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| 1. Where can the provision which states that all persons born in the United States are citizens be found?   |  |  |  | | --- | --- | --- | |  | a. | Thirteenth Amendment | |  | b. | Fourteenth Amendment | |  | c. | Fifteenth Amendment | |  | d. | Nineteenth Amendment | |  | e. | Declaration of Independence |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.1 - Identify the ways in which the post-Civil War era was similar to what preceded it. | | *DATE CREATED:* | 12/11/2020 12:50 AM | | *DATE MODIFIED:* | 12/11/2020 12:58 AM | |

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| 2. What does the Thirteenth Amendment to the Constitution abolish?   |  |  |  | | --- | --- | --- | |  | a. | Slavery | |  | b. | Segregation | |  | c. | Restrictions on due process | |  | d. | The sale and distribution of alcohol | |  | e. | Restrictions on the right to vote |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.1 - Identify the ways in which the post-Civil War era was similar to what preceded it. | | *DATE CREATED:* | 12/11/2020 1:00 AM | | *DATE MODIFIED:* | 12/12/2020 6:14 AM | |

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| 3. What were Jim Crow laws?   |  |  |  | | --- | --- | --- | |  | a. | Laws that established slavery and contract law regulating the slave trade | |  | b. | Laws that justified slavery and set specific codes for the behavior of slaves | |  | c. | Laws that the North enforced in the South during the Reconstruction era | |  | d. | Laws that were enacted by southern whites in the late nineteenth century to establish segregation policies | |  | e. | Laws that sought to end segregation by bringing the races into closer contact with one another |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.1 - Identify the ways in which the post-Civil War era was similar to what preceded it. | | *DATE CREATED:* | 12/11/2020 1:03 AM | | *DATE MODIFIED:* | 12/11/2020 1:05 AM | |

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| 4. Which amendment forbade the states from denying any person "equal protection under the law"?   |  |  |  | | --- | --- | --- | |  | a. | Tenth | |  | b. | Twelfth | |  | c. | Thirteenth | |  | d. | Fourteenth | |  | e. | Fifteenth |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.1 - Identify the ways in which the post-Civil War era was similar to what preceded it. | | *DATE CREATED:* | 12/11/2020 1:05 AM | | *DATE MODIFIED:* | 12/11/2020 1:07 AM | |

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| 5. Which of the following did the Fifteenth Amendment do?   |  |  |  | | --- | --- | --- | |  | a. | Outlaw slavery | |  | b. | Provide equal protection under the law | |  | c. | Give 18-year-olds the right to vote | |  | d. | State that the right to vote shall not be abridged on account of race | |  | e. | Give women the right to vote |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.1 - Identify the ways in which the post-Civil War era was similar to what preceded it. | | *DATE CREATED:* | 12/11/2020 1:07 AM | | *DATE MODIFIED:* | 12/11/2020 1:09 AM | |

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| 6. What did the U.S. Supreme Court do in *Plessy v. Ferguson* (1896)?   |  |  |  | | --- | --- | --- | |  | a. | It ruled that African Americans are not persons for the purposes of the Constitution. | |  | b. | It tried to stop the development of legal racial segregation known as Jim Crow laws. | |  | c. | It stated that schools may not practice any type of racial segregation. | |  | d. | It agreed that separation of races is not a violation of the Constitution. | |  | e. | It ruled that the practice of slavery must cease before the end of the century. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.2 - Explain how the "separate but equal" doctrine came to be. | | *DATE CREATED:* | 12/11/2020 1:09 AM | | *DATE MODIFIED:* | 12/11/2020 1:11 AM | |

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| 7. The separate-but-equal doctrine contends that separate-but-equal facilities do not violate which of the following?   |  |  |  | | --- | --- | --- | |  | a. | The equal protection clause | |  | b. | The principle of reverse discrimination | |  | c. | The strict scrutiny standard | |  | d. | The intermediate scrutiny standard | |  | e. | The due process of law restriction |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.2 - Explain how the "separate but equal" doctrine came to be. | | *DATE CREATED:* | 12/11/2020 1:12 AM | | *DATE MODIFIED:* | 12/11/2020 1:13 AM | |

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| 8. Which of the following best defines the concept of civil rights?   |  |  |  | | --- | --- | --- | |  | a. | Rights generally accorded all citizens | |  | b. | Political rights of speech and assembly | |  | c. | Rights extended to citizens from legislative action | |  | d. | Guarantees of life, liberty, and property granted to all citizens | |  | e. | Powers and privileges guaranteed to individuals and protected by the government to ensure equal protection and freedom from discrimination |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.2 - Explain how the "separate but equal" doctrine came to be. | | *DATE CREATED:* | 12/11/2020 1:14 AM | | *DATE MODIFIED:* | 12/12/2020 6:15 AM | |

