



Brooklyn Education Center

www.becnyc.org

brooklynedu@gmail.com

CST Multi Part 3 Art and Sciences Study Guide

BEC runs workshops in Manhattan, by Wall Street, every other Sunday for the CST Multi Part 1 ELA and Part 2 Math in all levels. But most test takers can pass Part 3 just from using this study guide. So we stopped running classes and offer this free study guide to help people pass.

When you register for the test you should take each section separately. Do not sign up for all three sections on the same day, even though they offer you a discount to do so. When people do, they usually fail at least one section.

Please note that the Part 3 doesn't have an essay and because of this they can tell you right at the test site if you passed or failed. You won't get the actual numbered score until later, but you'll know if you passed. So be sure to stop at the desk at the test site to ask right after you finish your test.

The Arts and Sciences exam tests on Basic Earth Science, General History and Art and Music. Most people pass this test easily. Those who struggle, generally "overthink" the Earth Science questions. So we have put this section first as the most important section to study. The History Section in this guide goes into detail but most people are familiar with those questions. It's the Science & Music that are tricky. Be sure to focus on these 2 sections.

Please be sure to read this online so you can click the video links.

Earth Science covers 4 categories



The basics start with air: air is a mixture of oxygen and carbon dioxide.

- Humans breathe in oxygen and out carbon dioxide
- Trees absorb carbon dioxide and release oxygen
- Animals like cows will release methane in the form of burping and farting. (this isn't a joke!)
- Mining, farming and stripping the land
- Polluting the water

Pay attention in the questions if they ask about this balance. For example if we cut down a lot of trees we **reduce** the amount of **oxygen** being produced. If we then populate the area with a lot of animals we increase the levels of carbon dioxide and methane. This is bad for the AIR.

Many of the questions in Earth Science are focused on the **BALANCE OF THE ECOSYSTEM** with regard to air, water, land and life.

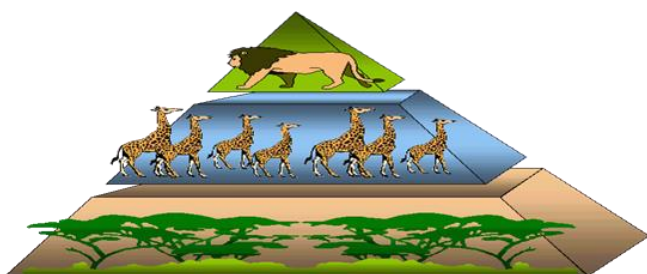
You may have noticed a debate in the media about how some people “Do not believe in Global Warming” or “Climate Control” This is what a lot of the science questions on the test are addressing. It is PRO Global Warming and it pushes that idea that Climate Control is something humans should be concerned about.

Let’s take a look at this debate in a short clip:

<https://www.youtube.com/watch?v=0bWysD2kMhc>

When you watch this clip just remember **THIS TEST AGREES WITH BILL NYE**. They are asking questions that are making sure you as a teacher AGREE WITH THE IDEA OF GLOBAL WARMING because so much of the curriculum taught in the science classes in school is based on this concept. Keep in mind that Bill Nye is a **Science Teacher**.

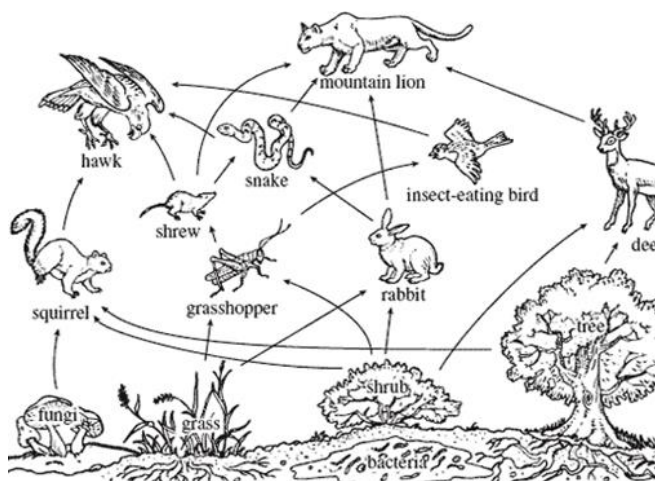
These kinds of questions look like this:



Q. *Trees represent a core part of an ecosystem. If trees were destroyed what would happen to the environment?*

A. There would be an **increased** level of **carbon dioxide** in the air and a **decreased** level of **oxygen** in the ocean.

You will notice that some of the questions about AIR will relate to plants because plants are one of the sources of oxygen. Since this is a Standardized Earth Science Test, just remember that the plants are important for the ecosystem because they are a source of food for animals that eat plants and plants also create oxygen.



Q. Which organism is at the lowest level of the picture above?

A. Plants (remember, plants are living organisms)

Food Chain

Notice that plants are the first part of the food chain. But then each animal is necessary for the ecosystem to run. Predators are always hunting prey. When you see smaller animals *on the run* they are probably avoiding a predator.



Trees are part of the AIR balance

Q. A company wants to develop an area of rainforest for its manufacturing company. If they cut down large areas of the rainforest, what would be the consequence?

A. There would be an increase in levels of carbon dioxide in the environment.

Q. An environmentalist is examining the air in a city in the Southwest that has a hot and dry atmosphere and uses reservoirs for the water supply. The main industries in the city are factories and industrialized complexes. What would be the main health concern in this area for the residents who live there that the environmentalist should examine first?

Notice the point that the city is industrialized. Areas with factories have less trees. Less trees mean less oxygen which affects the air. This makes it harder to breathe. Since this is already a dry area in the Southwest, this is a serious concern.

A. The quality of the air and how it impacts respiratory health especially in the children and the elderly.

Q. The environmentalist wants to address the needs of the city in the Southwest. What recommendation would the environmentalist likely make to address the problem with the atmosphere?

A. To combat air pollution the city should plant many green trees. (“problem with the atmosphere” means **pollution**. Watch out for science jargon that makes it seem like a more complicated question)

Q. How do trees use photosynthesis to process sunlight?

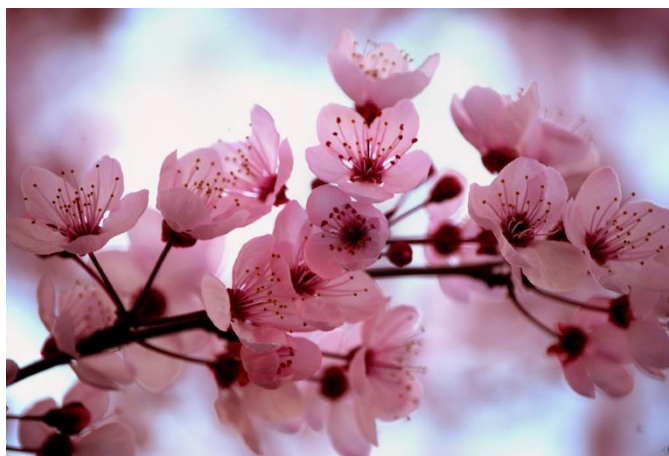
A. The **plants** take energy from the sunlight and spreads hydrogen into its parts, helping to **create** sugar, water, and **oxygen**.

There are also questions specifically focused on **PLANT LIFE:**
Plants:

Q. Identify the correct order of a plant life cycle?

A. Seeds, tree, flower, fruit

Remember that **FRUIT** comes last. Think of every *spring* when we get the “Cherry Tree Blossoms.” In the spring the flowers grow and then after the flowers fall off the tree, the fruit grows in the summer. The Cherry Harvest happens in the **summer**.



Ecosystems and BALANCE of growth with regard to plants and animals on both the land and in water are important to know. Let's look at one about a PLANT ECOSYSTEM:

Q. *Nilda Rodriguez has been farming a fruit orchard where she grows a variety of tree species. Her main production of farming in her plant community are apples. These are relatively short trees that grow rapidly and need large amounts of sunshine, water and soil nutrients to thrive. She has also grown shrubs that grown in the shade of the trees and need less sunlight to survive. She is careful to balance the ecosystem of her farm so that all plants will survive.*

One of her main concerns is the way animals and birds can transplant the seeds of unknown trees into her orchard. She is mindful because these trees often need less sunlight and nutrients to survive. Why is this such a concern to Nilda?

A. The trees of the unknown species may need less sunlight and nutrients to survive and can overtake her orchard and prevent the apple trees from obtaining enough water and nutrients which can cause them to die out.

