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**Large Print
Social Studies 8
Practice Test**

School Use Only

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Female Male
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SERIAL #



Section 1

Directions:

Today you are going to take Section 1 of the Social Studies 8 Practice Test.

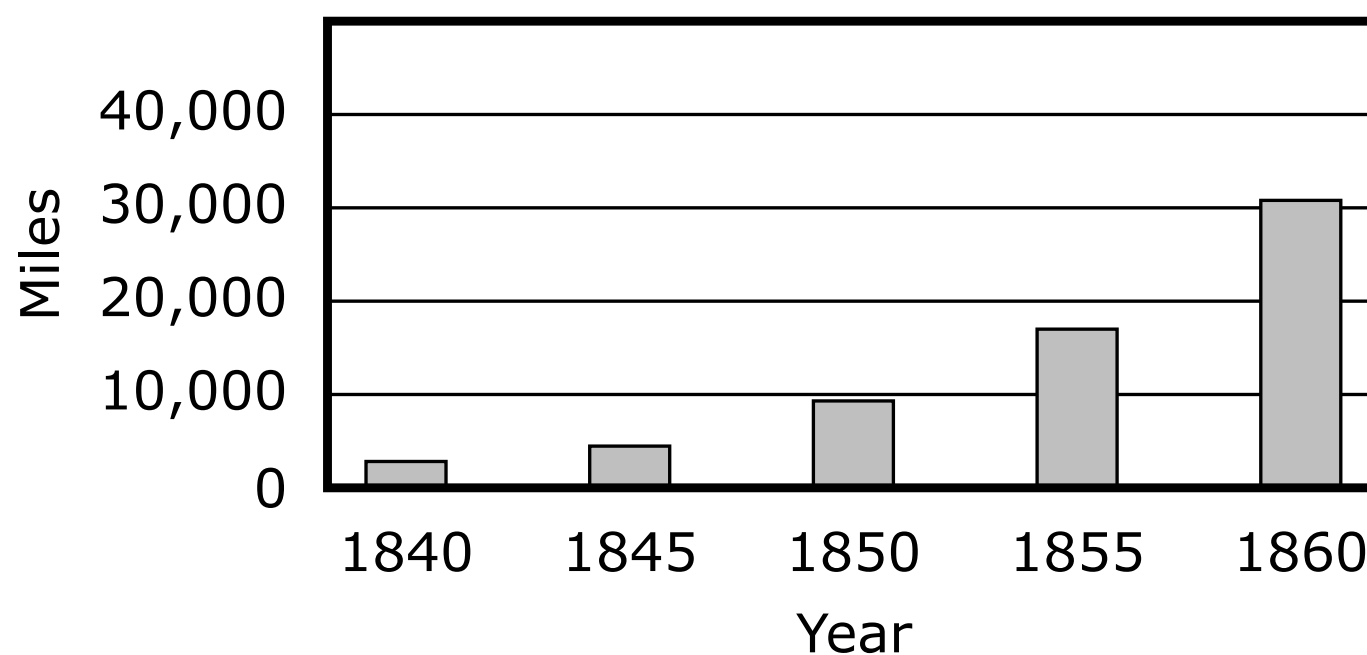
Read each question and the information from any source provided. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test book. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first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

One of the questions will ask you to write a response. Write your response in the space provided in your test book. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

- 2 Study the graph.

**Miles of Railroad in the United States,
1840–1860**



Source: U.S. Census Bureau

What was an economic result of the development in transportation shown on this graph?

- Ⓐ More people started using canals to ship goods.
- Ⓑ Businesses began to expand to the West.
- Ⓒ Discrimination against immigrants decreased.
- Ⓓ The cotton industry began to dominate cities in the North.

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

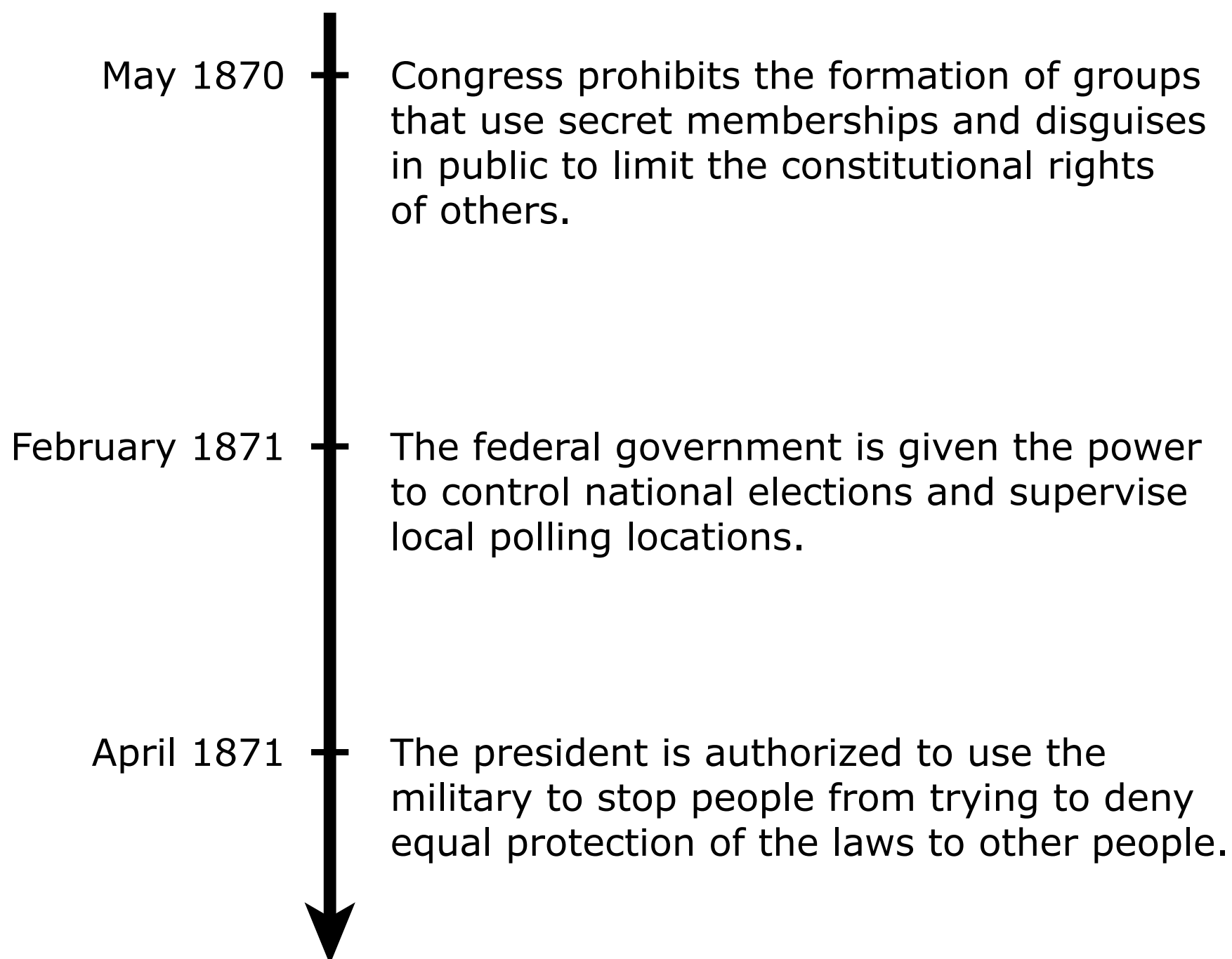
During the Constitutional Convention, which group was satisfied by the addition of this clause?

