of the Equator, with parallels running generally east-west around Earth. Longitude measures east-west position from the Prime Meridian. Elevation describes height, and travel time depends on distance, route, and speed rather than geographic coordinates alone. The other options apply different concepts or do not fit the historical, geographic, civic, economic, or source evidence.

68. A — As moist air rises over mountains, it cools and can release precipitation on the windward side. Descending air on the leeward side becomes drier, producing a rain shadow. Tides, urban heat, and plate movement involve different processes and do not explain this precipitation pattern. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

69. A — Rivers often supported settlement by supplying fresh water, transportation, fishing, and fertile soils deposited on floodplains. These advantages encouraged agriculture and exchange, although rivers could also flood and did not eliminate disease, conflict, or the need to trade for resources unavailable locally. The other options apply different concepts or do not fit the historical, geographic, civic, economic, or source evidence.

70. D — Solar energy is continually supplied by the Sun and is renewable on human time scales. Coal, petroleum, and natural gas are fossil fuels formed over geologic time, so they are used far faster than natural processes replace them. Renewable does not mean impact-free, but it describes replenishment rate. The alternatives reflect different concepts or circumstances than the question asks about.

71. B — Adobe uses earth-based materials available in the region, and thick walls can help buffer large daily temperature changes. The architecture reflects local climate and resources. Floating, tropical-rain, and ice-based designs are adaptations associated with very different environmental conditions rather than the arid Southwest. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

72. C — Abundant salmon runs in rivers and coastal waters supported food, seasonal activities, trade, and cultural traditions for many Pacific Northwest Coast peoples. The other resources are associated with environments far removed from the region. This example illustrates how human communities develop practices connected to local ecosystems. The alternatives reflect different concepts or circumstances than the question asks about.

73. A — Mercantilist systems sought to increase the wealth and power of the home country by controlling colonial trade. Colonies often supplied raw materials and purchased manufactured goods through regulated channels. Free trade and complete colonial economic independence conflict with the basic logic of mercantilist policy. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

74. C — The Mayflower Compact represented an agreement among signers to create a political community and obey laws made for their collective welfare. It is therefore used as an early example of self-government by consent. It did not create later national institutions or establish universal political rights. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

75. B — The war left Britain with significant costs and new territory to manage, leading officials to impose taxes and regulations on the colonies. Many colonists objected, especially to taxation without direct representation in Parliament. These disputes contributed to a worsening imperial relationship before the Revolution. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

76. D — The Boston Tea Party was a protest against British policies governing tea and taxation, including the principle that Parliament could tax colonists without their elected consent. The action targeted imperial authority and the tea trade. It occurred before the Constitution and was unrelated to local wheat marketing. The alternatives reflect different concepts or circumstances than the question asks about.

77. B — Common Sense argued in accessible language that hereditary monarchy and continued British rule were unjustified and that independence offered a better political future for the colonies. The pamphlet helped popularize the independence cause. Its argument did not call for restoring tighter royal control or feudal government. The alternatives reflect different concepts or circumstances than the question asks about.

78. D — Under the Articles of Confederation, Congress depended heavily on requests to the states for revenue because it lacked an effective direct taxing power. This made national finances unreliable. The later Constitution strengthened federal fiscal authority, while the distractors describe powers the Articles did not create. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

79. C — Anti-Federalists feared that a stronger national government might threaten individual liberties and local authority, so many demanded explicit protections. The eventual Bill of Rights addressed concerns about freedoms and legal protections. The movement did not seek hereditary executive power or a ban on public criticism. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

80. A — Judicial review is the authority to interpret the Constitution and determine whether laws or official actions conflict with it. This provides a judicial check within the constitutional system. Congress writes legislation, the executive leads the armed forces, and tax administration belongs to other governmental functions. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

81. D — The president negotiates treaties, but the Constitution assigns the Senate an advice-and-consent role. A treaty requires approval by two-thirds of senators present before ratification can proceed. This arrangement divides foreign-affairs authority between branches and provides a check on executive power. State constitutions, court decisions, and routine local policing involve different institutions and governmental responsibilities.

82. B — Federal courts decide cases and controversies by interpreting and applying the Constitution and federal laws. Introducing legislation is a legislative function, while negotiating treaties is an executive function that also involves the Senate. Administering ordinary municipal services belongs to local government. Identifying the judicial branch requires distinguishing adjudication from lawmaking, diplomacy, and local administration.

83. C — The expedition gathered geographic and scientific information, mapped routes, recorded species, and documented encounters with Indigenous nations and landscapes. These records helped leaders and later travelers learn about the territory. The expedition was exploratory and diplomatic, not a constitutional convention or proof of an incorrect geographic claim. The alternatives reflect different concepts or circumstances than the question asks about.