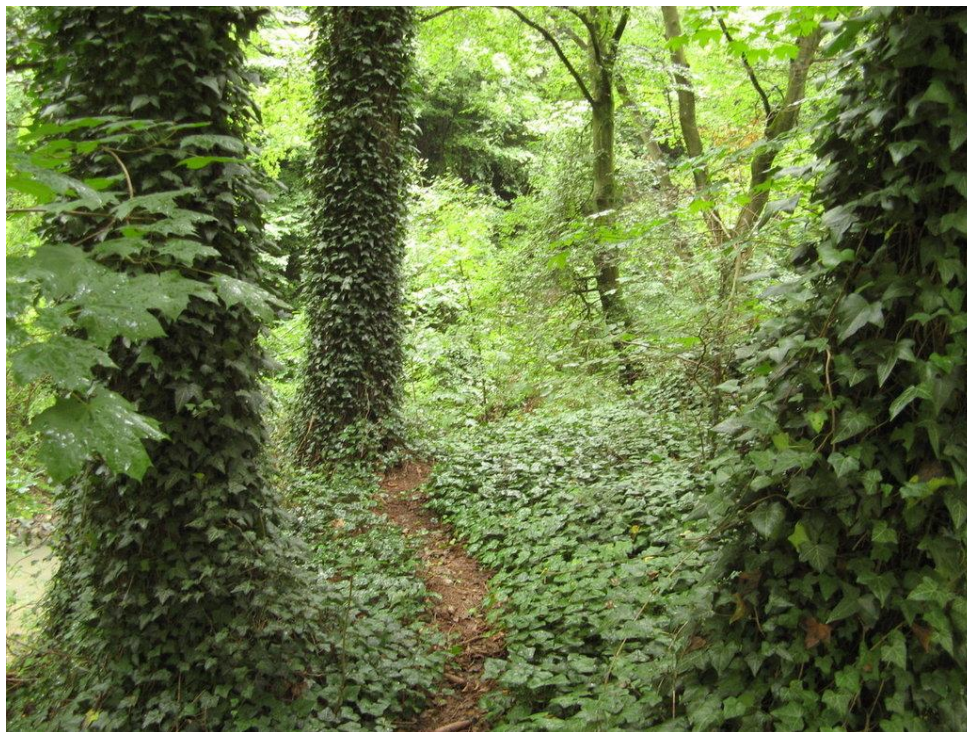
Again this relates to the previous questions with regard to a balance in an ecosystem. The question above seems complicated and scientific. Keep this in mind on the test. They make it sound MUCH MORE COMPLICATED than it really is. This question is about WEEDS. You know what weeds are, right? Even though it says “trees” let’s first think of it like *flowers*.

If I am trying to grow a garden I want to be careful to watch out for WEEDS. Weeds need less water and less nutrients and they grow quickly. So it’s easy for weeds to ruin a beautiful garden.

If you look at the picture below you can see that the red flowers are being overtaken by the weeds. They will die out.



You've probably walked through a wooded area with lots of trees and have seen weeds growing around the trees. Even IVY is considered a weed. While it might look pretty, it's actually "strangling" the tree by preventing it from getting the sunlight and nutrients it needs to survive. Eventually, the older tree will die.



Remember this question from before? Does it make sense now?

Q. How do trees use photosynthesis to process sunlight?

A. The plants take energy from the sunlight and spreads hydrogen into its parts, helping to create sugar, water, and oxygen.

DEFINITION:

pho·to·syn·the·sis

the process by which green plants and some other organisms use sunlight to synthesize foods from carbon dioxide and water. Photosynthesis in plants generally involves the green pigment chlorophyll and generates oxygen as a byproduct.

DEAD TREES CAN KILL PEOPLE!

The tree needs sunlight to be able to process the nutrients and if the IVY in the picture covers up the tree it won't be able to do that. That's why gardens and parks in NYC have LANDSCAPERS to prevent these kinds of weeds from overtaking the trees. You may have also seen dead trees in front of poorly maintained properties that wind up having to be cut down. These trees can topple over and kill people. Many people have been killed from falling tree limbs off dead trees.

<http://www.nytimes.com/2010/06/27/nyregion/27zoo.html?mcubz=0>

From the Article:

A baby girl was killed and her mother critically injured when a tree branch fell and struck them just outside the Central Park Zoo on Saturday, the police said. The accident occurred about 1:45 p.m. on the promenade in front of the sea lion exhibit.

It was the third time in less than a year that someone had been harmed or killed by a falling tree branch in Central Park

**As we can see, maintaining the Plant Ecosystem is very important.
Farmers and agriculturalists need to know the cycle:**

Q. If Nilda Rodriguez were to create a diagram that reflects the nutrient life cycle of her farm, how would she write it?

Nutrients present in the soil	Nutrients consumed by tree and shrub	Nutrients released back into the soil	Soil breaks down waste.
--------------------------------------	---	--	--------------------------------

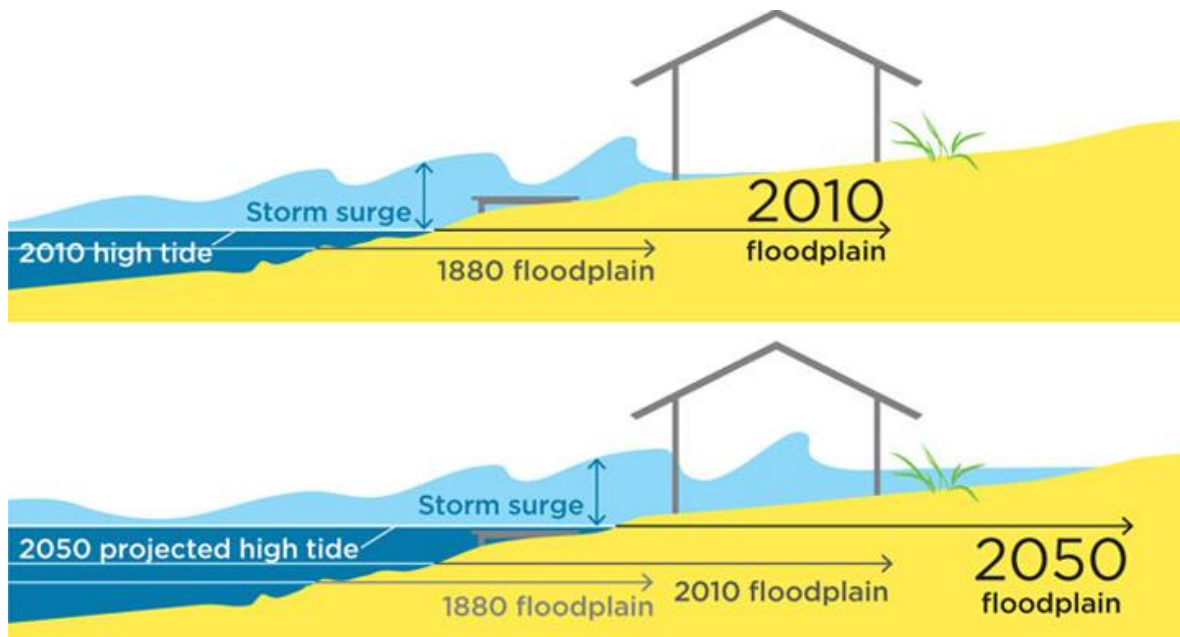
If the tree is not able to release the waste back into the soil because it is surrounded by weeds, it will die from the inside out. This is why they must monitor the trees carefully.

Water

Water is part of these ecosystems as well, and while there are not many questions about water on the test, it's important to understand two issues. The oxygen levels in the water support life and it has a significant impact on species when oxygen levels drop. In addition, rising sea levels around the world due to global warming are part of what causes such extreme weather like the recent Hurricanes that destroyed Puerto Rico and caused massive flooding and destruction in Texas and Florida. In fact, flooding has become a world-wide problem in recent years. Just think of Hurricane Sandy here in NY (2012). It was the flooding that caused most of the damage, not the winds.

With water we must maintain an equilibrium in the way we use and waste water. One way to think of this equilibrium is a full bathtub with the water draining out at the same time that the water is running into the bathtub. If the water in the tub is filled all the way up, the chance of the water spilling over due to a slight change is greater. If someone were to sit in the bathtub, the water level might only rise by a few inches. But, if they were to move back and forth, this would create a surge that would spill over.

The sea levels have risen by 2.6 inches and while that might not seem like a lot, if there are also changes that disrupt the flow of the water, like a hurricane or storm, it can create a storm surge that overflows the boundaries. We can see the impact of this as the levees in New Orleans broke (2005) and the sea walls in Japan were overrun by the storm surges during the 2011 Tsunami.



Remember: Earth Science Covers 4 Areas and you are being tested on your understanding of the 4 Areas.



LIFE:

Animals and Adaption:

Remember it is important for scientists to pay attention to changes in the ecosystem. This is because LIFE is very adaptable. You may have heard of the expression, "Survival of the Fittest." Many people misunderstand what this means. It doesn't mean that the *strongest* survive. It means that the life form that is most able to adapt to the environment will survive the best. The lifeforms that can best "fit" the new environment, will survive.

This is why ants are such a problem in the world. They are very adaptable. When an exterminator develops a bug spray it doesn't last very long because the new generations of ants adapt to the poison and can survive. This ant adaptability is annoying for us humans but very helpful for the lifeforms of ants. They survive!





Q. An environmentalist is examining the way a seashore has changed over the last few years. She notes that although there has been extreme flooding that changed the coastline the animals that lived there have survived the change due to the fact that the plant life remained intact. As she examines the caves and underground tunnels she sees that most of them have also survived the change. What conclusion can be drawn from her study?

A. Although environments can change, some animals and species can quickly adapt to these changes.

It is a mystery of evolution and biology how this process happens but it is always observable in nature: For example the Viceroy Butterfly



The Monarch butterfly looks similar to the Viceroy butterfly, Monarch butterflies are poisonous to predators and so the Viceroy butterflies have ADAPTED to look more like the Monarch in order to survive. This type of adaptation is something that scientists and environmentalists will study.