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

- 4 Which part of the Compromise of 1850 did southern states **most** support?
- Ⓐ the organization of New Mexico and Utah into territories
 - Ⓑ the ban on the slave trade in Washington, D.C.
 - Ⓒ the admission of California as a free state
 - Ⓓ the establishment of a stricter Fugitive Slave Law

- 6 Study the timeline.

The Enforcement Acts of 1870 and 1871

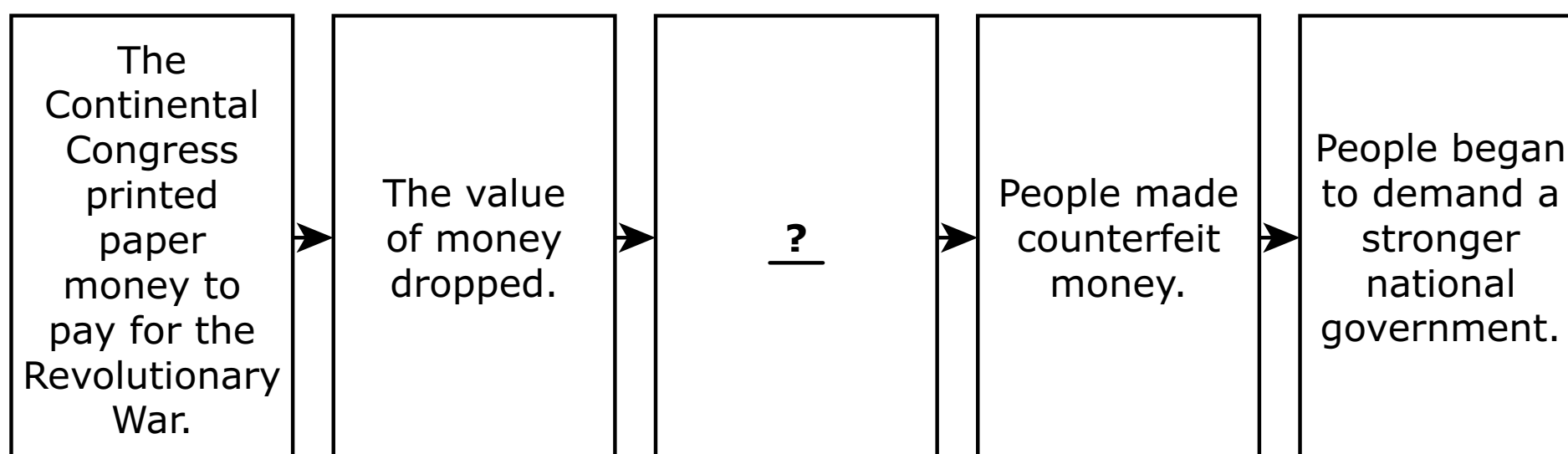


Which group's actions led to the passage of these laws?

- Ⓐ the Freedmen's Bureau
- Ⓑ the Ku Klux Klan
- Ⓒ the Republican Party
- Ⓓ the Know-Nothing Party

- 9 Study the diagram.

Selected Events Under the Articles of Confederation



Which action correctly completes this diagram?

- Ⓐ The government abolished national banks.
- Ⓑ States nullified federal tariffs.
- Ⓒ The government set up a barter system.
- Ⓓ States issued their own currencies.

13 Read the excerpt.

As the case comes before me, therefore, I understand that the President not only claims the right to suspend the writ of habeas corpus himself, . . . but to delegate that discretionary power to a military officer, and to leave it to him to determine whether he will or will not obey judicial process that may be served upon him.

—Chief Justice Roger B. Taney

Part A

Which court case is referred to in this excerpt?

- Ⓐ *Plessy v. Ferguson*
- Ⓑ *Ex Parte Merryman*
- Ⓒ *McCulloch v. Maryland*

Part B

Which **two** statements **best** describe the impact of the Supreme Court case chosen in Part A?

- Ⓐ The Supreme Court ruled the president acted unconstitutionally.
- Ⓑ Congress passed a law requiring prisoners to be indicted or released.
- Ⓒ The Supreme Court ruled the president could do anything necessary and proper during wartime.
- Ⓓ Congress passed a law requiring the emancipation of enslaved people.

- 16** Read the excerpt.

At Concord, the terrain was more hilly and varied than at Lexington . . . with a number of hills and rivers that affected military strategy. . . . West of the North Bridge was an elevated ridge . . . alongside the river . . . [that] allowed a commanding view of the North Bridge and surrounding road.

