

Unit 1

Directions:

Today you are going to take Unit 1 of the Social Studies 8 practice test.

Read each question and the information from any source provided. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.

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- 1** Why was the Preamble included in the United States Constitution?
- Ⓐ to provide a common vision of the purpose of government
 - Ⓑ to define the role of the judicial branch
 - Ⓒ to explain the levels of government
 - Ⓓ to identify the system of checks and balances
- 2** What effect did the invention of the cotton gin have on agriculture in the United States?
- Ⓐ It increased the demand for enslaved African Americans to harvest cotton.
 - Ⓑ It allowed cotton to be grown in the northern region.
 - Ⓒ It decreased the demand for cotton in foreign countries.
 - Ⓓ It reduced the amount of land needed to grow cotton on plantations.
- 3** Which of the following was a precedent established by George Washington?
- Ⓐ running for vice president
 - Ⓑ serving on the Supreme Court
 - Ⓒ serving two terms as president
 - Ⓓ being elected to the Senate

4 What was the subject of the federal court case *Ex parte Merryman* (1861)?

- Ⓐ the president's power to suspend the writ of habeas corpus
- Ⓑ the judicial branch's ability to determine the constitutionality of laws
- Ⓒ the government's power to create a national bank
- Ⓓ the government's ability to regulate economic transactions

5 Which **three** actions correctly describe the goals and colonial response to the Sugar Act of 1764?

- Ⓐ boycotted British goods
- Ⓑ dumped food into a harbor
- Ⓒ stopped illegal smuggling
- Ⓓ established new courts in America
- Ⓔ forced the quartering of soldiers
- Ⓕ lowered taxes
- Ⓖ raised money for the British

6 Read the excerpt.

The 15th Amendment to the Constitution states that the “right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.”

—U.S. Constitution, National Archives

What action was intended to deny this right to African American males?

- Ⓐ the use of the sharecropping system
- Ⓑ the impeachment of Andrew Johnson
- Ⓒ the adoption of literacy tests at polling places
- Ⓓ the creation of the Freedmen’s Bureau

7 Read the list.

_____ ?

- viewed as property
- families often separated
- received harsh punishments for disobedience

Which title completes this list?

- Ⓐ Treatment of American Indians by White Settlers
- Ⓑ Life for Enslaved African Americans
- Ⓒ Experiences of Women Suffragists
- Ⓓ Management of Workers by Factory Owners

- 8 Which of the following was an accomplishment of the construction of the Erie Canal?
- Ⓐ It increased the nation's reliance on railroads to transport goods from the North to the South.
 - Ⓑ It strengthened economic ties between eastern cities and western farms.
 - Ⓒ It increased the South's advantage over the North in clothing and textile manufacturing.
 - Ⓓ It helped improve agricultural production in eastern farms and western ranches.
- 9 What was one effect of the Civil War on the Northern economy?
- Ⓐ Agricultural production decreased.
 - Ⓑ Factory production increased.
 - Ⓒ Inflation decreased.
 - Ⓓ Unemployment increased.

10 Use your knowledge of U.S. history to answer the constructed-response question.

- Identify the views expressed by large and small states at the Constitutional Convention about how representation should be determined in the legislature.
- Explain the impact that the Great Compromise had on the structure of the legislative branch.
- Use details and examples to support your response.

Enter your answer in the space provided.

11 What was the outcome of the impressment of sailors by the British?

- Ⓐ the issuing of the Proclamation of 1763
- Ⓑ the start of the War of 1812
- Ⓒ the passage of the Missouri Compromise
- Ⓓ the start of the Nullification Crisis

12 Which event **most** contributed to the United States' declaration of war on Mexico in 1846?

- Ⓐ the movement of settlers into the Oregon Territory
- Ⓑ the discovery of gold in California
- Ⓒ disputes along the border of Texas
- Ⓓ disputes along the border of the Louisiana Territory

13 Which **two** phrases describe the negative impacts of Manifest Destiny?

- Ⓐ the reduction of the buffalo population
- Ⓑ the increase in the amount of available farmland
- Ⓒ the increase in conflicts with American Indians
- Ⓓ the reduction in the number of railroads built
- Ⓔ the increase in dependence on foreign trade

14 Dorothea Dix led a successful campaign to help people with mental illnesses and promote

- Ⓐ the abolition of slavery.
- Ⓑ the adoption of temperance.
- Ⓒ reforms to prison systems.
- Ⓓ mandatory school attendance.

15 Read the list.

_____ ? _____ in the American Revolution

- represented about 15 to 20 percent of the colonial population
- were treated harshly by colonists
- sometimes tarred and feathered
- many fled from the colonies after the war

Which term **best** completes the title of this list?

- Ⓐ British Soldiers
 - Ⓑ Loyalists
 - Ⓒ Patriots
 - Ⓓ American Indians
- 16** Why was the Louisiana Territory important to France, the United States, and Spain?
- Ⓐ increased access to farmland
 - Ⓑ reduced conflict with American Indians
 - Ⓒ increased access to trade routes
 - Ⓓ decreased reliance on British goods

17 Read the excerpt.

We know our lands are now become more valuable: the white people think we don't know their value; but we are sensible that the land is everlasting, and the few goods we receive for it are soon worn out and gone.

—Canassatego, Onondaga Chief, speaker for the Iroquois Confederacy, 1742

Based on the excerpt, what was one source of conflict between American Indians and European colonists?