Adaption should not be confused with metamorphosis:

(in an insect or amphibian) the process of transformation from an immature form to an adult form in two or more distinct stages.

When a caterpillar builds a cocoon and turns into a butterfly, this is metamorphosis.



These life cycles and relationships are studied by environmentalists to examine the way they contribute to the ecosystem.

Scientific Study uses four steps, remember them this way “Oh heck!”

O.H.E.C.

- **O**bservation
- **H**ypothesis
- **E**xperiment
- **C**onclusion

Safe science experimentation is important.
Goggles should be worn when dealing with chemicals and gloves should be worn when dealing with waste or garbage.

Another way that animals adapt to the environment is through symbiosis.

DEFINITION:

sym·bi·o·sis

a mutually beneficial relationship between two different organisms.

You may have seen a picture of a rhinoceros with birds standing on its back:

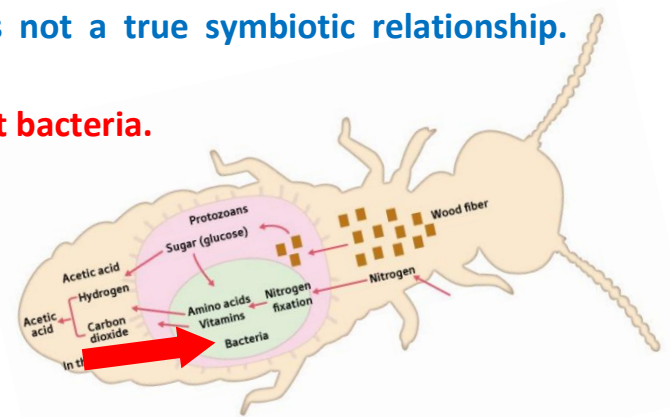


The myna birds eat the fleas off the body of the rhino which helps the rhinoceros stay healthy. So they have a mutually beneficial relationship. The rhino helps the birds get food. The birds help the rhino by getting rid of insects.

However, the birds can HURT the Rhino by constantly pecking at its skin. (The rhino has adapted by having thicker skin) so although this relationship can be a symbiotic relationship in some ways, it is not a true symbiotic relationship.

A better example would be termites and gut bacteria.

(Remember, bacteria is a living organism.)



The bacteria lives off the food in the termite's gut. It doesn't hurt the termite, it helps process the wood fiber. This is a mutually beneficial relationship where neither organism hurts the other. This is a symbiotic relationship.

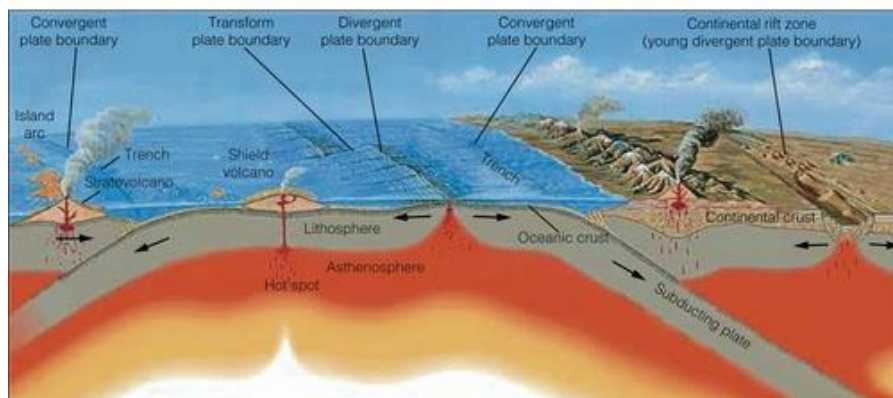
LAND

Land seems like it's a pretty stable environment. But there are two things that change the land. One is natural phenomenon and the other is human impact like farming, drilling, mining etc.

Let's start with natural phenomenon.

Earthquakes, Volcano, Tsunami

You've probably heard a lot about these in the news over the last few years because of the Japanese earthquake that created a Tsunami in 2011 and the Boxing Day Tsunami that happened in the Indian Ocean. Earthquakes happen as a result of TECTONIC PLATES shifting against one another and releasing a huge amount of energy. If this happens under water it pushes the water above it outward creating huge waves that cause mass destruction.



Notice in the picture above there are earthquakes and volcanos.

These are related to regions around TECTONIC PLATES.

Weathering and Erosion

Water and wind erosion will change the surface of rock faces slowly over thousands of years. Two examples below:



Note that areas that experience drought still experience erosion from the wind.

In areas that have drought and wind erosion and unreliable rainfall we can see how areas like **Northern Africa** have been effected.

Weathering can also be caused by **BACTERIA**.

New studies by geologists drilling underground
have discovered that this type of
bacterial weathering also impacts the land.

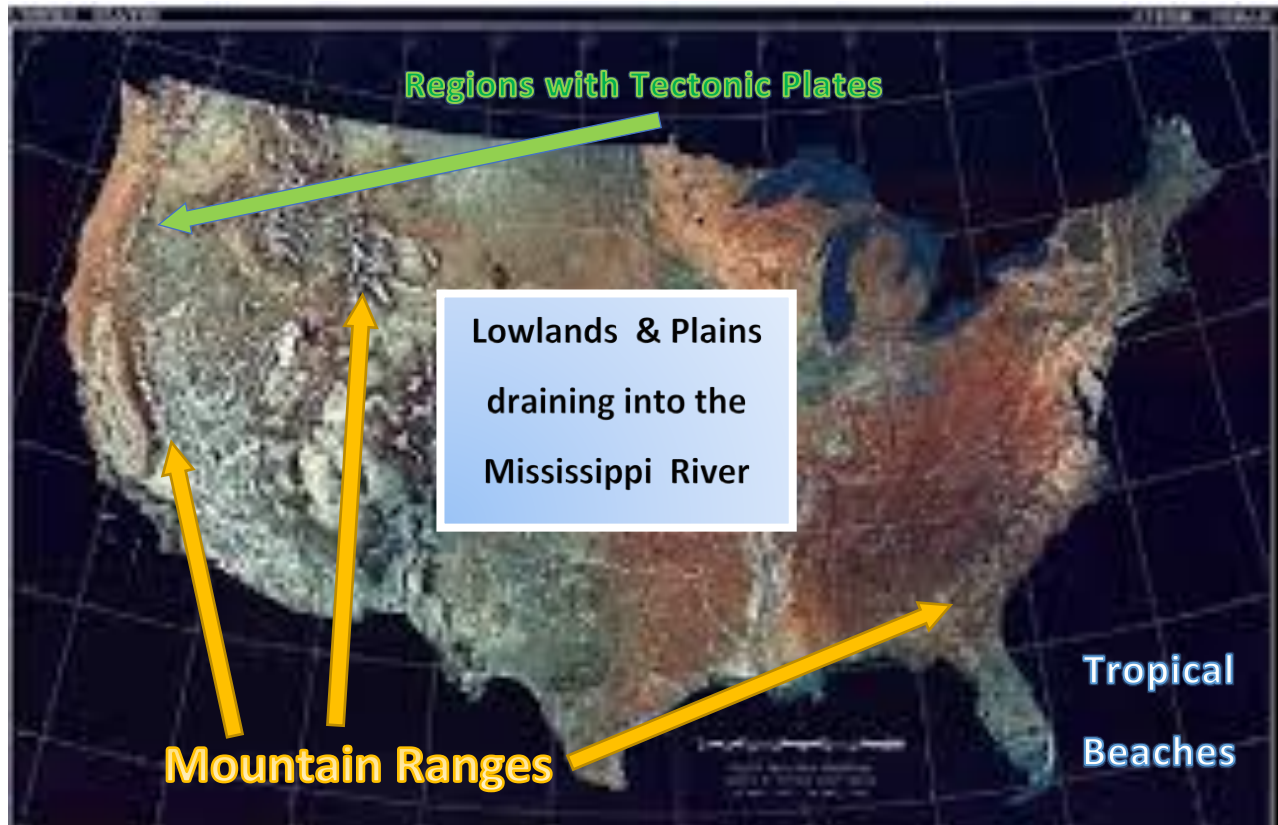


New research shows that in a bid to derive energy from iron, bacteria may be directly responsible for kicking off a cascade of reactions that reduce rocks to soil and free biologically important minerals.

These findings from a team of EMSL staff and users are based on a model microbial community called the Straub culture. The Straub culture is lithotrophic, or literally an "eater of rock," meaning that it can turn non-carbon sources, such as iron, into energy. This energy is produced via a biochemical pathway driven by a series of electron exchanges, which in the case of the Straub culture is initiated by taking an electron from, or oxidizing, iron.

Read more at: <https://phys.org/news/2012-09-bacteria-effect-weathering.html#jCp>

Topography: The United States has many different types of topography and geographic features including deserts in New Mexico and Arizona, ice tundras in Alaska, and even islands in Hawaii. The Continental US also has many different geographical features.



Tropical regions have climates that are warm and humid and experience heavy rainfall. The Philippines and Indonesia are also tropical regions with this climate.



HUMAN IMPACT

Agricultural development is one of ways we destroy the environment.

DEFINION:

ag·ri·cul·ture

the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.