84. A — The Homestead Act of 1862 allowed eligible settlers to claim public land, commonly up to 160 acres, if they met requirements such as residence and cultivation. The policy encouraged western settlement and farming while also accelerating dispossession and pressure on Indigenous lands. It did not prohibit agriculture, transfer all public land to railroads, or end federal land policy.

85. A — The Underground Railroad was not a literal railroad. It was a loosely organized network of routes, safe places, and people who aided enslaved individuals escaping toward freedom. Participants faced serious legal and personal risks. The system served resistance to slavery rather than industrial transportation or commodity trade. The alternatives reflect different concepts or circumstances than the question asks about.

86. C — The Mississippi River was a major transportation route through the western Confederacy. Union control could disrupt Confederate movement of troops and supplies and divide Confederate territory east and west of the river. That made river campaigns strategically important. The goal was military control of transportation and territory, not relocating the national capital, changing immigration policy, or automatically ending slavery nationwide.

87. B — In the Gettysburg Address, Abraham Lincoln presented the Civil War as a test of whether a nation founded on liberty and equality could endure. He honored the dead while calling for renewed dedication to the Union and a “new birth of freedom.” The speech did not restore monarchy, create the Articles of Confederation, or itself force Confederate surrender.

88. D — The Thirteenth Amendment abolished slavery and involuntary servitude in the United States, with an exception for punishment after a criminal conviction. The Tenth Amendment concerns powers reserved to the states or people, the Seventeenth provides for direct election of senators, and the Twenty-second limits presidential terms. Matching each constitutional provision to its amendment identifies the correct choice.

89. C — Assembly-line production organizes work into sequential specialized tasks, allowing products to move through a standardized process efficiently. This can increase output and reduce production time. The system contrasts with craft production in which one worker may complete many stages of a product independently. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

90. D — Pull factors attract people toward a destination, such as employment opportunities, land, family connections, or greater freedoms. War, crop failure, persecution, and repression are push factors because they drive people away from their places of origin. Migration decisions often involve both types simultaneously. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

91. A — Settlement houses were reform institutions that provided educational, social, health, and community services in urban neighborhoods, often serving immigrants and working-class families. Reformers also used their experiences to advocate for social changes. These institutions were not military facilities or independent municipal governments. The other options apply different concepts or do not fit the historical, geographic, civic, economic, or source evidence.

92. B — The Great Depression involved severe economic contraction, business failures, bank problems, and very high unemployment. Losing jobs and income reduced families' ability to pay for housing, food, and other necessities. A surplus of high-paying work or guaranteed business profits would describe the opposite economic conditions. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

93. B — Rationing limited civilian consumption of selected goods so scarce materials and supplies could be allocated among military and essential domestic needs. It was part of wartime resource management. The policy did not encourage unlimited consumption, end industrial production, or guarantee lower prices for luxury imports. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.

94. A — The Montgomery Bus Boycott challenged racial segregation in the city's public transportation system through sustained collective protest and legal action. Participants sought equal treatment rather than separate systems or discriminatory fares. The campaign became an important example of organized nonviolent activism in the broader civil rights movement. The alternatives reflect different concepts or circumstances than the question asks about.

95. D — The Twenty-sixth Amendment protects the voting rights of United States citizens who are eighteen or older from denial or abridgment on account of age. It was ratified in 1971. The Seventeenth Amendment concerns direct election of senators, the Thirteenth abolished slavery, and the Twenty-second limits presidential terms. Comparing the provisions distinguishes these constitutional amendments.

96. C — The Constitution requires Senate advice and consent for specified presidential appointments, giving the legislative branch a check on executive selection of important officials. This sharing of appointment power is part of checks and balances. The alternatives assign appointment authority to institutions or levels of government that do not exercise that constitutional role.

97. C — Representative democracy depends on citizens who select leaders and continue engaging through voting, communication, public discussion, and other lawful civic actions. Informed participation helps representatives understand community priorities and allows voters to evaluate performance. Citizenship does not require full-time government employment or withdrawal from public issues. The alternatives reflect different concepts or circumstances than the question asks about.

98. B — Specialization occurs when people, businesses, or communities concentrate on producing particular goods or services and then trade for other needs. It can increase productivity and variety because producers build expertise and allocate resources toward selected activities. Specialization does not eliminate scarcity or make exchange unnecessary; instead, it often increases interdependence among producers and consumers through trade.

99. D — With demand held roughly constant, a substantial decrease in supply makes the product relatively scarcer. Buyers compete for fewer available units, so market price tends to rise until quantity supplied and demanded adjust. Real markets have complexities, but the basic supply-and-demand relationship predicts upward pressure on price. The alternatives reflect different concepts or circumstances than the question asks about.

100. A — Historical sources can disagree because observers occupy different positions, have different purposes, or notice different details. Corroboration means comparing additional evidence and evaluating context rather than automatically accepting or rejecting one source. Conflicting accounts can be especially useful when students investigate why perspectives differ. The alternatives describe different historical, civic, geographic, or economic ideas than the one asked about.