

PRACTICE EXAM 9: NATIONAL BOARD MIDDLE CHILDHOOD GENERALIST SIMULATION (100 QUESTIONS)

This expanded 100-question study simulation follows the current approximate MC/Generalist selected-response emphasis: 30% English language arts, the arts, and health and wellness; 35% science and mathematics; and 35% social studies. Current National Board materials describe approximately 45 selected-response items and three constructed-response exercises for Component 1. National Board scoring does not use a stand-alone passing percentage for the selected-response section; certification uses component and overall score requirements. Suggested practice time for this expanded set: 120 minutes. Choose the single best answer for each item before consulting the answer key and explanations.

- 1. A fourth grader reads the word about with equal stress on both syllables and pronounces the first vowel as a clear short a. Which instruction would most directly address the pronunciation pattern?**
 - A. Have the student pronounce every written vowel with the same full sound in all syllables.
 - B. Return only to consonant blends because vowel stress does not affect spoken word recognition.
 - C. Ask the student to memorize the spelling without listening to how the syllables are pronounced.
 - D. Teach that an unstressed vowel can reduce to a schwa sound, then practice the pattern in familiar multisyllabic words.
- 2. Students encounter chronology, chronological, and synchronize in different texts. Which word-study observation best helps them infer the meaning of the Greek root chron?**
 - A. The root chron means to write, because each example can appear in a written sentence.
 - B. The root chron means sound, because synchronize can involve music or spoken language.
 - C. The root chron relates to time, as shown by words that organize events by time or coordinate timing.
 - D. The root chron means place, because events always happen in a particular location.
- 3. An informational paragraph explains that a wetland was drained, several nesting areas disappeared, and the local bird population declined. Which text structure is most central to the paragraph?**
 - A. Cause and effect, because the paragraph links an environmental change with resulting consequences.
 - B. Compare and contrast, because it evaluates two wetlands with equal detail.
 - C. Sequence, because it gives step-by-step directions for restoring a wetland.
 - D. Description, because it lists only sensory details without explaining relationships among events.
- 4. A first-person narrator claims, 'I was never afraid of the storm,' but the narration also describes the character trembling, hiding under a table, and refusing to look outside. What should students analyze most closely?**
 - A. Whether every first-person narrator must tell events in chronological order.
 - B. Whether the narrator is fully reliable, given the conflict between the claim and the described behavior.
 - C. Whether the story should be rewritten as a dictionary definition of fear.
 - D. Whether the number of paragraphs proves the narrator's statement is factual.
- 5. A student revises the sentence 'The alley was narrow' to 'The alley was cramped and shadowy.' What effect does the revision most likely create?**
 - A. It makes the sentence completely objective by removing descriptive language.
 - B. It changes the sentence into a comparison using like or as.
 - C. It adds a more confined and uneasy connotation to the description.
 - D. It proves that the alley is physically shorter than every nearby street.
- 6. A student summarizes an article by listing interesting examples but omits the author's central claim. Which revision would most improve the summary?**
 - A. Add every example from the article so no detail is left out of the summary.
 - B. Replace the author's ideas with the student's personal opinion about the topic.
 - C. Copy the first and last sentences exactly and omit the ideas between them.
 - D. State the central claim and include only the most important evidence or ideas that develop it.
- 7. Which sentence correctly uses a comma after an introductory element?**
 - A. After the final rehearsal, the cast gathered backstage.
 - B. After the final rehearsal the cast, gathered backstage.
 - C. After, the final rehearsal the cast gathered backstage.
 - D. After the final, rehearsal the cast gathered backstage.
- 8. A student writes, 'Yesterday we walk to the creek and collected water samples.' Which revision best corrects the verb-tense inconsistency?**
 - A. Yesterday we walk to the creek and collect water samples.
 - B. Yesterday we walked to the creek and collected water samples.
 - C. Yesterday we will walk to the creek and collected water samples.
 - D. Yesterday walking to the creek and collected water samples.

9. Which sentence uses the correct pronoun case for a compound subject?

- A. Maya and me presented our model to the class.
- B. Maya and I presented our model to the class.
- C. Me and Maya presented our model to the class.
- D. Maya and myself presented our model to the class.

10. Which choice is a complete sentence rather than a fragment?

- A. Before the rain began near the mountain shelter.
- B. Because the hikers reached the shelter before the rain.
- C. The hikers reached the shelter before the rain began.
- D. While waiting under the shelter during the storm.

11. A student paraphrases information from a museum website in a report. Which action is necessary for ethical source use?

- A. Omit the source because only direct quotations require attribution.
- B. Add quotation marks around the paraphrase but give no source information.
- C. Change a few more words so the original source no longer needs acknowledgment.
- D. Credit the museum source even though the wording has been changed into the student's own words.

12. An article states that library visits increased after weekend hours were added, and an accompanying graph shows monthly visit totals. What is the best way to integrate the two sources?

- A. Use the graph to check whether the monthly data support the article's claim about increased visits.
- B. Treat the graph as decoration and rely only on the article's sentence.
- C. Assume the graph is correct without reading its labels, scale, or time period.
- D. Ignore the article because numerical displays always provide complete context by themselves.

13. Students are evaluating evidence for the claim that adding shade trees would make a playground safer during hot weather. Which evidence is most relevant?

- A. A list of tree species that have attractive fall leaf colors.
- B. A survey asking students which playground game they enjoy most.
- C. Temperature measurements comparing shaded and unshaded playground surfaces during similar weather conditions.
- D. The number of classrooms that can see the playground from their windows.

14. A fifth grader gives an oral presentation by reading every slide word-for-word while facing the screen. Which feedback would most improve delivery?

- A. Add more sentences to every slide so the speaker has even more text to read aloud.
- B. Turn away from the audience so attention remains only on the projected screen.
- C. Speak as quickly as possible so the presentation ends before listeners lose interest.
- D. Use brief slide prompts, face the audience, and explain the ideas in the speaker's own words.

15. During a discussion, a student says, 'I think the character was selfish.' Which teacher prompt best promotes evidence-based reasoning?

- A. Which specific actions or words from the text support your interpretation, and how do they show selfishness?
- B. Can everyone agree with that interpretation so we can move to the next question?
- C. What is the longest word in the chapter where the character appears?
- D. Would you like to replace your interpretation with the teacher's opinion instead?

16. In visual art, which term refers to how light or dark a color appears?

- A. Contour
- B. Value
- C. Balance
- D. Medium

17. A drawing leaves an unfilled shape around and between several objects. Which art concept describes that surrounding area?

- A. Primary color
- B. Texture
- C. Pattern
- D. Negative space

18. A composer marks a passage so that each note should sound short and detached rather than smoothly connected. Which articulation should performers use?

- A. Staccato
- B. Legato
- C. Crescendo
- D. Fermata

19. A piece is consistently organized into groups of three beats, with the first beat receiving the strongest accent. Which meter is most likely?

- A. Duple meter
- B. Free rhythm with no recurring beat
- C. Triple meter
- D. A single sustained pitch

20. In a play, one character remains alone onstage and speaks at length so the audience can hear the character's private thoughts. Which dramatic device is being used?

- A. A stage direction
- B. A soliloquy
- C. A scene change
- D. A costume cue

21. A dance phrase moves from standing tall, to crouching, to stretching upward onto the toes. Which element of dance is most clearly changing?

- A. Costume
- B. Level
- C. Audience size
- D. Instrument family

22. A student is helping move a light classroom box from the floor to a low shelf. Which technique best supports safe lifting?

- A. Twist at the waist while lifting so the box changes direction quickly.
- B. Hold the box at arm's length to keep it away from the torso.
- C. Jerk the box upward as fast as possible before the muscles become tired.
- D. Bend the knees, keep the box close to the body, and rise smoothly using the legs.