Human Civilization has had two types of impact. One is agricultural and the other is population growth. Each of these expanded in a sequence:

Population

Family, population growth, forming cities.

Agriculture

Nomads settled in the River Valleys, grew crops, formed cities, developed trade

In the beginning we had smaller farms, but as industrialization improved we began to use large industrialized farms that transported products across the country. We also import to and from the rest of the world.

Q. As industrialized farms and improvements in agriculture occurred, how did this impact the farming community?

A. The industrialized farms were larger and more productive which reduced the number of smaller local farms.

Improvements in transportation and modified farming techniques have allowed Industrialized farms to grow heartier crops and to transport them around the country. As a result of this there has been a decline in smaller local farms. Some people question the responsibility of this and others think it's necessary to meet the food needs of the world. Click on the link to read more.

<https://www.nytimes.com/2016/09/25/opinion/sunday/why-industrial-farms-are-good-for-the-environment.html>

WHY ARE RAINFORESTS BEING DESTROYED?

Every year an area of rainforest the size of New Jersey is cut down and destroyed. The plants and animals that used to live in these forests either die or must find a new forest to call their home. Why are rainforests being destroyed?

Humans are the main cause of rainforest destruction. We are cutting down rainforests for many reasons, including:

- wood for both timber and making fires;
- agriculture for both small and large farms;
- land for poor farmers who don't have anywhere else to live;
- grazing land for cattle;
- pulp for making paper;

Q. Every year 30,000 square miles of South America's tropical rainforests which are the world's largest are destroyed by logging and fires, tropical forests are necessary for the stability of the world's climate and the maintenance of fresh waters supplies. Far beyond the tropics, these forests prevent droughts and floods. The destruction of the rainforest accelerates the warming of the earth's atmosphere.

What does the information in the passage above reflect in considering the issue of environmental concerns?

A. The way the interdependence of the world impacts the environment.

Q. It is important to recognize the connection between different regions of the world. What happens in Mexico City has a direct impact on what happens in Jersey City and vice versa. What human responsibility do we need to keep in mind because of these issues?

A. The importance of creating a balance between human needs and environmental resources.

These issues impact public health and the farming industry. This is why you will often see *public health agencies* working together with *farmers* to address issues related to overpopulation and exhausting our natural resources.

Painting and Graphic Arts

Many people are intimidated by the Art section because it's a subject in which they are not academically strong. People tend to forget much of the art learned in the CORE requirements during Undergraduate studies, so it can seem overwhelming. It is important to not get intimidated in this section because it is actually much easier than you think. When I used to teach this section in class I'd discuss a picture that was on the practice test.



I'd say this:

Does anyone remember seeing the woodcut drawing of the Japanese woman with the little boy playing with the cat?

And some students in the class would say: "Oh yes the cat! I remember that picture!"

It is odd to me that students remembered the picture and especially the cat. Yet when asked about the question on the exam, most students thought the answer must be more complicated. The question asks something like this:

Why do you think the artist arranged the images diagonally?

- A. To draw the viewer's attention to the cat.
- B. To demonstrate the difference in status between the woman and the boy
- C. To give a sense of the artists perspective
- D. To suggest a sense of parameter of the frame.

Most of the students picked B by mistake. They confused the word *status* with *stature* and thought it was about the difference in height. But status means a political or social difference. You wouldn't be able to tell that from a diagonal arrangement. The test takers picked it because it sounded “**smart!**”

It is curious to me that test takers remember the picture **because of the cat** but they don't think that is the answer. The way to answer the art pictures is to rely on what you **see** when you look at the picture. This is a section where **over-thinking** becomes a real problem. When you look at the piece of art, what do you see? Don't worry about remembering history or understanding the story behind the painting or picture. Just pick what you SEE.

Let's do two practice questions:

Q. Use the reproduction below of *The Italian Woman (1916)* by Henri Matisse to answer the question that follows.



Matisse, Henri. *The Italian Woman (L'Italienne)*, 1916. Oil on canvas. 45 15/16 x 35 1/4 inches (116.7 x 89.5 cm) Solomon R.

In this painting, the artist has disrupted space by:

- A. covering the subject's shoulder with the background.
- B. shading the right side of the subject's face.
- C. depicting the subject from mid-thigh up.
- D. depicting the subject's eyes looking downward.

The answer is A. Notice that when you look at the picture it's the first thing that seems odd to you. Do we have a "fancy way of saying this?" No, it's just, "What the heck is going on with her shoulder area?" And that's the answer. Do not think that they are testing you for some highly sophisticated understanding of art. Art is a visual medium that you should be able to respond to just by what you visually see. Don't overthink it. Let's do another one.

Q. Andy Warhol's pop art addressed the consumerism in a capitalistic society. His individual paintings were produced by a printmaking method using a non-painterly style. Campbell's Soup Cans' reliance on themes from popular culture helped to usher in pop art as a major art movement in the United States. Which of the following techniques did he use in the painting below to represent this motif?



- A. Use of monochrome to emphasize the marketing aspects of a vivid color pallet.
- B. Repetition to represent mass consumerism
- C. The semi-mechanized screen printing process as a form of Avant-garde Cubism
- D. Selection of soups to represent the working class rebellion against the Bourgeoisie.

What is the first thing you notice about this painting? It's that the cans are repeated over and over again. The answer is B. Don't be tricked into overthinking simple things just because you are intimidated by the other answers. They are deliberately written to confuse you and make you start doubting yourself and overthinking. Don't do it! Keep it simple!

On the exam there might be other artists who are not as well known. The important approach in looking at the picture is to keep it as simple as possible. What do you see when you look at the picture? Why do you think the artists created the image? What kinds of moods are present in the picture? Pictures that show dancers for example are often talking about movement. How are dancers positioned? If they are up in the air then the answers probably reflect the idea of flight, air, and light. If they are curled up on the ground then the answers are probably about sadness and earth. If questions are asking you to describe the mood or tone of the painting you should look at the posture of the people in the paintings. How do they relate to the other images? Trust your own eyes in this section and keep it as simple as possible.

When looking at landscapes pay attention to the horizon and the lines used in the work. Many times painters curve the landscape to create a specific sense of space. Let's do one more.

Q. Use the reproduction below of *Tractored Out, Childress County, Texas (1939)* by Dorothea Lange to answer the question that follows.



Which of the following did the photographer use when framing this composition to place an emphasis on the house?

- A. the position of the clouds
- B. the rows of soil
- C. the slope of the horizon
- D. the texture of the ground

What is the first thing you noticed? The answers is B. the rows of soil.

Artists You Should Know:

Below there are some artists who are regarded for specific artistic genres and styles that are considered basic art knowledge. But do not be intimidated by art pictures. Just pick the most obvious answer. It is helpful to just google the name of the artists below and then go to google images in order to familiarize yourself with them. You might get lucky have one on the test. Their most well-known pieces of art are often used on typical standardized exams because they are so commonly known. So don't panic. They aren't going to test you on some obscure art theory. Relax and keep it SIMPLE.

René Magritte is a Belgium artist. His *La Chambre d'Écoute* (The Listening Room) is a picture of a giant apple in a room. When you look at the picture the first thing that strikes you is the use of proportion. The apple is too big to be in the room.

Georgia O'Keefe is an American Artist. *Cow Skull: Red White and Blue* and *Red Poppy* are two of her most well-known paintings. Georgia O'Keefe paints using ordinary objects like flowers and skulls to suggest abstract meaning. Many of her paintings of flowers are considered to be erotic.

Andy Warhol is an American painter known for his style in media and Pop Art. *Tomato Soup Cans* and *Four Marilyns* are two of his most famous works. He rose to fame during the 1960s for his prints, films and paintings. His work is often considered a commentary on American consumerism. He is noted for his use of repetition and bright colors.

Marc Chagall was a Jewish French Artist who often used personal interpretation of his life as inspiration of his art. His painting —*Me and My Village* is often used as an example of symbolism, cubism and surrealism.

Vincent van Gough was a Dutch post-impressionist painter. He suffered from mental illness and at one point famously cut off his own ear. His paintings are often of landscapes and are noted for the use of color and movement. The most famous of his works include *The Starry Night*, *Still Life: Vase with Twelve Sunflowers*, and *Café Terrace at Night*.

Edgar Degas was a French Painter most famous for his paintings of ballet dancers. He also did a sculpture called *Little Dancer of Fourteen Years*.

Pablo Picasso was a Spanish Painter. He is famous for his use of **cubism** and painting with different techniques. One of his most famous paintings is called *Guernica* which depicts in graphic detail the bombing of Guernica Spain by Germany and Italy during the

Spanish Civil War. This painting is considered an —anti-war|| symbol. He is more famously known for his paintings in his —Blue Period|| which depict poor looking subjects of men women and children. His painting *The Old Guitarist* is one of the most well known in this period.

Jackson Pollock is an American artist who is famous for his abstract impressionism. His unique style of painting is what he is most known for. His works were often painted laid flat on the ground as he dribbled and flung paint at the canvas. His pieces were often known by number titles. *Number 1* and *Number 5* etc.

Michelangelo is an Italian Renaissance painter and sculpture who is known for many pieces including *The Sistine Chapel* and the statue of *David*. These works were commissioned by the Pope and Catholic Church. His works are often biblical in nature and are flowing and lush.