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| 9. In which of the following cases did the Supreme Court hold that segregation alone did not violate the Constitution?   |  |  |  | | --- | --- | --- | |  | a. | *Bakke v. California* | |  | b. | *Brown v. Board of Education of Topeka* | |  | c. | *Lawrence v. Texas* | |  | d. | *Plessy v. Ferguson* | |  | e. | *Scott v. Sandford* |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.2 - Explain how the "separate but equal" doctrine came to be. | | *DATE CREATED:* | 12/11/2020 1:17 AM | | *DATE MODIFIED:* | 12/11/2020 1:18 AM | |

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| 10. In 1896, what did the Supreme Court rule in *Plessy v. Ferguson*?   |  |  |  | | --- | --- | --- | |  | a. | African Americans, for purposes of the Constitution, are not persons. | |  | b. | Former slaves were not to be considered property. | |  | c. | Separation of races does not violate the Constitution. | |  | d. | Schools may not practice any type of racial segregation. | |  | e. | Affirmative action can exist only when it functions as a plus factor. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.2 - Explain how the "separate but equal" doctrine came to be. | | *DATE CREATED:* | 12/11/2020 1:19 AM | | *DATE MODIFIED:* | 12/11/2020 1:20 AM | |

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| 11. The holding of *Plessy v. Ferguson* resulted in which of the following?   |  |  |  | | --- | --- | --- | |  | a. | The integration of public schools in the South | |  | b. | The development of a system of constitutional racial segregation | |  | c. | The end of racial segregation | |  | d. | A constitutional amendment granting Congress more power to deal authoritatively with racial problems | |  | e. | A complex system of busing to alleviate the effects of past racism |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.2 - Explain how the "separate but equal" doctrine came to be. | | *DATE CREATED:* | 12/11/2020 1:21 AM | | *DATE MODIFIED:* | 12/11/2020 1:22 AM | |

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| 12. In December 1955, who did police arrest for refusing to give her seat on a bus to a white person?   |  |  |  | | --- | --- | --- | |  | a. | Alice Wallace | |  | b. | Judy Meredith | |  | c. | Linda Brown | |  | d. | Rosa Parks | |  | e. | Elizabeth Marshall |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 1:22 AM | | *DATE MODIFIED:* | 12/11/2020 1:24 AM | |

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| 13. What was the ruling of the U.S. Supreme Court in *Brown v. Board of Education of Topeka* (1954)?   |  |  |  | | --- | --- | --- | |  | a. | Ethnic minorities have no rights to equal treatment by the government. | |  | b. | Public school segregation of races violates the equal protection clause of the Fourteenth Amendment. | |  | c. | The national government does not have the power to force any type of action on local school boards. | |  | d. | Separation of races for a reason such as education is not a violation of the Constitution. | |  | e. | African Americans could not be denied the right to a college education. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 1:24 AM | | *DATE MODIFIED:* | 12/11/2020 1:26 AM | |

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| 14. While the *Brown* ruling was historic, the ruling itself did little to desegregate schools due to its ambiguous statement that schools should desegregate how?   |  |  |  | | --- | --- | --- | |  | a. | With all deliberate speed | |  | b. | With all due process | |  | c. | With extreme prejudice | |  | d. | With all practical manner | |  | e. | With all good intent |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 1:26 AM | | *DATE MODIFIED:* | 12/11/2020 1:28 AM | |

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| 15. What was the main reason the Brown family brought a lawsuit against the Board of Education in Topeka, Kansas?   |  |  |  | | --- | --- | --- | |  | a. | Linda Brown was not allowed to get a drink of water out of the only drinking fountain at the school because she was not white. | |  | b. | Linda Brown allowed an African American student to sit next to her in the school lunchroom. | |  | c. | Linda Brown boarded a bus that was for African American students only. | |  | d. | Linda Brown was not allowed to ride the same bus as the white children even though they all went to the same school. | |  | e. | Linda Brown was refused admittance to a whites-only school because she was African American. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 1:28 AM | | *DATE MODIFIED:* | 12/11/2020 1:29 AM | |

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| 16. Which of the following is prohibited by the Civil Rights Act of 1964?   |  |  |  | | --- | --- | --- | |  | a. | Only governmental acts of discrimination | |  | b. | Only discrimination by educational institutions | |  | c. | Private and governmental acts of discrimination | |  | d. | Only discrimination against women and African Americans | |  | e. | Only private discrimination |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.5 - Explain the key elements of the Civil Rights Act of 1964. | | *DATE CREATED:* | 12/11/2020 1:30 AM | | *DATE MODIFIED:* | 12/11/2020 1:32 AM | |

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| 17. What is the expectation that citizens may not be discriminated against on account of race, gender, or national background and should have an equal chance to succeed in life called?   |  |  |  | | --- | --- | --- | |  | a. | Equality of opportunity | |  | b. | Equality of chance | |  | c. | Equality of outcome | |  | d. | Equality of circumstance | |  | e. | Equality of government |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.5 - Explain the key elements of the Civil Rights Act of 1964. | | *DATE CREATED:* | 12/11/2020 1:32 AM | | *DATE MODIFIED:* | 12/11/2020 1:33 AM | |