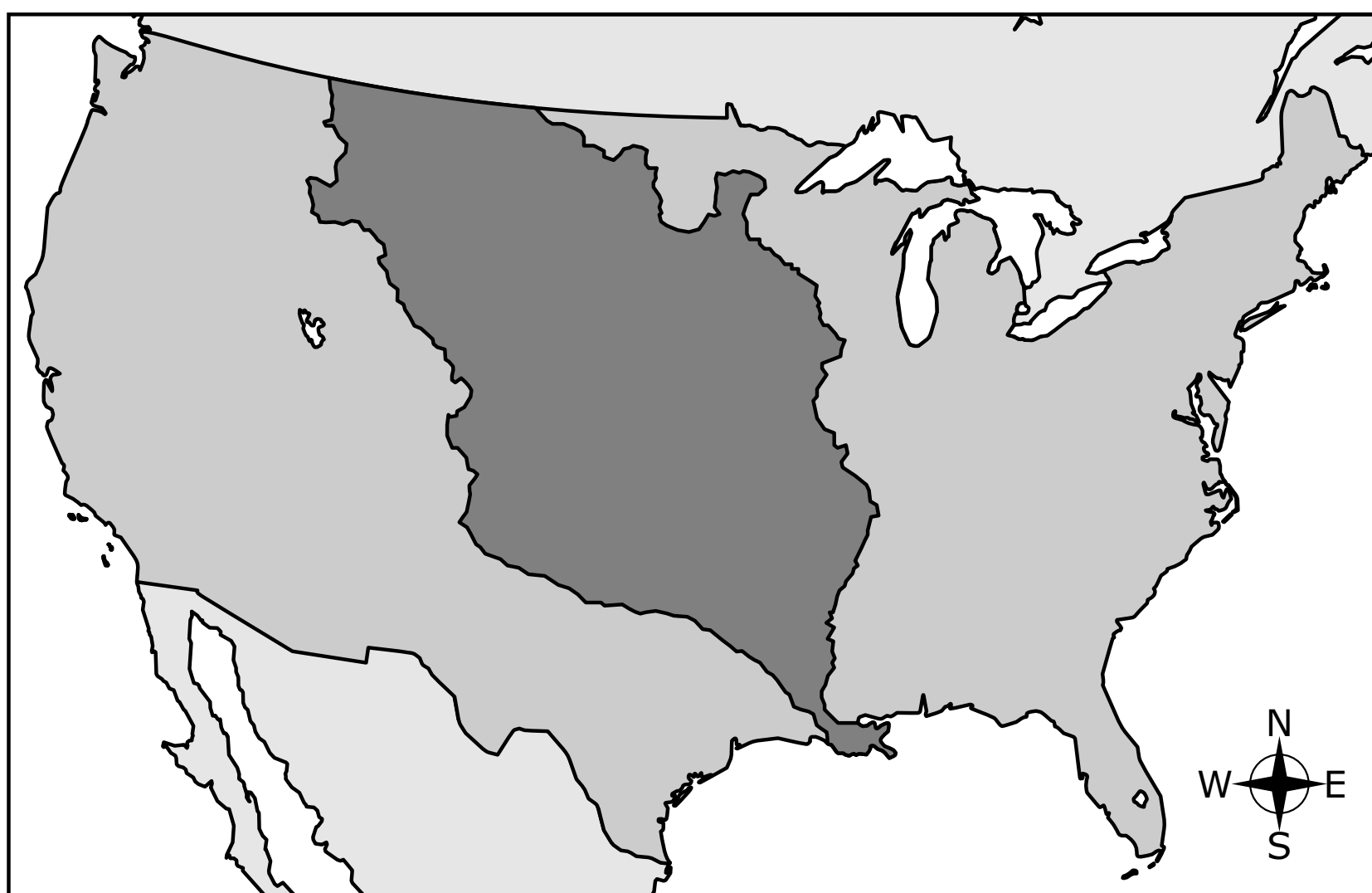
—John C. Redmond, 2012

What factor that led to the American victory during the Revolutionary War is described in this excerpt?

- Ⓐ French economic intervention
 - Ⓑ George Washington's leadership
 - Ⓒ domestic support for independence
 - Ⓓ geographic knowledge of the land
- 17** How did the Missouri Compromise of 1820 affect the issue of slavery in the United States?
- Ⓐ It freed enslaved African Americans in southern states.
 - Ⓑ It prompted southern states to secede from the Union.
 - Ⓒ It granted popular sovereignty to new states.
 - Ⓓ It balanced the number of free states and slave states.

- 19** Trade contributed to the French and Indian War because the French wanted to
- Ⓐ expand trade with the American colonists on the Atlantic coast.
 - Ⓑ expand trade with the Spanish Empire in Mexico.
 - Ⓒ control trade with American Indians in the Ohio River Valley.
 - Ⓓ control trade with American colonists in New England.
- 20** Study the map.

United States, 1803



How did the addition of the shaded territory in the middle of the map impact the United States?

- Ⓐ prevented the spread of slavery
- Ⓑ avoided conflict with European powers
- Ⓒ increased trade relations with American Indians
- Ⓓ decreased access to ports along the coast

22 Study the table.

| Constitutional Question | Arguments for Plessy | Supreme Court Decision |
|-------------------------|---|------------------------|
| 1 | The 14th Amendment provides equal protection under the law. | 2 |

Part A

Which detail about the *Plessy v. Ferguson* (1896) Supreme Court case goes in box 1?

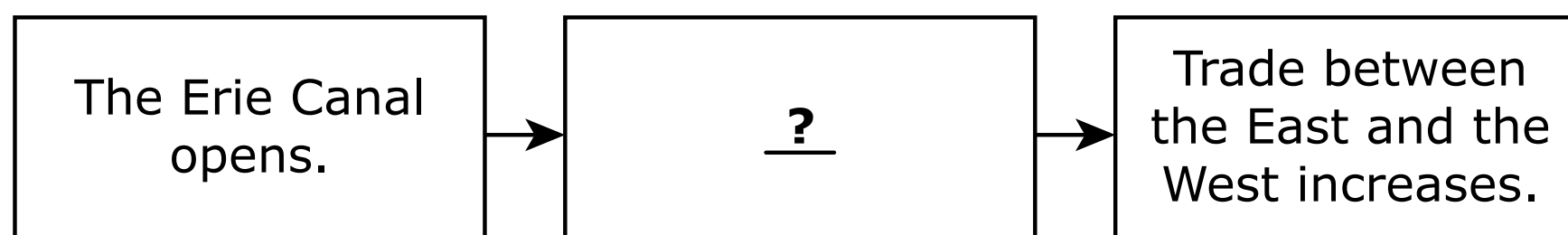
- Ⓐ Does the Supreme Court have the power of judicial review?
- Ⓑ Does the Separate Car Act violate the 14th Amendment?
- Ⓒ determines that laws cannot address racial segregation
- Ⓓ establishes legal doctrine of “separate but equal”
- Ⓔ strikes down Separate Car Act as unconstitutional

Part B

Which detail about the *Plessy v. Ferguson* (1896) Supreme Court case goes in box 2?

- Ⓐ Does the Supreme Court have the power of judicial review?
- Ⓑ Does the Separate Car Act violate the 14th Amendment?
- Ⓒ determines that laws cannot address racial segregation
- Ⓓ establishes legal doctrine of “separate but equal”
- Ⓔ strikes down Separate Car Act as unconstitutional

25 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.

Section 2

Directions:

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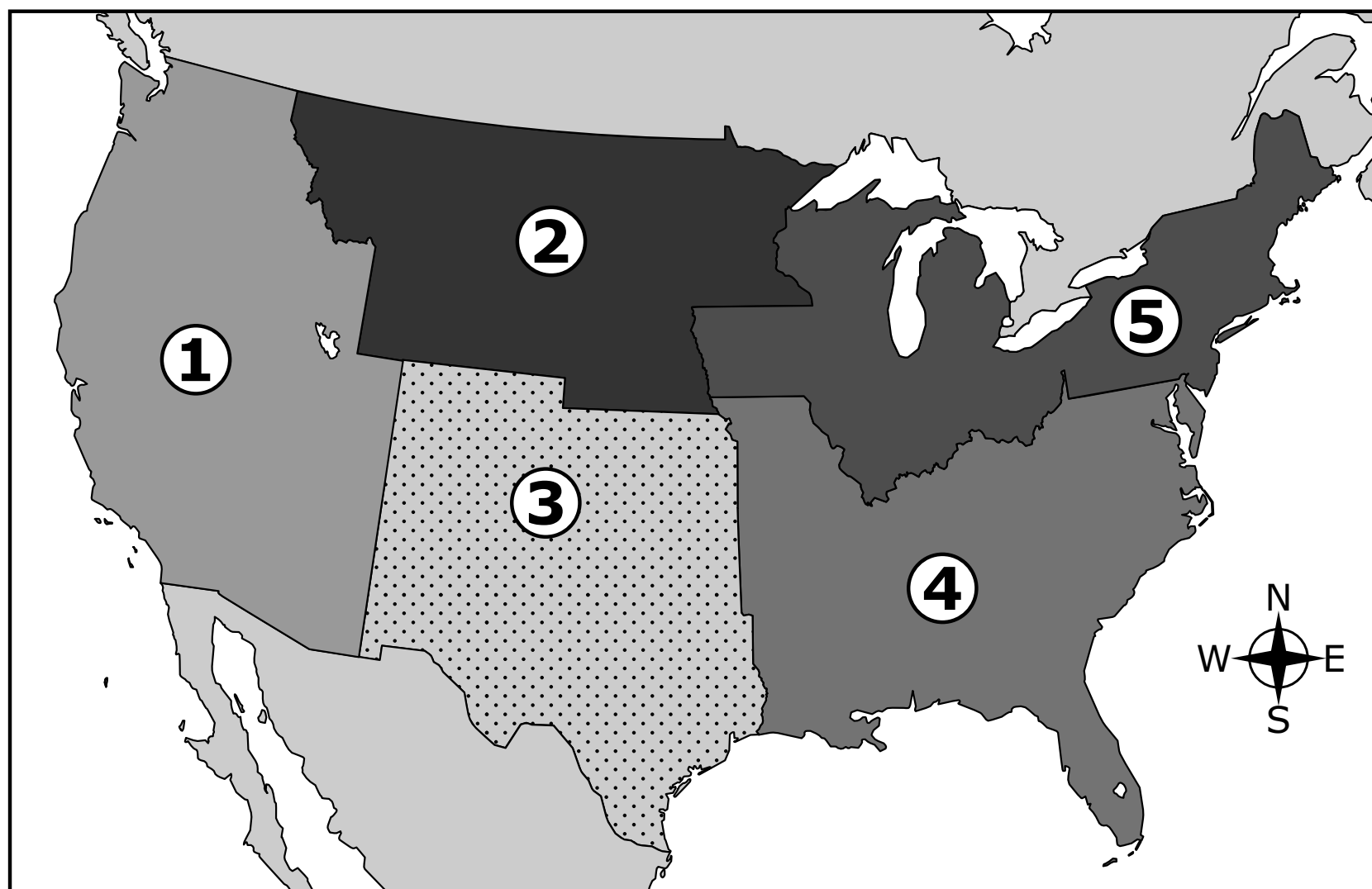
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Some of the questions will ask you to write a response. Write your response in the space provided in your test book. Only responses written within the space provided will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this Section ONLY. Do not go past the stop sign.