Leonardo da Vinci was an Italian painter. He is famous however for his inventions, science, math and works of anatomy. He is often considered a —Renaissance man|| a term that means a man who studies many different disciplines. His most famous work is the *Mona Lisa*, a painting that still today is considered a mystery. Like Michelangelo he often painting biblical inspirations. The most famous of these is *The Last Supper*.



Music basic vocabulary:

(source: <http://www.classicalworks.com/html/glossary.html>)

Clef note: A symbol indicating the pitch to be played. Usually a G clef or a Bass clef, those scrolling shapes at the front of the staff.

Harmony - Pleasing combination of two or three tones played together in the background while a melody is being played. Harmony also refers to the study of chord progressions.

Key - System of notes or tones based on and named after the key note.

Measure - The unit of measure where the beats on the lines of the staff are divided up into two, three, four beats to a measure.

Melody- the sequence of single tones in a song, as opposed to Harmony or rhythm.

Movement - A separate section of a larger composition.

Pitch - The frequency of a note determining how high or low it sounds.

Refrain - A repeating phrase that is played at the end of each verse in the song.

Rhythm - The element of music pertaining to time, played as a grouping of notes into accented and unaccented beats.

Scale - Successive notes of a key or mode either ascending or descending. the song.

Staff - Made up of five horizontal parallel lines and the spaces between them on which musical notation is written.

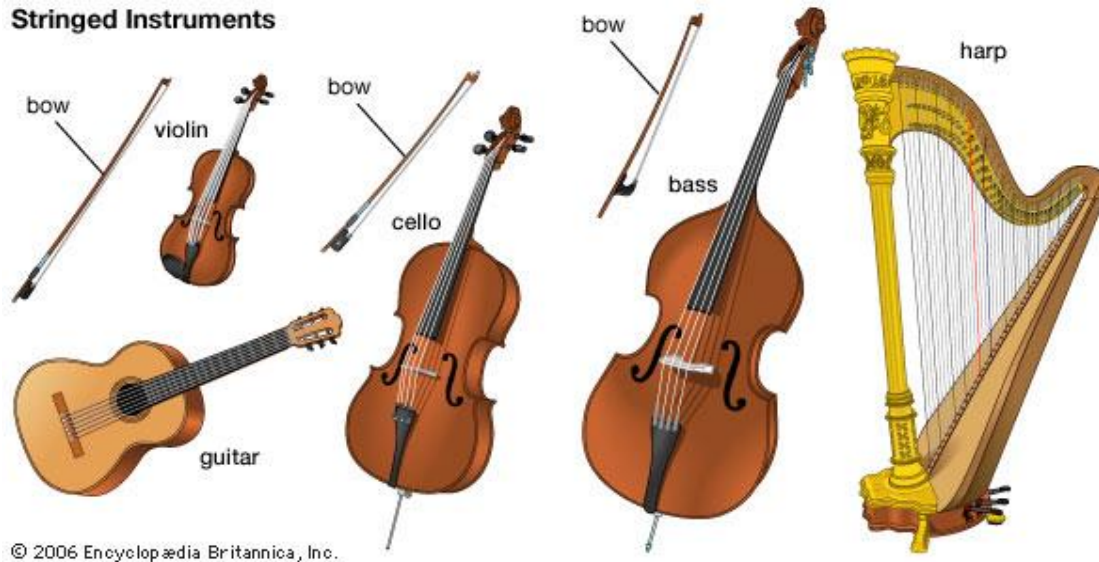
Tempo - Indicating speed.

Tune - A rhythmic succession of musical tones, a melody for **instruments and voices**.

Time Signature - A numeric symbol in sheet music determining the number of beats to a measure.

Whole note - A whole note is equal to 2 half notes, 4 quarter notes, 8 eighth notes, etc.

Types of Instruments and Their Sounds



Strings

Stringed instruments are characterized by having (you guessed it!) strings.

How the sounds are made

Vibrating strings provide the sound in stringed instruments. The player makes the strings vibrate in one of several ways:

Plucking, as with the harp, guitar, and mandolin

Bowing, as with the violin family Note that instruments in the violin family can be played two ways: bowing and plucking.

Hitting, as with the hammered dulcimer and piano

Violin family: violin, viola cello, bass, Guitar, lyre, koto, harp, lute banjo.

** Note: The Violin family can be played two different ways Plucking and Bowing!*



Woodwinds

At one time, most woodwinds were made of wood; hence the name. The easiest way to characterize them now is as wind instruments (that is, you blow into them) which aren't played by buzzing your lips together.

How the sounds are made

Most woodwind instruments are tubes. The sound comes from a vibrating column of air inside the tube. The player makes this column of air vibrate in one of several ways:

By blowing across an edge, as in the flute, recorder, whistle, and root beer bottle

By blowing between a reed and a fixed surface, as in the clarinet and saxophone

By blowing between two reeds, as in the oboe, bassoon, and bagpipes

Flute, clarinet, saxophone, oboe, bassoon,

**** Note: The REED is the mouthpiece used on a Woodwind.***



Brass

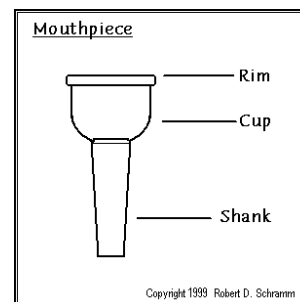
Most brass instruments from the Western European tradition really are made of brass, but there are large numbers of brass-type instruments which are made of wood, horn, shell, or other materials.

How the sounds are made

As with woodwinds, the sound comes from a vibrating column of air inside the tube of the instrument. The air column vibrates in resonance with the vibrating lips of the player, who presses her or his lips together in the mouthpiece and forces air out between them, making a "raspberry" or "Bronx cheer" sound.

Trumpet, trombone, French horn, tuba, bugle

Note: Brass instruments use a specific type of mouthpiece shaped like a cup.



History and Social Studies:

On the next few pages you will find information that is important to know for the Social Studies section of the test. This information won't always be explained in detail if it is not necessary. Sometimes it will simply be highlighted so that you will focus on the information you need to know. Most of the questions on the Social Studies subarea are based on common knowledge. Don't overthink it!

Even though these tests were written years ago, several of the questions are about things that have been debated in recent events. The areas that are explained in detail are important to read because they address confusions with legal issues and historical periods that often are misunderstood. Since President Trump has used misinformation in a lot of his statements recently, we feel the need to clarify it here. We aren't trying to make a political statement, in fact one of the videos we use criticizes Clinton. This is not about "politics" or "sides." **In order to pass you must have the right information. We just want you to pass the test.**

Please note that we have carefully selected SHORT videos that get the heart of the issues that matter. So be sure to watch all the videos provided. Most of them are less than 15 minutes long.

Interesting contributions from around the world:

- **China** gunpowder and fireworks, compass, silk and ink.
- **Egypt** papyrus, Pyramids, Sports
- **India** Tea, The number *zero* and the decimal system, **Caste system** (A person is born into a caste and can't move up or down. Unlike the Class system in the US where people have more flexibility in status.)
- **Greece:** money, the steam engine, Democracy, the Olympics
- **Rome:** created the first streets, roads, and aqueducts.
- **Arabic** culture developed Algebra
- **Bantu tribes** contributed to the languages in Africa. Over 70% of the languages spoken in modern Africa are based on the nomadic Bantu tribes who also spread the use of metal making or metallurgical skills.

Types of Political Systems

The following are examples of political systems:

Democracy Rule by majority

Monarchy Rule by monarch Tribal Structure where authority rests with the absolute ruler. Monarchies are one of the oldest political systems known.

Republic (rule by law) The first recorded republic was in India in the 6th century BC.

Theocracy Rule by representative of God. Vatican City is an example of a Theocracy.

Feudalism This system had a manor or property on which many poor families would live. The owner of the manor was called the Lord, and was run by serfs or peasants who worked the land as laborers or paid taxes. An example of this system can be found in stories like Robin Hood.

IMPORTANT DATES HISTORY TIMELINE:

1789 **Bill of Rights is established. The Bill of Rights are 10 Amendments to the constitution. They are listed below.**

Notice that the Bill of Rights are about *personal liberty*. The constitutional protection of individual freedom makes our country a “law based” system of government. Keep in mind that many people think the US is a democracy, but it is not a “true democracy.” We will go more into this in the next section. A good way to remember it is in remembering the Pledge of Allegiance. “I pledge allegiance to the flag of the United States of America and to the **republic** for which it stands.” The US is a Republic with a representative Democracy.

I’m sure you all know you cannot force a student to say the pledge of allegiance. The case in which the United States Supreme Court first decided students’ rights regarding the Pledge of Allegiance was *West Virginia State Board of Education v. Barnette, 319 U.S. 624 (1943)*. The Court held that forcing students to stand for the Pledge constituted compelled speech and violated the First Amendment. This issue has been at the heart of the recent NFL “take a knee” protests. The Bill of Rights guarantees us the right to refuse to stand for the flag or be forced to recite the pledge or the National Anthem. Forcing players to stand is a violation of the Constitution and the First Amendment.

The Amendments

Generally there are three Amendments that are tested on any Standardized History test. So go over them all but be sure to focus on the First, Fourth and Fifth.