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| 18. What did Dr. Martin Luther King, Jr. advocate as a means to achieve racial justice?   |  |  |  | | --- | --- | --- | |  | a. | Violence | |  | b. | Nonviolent civil disobedience | |  | c. | Nationalism | |  | d. | A gradual rollback of segregation | |  | e. | Black militancy |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 1:34 AM | | *DATE MODIFIED:* | 12/12/2020 6:23 AM | |

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| 19. Approximately how many undocumented persons are living in the United States today?   |  |  |  | | --- | --- | --- | |  | a. | 11 to 12 million | |  | b. | 500,000 | |  | c. | 4 to 5 million | |  | d. | 1 to 2 million | |  | e. | 35 to 40 million |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 12.6.2 - Outline the evolution of U.S. immigration policy and its impacts on the number of illegal immigrants coming into the United States. | | *DATE CREATED:* | 12/11/2020 1:35 AM | | *DATE MODIFIED:* | 12/12/2020 6:23 AM | |

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| 20. The Twenty-Fourth Amendment, ratified in 1964, did which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Banned poll taxes in primary and general elections for national office | |  | b. | Rolled back due process | |  | c. | Gave women the right to vote | |  | d. | Banned racial discrimination in the rental and sale of most housing | |  | e. | Gave state courts the lawful refusal to follow a Supreme Court order |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 1:37 AM | | *DATE MODIFIED:* | 12/11/2020 1:40 AM | |

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| 21. What did the white primary in southern states allow?   |  |  |  | | --- | --- | --- | |  | a. | All races to participate in elections on an equal basis | |  | b. | Whites to exclude African Americans from voting in Democratic Party primaries | |  | c. | Voters to select ballots for each party based on different skin colors | |  | d. | African Americans the opportunity to vote for the first time | |  | e. | Whites to exclude African Americans from voting in the general elections |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 1:41 AM | | *DATE MODIFIED:* | 12/11/2020 1:42 AM | |

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| 22. What was the purpose of the poll tax?   |  |  |  | | --- | --- | --- | |  | a. | To prevent northern immigrants from moving to the South and voting in local elections | |  | b. | To determine who was intelligent enough to vote | |  | c. | To dissuade African Americans and poor whites from voting | |  | d. | To force individuals to buy property in order to be eligible to vote | |  | e. | To raise funds for voter registration among the minority community |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 1:42 AM | | *DATE MODIFIED:* | 12/11/2020 1:45 AM | |

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| 23. Which of the following was a major outcome of the Voting Rights Act of 1965?   |  |  |  | | --- | --- | --- | |  | a. | The elimination of discriminatory voter registration tests | |  | b. | The establishment of federal voter registrars | |  | c. | The establishment of federally administered voter registration procedures | |  | d. | Limitations on the abilities of counties in the South to change voter registration procedures without federal approval | |  | e. | All of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.3.2 - Outline the two phases of the extension of full voting rights to African Americans. | | *DATE CREATED:* | 12/11/2020 1:46 AM | | *DATE MODIFIED:* | 12/11/2020 1:49 AM | |

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| 24. What was the purpose of grandfather clauses?   |  |  |  | | --- | --- | --- | |  | a. | To prevent African Americans from holding state offices | |  | b. | To guarantee the equal rights of senior citizens for employment | |  | c. | To deny African Americans the right to vote while protecting whites' right to vote | |  | d. | To deny the purchase of land by any person whose grandfather was not white | |  | e. | To distribute land to former slaves based on how many generations their family had served a slave owner |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.3.2 - Outline the two phases of the extension of full voting rights to African Americans. | | *DATE CREATED:* | 12/11/2020 1:49 AM | | *DATE MODIFIED:* | 12/11/2020 1:57 AM | |

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| 25. The United States Supreme Court has created three standards of review to determine if a law is discriminatory. What is the toughest of these standards, requiring that a law be narrowly tailored, called?   |  |  |  | | --- | --- | --- | |  | a. | Heightened scrutiny | |  | b. | Strict scrutiny | |  | c. | Elevated scrutiny | |  | d. | Rational basis | |  | e. | Original intent |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Civil Rights and the Courts | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 1:58 AM | | *DATE MODIFIED:* | 12/11/2020 1:59 AM | |

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| 26. If legislators want to create a law that will pass strict scrutiny, they must be certain that the law does which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Be justified by a compelling government interest | |  | b. | Be broadly tailored to meet multiple government interests | |  | c. | Be rationally related to a government interest | |  | d. | Be the most restrictive means to accomplish the goal | |  | e. | Be supported by a large majority of citizens |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Civil Rights and the Courts | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 2:00 AM | | *DATE MODIFIED:* | 12/11/2020 2:03 AM | |