23. During outdoor activity on a warm day, a student reports thirst and has not had water for several hours. What is the most appropriate immediate health habit?

- A. Pause activity and drink water, then continue only when comfortably hydrated.
- B. Avoid drinking until the end of the day so the body adapts to warm conditions.
- C. Choose a highly caffeinated drink because caffeine replaces water more effectively.
- D. Ignore thirst because it has no relationship to the body's fluid needs.

24. Students are preparing sandwiches in a classroom cooking activity. Which practice best reduces the risk of cross-contamination?

- A. Use the same unwashed knife for every ingredient so preparation is faster.
- B. Place cooked food back on the plate that previously held raw ingredients without cleaning it.
- C. Use separate clean utensils and cutting surfaces for raw foods and ready-to-eat foods.
- D. Rinse hands quickly with water only and then touch all ingredients with the same gloves.

25. Which bedtime habit is most likely to support a consistent sleep routine for a school-age child?

- A. Change bedtime by several hours each night depending on unfinished entertainment.
- B. Use bright screens continuously until the moment of sleep because stimulation improves settling.
- C. Drink caffeinated beverages late in the evening to prevent feeling tired before bedtime.
- D. Keep a regular bedtime and use a calming wind-down routine with limited stimulating screen use beforehand.

26. Which routine most directly supports prevention of tooth decay for a healthy school-age child?

- A. Brush teeth thoroughly with fluoride toothpaste on a regular schedule and clean between teeth as appropriate.
- B. Sip sugary drinks frequently throughout the day so the mouth stays moist.
- C. Avoid brushing after eating sweets because plaque protects tooth enamel.
- D. Use only mouth rinse and never remove plaque mechanically from tooth surfaces.

27. Which behavior best supports sun safety during extended outdoor activity?

- A. Stay in direct midday sun because skin cannot be affected when the weather feels cool.
- B. Apply sunscreen only after the skin begins to redden so it is not wasted.
- C. Use shade and protective clothing and apply broad-spectrum sunscreen as directed.
- D. Rely on cloud cover alone because ultraviolet radiation is completely blocked by clouds.

28. After cracking raw eggs during a cooking lesson, what should students do before touching clean utensils or ready-to-eat food?

- A. Wipe hands on a dry paper towel and continue cooking immediately.
- B. Wash hands thoroughly with soap and water.
- C. Touch only metal utensils because microorganisms cannot transfer to metal surfaces.
- D. Put on gloves over unwashed hands and reuse the same gloves for all later tasks.

29. A student carries a backpack that feels uncomfortable and pulls strongly on one shoulder. Which adjustment is generally the most sensible first step?

- A. Carry the backpack by one strap only so the same shoulder absorbs all of the load.
- B. Use both shoulder straps and remove unnecessary items so the load is balanced and lighter.
- C. Add more books to the bag because a heavier load will stabilize the student's posture.
- D. Lengthen one strap much more than the other so the backpack hangs diagonally.

30. A student is creating an account for an educational game. Which choice best protects personal privacy?

- A. Post a full home address so other players can verify where the student lives.
- B. Share the same password publicly with classmates so nobody forgets how to log in.
- C. Upload personal documents whenever a website asks, even if the request is unrelated to the game.
- D. Use only the information required and avoid posting a home address, phone number, or other unnecessary personal details.

31. In the decimal 0.507, what value is represented by the digit 5?

- A. Five hundredths
- B. Five thousandths
- C. Five tenths
- D. Five ones

32. Which fraction is greater: $\frac{5}{8}$ or $\frac{2}{3}$?

- A. $\frac{2}{3}$ is greater
- B. $\frac{5}{8}$ is greater
- C. The fractions are equal
- D. The fractions cannot be compared

33. A ribbon is $4\frac{1}{2}$ meters long. A student uses two-thirds of the ribbon for a project. How many meters of ribbon are used?

- A. $2\frac{1}{4}$ meters
- B. $3\frac{1}{3}$ meters
- C. 3 meters
- D. $6\frac{3}{4}$ meters

34. A school has 245 students traveling to an event. Each bus can carry at most 48 students. What is the minimum number of buses needed?

- A. 6
- B. 5
- C. 48
- D. 293

35. A table contains the pairs (2, 8), (4, 16), and (6, 24), where x is the first coordinate and y is the second. Which equation represents the relationship?

- A. $y = x + 4$
- B. $y = 2x$
- C. $y = x / 4$
- D. $y = 4x$

36. In a class of 40 students, 14 choose the art club as their first choice. What percent of the class chose the art club?

- A. 14%
- B. 35%
- C. 28%
- D. 56%

37. Which product is equal to 18×25 ?

- A. 9×50
- B. 18×50
- C. 9×25
- D. 36×50

38. A runner completes three laps of 1.25 kilometers each and then two laps of 0.8 kilometer each. What total distance does the runner cover?

- A. 2.05 kilometers
- B. 3.75 kilometers
- C. 5.35 kilometers
- D. 6.15 kilometers

39. A school counted 6,482 library visits during a semester. Rounded to the nearest hundred, what is this number?

- A. 6,400
- B. 6,480
- C. 7,000
- D. 6,500

40. A class records the outdoor temperature at the same time each day for a month. Which display is usually best for showing how the temperature changes over time?

- A. A circle graph showing unrelated categories with no time sequence
- B. A line graph with dates on the horizontal axis and temperature on the vertical axis
- C. A single tally mark with no dates or temperature scale
- D. A Venn diagram comparing only shared characteristics of two objects

41. A survey asks students to choose one favorite school club. Which display is most useful for comparing the number of students choosing each club?

- A. A line graph implying the club categories form a continuous time sequence
- B. A map showing the geographic location of the school building
- C. A number line containing no labels for the club categories
- D. A bar graph with one bar for each club category

42. An angle measures 35 degrees. What is the measure of its complement?

- A. 35 degrees
- B. 55 degrees
- C. 65 degrees
- D. 145 degrees

43. A quadrilateral has four congruent sides, but its angles are not all right angles. Which classification best fits the figure?

- A. A rectangle with four right angles
- B. A trapezoid with exactly one parallel side pair
- C. A rhombus with four congruent sides
- D. A scalene triangle with three unequal sides

44. A square patio has a perimeter of 36 meters. What is the area of the patio?

- A. 81 square meters
- B. 9 square meters
- C. 36 square meters
- D. 72 square meters

45. A regular hexagon is drawn with all sides and angles congruent. How many lines of symmetry does the figure have?

- A. 2
- B. 3
- C. 6
- D. 8

46. A walking route is 1.8 kilometers long. How many meters is that?

- A. 18 meters
- B. 1,800 meters
- C. 180 meters
- D. 18,000 meters

47. A class has 64 students represented in a survey. Three-eighths chose option A. How many students chose option A?

- A. 24 students
- B. 8 students
- C. 16 students
- D. 40 students

48. A rule maps each input x to the output $3x + 2$. What is the output when $x = 7$?

- A. 19
- B. 21
- C. 27
- D. 23

49. Which cell structure contains most of a eukaryotic cell's genetic material and helps direct cell activities?

- A. The cell wall
- B. The vacuole only
- C. The nucleus
- D. The cytoplasm only

50. Which structure controls much of what enters and leaves a cell?

- A. The cell membrane
- B. The chromosome
- C. The rib only
- D. The skeletal system

51. Which example is a structural adaptation that can help an organism survive in its environment?

- A. A student learns to play a new song on the piano.
- B. A dog sits after repeated training with a verbal command.
- C. A person chooses to wear a coat after checking the weather forecast.
- D. A desert plant has thick, waxy leaves that reduce water loss.