Amendment I

Freedoms, Petitions, Assembly

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

Amendment II

Right to bear arms

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

Quartering of soldiers

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

Search and arrest

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

NOTE: A simple way to keep these two Amendments straight is to think of the difference between the 4th and 5th Amendments this way:

- **4th Amendment:** Your rights *before* you are arrested for a crime; you are “suspected.”
- **5th Amendment:** Your rights *after* you are arrested for a crime. Also known as due process.

Amendment V

Rights in criminal cases

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

Amendment VI

Right to a fair trial

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII

Rights in civil cases

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Bail, fines, punishment

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

Rights retained by the People

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Amendment X

States' rights

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Significant Impact on the Native Americans

Note: The laws from these eras referred to Native Americans as Indians. Even though this is not politically correct today, it is the proper name for the Act historically.

- 1828** President Andrew Jackson signs the Indian Removal Act. This Act authorized the forced removal of Native Americans from Tennessee and other Eastern States, to Mississippi. It was a violent and traumatic experience.
- 1836** The Indian Removal Act continues to remove Native Americans from their land. In a forced removal known as the Trail of Tears, Cherokee are forced from Georgia to Oklahoma. Nearly 4,0000 Native Americans die from illness and starvation.

Be careful with misinformation! Another one of debates today regarding the Historical Statues being taken down is the argument that we're "destroying history." This can be confusing to test takers because many of the statues that were put up about some of these "American Heroes" are based on exaggerations of what they did or even, flat out lies.

For example, Christopher Columbus never discovered America. He never set foot in America but landed in the Caribbean because he got lost looking for a different route to India. This is why he called the Natives "Indians." His crew, and the subsequent crews that came over, decimated the Natives with European diseases against which the Natives had no resistance. These diseases then spread into North America as well, so while Columbus' diseases may have discovered America and killed most of the people, he never went to America.

He also enslaved and murdered many Natives in his attempt to find "gold" which was one of the purposes of his mission.

It is often said that in the centuries after Columbus landed in the New World on 12 October 1492, more native North Americans died each year from infectious diseases brought by European settlers than were born. For North America alone, estimates of native populations in Columbus' day range from **2 to 18 million**. By the end of the 19th century the population had shrunk to about **530 000**. **This is considered a genocide.**

The Civil War

We realized that the misinformation in Media right now, can cause people to get **several** History questions wrong on the test.

So please take time to study the information below in detail. We assure you that we have no political agenda here. We just want to make sure you know the **Historically correct** answers for the test.



You will notice that today a lot of people who are arguing over the Civil War statues being taken down and the ability to use the Confederate flag will say that the Civil War was not about SLAVERY it was about State's Rights.

This is a distortion of the Historical facts. While it is true that the issue WAS over the State's Rights, the impetus of the debate in the Civil War was whether or not the state had the *right* to keep using *slavery*.

It is important to know that United States of America has an unusual political system in which individual states have the right to make State Laws that may differ from state to state. This is supposed to allow our country to operate as a both a Republic and a Representative Democracy. There are Federal Laws and there are State Laws.

Let's look at the difference between a Democracy and a Republic in this nifty video:

<https://www.youtube.com/watch?v=JdS6fyUIkII> (it's only 11 minutes. Watch it now!)

So how do we decide on what is "best" for our country? Well, we consider it state by state in addition to the Federal Law.

Think of the states as small towns in a bigger area of the entire United States. Each small town might have issues that matter in Town A that aren't as important in Town B, C, or D. If we had to have a consensus on what everyone agreed was important in the budget, towns with unique needs might suffer if they had to get

everyone to agree on the issue. So our political system allowed the small towns to make their own rules based on how their people vote. That makes sense, right?

Now, considering this with regard to State issues, we can see how it would be important for a state to be able to make laws that benefit the state due to agricultural, land, water and population issues. For example if we lived in Florida, since it has a lot of marshes, waterways and coastlines, those issues would matter more in their budget than a place like Arizona.

Another example would be places that have a lot of immigration. Obviously there is a need to reflect diversity in a place like NYC and Boston, so those States would use part of their budget and may make State laws that reflect those issues whereas a state like Minnesota that doesn't have a lot of immigration would be more concerned about plowing the roadways in the winter or farming issues.

That is the difference between State and Federal Laws. The States want the Federal government to stay out of it and let them run their state as they see fit. This is a common sense solution to how to create an infrastructure of a State that most benefits the people who live there.

However, when we are talking about the RIGHTS OF PEOPLE, you can't allow the State to make rules that reflect the attitudes or the opinions of the *majority* of the people in the state because if you do this, minority groups would be left out. So these are then sent over to the Supreme Court to evaluate their constitutional legality. You can't vote on "rights."

For example if I lived in a town that had 10,000 white people in it and only 2,000 black people lived in the town and they were voting over whether or not black students have the right to attend white schools, the black people would always be out-numbered. It wouldn't be a fair vote if there were a majority of racists in that town.

This is **Tyranny of the Majority**. [Brown versus the Board of Ed 1954](#) addressed this issue.

This is something our Founding Fathers were prepared for and created the system of Checks and Balances in our system of government to prevent. Keep in mind that our Founding Fathers knew this way ahead of time and prepared for it. This isn't something new. Our Founding Fathers were more concerned about personal

liberty and freedom than the rights of the government. They created a Republic with laws to protect the people and a representative Democracy to allow communities to build their towns, cities and states. But they were very concerned about individual rights being trampled by the popular vote. (This is why we have an Electoral College and don't elect our President by popular vote.)

Alexander Hamilton addressed this issue with regard to electing a president. *American founding father Alexander Hamilton, writing to Thomas Jefferson from the Constitutional Convention, argued the same fears regarding the use of pure direct democracy by the majority to elect a demagogue who, rather than work for the benefit of all citizens, set out to either harm those in the minority or work only for those of the upper echelon.*

Tyranny of the Majority is something our Founding Fathers were careful to avoid when setting up the government.

<https://www.youtube.com/watch?v=p9SSQZX8fUE> (Notice in this video the man is criticizing Hillary Clinton. Historical facts are facts, it's not about sides or politics.)

So how does this relate to the Civil War and State's rights?

Essentially, what happened with the Civil War is that the issue of slavery, which had been debated for decades, was coming to an end. Some states in the South whose regional economy was mostly dependent upon agriculture, particularly cotton, and a plantation system that relied upon the labor of African-American slaves, didn't want to give up slavery because it would have huge economic consequences on their farming industry since they would no longer have *free labor*.

The push to outlaw slavery was gaining support. The Federal government was deciding that slavery should be outlawed in this country because it violated human liberty. The States that wanted to keep slavery "saw the writing on the wall." In other words they realized they were going to lose their right to keep slavery legal in their state because they were out-numbered. So they decided to **secede (leave)** from the United States and try to become a different country with their own laws.

Twenty-one northern and border-states remained as The United States, while the eleven slave states renamed their “country,” **The Confederate States of America.**

The Confederate States of America (CSA or C.S.), commonly referred to as the Confederacy, was **an unrecognized country** in North America that existed from 1861 to 1865. The Confederacy was originally formed by seven secessionist slave-holding states – South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas – in the Lower South region of the United States.

The Confederates were terrorists attacking the Union of the United States. No foreign government officially recognized the Confederacy as an independent country, although the United Kingdom and France granted it belligerent status, which allowed Confederate agents to contract with private concerns for arms and guns and other supplies.

So YES the issue regarding the Civil War was about keeping slavery legal. And NO the Confederate flag is not about keeping Southern pride alive. It’s the flag of terrorists that attacked the United States. This is why the people who marched with it recently also marched with people carrying Nazi flags. These people were not about preserving the pride of American history, they were about rebelling against the Republic of the United States and seceding from the Constitutional rule of law. This is also why they want guns. Not for personal protection, but for protection against the Federal Government.

Let’s look at the Timeline:

1850 The Compromise of 1850 helps to establish a crackdown on fugitive slaves. Slave trade is banned in Washington DC.

1852 Uncle Tom's Cabin by Harriet Beecher Stowe's is published. This novel is historically relevant for its influence on the dialogue regarding slavery.

1854 The Missouri Compromise of 1820 is repealed. The issue of slavery continues to create tensions throughout the U.S.

1857 James Buchanan is elected as the 15th president

1857 Dred Scott v. Sandford: Supreme Court rules that slaves are not citizens. **Revokes the right of states to ban slavery.** The Supreme Court's decision in Dred Scott v. Sandford is unanimously denounced by scholars. Bernard Schwartz says it "stands first in any list of the worst Supreme Court decisions"—Chief Justice C.E. Hughes called it “the Court's greatest self-inflicted wound”. Junius P. Rodriguez says it is "universally condemned as the U.S. Supreme Court's worst decision".

1860 November 6th Abraham Lincoln is elected as president.

1860 South Carolina secedes from the Union (Dec. 20). Southern states create the Confederate States of American and secede from the Union. These states include Mississippi, Florida, Alabama, Georgia, Texas and Louisiana.