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| 27. A university uses an admissions policy that gives special consideration to traditionally disadvantaged groups to overcome the present effects of past discrimination. The university is applying which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Affirmative action | |  | b. | Legislative mandate | |  | c. | Civil liberties | |  | d. | Strict scrutiny | |  | e. | White primaries |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Civil Rights and the Courts | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 11:40 PM | | *DATE MODIFIED:* | 12/11/2020 11:42 PM | |

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| 28. Which form of judicial scrutiny comes into play when laws are based on a suspect classification?   |  |  |  | | --- | --- | --- | |  | a. | Intermediate scrutiny | |  | b. | Exacting scrutiny | |  | c. | Strict scrutiny | |  | d. | Rational basis scrutiny | |  | e. | Moderate scrutiny |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Civil Rights and the Courts | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 11:42 PM | | *DATE MODIFIED:* | 12/12/2020 6:25 AM | |

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| 29. Which of the following is among the limitations imposed by the Supreme Court on affirmative action?   |  |  |  | | --- | --- | --- | |  | a. | Race cannot be used as the sole criterion for admissions. | |  | b. | Race cannot be used as a tiebreaker between competing applicants. | |  | c. | Quotas cannot be used. | |  | d. | Points systems cannot guarantee admissions to racial minorities. | |  | e. | All of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Civil Rights and the Courts | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 11:47 PM | | *DATE MODIFIED:* | 12/11/2020 11:56 PM | |

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| 30. In the *Bakke* case, what did the Supreme Court rule regarding the constitutionality of affirmative action?   |  |  |  | | --- | --- | --- | |  | a. | Affirmative action programs were allowed in law schools, but not to be utilized in medical schools. | |  | b. | Race cannot be the sole factor in admissions decisions. | |  | c. | All affirmative action programs were unconstitutional. | |  | d. | Race cannot be considered as a factor at all in making admissions decisions. | |  | e. | Quota systems are constitutional. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Civil Rights and the Courts | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/11/2020 11:56 PM | | *DATE MODIFIED:* | 12/12/2020 12:07 AM | |

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| 31. Which of the following statements regarding the population of undocumented persons in the United States is true?   |  |  |  | | --- | --- | --- | |  | a. | It is about 500,000 and increasing. | |  | b. | It is about 1 million and stable. | |  | c. | It is about 7 million and declining. | |  | d. | It is about 11 million and stable. | |  | e. | It is about 32 million and increasing. |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | Experiences of Other Minority Groups | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 12.6.2 - Outline the evolution of U.S. immigration policy and its impacts on the number of illegal immigrants coming into the United States. | | *DATE CREATED:* | 12/12/2020 12:08 AM | | *DATE MODIFIED:* | 12/12/2020 6:26 AM | |

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| 32. What is the fastest growing and largest ethnic group in the United States today?   |  |  |  | | --- | --- | --- | |  | a. | Middle Easterners | |  | b. | African Americans | |  | c. | Latinos | |  | d. | Native Americans | |  | e. | Asians |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | Experiences of Other Minority Groups | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 12.6.2 - Outline the evolution of U.S. immigration policy and its impacts on the number of illegal immigrants coming into the United States. | | *DATE CREATED:* | 12/12/2020 12:11 AM | | *DATE MODIFIED:* | 12/12/2020 12:14 AM | |

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| 33. Where did the largest number of immigrants to the United States come from a century ago?   |  |  |  | | --- | --- | --- | |  | a. | China | |  | b. | Western Europe | |  | c. | Asia | |  | d. | Europe | |  | e. | Latin America |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | Experiences of Other Minority Groups | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 12.6.2 - Outline the evolution of U.S. immigration policy and its impacts on the number of illegal immigrants coming into the United States. | | *DATE CREATED:* | 12/12/2020 12:14 AM | | *DATE MODIFIED:* | 12/12/2020 12:16 AM | |

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| 34. Which of the following has been cited as a reason for lower participation in politics by Latinos?   |  |  |  | | --- | --- | --- | |  | a. | The Civil Rights Act of 1964 applied only to African Americans. | |  | b. | Many Latinos are immigrants and not yet citizens. | |  | c. | Ballots are only available in English. | |  | d. | Political parties refuse to address issues important to Latinos. | |  | e. | All of these are correct. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Apply Bloom's: Moderate | | *REFERENCES:* | Experiences of Other Minority Groups | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 12.6.2 - Outline the evolution of U.S. immigration policy and its impacts on the number of illegal immigrants coming into the United States. | | *DATE CREATED:* | 12/12/2020 12:16 AM | | *DATE MODIFIED:* | 12/12/2020 12:19 AM | |