- 4 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?

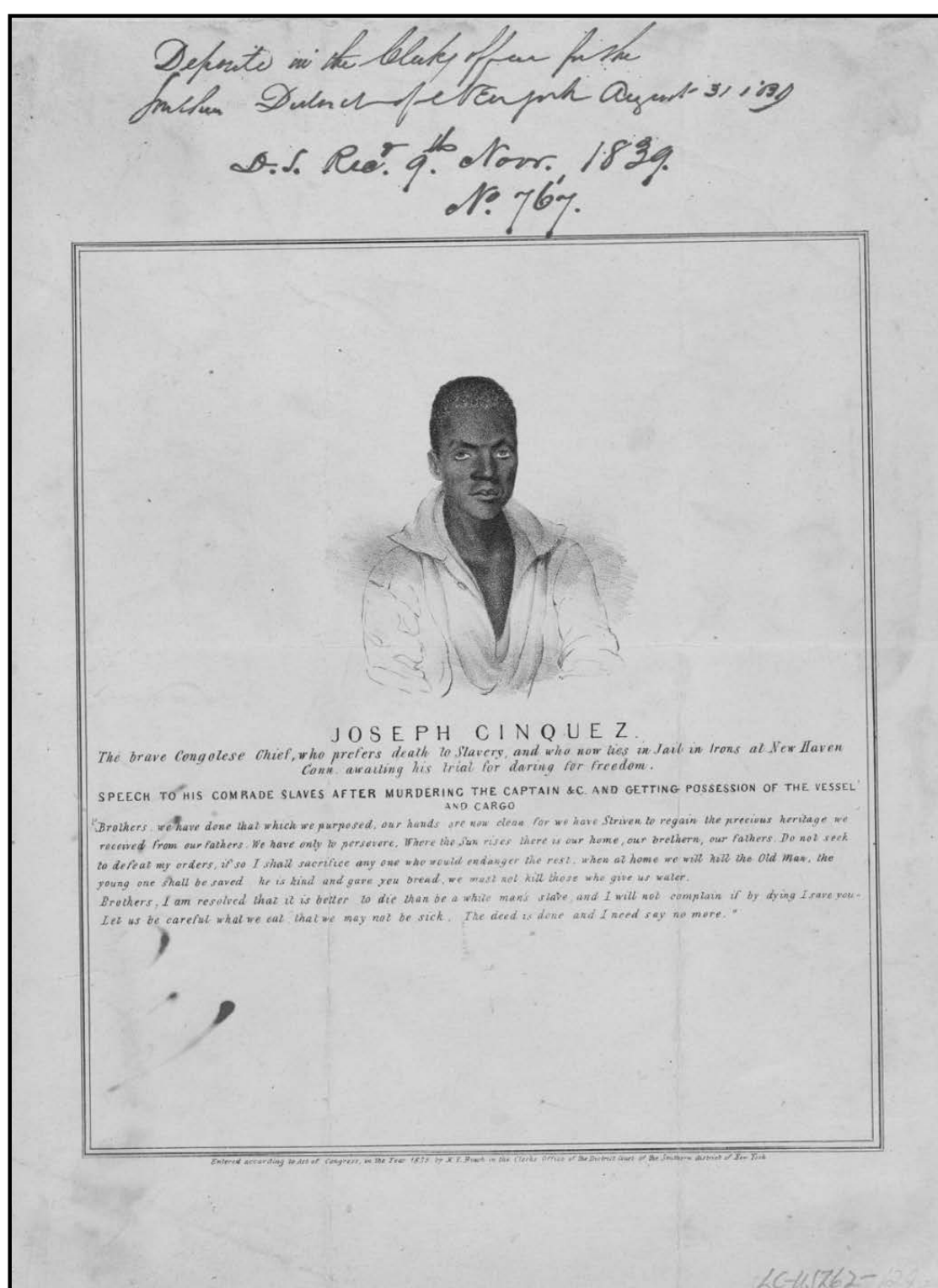
- (A) 1
- (B) 2
- (C) 3
- (D) 4
- (E) 5

Source A

Source Information: The *New York Sun* published this portrait and quote from Cinque, who did not speak English, in 1839. New York was a free state bordering Connecticut, a slave state. Many abolitionists in New York believed that the Amistad case could help their anti-slavery arguments.

A transcript of Cinque's quote follows the original document.

Source A



Courtesy of Library of Congress

JOSEPH CINQUEZ

The brave Congolese Chief, who prefers death to Slavery, and who now lies in Jail in Irons at New Haven Conn. awaiting his trial for daring for freedom.

SPEECH TO HIS COMRADE SLAVES AFTER MURDERING THE CAPTAIN & C. AND GETTING POSSESSION OF THE VESSEL AND CARGO

“Brothers we have done that which we purposed, our hands are now clean for we have Striven to regain the precious heritage we received from our fathers. We have only to persevere, Where the Sun rises there is our home, our brother, our fathers. Do not seek to defeat my orders, if so I shall sacrifice any one who would endanger the rest. When at home we will kill the Old Man, the young one shall be saved. He is kind and gave you bread, we must not kill those who give us water. Brothers, I am resolved that it is better to die than be a white man’s slave and I will not complain if by dying I save you. Let us be careful what we eat that we may not be sick. The deed is done and I need say no more.”

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SERIAL #

Source B

Source Information: On March 9, 1841, Supreme Court Justice Joseph Story delivered the 7 to 1 decision in the Amistad case. This excerpt is from the Court's majority ruling on the case.

Source B

On the 7th of January, 1840, the negroes, Cinque and others . . . filed an answer, denying that they were slaves, or the property of Ruiz and Montez. . . . They specially set forth and insist in this answer, that they were native-born Africans; born free, and still of right ought to be free and not slaves; that they were . . . unlawfully kidnapped, and forcibly and wrongfully carried on board a certain vessel [ship] . . . which was unlawfully engaged in the slave trade. . . .