52. In a pond food web, which organism is most likely a producer?

- A. A frog that eats insects
- B. Algae that make food using sunlight
- C. A fish that eats smaller animals
- D. A fungus that breaks down dead matter

53. Why is less usable energy generally available at higher levels of a food chain?

- A. Energy is completely destroyed each time one organism eats another.
- B. Producers receive no energy from sunlight once consumers enter the ecosystem.
- C. Organisms use much of the energy they obtain for life processes, and some is released as heat before the next transfer.
- D. Consumers create new energy from matter, so higher levels should contain more energy.

54. A deer population grows until food becomes scarce and population growth slows. Which concept best explains the effect of the limited food supply?

- A. A producer increasing photosynthesis
- B. A limiting factor restricting population size
- C. A chemical change creating new matter
- D. A lunar phase changing the length of the year

55. Tiny openings called stomata are found mainly on leaf surfaces. What is one important function of stomata in plants?

- A. They allow carbon dioxide to enter and permit oxygen and water vapor to leave the leaf.
- B. They grind soil minerals into smaller rocks before roots absorb them.
- C. They pump blood through the plant to deliver oxygen to animal cells.
- D. They produce sound waves that attract sunlight toward the leaf.

56. A mixture contains fine sand and pieces of gravel that are much larger than the sand grains. Which method would best separate the two solids?

- A. Use a magnet because all gravel is strongly magnetic.
- B. Freeze the mixture so the sand becomes a liquid and drains away.
- C. Add food coloring so the two solids separate by color.
- D. Pour the mixture through a screen whose openings let sand pass but retain the gravel.

57. A saltwater mixture is heated so that the water evaporates and the salt remains in the container. Which property makes this separation possible?

- A. Salt becomes magnetic when mixed with warm water.
- B. Water and salt always have exactly the same boiling behavior.
- C. Water changes to vapor while the dissolved salt does not evaporate under the same conditions.
- D. Salt chemically changes into water as the temperature rises.

58. An object has a density greater than the density of water. What will it generally do when placed in water, assuming it does not trap air?

- A. It will generally float above the surface
- B. It will generally sink in the water
- C. It will remain suspended because dense objects are weightless
- D. It will change into a gas

59. A beaker of water is heated gently from below. Warmer water rises while cooler water sinks, producing a circulating motion. Which process is occurring?

- A. Convection in the water
- B. Conduction through a solid only
- C. Reflection of sound waves
- D. Photosynthesis in the liquid

60. Two identical tuning forks are placed near each other. One fork is struck, and shortly afterward the unstruck fork begins vibrating at the same natural frequency. Which phenomenon best explains this?

- A. Evaporation
- B. Resonance
- C. Sound absorption
- D. Photosynthesis

61. A drummer strikes the same drum harder without changing the drumhead tension. What change in the sound is most directly associated with the larger vibration amplitude?

- A. The sound must become a completely different instrument timbre.
- B. The sound stops because larger amplitude prevents vibration.
- C. The sound must have a lower frequency regardless of the drumhead.
- D. The sound is generally louder.

62. Two bulbs are connected in a simple series circuit with one battery. What usually happens if one bulb is removed so the circuit becomes open?

- A. Both bulbs go out because the single conducting path is broken.
- B. The remaining bulb becomes part of a complete parallel path automatically.
- C. The battery produces light directly even though the circuit is open.
- D. Current continues through the air gap with no conducting path.

63. A stationary soccer ball is kicked and speeds up across the field. Which statement best describes the forces during the change in motion?

- A. The forces are perfectly balanced, so the ball's velocity must remain unchanged.
- B. No force acts because motion can begin without any interaction.
- C. Only gravitational force exists, and it points horizontally in the direction of travel.
- D. The forces are unbalanced, producing acceleration of the ball.

64. Plant roots grow into a small crack in a rock. As the roots thicken, the crack widens and pieces break off. Which process is illustrated?

- A. Deposition of sediment by slow-moving water
- B. Condensation of water vapor into clouds
- C. Physical weathering caused by root growth
- D. Photosynthesis producing glucose in leaves

65. A constellation appears in a different part of the evening sky several months later. Which motion of Earth most directly contributes to this seasonal change in the night sky?

- A. Earth's daily rotation alone with no yearly motion
- B. Earth's revolution around the Sun
- C. The Moon's rotation on its own axis
- D. Ocean tides moving around Earth's coastlines

66. Which type of map would be most useful for comparing average annual rainfall across different regions of a country?

- A. A thematic map showing rainfall patterns
- B. A street map showing individual intersections
- C. A political map showing only state boundaries
- D. A floor plan of a single building

67. Farmers build terraces across a steep hillside so rainwater runs off more slowly and crops can grow on flatter steps. Which geographic concept is illustrated most directly?

- A. Absolute location measured only by latitude and longitude
- B. Population density calculated from a census total
- C. Humans modifying and adapting to the physical environment
- D. A time-zone boundary established by international agreement

68. Which situation is best classified as a push factor in migration?

- A. Workers move toward a city because new jobs offer higher wages.
- B. Students choose a region because a university offers a desired program.
- C. Retirees relocate to a place because they prefer the warmer climate.
- D. Families leave an area because prolonged conflict makes daily life unsafe.

69. A community begins adopting foods, clothing styles, and musical traditions introduced by newcomers while the newcomers also adopt local customs. Which concept best describes this exchange?

- A. Cultural diffusion
- B. Absolute location
- C. Judicial review
- D. Scarcity

70. In a workshop, one worker cuts pieces, another assembles them, and a third checks quality. What economic idea does this arrangement illustrate?

- A. Barter without specialization
- B. A ban on all trade
- C. Division of labor
- D. Inflation caused by money supply alone

71. A town has enough money to build either a new playground or a new walking trail this year, but not both. Which economic condition is illustrated most directly?

- A. Unlimited resources
- B. A trade surplus
- C. Perfect information
- D. Scarcity

72. A farmer has apples and wants bread, while a baker has bread but does not want apples. What difficulty of barter does this example illustrate?

- A. Barter automatically gives every good an identical price in every place.
- B. Both traders must find a match in which each wants what the other offers.
- C. Barter allows money to eliminate the need for matching wants between traders.
- D. Barter prevents people from exchanging goods or services under any circumstances.

73. Which service is a common example of a public good or public service financed through government revenue?

- A. Buying a private birthday gift for one resident
- B. Paying one family's personal streaming subscription
- C. Maintaining public streets and traffic signals
- D. Purchasing a privately owned collectible for an individual

74. Which statement best describes representative democracy?

- A. One ruler inherits permanent power without public participation.
- B. Citizens choose officials who make many public decisions on their behalf.
- C. Every public decision must be made by unanimous vote of all residents.
- D. Military leaders automatically replace elected officials after each election.

75. Which action is an example of judicial review in the United States?

- A. Congress introduces a bill and refers it to a committee.
- B. The president delivers a speech recommending a new policy.
- C. A city department schedules routine street maintenance.
- D. A court determines that a law conflicts with the Constitution and therefore cannot be enforced.

76. Which action is an example of Congress using a constitutional process to hold a federal official accountable for serious misconduct?

- A. The House approves articles of impeachment and the Senate conducts a trial.
- B. The president issues an executive order without a congressional vote.
- C. A federal agency updates its public website.
- D. A state governor appoints a member of a local advisory board.

77. Which protection is most closely associated with due process of law?

- A. Government may punish a person without notice or a meaningful opportunity to respond.
- B. Government must follow fair legal procedures before depriving a person of life, liberty, or property.
- C. Only elected officials are entitled to legal procedures in court.
- D. Police may ignore all constitutional limits whenever a case is unpopular.