1861–1865 The North and South begin the Civil War

Key Details about the Civil War:

The North was called The Union

The South was called The Confederacy

Major Battles and Leaders:

- Union General William T. Sherman who captured and set fire to Atlanta Georgia.
- General Ulysses S. Grant captured the capital of the Confederacy at Richmond.
- Virginia **Confederate General Robert E. Lee** surrendered at the Appomattox Courthouse.

NOTE: This is the Robert E. Lee whose statue was taken down that caused all the protests this year (2017). People were fighting to keep up a statue of the leader of a terrorist group that attacked the United States to keep slavery legal. When people talk about destroying “history” we can ask ourselves this question: “Osama bin Laden is a part of American history. But would we want to put up a statue of Osama bin Laden?” So, why were the statues even put up in the South in the first place? Most of them were put up during the **Civil Rights movement**. The short video

below explains it. But this is why many people were outraged when Trump referred to “some nice people” marching in the protests about the statue. To some people it would be like saying that there were “some nice people” involved with ISIS.

https://www.facebook.com/MicMedia/videos/1620753744614076/?hc_ref=ARTHXjEoINDnDCpoXvgUt_Vb9FEvCu-cJv1VD30XV7Y27hyKqS-tgDP2eVLT56uGMs4

Again, the questions for the CST Multi Part 3 were written YEARS ago. We are not concerned with politics here or changing your personal political views. We are pointing it out because this misinformation that shows up on Facebook or in the Media, causes some people to fail the test! You must know historical facts.

- Battle of Gettysburg was the battle with the largest number of casualties in the American Civil War and is often described as the war's turning point.

1863 Abraham Lincoln issued his preliminary Emancipation Proclamation, in which he declared that as of January 1, 1863, all slaves in states in rebellion against the Union "shall be then, thenceforward, and forever free."

1863 The Gettysburg Address is famously delivered by President Lincoln.

1865 American Civil War ends. In an event that is generally regarded as marking the end of the Civil War, Confederate General Edmund Kirby Smith, commander of Confederate forces west of the Mississippi, signs the surrender terms offered by Union negotiators. With Smith's surrender, the last Confederate army ceased to exist, bringing a formal end to the bloodiest four years in U.S. history.

You are not likely to be tested on all these specific details regarding the Civil War. But you must know the reason why the Confederate wanted to secede, it was definitely about slavery. And you must know the timeline and the system of government, not just for this section, but overall on the test. There may be one or two questions about different systems of government.

Make sure you know: Oligarchy: rule by a few and Republic: rule by law

Also make sure you know the difference between the Indian Caste System and how it is more rigid than the American Class System. There is more flexibility and mobility in a Class System.

World War I

1914 Arch Duke Ferdinand's assassination in Sarajevo begins World War I

1914–1918 World War I: U.S. enters World War I

1919 League of Nations is created after the end of the war. This is a precursor to the United Nations. The US is **not** a member.

The Treaty of Versailles is signed which forces Germany to take responsibility for the war and to make reparations. This treaty later led to the attitude of nationalism that helped propel Hitler into power.

World War II

1939–1945 World War II: At first the US declares that it is neutral.

However the bombing at **Pearl Harbor** by the Japanese on **December 7, 1941** forces the US to declare War on Japan. Germany and Italy declare war on the US. The US responds by declaring War. FDR is reelected for a third term in 1941 and again for a fourth term in 1945.

June 6, 1944 D-Day at Normandy as Allies invade France. Germany surrenders.

1945 When FDR dies of a stroke in 1945 he is succeeded by his Vice President Harry Truman.

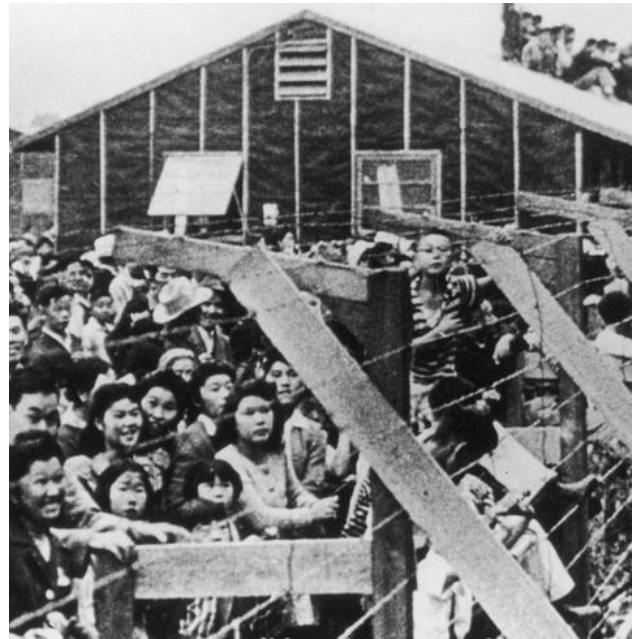
1945 The Atomic bomb is dropped on Hiroshima and Nagasaki Japan by the US. Japan surrenders.

1945 United Nations is established (Oct. 24)

1948 Marshal Plan is passed by Congress as part of post war recovery efforts in Europe

Internment of Japanese Americans

Concentration camps
of the War Relocation Authority
in the western United States.



February 19, 1942 – March 20, 1946

Prisoners Between 110,000 and 120,000 Japanese Americans living in the West Coast

Japanese Americans were rounded up and sent to concentration camps in Utah and other areas in the Midwest after the bombing of Pearl Harbor as a “protective measure” for the country. This is a violation of the Bill of Rights and is why many people are concerned about Trump banning Arab Muslims in the U.S. The Japanese Internment is a terrible mistake in American History and many are worried about repeating it.

Hitler’s Final Solution:

The origin of the "Final Solution," the Nazi plan to exterminate the Jewish people, remains uncertain. What is clear is that the genocide of the Jews was the culmination of a decade of Nazi policy, under the rule of Adolf Hitler. The "Final Solution" was implemented in stages. After the Nazi party rise to power, state-enforced racism resulted in anti-Jewish legislation, boycotts, "Aryanization," and finally the "**Night of Broken Glass**" (**Kristallnacht**) pogrom, all of which aimed to remove the Jews from German society. After the beginning of World War II, anti-Jewish policy evolved into a comprehensive plan to concentrate and eventually annihilate European Jewry.

Hitler attempted to exterminate as many Jews and “non-desirables” as possible as part of The Final Solution. Many died in Concentration Camps like Auschwitz.



Death Toll:

- Jews: up to 6 million
- Soviet civilians: around 7 million (including 1.3 Soviet Jewish civilians, who are included in the 6 million figure for Jews)
- Soviet prisoners of war: around 3 million (including about 50,000 Jewish soldiers)
- Non-Jewish Polish civilians: around 1.8 million (including between 50,000 and 100,000 members of the Polish elites)
- Serb civilians (on the territory of Croatia, Bosnia and Herzegovina): 312,000
- People with disabilities living in institutions: up to 250,000
- Roma (Gypsies): 196,000–220,000
- Jehovah's Witnesses: around 1,900
- Repeat criminal offenders and so-called asocials: at least 70,000
- German political opponents and resistance activists in Axis-occupied territory: undetermined
- Homosexuals: hundreds, possibly thousands (possibly also counted in part under the 70,000 repeat criminal offenders and so-called asocials noted above)

World War II Important Details

Who Were the Allies:

The main Allied powers were **Great Britain, The United States, China, and the Soviet Union**. The leaders of the Allies were Franklin Roosevelt (the United States), Winston Churchill (Great Britain), and Joseph Stalin (the Soviet Union).

Who Were the Axis Powers:

The main Axis powers were **Germany, Japan and Italy**. The Axis leaders were Adolf Hitler (Germany), Benito Mussolini (Italy), and Emperor Hirohito (Japan).

Note the number of deaths by country. The Soviet Union had huge losses compared to the US.

United Kingdom	450,700
United States	418,500
Soviet Union	24,000,000

More important Dates in History

1957 is a very important year to know:

1957 President Eisenhower is forced to send Federal Troops to Little Rock Arkansas because of forced integration of public schools. Central High School in Arkansas is backed Governor Orval Faubus. And the students who were trying to integrate became known as the Little Rock Nine.

1957 Sputnik 1 was the first Earth-orbiting artificial satellite. It was launched into an elliptical low Earth orbit by the Soviet Union on 4 October 1957, and ignited the Space Race within the Cold War. Because of this the US began spending major funding on Science Programs in American public schools.

1968 This year is a pivotal year in the United States. I highly recommend watching the video below but it's not necessary for the test itself. As an Educator it is very important for you to know, so if you don't watch it now, make sure you watch it one day. It will help clarify the perspective of a lot of the political issues going on today.