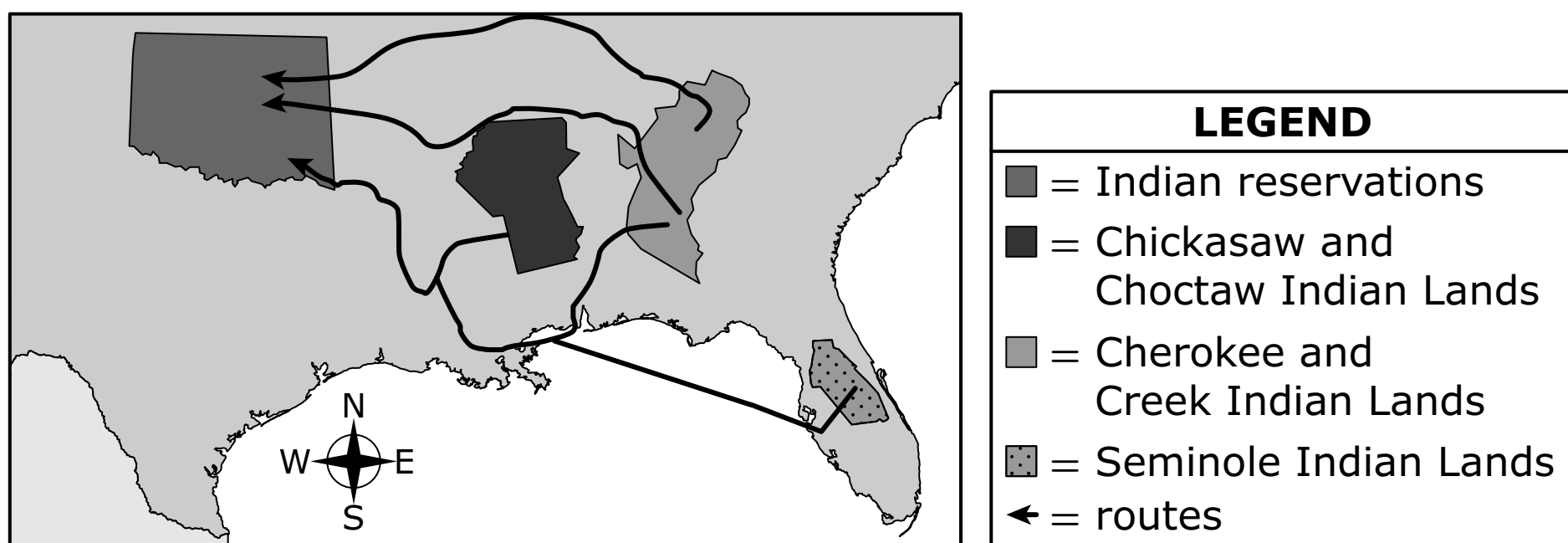
- Ⓐ American Indians preferred European currency rather than goods.
- Ⓑ American Indians refused to teach the colonists how to farm.
- Ⓒ American Indians refused to learn European languages.
- Ⓓ American Indians wanted to retain their land.

18 What were **three** impacts of technological changes on the United States during the 1800s?

- Ⓐ lower taxes
- Ⓑ increased migration
- Ⓒ decline of the factory system
- Ⓓ increase in national unity
- Ⓔ economic growth
- Ⓕ introduction of popular sovereignty
- Ⓖ increased travel time

- 19** What was one event that led to the defeat of the British during the War of 1812?
- (A) The United States bought the Louisiana Territory from France.
 - (B) The concept of Manifest Destiny was abandoned.
 - (C) The American Navy won control of the Great Lakes.
 - (D) The United States experienced draft riots across the country.
- 20** Which role did Harriet Tubman play in the abolitionist movement?
- (A) conductor on the Underground Railroad
 - (B) wrote the novel *Uncle Tom's Cabin*
 - (C) published the *North Star* newspaper
 - (D) formed the American Anti-Slavery Society
- 21** Study the map.

Trail of Tears, 1830s



Which event caused the movement of people shown on this map?

- (A) the passage of the Indian Claims Limitations Act
- (B) the enforcement of the Oklahoma Indian Welfare Act
- (C) the enforcement of the Indian Removal Act
- (D) the adoption of the Indian Reorganization Act

22 What **three** challenges did civilians face during the Civil War?

- Ⓐ industrial expansion
- Ⓑ bread riots
- Ⓒ inflation
- Ⓓ indentured servitude
- Ⓔ draft riots
- Ⓕ immigration
- Ⓖ labor strikes

23 Which of the following had the **greatest** influence on the factory system in the United States during the 1800s?

- Ⓐ the introduction of the mechanical reaper
- Ⓑ the development of interchangeable parts
- Ⓒ the expanded use of antiseptics
- Ⓓ the invention of the telegraph

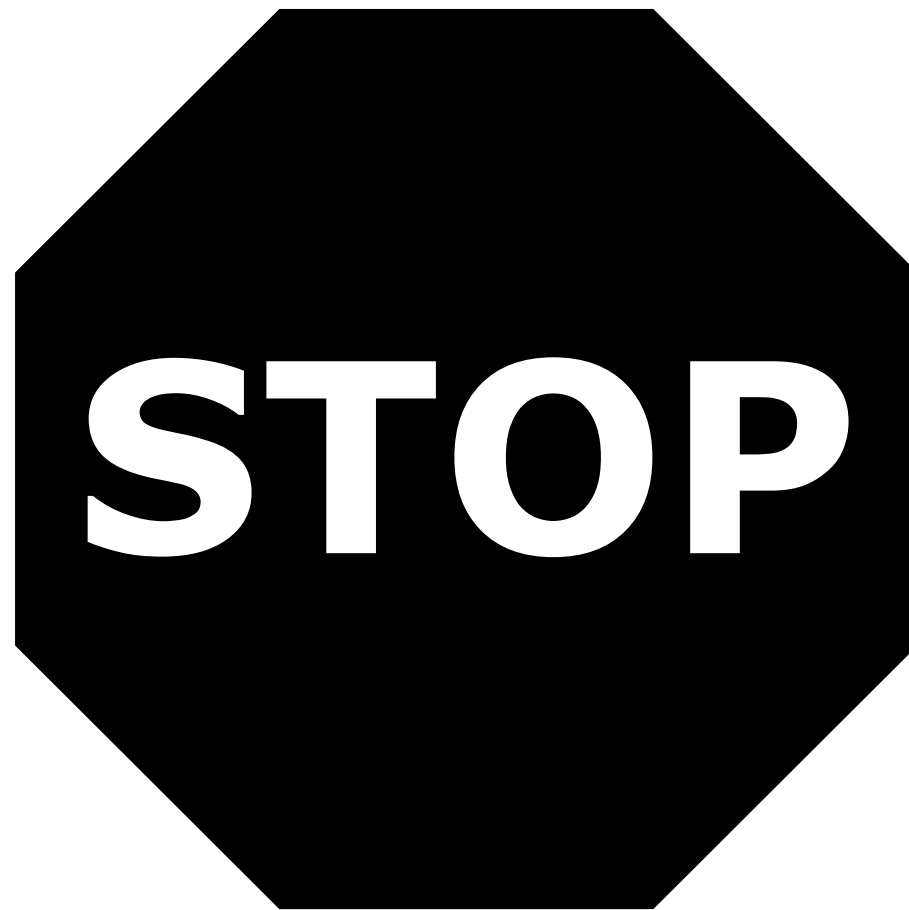
24 The initial task of delegates to the 1787 Philadelphia Convention was to

- Ⓐ address the problems of government under the Articles of Confederation.
- Ⓑ negotiate trade agreements among the established American colonies.
- Ⓒ create a document listing the grievances against Great Britain.
- Ⓓ determine how to address slavery when conducting the United States census.