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| 35. What was the goal of the 1848 Seneca Falls Convention?   |  |  |  | | --- | --- | --- | |  | a. | Promote issues based on the notion that men and women are created equal | |  | b. | Debate the possibility of seceding from the United States to restrictions on slave trade | |  | c. | Create a women's manifesto discussing temperance, abolition, and suffrage | |  | d. | Discuss strategies for the abolition of slavery | |  | e. | Plan strategies that would advance rights for homosexual individuals and same-sex couples |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Women's Struggle for Equal Rights | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.2.2 - Outline the history of women's suffrage in the United States. | | *DATE CREATED:* | 12/12/2020 12:19 AM | | *DATE MODIFIED:* | 12/12/2020 12:22 AM | |

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| 36. What was the purpose of the Nineteenth Amendment?   |  |  |  | | --- | --- | --- | |  | a. | To end segregation | |  | b. | To abolish slavery | |  | c. | To eliminate racial restrictions on voting | |  | d. | To expand the right to vote to women | |  | e. | To set the minimum voting age to 18 |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | Women's Struggle for Equal Rights | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.2.2 - Outline the history of women's suffrage in the United States. | | *DATE CREATED:* | 12/12/2020 12:22 AM | | *DATE MODIFIED:* | 12/12/2020 12:24 AM | |

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| 37. In what year did women get the right to vote nationally?   |  |  |  | | --- | --- | --- | |  | a. | 1897 | |  | b. | 1911 | |  | c. | 1920 | |  | d. | 1967 | |  | e. | 1973 |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | Women's Struggle for Equal Rights | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.2.2 - Outline the history of women's suffrage in the United States. | | *DATE CREATED:* | 12/12/2020 12:25 AM | | *DATE MODIFIED:* | 12/12/2020 6:29 AM | |

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| 38. While the Equal Rights Amendment was proposed in 1923, it was not passed by Congress until what year?   |  |  |  | | --- | --- | --- | |  | a. | 1925 | |  | b. | 1945 | |  | c. | 1953 | |  | d. | 1972 | |  | e. | 2012 |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | Women's Struggle for Equal Rights | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.2.3 - Examine the Equal Rights Amendment (ERA) and reasons for its failure. | | *DATE CREATED:* | 12/12/2020 12:27 AM | | *DATE MODIFIED:* | 12/12/2020 12:30 AM | |

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| 39. Which of the following is accurate regarding the efforts to amend the Constitution to include an Equal Rights Amendment for women?   |  |  |  | | --- | --- | --- | |  | a. | It has never made it through the congressional amendment proposal process. | |  | b. | It has passed through Congress but failed to secure the necessary support in the states. | |  | c. | It was proposed as a part of the Bill of Rights but failed to be ratified. | |  | d. | It was ratified by the states in 1972, after passing through Congress. | |  | e. | It is largely seen as unnecessary, now that women's incomes are equal to those of men. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Women's Struggle for Equal Rights | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.2.3 - Examine the Equal Rights Amendment (ERA) and reasons for its failure. | | *DATE CREATED:* | 12/12/2020 12:30 AM | | *DATE MODIFIED:* | 12/12/2020 12:38 AM | |

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| 40. What act passed by Congress in 1963 prohibits employers from paying different wages for the same job on account of gender?   |  |  |  | | --- | --- | --- | |  | a. | Equal Rights Amendment | |  | b. | Equality Rights Act | |  | c. | Employment Security Act | |  | d. | Civil Rights Act | |  | e. | Equal Pay Act |  |  |  | | --- | --- | | *ANSWER:* | e | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Women's Struggle for Equal Rights | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.2.5 - Examine whether women have achieved equal rights. | | *DATE CREATED:* | 12/12/2020 12:38 AM | | *DATE MODIFIED:* | 12/12/2020 12:40 AM | |

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| 41. Which of the following is consistent with what the Supreme Court has ruled on the issue of sexual harassment?   |  |  |  | | --- | --- | --- | |  | a. | Employers are not responsible for harassment undertaken by their employees. | |  | b. | Individuals cannot be sexually harassed by members of their own gender. | |  | c. | It is considered sexual harassment when words or actions of a sexual nature interfere with the employee's work or create a "hostile environment." | |  | d. | It is not illegal to condition promotions on sexual favors. | |  | e. | Laws against sexual harassment violate the First Amendment's protection of free speech. |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Women's Struggle for Equal Rights | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.2.5 - Examine whether women have achieved equal rights. | | *DATE CREATED:* | 12/12/2020 12:42 AM | | *DATE MODIFIED:* | 12/12/2020 12:45 AM | |

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| 42. Today, girls can participate in many different sports in high school and collegiate athletics. This is in large part due to which of the following?   |  |  |  | | --- | --- | --- | |  | a. | The Equal Rights Amendment | |  | b. | The Equal Rights Act of 1964 | |  | c. | Title IX | |  | d. | Title VII | |  | e. | The Nineteenth Amendment |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Women's Struggle for Equal Rights | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.2.5 - Examine whether women have achieved equal rights. | | *DATE CREATED:* | 12/12/2020 12:45 AM | | *DATE MODIFIED:* | 12/12/2020 6:31 AM | |