78. A newspaper publishes an editorial criticizing decisions made by local officials, and the government may not suppress it merely because the criticism is unwelcome. Which First Amendment freedom is most directly involved?

- A. Protection against double jeopardy
- B. The right to a civil jury in every dispute
- C. The power of Congress to levy taxes
- D. Freedom of the press

79. Which statement best describes the formal amendment process in the U.S. Constitution?

- A. An amendment requires proposal through a constitutionally specified method and ratification by the required share of states.
- B. The president can amend the Constitution alone by issuing an executive order.
- C. A simple national opinion poll automatically changes constitutional text.
- D. Any single state legislature can revise the federal Constitution for the entire country.

80. In many New England colonies, town meetings were important because they provided some colonists with experience in what practice?

- A. Rule by hereditary kings without local input
- B. Complete separation from all British authority from the beginning
- C. Local self-government and direct participation in community decisions
- D. Government conducted only by military officers

81. One major consequence of the French and Indian War for Britain's North American colonies was that Britain later sought additional colonial revenue. Which policy development followed this pressure?

- A. Immediate British recognition of complete American independence
- B. The abolition of all customs duties throughout the empire
- C. A permanent end to disputes over taxation and representation
- D. New parliamentary taxes and revenue measures imposed on the colonies

82. What was a major purpose of the Federalist Papers?

- A. To persuade the states to return permanently to rule under the Articles of Confederation
- B. To argue in favor of ratifying the proposed U.S. Constitution and explain its design
- C. To announce the Louisiana Purchase to foreign governments
- D. To create the Emancipation Proclamation during the Civil War

83. Which idea is expressed in the Declaration of Independence's statement that people possess unalienable rights including life, liberty, and the pursuit of happiness?

- A. Legitimate government should respect basic natural rights that are not simply gifts from rulers.
- B. Rights exist only when a monarch chooses to grant them temporarily.
- C. Government may eliminate all individual rights whenever taxes are collected.
- D. Natural rights apply only to property owned by the national government.

84. Why did Shays' Rebellion become important in debates about the Articles of Confederation?

- A. It proved the Articles had created an overly powerful national army that controlled every state.
- B. It ended all disagreements about taxation and debt in the new nation.
- C. It highlighted concerns that the national government was too weak to respond effectively to serious domestic unrest and financial problems.
- D. It caused the colonies to declare independence from Britain before the Revolutionary War.

85. What was a principal purpose of adding the Bill of Rights to the Constitution?

- A. To replace the Constitution with the Articles of Confederation
- B. To explicitly protect important individual liberties and place additional limits on federal power
- C. To create a hereditary national monarchy
- D. To require every state to use identical local laws on all subjects

86. Why did many abolitionists publish newspapers, give speeches, and organize antislavery societies before the Civil War?

- A. They wanted to expand slavery into every free state without debate.
- B. They aimed to end all forms of printed political communication.
- C. They believed public opinion had no connection to political change.
- D. They sought to persuade the public and build political and moral opposition to slavery.

87. Why did the Fugitive Slave Act of 1850 intensify sectional conflict in the United States?

- A. It immediately abolished slavery in every state and territory.
- B. It guaranteed that alleged fugitives could never be returned from free states.
- C. It required stronger enforcement of the return of alleged freedom seekers, increasing resistance and controversy in free states.
- D. It ended national debate over slavery by making the issue politically irrelevant.

88. Rapid industrial growth in late nineteenth-century cities contributed to which urban condition?

- A. Crowded housing and tenement districts near factories and jobs
- B. The disappearance of wage labor from cities
- C. A complete end to immigration into industrial centers
- D. The elimination of transportation and sanitation challenges

89. Settlement houses established during the Progressive Era were designed primarily to do what?

- A. Prevent residents from receiving education or social services
- B. Operate only as private vacation homes for wealthy industrialists
- C. Provide community services such as education, childcare, and assistance in urban immigrant neighborhoods
- D. Replace all city governments with unelected neighborhood clubs

90. What problem was the Pure Food and Drug Act of 1906 intended to address?

- A. Mislabeling and unsafe or adulterated food and drug products in interstate commerce
- B. The lack of national rules requiring every farm to grow the same crop
- C. A constitutional ban on all privately owned grocery stores
- D. The need to replace all medicines with government-produced food

91. During World War I, why did the U.S. government promote Liberty Bonds?

- A. To require citizens to exchange all wages for foreign currency
- B. To abolish private savings accounts during wartime
- C. To guarantee that all wartime goods would become free
- D. To borrow money from the public to help finance the war effort

92. Why is the Harlem Renaissance significant in U.S. cultural history?

- A. It ended all racial discrimination in the United States by federal law.
- B. It marked a major flowering of African American literature, music, visual art, and intellectual life, especially in the 1920s.
- C. It was primarily a movement to relocate the national capital to New York City.
- D. It eliminated jazz and other new musical forms from public performance.

93. During the New Deal, which federal program was created to build dams, improve navigation and flood control, and expand electric power in the Tennessee Valley?

- A. The Federal Bureau of Investigation (FBI)
- B. The Tennessee Valley Authority (TVA)
- C. The Selective Service System
- D. The Interstate Commerce Commission (ICC)

94. During World War II, the image known as 'Rosie the Riveter' came to symbolize what major home-front change?

- A. The end of all factory production in the United States during the war
- B. A federal ban preventing women from working outside the home
- C. The replacement of wartime manufacturing with agricultural work only
- D. Large numbers of women entering industrial and defense jobs that had often been held by men

95. What was the main purpose of the Berlin Airlift of 1948-1949?

- A. To evacuate all residents of Berlin permanently to the United States
- B. To deliver military supplies to Germany during World War I
- C. To supply West Berlin by air after Soviet authorities blocked major ground access routes
- D. To create the League of Nations after the Paris Peace Conference

96. In 1961, interracial groups of activists rode interstate buses through the South to challenge segregation in bus terminals and interstate travel. What were these activists called?

- A. Freedom Riders
- B. Muckrakers
- C. Know-Nothings
- D. Bonus Army marchers

97. What was a major purpose of the 1963 March on Washington for Jobs and Freedom?

- A. To demand restoration of legally enforced racial segregation
- B. To oppose all federal civil rights legislation and voting protections
- C. To replace peaceful mass demonstration with mandatory military service
- D. To press for civil rights, economic opportunity, and federal action against racial discrimination

98. Which change helped drive suburban growth in the United States after World War II?

- A. Expanded automobile ownership, highway construction, and housing development outside central cities
- B. A national ban on building homes outside downtown business districts
- C. The disappearance of roads connecting cities with surrounding communities
- D. A complete end to population growth and household formation after the war

99. Students compare a factory worker's letter, a newspaper article, and a company report about the same strike. Which step best strengthens historical interpretation?

- A. Assume the company report is automatically correct because it is the most formal document.
- B. Corroborate details across the sources while considering each source's purpose, audience, and perspective.
- C. Use only the worker's letter because eyewitness sources can never contain bias.
- D. Choose whichever source best matches the reader's initial opinion and ignore conflicts.

100. A county is deciding whether to fund a flood-control project that would affect taxes, wetlands, and nearby neighborhoods. Which student task best demonstrates civic inquiry?

- A. Choose whichever proposal has the shortest title and ignore its likely effects.
- B. Memorize the names of county officials without examining the project alternatives.
- C. Compare engineering findings, budget estimates, environmental evidence, and public testimony, then defend a recommendation with evidence.
- D. Accept the first speaker's opinion as correct and avoid comparing additional evidence.