25 What was the goal of King Cotton Diplomacy?

- Ⓐ to negotiate terms of surrender for the Civil War
- Ⓑ to force Great Britain into an alliance with the Confederacy
- Ⓒ to allow southern states to nullify federal laws
- Ⓓ to prevent northern states from exporting manufactured goods





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Unit 2

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- 1** What factor led the country into Civil War?
- Ⓐ the forced removal of American Indians to the West
 - Ⓑ the expansion of slavery
 - Ⓒ the inability to limit immigration
 - Ⓓ the lack of regulation of overseas trade with Europe
- 2** Which statement about Jacksonian Democracy in the 1830s is correct?
- Ⓐ The Constitution was amended to limit the power of the president.
 - Ⓑ Voting rights were expanded to include most white men.
 - Ⓒ The federal government guaranteed the sovereignty of American Indians.
 - Ⓓ Congress outlawed the importation of enslaved Africans.
- 3** Which group is **best** known for promoting education for African Americans during Reconstruction?
- Ⓐ members of the Federalist Party
 - Ⓑ members of the Sons and Daughters of Liberty
 - Ⓒ members of the Freedmen’s Bureau
 - Ⓓ members of the Temperance Movement

4 Read the excerpt.

The second question, whether the judges are invested with [given] exclusive authority to decide on the constitutionality of a law, has been . . . a subject of consideration with me. . . . Certainly there is not a word in the constitution which has given that power to them more than to the executive or legislative branches.

—Thomas Jefferson to W.H. Torrance, 1815

Which **two** items are associated with the decision discussed in this excerpt?

- Ⓐ federalism
- Ⓑ *McCulloch v. Maryland* (1819)
- Ⓒ judicial review
- Ⓓ popular sovereignty
- Ⓔ *Marbury v. Madison* (1803)

Introduction

Introduction

A student is researching the American Revolution. The compelling question is this:

What motivated women to support the American Revolution?

The student has found the following sources. Use the sources and source information to answer the questions.

Background Information

After the Proclamation of 1763, the British government taxed its American colonies to pay for the costs of protecting them. Colonial men and women resisted these taxes in many ways, including boycotts and protests. After a decade of increasing tensions, the colonists declared their independence from Great Britain in 1776. The American Revolution lasted from 1765–1783.

Source A

Source Information: In late May 1780, General George Washington announced his soldiers were exhausted and had a serious shortage of food and clothing. Esther Reed, the wife of Pennsylvania Governor Joseph Reed, rallied fellow women of Philadelphia in a campaign to raise money in support of the patriot troops. This letter was written by Washington on July 14, 1780 from his headquarters in New Jersey to Reed, who was living in Philadelphia.

Head Qrs [Quarters] in Bergen Cty., July 14, 1780
Madam:

I have received with much pleasure . . . the amount of the subscriptions [money] already collected for the use of the American Soldiery. This fresh mark of the patriotism of the Ladies entitles them to the highest applause of their Country. It is impossible for the Army, not to feel a superior gratitude, on such an instance of goodness.

. . . I would propose the purchasing of course Linnen [cotton cloth], to be made into Shirts, with the whole amount of their subscription [money]. A Shirt extraordinary to the Soldier will be of more service, and do more to preserve his health than any other thing that could be procured him. . . .

Source B

Source Information: The *Boston Evening Post*, a patriot newspaper, published the following article on January 31, 1770. The article reported that over 300 Boston women had signed it. The actions were taken in response to the Revenue Acts, which taxed the colonies.

At a time when our . . . Rights and Privileges are attacked in an unconstitutional and most alarming Manner, . . . we join with the very respectable Body of Merchants and other Inhabitants of this Town . . . in their Resolutions, totally to abstain [stop] from the Use of Tea. . . . This Agreement we cheerfully come into, as we believe the very distressed Situation of our Country requires it, and we do hereby oblige ourselves religiously to observe it. . . .

Source C

Source Information: Reaction to the new taxes became violent in Boston, Massachusetts. To restore order, Great Britain sent troops to the city. People were forced to either leave their homes or stay and live under military rule. Hannah Winthrop lived just outside Boston. In August 1775 she wrote this letter to a female friend, Mercy Otis Warren.

Dear Mrs. Warren, the Friend and Sister of my Heart, —

. . . But my heart Bleeds for the people of Boston, my Blood boils with resentment at the Treatment they have met with from Gage [British General]. Can anything equal his Barbarity [cruelty]. Turning the poor out of Town without any Support, those persons who were possessed of any means of Support stopped and Searched, not suffered to carry anything with them. Can anything equal the distress of parents Separated from their Children, the tender husband detained in Cruel Captivity from the Wife. . . .

Source D

Source Information: The image comes from a series of books on American History that became popular in the United States. The books were published in 1875 to recognize the 100th anniversary of the Declaration of Independence. The image is from the chapter called "Patriotism of American Women." It shows a woman spinning her own thread so that she will not have to purchase British cloth.



Public Domain

8 Part A

Which detail in the Source Information raises concerns about the usefulness of Source D as evidence for learning about what motivated women to support the American Revolution?

- Ⓐ “. . . that became popular in the United States.”
- Ⓑ “. . . published in 1875 to recognize the 100th anniversary of the Declaration of Independence.”
- Ⓒ “. . . chapter called ‘Patriotism of American Women.’”
- Ⓓ “. . . shows a woman spinning her own thread . . .”