Upon the whole, our opinion is . . . that the said negroes be declared to be free, and be dismissed from the custody of the Court, and go without [delay].

Source D

Source Information: Kale was an 11-year-old African boy on board the *Amistad*. While in prison in New Haven, abolitionists taught him to read and write in English. This excerpt is from a 3-page letter he wrote to John Quincy Adams on January 4, 1841. Adams was a former U.S. president and lawyer who had been asked by leading abolitionists to defend the *Amistad* men in front of the Supreme Court.

Source D

I want to write a letter to you because you love Mendi people, and you talk to the grand court. . . . Mendi people been in America 17 moons [months]. We talk American language a little, not very good. . . . We want you to ask the Court what we have done wrong. . . . We want to be free very much. . . . If America gives us free we glad, if they no give us free we sorry—we sorry for Mendi people little, we sorry for America people great deal because God punish liars. . . . If Court ask who bring Mendi people to America, we bring ourselves. . . . Send us home. . . . We tell them there is one god. You must worship him. Make us free and we will bless you and all Mendi people will bless you. Dear friend Mr. Adams.

GO ON TO NEXT PAGE

GO ON TO NEXT PAGE

- 1 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
- 2 What was one reason the War Hawks wanted to declare war against Great Britain in 1812?
- Ⓐ to defend freedom of the seas
 - Ⓑ to prevent the spread of slavery
 - Ⓒ to stop taxation without representation
 - Ⓓ to protect American Indian allies

- 5 Read the excerpt.

Our position is thoroughly identified with (A) the institution of slavery. . . .Its labor supplies the product which constitutes [makes up] by far the largest and most important portions of commerce of the earth. . . .There was no choice left us but submission to the mandates [orders] of abolition, or a dissolution [break apart] of the Union. . . .That (B) we do not overstate the dangers to our institution, a reference to a few facts will sufficiently prove. . . .

The hostility to this institution . . . tramples the original (C) equality of the South under foot. . . .

It has enlisted its press, its pulpit [churches] and its schools against us, until the whole popular mind of (D) the North is excited and inflamed with prejudice. . . .

We must either submit to degradation, and to (E) the loss of property worth four billions of money, or we must secede from the Union framed by our fathers. . . .

—Mississippi Declaration of Secession

Which **two** phrases provide evidence of the main cause of the Civil War?

- Ⓐ “. . . the institution of slavery. . . .Its labor supplies the product”
- Ⓑ “. . . we do not overstate the dangers”
- Ⓒ “. . . equality of the South”
- Ⓓ “. . . the North is excited and inflamed with prejudice. . . .”
- Ⓔ “. . . the loss of property worth four billions of money”

7 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.
- 8 Which article in the Constitution helps fulfill the Preamble's goal of establishing justice?
- Ⓐ Article 1: The House of Representatives has the power to declare war.
 - Ⓑ Article 2: The President must be a natural-born citizen of the United States.
 - Ⓒ Article 2: The Electoral College helps elect the President and vice president.
 - Ⓓ Article 3: The Supreme Court has the power to hear federal cases.

10 Study the map and use it to answer the constructed response question.



- Identify the geographic impact of the Louisiana Purchase of 1803.
- Explain how this impact affected relationships with American Indian tribes.
- Use details and examples to support your response.

Enter your answer in the space provided.

- 11** Read the excerpt.

There is a kind of innate [natural] feeling, a lingering hope among many in the south, that slavery will be regvanized [re-energized] in some shape or other. . . . The freedman has not now the protection which the master . . . gave him before.

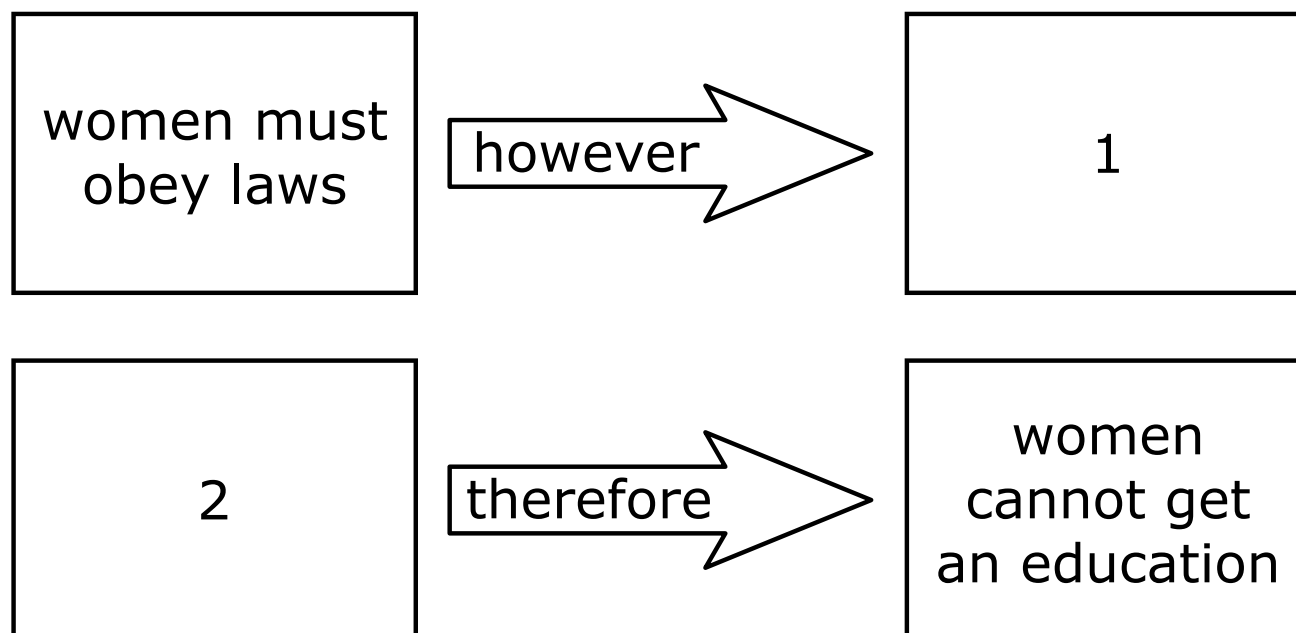
—Testimony of a white Alabama resident, Joint Congressional Committee on Reconstruction, 1866

What topic is this resident referring to in the excerpt?

- Ⓐ the swearing of loyalty to the Union
 - Ⓑ the ratification of new state constitutions
 - Ⓒ the creation of military governments
 - Ⓓ the establishment of Black Codes
- 12** What motivated enslaved African Americans to support the Patriot cause?
- Ⓐ the promise of manumission
 - Ⓑ the promise of military promotion
 - Ⓒ the promise of suffrage
 - Ⓓ the promise of election to public office

13 Study the diagram.

Declaration of Rights and Sentiments



Part A

Which phrase described in the Declaration of Rights and Sentiments goes in box 1?

- (A) women have no voice in the government
- (B) colleges do not admit women
- (C) women are not allowed to serve in the military
- (D) state constitutions are written
- (E) women abolitionists fight for equality

Part B

Which phrase described in the Declaration of Rights and Sentiments goes in box 2?