PRACTICE EXAM 9 — ANSWER KEY

1. D	21. B	41. D	61. D	81. D
2. C	22. D	42. B	62. A	82. B
3. A	23. A	43. C	63. D	83. A
4. B	24. C	44. A	64. C	84. C
5. C	25. D	45. C	65. B	85. B
6. D	26. A	46. B	66. A	86. D
7. A	27. C	47. A	67. C	87. C
8. B	28. B	48. D	68. D	88. A
9. B	29. B	49. C	69. A	89. C
10. C	30. D	50. A	70. C	90. A
11. D	31. C	51. D	71. D	91. D
12. A	32. A	52. B	72. B	92. B
13. C	33. C	53. C	73. C	93. B
14. D	34. A	54. B	74. B	94. D
15. A	35. D	55. A	75. D	95. C
16. B	36. B	56. D	76. A	96. A
17. D	37. A	57. C	77. B	97. D
18. A	38. C	58. B	78. D	98. A
19. C	39. D	59. A	79. A	99. B
20. B	40. B	60. B	80. C	100. C

Review explanations only after completing the question set.

PRACTICE EXAM 9 — DETAILED EXPLANATIONS

- 1. D** — In about, the first syllable is unstressed, so its vowel is commonly reduced to the schwa sound. Explicitly connecting stress with vowel reduction helps the reader explain the pronunciation instead of treating it as an exception. Equal stress and letter-by-letter pronunciation would reinforce the error, while memorizing spelling alone does not teach the phonological pattern.
- 2. C** — Chron is a Greek root associated with time. Chronology arranges events by time, chronological describes time order, and synchronize means coordinating things to occur at the same time. The distractors attach meanings that may occur in contexts containing these words, but those meanings do not remain consistent across the word family.
- 3. A** — The paragraph presents a cause, draining the wetland, followed by effects: loss of nesting habitat and a decline in birds. That relationship is more important than simple chronology. Compare-and-contrast requires two subjects, procedural sequence gives ordered steps, and pure description would characterize the wetland without explaining how one change produced later consequences.
- 4. B** — A narrator's reliability can be questioned when the narrator's statements conflict with evidence in the narrative. Claiming no fear while trembling and hiding creates a meaningful inconsistency for readers to interpret. Chronological order, dictionary definitions, and paragraph count do not resolve the discrepancy between the narrator's self-description and observable behavior.
- 5. C** — Cramped and shadowy carry stronger connotations than narrow, suggesting confinement and an uneasy atmosphere. Connotation concerns the associations a word evokes beyond its literal meaning. The revision is more, not less, descriptive; it contains no simile; and it does not provide measurable evidence that the alley is shorter than other streets.
- 6. D** — An effective summary identifies the text's central idea or claim and condenses the most important supporting information. A list of interesting examples can miss the article's overall purpose. Including every detail defeats concision, substituting personal opinion changes the task, and copying isolated sentences does not demonstrate understanding of how the ideas fit together.
- 7. A** — The introductory prepositional phrase After the final rehearsal is followed by a comma before the independent clause begins. The other choices place commas inside phrases where they separate words that belong together. Correct punctuation helps readers see the sentence boundary and understand that the introductory phrase provides context for the main action.
- 8. B** — The time marker yesterday establishes past time, so both coordinated verbs should be in the past tense: walked and collected. The original shifts from present to past without reason. The other revisions either keep the wrong tense, mix future and past, or create a fragment. Consistent tense makes the sequence of events clear to readers.
- 9. B** — In the compound subject Maya and I, the pronoun functions as a subject, so the nominative form I is correct. Me is an object form, and myself is reflexive and requires an antecedent rather than replacing I. Removing Maya from each option is a useful check: 'I presented' is the grammatical form.
- 10. C** — A complete sentence needs an independent clause that expresses a complete thought. The hikers reached the shelter before the rain began contains a subject and predicate and can stand alone. The other choices begin with subordinating words or consist of modifying phrases, so they leave the reader waiting for a main clause to complete the idea.
- 11. D** — Paraphrasing changes the wording, but the underlying idea still came from the source and therefore requires attribution. Quotation marks are reserved for exact language, not ordinary paraphrase. Simply changing more words does not make borrowed information original. Citing the museum allows readers to distinguish the student's analysis from sourced information and to trace the evidence.
- 12. A** — The written claim and the graph should be read together. Examining labels, scale, dates, and values allows the reader to determine whether the displayed data actually support the article's statement. Treating one source as automatically superior or ignoring contextual information prevents meaningful corroboration and can lead to an inaccurate interpretation of the evidence.
- 13. C** — Relevant evidence must address the claim about heat and safety. Comparing surface temperatures in shade and sun directly tests whether trees could reduce heat exposure. Tree color, favorite games, and window views may be interesting, but they do not provide evidence about temperature. Strong arguments depend on evidence that is logically connected to the stated claim.
- 14. D** — Slides should support a presentation rather than replace the speaker. Brief prompts allow the student to maintain eye contact, explain ideas naturally, and adapt to listeners. Adding more text increases dependence on the screen, turning away weakens audience connection, and speaking too quickly can reduce comprehension. Effective delivery balances visuals, voice, and audience awareness.
- 15. A** — The strongest prompt asks the student to support an interpretation with specific textual evidence and explain the reasoning that connects evidence to claim. Agreement alone does not test the idea, word length is irrelevant, and substituting the teacher's opinion removes student reasoning. Evidence-based discussion develops both comprehension and accountable academic talk.
- 16. B** — Value describes the lightness or darkness of a color or tone. Artists can vary value to suggest depth, emphasize focal areas, or model three-dimensional form. Contour concerns outlines and edges, balance concerns visual distribution, and medium refers to the materials used to create the artwork. Identifying value links observation to intentional visual choices.
- 17. D** — Negative space is the area around and between the main objects or positive forms in an artwork. Artists use it deliberately to organize composition and clarify shapes. Primary color refers to color relationships, texture concerns surface quality, and pattern involves repetition. Looking at both positive and negative space helps students analyze how a composition is structured.
- 18. A** — Staccato directs performers to play notes in a short, detached manner. Legato indicates smooth connection between notes, crescendo means gradually increasing loudness, and a fermata signals holding a note or rest beyond its usual duration. The scenario focuses on articulation, or how notes are attacked and connected, rather than dynamics or duration alone.
- 19. C** — Triple meter groups beats in threes, often producing a strong-weak-weak pattern. Duple meter groups beats primarily in twos, free rhythm does not depend on a recurring metric grouping, and a sustained pitch describes melody or duration rather than meter. Listening for repeating accent patterns is a practical way to identify metric organization.
- 20. B** — A soliloquy is an extended speech in which a character, often alone, expresses inner thoughts aloud for the audience. Stage directions guide performance actions, a scene change shifts location or time, and a costume cue concerns clothing or appearance. The defining clue is that the character's private thinking becomes audible as dramatic speech.
- 21. B** — Level refers to the dancer's use of high, middle, and low positions in space. Standing tall, crouching, and rising onto the toes deliberately vary level. Costume and audience size are production features, while instrument family belongs to music. Noticing changes in level helps students analyze how movement uses space to create contrast and meaning.