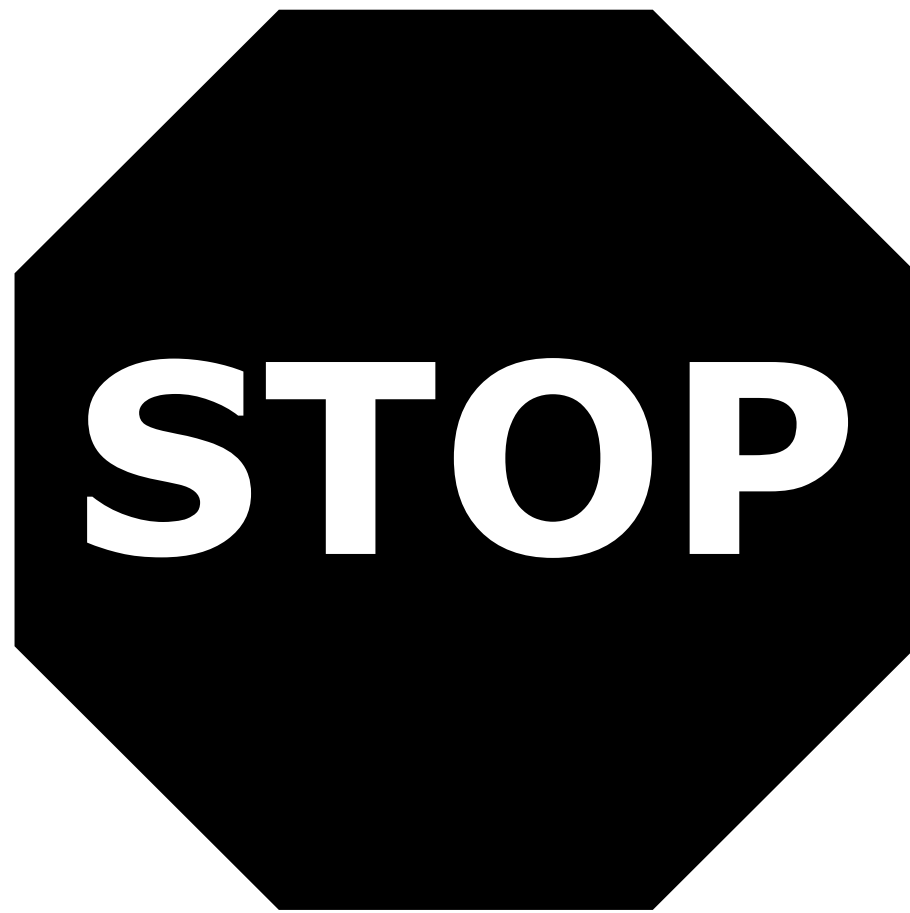
- 9 The information provided in Sources A–D is credible. Use these sources to respond to the compelling question.

What motivated women to support the American Revolution?

Develop a claim that responds to the compelling question.

- Explain how one source supports your claim.
- Explain how one source **does not support** your claim.
- Use details and examples from the selected sources to support your response.

Enter your response in the space provided.



You have come to the end of Unit 2 of the test. Review your answers from Unit 2 only.



Unit 3

Directions:

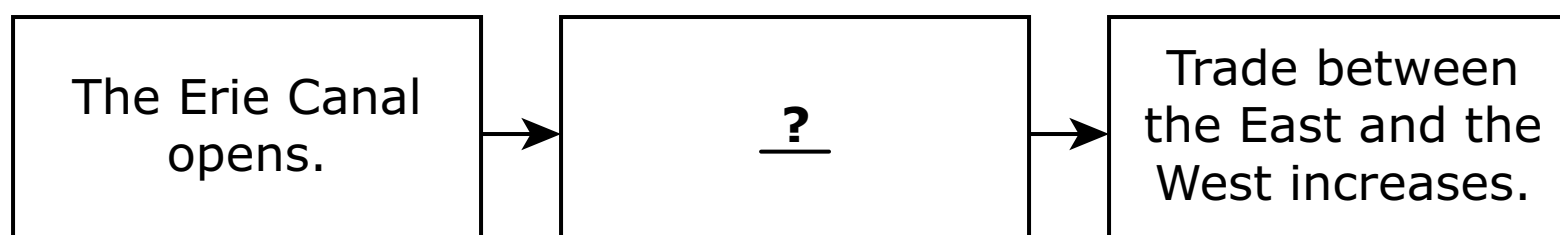
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1 Study the diagram.



Which statement completes this cause-and-effect diagram?

- Ⓐ The cost of shipping goods decreases.
- Ⓑ Steamboats are invented.
- Ⓒ The National Road opens.
- Ⓓ Interchangeable parts are invented.

2 Read the excerpt.

I honor those good men and women for their noble daring, and applaud them for willingly subjecting themselves to bloody persecution [mistreatment], by openly avowing [stating] their participation in the escape of slaves . . .

—Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*

Which action is Frederick Douglass referring to in this excerpt?

- Ⓐ the establishment of the Ku Klux Klan
- Ⓑ the decision in the *Dred Scott* case
- Ⓒ the passage of the Missouri Compromise
- Ⓓ the use of the Underground Railroad

3 Read the excerpt.

Representatives and direct Taxes shall be apportioned [assigned] . . . according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons [enslaved African Americans].

—U.S. Constitution, Article 1, Section 2, Clause 3

During the Constitutional Convention, which group was satisfied by the addition of this clause?

- Ⓐ factory owners in the North
- Ⓑ railroad workers in western territories
- Ⓒ plantation owners in the South
- Ⓓ settlers in the western territories

4 Read the information.

Resources of the Union and Confederacy

Resource	Union	Confederacy
Population	21 million free and 500,000 enslaved	5.5 million free and 3.5 million enslaved
Number of Factories	110,000	21,000
Miles of Railroad	21,700	9,000

Source: National Park Service

Which conclusion is supported by the table?

- Ⓐ The Confederacy had a larger army and a greater number of weapons than the Union.
- Ⓑ The Union had a greater ability to move troops and supplies than the Confederacy.
- Ⓒ The Confederacy had a greater number of factories that employed the majority of its citizens.
- Ⓓ The Union had a larger number of enslaved people that could work in the factories.