- (A) women have no voice in the government
- (B) colleges do not admit women
- (C) women are not allowed to serve in the military
- (D) state constitutions are written
- (E) women abolitionists fight for equality



- 14** 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.
- 15** What caused the expansion of economic opportunities for young, white women in the 1800s?
- Ⓐ the growth of the factory system
 - Ⓑ the expansion of sharecropping
 - Ⓒ the introduction of the Nullification Crisis
 - Ⓓ the establishment of the National Bank

- 16** What was one effect of the Monroe Doctrine on U.S. foreign policy?
- Ⓐ It strengthened European political ties with the Western Hemisphere.
 - Ⓑ It declared that the United States would protect the sovereignty of Latin American countries.
 - Ⓒ It established a military alliance between the United States and Great Britain.
 - Ⓓ It transferred ownership of European colonies in Latin America to the United States.

17 Read the excerpt.

The Congress shall have Power To . . . raise and support Armies . . . provide and maintain a Navy, . . . make Rules for the Government and Regulation of the land and naval Forces. . . .

—U.S. Constitution, Article 1, Section 8, Clauses 12 to 14

Which goal in the Preamble to the U.S. Constitution is supported by this excerpt?

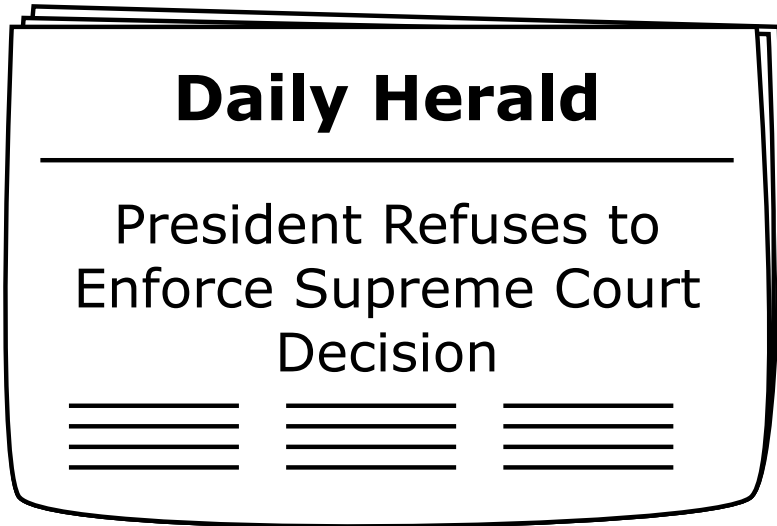
- Ⓐ establishing justice
- Ⓑ providing for the common defense
- Ⓒ securing the blessings of liberty
- Ⓓ promoting the general welfare

Section 3

18 Study the newspaper headlines.

Which **two** newspaper headlines show the impact of the Supreme Court's decision in *Worcester v. Georgia* (1832)?

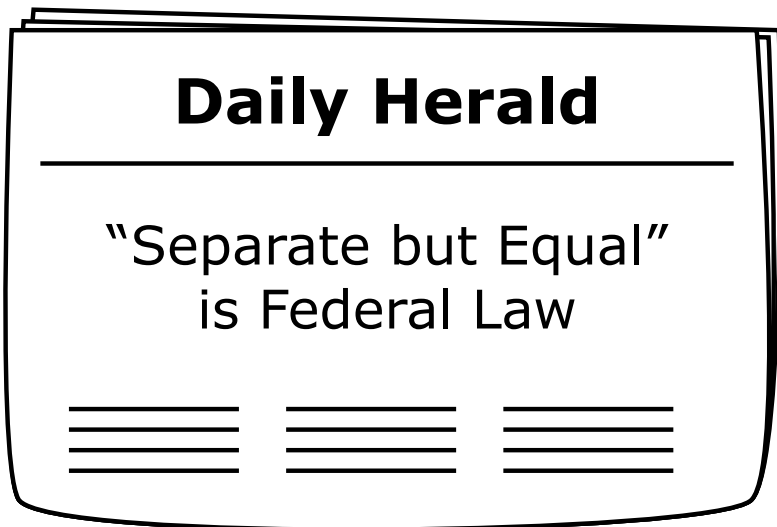
(A)



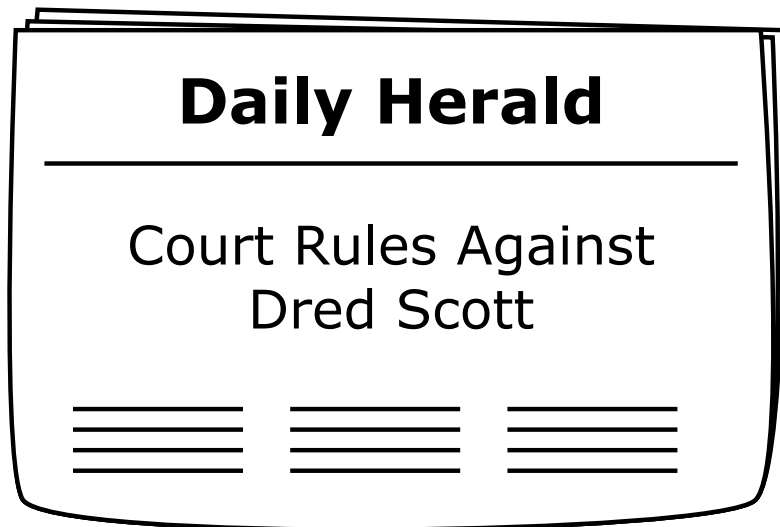
(B)



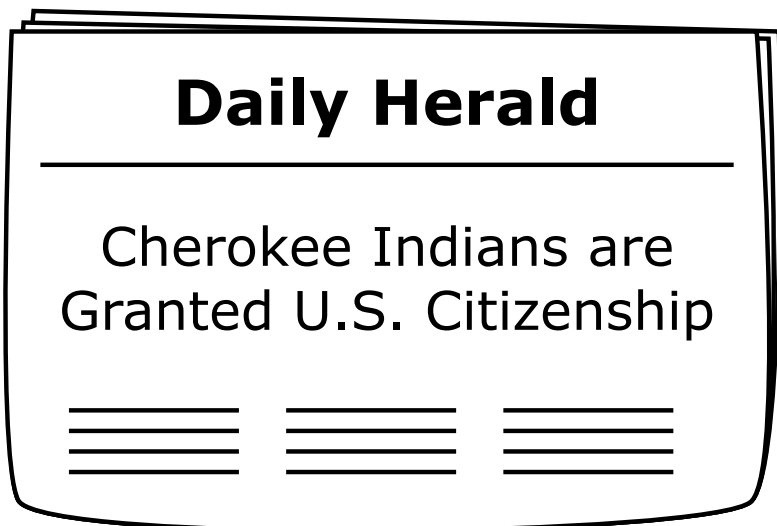
(C)



(D)



(E)



20 Read the lyrics.

I'm a simple Irish girl, and I'm looking for a place,
I've felt the grip of poverty, but sure that's no disgrace,
'Twill* be long before I get one, tho'** indeed its hard
I try.
For I read in each advertisement, "No Irish Need Apply."
Alas!*** for my poor country, which I never will deny,
How they insult us when they write, "No Irish Need
Apply."

—Kathleen O'Neil, 1862

- * 'Twill: It will
- ** tho': though
- *** Alas!: Oh!