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| 43. The riot at the Stonewall Inn that began the modern movement for equality for the LGBTQ community was sparked by what?   |  |  |  | | --- | --- | --- | |  | a. | A raid by police on a bar popular with gay men and lesbians | |  | b. | Refusal of the bar to serve gay and lesbian patrons | |  | c. | Anti-gay protestors who showed up at the bar | |  | d. | An attempt by a gay couple to hold a marriage ceremony at the bar | |  | e. | Refusal of the bar to hire openly gay workers |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The Rights and Status of Gay Males and Lesbians | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.3.1 - Explain the origins of the gay rights movement. | | *DATE CREATED:* | 12/12/2020 12:48 AM | | *DATE MODIFIED:* | 12/12/2020 6:31 AM | |

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| 44. When did the modern movement for LGBTQ rights begin?   |  |  |  | | --- | --- | --- | |  | a. | When gay veterans of World War II organized in the 1950s | |  | b. | With the growth of the civil rights movement in the early 1960s | |  | c. | In 1969, following a riot that broke out when police raided the Stonewall Inn | |  | d. | In 1986, with a campaign against sodomy laws in the state of Texas | |  | e. | In 1996, with the campaign for same-sex marriage in the state of Hawaii |  |  |  | | --- | --- | | *ANSWER:* | c | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The Rights and Status of Gay Males and Lesbians | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.3.1 - Explain the origins of the gay rights movement. | | *DATE CREATED:* | 12/12/2020 12:52 AM | | *DATE MODIFIED:* | 12/12/2020 12:54 AM | |

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| 45. In the 2003 decision of *Lawrence v. Texas*, the U.S. Supreme Court did which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Upheld an existing Texas law that made homosexual conduct a crime | |  | b. | Overturned laws against sexual activity between same sex consenting adults in private | |  | c. | Invalidated anti-discrimination laws that protect homosexuals | |  | d. | Upheld the Court's previous decision regarding sexual activity between same sex consenting adults | |  | e. | Indicated that states could declare homosexuality a crime |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The Rights and Status of Gay Males and Lesbians | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.3.4 - Examine the events that have shaped the issue of gay marriage from the Defense of Marriage Act (1996) through Obergefell v. Hodges (2015). | | *DATE CREATED:* | 12/12/2020 12:54 AM | | *DATE MODIFIED:* | 12/12/2020 12:58 AM | |

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| 46. Nationwide recognition of same-sex marriage was the result of which of the following?   |  |  |  | | --- | --- | --- | |  | a. | A 2015 Supreme Court decision | |  | b. | A 2016 congressional law | |  | c. | A 2010 constitutional amendment | |  | d. | Ratification of an international treaty on human rights | |  | e. | A 2015 executive order |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The Rights and Status of Gay Males and Lesbians | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.3.4 - Examine the events that have shaped the issue of gay marriage from the Defense of Marriage Act (1996) through Obergefell v. Hodges (2015). | | *DATE CREATED:* | 12/12/2020 12:58 AM | | *DATE MODIFIED:* | 12/12/2020 1:01 AM | |

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| 47. In what case did the Supreme Court declare that states could not prohibit sexual activity between people of the same sex, reversing a 1986 decision that asserted homosexual activity was not a fundamental right?   |  |  |  | | --- | --- | --- | |  | a. | *Bakke v. California* | |  | b. | *Bowers v. Hardwick* | |  | c. | *Obergefell v. Hodges* | |  | d. | *Lawrence v. Texas* | |  | e. | *Shelley v. Kraemer* |  |  |  | | --- | --- | | *ANSWER:* | d | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The Rights and Status of Gay Males and Lesbians | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.3.4 - Examine the events that have shaped the issue of gay marriage from the Defense of Marriage Act (1996) through Obergefell v. Hodges (2015). | | *DATE CREATED:* | 12/12/2020 1:01 AM | | *DATE MODIFIED:* | 12/12/2020 1:04 AM | |

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| 48. In *Obergefell v. Hodges*, which amendment, with its equal protection clause, ultimately provided protection for same-sex marriages in every state?   |  |  |  | | --- | --- | --- | |  | a. | Thirteenth Amendment | |  | b. | Fourteenth Amendment | |  | c. | Fifteenth Amendment | |  | d. | Sixteenth Amendment | |  | e. | Twenty-Fifth Amendment |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The Rights and Status of Gay Males and Lesbians | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.3.4 - Examine the events that have shaped the issue of gay marriage from the Defense of Marriage Act (1996) through Obergefell v. Hodges (2015). | | *DATE CREATED:* | 12/12/2020 1:05 AM | | *DATE MODIFIED:* | 12/12/2020 1:06 AM | |