5 What were **two** outcomes of the War of 1812?

- Ⓐ rise of nationalism
- Ⓑ expansion of American industry
- Ⓒ emancipation of enslaved African Americans
- Ⓓ acquisition of territory in the Pacific
- Ⓔ purchase of the Louisiana Territory

- 6 Which action demonstrated one of George Washington’s strengths as a military leader during the American Revolution?
- Ⓐ He provided effective naval strategies against the British.
 - Ⓑ He inspired the Continental army to continue to fight the British.
 - Ⓒ He incorporated the use of new technologies against the British.
 - Ⓓ He warned the colonists that the British army was advancing on Boston.
- 7 Which of the following actions is an example of colonists protesting British policies?
- Ⓐ refusing to settle west of the Appalachian Mountains
 - Ⓑ following British laws rather than colonial laws
 - Ⓒ dumping of British tea into Boston Harbor
 - Ⓓ helping enslaved African Americans escape to Canada
- 8 What was the intent of the Declaration of Rights and Sentiments?
- Ⓐ to gain support for American Indian land rights
 - Ⓑ to argue for the release of enslaved African Americans
 - Ⓒ to draw attention to the need for women’s right to vote
 - Ⓓ to bring awareness to the women’s temperance movement

9 Read the excerpt.

One section of our country believes slavery is right and ought to be extended, while the other believes it is wrong and ought not to be extended. This is the only substantial dispute.

—Abraham Lincoln, First Inaugural Address, 1861

Lincoln's idea expressed in this excerpt eventually led to the

- Ⓐ Mexican-American War.
- Ⓑ Fugitive Slave Act.
- Ⓒ Missouri Compromise.
- Ⓓ Civil War.

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Social Studies

10 Use your knowledge of U.S. history to answer the constructed-response question.

- Identify **two** countries of origin for Europeans who immigrated to the United States in the 1800s.
- Explain how nativism impacted the lives of these immigrants in the United States.
- Use details and examples to support your response.

Enter your answer in the space provided.

11 What was a purpose of the Freedmen’s Bureau?

- Ⓐ to prevent freed African Americans from being drafted into the military
- Ⓑ to assist with the removal of Union soldiers from the South
- Ⓒ to prevent former Confederate soldiers from being elected to political office
- Ⓓ to provide freed African Americans with access to formerly denied services

12 Read the information.

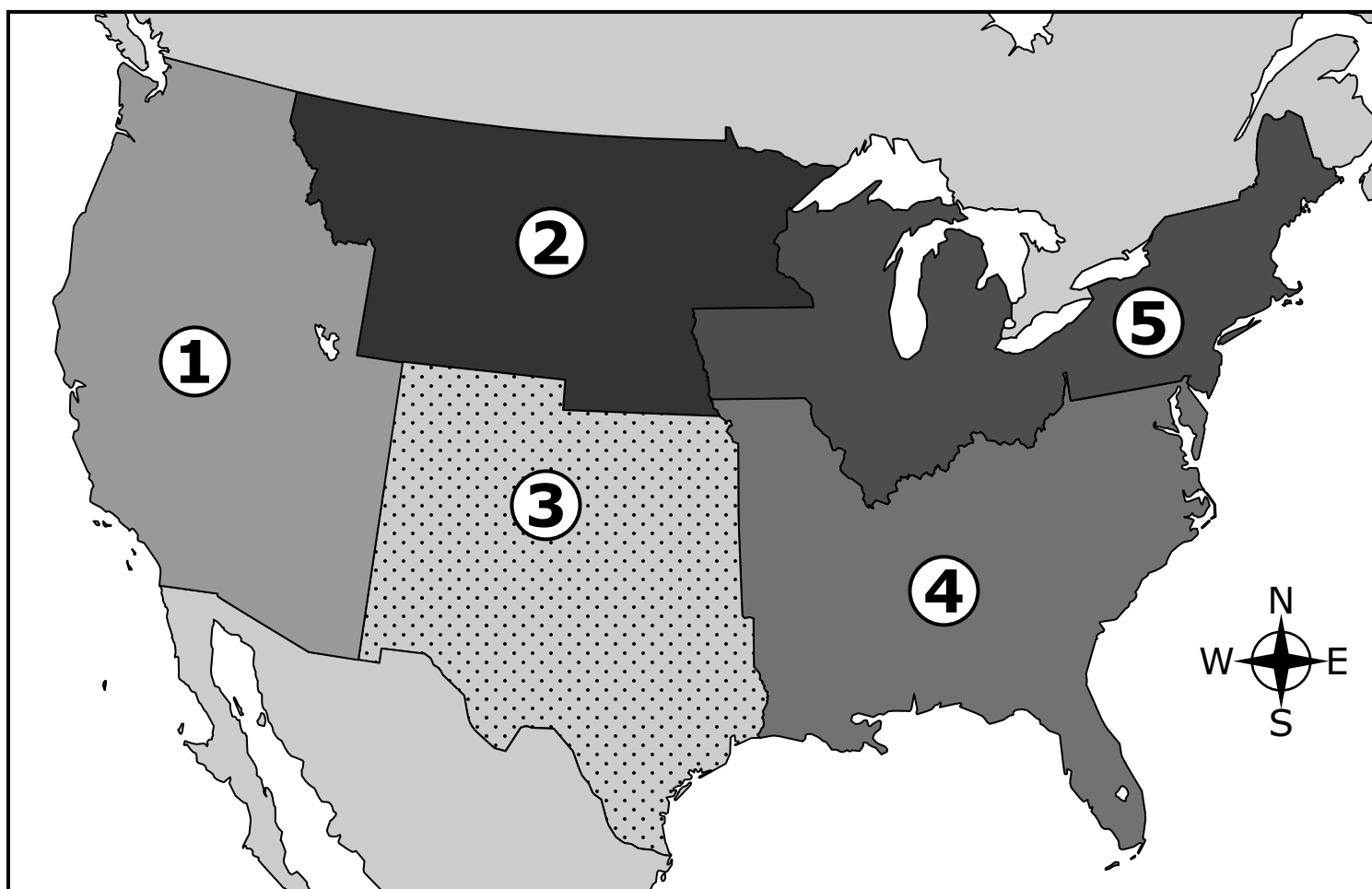
On March 3, 1863, Congress passed the Enrollment Act. It called for all male citizens and immigrants between the ages of 20 and 45 to register in a national military draft system. The act allowed for a person to be exempt from registering if he paid \$300 or found a person to replace him.

What was one reaction to the Enrollment Act?

- Ⓐ President Andrew Johnson was impeached.
- Ⓑ Riots broke out in several Northern cities.
- Ⓒ Fewer Union troops deserted.
- Ⓓ States seceded from the Union.