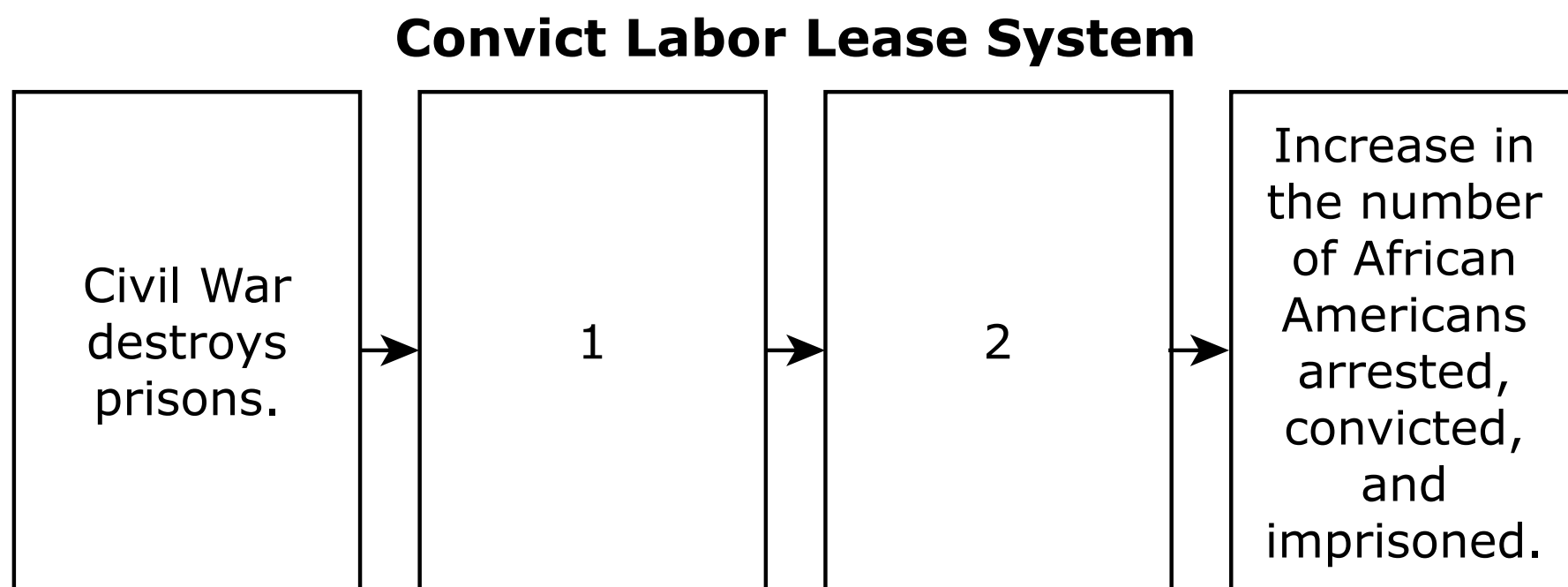
These lyrics are a response to actions taken by which group in the United States in the 1800s?

- Ⓐ abolitionists
- Ⓑ temperance reformers
- Ⓒ women suffragists
- Ⓓ nativists

- 21** According to the Declaration of Independence, people are able to alter or abolish the government when the government
- (A) no longer protects the natural rights of the people.
 - (B) stops collecting taxes from people.
 - (C) no longer allows the quartering of soldiers.
 - (D) stops trading with foreign countries.

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22 Study the diagram.



Part A

Which action related to the convict labor lease system goes in box 1?

- Ⓐ Regulation of unions and businesses decreases.
- Ⓑ Southern farmers lose labor source after ratification of the 13th Amendment.
- Ⓒ States begin leasing convict labor to private farms to make money.
- Ⓓ Dorothea Dix petitions the government for prison reform.
- Ⓔ Frederick Douglass calls on the government to abolish slavery.

Part B

Which action related to the convict labor lease system goes in box 2?

- Ⓐ Regulation of unions and businesses decreases.
- Ⓑ Southern farmers lose labor source after ratification of the 13th Amendment.
- Ⓒ States begin leasing convict labor to private farms to make money.
- Ⓓ Dorothea Dix petitions the government for prison reform.
- Ⓔ Frederick Douglass calls on the government to abolish slavery.

25 Read the excerpt.

God is the Father of us all, and we are brethren
[brothers].

—partial motto of *The North Star* newspaper

What pre-Civil War goal does this newspaper motto support?

- Ⓐ financing westward expansion
- Ⓑ establishing churches
- Ⓒ creating equality for immigrant labor
- Ⓓ using morality to further the abolitionist cause

GO ON TO NEXT PAGE

- 1 A Loyalist would **most likely** agree with which statement?
- Ⓐ The King has protected the colonies and helped them prosper.
 - Ⓑ The King has allowed local rule and popular sovereignty.
 - Ⓒ The colonists have a right to the land beyond the Appalachian Mountains.
 - Ⓓ The colonists should have a greater voice in Parliament.
- 2 At the Constitutional Convention, one result of the Great Compromise was the creation of
- Ⓐ a federal court system.
 - Ⓑ an impeachment process.
 - Ⓒ a bicameral legislature.
 - Ⓓ a process for admitting new states.
- 3 Read the excerpt.

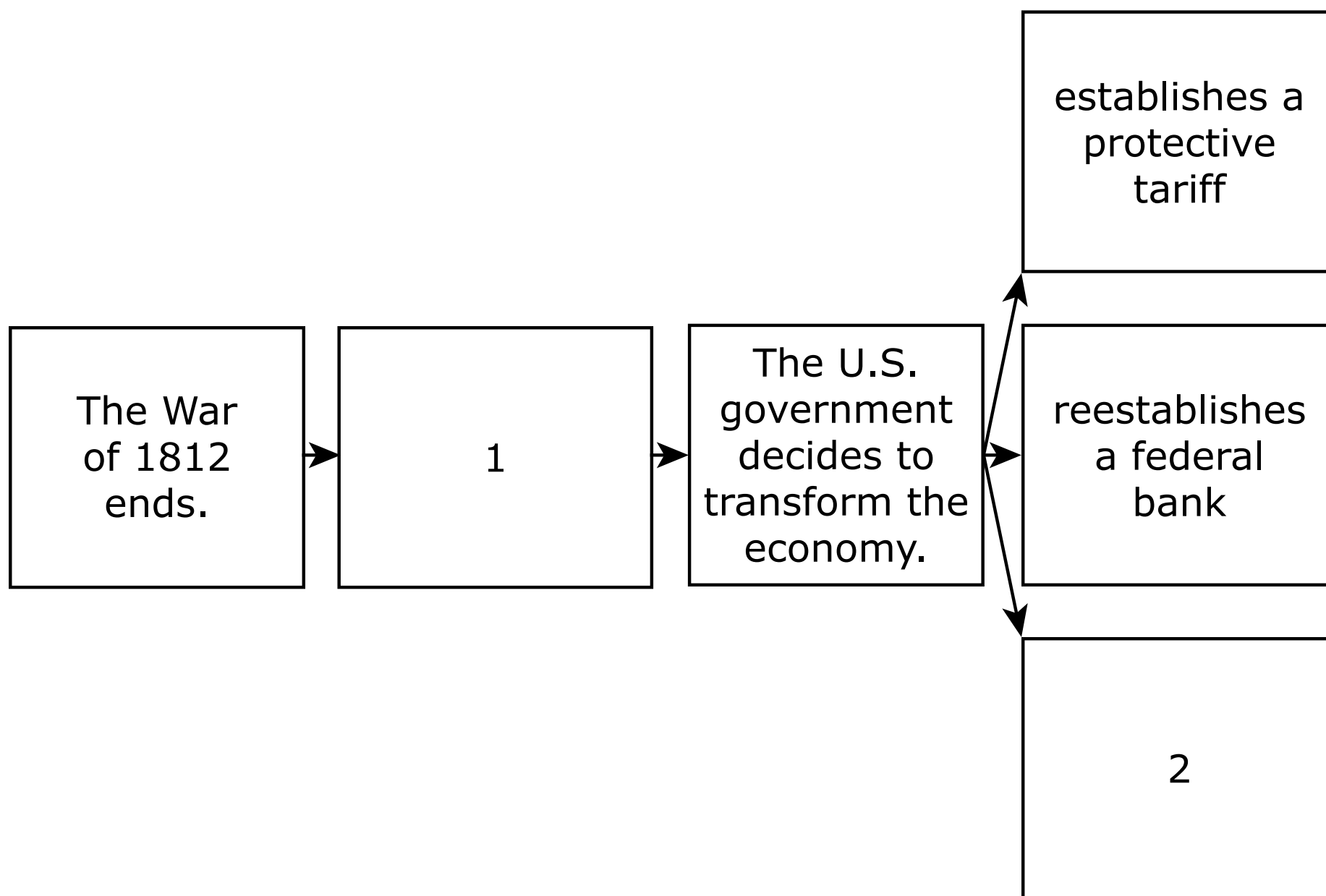
The 15th Amendment to the Constitution states that the “right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.”