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| 49. What did the Twenty-Sixth Amendment do?   |  |  |  | | --- | --- | --- | |  | a. | Establish the national voting age at 18 years | |  | b. | Allow states to set a voting age between 18 and 21 years | |  | c. | Expand due process protections to the states | |  | d. | Abolish slavery | |  | e. | Expand due process protections to the states and abolish slavery |  |  |  | | --- | --- | | *ANSWER:* | a | | *POINTS:* | 1 | | *DIFFICULTY:* | Easy Bloom's: Remember/Understand | | *REFERENCES:* | The Rights and Status of Juveniles | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.3.4 - Identify the reasons for expanding suffrage to 18-year-olds. | | *DATE CREATED:* | 12/12/2020 1:07 AM | | *DATE MODIFIED:* | 12/12/2020 1:09 AM | |

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| 50. What did the Supreme Court conclude in the case *In re Gault*?   |  |  |  | | --- | --- | --- | |  | a. | Eighteen-year-olds can be given the right to vote. | |  | b. | Children have a constitutional right to counsel. | |  | c. | Children have a right to divorce their parents. | |  | d. | Children have a right to marry at age 17. | |  | e. | Children are the property of their parents. |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The Rights and Status of Juveniles | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 15.3.4 - Identify the reasons for expanding suffrage to 18-year-olds. | | *DATE CREATED:* | 12/12/2020 1:09 AM | | *DATE MODIFIED:* | 12/12/2020 1:11 AM | |

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| 51. Suing someone because they have violated a business contract is an example of which of the following?   |  |  |  | | --- | --- | --- | |  | a. | Criminal law | |  | b. | Civil law | |  | c. | A bill of attainder | |  | d. | A writ of *habeas corpus* | |  | e. | Tort reform |  |  |  | | --- | --- | | *ANSWER:* | b | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The Rights and Status of Juveniles | | *QUESTION TYPE:* | Multiple Choice | | *HAS VARIABLES:* | False | | *LEARNING OBJECTIVES:* | 10.1.1 - Identify the ways in which the post-Civil War era was similar to what preceded it. | | *DATE CREATED:* | 12/12/2020 1:12 AM | | *DATE MODIFIED:* | 12/12/2020 1:14 AM | |

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| 52. Explain the significance of the constitutional amendments enacted in the five years following the end of the Civil War.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.1.1 - Identify the ways in which the post-Civil War era was similar to what preceded it. | | *DATE CREATED:* | 12/12/2020 1:15 AM | | *DATE MODIFIED:* | 12/12/2020 1:16 AM | |

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| 53. Identify and explain how African Americans were politically disenfranchised after the Civil War.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Complex Bloom's: Analyze/Evaluate | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.1.1 - Identify the ways in which the post-Civil War era was similar to what preceded it. | | *DATE CREATED:* | 12/12/2020 1:17 AM | | *DATE MODIFIED:* | 12/12/2020 1:18 AM | |

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| 54. Describe and explain the impact of the *Plessy v. Ferguson* decision.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.1.2 - Explain how the "separate but equal" doctrine came to be. | | *DATE CREATED:* | 12/12/2020 1:18 AM | | *DATE MODIFIED:* | 12/12/2020 6:34 AM | |

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| 55. Explain the basis of the Supreme Court’s decision in *Brown v. Board of Education of Topeka*.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/12/2020 1:19 AM | | *DATE MODIFIED:* | 12/12/2020 1:21 AM | |

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| 56. Identify and describe major provisions of the Civil Rights Act of 1964.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.1.5 - Explain the key elements of the Civil Rights Act of 1964. | | *DATE CREATED:* | 12/12/2020 1:21 AM | | *DATE MODIFIED:* | 12/12/2020 1:22 AM | |

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| 57. Explain how civil rights differ from civil liberties and provide examples of each.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.1.1 - Identify the ways in which the post-Civil War era was similar to what preceded it. | | *DATE CREATED:* | 12/12/2020 1:30 AM | | *DATE MODIFIED:* | 12/12/2020 1:32 AM | |

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| 58. Explain the role the Supreme Court played in both hindering and expanding civil rights for African Americans.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Complex Bloom's: Analyze/Evaluate | | *REFERENCES:* | The African American Experience and the Civil Rights Movement | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.1.1 - Identify the ways in which the post-Civil War era was similar to what preceded it. | | *DATE CREATED:* | 12/12/2020 1:32 AM | | *DATE MODIFIED:* | 12/12/2020 1:33 AM | |

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| 59. Describe and explain the legal doctrine of strict scrutiny.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Civil Rights and the Courts | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/12/2020 1:37 AM | | *DATE MODIFIED:* | 12/12/2020 1:38 AM | |