13 Study the map.

United States in the Mid-1800s



In which **two** regions did the Kansas-Nebraska Act of 1854 address the issue of slavery and lead to violence in Kansas?

- (A) 1
- (B) 2
- (C) 3
- (D) 4
- (E) 5

14 Read the excerpt.

The powers not delegated [given] to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively [each state], or to the people.

—U.S. Constitution, Amendment 10

Which principle is supported by this constitutional amendment?

- Ⓐ checks and balances
- Ⓑ separation of powers
- Ⓒ federalism
- Ⓓ judicial review

15 Read the excerpt.

In 1860, Elizabeth Burkett . . . with her husband, Henry Burkett . . . and . . . fellow slaves Thomas Sipple, his wife Mary Ann Sipple, John Purnell, and Hale Burton, holding a total of thirty dollars and looking to cross the Delaware Bay into freedom . . . purchased a small vessel for six dollars and began their journey up the coast on their way to Philadelphia, Pennsylvania. En route, they encountered a group of white men who attempted to overtake the slaves' boat. The fugitives, however, defended their vessel and continued on, despite injury to the passengers.

—Archives of Maryland

What form of resistance to slavery is described in this excerpt?

- Ⓐ running away
- Ⓑ sabotage
- Ⓒ faking illness
- Ⓓ working slowly

16 Read the excerpt.

Article VIII. All charges [costs] of war, and all other expenses that shall be incurred [raised] for the common defense or general welfare . . . shall be defrayed [paid] out of a common treasury. . . .

—Articles of Confederation, 1781

Which limitation of the Articles of Confederation made this provision difficult to enforce?

- Ⓐ the inability to collect taxes
- Ⓑ the absence of an executive branch
- Ⓒ the absence of a national court system
- Ⓓ the inability to print a national currency

17 Which statement describes an obstacle that President Thomas Jefferson faced when making the Louisiana Purchase?

- Ⓐ The Constitution was unclear about whether the United States could purchase the territory.
- Ⓑ The purchase would violate the Northwest Ordinance's process of creating new states.
- Ⓒ Great Britain still held control over the majority of the area being purchased.
- Ⓓ The purchase would reduce the country's ability to settle boundary disputes.

18 What were **two** outcomes of the Whiskey Tax debate?

- Ⓐ The debate led to sectional polarization in the United States.
- Ⓑ The National Bank was vetoed.
- Ⓒ The power of the Federalist Party increased.
- Ⓓ The debate led to rebellion.
- Ⓔ George Washington was elected president.

19 According to the Declaration of Independence, people are able to alter or abolish the government when the government

- Ⓐ no longer protects the natural rights of the people.
- Ⓑ stops collecting taxes from people.
- Ⓒ no longer allows the quartering of soldiers.
- Ⓓ stops trading with foreign countries.

20 Read the lyrics.

Oh! times are tough, amazing rough,
Expenses are alarming,
I will go West, it's far the best,
Try my luck at farming.
For the idea, of staying here
To just earn your gruel,
Makes me feel sad and sometimes mad
'Tis so awful cruel.
Goods are so high, I heave a sigh,
At the cost of living,
My loving wife, she sees the strife
And has a spell of crying.

—"I Will Go West!" by J.P. Barrett, 1875

Which group's views are **best** represented by these song lyrics?

- Ⓐ American Indians
- Ⓑ Mexican ranchers
- Ⓒ Enslaved African Americans
- Ⓓ White settlers

21 Which event exposed one limitation of the Articles of Confederation?

- Ⓐ Shays's Rebellion
- Ⓑ Pontiac's Rebellion
- Ⓒ Nat Turner's Rebellion
- Ⓓ Whiskey Rebellion

22 What were **two** impacts of the Proclamation of 1763?

- Ⓐ taxed paper products such as newspapers, legal documents, and playing cards
- Ⓑ reduced conflicts with American Indians
- Ⓒ forbade American colonists from settling west of the Appalachian Mountains
- Ⓓ required colonists to provide food and shelter for the British
- Ⓔ reduced colonial representation in Parliament

23 What was one effect of the rapid population growth in California during the late 1840s on the sectionalism debate?

- Ⓐ Congress tried to maintain the balance between free and slave states.
- Ⓑ The slave trade was expanded in Washington, D.C.
- Ⓒ The Supreme Court declared the Fugitive Slave Act to be unconstitutional.
- Ⓓ Congress finalized the terms of the Gadsden Purchase.

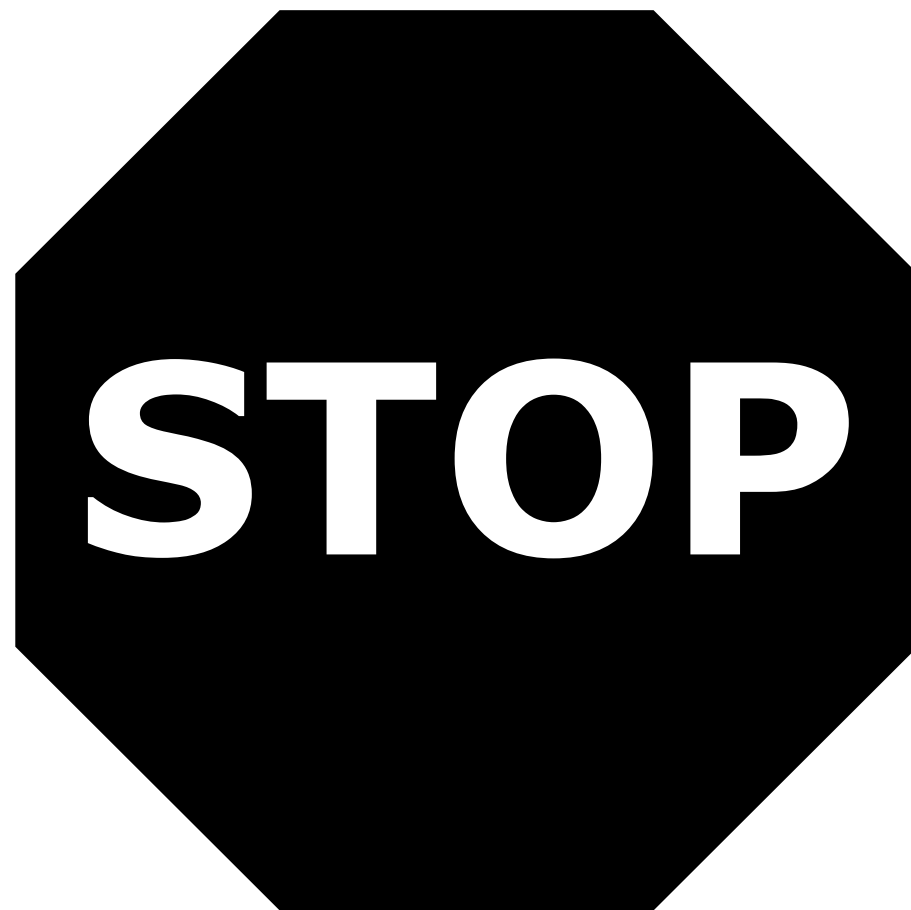
24 Which situation prompted the use of the convict labor lease system?