—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

4 Study the diagram.



Part A

Which outcome of the War of 1812 goes in box 1?

- Ⓐ suffrage for women expands
- Ⓑ abolishes slavery
- Ⓒ improves transportation systems
- Ⓓ nationalism increases
- Ⓔ passes laws protecting workers

Introduction

After reading a book in which a country goes to war, a student started to think about the reasons that countries fight. In school the student had recently learned about the Mexican-American War, and decided to research it further. The compelling question is:

Was the goal of the Mexican-American War to expand slavery?

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

Background Information

In 1846 President James K. Polk, a supporter of expansion and the idea of Manifest Destiny, sent a group of diplomats and U.S. soldiers to disputed territory north of the Rio Grande River (Rio del Norte in Spanish). The U.S. government wanted to settle the border dispute over the recently-annexed Texas, formerly a part of Mexico. The arrival of the diplomats caused a revolt. Mexican soldiers crossed the river and killed 11 U.S. soldiers. President Polk requested and received a declaration of war from Congress. After two years of war, the United States and Mexico signed the Treaty of Guadalupe Hidalgo. The treaty gave Mexico \$15 million for the land that became California and New Mexico, and established the Rio Grande as the border between Texas and Mexico.

Source B

Source Information: In the 1973 book *Mr. Polk's War: American Opposition and Dissent, 1846-1848*, historian John H. Schroeder characterizes President James K. Polk's opinion toward U.S.-Mexican relations. This book was published during a time when American public opinion was deeply divided over U.S. involvement in war. The book aims to disprove the myth that Americans suspend political differences during wartime.

Source B

On Mexican affairs, Polk was equally aggressive. . . While publicly committed to peaceful diplomacy, Polk maneuvered to ensure war if necessary to gain his objectives. Hoping to coerce [force] Mexico peacefully into recognizing the Rio Grande as the Texas border and ceding [giving] New Mexico and California to the United States, the administration worked through the channels of diplomacy. But Polk's was a militant [aggressive] policy designed not to resolve outstanding issues like the claims question, but rather to use this dispute to achieve his territorial objectives, whatever the cost. If Mexico would not peacefully acquiesce in [agree to] Polk's demands, then war would be the alternative. And the president did not shrink from war.

Source C

Source Information: In March 1845 the U.S. War Department ordered Ulysses S. Grant to Texas. His troops fought in the war against Mexico. In his 1885 autobiography, *Personal Memoirs of U.S. Grant*, he reflected on the causes of the Mexican-American War.

Source C

The occupation, separation and annexation were, from the inception [beginning] of the movement to its final consummation [completion], a conspiracy [secret plan] to acquire territory out of which slave states might be formed for the American Union.

Even if the annexation itself could be justified, the manner in which the subsequent [following] war was forced upon Mexico cannot. The fact is, annexationists wanted more territory than they could possibly lay any claim to. . . .

We were sent to provoke [start] a fight, but it was essential that Mexico should commence [begin] it. It was very doubtful whether Congress would declare war; but if Mexico should attack our troops, the Executive could . . . prosecute the contest with vigor [strength]. Once initiated [begun] there were but few public men who would have the courage to oppose it.

Source D

Source Information: On May 11, 1846, President James K. Polk delivered the following message to Congress. Polk, a southern slave-owner supported the expansion of slavery westward. Polk began his speech by stating that he had tried diplomatic measures to resolve differences with Mexico for the past 8 months. Congress voted to declare war two days later by a vote of 174 to 14.

Source D

The Mexican forces at Matamoros assumed a belligerent [hostile] attitude, and on the 12th of April General Ampudia . . . notified General Taylor to break up his camp within twenty-four hours and to retire beyond the Nueces River, and in the event of his failure to comply with these demands announced that arms, and arms alone, must decide the question. But no open act of hostility was committed until the 24th of April. On that day General Arista, [Mexican commander] . . . communicated to General Taylor that "he considered hostilities commenced [started] and should prosecute [continue with] them." . . . The cup of forbearance [patience] had been exhausted even before the recent information from the frontier of the Del Norte. But now, after reiterated menaces [repeated threats], Mexico has passed the boundary of the United States, has invaded our territory and shed American blood [killed Americans] upon the American soil. She [The United States] has proclaimed that hostilities have commenced, and that the two nations are now at war.

5 Part A

Consider the Source Information provided for Source A.

Select **one detail** from the Source Information that identifies Senator Cass's perspective on the war with Mexico.

This is an (A) excerpt from a speech in Congress about a declaration of war against Mexico. Senator Lewis Cass of Michigan, (B) a strong supporter of American territorial expansion, was a leading spokesman for the doctrine of (C) popular sovereignty which said that the white voters in each territory should decide whether to permit slavery. Cass also opposed blocking the expansion of slavery into the territory gained from Mexico. (D) On May 12, 1846, he discussed his thoughts about the disputed land with Mexico.

- Ⓐ “. . . excerpt from a speech in Congress . . .”
- Ⓑ “. . . a strong supporter of American territorial expansion . . .”
- Ⓒ “. . . popular sovereignty which said that the white voters in each territory should decide . . .”
- Ⓓ “On May 12, 1846, he discussed his thoughts about the disputed land with Mexico.”

Part B

Explain how the detail you chose in Part A might impact the information provided by the source.

Enter your answer in the space provided.

6 Part A

Do Source B and Source D provide similar or different reasons for who was to blame for the start of the Mexican-American War?

- Ⓐ similar
- Ⓑ different

Part B

Briefly explain your answer with evidence from **both** sources.

Enter your answer in the space provided.

Section 4

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7 Ulysses S. Grant did **not** approve of the war with Mexico.
Explain how evidence from Source C supports the statement.

8 Mexico started the Mexican-American War.

Explain how evidence from Source D supports the statement.

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

Was the goal of the Mexican-American War to expand slavery?

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 answer in the space provided.



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





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