<https://www.youtube.com/watch?v=6vVZP2T60wI&t=2s> (There are six parts. About an hour)

Below are three important events you should know:

- Rev. Martin Luther King, Jr., is assassinated in Memphis, Tenn.
- Sen. Robert F. Kennedy is assassinated in Los Angeles, Calif.
- Vietnam

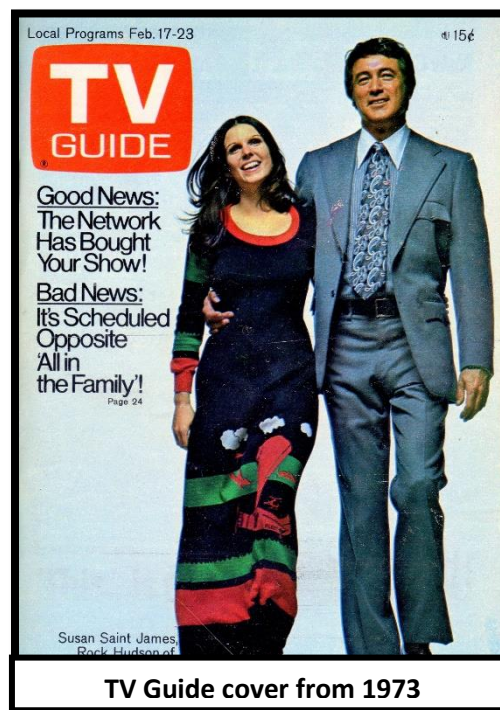
Vietnam had a very significant impact on the United States. It is not considered a real war because we never declared war, even though we often refer to it that way. Since the United States Congress never declared war against Vietnam, it was actually a **conflict**. In fact, the U.S Congress hasn't declared any war since the World War II in 1942. So the Afghanistan (against al-Qaeda) or Iraq likewise is not a war but just a conflict.



Personal Observation:

I have found that telling this story is the best way to help test takers remember these important details.

Please read below!



One of the most interesting ways I have learned about how Vietnam affected a generation, was in a conversation with my mother. My mother was born in 1950 and so she graduated High School in 1968. Growing up, I never thought much of the fact that my father was 10 years older than my mother. My mother was 19 years old when she married my 29 year old father. I was born in 1971. As a kid, it just seemed normal to me that “fathers were ten years older than mothers” because most of the families I knew had a husband that was much older than his wife. Even the TV shows I watched showed it, like the show McMillian and Wife where he was in his 40s and she was in her 20s. I just assumed it was the “style of the day” that older men seemed more responsible and more appealing to younger women.

When I started dating as an adult, I noticed that most of my friends and I were interested in dating men our own age. Maybe a few years difference, but not like the trend I had seen as a child of the 70s. So one day I asked my mother about why she and all her friends married older men. She told me, “It was because almost all the boys I went to High School with died in Vietnam; there was no one left to marry.” It was also one of the reasons she married so young. She thought she wouldn’t get another chance.

It was an eye opening moment to think of an entire generation of young men lost to a conflict like Vietnam. And part of the problem was that we used a Draft System in the United States. Men didn’t enroll in the military; they had no choice; they were drafted. That’s why there was all this talk of people burning their draft cards or running to escape to Canada. These young men had to go to Vietnam, knowing it was pretty much a death sentence. Many, many soldiers left and never came back. And back then, not only were 18 year old young men forced to go to war because of the Draft, but they weren’t allowed to VOTE until they were 21 years old. So they had no influence over the type of government they were able to elect even though they were forced to go to fight in wars around the world. This is why there was such a huge amount of protesting about Vietnam.



More than 90,000 Americans died in Vietnam and it wasn't a US war: it was a conflict in which our country involved itself for political reasons. Almost as many died in World War I. Compare it to the Persian Gulf and 1,565 people died. Any loss is tragic but the casualties in Vietnam were staggering. The data is sobering:

- **Of those killed, 61% were younger than 21 years old.**
- **11,465 of those killed were younger than 20 years old.**
- **The average age of the men killed: 23.1 years.**

After Vietnam two important things happened:

- **First the voting age was lowered to 18:**

March 23, 1971. Passed by Congress Ratified July 1, 1971.

The 26th Amendment changed a portion of the 14th Amendment

Amendment XXVI RIGHT TO VOTE AT AGE 18

- **And then they ended the draft.**

January 27, 1973 U.S. military draft ends.

Serving in the military is no longer a **legal responsibility** of US Citizens.

Responsibilities of US Citizens

- Citizens are **legally required** to serve in Jury Duty.
- Citizens are **legally required** to register their children in school.

Homeschooling is considered registering a child to receive education. All children are mandated to receive an education. Jury Duty and Schooling are LEGAL requirements.

- Citizens are expected to obey laws and also to pay taxes.
- US Citizens are encouraged to participate in the government by voting. However it is not a legal responsibility to vote.

The Civil Rights Movement

Although most teachers I work with are familiar with the Civil Rights Movement, some don't remember all the details. And some foreign teachers are not very familiar with this era. So I am making this section very simple to understand. The most famous movement in US History is the Civil Rights movement. This movement is fundamental in fighting for equality in education and has had an impact on the Special Education Programs even to today. Lasting from about 1955 until 1968 it concerned the Rights of African Americans in the United States.

Prior to the Civil Rights movement there were two court rulings that had a major impact on the educational rights of African Americans in the United States. The first was Plessy vs Ferguson which happened many years earlier in 1896. (**Hint: remember this as: Plessy is Messy. Plessy made a huge mess in the United States**) This ruling is shocking to modern Americans because it ruled that African Americans were not allowed to eat in the same restaurants, go to the same schools and live in the same neighborhood as white people simply because of the color of their skin. It is a horrible part of American history that has hurt and oppressed many of our people. This ruling upheld Segregation as legal.

Many years later the case Brown v. Board of Education of Topeka Kansas 1954 overturned Plessy v. Ferguson. The Supreme Court ruled that schools must be desegregated. Although the laws were changing, people's attitudes were not, which led to some of the following moments in history.

People have a tendency to act like racism and segregation are “ancient history,” but they are not. A good way to put it into perspective is to look at Ruby Bridges today. Ruby Nell Bridges was born on 8th of September 1954, the year the US Supreme Court ruled that all schools must desegregate. Ruby had gone to a segregated kindergarten and after passing psychological and education tests, she was the only black child chosen to attend William Frantz Elementary in 1960.

Below is a picture of Ruby Bridges in 1960 and another of Ruby Bridges today. Those impacted by Institutionalized racism are not just old black and white pictures of people from long ago in history. They are with us and are impacted by the racism that has endured: it is alive and well around us every day. We are all hurt by the devastating effects of racism and as educators we have a specific responsibility to stop it when we see it happening today. This is our job as participants in living history: we must always speak out against it and not be afraid to do so.



Rosa Parks and the Montgomery Bus Boycott, 1955–1956. When Rosa Parks would not give up her seat on a bus so that a white man could sit down, she was arrested. This arrest sparked outrage among the African American community and others who were sympathetic to their fight. Montgomery Alabama’s buses were boycotted for 381 days until the full desegregation was mandated on the buses.



Brown versus the Board of Education of Topeka Kansas effectively desegregating the school system in the United States. Though this happened in 1954 it took years to enforce it. Two examples of those who refused to desegregate the school were the Governor of Arkansas Orval Faubus and the Governor of Alabama George Wallace. Below is a picture of Faubus mobilizing the local National Guard to prevent African American students from entering Central High School. *Notice the Confederate flag.* President Eisenhower had to federalize the National Guard in Little Rock Arkansas to enforce desegregation at Central High School in 1957.





Elizabeth Eckford was one of the “Little Rock Nine.” These nine African American students were on the front lines of attempting to integrate the schools.



Here is her story: <https://www.facinghistory.org/resource-library/her-own-words-elizabeth-eckford>

Lunch Counters at Woolworths stores were the scene of “sit-ins” during the 1960s. Sit ins were peaceful protests during which African Americans would refuse to leave the white section of the lunch counters until they were served. All were usually arrested. This form of protest is known as “Civil Disobedience” and was supported by Dr. Martin Luther King Jr. who felt man had a moral obligation to disobey an unjust law.

People would regularly attack the African American patrons trying cause a fight as we can see in the photo below on the right where they are dumping food and beverages over the protesters heads. We see the same hostile backlash today towards NFL players who are silently peacefully protesting that black lives matter. Many racists attempt to escalate a peaceful protest into a fight. It’s sad that our sitting president is one of those people who demanded that the NFL protesters be fired and called them “Sons of Bitches.”



March on Washington, 1963 Dr. King delivers his famous I Have a Dream speech at the National Mall in Washington D.C.

<https://www.youtube.com/watch?v=3vDWWy4CMhE>

1968 Dr. King is assassinated the day after giving his — Mountaintop speech in Memphis Tennessee. Major riots break out in the United States.

<https://www.youtube.com/watch?v=Oehry1JC9Rk>

Excerpt:

I can remember -- I can remember when Negroes were just going around as Ralph has said, so often, scratching where they didn't itch, and laughing when they were not tickled. But that day is all over. We mean business now, and we are determined to gain our rightful place in God's world.

And that's all this whole thing is about. We aren't engaged in any negative protest and in any negative arguments with anybody. We are saying that we are determined to be men. We are determined to be people. We are saying -- We are saying that we are God's children. And that we are God's children, we don't have to live like we are forced to live.

Keep in mind that the world has not progressed as much as we think it has.

“Be the change you wish to see in the world.”-- Mahatma Gandhi

You should not need to study anything other than this study guide in order to pass Part 3 of the CST Multi. Make sure to ask them to tell you if you passed before you leave the testing site. One of the reasons we no longer run the classes is that almost everyone passes using this study guide.

Good Luck on your test!

Please leave us feedback about this Study Guide on our Facebook Page!

<https://www.facebook.com/Brooklyn-Education-Center-304690287215/>