- Ⓐ Northern states needed people to harvest cash crops.
- Ⓑ Northern states needed people to work in factories.
- Ⓒ Southern states needed money to establish sharecropping.
- Ⓓ Southern states needed money to rebuild infrastructure.

25 What was one result of the Bargain of 1877?

- Ⓐ The Radical Republicans impeached President Andrew Johnson.
- Ⓑ Ulysses S. Grant was promoted to General in the Union Army.
- Ⓒ Rutherford B. Hayes became President of the United States.
- Ⓓ The Supreme Court ruled in favor of Dred Scott.





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Unit 4

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Social Studies

- 1** Which Supreme Court case established that Congress had implied powers under the necessary and proper clause?
- Ⓐ *McCulloch v. Maryland* (1819)
 - Ⓑ *Plessy v. Ferguson* (1896)
 - Ⓒ *Marbury v. Madison* (1803)
 - Ⓓ *Dred Scott v. Sandford* (1857)
- 2** How did President Andrew Jackson’s veto of the Second Bank of the United States demonstrate the ideals of Jacksonian Democracy?
- Ⓐ by giving more economic power to northern industrial states
 - Ⓑ by increasing the political influence of wealthy citizens
 - Ⓒ by strengthening southern and western agricultural states
 - Ⓓ by increasing the profits and production levels of factories
- 3** Which statement was **most likely** made by a Federalist during the debates over the ratification of the U.S. Constitution?
- Ⓐ “A bill of rights is necessary to protect people’s liberties.”
 - Ⓑ “A strong central government is necessary for our country.”
 - Ⓒ “The states must retain their original powers.”
 - Ⓓ “The states must determine whether slavery will exist.”
- 4** What is one part of the Constitution that limits freedoms and one part of the Constitution that limits the government?
- Ⓐ Northwest Ordinance
 - Ⓑ Three-Fifths Compromise
 - Ⓒ separation of powers
 - Ⓓ ability to sign treaties
 - Ⓔ Electoral College

Introduction

Introduction

A student is researching changes in transportation in the 19th century. The compelling question is:

Did the benefits of transportation changes in the 19th century outweigh the costs?

The student has found the following sources. Use the sources and source information to answer the questions.

Background Information

America's economic transformation in the 1800s was linked to dramatic changes in transportation networks. The development of canals, steamboats, roads, and railroads led to the expansion of economic markets, westward migration, and modification of the physical landscape.

Source A

Source Information: This excerpt is from an advertisement by the Illinois Central Railroad Company. The advertisement was posted in Chicago, Illinois in 1855. The Illinois Central was the first railroad that was granted free land by the federal government on which to build. When it was completed, the Illinois Central was the longest railroad in the world.

FARM LANDS FOR SALE.

THE ILLINOIS CENTRAL RAILROAD COMPANY Is now prepared to Sell OVER TWO MILLIONS OF ACRES of PRAIRIE FARM LANDS, In Tracts of 40 Acres or upward, ON LONG CREDITS AND AT LOW RATES OF INTEREST!

They were granted by the Government, to encourage the building of this Railroad, which runs from the extreme North to the extreme South of the State of Illinois. The Road passes, from end to end, through the richest and most fertile Prairies of the State. . . . The recent opening of nearly six hundred miles of the Company's Railroad throws open their lands for cultivation, they being scattered for several miles in width, on each side of the Road, throughout its entire length.

The soil is a dark, rich mold, from one to five feet in depth, is gently rolling, and peculiarly fitted for grazing cattle and sheep, or the cultivation of wheat, Indian corn, etc.

The economy in cultivating and the productiveness of Illinois lands are well known. Trees are not required to be cut down, stumps grubbed, or stone picked off, as is generally the case in the cultivation of new land in the older States. . . . Wheat sown on the newly-turned sod is sure to yield very large profits. . . .

Corn, grain, cattle, etc., will be forwarded at reasonable rates to Chicago, for the Eastern market, and to Cairo for the Southern. . . . The rapid increase and growth of flourishing towns and villages along the line afford a substantial and growing home demand for farm produce.