- 22. D** — Safe lifting emphasizes a stable base, bending the knees, keeping the load close, and using the larger muscles of the legs while avoiding sudden twisting. Holding a load far from the body increases leverage on the back, twisting adds strain, and jerking reduces control. The recommended technique supports safer body mechanics.
- 23. A** — Thirst is a useful signal that the body needs fluid, so pausing for water is the appropriate routine response during ordinary activity. Delaying fluids can worsen dehydration, caffeine is not a superior replacement for water in this context, and dismissing thirst ignores a basic body signal. Regular hydration supports safe participation in physical activity.
- 24. C** — Cross-contamination occurs when harmful microorganisms can be transferred from one food or surface to another. Separate, clean utensils and cutting surfaces reduce that transfer. Reusing unwashed tools or plates can move contamination to ready-to-eat food, and inadequate hand hygiene or unchanged gloves can spread microorganisms rather than control them. That prevention step addresses the health risk identified in the scenario.
- 25. D** — A regular schedule and calming routine help the body anticipate sleep, while reducing stimulating screen use near bedtime can support settling. Large nightly schedule shifts work against consistency, continuous stimulation can make winding down harder, and caffeine can interfere with sleepiness. Healthy sleep routines support attention, mood, and readiness for learning during the school day.
- 26. A** — Tooth decay develops when bacteria in dental plaque use sugars and produce acids that damage enamel. Regular brushing with fluoride toothpaste helps remove plaque and strengthens enamel, while cleaning between teeth reaches areas a toothbrush may miss. Frequent sugary drinks increase acid exposure, and mouth rinse alone does not replace effective plaque removal through brushing and interdental cleaning.
- 27. C** — Sun protection combines behaviors such as shade, protective clothing, and appropriate sunscreen use. Ultraviolet exposure can occur even when air temperatures are comfortable or skies are cloudy, so waiting for visible redness is too late. A prevention-oriented routine reduces unnecessary exposure before damage occurs and is more reliable than judging risk by temperature or clouds alone.
- 28. B** — Raw eggs can contaminate hands, so washing with soap and water before handling clean utensils or ready-to-eat food reduces transfer risk. A dry towel does not adequately remove contamination, microorganisms can transfer to many surface types, and gloves placed over unwashed hands can become contaminated during use. Handwashing is a basic food-safety control.
- 29. B** — Using both straps helps distribute the load more evenly, and removing unnecessary items reduces the amount being carried. One-strap carrying concentrates the load, adding weight increases the burden, and uneven strap lengths can worsen imbalance. The goal is a manageable, balanced load rather than a heavier or more asymmetrical one.
- 30. D** — Online privacy is better protected by limiting personal information to what is genuinely necessary and by keeping sensitive details private. Posting an address or documents increases exposure, and sharing passwords removes account security. Students should learn to question unnecessary requests for personal information and involve a trusted adult when a site asks for sensitive data.
- 31. C** — The digit 5 is the first digit to the right of the decimal point, so it is in the tenths place and represents 0.5. The 0 is in the hundredths place and 7 is in the thousandths place. Reading decimals by place value prevents errors caused by counting digits without considering position.
- 32. A** — Using a common denominator of 24 gives $5/8 = 15/24$ and $2/3 = 16/24$, so $2/3$ is greater by $1/24$. The fractions are not equal, and mixed numbers are unnecessary because both values are less than one. A common denominator makes the comparison precise rather than relying on visual guesswork.
- 33. C** — Convert $4\frac{1}{2}$ to $9/2$, then multiply by $2/3$ because the problem asks for two-thirds of the total. The product is $18/6$, which simplifies to 3 meters. The distractors reflect dividing, adding fractional parts, or multiplying without interpreting the fraction of a quantity correctly. Checking units and meaning confirms the numerical result is sensible.
- 34. A** — Dividing 245 by 48 gives 5 full buses with 5 students left over. Because those remaining students still need transportation, the quotient must be rounded up to 6 buses. A remainder in a capacity problem represents people who cannot be ignored, so interpreting the remainder is as important as performing the division.
- 35. D** — For each ordered pair, the y-value is four times the x-value: $8 = 4(2)$, $16 = 4(4)$, and $24 = 4(6)$. Therefore $y = 4x$ represents the relationship. The other rules may fit one isolated number relationship but fail when tested across all three input-output pairs. Checking units and meaning confirms the numerical result is sensible.
- 36. B** — The fraction choosing art is $14/40$. Dividing gives 0.35, and multiplying by 100 converts the decimal to 35%. Equivalently, $14/40$ simplifies to $7/20$, which is $35/100$. The distractors use the raw count, double the count, or another incorrect conversion instead of comparing 14 with the total of 40. Checking the result against the quantities confirms the calculation is reasonable.
- 37. A** — Halving one factor and doubling the other preserves the product: $18 \times 25 = 9 \times 50 = 450$. The other choices change only one factor or double the overall product. This compensation strategy uses the structure of multiplication to create friendlier factors while keeping the total value unchanged. Checking units and meaning confirms the numerical result is sensible.
- 38. C** — Three laps of 1.25 kilometers total 3.75 kilometers, and two laps of 0.8 kilometer total 1.6 kilometers. Adding those distances gives 5.35 kilometers. The other choices omit part of the route, use only one group of laps, or combine the decimal quantities incorrectly. The units remain kilometers throughout the calculation.
- 39. D** — To round 6,482 to the nearest hundred, look at the tens digit, which is 8. Because it is 5 or greater, increase the hundreds digit from 4 to 5 and replace the tens and ones digits with zeros. The rounded value is 6,500. The other choices use a different rounding place or direction.
- 40. B** — A line graph is well suited to showing change over time because ordered dates can appear on one axis and measured temperature on the other, making trends visible. Circle graphs emphasize parts of a whole, a tally without scales loses the measurements, and a Venn diagram compares sets rather than displaying a time series.
- 41. D** — A bar graph is appropriate for comparing frequencies across discrete categories such as clubs. The height or length of each bar can represent how many students selected that category. A line graph suggests an ordered continuous relationship, while a map and an unlabeled number line do not directly represent category frequencies.
- 42. B** — Complementary angles have a sum of 90 degrees. Subtracting 35 from 90 gives 55 degrees. An angle of 145 degrees would be related to a supplementary calculation using 180, not a complement. The 35-degree choice simply repeats the original measure, while 65 results from an incorrect subtraction. The calculation also rules out the common errors represented by distractors.