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| 60. Explain how civil rights have been extended to and denied to undocumented persons.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Complex Bloom's: Analyze/Evaluate | | *REFERENCES:* | Experiences of Other Minority Groups | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 12.6.2 - Outline the evolution of U.S. immigration policy and its impacts on the number of illegal immigrants coming into the United States. | | *DATE CREATED:* | 12/12/2020 1:39 AM | | *DATE MODIFIED:* | 12/12/2020 6:35 AM | |

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| 61. Identify and explain the major obstacles faced by Latinos in securing their civil rights.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Experiences of Other Minority Groups | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 12.6.2 - Outline the evolution of U.S. immigration policy and its impacts on the number of illegal immigrants coming into the United States. | | *DATE CREATED:* | 12/12/2020 1:40 AM | | *DATE MODIFIED:* | 12/12/2020 1:41 AM | |

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| 62. Compare and contrast different racial and ethnic groups when it comes to historical restrictions on civil rights. What challenges were unique to each group? What challenges were similar across groups?   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Complex Bloom's: Analyze/Evaluate | | *REFERENCES:* | Experiences of Other Minority Groups | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.1.3 - Explain the various efforts to end segregation and how it ultimately came to an end. | | *DATE CREATED:* | 12/12/2020 1:41 AM | | *DATE MODIFIED:* | 12/12/2020 1:43 AM | |

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| 63. Identify and discuss the major events leading to the ratification of the Nineteenth Amendment.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Complex Bloom's: Analyze/Evaluate | | *REFERENCES:* | Women's Struggle for Equal Rights | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.2.2 - Outline the history of women's suffrage in the United States. | | *DATE CREATED:* | 12/12/2020 1:43 AM | | *DATE MODIFIED:* | 12/12/2020 1:44 AM | |

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| 64. Explain the progress that has been made in the women's rights movement and compare it with the remaining obstacles to full equality.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Women's Struggle for Equal Rights | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.2.5 - Examine whether women have achieved equal rights. | | *DATE CREATED:* | 12/12/2020 1:45 AM | | *DATE MODIFIED:* | 12/12/2020 1:46 AM | |

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| 65. Compare and contrast the struggle for women's rights with the struggle for civil rights by African Americans.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *RATIONALE:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | Women's Struggle for Equal Rights | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.2.5 - Examine whether women have achieved equal rights. | | *DATE CREATED:* | 12/12/2020 1:46 AM | | *DATE MODIFIED:* | 12/12/2020 6:36 AM | |

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| 66. Explain the Court decisions in *Lawrence v. Texas* and *United States v. Windsor*.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The Rights and Status of Gay Males and Lesbians | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.3.4 - Examine the events that have shaped the issue of gay marriage from the Defense of Marriage Act (1996) through Obergefell v. Hodges (2015). | | *DATE CREATED:* | 12/12/2020 1:47 AM | | *DATE MODIFIED:* | 12/12/2020 1:48 AM | |

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| 67. Identify and explain the major events leading to the legality of same-sex marriage in the United States.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The Rights and Status of Gay Males and Lesbians | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.3.4 - Examine the events that have shaped the issue of gay marriage from the Defense of Marriage Act (1996) through Obergefell v. Hodges (2015). | | *DATE CREATED:* | 12/12/2020 1:49 AM | | *DATE MODIFIED:* | 12/12/2020 1:50 AM | |

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| 68. Discuss how both law and public opinion have shifted over gay rights since the Stonewall riots.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Complex Bloom's: Analyze/Evaluate | | *REFERENCES:* | The Rights and Status of Gay Males and Lesbians | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 10.3.1 - Explain the origins of the gay rights movement. | | *DATE CREATED:* | 12/12/2020 1:50 AM | | *DATE MODIFIED:* | 12/12/2020 1:51 AM | |

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| 69. Identify and discuss the ways in which a juvenile’s interaction with the justice system is different than that of an adult.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Complex Bloom's: Analyze/Evaluate | | *REFERENCES:* | The Rights and Status of Juveniles | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 9.2.5 - Examine what protections the Bill of Rights guarantees "the accused." | | *DATE CREATED:* | 12/12/2020 1:52 AM | | *DATE MODIFIED:* | 12/12/2020 1:53 AM | |

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| 70. Discuss how the national voting age was changed to 18 and explain why this happened when it did.   |  |  | | --- | --- | | *ANSWER:* | Students' answers may vary. | | *POINTS:* | 1 | | *DIFFICULTY:* | Moderate Bloom's: Apply | | *REFERENCES:* | The Rights and Status of Juveniles | | *QUESTION TYPE:* | Essay | | *HAS VARIABLES:* | False | | *STUDENT ENTRY MODE:* | Basic | | *LEARNING OBJECTIVES:* | 15.3.4 - Identify the reasons for expanding suffrage to 18-year-olds. | | *DATE CREATED:* | 12/12/2020 1:54 AM | | *DATE MODIFIED:* | 12/12/2020 1:55 AM | |