Source B

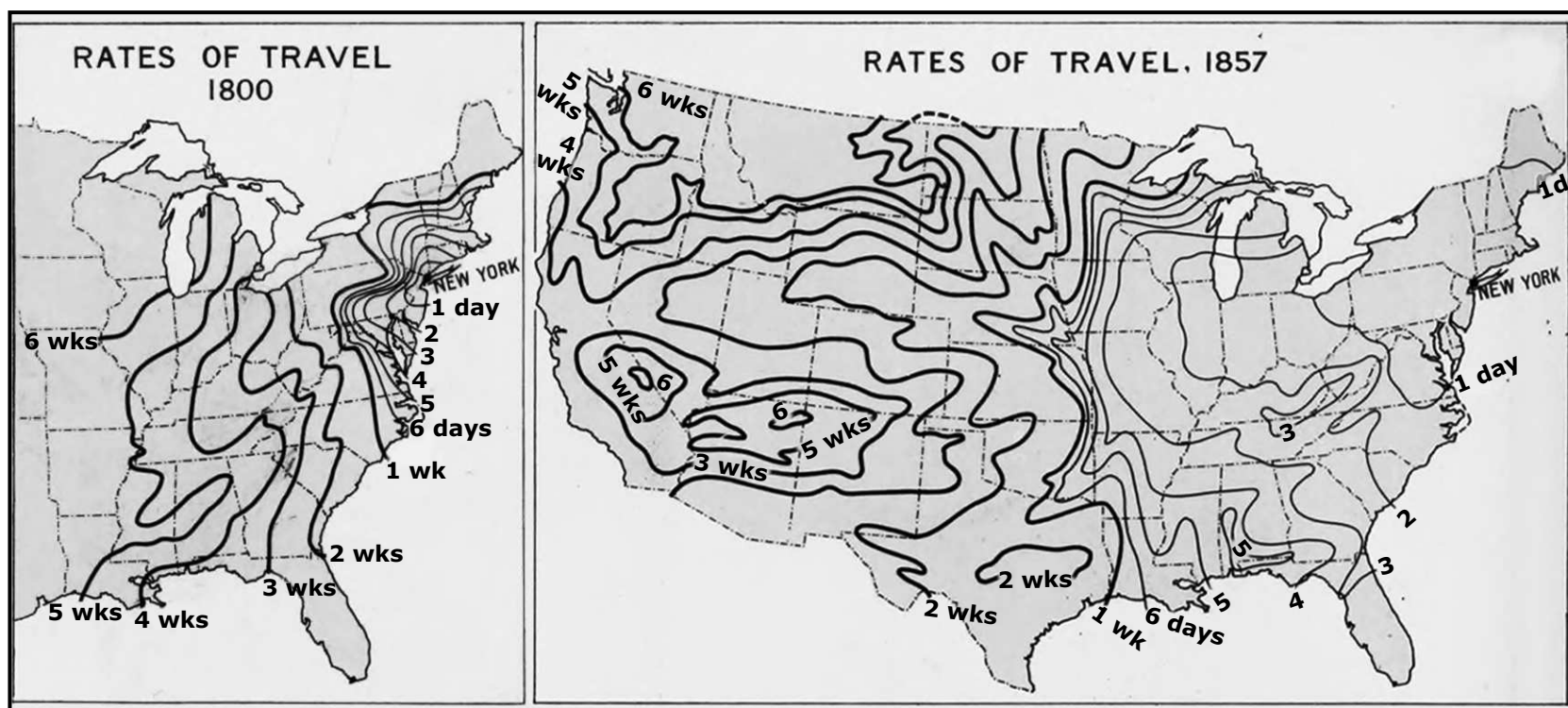
Source Information: The excerpt is from the *Annual Report of the Commissioner of Indian Affairs accompanying the Annual Report of the Secretary of the Interior* for the year 1856. The report was authored by George Washington Manypenny, who served as Commissioner of Indian Affairs from 1853–1857. He was responsible for settling 52 treaties during his tenure, many of them in Kansas and Nebraska.

It is impossible to avoid the conclusion that in a few years, in a very few, the railroads of the east . . . will be extended westwardly . . . [and] an active population will keep up with the advance of the railroads—a population that will open farms, erect workshops, and build villages and cities. When that time arrives, and it is at our very doors—where will be the habitation [housing] and what the condition of the rapidly wasting Indian tribes of the plains, the prairies, and of our new States and Territories?

As sure as these great physical changes are impending [about to happen], so sure will these poor [inhabitants] of the forest be blotted [wiped] out of existence, and their dust be trampled under the foot of rapidly advancing civilization, unless our great nation shall generously determine that the necessary provision shall at once be made, and appropriate steps be taken to designate . . . reservations of land, in proper localities, for permanent homes for, and provide the means to colonize, them thereon. Such reservations should be selected with great care . . . to protect them from encroachments [intrusions] of every kind. . . .

Source C

Source Information: The maps are the first and the last of a series created by Charles O. Paullin and John K. Wright to show rates of travel, or the amount of time it took to travel from one of the starting points of a road to its end. The maps were published in the *Atlas of the Historical Geography of the United States* in 1932. This was the first major historical atlas to be published in the United States.



Source: Public Domain

LEGEND	
—	weeks
—	days

Source D

Source Information: The wood engraving entitled “Slaughter of Buffalo on the Kansas Pacific Railroad” was created by Ernest Griset. The date of creation is not known. The engraving was published in the 1877 book, *The Hunting Grounds of the Great West: A Description of the Plains, Game, and Indians of the Great North American Desert* written by Colonel Irving Dodge. In the book, Col. Dodge describes his experience serving in the United States Army.



Library of Congress

5 Consider the Source Information provided for Source D. Why might a historian question Source D’s usefulness for weighing the costs and benefits of transportation changes in the 19th century?

Enter your response in the space provided.

6 Source C was published in the 20th century. Does this make it more or less useful as evidence to determine the benefits of the 19th century changes in transportation?

Enter your response in the space provided.

7 Do Sources A and C provide similar or different evidence on the effects of the changes in transportation? Briefly explain your answer with evidence from **both** sources.

Enter your response in the space provided.

Social Studies

- 8 George Washington Manypenny was concerned about the impact of railroads on American Indians.

Support this claim with **two** pieces of evidence from Source B.

- Ⓐ “. . . the railroads of the east . . . will be extended westwardly . . .” (Paragraph 1)
- Ⓑ “. . . an active population will keep up with the advance of the railroads . . .” (Paragraph 1)
- Ⓒ “. . . a population that will open farms, erect workshops, and build villages and cities.” (Paragraph 1)
- Ⓓ “. . . what the condition of the rapidly wasting Indian tribes . . .” (Paragraph 1)
- Ⓔ “. . . so sure will these poor [inhabitants] of the forest be blotted [wiped] out of existence . . .” (Paragraph 2)

GO ON TO NEXT PAGE

- 9 The information in Sources A–D is credible. Use these sources to respond to the compelling question.

Did the benefits of transportation changes in the 19th century outweigh the costs?

Develop a claim that responds to the compelling question.

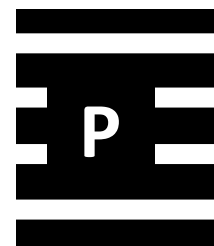
- Explain how one source supports your claim.
- Explain how a **different source** also supports your claim.
- Use details and examples from the selected sources to support your response.

Enter your response in the space provided.



You have come to the end of Unit 4 of the test. Review your answers from Unit 4 only.





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**Social Studies 8
Practice Test**

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