- 43. C** — A rhombus is a quadrilateral with four congruent sides; it does not require four right angles. A rectangle requires four right angles, a trapezoid is classified by parallel sides rather than four equal sides, and a scalene triangle is not a quadrilateral. The side information therefore points specifically to a rhombus.
- 44. A** — A square has four equal sides, so a perimeter of 36 meters gives a side length of 9 meters. Area is side times side, so $9 \times 9 = 81$ square meters. The distractors confuse side length, perimeter, or partial multiplication with the area calculation. The calculation also rules out the common errors represented by the distractors.
- 45. C** — A regular hexagon has six lines of symmetry. Three lines pass through pairs of opposite vertices, and three more pass through the midpoints of opposite sides. Reflecting the hexagon across any of these six lines maps it onto itself. The other choices count only part of the symmetry or include lines that do not preserve the figure.
- 46. B** — One kilometer equals 1,000 meters, so multiply 1.8 by 1,000 to obtain 1,800 meters. Moving the decimal three places to the right reflects the larger number of smaller units. The distractors move the decimal too few or too many places and therefore do not preserve the route's actual length. The calculation also rules out the common errors represented by distractors.
- 47. A** — To find three-eighths of 64, divide 64 by 8 to get 8, then multiply by 3 to get 24. The 8-student choice uses only one-eighth, 16 is one-fourth, and 40 is five-eighths. Multiplying a unit fraction by the numerator gives the requested fraction of the whole group. Checking units and meaning confirms the numerical result is sensible.
- 48. D** — Substitute 7 for x in the rule $3x + 2$. Three times 7 is 21, and adding 2 gives 23. The distractors result from subtracting 2, stopping after multiplication, or adding 6 instead of 2. Substitution applies the same rule to the specified input. The calculation also rules out the common errors represented by distractors.
- 49. C** — The nucleus contains most of a eukaryotic cell's DNA and plays a central role in directing cell activities through genetic information. A cell wall provides structural support in certain organisms, vacuoles mainly store materials, and cytoplasm is the fluid region where many processes occur. Those structures do not serve the nucleus's genetic role.
- 50. A** — The cell membrane forms a selective boundary that regulates movement of many substances into and out of the cell. Chromosomes carry genetic information, a rib is a body structure rather than a cell organelle, and the skeletal system operates at the organism level. Membrane function helps maintain the internal conditions cells need to function.
- 51. D** — A structural adaptation is a physical feature of an organism that can improve survival or reproduction in a particular environment. Thick, waxy leaves can reduce water loss in dry conditions. Learning a song, trained sitting, and choosing clothing are learned behaviors or decisions rather than inherited physical structures of an organism.
- 52. B** — Producers capture energy, usually from sunlight, and make organic food through photosynthesis. Algae fit that role in many aquatic ecosystems. Frogs and fish are consumers because they obtain energy by eating other organisms, while fungi are decomposers that break down dead material. Producers form the energetic base of most food webs.
- 53. C** — Energy transfer between trophic levels is inefficient because organisms use energy for movement, growth, maintenance, and other life processes, with much ultimately dissipated as heat. Energy is not destroyed, producers continue receiving sunlight, and consumers do not create energy. This explains why food chains usually support fewer organisms at higher trophic levels.
- 54. B** — Food availability can limit how many deer an environment can support, so scarcity acts as a limiting factor on population growth. The other choices describe unrelated processes. Population size depends on resources such as food, water, shelter, and space; when one becomes scarce, competition increases and growth may slow or the population may decline.
- 55. A** — Stomata are adjustable pores that allow gas exchange between a leaf and the surrounding air. Carbon dioxide can enter for photosynthesis, while oxygen and water vapor can leave. Guard cells regulate the openings. Stomata do not grind minerals, circulate blood, or create sound to attract light. Their role is closely tied to gas exchange and transpiration.
- 56. D** — Screening or sieving separates solid particles by size. Openings chosen between the sizes of the sand grains and gravel pieces allow the smaller sand to pass while retaining the larger gravel. Magnetism works only for magnetic materials, freezing does not turn sand into liquid, and coloring does not physically separate the solids.
- 57. C** — Evaporation separates the mixture because water can change from liquid to vapor while the dissolved salt remains behind under ordinary classroom conditions. Magnetism is not the relevant property, identical boiling behavior would prevent separation, and salt does not chemically turn into water. The method exploits a difference in physical properties rather than creating new substances.
- 58. B** — An object denser than the surrounding water generally sinks because its mass is large relative to its volume compared with the water it displaces. Floating is associated with lower average density or sufficient buoyant effects, and density does not make an object weightless or convert it into gas. The comparison is between object and fluid density.
- 59. A** — Convection transfers thermal energy through the bulk movement of a fluid. Water warmed near the heat source becomes less dense and rises, while cooler, denser water sinks, establishing a circulating current. Conduction describes direct particle-to-particle transfer, especially in solids, while sound reflection and photosynthesis do not explain the observed fluid motion.
- 60. B** — Resonance occurs when a vibrating system drives another system at or near its natural frequency, causing the second system to vibrate strongly. Sound waves from the struck tuning fork transfer energy through the air to the matching fork. Evaporation and photosynthesis are unrelated processes, and they cannot explain vibration at a shared natural frequency.
- 61. D** — Greater vibration amplitude is generally associated with greater sound intensity and perceived loudness. Striking the same drum harder can increase amplitude without necessarily changing the vibration frequency in the same way. The sound does not stop, and timbre remains characteristic of the instrument. Amplitude and frequency describe different properties of vibration.
- 62. A** — A series circuit has one continuous path for current. Removing one bulb opens that path, so current cannot flow through the circuit and the other bulb goes out as well. A parallel path does not appear automatically, the battery itself does not replace the bulb with emitted light, and an ordinary air gap is not a conducting connection.
- 63. D** — A change in velocity means the ball is accelerating, which requires a net, unbalanced force. The kick provides an interaction that changes the ball's motion. Balanced forces would not cause this acceleration, motion does not begin without an interaction, and gravity acts mainly downward near Earth's surface rather than horizontally along the field.

- 64. C** — Root growth can exert pressure in cracks and physically break rock into smaller pieces without changing the rock's chemical identity. That is physical weathering. Deposition lays sediment down elsewhere, condensation forms liquid droplets from vapor, and photosynthesis is a biological energy-capturing process. The key evidence is rock being broken in place.
- 65. B** — As Earth revolves around the Sun during the year, the nighttime side of Earth faces different directions in space at different seasons, so different constellations become prominent. Daily rotation changes what is visible over a single night, but the month-to-month seasonal pattern depends on Earth's changing position in its orbit.
- 66. A** — A thematic map displays the spatial distribution of a particular variable, such as rainfall, population density, or land use. Street maps support navigation, political maps emphasize boundaries and governmental units, and floor plans show building layouts. Matching the map type to the question helps students select evidence that actually represents the geographic pattern being studied.
- 67. C** — Terracing changes the shape and use of a hillside so people can farm more effectively and reduce rapid runoff. This is a clear example of human-environment interaction: people adapt to physical conditions while also modifying the landscape. Latitude, population density, and a simple place label do not describe the relationship shown in the scenario.
- 68. D** — A push factor drives people away from their current location, and unsafe conditions caused by conflict can strongly encourage departure. The other examples are pull factors because attractive opportunities or conditions draw people toward a destination. Distinguishing push from pull factors helps explain why migration often reflects both pressures at the origin and attractions elsewhere.
- 69. A** — Cultural diffusion is the spread and exchange of cultural traits among groups through contact, migration, trade, communication, or other interaction. The scenario shows traditions moving in more than one direction. Absolute location is geographic, judicial review is a governmental process, and scarcity is an economic condition involving limited resources. None describes cultural exchange.
- 70. C** — Division of labor separates production into specialized tasks performed by different workers. Specialization can increase efficiency when workers develop skill and tools for particular steps. Barter concerns exchange without money, a trade ban restricts exchange, and inflation concerns overall price levels. The workshop example focuses on how production work is organized rather than how goods are priced.
- 71. D** — Scarcity exists because resources such as money, time, labor, and materials are limited while wants exceed what can be satisfied at once. The town must choose between two desired projects because it cannot fund both. Unlimited resources would remove the need for choice, while trade surplus and perfect information describe different economic ideas.
- 72. B** — Barter can be difficult because an exchange requires a coincidence of wants: each participant must value what the other offers. Here, the baker does not want apples, so the trade stalls even though the farmer wants bread. Money can reduce this matching problem by serving as a widely accepted medium of exchange.
- 73. C** — Public streets and traffic signals serve broad community needs and are commonly financed through government revenue. The other choices provide private benefits to particular individuals and are not ordinary public services. Public revenue supports shared functions such as infrastructure, safety, and administration because these services benefit the community and require organized collective funding.
- 74. B** — In a representative democracy, citizens elect officials to deliberate and make many governmental decisions on their behalf, while elections and law structure accountability. Hereditary rule is monarchy, unanimous direct voting on every issue is not representative government, and automatic military replacement is incompatible with democratic electoral authority. Representation allows large populations to govern through chosen officials.
- 75. D** — Judicial review is the power of courts to evaluate laws or governmental actions for consistency with the Constitution. Introducing legislation belongs to the legislative process, presidential recommendations are executive political activity, and street maintenance is local administration. The defining feature is constitutional review by a court, not simply any governmental decision involving law or policy.
- 76. A** — The Constitution gives the House the power to impeach federal officials and gives the Senate the responsibility to conduct impeachment trials. Together, those steps provide a legislative mechanism for accountability. Executive orders, agency website updates, and state appointments are actions of other institutions and do not represent Congress using the federal impeachment process.
- 77. B** — Due process requires government to act through lawful, fair procedures when important rights or interests are at stake. Punishment without notice or opportunity to respond conflicts with that principle, and constitutional protections are not limited to elected officials. Due process constrains governmental action; it is not permission to disregard legal limits when a case attracts public attention.
- 78. D** — Freedom of the press protects the ability of newspapers and other news organizations to publish information and criticism without government censorship merely because officials dislike the viewpoint. Double jeopardy concerns criminal prosecution, civil-jury rights arise elsewhere in the Bill of Rights, and Congress's taxing power is a structural constitutional power rather than a First Amendment freedom.
- 79. A** — Article V creates a formal amendment process requiring proposal and ratification through specified constitutional methods. No president can amend the Constitution alone by executive order, an opinion poll has no legal amending force, and one state cannot alter the federal Constitution for everyone. The demanding process reflects the distinction between ordinary legislation and constitutional change.
- 80. C** — Town meetings gave eligible local residents opportunities to discuss and decide community matters, providing experience with local self-government and civic participation. They did not make the colonies fully independent of Britain, replace civil government with military rule, or establish hereditary monarchy. Such local institutions became part of the broader political experience of colonial communities.
- 81. D** — The French and Indian War left Britain with substantial costs, and Parliament later adopted new revenue measures affecting the colonies. Those policies intensified disputes over taxation and representation. Britain did not immediately recognize American independence, abolish imperial duties, or end political conflict. Instead, postwar efforts to raise revenue became one source of growing colonial resistance.
- 82. B** — The Federalist Papers were essays written to support ratification of the proposed Constitution and to explain arguments about the structure and powers of the new federal government. They were not a defense of returning to the Articles, an announcement of the Louisiana Purchase, or a Civil War emancipation document. The alternatives rely on social-studies principles not supported by the evidence.

- 83. A** — The Declaration presents rights such as life and liberty as unalienable, meaning they are not merely temporary favors granted by rulers. It links legitimate government to securing those rights. The distractors reverse that principle by making rights dependent on arbitrary government permission or by confusing individual rights with government property and taxation.
- 84. C** — Shays' Rebellion occurred under the Articles of Confederation and intensified concerns about the national government's weakness, including its limited capacity to respond to unrest and broader economic difficulties. It did not demonstrate an overly powerful central government, end financial disputes, or trigger colonial independence. The episode helped strengthen calls for constitutional reform.
- 85. B** — The Bill of Rights added explicit protections for liberties such as speech, religion, petition, and procedural rights while limiting federal governmental power. It did not replace the Constitution, create monarchy, or require identical local law in every area. The amendments addressed concerns that the original Constitution needed clearer statements of protected individual freedoms.
- 86. D** — Abolitionists used newspapers, lectures, petitions, organizations, and other forms of advocacy to challenge slavery and influence public opinion and politics. Those methods relied on communication rather than rejecting it. Their goal was not to expand slavery but to oppose it, showing how reform movements use civic organization and persuasion to press for social and political change.
- 87. C** — The Fugitive Slave Act strengthened federal requirements for recovering alleged fugitives from slavery and provoked resistance, legal conflict, and moral outrage in many Northern communities. It did not abolish slavery or prevent returns; it did the opposite by strengthening enforcement. The law therefore sharpened sectional tensions rather than ending national debate over slavery.
- 88. A** — Industrial growth drew workers and immigrants to expanding cities, where housing often developed rapidly and crowded tenements became common in many neighborhoods. Wage labor did not disappear, immigration continued to shape urban growth, and cities faced substantial transportation, sanitation, and infrastructure challenges. Industrialization therefore changed both employment patterns and the physical organization of urban life.
- 89. C** — Settlement houses were community institutions that offered educational, cultural, childcare, health, and social services, often in working-class and immigrant neighborhoods. They were associated with reform efforts rather than exclusion from services. They did not function as vacation homes or replace municipal government. Their work illustrates Progressive Era concern with urban social conditions and community reform.
- 90. A** — The Pure Food and Drug Act targeted adulterated or misbranded foods and drugs moving in interstate commerce and helped establish federal consumer protections. It did not standardize farm crops, prohibit private stores, or replace medicines with food. The law reflects Progressive Era efforts to respond to public concern about safety, labeling, and commercial practices.
- 91. D** — Liberty Bonds were government securities sold to the public to raise borrowed funds for wartime expenses. Buyers lent money to the government in exchange for repayment terms. The bonds did not eliminate savings accounts, replace wages with foreign currency, or make goods free. They illustrate how governments can finance large expenditures through borrowing as well as taxation.
- 92. B** — The Harlem Renaissance was a major period of African American artistic, literary, musical, and intellectual creativity centered strongly in Harlem and extending beyond it. It did not end legal or social racism, move the national capital, or suppress jazz. Instead, it expanded cultural expression and influenced U.S. literature, music, art, and public thought.
- 93. B** — The Tennessee Valley Authority was established during the New Deal to promote regional development through projects that included dams, navigation improvements, flood control, and electric-power generation in the Tennessee Valley. The FBI is a law-enforcement agency, Selective Service administers military registration, and the Interstate Commerce Commission historically regulated interstate transportation rather than carrying out TVA's regional development mission.
- 94. D** — Rosie the Riveter became a widely recognized symbol of women working in factories and defense industries during World War II as labor demands changed. The image did not represent the end of manufacturing or a ban on women's employment. It reflected expanded wartime industrial work, even though women's opportunities and treatment remained unequal.
- 95. C** — The Berlin Airlift supplied West Berlin with food, fuel, and other necessities after Soviet authorities blocked major land access to the western sectors. It occurred during the early Cold War, not World War I, and it was not connected to founding the League of Nations. The operation demonstrated Western determination to sustain access without abandoning the city.
- 96. A** — The Freedom Riders were civil rights activists who traveled on interstate buses in 1961 to challenge segregation in interstate transportation and terminal facilities. Their actions tested federal rulings and drew national attention to resistance against desegregation. Muckrakers were reform journalists, the Know-Nothings were a nineteenth-century political movement, and the Bonus Army involved World War I veterans.
- 97. D** — The March on Washington brought together a large coalition calling for civil rights, jobs, economic opportunity, and stronger federal action against racial discrimination. It is also associated with Martin Luther King Jr.'s 'I Have a Dream' speech. The event did not seek to restore segregation or oppose civil-rights protections; it pressed for expanded equality.
- 98. A** — Postwar suburban growth was supported by expanding automobile ownership, road and highway construction, housing development, and demographic and economic changes. The distractors describe conditions that would restrict rather than encourage suburbanization. Growth outside central cities reshaped commuting, land use, retail patterns, and metropolitan geography in the decades following World War II.
- 99. B** — Historical interpretation is stronger when students corroborate evidence across sources and analyze why accounts may differ. A formal document is not automatically unbiased, eyewitnesses can have limited perspectives, and selecting only evidence that confirms an initial opinion creates confirmation bias. Comparing purpose, audience, access, and agreement helps historians build better-supported conclusions.
- 100. C** — Civic inquiry requires investigating a public issue with relevant evidence, considering multiple perspectives and consequences, and developing a reasoned conclusion. Comparing engineering, fiscal, environmental, and community evidence supports that process. Choosing by title, memorizing officials without analyzing the issue, or accepting the first opinion heard does not demonstrate evidence-based civic reasoning.

Independent study simulation; not an official NBPTS examination.